

दिल्ली विश्वविद्यालय
UNIVERSITY OF DELHI

B.A. (Programme) Education

(Effective from Academic Year 2019-20)



Revised Syllabus as approved by

Academic Council

Date:

No:

Executive Council

Date:

No:

**Applicable for students registered with Regular Colleges, Non Collegiate
Women's Education Board and School of Open Learning**

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Preamble

The objective of any programme at Higher Education Institute is to prepare their students for the society at large. The University of Delhi envisions all its programmes in the best interest of their students and in this endeavour it offers a new vision to all its Under-Graduate courses. It imbibes a Learning Outcome-based Curriculum Framework (LOCF) for all its Under Graduate programmes.

The LOCF approach is envisioned to provide a focused, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The Under-Graduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it offers to inculcate at the graduation level. The graduate attributes encompass values related to well-being, emotional stability, critical thinking, social justice and also skills for employability. In short, each programme prepares students for sustainability and life-long learning.

The new curriculum of B.A. (Prog.) Education offers students an opportunity to engage with significant issues, policies, practices and their own lived experiences in Education. The spectrum of coverage is from early childhood to young adulthood. The attempt is thus to build understanding about Education from the pre-primary to higher education stage. Each of the six core courses provide engagement with important theories use focussed readings to build perspective and include suggested assignments for better practice theory interface. The debates and discussions which continue to draw attention in Education have also been included in the courses.

The skill-based courses deal with the applications of Educational theory and provide opportunities for rich practicum exposure from which new theories can be built and existing theories can be appreciated. The idea is to make every student engage in reflection, analysis and mini research and develop a zest to pursue further studies in Education.

The University of Delhi hopes the LOCF approach of the programme B.A. (Prog.) Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life, at large.

INTRODUCTION TO THE B.A. (PROGRAMME) EDUCATION

Education as a discipline has a unique position. It draws its content, ideas and theoretical frameworks from the Sciences, Social Sciences and from Language as well. Its subject matter is thus all encompassing and relates to subjects like Philosophy, Sociology and Psychology on the one hand and to History, Economics, Political theory, Physics, Chemistry, Biology, Mathematics, English, Hindi and other regional languages, on the other. The former constitute the foundational disciplines while the latter provide a spectrum of ideas that form the basis of educational research and practice.

The Courses in Education have been designed in two formats: as a set of 6 Core Courses across the six semesters of the BA Programme and as a basket of 4 Skill Based Courses. The Core courses attempt to acquaint the student with basic concepts and ideas in Educational theory drawn from the foundational disciplines. They also build perspective and understanding about policy frameworks, constitutional commitments and imperatives and issues of diversity, pluralism, citizenship, nationalism etc. They provide a rich understanding about human development and learning, particularly children, childhoods and adolescences. A conscious effort has been made to honour significant classical and contemporary aspects in each course.

The Skill based courses promote hands on experience in different areas of educational practice, such as pedagogy, social inclusion, disability inclusion, planning and designing research and engaging with media and technology. A number of activities and projects constitute the content of these courses.

Courses in Education can be combined with all other subjects of the B.A. Programme with relative ease and academic comfort.

COURSES FOR B.A. (PROGRAMME) EDUCATION

Discipline Courses

Semester: 1	Core Course I :	Basic Concepts and Ideas in Education
Semester: 2	Core Course II :	Understanding Human Development
Semester: 3	Core Course III :	Education in Contemporary India
Semester: 4	Core Course IV :	Understanding Human Learning and Cognition
Semester: 5	Core Course V:	Education in a Plural Society
Semester: 6	Core Course VI:	Education in India: Policy and Practice

Skill Enhancement Courses

Skill Enhancement Course I	Researching Children and Childhoods in India
Skill Enhancement Course II	Making the Workplace Inclusive
Skill Enhancement Course III	Reflective Learning
Skill Enhancement Course IV	Media in Education

DISCIPLINE COURSES

Semester: 1	Core Course I :	Basic Concepts and Ideas in Education
Semester: 2	Core Course II :	Understanding Human Development
Semester: 3	Core Course III :	Education in Contemporary India
Semester: 4	Core Course IV :	Understanding Human Learning and Cognition
Semester: 5	Core Course V:	Education in a Plural Society
Semester: 6	Core Course VI:	Education in India: Policy and Practice

SEMESTER: I

CORE COURSE I

BASIC CONCEPTS AND IDEAS IN EDUCATION

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

This is a discipline course in education, which aims to provide the basics of education and nature of education. It establishes the interdisciplinary nature of education by acquainting the student with its linkages with other disciplines: philosophy, psychology, sociology, economics and polity. It intends to clarify the major concepts in education. The students will be able to know and understand how educational aims are framed. The students will be able to comprehend the linkages between social institutions and education. Social change and its relationship with education will be understood. This paper will help develop analytical and critical thinking based on the themes and issues in education in philosophical and social context.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Understand the field and discipline of education and its interdisciplinary nature through its linkages with other disciplines.
- Understand how the aims of education are influenced by the philosophical, sociological, psychological, historical, economic and political forces/ aspects of human life.
- Develop critical thinking and analytical ability to evaluate written texts and to formulate their own response to reality.
- Understand the foundations of ethics and values

UNIT 1 : BASIC IDEAS IN EDUCATION

(5 weeks)

- Education: Its meaning, processes, purpose and aims; its interdisciplinary nature
- Concepts of Education: Teaching, Training, Learning, Indoctrination, Schooling, and Education.
- Epistemological Basis of Education: Knowledge, Belief, Inquiry and Reason
- Ethics, Values, and Ideals: Their meaning, nature, and development

UNIT 2 : UNDERSTANDING EDUCATION AND SOCIETY

(5 weeks)

- Education and Socialisation: Agencies of Socialisation- Home, Family, Community, School and Media.
- Culture and Education: role of education in preservation, transformation, and promotion of Culture; Culture and ideology.

- Constitutional Values: Equality, Freedom, Justice, Secularism, Human Rights
- Bases for formulating Aims of Education in the context of a developing and democratic society.

UNIT 3: ANALYTICAL STUDY OF EDUCATIONAL THINKERS

(4 weeks)

Each thinker is to be studied with reference to their perspectives on education

- J. Krishnamurti
- John Dewey
- J.J. Rousseau
- Paulo Freire

SUGGESTED PROJECTS / ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Read the Position Paper titled ‘Aims of Education’ (NCF 2005) and present your understanding of it.
- Read the Preamble of the Constitution of India, focus on the ideas of Justice, Liberty, Equality, Secularism and present your understanding of these concepts.
- Identify one aim of education and study the practices of any one school to understand how this aim is being realized.
- A detailed study of one educational thinker with respect to his ideas on nature of the child, teacher, school in the contemporary context.
- Reflective essay on one’s own socialization with reference to home, school, community and media
- Interview a Teacher of a school and assess his/ her understanding about the meaning of education.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments

READINGS

ESSENTIAL READINGS

- Barrow, R., & Milburn, G. (1986). *A critical dictionary of educational concepts: An appraisal of selected ideas and issues in educational theory and practice*. New York: St. (For Library)
- Brubacher, J. S. (1939). *Modern philosophies of education*. (4 ed.). New York; McGraw Hill. Ch -1 pp.7-9; Ch 5 pp.95-107; Ch 6 pp.109-130; Ch 11 pp.221-245; Ch 13 pp.278-281; Ch 14 pp.297-305; Ch 16 pp.362-364.
- Gore, M. S., Desai, I. P., & Chitnis, S. (Eds.). (1967). *Papers in the Sociology of Education in India*. New Delhi: National Council of Educational Research and Training. Ch 1 pp.1-18; Ch 2 pp.33-51; Ch 3 pp.52-74; Ch 5 pp.91-106,111-126; Ch 6 pp.133-141.
- Jarvis, P. (Ed.). (2006). *The theory and practice of teaching*. New York; Routledge. Ch 4 pp.39-51; Ch 17 pp.237-247.

- Mittal, L. (2019). *Shiksha ke Samajshashtriya Adhaar*. Delhi: Pearson. Ch 1 P 1-9; Ch 3 P 20-28; Ch 4 P 33-42; Ch 5 P 46-52; Ch 9&10 P 82-91 & 96-111; Ch 11 P 116-119; Ch 14 P 145-151; Ch 18 P 193-199; Ch 19 P ; Ch 20 P 214-224; Ch 23 P 245-254; Ch 24 P 258-282.
- Pandey, R. S. (1978). *Shiksha darshan*. Agra: Vinod Pustak Mandir. Ch 2 pp.26-34; Ch 3 pp.59-61; Ch 4 pp.75-88; Ch 22 pp.396-424.
- Salamatullah, P. (1979). *Education in the social context*. New Delhi: NCERT. Ch 1 pp.1-8; Ch 2 pp.10-12; Sec. 11- Introduction, Ch 3 pp.30-32, 35-36, 38-40; Ch 4 pp.63-74; Ch 5 pp.83-85; Ch 9 & 10 pp.167-185; Ch 12 pp.194-204.
- Saluja, C. K. (2004). *Shiksha- Ek vivechan*. Delhi; Ravi Books. (Full Book)
- Schofield, H. (2011). *The philosophy of education: An introduction* (Vol. 154). Routledge. Unit -1 The Concept 'Values' pp.205-227; The Concept 'Culture' pp.107-119.
- Shermis, S. S. (1967). *Philosophic foundations of education*. Van Nostrand Reinhold. Ch 1 pp.1-21; Ch 2 pp.26-36; Ch 5 pp.111-117; Ch 7 pp.160-161; Ch 9 pp.205-213, pp.222-225.
- Titus, H. H. (1994). *Living issues in philosophy*. (9 ed.). USA: OUP. Part 1 pp.25-44, Part 2, Chapter 6, pp.102-111.

ADDITIONAL READINGS

- Badheka, G., & Pathak, C. (1990). *Divaswapna*. New Delhi: NBT.
- Brint, S. (2017). *Schools and societies*. California: Pine Forge Press. (Chapter 1 and 5)
- Cohen, B. (1970). *Educational Thought: An Introduction*. Britain: MacMillan
- Desai, M. and Chitnis, S. (1975). *Papers in the Sociology of Education in India*. Delhi: NCERT
- Dewey, J. (1923). *Democracy and education: An introduction to the philosophy of education*. New York: MacMillan.
- Dewey, J. (1915). *The school and society*. USA: The University of Chicago Press.
- Dhankar, R. (2010). *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Dubey, S.C. (2001). *Indian Society*. New Delhi: NBT.
- Freire, P., & Freire, A. M. A. (2004). *EPZ pedagogy of hope: Reliving pedagogy of the oppressed*. A&C Black.
- Holt, J. (1964). *How children fail* (Vol. 5). New York: Pitman.
- Krishnamurti, J. (1953). *Education and the significance of life*. San Francisco, CA: Harper.
- Kumar, K. (1993). *Raj, Samaj aur Shiksha*. New Delhi: Raj Kamal Prakashan.
- Kuroyanagi, T. (1996). *Totto-chan: the little girl at the window*. Kodansha International.
- O'Connor, D. J. (2016). *An introduction to the philosophy of education*. Routledge.
- Rousseau, J. (1984). *The origin of inequality*. Penguin Books.
- Seetharamu, A. S. (1978). *Philosophies of education*. APH Publishing.
- Shukla, S., & Kumar, K. (Eds.). (1985). *Sociological Perspective in Education: A Reader*. Chanakya publication.
- Snook, I. (1972). *Indoctrination and education*. Routledge & Kegan Paul
- Turner, B. (1986). *Equality*. New York: Tavistock Publications.

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Education, Concepts, Ideas, Foundations of Education

SEMESTER : II

CORE COURSE II

UNDERSTANDING HUMAN DEVELOPMENT

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

This paper attempts to introduce students to theoretical frameworks and perspectives about human development in different socio-cultural contexts. It explores notions and experiences of childhood, adolescence and adulthood, situated in the milieu of family, neighborhood, community, educational institutions, workplace and society at large. This background includes an engagement with theories as well as some socio-cultural issues.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Build understanding of the various aspects of human development.
- Deliberate upon the different social/educational/cultural realities associated with human development.
- Explain the process of human development as it unfolds in diverse socio-cultural contexts.
- Develop a critical perspective about social exclusion and inequality and its effect on human development
- Develop the potential for perspective building with reference to inclusion and associated practices.

UNIT I: CONCEPTUALIZING HUMAN DEVELOPMENT

(4 weeks)

- Contextualising human development in Indian society
- Characteristics and features of different stages of human development
- Basic principles of human development.
- Debates in human development: nature v/s nurture, continuity v/s discontinuity, universal v/s contextual.
- Role of family, neighbourhood, school, community, and society at large in human development.

UNIT 2: PERSPECTIVES ON HUMAN DEVELOPMENT

(6 weeks)

Understanding the process of human development in Indian society with reference to:

- Erikson's theory of psychosocial development
- Kohlberg's theory of moral development
- Bronfenbrenner's ecological theory of development

UNIT 3: SITUATING HUMAN DEVELOPMENT IN THE CONTEXT OF DIVERSITY

(4 weeks)

- Diversity in the experiences of childhood and adolescence with reference to caste, class, gender, religion, language and region.
- Issues and concerns stemming from social interaction: conflicts, prejudices, stereotypes, abuse and violence.
- Concept of inclusion: historical background; educational practices for social inclusion.

SUGGESTED PROJECTS/ ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Observe and document the developmental patterns in adolescents with reference to identity and factors influencing identity development.
- Engage in self-reflection and document the role of family, education and peer group in their own development.
- Interview five children of any one marginalized community to explore the challenges, issues and concerns with regard to adjustment in school.
- Watch either ‘Stanley Ka Dabba’ or ‘ I am Kalam’ (Bollywood Films) and describe how childhood unfolds in them.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

READINGS

ESSENTIAL READINGS

- Balagopalan, S, (2010). Introduction: Children’s Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59)
- Brown, B. B., Larson, R. W. & Saraswathi, T. S. (2002). *The World’s Youth: Adolescence in Eight Regions of the Globe*. NY: Cambridge University Press. [Chapter 4: Adolescence in India]
- Kumar, S. (2015). *Child Development and Pedagogy*. New Delhi: Pearson. [Chapter 2: Socialization, pp 16-31 and Chapter 3: Cognitive and Moral Development, pp 35-60]
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers. [Chapter 4: Child Development (pp 71-96)]
- Ranganathan, N. (2000). *The Primary School Child*. New Delhi: Orient Longman [Chapter 4: Social Development, (pp 57-79)]
- Woolfolk, A. (2017). *Educational Psychology (13th Ed.)*. New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- Ranganathan, N. & Wadhwa, T. (2017). *Guidance and Counselling for Children and Adolescents in School*. India: Sage Publication. [Chapter 3: Understanding Children and Adolescents in School (pp. 23-43), Chapter 8: Dealing with Addiction and Abuse (pp. 103-115), Chapter 12: Coping with Stress and Anxiety (151-161)]

- कुमार, संदीप (2017) नैतिक एवं संवेगात्मक विकास में मीडिया की भूमिका, भारतीय आधुनिक शिक्षा, एन सी ई आरटी, 2, 37-44
- मुकुंदा, कमलावी. (2013) स्कूल में आज तुमने क्या पूछा ?, अनुवाद पूर्वा याज्ञिक कुशवाहा, मध्य प्रदेश : एकलव्य प्रकाशन (पाठ 4, पृष्ठ सं. 73-94)

ADDITIONAL READINGS

- Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children (6th ed.)*. New York: Worth Publishers (Chapter 12 pp 429-443)
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Erikson, E. H. (1963). *Childhood and Society*. New York: Norton.
- Greene, M. (1993). Diversity and Inclusion: Towards a Curriculum for Human Beings. *Teachers College Records*, 95(2), 211-221.
- Mishra, A. (2007) Everyday life in a slum in Delhi: views of the children. In Deepak Kumar Behera (ed.) *Childhood in South Asia*. New Delhi: Longman.
- Slavin, R. E. (2012). *Educational Psychology: Theory and Practice*. USA: Pearson. [Chapter 12 (pp381-390)]
- Tuli, M. (2012). Belief on Parenting and Childhood in India. *Journal of Comparative Family Studies*, 43(1), 81-91.
- Vasantha, D. (2004) Childhood, work and schooling: some reflections. *Contemporary Education Dialogue* 4(2). pp 5-29

AUDIO VISUAL MATERIAL: ACROSS UNITS

- Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky. 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Stories of Girlhood. 2001. Samina Mishra
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Human Development

SEMESTER : III

CORE COURSE III

EDUCATION IN CONTEMPORARY INDIA

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

The course aims to acquaint students with modern education in contemporary India. It would familiarize them with key debates prevalent during the anti-colonial struggle and subsequent developments in post - independent India. Education will be introduced within the framework of Constitutional principles and Rights - based approach.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Discuss the influence of colonialism on education and the changes that have unfolded.
- Trace the modern education system in India and the expansion of women's education through the experiences of pioneering women.
- Explain the alternatives posited by M.K. Gandhi and Rabindranath Tagore to colonial education.
- Discuss the Constitutional provisions relevant to education.
- Exhibit an understanding of India's federal structure and democratic decision- making with reference to education.

UNIT 1: COLONIALISM AND MODERN EDUCATION

(4 weeks)

- Modern education in India; Impact of Colonialism on traditional systems of education; Emergence of modern school system and universities
- Women and modern education: educational endeavors of Rokeya Sultana, Pandita Ramabai, Jyotiba and Savitribai Phule
- Aims and purpose of colonial education and alternative visions with reference to Nai Taleem of Gandhi and My School of Tagore

UNIT 2: GOING TO SCHOOL AND COLLEGE IN INDIA

(4 weeks)

- Education and Development with reference to Human Development Index and Gender Development Index.
- Factors affecting access to different levels of education; the need for Right to Education.
- Challenges and issues in development of education: regional disparities, gender, religious, class and caste based variations in education based on an introduction to reading of data

UNIT 3: CONSTITUTION, EDUCATION AND CITIZENSHIP

(6 weeks)

- Importance of Constitutional values and their relevance to education
- Provisions in the Constitution relevant to education: Acts and Amendments; Religious minority and Linguistic minority Rights, Rights against Discrimination, Right to Equality, and Right to Education
- Education and the role of Center and State: Union, State and Concurrent lists, Panchayati Raj and Local bodies
- Role of Judiciary, Legislature and Executive in education with specific reference to RTE Act 2009 and Amendments

SUGGESTED PROJECTS/ ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Review of Swami and Friends by RK Narayan with reference to education in colonial times.
- Essay on Gandhi's ideas of education through handicrafts.
- Review of Jyotirao Phule's Ghulamgiri with reference to education of the caste oppressed.
- Reflective essays/ presentations on student's own schooling and educational experiences
- Preparing educational status reports based on reading of data tables done in class for specific social groups.
- Documenting educational testimonies of family members/migrant workers/ children living on the streets/ child workers/homeless people.
- Case study of the Unnikrishnan Judgement 1993.
- Essay on Ambedkar's idea of education for social transformation.

Note:

On the basis of the above, the teacher may design his/her own relevant assignments and projects.

READINGS

ESSENTIAL READINGS

- *Constitution of India: Preamble, Provisions of the Constitution of India having a bearing on Education* retrieved from <http://www.education.nic.in/constitutional.asp> and <http://education.nic.in/NatPol.asp>
- Ghosh S.C. (2009). *The History of Education in Modern India (1757-2007) - Third Edition*. Hyderabad: Orient Blackswan Private Limited. (Chapter 1-Introduction)
- Govinda, R and M, Bandyopadhyay. (2011). Access to Elementary Education: Analytical Overview (chapter 1) in R, Govinda, *Who Goes to School? Exploring Exclusion in Indian Education*, New Delhi: OUP. (for Disparities and access to elementary education: Issues of Class, gender, caste, region, religion, disability)
- Harriss, J. (2011). Education, Democracy and Development. In K N Panikkar and M Bhaskaran Nair (Eds.) *Emerging Trends in Higher Education in India: Concepts and Practices*. New Delhi: Pearson Education India. (pp3-11) Retrieved from http://www.swaraj.org/shikshantar/tagore_myschool.html
- Human Development Report retrieved from <http://hdr.undp.org/en/reports/>

- Kumar, K. (1991). *Political Agenda of Education: A Study of Colonialist and Nationalist ideas*. New Delhi, Sage Publications. Chapter 1 (Introduction: Dynamics of colonisation), Chapter 2 (Colonial Citizen as an Educational Ideal),
- Latest Selected Education Statistics, on MHRD website: <http://www.education.nic.in>
- *Buniyadi Shiksha, "The selected works of Gandhi". Vol. 6, The Voice of Truth* . Retrieved from http://www.mkgandhi.org/views_edu/chap02.htm.
- National Curriculum Framework (2005). New Delhi: NCERT. Chapter- 1 (for Constitutional values and the curriculum)
- What is RTE: A Handbook for Teachers (2017). New Delhi: NCERT. Chapter 1
- Chakravarti, U (2007), *Pandita Rama Bai : A life and a Time*. New Delhi: Critical Quest.
- रामपाल, अ (2008). शिक्षा का अर्थ और उद्देश्य है मानवीय विकास, आज के सवाल- शिक्षा और भूमंडलीकरण, नयी दिल्ली: शब्द संघन प्रकाशन.

ADDITIONAL READINGS

- Deshpande , G.P.,2012, Selected Writings of Jotirao Phule, Leftword Book
- Kumar, K. (2007). Education and Culture: India's quest for a Secular Policy, In Kumar K and J Oesterheld (Eds.) *Education and Social Change in South Asia*, Hyderabad: Orient Longman.
- Natarajan, S. (2011). *A Gardener in the Wasteland: Jotiba Phule's Fight for Liberty*. New Delhi: Navayana Publishing
- Stalin, K. (2007). *India Untouched*. Drishti Media Collective (film).
- Vyam, D B., Natarajan, S. A. and Vyam, S. (2011). *Bhimayana: Experiences of Untouchability*. New Delhi: Navayana Publishing

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

Assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

KEY WORDS

Education, Contemporary India

SEMESTER : IV

CORE COURSE IV

UNDERSTANDING HUMAN LEARNING AND COGNITION

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

The paper attempts to build an understanding about the processes of thinking and learning from different theoretical perspectives. It enables the student to visualize the linkages between everyday knowledge and theories of learning and cognition. It also builds sensitivity, understanding and perspective about how these processes unfold in the context of inclusion and diversity.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Engage with the ideas and processes of children's thinking and learning
- Understand the process of thinking and learning through different theories/ perspectives and reflect on their relevance.
- Appreciate the interface between theory and practice.
- Recognize the role that culture plays in cognitive development.
- Become sensitive towards diversity and inclusion in learning and cognition.

UNIT 1: UNDERSTANDING THINKING, LEARNING AND COGNITION (4 weeks)

- Key cognitive processes: thinking, perception, attention, memory, language and problem solving
- Factors affecting thinking and learning: personal, socio-cultural, media and technology
- Understanding children's' thinking and learning with reference to diverse socio-cultural contexts

UNIT 2: THEORETICAL PERSPECTIVES IN THINKING, LEARNING AND COGNITION (6 weeks)

- Learning and Cognition as processes of adaptation and interaction with the environment, situated in Piaget's theory of Cognitive Development
- Observational learning as explained in the Social Cognitive Theory of Bandura
- Learning as conceptualized in the information processing approach
- Learning as a social process of knowledge construction as discussed by Vygotsky
- Learning as a process associated with the uniqueness of the individual and evolution of self as proposed by Carl Rogers

UNIT 3: EXPLORING DIVERSITY AND INCLUSION IN LEARNING PROCESSES

(4 weeks)

- Concept of diversity and inclusion and associated practices with reference to learning and cognition
- Uniqueness of children and adolescents in terms of intelligence, creativity and motivation
- Children with special needs: issues, challenges and possibilities

SUGGESTED PROJECTS/ ASSIGNMENT

Learners are expected to engage with any two of the following or such similar activities:

- Take up a learning task and maintain a journal/diary about the processes of thinking, problem- solving and decision –making involved in it.
- Draw up a concept map of any one topic of learning. Describe how the task was useful.
- Interact with children/young adults and identify the cognitive strategies that they use in solving sudoku, crosswords, puzzles and traditional games.
- Undertake some group problem solving task and discuss the various strategies which can be employed to solve them.
- Interact with children with special needs to explore and document the challenges they face during the learning process. Describe the strategies used by the teacher to facilitate their learning.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments

READINGS

ESSENTIAL READINGS

- Balagopalan, S. (2004). Understanding ‘inclusion’ in Indian School, In Nkomo, M. (eds) *Reflection on School Education*. Cape Town: Human Science Research Council.
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- Santrock John.W (2006) (2nd ed.) *Educational Psychology Classroom Update: Preparing for Praxis and Practice*. New Delhi: Tata McGraw-Hill [Chapter 9 (pp287-295)]
- Woolfolk, A (2005) *Educational psychology*(3rd edition) New Delhi: Pearson.[Chapter pp 57-84]

- Kaushik, B. (2019). *Creating Inclusive Schools: Theory, Process and Practice*. India: Sage Publication. [Chapter 3: Children with Diverse Needs, pp 46-86]
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- मुकुंदा, कमलावी. (2013) स्कूल में आज तुमने क्या पूछा?, अनुवाद पूर्वा याज्ञिक कुशवाहा, एकलव्य प्रकाशन (पाठ 2)

ADDITIONAL READINGS

- Bell, M. P. (2009) The case of Mandatory Diversity Education, *Academy of Management Learning & Education*, 8(4), 597-609.
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. (Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions)
- Dweck, C. (2006). *Mindsets: The New Psychology of Success*, Random House: New York; (2012) (Mindsets: How you can fulfill your potential, Constable and Robinson Limited- Related lectures on youtube)
- Holt, J. (1982/1964). *How Children Fail*. New York: Perseus books (2009 translation)
- Lefrancois, R. (2000). *Psychology for Teaching*. USA: Wadsworth
- Pollard, A (2006). *Reflective Teaching*. NY: Continuum
- Piaget, J. (1945). *Play, dreams and imitation in childhood*. London: Heinemann.
- Piaget, J. (1970). *Main trends in psychology*. London: George Allen & Unwin.
- Vygotsky, L. S. (1963). *Thought and language*. Cambridge MA: MIT Press.
- Vygotsky, L. S. (1980). *Mind in society: The development of higher psychological processes*. USA: Harvard university press.

AUDIO VISUAL MATERIAL: ACROSS UNITS

- Hindi Medium. 2017. directed by Saket Chaudhary
- Nil BatteySannata .2015. Directed by AshwinyIyer Tiwari
- Stanley Ka Dabba. 2011. Amole Gupte
- Tarre Zameen Par. 2007. Directed by Amir Khan

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis and collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Human, Learning, Cognition

SEMESTER: V

CORE COURSE V

EDUCATION IN A PLURAL SOCIETY

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

This paper introduces the conceptual issues and concerns of education in a plural society. It engages with the idea of diversities as well as the challenges posed by inequalities and discrimination. It further initiates a critical reflection on the possibilities from education. This paper focuses upon consolidating conceptual understanding of equality with reference to opportunity, marginalisation, pluralism, multilingualism and patriarchy.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Distinguish between social diversity and inequalities in education.
- Analyse the special needs and basis for additional provisions of educational opportunities to social groups facing inequalities due to caste, class, gender, religion and disability.
- Explain Constitutional values and provisions that promote social diversity and limit inequality in education.
- Describe multilingualism in the Indian context and critically discuss issues of language that are relevant for the learner, with specific focus on home language and school language.
- Locate provisions which promote linguistic diversity in education from the Constitution.
- Identify and critically evaluate the imbalances of gender in education and socialisation.
- Apply an empathetic understanding of diversity in educational institutions.

UNIT 1 : UNDERSTANDING PLURALISM, DIVERSITY AND INCLUSION (6 weeks)

- Pluralism and Diversity in Indian Society: Religion, Language, Ethnicity and Culture; the school-society interface and its representation in 'explicit' and 'hidden' curriculum
- Inequalities and Social Exclusion: differences in access to resources and opportunities among social groups
- Education and Social Mobility: aspirations, opportunities and challenges

UNIT 2 : LANGUAGE AND THE LEARNER (4 weeks)

- Child's home language and the language of school, classroom and textbooks
- Issues related to mother tongue, standard language and medium of education, and home language as a 'deficit'
- Understanding multilingualism and multilinguality in the classroom

UNIT 3: GENDER CONCERNS IN EDUCATION

(4 weeks)

- Gender as social category and socialisation at home, school and society
- Inter-sectionalities of gender, caste, class and religion
- Understanding gender diversity.
- Gender in educational contexts

SUGGESTED PROJECTS/ ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Discuss aspirations from education, and challenges faced by the marginalised group with reference to any of the following books/ chapters: 'Bhimayana' or 'Jhoothan: A Dalit's Life' Or 'Naja goes to school and Doesn't'.
- Critical discussion on the film 'Hindi Medium'.
- Talk to children of the middle school to understand how they express themselves differently in the first and the second languages. Ask children to write a paragraph or talk about their experiences. These narratives are to be analysed for expression, ideas and ease of communication.
- Discuss students' experiences of growing up as a boy/girl following a self-reading of Krishna Kumar's 'Growing up male'.

Note:

On the basis of the above, the teacher may design his/her own relevant assignments and projects.

READINGS

ESSENTIAL READING

- Agnihotri, R. (2008). Multilinguality for India. *Seminar*, (590).
- Beiteille, A. (1983). *Equality and Inequality: Theory and Practice*. New Delhi : OUP. [Chapter 6]
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhatt, Z. (1988). Socialisation of the Female Muslim Child in Uttar Pradesh. In K. Chanana (Ed.), *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Constitution of India. Retrieved from <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- Dube, L. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India. In K. Chanana (Ed.), *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Dube, S. C. (1990). *Indian Society*. New Delhi: National Book Trust. [Chapters 1, 2, 3]
- Mohanty, A. K. (n.d.). *Language and Education*. Retrieved from http://www.nmrc-jnu.org/nmrc_img/NUEPA_MOHANTY_Lang&Ed.ppt
- Nambissan, G. B. (2004). Integrating Gender Concerns. *Seminar*, (536).
- Nambissan, G. B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. *Children, Social Exclusion and Development*, 1(1). Retrieved from <http://dalitstudies.org.in/wp/wps0101.pdf>

- *Position Paper: National Focus Group on Education of Children with Special Needs.* (2005). NCERT.

ADDITIONAL READINGS

- Delpit, Lisa D , The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children, *Harvard Educational Review*; Aug 1988; 58, 3
- Kumar, K. (1992). *Growing up Male*. In *What Is Worth Teaching?* New Delhi: Orient Longman.
- Mohanty, A. K. (1990). Psychological Consequence of Mother-Tongue Maintenance and Multilingualism in India. In D. P. Pattanayak (Ed.), *Multilingualism in India*. Clevedon, UK: Multilingual Matters.
- Srivasatva RN, and RS Gupta, 1990, Literacy in a Multilingual Context, in ed. Debi Prasanna Pattanayak *Multilingualism in India* , Multilingual Matters: Clevedon, Philadelphia
- *Position Paper: National Focus Group on Gender Issues in the Curriculum.* (2005). New Delhi: NCERT.
- *Position Paper: National Focus Group on Teaching of Indian Language.* (2005). New Delhi: NCERT.
- Talib, M. (1998). Educating the Oppressed: Observations from a School in a Working Class Settlement in Delhi. In S. Shukla & R. Kaul (Eds.), *Education, Development and Underdevelopment*. New Delhi: Sage Publications. [pp 199-209]
- Turner, B. S. (1986). *Equality*. Chichester: Ellis Horwood. [Chapter 6: Towards Equality]
- Valmiki, O. (2003). *Joothan: A Dalit's Life* (A. P. Mukherjee, Trans.). Kolkata: Bhatkal and Sen.
- Vyam, D., Vyam, S., Natarajan, S., & Anand, S. (2011). *Bhimayana: Experiences of Untouchability* (1st edition). New Delhi: Navayana.
- Winch, C. (2011). Civic Education, Pluralism and the Indispensable Role of the State. In K. N. Panikkar & M. B. Nair (Eds.), *Emerging Trends in Higher Education in India: Concepts and Practices*. New Delhi: Pearson Education.

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Education, Plural Society

SEMESTER: VI

CORE COURSE VI

EDUCATION IN INDIA: POLICY AND PRACTICE

Credits: 6

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 5+Tutorial /Presentation 1

COURSE OBJECTIVES

This course provides an overview of educational policy and practices that have influenced development of school and higher education in India. It introduces learners to significant perspectives and processes of educational policy making and planning in the country. Learners are introduced to institutions of school education and higher education in India and also to the programmes and schemes that have influenced educational access and opportunities.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Build a critical understanding about major policies of education in India.
- Develop familiarity with indicators of educational development.
- Describe different educational systems at the school and higher education level.
- Identify problems, challenges and issues at different levels of education.
- Understand the role of regulatory bodies at different levels of education.
- Understand global changes that impact education.

UNIT I: UNDERSTANDING EDUCATIONAL POLICY IN INDIA

(4 weeks)

- Policy and its influence on the educational system
- Overview of policies in India; National Policy of Education 1968, National Policy of Education 1986, Programme of Action 1992
- International goals and Policy formulation in India: Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs)
- Educational planning in India and Financing: Indicators of education - GER, NER, pupil-teacher ratio

UNIT II: SCHOOL EDUCATION IN INDIA

(6 weeks)

- Common School System: Kothari Commission Report and vision of Common Schooling
- Systems of Schools: types and affiliation, public, private, central, state government, aided and schools run by autonomous bodies
- The role of various national, state and local level bodies in school education in the area of curriculum and assessment, such as National Council for Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), District Institute for Education and Training (DIETs), National Institute of Open Schooling (NIOS); Boards of Education: National, International and State Boards

- Important government initiatives: Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Samagra Shiksha, Mid-day Meal Program

UNIT III: HIGHER EDUCATION IN INDIA

(4 weeks)

- Issues in higher education: access, equity, relevance, quality, Rashtriya Uchchar Shiksha Abhiyan (RUSA)
- Challenges of quality and regulations in higher education Role of University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC)
- Types of universities: central, state, private, open and deemed
- Contemporary issues: role of the global market; GATS in education

SUGGESTED PROJECTS / ASSIGNMENTS

Learners are expected to engage with any two of the following or such similar activities:

- Build a perspective from data on education of specific social groups (girls, Dalits, tribals, disabled) from Census, DISE, Select Education Statistics, and All India Education Survey Report (NCERT) regarding access to education, enrolment - retention at various levels of education and achievement of students.
- Detailed Study of midday meal scheme (www.righttofoodindia.org) or any other school linked schemes of the Central Government.
- Examine any course offered to students through franchising or joint ventures of transnational institutions.
- Prepare a report on schemes that are currently operational in government schools introduced for welfare of children in last five years.

Note:

On the basis of the above, the teacher may design his/her own relevant assignments and projects.

READINGS

ESSENTIAL READINGS

- Juneja, Nalini, 2003, Constitutional Amendment to Make Education a Fundamental Right, Occasional Paper, New Delhi: NUEPA pp6-13 [http://www.nuepa.org/ Download/ Publications/Occasional%20Paper-33njuneja.pdf](http://www.nuepa.org/Download/Publications/Occasional%20Paper-33njuneja.pdf)
- Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
- GOI. (1966). Report of the Education Commission: Education and National Development, New Delhi: Ministry of Education.
- Sinha, Shanta and Reddy, A. (2011), School Drop Outs or Push outs, in R. Govinda (ed.) Who goes to school? Exploring Exclusion in Indian Education. Oxford University Press. India. (Chapter 4)
- Public Report on Basic Education (1999) New Delhi: Oxford University Press (also in Hindi)
- Sadgopal, Anil. (2008). Samaan School Pranaliyon ki Zarurat. Aaj ka Savaal. In Shiksha Aur Bhoomandalikaran. India: Shabd Sansadhan Prakashan.

- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68.
- Tilak J.B.G. (2004) *Higher Education between State and the Market* presented in UNESCO Forum on Higher Education available at portal.unesco.org/education/tilak/colloquium.
- Bhushan, Sudhanshu, 2009, Foreign Universities in India (Chapter 5), in Restructuring higher Education in India, Rawat Publication: Jaipur
- Gupta, A. (2011). Kya Nijikaran Sahayak ho Sakta Hai in Ucchar Shiksha ke Badalte Ayaam. Hindi Karyanvya Nideshalaya. Delhi University. (Ch. 5 p. 196- 2

INTERNET RESOURCE

- National Council for Educational Research and Training (NCERT- www.ncert.nic.in),
- State Council of Educational Research and Training (SCERT), DIETs, Block Resource Centres (BRC) etc delhi.gov.in/wps/wpm/connect/doit/scert/Scert+Delhi/home/
- Samagra Shiksha from samagra.mhrd.gov.in
- SSA from <https://mhrd.gov.in>ssa-o>
- RMSA from rmsaindia.gov.in
- RUSA from <http://mhrd.gov.in>rusa>
- Mid day meal <http://mhrd.gov.in>mid-day-meal>
- Millennium Development Goals (MDGs) www.who.int./topics/millennium-development-goals/about/about/en/
- Sustainable Development Goal 4: Quality Education in one.un.org/page/sustainable-development-goals/sdg-4
- Education for Sustainable Development <https://en.unesco.org/themes/education-sustainable-development>
- Quality Education: Why It Matters www.un.org/sustainable-development/wp-content/uploads/2018/09/goal-4.pdf
- Deaton, Angus and Jean Dreze, 2009, Food and Nutrition in India: Facts and Interpretations, Economic and Political Weekly, Vol 44, Issue No. 07 <https://www.eklavya.in/magazine-activity/sandarbh-magazines/200-sandarbh-from-issue-81-to-90/sandarbh-issue-85/584-multilingualism-a-classroom-resource-by-rama-kant-agnihotri>

ADDITIONAL READINGS

- Naik, J.P., 1979, Equality, Quality and Quantity: The Elusive Triangle in Indian Education , *International Review of Education* , Vol. 25, No. 2/3, Jubilee Number (1979), pp. 167-1
- Subimal Sen Democracy, Decentralized Planning and Devolution of Power in Education in K N Panikkar and M Bhaskaran Nair (eds.) *Emerging Trends in Higher Education in India: Concepts and Practices* (New Delhi: Pearson Education India, 2011).
- Naik, JP, The Role of Government of India In Education, Ministry of Education, Government of India
- Powar, K. B. (2011). Indian Higher Education Revisited. Continuing Concerns and Emerging Issues. Vikas Publishing House, Delhi. [Ch. 3 (pp. 62- 79)

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Education, India, Policy

SKILL ENHANCEMENT COURSES

Skill Enhancement Course I	Researching Children and Childhoods in India
Skill Enhancement Course II	Making the Workplace Inclusive
Skill Enhancement Course III	Reflective Learning
Skill Enhancement Course IV	Media in Education

SKILL ENHANCEMENT COURSE - I

RESEARCHING CHILDREN AND CHILDHOODS IN INDIA

Credits: 4

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1

COURSE OBJECTIVES

This paper provides a guide to develop research skills and to design and conduct research with children. The research skills i.e. critical thinking, problem solving, analysis and dissemination, incorporated here help students to learn the research and inquiry skills relevant to children's worlds. It provides enhanced opportunities to strengthen inquiry-based and experiential research practices. It also promotes action research. The course will enhance understanding about children, childhood and research.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Critically understand the nature of the child and childhoods in the socio-cultural context of India.
- Develop the ability to visualize and design research.
- Learn to interpret data and findings and identify how research informs practice.
- Apply generic research skills such as critical and analytical thinking and problem- solving to various contexts.

UNIT I: BUILDING PERSPECTIVE ABOUT CHILDREN

(4 weeks)

- Understanding the child: developmental principles and debates
- Knowing children in the context of diversity
- Role of family, school and society in children's lives
- Knowing child as a researcher

UNIT II: METHODS, TECHNIQUES AND TOOLS FOR STUDYING CHILDREN

(5 weeks)

- Longitudinal and Cross-sectional Studies
- Case study as a method
- Observation, Interview and Diaries as means of obtaining data from children
- Drawings and Photographs as tools for exploring children's worlds
- Presenting data, Drawing inferences and Writing research reports

To have hands on experience, students are expected to engage with any one the following or similar kinds of field based mini research:

- Primary school children's perceptions of peer relationship/ friendship
- Social and emotional development of Visually- impaired or Physically challenged Children or children with any other disabilities in family/school
- Value of culturally relevant education for minority students in primary /elementary school
- Role of media on children's behaviour, aspirations, body image and identity

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

READINGSESSENTIAL READINGS

- Alderson, P. (2001). Research by Children: Rights and Methods. *International Journal of Social Research Methodology: Theory and Practice*, 4(2), pp. 139-153
- Balagopalan, S. (2010) Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297
- Berk, L. (2013). *Child Development*. 13th ed. New Delhi: Prentice Hall of India. [Chapter 1 (4-33), Chapter 2 (40-68)]
- Chaturvedi, Rampal & Singh (2011) Child Labour: A Denial of Human Development. *The Indian Journal of Political Science*, 72 (1), pp. 135-142
- John, W. Best & James, V. Khan (2016) Research in Education. Pearson: London
- Kumar, S. (2015) *Child Development and Pedagogy*. India: Pearson [Chapter 1(1-13), Chapter 2 (16-31)]
- Lewis, V., M. Kellett., C, Robinson. (2004) *Doing Research with Children and Young People*. London: Sage/open university. [pp 97-112]
- Tisdail, K, Cree, Vivienne, E. (2002) *Research with Children: Sharing the Dilemmas*. retrieved from <https://onlinelibrary.wiley.com/doi/full.10.1046/j.1365-2206.00223.x>
- Ranganathan, N. (2000). *The Primary School Child*. New Delhi: Orient Longman
- Woolfolk, A (2017) *Educational psychology*(13th Ed.). New Delhi: Pearson.[Chapter 2 (pp 57-62)]
- कुमार,संदीप (2017) सैद्धांतिक परिप्रेक्षों से खतरा: शोध के विशेष संदर्भ में अध्ययन, *विद्यावार्ता*, 8, पृष्ठ 153-156

ADDITIONAL READINGS

- Greene, S. & Hogan, D. (2005). *Researching Children's Experiences: Approaches and Methods*. London: Sage.
- Willis, J. W. (2007). *Foundations of Qualitative Research*. London: Sage

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will include student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end - semester examination.

KEY WORDS

Children, Childhood, Research

SKILL ENHANCEMENT COURSE - II

MAKING THE WORKPLACE INCLUSIVE

Credits: 4

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1

COURSE OBJECTIVES

This course provides a platform to understand disability as a dimension of diversity. It focuses on developing sensitivity towards people with disabilities and putting people first rather than the disability a person may have. Students are introduced to different types of disabilities and their specialised needs. At the same time, the course also provides space to understand different Acts for persons with disability. The culmination of these learnt theoretical aspects will help learners in making any workplace inclusive for all.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Express their understanding about disability as a social construct.
- Appreciate the importance of inclusive spaces.
- Develop analytical skills for reading different Policies and Acts for persons with disabilities.
- Develop sensitivity towards people with different kinds of needs.
- Collect, Analyse and Interpret data to evaluate social spaces for inclusiveness.

UNIT 1 : UNDERSTANDING DIVERSITY

(4 Weeks)

- Diversity and disability; disability and gender; multiple disabilities
- Disability as a social construct; concept of Exclusion – Inclusion
- Distinction between disability and impairment
 - i) Physiological: Cerebral palsy, Hearing Impairment, Visual Impairment;
 - ii) Neurological: Learning disability, Autism, Intellectual,
 - iii) Other Disabilities: Night Blindness, Thalassemia, Acid Attack Victims

UNIT 2: INCLUSION: POLICY PERSPECTIVES

(5 Weeks)

- Segregation, Integration and Inclusion
- International frameworks on Inclusion: Salamanca statement (1994), Dakar Framework for Action; Education for All (2000) statement
- Rights of persons with Disabilities Act (1995, 2016); Rehabilitation Council of India Act (1992); National Policy of Persons with Disability (2006)

UNIT 3: INCLUSION AT THE WORKPLACE

(5 Weeks)

To have hands on experience, students are expected to engage with any one the following or similar kinds of case study:

- Assess the readiness of persons working in an office/ school towards persons with disabilities.
- Create an awareness campaign about the special needs of persons with disabilities.
- Evaluate the infrastructural provisions in terms of building and technology and assistive devices available to persons with disabilities.
- Develop sensitivity among employees working in an office towards persons with disabilities and help create an inclusive workplace.
- Design a Community Sensitization Program for social inclusion.
- Identify and prepare a report on an organisation which employs persons with disabilities.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

READINGS

ESSENTIAL READINGS

- Ahuja A. & Heijnen E. (2012). *Understanding Inclusion: Resource Material for Teacher Educators*. In V.Saxena (Ed.) Contemporary Trends in Education: a Handbook for Educators (pp. 145-178)
- Alur, Mithu & Bach, Michael (2010). The Journey for Inclusive Education in the Indian Sub-continent. [chapter 1 (15 - 35) and chapter 2 (36 - 50)]. *Routledge Research in Education*
- Chakraborty, S.K. (2009) Disability Rights in India: A Paradigm Shift from 'Object' to 'Subject' (June 15, 2009). Calcutta Law Times, Vol III. Available at SSRN: <https://ssrn.com/abstract=1732128>
- Charles, A. (2018) *From Deficit to Strength: A New Paradigm for Understanding Differences in Education*. In S. Kumar & V. Saxena (Eds.) Psychological and Sociological Perspectives in Diversity and Inclusion : An anthology for Researchers and Practitioners (pp. 3-12). India: Kanishka Publishers.
- Chennat, S. (2019). Understanding Disability and Inclusion. In Chennat, S. and Behari, A., Disability Inclusion and Teacher Education. Delhi : Shipra
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- Ghai, A. (2002). Disabled Women: An Excluded Agenda of Indian Feminism. *Feminism and Disability*, Hypatia Vol. 17, No. 3, Part 2 (Summer, 2002), pp. 49-66
- Internal position on Inclusion <https://static.un.org/esa/socdev/enable/rights/ahc3ii.pdf>
- RCI (2012) Status of Disability of India, New Delhi: Rehabilitation Council of India, <http://www.rehabcouncil.nic.in/forms/Sublink1.aspx?lid=827>
- Rehabilitation Council of India Act (1992, Amendment 2000) <http://www.rehabcouncil.nic.in/writereaddata/rciact.pdf>
- Rights of persons with Disability Act (1992, amendment 2000) <http://www.disabilityaffairs.gov.in/upload/uploadfiles/files/RPWD%20ACT%202016.pdf>

- Salamanca Statement (1994). Retrieved from https://alana.org.br/wp-content/uploads/2016/12/A_Summary_of_the_evidence_on_inclusive_education.pdf
- Tuli, U. (2008) *Inclusion: Looking Back and Forth*. In K. Maitra & V. Saxena (Eds.) *Inclusion: Issues and Perspectives* (pp. 3-13) Delhi: Kanishka

ADDITIONAL RESOURCES

Module: World Bank Group: Education Global Practice Toolkit for Master Trainers in Preparing Teachers for Inclusive Education for Children with Special Needs Module 1. Inclusive Education, Published by MHRD, UK aid World Bank Group, Web address: <http://ssashagun.nic.in/docs/module1.pdf>

TEACHING LEARNING PROCESS

The course will be taught through interactive pedagogic methods, such as classroom discussion, debates, film discussions, critical media analysis collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

ASSESSMENT METHOD

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

KEY WORDS

Workplace, Inclusive

SKILL ENHANCEMENT COURSE - III

REFLECTIVE LEARNING

Credits: 4

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1

COURSE OBJECTIVES

The course on 'reflective learning' provides a platform to learners for understanding their learning. It involves discussions for creating awareness about their knowledge and learning. It focuses on improving students' learning as they continue to learn through new experiences, information or a situation. It provides a framework of interpreting and evaluating experiences, thus enabling them to plan for a better future.

LEARNING OUTCOMES

On completion of this course, learners are expected to:

- Understand how learning takes place.
- Appreciate that reflective thinking and learning are highly individualized processes.
- Learn to interpret meanings from print and visual materials.
- Critically analyse different models of reflective learning.
- Develop the ability to use a variety of tools for supporting and enriching one's own learning.

UNIT 1: UNDERSTANDING LEARNING AND REFLECTION (4 weeks)

- How learning takes place: thinking in context, critical thinking, creative thinking, reflective thinking
- Study Skills: note-taking, critical reading, mnemonics
- Nature of reflective learning through letters (The Mahatma and the Poet), diaries (The Dairy of a Young Girl – Anne Frank), blogs and visuals
- Reflection: processes and practices

UNIT 2: LEARNING TO REFLECT (5 weeks)

- Models on Reflection: Gibb's, Kolb, Schutz, Schon
- Tools for reflective learning – journal writing, diaries, blogs, audio-visual, visual, human inquiry group, action research, personal development planning (PDP), dialogue

UNIT 3: PRACTICING REFLECTION (5 weeks)

Learners are expected to engage with any one of the following and such similar activities:

- Reflective Diary and journal: learners are expected to write a reflective journal on their own learning during the course.

- Dialogue and reflective practice: learners are expected to engage in dialogue with one of their peers for at least 10 hours on a common theme e.g. gender sensitivity, social context of learning and so on and write reflective notes after every dialogue.
- Write a critical reflective essay on any relevant issue in education.
- Critical incident journal writing: learners may be asked to write their experiences reflecting upon critical incidents they have had.
- Reflect on a real experience where you felt marginalized or treated differently from others. Explain what happened and reflect on how you felt.
- Identify/create images which portray reflection with a brief explanation for each image.

Note:

On the basis of the above, the teacher may design his/her own relevant projects/ assignments

READINGS

ESSENTIAL READINGS

- Cassidy, S (2004). Learning Styles an Overviews of Theories: Models and Measures, *Educational Psychology*, Vol 24 (4), 419-444
- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process* [chapter 1: what is thought, 1-13, chapter 9: meaning or conceptions and understanding, 116-134, chapter 10: abstract thinking, 135-144]. New York: D. C. Heath
- Elbow, P. (1973). *Writing without teachers* [chapter 1: freewriting exercises, 3-10]. New York: Oxford University Press.
- Ertmer, P. & Newby, T. (1996). The expert learners: Strategic, self-regulated and reflective. *Instructional science*, 24, 1-24
- Kolb, D. (1984). *Experiential learning as the source of learning and development* [chapter 1, 1-23, chapter 2, 31-61]. Englewood Cliffs, NJ: Prentice Hall.
- Lave, J. & Wenger, E. (1991). *Situated learning, legitimate peripheral participation* [chapter 1: legitimate peripheral participation, 27-42]. Cambridge: Cambridge University Press.
- Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. London: Kogan, pp. 79-94
- Ross, D. (1989). First steps in developing a reflective approach. *Journal of teacher education*, 40(2), 22-30
- Shon, D. (1987). *Education reflective practitioner* [chapter 1: reflective practice]. San Francisco: Jossey- Bass.
- Stewart, M. (2002). Encouraging reflective practice, learning and teaching press, *Spring*, 1 (2), 4-6
- Tomlinson, P. (1999) Continuous reflection and implicit learning—towards a balance in teacher preparation. *Oxford review of education*, 25 (4) 533-544
- Wedman, J. & Martin, M. (1988). Exploring the development of reflective thinking through journal writing. *Reading improvement*, 23 (1), 68-77

ADDITIONAL READINGS

- Entwistle, N. (1988). *Styles of learning*. Edinburg: David Fulton
- Hinett, K. (2002). *Improving learning through reflection, Parts I and II*. ILTHE members sites, <http://www.ilt.ac.uk>
- Moon, J. A. (1999). *Reflection in learning and professional development: Theory and practice*. London: Kogan, pp. 11-32
- Rider, R. & Rayner, S. (1998). *Cognitive style and learning strategies*. London: David Fulton.
- Wilker, A. (1997). *Knowledge in minds: Individual and collective process in cognition*. London: Psychology press.

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KEY WORDS

Reflective, Learning

SKILL ENHANCEMENT COURSE - IV

MEDIA IN EDUCATION

Credits: 4

MM: 100 (External: 75 Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+Tutorial /Presentation 1

COURSE OBJECTIVES

The course acquaints students with media and education and aims to create a critical awareness of media use and its influence. In light of the widespread media culture, the course seeks to deploy existing competencies to develop skills to probe into the problems, possibilities and challenges of media use in education. The course presents media as a text for study and using existing skills for creating alternatives.

LEARNING OUTCOMES

On completion of this course. learners are expected to:

- Demonstrate familiarity with different kinds of media that have been deployed in education and the functions that they have been deployed towards.
- Show critical awareness of the extent of media use and the nature of its usage.
- Compare and analyse messages communicated through written media, performances and audio visual media.
- Analyse representations in print and digital media, identify stereotypes and make own alternative messages.
- Follow methods to distinguish between news and fake news, information and misinformation.
- Keep learning journals/ blogs on their own media use.

UNIT 1: COMMUNICATION, MEDIA AND EDUCATION

(4 weeks)

- Forms of communication in education: verbal, non-verbal, written; different learning arrangements and media use in formal, non-formal and informal settings
- Educational communication through performing art and visual arts
- Mass media in education: role of books, magazines, newspapers, radio, television, films, internet use
- Digital media for educational activities : types and usage

UNIT 2 : CRITICAL MEDIA AWARENESS

(5 weeks)

- Understanding the Media Culture: shaping of views, experience, tastes and interactions
- Media as a text and source of education
- Stories and narratives: advertising, historical serials, social films
- Attention, perception and memory in social media
- News and Views: ownership, sponsorship (paid news, advertorials) and interests covered

UNIT 3: ENGAGING WITH MEDIA

(5weeks)

To have hands on experience, students are expected to engage with any one the following or similar kinds of activity:

- Use internet resources for verifying news and fake news.
- Study the representation of women, children, youth or any other social group in mass and social media
- Survey the extent and nature of media use among peer group.
- Review essay or video essay on any aspect of media culture.
- Critical review of the representation of a social group in a television programme.
- Power point presentation and report on different kinds of social media forwards received and source checking they have undertaken by students.
- Examining a TV news programme for balanced reporting.
- Make a learning blog on media usage.

READINGS

ESSENTIAL READINGS

- McQuail, Denis , 2010, McQuail's Mass Communication Theory(6th Edition), Chapter 3(3 Concepts and Models for Mass Communication,), Chapter 4(Theory of Media and Society), Chapter 5(Mass Communication and Culture), Sage
- Rosenstone, Robert A. 1995, The Historical Film as Real History, in Film Historia, Vol V, No. 1, 1995, 5-23.
- Saeed, Saima, 2013, Screening the Public Sphere: Media and Democracy in India, Routledge, Taylor and Francis Group, Chapter 9 and 15

WEBSITES

BBC videos on Ways of Seeing by John Berger(Episode 1-4)

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