

**NOTIFICATION****Sub: Amendment to Ordinance V****[E.C Resolution No. 60/ (60-1-10) dated 03.02.2023]**

Following addition be made to Appendix-II-A to the Ordinance V (2-A) of the Ordinances of the University;

**Add the following:**

**Syllabi of Semester-III of Department of Education under Faculty of Education based on Under Graduate Curriculum Framework -2022 implemented from the Academic Year 2022-23.**

**FACULTY OF EDUCATION**  
**DEPARTMENT OF EDUCATION**

**Category II**

**B.A Programme with Education as Major**

**DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): EDUCATION IN PLURAL SOCIETY**

**Credit distribution, Eligibility and Prerequisites of the Course**

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria           | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|--------------------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                                |                                      |
| EDUCATION IN PLURAL SOCIETY DSC 5 | 4       | 3                                 | 1        | 0                   | • Class XII <sup>th</sup> Pass | • No Pre-requisite                   |

**Learning Objectives**

The Learning Objectives of this course are as follows:

- This paper attempts to introduce 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.
- It fosters the conceptual understanding of equality with reference to opportunity, marginalisation, pluralism, multilingualism and patriarchy.

## Learning Outcomes

On completion of this course, learners will be able 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.

## SYLLABUS OF DSC- 5

### Unit 1 : Understanding Pluralism, Diversity and Inclusion (19 Hours)

- 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 (13 Hours)

- 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 (13 Hours)

- Gender as social category and gendered experiences of growing up.
- Gender Socialisation: Home, School and Society.
- Gender dynamics in educational contexts: Inter-sectionality 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.
- Bhatti, 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](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

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

## DISCIPLINE SPECIFIC CORE COURSE-6 (DSC-6): Equality Perspective in Education

### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

| Course title & Code                        | Credits | Credit distribution of the course |          |                      | Eligibility criteria  | Pre-requisite of the course (if any)                               |
|--|---------|-----------------------------------|----------|----------------------|---|--|
|  |         | Lecture                           | Tutorial | Practical / Practice |   |  |
| Equality Perspective in Education<br>DSC 6 | 4       | 3                                 | 1        | 0                    | <ul style="list-style-type: none"> <li>Class XII<sup>th</sup> Pass</li> </ul> | <ul style="list-style-type: none"> <li>No Pre-requisite</li> </ul> |

### Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the relationship between equality and education in a democratic society.
- Critical analysis of history of education in India with reference to equality perspective.
- Analysis of the contemporary education system and practices with reference to equality perspective
- Understand the importance of constitutional provisions in promoting equality.

### Learning Outcomes

After completion of the course student will be able to:

- Conceptualize the relational position of society, equality and education
- Understand the historical trajectories of education systems in India.
- Identify and examine various concerns and challenges in achieving equality of education for all.
- Critically reflect and analyse different policy documents on education.
- Identify the ways to address different kinds of educational and social inequalities

### SYLLABUS OF DSC- 6

#### **Unit I: Understanding the Concept of Equality and Education (13 Hours)**

- Understanding society, equality, system of education and their relational position

- Social, cultural, political, economic and linguistic dynamics of equality and education
- Understanding schooling, diversity and equal opportunity

## **Unit 2: Equality and Education: Historical Perspective and Emerging Concerns (19 Hours)**

- Education and Equality- Socio historical perspectives
- Gender, Education and Society
- Education and economically disadvantaged
- Education and socially marginalized groups

## **Unit 3: Towards Equality Responsive Perspective (13 Hours)**

- Constitution as a source of equality for all
- Democracy, Citizenship and Education
- Dalit and gender literature to address inequalities,
- Critical Pedagogy for equality and education.

### **Practicum/ Suggested Projects / Assignments (Any Two)**

- Comparative study of national curriculum frameworks (NCF2000, NCF2005, NCF2022)
- Critical analysis of literature on marginalized groups.
- Understanding marginalised communities: Locate the communities and identify the issues and challenges they face regarding education
- Critical analysis of media to understand concerns of education, equality and diversity.

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

### **Essential/ Recommended Readings**

- Ambedkar, B. R. (Bhimrao Ramji), 1891-1956. (1990). *Annihilation of Caste : An Undelivered Speech*. New Delhi :Arnold Publishers,
- Bala R. & Prapanna R. (2014). *Shiksha ke Naam Par*. New Delhi: Yash Publication.
- Bernard, C. & Andrew, L. (2004). *Education for Democratic Citizenship: Issues of Theory and Practice*. UK: Ashgate Publishing Limited.
- Bhasin, K. (1994). *What is Patriarchy?* New Delhi: Kali for Women
- Chanana, K. (2001). *Interrogating Women's Education: Bounded Visions, Expanding Horizons*. Rawat: Jaipur and New Delhi.
- Chanana, K. (1988). *Socialization, Education and Women*. Nehru Memorial Museum and Library: New Delhi
- Dharampal, 1922-2006. (1983). *The Beautiful Tree : Indigenous Indian Education in the Eighteenth Century*. New Delhi: Biblia Impex.
- Dhillon, P. (2011). The Role of Education in the Freedom from Poverty as a Human Right. *Educational Philosophy and Theory*, 43(3).

- Freeman, James M. (1979). *Untouchable: An Indian Life History*. , London: George Allen and Unwin.
- Ghosh, S. C. (2007). *History of Education in India*. India: Rawat Publications.
- Gutmann, A. (1995). Civic Education and Social Diversity. *Ethics*, 105(3): 557–579. doi:10.1086/293727
- Hunter (1882). *Indian Education Commission*. India.
- Kumar, K. (1991). *Political Agenda of Education*. Delhi: Sage
- MHRD (1986). *National Policy on Education*. India. India: Ministry of Human Resource and Development.
- MHRD (1990). *Ramamurty Committee Report (1990)-Towards Enlightened and Humane Society*. India: Ministry of Human Resource and Development.
- MHRD (2020). *National Education Policy 2020*. India: Ministry of Human Resource and Development.
- Nambissan, B. G. (1996). Equity in Education? Schooling of Dalit Children in India. *Economic and Political Weekly*. (31), pg. no. 1011-1024.
- NCERT (2005). *National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children*. India: N.C.E.R.T.
- NCERT (2005). *National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education*. India: N.C.E.R.T.
- Phule, M. J. (1996). *Kisan Ka Kora* (hindi translation by Prof Ved Kumar Vedalankar. Mumbai: Mahatma Jyotirao Sadhane Prakashan Samiti.
- Rassool, N. (2009). Equity and Social Justice Discourse in Education. In Daniel, H., Lauder, H, & Ports, J. (Eds). *Knowledge, Values and Educational Policy*. India: Routledge.
- Report of the Common School System Commission, Bihar ( 2007). India: Government of Bihar
- Sen. A. (1995). *Inequality Re-examined*. India: Oxford University Press.
- Srivastava, R. S. (2001). Inequality and Education Security. In Dev. S. M. (Eds). *Social and Economic Security in India*. India: BPR Publishers.

#### **Audio Visual Material: Across Units**

- Documentary: India untouched: stories of people apart. 2007. Directed by Stalin K.
- Karnan. (2021). Directed by Mari Selvaraj.
- He named me Malala (2015). Directed by Davis Guggenheim
- India's Forgotten Children (2014). Directed by Kumar Swamy and Ela Banerjee

#### **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's participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

**Key words:** Equality, Education

**Note:** Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.



### Category III

#### B.A. Programme with Education as Non-Major

#### DISCIPLINE SPECIFIC CORE COURSE – 5 (DSC-5): EDUCATION IN PLURAL SOCIETY

#### Credit distribution, Eligibility and Prerequisites of the Course

| Course title & Code               | Credits | Credit distribution of the course |          |                     | Eligibility criteria           | Pre-requisite of the course (if any) |
|-----------------------------------|---------|-----------------------------------|----------|---------------------|--------------------------------|--------------------------------------|
|                                   |         | Lecture                           | Tutorial | Practical/ Practice |                                |                                      |
| EDUCATION IN PLURAL SOCIETY DSC 5 | 4       | 3                                 | 1        | 0                   | • Class XII <sup>th</sup> Pass | • No Pre-requisite                   |

#### Learning Objectives

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- This paper attempts to introduce 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.
- It fosters the conceptual understanding of equality with reference to opportunity, marginalisation, pluralism, multilingualism and patriarchy.

#### Learning Outcomes

On completion of this course, learners will be able 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.

## SYLLABUS OF DSC- 5

### Unit 1 : Understanding Pluralism, Diversity and Inclusion

(19 Hours)

- 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.

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(13 Hours)

- Child's home language; the language of school: Classroom, Textbooks.
- Issues related to mother tongue, standard language , medium of education.
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(13 Hours)

- Gender as social category and gendered experiences of growing up.
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- Gender dynamics in educational contexts: Inter-sectionality 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'.
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- 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

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- Valmiki, O. (2003). *Joothan: A Dalit's Life* (A. P. Mukherjee, Trans.). Kolkata: Bhatkal and Sen.
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*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

**Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.**

  
**REGISTRAR**