A Brief Overview of Courses in Education in the B A Programme of Study
Delhi University

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 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 BA Programme with relative ease and academic comfort.

Note : Comments and Suggestions are Invited by Email: headcie2014@gmail.com
latest by April 29, 2019

DISCIPLINE EDUCATION

Semester: 1

Title of Paper: Basic Concepts and Ideas in Education
(Core Course I)

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 of education, which aims to provide the basics of education and nature of education (Liberal) . 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 relate the linkages between social institutions and education. The 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 :

- Know the concept of education and its linkages with other relevant disciplines and thereby its interdisciplinary nature.
- Understand the various theoretical concepts in education.
- Understand how the aims of education are formulated keeping in view the relevance of philosophical,   sociological,   psychological,   historical,   economical   and   political forces/aspects.
- Establish the importance of education for all human beings.
- Develop critical thinking and analytical ability to evaluate written texts to enable them to formulate their own response to reality.
- Be able to understand humane and moral values.

Unit 1 : Basic Ideas in Education   (4 weeks)

- Education---Its meaning, processes, purpose ; Its interdisciplinary nature.
- Concepts of Education—Teaching; Training; Learning; Literacy.
- Aims of Education.
- Epistemological Basis of Education : Knowledge; Belief; Inquiry ; Reason,
- Ethical Basis of Education : Human Nature ; Values ; Ideals.

Unit 2 : Understanding Education and Society   (6 weeks)

- Education in a democratic society.
- Education and Socialisation : Home, Family, Community, School.
- Culture and Education : Role of education in preservation, transmission and promotion. of culture; negotiating conflicts; transformation.
- Social Justice: Equality and Equity, Human Rights.
- Education for social change, social mobility.

Unit 3 : Analytical study of Educational Thinkers   (4 weeks)

Each thinker is to be studied with reference to understanding about the nature of child and aims of education:

- Sri Aurobindo
- J. Krishnamurti
- John Dewey
- J.J. Rousseau

Suggested Projects / Assignments (Any Two)

- 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, Fraternity 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 and community
- Interview a Teacher of a school and assess his/ her understanding about meaning of education.

Note: On the basis of the above, the teacher may design his/her own relevant Projects/ Assignments

Readings

Essential Readings

- Brint, S. (1998). *Schools and Societies*. California: Pine Forge Press. (Chapter 1 and 5)

- Dewey, J. (1916). *Democracy and Education*: *An introduction to the philosophy of education*. New York: MacMillan.
- Dhankar, R. (2010). *Education in emerging Indian Society*. New Delhi: APH Publishing Corporation.
- Dubey, S.C. (2001). *Indian Society*. New Delhi: NBT.
- Kumar, K. (1996). *Learning from conflict*. New Delhi: Orient Blackswan.
- Kumar, K. (2004). *What Is Worth Teaching?* India: Orient Blackswan.

- Kumar, K. (1993). *Raj, Samaj aur Shiksha*. New Delhi: Raj Kamal Prakashan.

- Mittal, M. L. (2012). *Shiksha ke Samajshastriya Aadhar*. India: Pearson
- O'Connore, D.J. (1966). *An introduction to the Philosophy of Education*. New Delhi: Routledge and Kegan Paul PLC.
- Pandey, R. (1994). *Shiksha Darshan*. Agra: Vinod Pustak Mandir
- Salamatullah (1979). *Education in the Social Context*. New Delhi: NCERT. (Chapter 4, 5 and Chapter 9 through 12)
- Saluja, C.K. (2004). *Shiksa, Samaj aur Vikas*. New Delhi: Kanishka Publication.
- Seetharamu, A.S. (1989). *Philosophies of Education*. New Delhi: Ashish Publication.
- Shukla, S., and Kumar, K. (1987). *Sociological Perspectives in Education*. US: South Asia Books.

Additional Readings

- Badheka, G. (1990). *Divasvapna*. New Delhi: NBT
- Bhogle, S. (1981). Socialisation among different cultures. In Sinha, D. *Socialisation of the Indian Child*. New Delhi: Concept Publishing Co.
- Brubacher, J. S. (1962). *Modern Philosophies of Education (Foundations in Education)*. US: McGraw- Hill Book Inc.

- Turner, B. S. (1986). *Equality*. New York: Tavistock Publications.
- Cohen, B. (1969). *Educational Thought- An Introduction.* Britain: MacMillan.

- Cornel, M.H. (1999). *Philosophical Issues in Education- An Introduction*. New York: The Falmer Press
- Desai, M. and Chitnis, S. (1975). *Papers in the Sociology of Education in India*. Delhi: NCERT
- Dewey, J. (1915). *The School and Society*. USA: The University of Chicago Press.
- Dewey, J (2003). Social Enquiry. In G Delanty, G and P Strydon (Ed) *Philosophies of social science: the classic and contemporary readings*. Maidenhead: Open University Press
- Gore, M.S., Desai, I.P., Chitnis, S. (1967). *Papers in the Sociology of Education in India*. New Delhi: NCERT
- Holt, J. (1995). *How Children Fail*. New York: Hachette Books.
- *Introducing Human Rights* (2006) - South Asia Human Rights Documentation Centre. Oxford University Press.
- Kumar, K. (2007). Education and Culture: India's Quest for a Secular Policy. In Kumar, K. and J. Oesterheld (Ed) *Education and Social Change in South Asia*. Hyderabad: Orient Longman.
- Noddings, N. (1995). *Philosophy of Education*. Westview Press.
- Peters, R.S. (2010). Series Part 3, In R. F. Dearden, P.H. Hirst, and R. S. Peters (Ed). *Education and the Development of Reason*. London: Routledge and Kegan Paul.
- Raina , V. (2010). *FAQs on RTE*. UNICEF.
- Russell, B. (1980). *The Problems of Philosophy*. London: Oxford University Press
- Saluja, C. K. (2004). *Shiksha Ek Vivechan*. New Delhi: Ravi Books.
- Kuroyanagi, T. (1982). *Totto-chan, the little girl at the window*. Tokyo: Kodansha International

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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

DISCIPLINE EDUCATION

Semester: II

Title of Paper: Understanding Human Development
(Core Course II)

Credit 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 context.
- Develop a critical perspective about social exclusion and inequality.
- Develop the potential for perspective building with reference to inclusion and associated practices.

Unit I: Conceptualizing Human Development   **(4weeks)**

- Contextualising human development in Indian society.
- Characteristics and features of different stages of human development.
- Basic Principles of 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:

a) Erikson's theory of Psychosocial development.
b) Kohlberg's theory of moral development.
c) 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: Any Two

- 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)

- Bhogle, S. (1981). Socialisation Among Different Cultures. In D. Sinha (Ed.), *Socialisation of the Indian Child*. New Delhi: Concept Publishing Company. (pp 3-11)
- 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]
- 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.
- Kohlberg, L. A. (1964). Development of Moral Character and Moral Ideology. In M. I. Hoffman & L. W. Hoffman (Eds.), *Review of Child Development Research (Vol.1).* New York: Russell Sage Foundation.
- 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)]
- Kamble, S. (2009). Naja Goes to School – and Doesn't. In A. Dangle (Ed.), *Poisoned Bread: Translations from Modern Marathi Dalit Literature*. Orient Blackswan. Retrieved from http://www.dalitweb.org/?p=542
- Ranganathan, N. (2000). *The Primary School Child.* New Delhi: Orient Longman [Chapter 4: Social Development, (pp 57-79)]
- Saraswathi, T. S. (Ed.). (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage Publications. [Chapter 9: Adult-child Continuity in India: Is adolescence a myth or an emerging reality? (pp 213-232)]
- 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.
- Woolfolk, A. (2017). *Educational Psychology (13th Ed.).* New Delhi: Pearson. [Chapter 3 (pp 80-126) and Chapter 6 (pp 238-285)]
- 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, मध्यप्रदेश : एकलव्य प्रकाशन (पाठ 4,पृष्ठ सं॰ 73-94)

Additional Readings

- Ahuja A. & Heijnen, E. (2012). Understanding Inclusion: Resource Material for Teacher educators. In Saxena, V. (Eds) *Contemporary Trends in education: a Handbook for Educators.* India: Pearson (pp 145-178)
- Anand, S. (2004, September 16). The fizz of child labour. Outlook. Retrieved from http://www.outlookindia.com/article.aspx?225127
- 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)

- 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.
- Parry, J. (2005) Changing childhoods in Industrial Chattisgarh. In Chopra, R. & Jeffery, P. (eds.) *Educational Regimes in Contemporary India*. New Delhi: Sage
- Saravanan, S.P. (2013 October 8). Children of bt cotton. The Hindu. Tamil Nadu edition. Retrieved from http://www.thehindu.com/news/national/tamil-nadu/children-of-bt-cotton/article5213291.ece
- Valmiki, O. (2003). *Joothan: An Untouchable's Life-* Translated by Arun Prabha Mukherjee. New York: Columbia University Press. (for discussion on relationship with teachers)
- Vasantha, D. (2004) Childhood, work and schooling: some reflections. *Contemporary Education Dialogue 4(2).* pp 5-29

Audio Visual Material: Across units

1. Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
2. Dharm. 2007. Directed by BhavnaTalwar.
3. Salaam Bombay. 1988. Directed by Mira Nair
4. Smile Pinky.2008. Directed by Megan Mylan
5. The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
6. Stories of Girlhood. 2001. Samina Mishra
7. 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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Human Development

DISCIPLINE EDUCATION

Semester: III

Title of Paper: **Education in Contemporary India**
(Core Course III)

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 to modern education in contemporary India. It would familiarize students to key debates during the anti-colonial struggle and the 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 the 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 on colonial education.
- Critically examine Education as Human Development and the factors influencing it.
- Discuss the Constitutional provisions relevant to education.
- Indicate 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 NaiTaleem 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.
- Factors affecting access to different levels of education; the need for a Right to Education.

- Challenges posed by regional disparities: Introduction to reading data on gender, religious, class and caste based variations in education.
- Education of out of school children: Initiatives of government and non-government agencies.

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: Any two

- 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 in the 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),
- Kumar, K. (2008) 'Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav' In Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granth shipli (also available in English Sociological Perspectives in Education: A Reader)
- 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.
- Raina, V. (2006), 'Where do children go after class VIII?', Seminar Volume 563 Retrieved from http://www.indiaseminar.com
- Tagore, R. (1933). *My School*. London: MacMillan retrieved from http://www.swaraj.org/shikshantar/tagore_myschool.html
- 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
- Kumar, D., Bara, J., Khadria, N and Gayathri, R. (2013). *Education in Colonial India: Historical Insights*. Delhi, Manohar Books. (Introduction)
- Kumar, K. (1991). *Political Agenda of Education: A Study of Colonialist and Nationalist ideas*. New Delhi: Sage Publications. (Chapter 5- Pursuits of Equality, Chapter 7- Meanings of Progress)
- 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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words
Education, Contemporary India

DISCIPLINE EDUCATION
Semester: IV

UNDERSTANDING HUMAN LEARNING AND COGNITION
(Core Courses IV)

Credit 6

MM: 100 (External: 75   Internal: 25)

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

Weeks: 14 weeks

Course Objectives

The paper attempts to build an understanding on the processes of thinking and learning from different theoretical perspectives. It enables a student to visualize the linkages between every day knowledge and theories of learning and cognition.

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: 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 (Any Two)
- Take up a learning task and maintain a journal/diary about the process of thinking, problem solving and decision making.
- 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 that 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 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.
- 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)
- Kumar, S. (2015). *Child Development and Pedagogy*. India: Pearson (Chapter 8: Children with Special Needs, pp 136-152, Chapter 10: How Children Think and Learn, 176-192 and Chapter 11:Learning and Motivation, pp 195-210)
- Lefrancois, G. (1999). *Psychology applied to teaching*. New York: Wadsworth. (Chapter 6: Instruction, learning and forgetting)
- Madan, A. & Sharma, N. (2013). Inclusive Education for Children with Disability: Preparing School to Meet the Challenges. *Journal for Inclusive Education, 3*(1), 1-22
- Mukunda, K. (2009). *What did you ask at school today?* New Delhi: Harper Collins Publishers. [Chapter 2: Learning,(pp 22-50)]
- Ogbu, J. U. (1992). Understanding Cultural Diversity and Learning. *Educational Research, 21*(8), pp 14-24
- Piaget, J. (1945). *Play, dreams and imitation in childhood*. London: Heinemann.
- Piaget, J. (1964/1997) In Mary, Gauvian and Micheal Cole. (ed) *Development and Learning*. In *Readings on the development of Learning* (2nd Edition) Chapter 6, Development and Learning. New York: W H Freeman and Company
- Piaget, J. (1970). *Main trends in psychology*. London: George Allen & Unwin.
- Santrock John.W Educational(2006)(2nd ed.) *Psychology Classroom Update:Preparing for Praxis and Practice*. New Delhi: Tata McGraw-Hill [Chapter 9 (pp287-295))
- Snowman, J. & McCown, R. (2012) *Psychology applied to teaching*. (13thEdition). Belmont, USA: Wadsworth [Chapter 9: Social-cognitive theory. (pp 281-309)]
- 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.
- Vygotsky, L.S. (1978) *Mind in Society*. New York: Harvard University Press. (Chapter 6: Interaction between learning and development pp 79-91)
- Woolfolk , A (2005) *Educational psychology*(3rd edition) New Delhi: Pearson.[Chapter pp 57-84)]
- कुमार,संदीप (2010) शिक्षण – अधिगम प्रक्रियाएँ और निर्मितिवाद, आधुनिक भारतीय शिक्षा,एन सी ई आरटी, 3, 59-65
- मुकुंदा, कमलावी॰ (2013) स्कूल में आज तुमने क्या पूछा?, अनुवाद पूर्वा याज्ञिक कुशवाहा, एकलव्य प्रकाशन (पाठ 2)

Additional Readings

- 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)
- Kohn, A. (1992). *No contest: The case against competition*. Boston: Houghton Mifflin
- Lefrancois, R. (2000). *Psychology for Teaching*. USA: Wadsworth

- Pollard, A (2006). *Reflective Teaching*. NY: Continuum

Audio Visual Material: Across units

1. Hindi Medium. 2017. directed by Saket Chaudhary
2. Nil BatteySannata .2015. Directed by AshwinyIyer Tiwari
3. Stanley Ka Dabba. 2011. Amole Gupte
4. TarreZameen 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. Collaborative learning tasks, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Human, Learning, Cognition

DISCIPLINE EDUCATION

Semester V

Title of Paper: Education in a Plural Society

(Core Course V)

Credit 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.

Note: This paper requires familiarity with concepts of democracy, social mobility, marginalisation and inclusion dealt in earlier papers. Students unfamiliar with the concepts may consult NCERT textbooks on Sociology (Class XI-XII) and Political Science (Class XI-XII). Constitution must be referred to for locating relevant provisions. Introductory classes may discuss caste, class, gender, disability, social strata before each of the units are taken up which in turn are to focus 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:
- Make distinction between social diversity and inequalities in education.
- Analyse the special needs and basis for additional provisions of educational opportunities to social groups facing inequalities such as caste, class, gender, religion and disability.
- Explain Constitutional values and provisions that enable social diversity and limit

inequality in education.

- Describe multilingualism in Indian context and critically discuss issues of language that are relevant for a learner, with specific focus on home language and school language.
- Locate provisions that enable 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.
- Social Mobility: Aspirations, Opportunities and Challenges.
- Social and Rights based approach to construction of disability and difference; Issues of inclusion.

Unit 2 : Language and the Learner   (4 weeks)

- Child's home language; the language of school: Classroom, Textbooks.
- Issues related to mother tongue, standard language , medium of education.
- Understanding multilingualism.
- Provisions for linguistic minority groups in the Constitution.

Unit 3- Gender Concerns in Education   (4 weeks)

- Gender as social category and gendered experiences of growing up.
- Gender Socialisation: Home, School and Society.
- Gender dynamics in educational contexts: Inter-sectionalities of gender, caste, class and religion.

Suggested Projects/ Assignments: Any two

- 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.
- Bhatty, 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*. (n.d.). NCERT.

Additional Readings

- 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.
- *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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Education, Plural Society

DISCIPLINE EDUCATION

Semester Course VI
EDUCATION IN INDIA: POLICY AND PRACTICE
Core Course VI

Credit 6
Maximum Marks: 100
(External 75 + 25 internal)
Weeks 14
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 the programmes and schemes that have influenced educational access and opportunities.

Learning Outcomes
On Completion of the 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)
- Overview of policies in India; National Policy of Education, 1968, National Policy of Education 1986, Programme of Action 1992
- 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.
- Issues of regulation of private schools.
- The role of various national, state and local level bodies in school education like National Council for Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), DIETs, NIOS, Boards of Education: National, International and State Boards.
- Important Government Initiatives: Sarva Shiksha Abhiyan (SSA), Rashatriya Madhyamik Shiksha Abhiya (RMSA), Rashtriya Uchchatar Shiksha Abhiyan (RUSA), Samagra Shiksha, Mid-day Meal Program (Space for eating Together).

Unit III: Higher Education in India   **(4 weeks)**

- Issues in Higher Education: Access, Equity, Relevance, Quality
- Challenges of quality and regulations in Higher Education-- The role of University Grants Commission (UGC) and National Assessment and Accreditation Council (NAAC)
- Types of Universities: Central, State, Private; Open and Deemed
- Contemporary Issues: R o l e of the global market; GATS in education.
  1.

2. **Suggested Projects / Assignments**

1. Build a perspective from data on education of specific social groups (girls, Dalits, tribals, disability) 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.
2. Detailed Study of midday meal scheme (www.righttofoodindia.org) or any other school linked schemes of the Central Government.
3. Examine any course offered to students through franchising or joint ventures of transnational institutions.
4. Prepare a report on schemes that are currently operational in government schools introduced for welfare of children in last five years.
   3.

Essential Readings:

o 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
o NUEPA (2008) *Elementary Education in India: Progress towards UEE*, DISE data 2006-07 also see http://dise.in/Downloads/Publications
o 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.
- Juneja, Nalini. (2011) Access to What? Diversity and Participation in R. Govinda (Ed.) Who Goes to School? Exploring Exclusion in Indian Education. Oxford University Press. India. (Ch.5, p. 205- 247)
- 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)
- Rampal, A. and Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.
- 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 Ucchtar Shiksha ke Badalte Ayaam. Hindi Karyanvya Nideshalaya. Delhi University. (Ch. 5 p. 196- 2
- Hallack, Jacques. Education and Globalisation (2003) in J.B.G. Tilak (Ed). Education, Society and Development. National and International Perspectives, New Delhi: NIEPA

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
  4.

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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Education, India, Policy

DISCIPLINE EDUCATION

Title of Paper: Researching Children and Childhoods in India
(Skill Enhancement Course I)

                                                    Credit 4

                              MM: 100 (External: 75 Internal: 25)

                                                    Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+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 taking 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: Developing 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' 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, 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.

Unit 3: Designing and Conducting Research with Children   (5 weeks)

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

- Primary school children's perceptions of peer relationship/ friendship.
- Effects of violent video games on children, & how parents can help to prevent the potential problems that develop from engaging with these games.
- Social and Emotional Development of Visually impaired or Physically challenged Children or 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

Readings

Essential 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, Viviene, 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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Children, Childhood, Researching

DISCIPLINE EDUCATION

Title of Paper: Making the Workplace Inclusive

(Skill Enhancement Course II)

Credit 4

MM: 100 (External: 75   Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+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 Impairments
  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)**

Case Study of a workplace (Any Two)

- 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 enabling 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

- Alur, Mithu & Bach, Michael (2009). The Journey for Inclusive Education in the Indian Sub-continent, *Routledge Research in Education*
- 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)
- 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
- Divyashree, B. (May 18, 2013) Rights of Differently Abled in India: Law Cases and the Reality

- Available at SSRN: https://ssrn.com/abstract=2266783orhttp://dx.doi.org/10.2139/ssrn.2266783
- 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.
- Dakar Framework for Action: Education for All (2000) World Education Forum, UNESCO Digital Library https://unesdoc.unesco.org/ark:/48223/pf0000121147
- 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
- Tundawala, Moiz, Empowering the Disabled Through Inclusive Education (February 2007). Available at SSRN: https://ssrn.com/abstract=984742 or
- http://dx.doi.org/10.2139/ssrn.984742
- Tuli, U. (2008) *Inclusion: Looking Back and Forth.* In K. Maitra & V. Saxena (Eds.) Inclusion: Issues and Perspectives (pp. 3-13) Delhi: Kanishka
- 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
- Salamanca Statement (1994). Retrieved from https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/inclusive-education-knowing-what-we-mean/content-section-3.4
- Internal position on Inclusion https://static.un.org/esa/socdev/enable/rights/ahc3ii.pdf

Additional Resources

Module: Word 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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Workplace, Inclusive

DISCIPLINE EDUCATION

Title of Paper: Reflective Learning
(Skill Enhancement Course III)

Credit 4

MM: 100 (External: 75   Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+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 two 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

Reading

Essential Readings:

- Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process.* New York: D. C. Heath

- Elbow, P. (1973). *Writing without teachers*. New York: Oxford University Press
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Additional Readings

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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, enhancing reading comprehension of core writings in the area and developing 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 through end semester examination.

Key words

Reflective, Learning

DISCIPLINE EDUCATION

Title of Paper: Media in Education
(Skill Enhancement Course IV)

Credit 4

MM: 100 (External: 75   Internal: 25)

Weeks: 14 weeks

Contact Hours (Weekly): Classroom Teaching: 3+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 the light of the widespread media culture, the course seeks to deploy existing competencies to develop skills to probe 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 the course the learners are expected to:

- Demonstrate familiarity with different kinds of media that have been deployed in education and their functions.
- Build a critical awareness about the extent of media use and nature of its usage.
- Compare and analyse messages communicated through written media, performances and audio visual media.
- Analyse representations in print and digital media and identify stereotypes; and develop 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 and Written, Visual
- Different learning arrangements and media use in formal, non-formal and informal settings.
- Educational communication through Performing and Visual Arts.
- Mass media in Education: Role of Books, Magazines, Newspapers, Radio, Television, Films, Internet

Unit 2: Critical Media Awareness (5 weeks)

- Understanding Media Culture: Shaping of views, experience, tastes and interactions.
- Media as a text and source in education.
- Stories and Narratives: Advertisements, Historical Serials, Social Films.
- News and Views: Ownership and Sponsorship(Paid news, Advertorials).
- Balanced Reporting and Spectrum of Interests covered in media.

Unit 3: Engaging with Media   (5 weeks)

- Internet and Information: Valid e- resources, verifying news and fake news
- Learning log of digital experiences and how we interact: Social media, Digital Discussion Forums, Responses to Reality Television
- Representation of women, children, youth and elderly in mass and social media.

Suggested Projects/ Assignment: (Any two)

- 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.
- Report on different kinds of social media forwards received and source checking they have undertaken.
- Comparing and examining TV news programmes for balanced reporting.
- Make a learning blog on own media usage.
- Critically analyse any of the visual arts medium on how they have dealt with any social issue.

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

Readings
Essential Readings

- McQuail, D. (2010). *Mc Quail's Mass Communication Theory- Sixth Edition.*

Netherlands: Sage publications. (Chapter 3-Concepts and Models for Mass Communication, Chapter 4-Theory of Media and Society, Chapter 5- Mass Communication and Culture)

- Prasad, D. (1998). *Art, the Basis of Education*. New Delhi: National book Trust
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- Saeed, S. (2013). *Screening the Public Sphere: Media and Democracy in India*. India: Routledge India. (Chapter 9 and 15)
- Williams, R & Julianne, N. (2007), *Visual Communication: Integrating Media, Art, and Science*. Routledge Communication Series.

Websites
- BBC videos on Ways of Seeing by John Berger(Episode 1-4)
- Jean Kilbourne lectures : https://www.jeankilbourne.com/lectures/

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, enhancing reading comprehension of core writings in the area and developing innovative projects. Reflective expression and learning will be encouraged.

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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 through end semester examination.

Key words

Education, Media