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B.A. Programme (Education discipline as one of the Discipline core Courses)

SEMESTER-V & VI

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Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY STRUCTURE, COURSES & SYLLABI OF SEMESTER – V



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COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE - 9 (DSC - 9): Teacher and Teacher Education

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		
Teacher and Teacher Education DSC - 9	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education
- Develop a Historical perspective on Development of Teacher Education in India
- Describe the Role of Different Agencies in the organisation of Teacher Education in India
- Discuss the education policy documents to understand the status, context of teacher education in India

Learning Outcomes

After completion of the course, student will be able to:

- Explain the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education.
- Compare the Development of Teacher Education in India in a historical context
- Analyse pre-service and in-service teacher education
- Explain the roles of various teacher education agencies
- Analyse various policy documents to infer its role in shaping Teacher Education in India

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SYLLABUS OF DSC-9**Hours 45****Unit I: Understanding Teacher and Teacher Education****(12 hours)**

- Changing conceptions of Teaching and Learning; its Implications to teachers and teacher education
- Development of Teacher Education in India: Ancient, Buddhist, Medieval, Modern and Post-Independent period

Unit 2: Teacher Education Programmes and Role of Different Teacher Education Agencies**(15 hours)**

- Pre-service Teacher Education at different levels
- In-Service Teacher Education / Continuous Professional Development of Teachers
- NCTE, NCERT, NUEPA and UGC
- SCERT, IASE, CTE, DIET

Unit 3: Teacher Education and Educational Policy Documents**(18 hours)**

- Education Commissions [University Education Commission (1948); Secondary Education Commission (1952); and National Education Commission (1964-66)]
- National Commission on Teachers (1983)
- Teacher Education Curriculum Frameworks [Teacher Education Curriculum: A Framework (1978); National Curriculum for Teacher Education: A Framework (1988); Curriculum Framework for Quality Teacher Education (1998); and National Curriculum Frameworks for Teacher Education (2009)]
- Educational Policies [National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020)]

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the teacher education related contents from Educational Policies and understand the development of teacher education in India and related issues.
- Compare the teacher education curriculum frameworks
- Write a report on changes in teacher education by visiting NCTE and other relevant websites.

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

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1. To Sir with Love, 1967, Film -- Directed by James Clavell.
2. Stand and Deliver, 1998, Directed by Ramón Menéndez.

Audio Visual Material: Across Units

- MHRD, Govt. (2020). National Education Policy 2020. New Delhi: Govt. New Delhi: Govt.
- MHRD, Govt. (1992). National Policy on Education 1986: Programme of Action 1992. Delhi: Govt.
- MHRD, Govt. (1998). National Policy on Education 1986 (As modified in 1992). New Delhi: Govt.
- MHRD, Govt. (1986). National Policy on Education, 1986. New Delhi: Govt.
- Ministry of Education, Govt. (1968). National Policy on Education, 1968. New Delhi: Preparing Professional and Human Teacher. New Delhi: NCTE.
- NCTE (2009). National Curriculum Framework for Teacher Education: Towards NCTE.
- NCTE (1998). Curriculum Framework for Quality Teacher Education. New Delhi: Delhi: NCERT.
- NCERT (1988). National Curriculum for Teacher Education: A Framework. New Delhi: NCERT.
- NCERT (1978). Teacher Education Curriculum: A Framework. New Delhi: NCERT. Govt. of India.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: MHRD.
- Ministry of Education, Govt. (1966). Report of the Education Commission (1964-66): Education and National Development. New Delhi: MoE.
- Ministry of Education, Govt. (1952-53). Report of the Secondary Education Commission. New Delhi: MoE.
- Ministry of Education, Govt. (1962). The Report of the University Education Commission-1948 (First Reprint Edition). Delhi: The Manager Government of India Press.

Additional Readings

- Darling-Hammond, L. (1995). Changing Conceptions of Teaching and Teacher Development. *Teacher Education Quarterly*, 22(4): 9-26.
- Dixit, U.N. (). *Focal Points in the Development of Teacher Education in India*. In Resource Book on Teacher Education in India. New Delhi: NCERT.
- Mangla, Shcela. (2010). Teacher Education: Trends and Strategies. Delhi: Radha Publications.
- Mohan, Radha. (2019). Teacher Education. Delhi: PTH Learning Private Limited.
- Srivastava, R.C. (1997). Teacher Education in India: Issues and Perspectives. New Delhi: Regency Publications.

Essential/ Recommended Readings

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

Teacher, Teacher Education, Pre-service Teacher Education, Continuous Professional Development, Educational Policies, National Curriculum Framework on Teacher Education.

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

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DISCIPLINE SPECIFIC CORE COURSE – 10 (DSC-10): Schooling in India

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		
Schooling in India DSC 10	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- To locate schooling in India in the context of colonialism, nationalism and social reform.
- To create an understanding of school systems, structure, and its policy foundations.
- To develop an understanding of different types of schooling, financing, school management and organization in India.
- To create an understanding of different kinds of school experiences based on caste, class and gender.

Learning Outcomes

After completion of the course student will be able to:

- Discuss characteristics of indigenous education in preindependence education.
- Explain the growth of mass schooling in India
- Explain the constitutional provisions and relevant policies for expansion of school education.
- Elaborate and analyse the discourses of state, market, welfare, rights in schooling.
- Critically examine the different school systems and realities that compose school experiences.
- Conduct basic interviews and report them systematically.
- Reflect upon and analyse different kinds of school experiences.

SYLLABUS OF DSC-10**45 Hours****Unit 1: Schooling in preIndependence India: An Introduction (14 hours)**

- Indigenous education in 18th and 19th century Malabar, Bengal, Punjab.
- Schooling and English education: Wood's Dispatch(1854) and William Bentinck Committee Report (1835)
- Schooling and Experiments in Reform in colonial period(Dalit education, Tribal education, Muslim girl's education).
- National movement and school education: Wardha Scheme of Basic Education 1938

Unit 2: Schooling discourses in post-Independence India (16 hours)

- India's emergence as a nation state and Schooling: To read with reference to Secondary Education Commission, Indian Education Commission(1964-66), National Education Policy 1968
- Schooling for human development:Development as freedom, health and nutrition in schools, state level disparities
- Schooling as a Right: Constitutional provisions, Right to Education Act 2009,
- Schooling and the market: Private schooling, Shadow schooling, Equity concerns

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Unit 3: School System and Experiences of schooling (15 hours)

- National System of School education: Policies on school structure, Centre, State and Local body schools
- Types of schooling: common school system, neighborhood schools, stratification in schools
- Schooling Experiences of students and teachers in Public school system, Alternative schools, experimental schools

Practicum

- Projects and assignments on historical and contemporary school practices in India based on essential readings, stories, novels, films, memoirs and diaries.
- Reading and analysis of policy documents on school structure, organization, systems, governance.
- Observation Reports and reflections on specific areas of school: For e.g. Access to schools, School Buildings, Shadow schooling, School schedules and other rituals of schooling.
- Interview of various actors of school, such as Principals, Teachers, School students, non-teaching staff
- Comparative analysis of school experiences of schools in the neighborhood.

Note: The above are suggestive in nature and the teacher may design his/her own assignments and projects as per the specific needs of the class group. The practicum can be done through both individual and group project work.

Essential Readings**Unit 1**

Dharampal. (2000). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century.*, Mapusa Goa: The Other India Press. (p.p17-23, FraPaolino Da Bartolomeo on Education of Children in India, 1796, Extracts From William Adam's State of Education in Bengal 1835-38, G.W. Leitner on Indigenous Education in the Panjab)

Bhattacharya, Tithi. 2005. "Chapter 4: Education and Its Necessary Virtues." In *Sentinels of Culture*, 153–83. New Delhi: OUP.

Zelliot, Eleanor. 2002. "Experiments in Dalit Education: Maharashtra 1850-1947." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. Hyderabad: Orient Longman.

Bara, Joseph. 2002. "Tribal Education, the Colonial State and Christian Missionaries: Chhotanagpur, 1839-1870." In *Education and the Disprivileged: Nineteenth and Twentieth Century India*, edited by Sabyasachi Bhattacharya. Hyderabad: Orient Longman.

Minault, Gail. 1999. *Secluded Scholars: Women's Education and Muslim Social Reform in Colonial India*. India: Oxford University Press. Chapters 5 and 6

Sykes, Marjorie. 1988. *The Story of NaiTalim: Fifty Years of Education at Sevagram, 1937-1987: A Record of Reflections*. Sevagram, Wardha: NaiTalimSamiti. Chapters 1-5

Unit 2

Ghosh, Suresh Chandra. 2000. *The History of Education in Modern India, 1757-1998*. New Delhi: Orient Longman. Chapter 18 and 19

De, Anuradha. 2011. *Probe Revisited: A Report on Elementary Education in India*. India: Oxford University Press.

Kumar, Krishna. 2021. "Chapter 4: The Logic of Children's Right to Education." In *Smaller Citizens: Writings on the Making of Indian Citizens*. Orient Blackswan.

Majumdar, Manabi, and Sangram Mukherjee. 2015. "Free to Choose or Free to Lose? Debating 'Ability to Pay' for Education." *India International Centre Quarterly* 42 (3/4): 143–56.
<http://www.jstor.org/stable/26316580>

Unit 3

Ministry of Education, GoI. (1968). National Policy on Education, 1968. New Delhi: GoI.

MHRD, GoI. (1986). National Policy on Education, 1986. New Delhi: GoI.

MHRD, GoI. (2020). National Education Policy projects/ assignments. 2020. New Delhi: GoI.

Sarangapani, Padma M. 2018. "Institutional Diversity and Quality." In *The Routledge Handbook of Education in India: Debates, Practices, and Policies*, edited by Krishna Kumar.

Vittachi, Sarojini, Neeraja Raghavan, and Kiran Raj. 2007. *Alternative Schooling in India*. Thousand Oaks, California: Sage Publications.

Yash Pal Committee. (1993). Learning Without Burden: A Report to the Nation. Government of India, Ministry of Human Resource Development.

Additional Readings:

Poromesh, Acharya. 1987. "Education, Politics and Social Structure." In *Education and the Process of Change*, edited by Ratna Ghosh and Mathew Zachariah. Sage Publications.

Basu, A. (1985). Review of *The Beautiful Tree: Indigenous Education in the Eighteenth Century; One Teacher, One School*, by Dharampal & J. Dibona. *Comparative Education Review*, 29(1), 137–140

Sadgopal, Anil. 2010. "Right to Education vs. Right to Education Act." *Social Scientist* 38 (9/12): 17–50.

Sharma, Santosh, ed. 2013. *What Is RTE? Some Ways of Making Education Accessible: A Handbook for Teachers*.

Jha, Jyotsna. 2015. "Education India Private Limited." *India International Centre Quarterly* 42 (3/4): 39–51.

<http://www.jstor.org/stable/26316574>

Additional Resources

Interview on Right to Education Act with Vinod Raina:

<https://edaa.in/site/ek-duniya-ek-awaaz/audio/dr-vinod-raina-on-right-to-education-act>

Essay on teaching the Constitution by Krishna Kumar <https://www.historyforpeace.pw/post/teaching-the-constitution>

RTE guidelines from NCERT

<https://ncert.nic.in/dee/pdf/guidelines16.12.2013.pdf>

Teaching Learning Process:

The Course is to be taught through lectures, discussions, project work, reading of original school testimonies and policies. Observation and critical analytical skills are to be developed and reflective practices inculcated in the teaching-learning of the course. Interactive pedagogic methods such as classroom discussion, debates, film analysis are to be used. Individual and collaborative projects are to be undertaken and meticulous reporting 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

Schooling, Indian education, School Experiences, School system

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

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DISCIPLINE SPECIFIC ELECTIVE COURSE –I (A) (DSE-1 A: Social Science Education)

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		
Social Science Education DSE I (A)	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The learning objectives of this course are as follows:

- To sensitize and apprise the students about the essence and need of social science, along with its interrelationships and interactions with other disciplines.
- To make students understand the philosophical and historical foundation of social science.
- To familiarize the students with the paradigm of the construction of knowledge and research in social science.
- To enable students to develop the expertise and skills to understand and analyze society and social behavior in a context specific manner.

Learning Outcomes

After completion of the course, student will be able to:

- explain key theories and historical developments that have shaped the field of Social Science.
- critically analyze the evolution of social science disciplines and their relevance in contemporary society.
- identify and articulate major political, social, and economic issues affecting modern society.
- demonstrate an understanding of how local actions and events are connected to global processes and outcomes.
- develop the ability to critically reflect on the practice of democracy and constitutional values in their own lives and communities.

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SYLLABUS OF DSE-1A

45 Hours

Unit I: Meaning, Nature and scope of Social Science (15 hours)

- Meaning, Concept, Nature, and Scope of Social Science
- Aims and Objectives of Social Science
- Distinction between Social Science and Social Studies
- Relations of Social Science with other Subjects: (History, Political Science, Geography, Economics)

Unit 2: Social Science and its Relationships and interaction with other Disciplines (15 hours)

- Social Science and its Interaction with Humanities (Philosophy, Psychology, Fine arts, Languages)
- Social Science and its interaction with Intra Components of Social Science(History, Political Science, Geography, Economics, Sociology and Anthropology etc)
- Social Science and its interaction with science (Physics, chemistry, Biology and Computer Science.

Unit III : Emergence of Social Science in the modern world (15 hours)

- Philosophy of Social Science
- Emergence of Social Science in the modern world and Major Historical phases (Emergence of Social Science under the tutelage of Natural Sciences, Rise of Modern Nation State and its impact on the Social science, Social science in Post-world war Scenario and Social science in the age of networking society)
- Major paradigm of construction of Knowledge and Research in Social Science (Positivist Paradigm, post- Positivist Paradigm, Political theories and postmodernism.)

Practicum/ Suggested Projects / Assignments (Any Two)

- Visit any agency such as Museums and Historical places etc.
- Interact with the community to understand their social behaviour about specific activities of society.
- Conduct a survey in any social environment to understand the criteria for selecting the stream of study (social- science, science, humanities, and commerce).

- Prepare a profile of potential job perspectives on the basis of a particular stream of study (social- science, science, humanities, and commerce).
- Undertake any experiments and prepare a detailed report while using tools and techniques for the construction of knowledge in any discipline that comes under the rubric of social science.

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

Essential/ Recommended Readings

- Teltumre, S. (2018). *Republic of Caste in India*. Delhi: Navyana Publication
- K. Webb (1995). *An Introduction to Problems in the Philosophy of Social Sciences*. New York: Pinter, London,
- Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education*. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science. *Project Report*, University of Delhi, Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage Publications.
- Bining, A.C. & Bining, D.II.(1952). *Teaching of Social Studies in Secondary Schools*. Bombay: Tata McGraw Hill Publishing Co. Ltd.
- Crotty, M., (1998). *The Foundations of Social Research: Meaning and Perspective in the Research Process*. London: Sage Publication.
- Gaurav J. Pathania , et.al. (2023). Caste Identities and Structures of Threats: Stigma, Prejudice, and Social Representation in Indian Universities. *CASTE: A Global Journal on Social Exclusion*, Vol. 4 No. 1 pp. 03 23.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. *International Social Science Journal* (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York: O.U.P.
- Kumar, S. (2013). *Teaching of Social Science, Project Report*. University of Delhi, Delhi.
- Kirkpatrick, E. (1997). *Foundation of Political Science: Research, Methods and Scope*. New York: The free press.
- Mayor, F. (1992). The Role of the Social Sciences in a Changing Europe. *International Social Science Journal* (vol. 44).
- Misra, S. & Ranjan, A. (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*. Pearson. New Delhi.
- Winch, P. (1985). *The Idea of a Social Science and its Relation to Philosophy*. New York: Humanities Press.
- Sony, Y.(2022). *Sprout Story of Species and Geographia*. Bhopal: Eklavya Publication

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- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? *World Social Science Report*.
- Wallerstein, I, et al., (1996). Open the Social Sciences: Report of the Gulbenkian Commission on the Restructuring of the Social Sciences. New Delhi: Vistaar Publications,
- Zevin, J., (2000). *Social Studies for the Twenty first Century*. London:Lawrence Erlbaum Associates.

Additional Readings

- Freire, P., (1995). A Dialogue: Culture, Language and Race. *Harvard Educational Review*, Vol.65 No.3.
- Kumar, K. (2016). *Raj SamajaurShiksha*. Delhi:RajKamal Prakashan,
- H.S. Gorden (1991). *The History and Philosophy of Social Science*. London and New York: Routledge.
- Alexander R. (2016). *Philosophy of Science and Social science*. London and New York: Routledge.
- Subramanian.S. (1997). *Measurement of Inequality and Poverty*. London: Oxford University Press

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 the end- semester examination.

Key words: Social science, Paradigms, Evolution.

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 1B (DSE 1B): SCIENCE EDUCATION
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		
Science Education DSE – 1B	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Develop an insight of the Nature and History of Science.
- Know and comprehend Indian contribution to the world of Science in both Ancient and Modern times.
- Elaborate and summarize the development of science in the international perspective.
- Develop comprehension of science and scientists in India, including its institutions, research, and development.
- Identify and explore potential learning resources in the area of science including indigenous knowledge and traditional ecological knowledge.
- Analyze the nature of learning and assessment in the area of science.

Learning outcomes

On completion of this course, learners will be able to:

- Explain the Nature and History of Science and summarize the development of Science in the International Perspective
- Learn and appreciate Indian Contribution to the world of Science in both Ancient and Modern times
- Critically examine potential learning resources in the area of science including indigenous knowledge and traditional ecological knowledge
- Critically evaluate the Nature of learning and assessment in the area of science

SYLLABUS OF DSE 1B
45 Hours
Unit I: Nature and History of Science (15 hours)

- Scientific Inquiry: Tentative and Revisionary Nature of Science
- Place of Science Education in Indian School Curriculum
- Science for Sustainable Development - Role of Indian Cultural Heritage and Indigenous Knowledge Systems
- Contribution of Indian Thoughts and thinkers in the Domain of Scientific Knowledge like Baudhayan Sulbha-Sutra, Aryabhat and Aryabhatika, Varahmihira and his Panchsidhant, Sushrut, Ayurveda, Yoga etc.

- Ancient Indian Classification of Animals, Measurement of Distance and Time
- Development of Science in International Perspective

Unit 2: Practice of Science

(15 hours)

- Criteria for selecting/designing Learning Resources in Science
- Improvisations and Science Kits
- Science in Everyday Practices
- Present and Past Institutions of Research & Development of Science and Technology in India including Taxshila and Nalanda Vishvavidyalaya
- Role of activities like science quiz, science fair, science corner/resource room, science club, excursion and related SUPW in learning science
- Some Eminent Indian Scientists like Sir J. C. Bose, Ramanujan, Meghnad Saha, Sir C.V. Raman, Janaki Ammal

Unit 3: Science Learning: Resources and Assessment (15 hours)

- Potential of Traditional Ecological Knowledge as local learning resource in Different States in India
- Role of Textbooks, reference books, encyclopaedia, newspapers etc. in dissemination of science
- Learning science through multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
- Role and limitations of Science Laboratories
- Assessment in Science, Assessment of laboratory work and project work, Assessment through creative expression-drawing, posters, drama, poetry, etc
- Nature of learning and assessment, analysis and critique of the present pattern of examinations.

Practicum/ Suggested Projects / Assignments (Any Two)

- Observe and document the traditional ecological knowledge available around you
- Engage in self-reflection and document the role of different learning resources in your learning of Science
- Interview five elderly of your community to explore the Traditional Ecological Knowledge available through their life experiences and practices in which they engaged so far
- Watch either 'The Man Who Knew Infinity (2015)' or 'Mission Mangal' (Bollywood Films) and describe how life and experiences of scientists unfolds in them.

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

Essential/ Recommended Readings

- Mehrotra, A., Khirwadkar, A., Koul, A., Jha, A. K., Sharma, K., Mohapatra, M., Tyagi, P., Garg, R., Kumar, R., Koireng, R. R., Sindhu, R. S., Sharma, S., Abdullah, S., Aziz, T., & Bhatia, V. B. (2013). *Textbook of Pedagogy of Science (Physical Science) (Part I)* ISBN 978-93-5007-224-0. National Council of Educational Research and Training.
- Mehrotra, A., Khirwadkar, A., Koul, A., Jha, A. K., Sharma, K., Mohapatra, M., Tyagi, P., Garg, R., Kumar, R., Koireng, R. R., Sindhu, R. S., Sharma, S., Abdullah, S., Aziz,

- T., & Bhatia, V. B. (2013). *Textbook of Pedagogy of Science (Physical Science) (Part II)* ISBN 978-93-5007-225-7. National Council of Educational Research and Training.
- Mishra, K. (2003). *Sanskrit Vangmay me Vigyan Kaitihas (संस्कृतवाङ्मयमेंविज्ञानकाइतिहास)* (1st ed.). National Council of Educational Research and Training.
 - Jain, N. K. (1982). *SCIENCE AND SCIENTISTS IN INDIA*. Indian Book Gallery.

Additional Readings

- Sarukkai, S. (2012). *What is Science?* National Book Trust, Govt. of India.
- Singh, S. (2017). *The Educational Heritage of Ancient India*. NotionPress.
- Singh, G., & Kumar, R. (2017). *Science: Perspective and Nature*. In *Pedagogy of Science* (pp. 7-30). Indira Gandhi National Open University School of Education. <http://ignoubbsr.org/BES-141>

Audio Visual Material: Across Units

1. 'The Man Who Knew Infinity (2015)' (Bollywood Film)
2. 'Mission Mangal' (Bollywood Film)

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

Tentative and Revisionary Nature of Science, Contribution of Indian Thoughts and thinkers, Science in International Perspective, Learning Resources in Science, Traditional Ecological Knowledge, Open Education Resources (OER), Assessment in Science

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DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE 1 C (DSE 1C) MATHEMATICS EDUCATION

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		
Mathematics Education DSE – 1C	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Understanding the nature and conceptual foundations of mathematics;
- Conceptualizing theories of learning mathematics for diverse learners;
- Developing understanding on the theories and methodologies of teaching and learning mathematics;
- Understanding national and international perspectives in mathematics learning and assessment.

Learning Outcomes

After completion of the course student will be able to:

- discuss the nature of mathematics and its relevance in mathematics curriculum;
- define the aims and objectives of teaching mathematics;
- exemplifying theories of mathematics learning in diverse learning contexts;
- develop assessment plan for different stages of learning;
- identify common errors and misconceptions in mathematics learning;
- explore scope of mathematics across the curriculum;
- familiarize with manipulatives and ICT based tools for mathematics learning;
- acquire an understanding of national and international perspectives in mathematics education with special reference to (NEP 2020 and curriculum frameworks based on it: NAS, ASER, PISA, TIMSS).

SYLLABUS OF DSE 1 C

45 Hours

Unit 1: Nature and conceptual foundations of mathematics (12 hours)

- Introduction to nature of mathematics
- Aims and objectives of teaching mathematics
- Nature and scope of mathematics education
- History of mathematics and its relevance in mathematics curriculum

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Unit 2: Theories of learning mathematics for diverse learners (18 hours)

- Theories of mathematics learning (Piaget, Vygotsky; Bruner, Zoltan Dienes, Van Hailley)
- Conceptual underpinnings: Number sense and numeration; Estimation; Ratio-proportional thinking; algebraic thinking; units of measurement; spatial understanding
- Teaching-learning resources (manipulatives and ICT) based on the theories:
- Diagnosis of errors and remediation
- Assessment plans such as rubric based assessment; graded assignments; class test; diagnostic assessment

Unit 3: Assessment: National and International perspectives in mathematics education (15 hours)

- Need and purpose of assessment
- Assessment plans such as rubric based assessment; graded assignments; class test; diagnostic assessment and remediation
- Mathematics learning and its' assessment as mentioned in NEP 2020 and in latest curriculum framework
- National and international assessment frameworks (NSA, ASER, PISA and TIMSS)

Suggested Practicum

- Observe any classroom for a week to ten days and analyze the teaching methods
- Develop math teaching – learning resources for any concept and do its field testing
- Develop timeline of developments in mathematics from ancient times to present times.
- Collect data on errors done by students on any concept from mathematics or any other concept of mathematics and identify error patterns of students
- Prepare a rubric based assessment for a specific class.
- Critically analyze latest report released by (ASER/PISA/NAS/TIMSS) in terms of mathematics learning and achievement.

Practicum/ Suggested Projects / Assignments (Any Two)

- Do classroom observations and analyze the teaching methods
- Develop math teaching - learning resources and do its field testing
- Develop timeline of developments in mathematics from ancient to latest
- Collect data on errors and identify error patterns
- Prepare a rubric based assessment
- Critically analyze latest report released by (ASER/PISA/NAS/TIMSS)

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

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Recommended Readings

- Musser, G. L., Peterson, B. E., & Burger, W. F. (2013). *Mathematics for Elementary Teachers: A Contemporary Approach, 10th Edition*. Wiley Global Education.
- Rogers, A., Bragg, L., Cooke, A., Fanshawe, M., & Gronow, M. (2021). *Helping Children Learn Mathematics*.
- Kamii, C. (1999). *Young Children Reinvent Arithmetic: Implications of Piaget's Theory*. Teachers College Press.
- Nunes, T., & Bryant, P. (2021). *Using Mathematics to Understand the World: How Culture Promotes Children's Mathematics*. Routledge.
- National Council of Teacher of Mathematics. *Principles to Actions: Ensuring Mathematical Success for All*. Reston: V.A., 2014.
- Courant, H. R. R., Courant, R., Courant, C. I. O. M. S. R., Robbins, H., Stewart, I., & Robbins, P. O. M. H. (1996). *What is Mathematics: An Elementary Approach to Ideas and Methods*. Oxford University Press, USA.
- Sriraman, B., Ernest, P., & Greer, B. (2009). *Critical Issues in Mathematics Education*. IAP.
- Even, R., & Ball, D. L. (2008). *The Professional Education and Development of Teachers of Mathematics: The 15th ICMI Study*. Springer Science & Business Media.
- English, L. D., & Kirshner, D. (2010). *Handbook of International Research in Mathematics Education*. Routledge.
- Katz, V. J. (2009). *A History of Mathematics: An Introduction*. Addison-Wesley Longman.

Teaching Learning Process

The course will be taught through participative and interactive pedagogy. It is suggested to use group work, classroom discussions, seminar presentations and critical analysis. Reflective discussions on field work will be encouraged.

Assessment Method

Assessment will be formative in nature based on assignments, practicum, learners' participation in individual and group activities. Semester end exam will be conducted as per the examination schedule released by the Examination Branch, University of Delhi.

Key words

Mathematics, Education, Diversity in Learners

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 1 D (DSE 1D) LANGUAGE EDUCATION

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		
Language Education DSE –1D	4	3	1	0	Completed 4 core courses in education	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the meaning of language, components and its functions;
- Make learners critically aware of the role language plays in education and explore how language development occurs in children;
- Develop insight into how language is acquired/learnt with respect to first and second language;
- Analyse the language policies and its implementation in Indian classroom;
- Critical analysis of terms such as dialects, mother tongue, first language, and second language, bilingual and multilinguals and explore multilingualism in India;
- Develop language skills to help learners engage in classrooms;
- Understand the process of reading and writing and oral interaction;
- Develop critical understanding about Indian model of language acquisition.

LEARNING OUTCOMES

On completion of this course, learners will be able to:

- Understand the concept, structure and components of language;
- Differentiate between language and dialect, first and second language, home and school language, bilingual and multilinguals;
- Develop insight into various theories of language acquisition;
- Understand the process of reading and writing;
- Develop critical understanding about Indian model of language acquisition

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SYLLABUS OF DSE -1 D**45 Hours****UNIT 1: General Introduction to Language (Hours 10)**

- Language: Its meaning, components and functions
- Dialect, Standard and Non-standard language
- Basic concepts in Phonology, morphology, syntax and semantics

UNIT 2: Language Acquisition and Learning (Hours 15)

- Language and thought
- First and Second language acquisition: Krashen, Chomsky and Vygotsky on language acquisition; relevance of their views for the language teacher
- Contribution of Panini and Indian model of language acquisition (Shravan, Manan, Nidhidhayasan)
- Stages of language development

UNIT 3: Language Processes and the Classroom Context (Hours 8)

- Oral language in the classrooms
- Verbal and non-verbal communication
- Learning to read and comprehend
- Teaching of Listening, Writing

UNIT 4: Language and society (Hours 12)

- Characterizing mother tongue, first language, and second language, bilingual and multi-linguals
- School and home language
- using multilingualism as a resource
- Language policies - NCF 2005, NEP 2020 etc.

SUGGESTED PROJECTS / ASSIGNMENTS (Any Two)

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

- Read the Position Paper on NCF 2005 and NEP 2020 with reference to language education and present your understanding of it.
- Write a detailed approach used in a language classroom to teach the target language to the learners.
- Observe a language class and write a reflective essay on the how writing is taught in the Indian multilingual classroom and suggest strategies to improve it.
- Interview a teacher of a school and assess his/ her understanding about the function of language and its use in daily life.

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

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- Agnihotri, R.K. & Khanna, A.L. (eds.) (1994). Second language acquisition. New Delhi: Sage Publications.
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. International Multilingual Research Journal, Vol. (2) 1-10
- Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.). Handbook of Research on the Education of Young Children. New York: Macmillan. 137-150.
- Bloomfield, L. Language, Holt, Rinehart and Winston: Chicago, 1933; Delhi, 1994. Chap. 13 and 14.

Additional Readings

- Swami Dayanand (2010). *Varnochacharan Shiksha*. Ram Lal Kapoor Trust.
- Sinha, S. (2009). Rosenblatt's theory of reading: Exploring literature. *Contemporary Education*
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22-26.
- Rai, M. (2015). Writing in Indian schools: the product priority. *Language and Language Learning*. Vol 4, No 1, Issue 7. 32-36
- Thapa for University Book House Ltd. Jaipur, (1st edition), pp 16-29. 978-93-95215-13-8.
- Rai, G. (2023). Adopting Multilingualism in the Indian Classroom in the book *Pedagogical Diversity in Education Sector* edited by Dr. Usha Pathak and Dr. Chetna (1). ISSN No. 2230-9136.
- Social Justice, H.T. Voices. *International Society for Educational Leadership*. Vol 2
- Rai, G. (2021). Teaching of Literature in Multilingual Context: An Approach for *Language and language teaching*. Vol. 4, No. 1. Issue 7.
- Kumar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial.
- Kumar, K. (2000). *Child's language and the teacher*. New Delhi: National Book Trust.
- Kumar, G. (2019). *Hindi Bhasha Shiksha*. Pragatishil Prakashan, Delhi
- Kumar, G. (2010). *Sanskriti bhasha men dhvani vigyan: Paniniya Shiksha sutra ke sandarbh mein*. Shodha Pragna U.S.V.V. University of Haridwar
- Pergamon Press Inc.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.
- Khubchandani, C. M. (ed.) *Language in a Plural Society*. IIAS: Shimla, 1988
- Portsmouth: Heinemann.
- Atwell, N. (1987). *In the Middle: Writing, reading, and learning with the adolescents*. hindi: *Ekam shiksha samvad*. New Delhi: Shilalekh
- Agnihotri, R.K. and Vandeopadhyay, P.K. (ed.) (2000). *Bhasha, bhubhashita or hindi: Ekam shiksha samvad*. New Delhi: Shilalekh
- Agnihotri, R.K. (2009). Language and dialect. Learning curve, 13.
- Agnihotri, R.K., & Kumar, S. (2001). *Bhasha, boli, aur samaj*. Deshkal Publications.
- *Shikshik Sandarbh*. Bhopal: Eklavya
- Agnihotri, R.K. (1999). *Bachchon ki bhasha seekhne ki kshamata, bhag 1 aur 2*
- Agnihotri, R. K. (1996). *KaunBhashaKaunBoli*. Sandarbh 13. 37-43

Essential/Recommended

Readings

- Britton, James. Language and Learning. Pelican Books: Harmondsworth. 1972.
- Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- NCERT (2008). Reading for meaning. Reading Development Cell. NCERT. New Delhi
- National Curriculum Framework for Foundational Stage 2022, NCERT. New Delhi
- Research on the Education of Young Children, New York: Macmillan.137-150.
- Rosenblatt, Louise, M. What Facts Does This Poem Teach You? Language Arts, 57 (4). April, 1980.
- Sapir, P. Language, Harcourt Bruce: New York, 1949. Chapter 4
- Tompkins, Gail. E. Teaching Writing: Balancing Process and Product, 2nd Edition. McMillan Pub. Co: UK., 1993
- Wilkinson, Andrew, Foundation of Language, Talking and Reading in Young Children, Oxford
- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

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 – Language acquisition, Indian model of language, Multilingualism

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

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Category III

B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as non-Major or Minor discipline)

DISCIPLINE SPECIFIC CORE COURSE – 9 (DSC – 9): Teacher and Teacher Education

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		
Teacher and Teacher Education DSC - 9	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education
- Develop a Historical perspective on Development of Teacher Education in India
- Describe the Role of Different Agencies in the organisation of Teacher Education in India
- Discuss the education policy documents to understand the status, context of teacher education in India

Learning Outcomes

After completion of the course, student will be able to:

- Explain the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education.
- Compare the Development of Teacher Education in India in a historical context
- Analyse pre-service and in-service teacher education
- Explain the roles of various teacher education agencies
- Analyse various policy documents to infer its role in shaping Teacher Education in India

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SYLLABUS OF DSC-9

Hours 45

Unit 1: Understanding Teacher and Teacher Education (12 hours)

- Changing conceptions of Teaching and Learning; its Implications to teachers and teacher education
- Development of Teacher Education in India: Ancient, Buddhist, Medieval, Modern and Post-Independent period

Unit 2: Teacher Education Programmes and Role of Different Teacher Education Agencies

(15 hours)

- Pre-service Teacher Education at different levels
- In-Service Teacher Education / Continuous Professional Development of Teachers
- NCTE, NCERT, NUEPA and UGC
- SCERT, IASE, CTE, DIET

Unit 3: Teacher Education and Educational Policy Documents (18 hours)

- Education Commissions [University Education Commission (1948); Secondary Education Commission (1952); and National Education Commission (1964-66)]
- National Commission on Teachers (1983)
- Teacher Education Curriculum Frameworks [Teacher Education Curriculum: A Framework (1978); National Curriculum for Teacher Education: A Framework (1988); Curriculum Framework for Quality Teacher Education (1998); and National Curriculum Frameworks for Teacher Education (2009)]
- Educational Policies [National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020)]

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the teacher education related contents from Educational Policies and understand the development of teacher education in India and related issues.
- Compare the teacher education curriculum frameworks

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- Write a report on changes in teacher education by visiting NCTE and other relevant websites.

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

Essential/ Recommended Readings

- Darling-Hammond, L. (1995). Changing Conceptions of Teaching and Teacher Development. *Teacher Education Quarterly*, 22(4): 9-26.
- Dixit, U.N. (). *Focal Points in the Development of Teacher Education in India*. In Resource Book on Teacher Education in India. New Delhi: NCERT.
- Mangla, Sheela. (2010). *Teacher Education: Trends and Strategies*. Delhi: Radha Publications.
- Mohan, Radha. (2019). *Teacher Education*. Delhi: PHI Learning Private Limited.
- Srivastava, R.C. (1997). *Teacher Education in India: Issues and Perspectives*. New Delhi: Regency Publications.

Additional Readings

- Ministry of Education, GoI (1962). *The Report of the University Education Commission-1948 (First Reprint Edition)*. Delhi: The Manager Government of India Press.
- Ministry of Education, GoI. (1952-53). *Report of the Secondary Education Commission*. New Delhi: MoE.
- Ministry of Education, GoI. (1966). *Report of the Education Commission (1964-66): Education and National Development*. New Delhi: MoE.
- MIIRD (1985). *Report of the National Commission on Teachers (1983-85)*. New Delhi: Govt. of India.
- NCERT. (1978). *Teacher Education Curriculum: A Framework*. New Delhi: NCERT.
- NCERT. (1988). *National Curriculum for Teacher Education: A Framework*. New Delhi: NCERT.
- NCTE. (1998). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Ministry of Education, GoI. (1968). *National Policy on Education, 1968*. New Delhi: GoI.
- MIIRD, GoI. (1986). *National Policy on Education, 1986*. New Delhi: GoI.
- MIIRD, GoI. (1998). *National Policy on Education 1986 (As modified in 1992)*. New Delhi: GoI.
- MIIRD, GoI. (1992). *National Policy on Education 1986: Programme of Action 1992*. New Delhi: GoI.
- MIIRD, GoI. (2020). *National Education Policy 2020*. New Delhi: GoI.

Based on Undergraduate Curriculum Framework 2022

UNIVERSITY OF DELHI

UNDERGRADUATE PROGRAMMES OF STUDY
STRUCTURE, COURSES & SYLLABI OF SEMESTER -VI



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COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE - 11 (DSC-11): Research I-Introduction to Educational Research

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		
Research I- Introduction to Educational Research DSC-11	4	3	1	-	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the idea of research and its conceptual foundations.
- Conceptualize the relevance of research design in diverse social context.
- Critically understand the process of research and different research methods.

Learning Outcomes

After completion of the course, student will be able to:

- Acquire critical thinking skills and professional capacities regarding research.
- Understand different inquiry methods and approaches to explore diverse realities.
- Design and administer a research in systematic way.
- Organize complex research experiences in written account.

Syllabus DSC-11**45 Hours****Unit 1: Understanding Conceptual Foundations of Research (12 Hours)**

- Introduction to the idea of research
- Generic research skills such as critical and analytical thinking and problem solving to various contexts
- Contextualizing research in divers contexts
- Situating ethics and integrity in researchers' life

Unit 2: Fundamentals of Designing a Research (23 Hours)

- Understanding research design
- Developing abilities to conceptualize research design
- Understanding the process of locating research problem
- Importance of literature review in research
- Research question, Objectives and Hypothesis
- Understanding sampling and tools
- Understanding data analysis and organizing research experience

Unit 3: investigating Different Realities: Types and Nature of Different Research Methods (10 Hours)

- Introduction to qualitative research and its methods
- Introduction to quantitative research and its methods
- Introduction to mixed method research and its methods

Practicum/ Suggested Projects / Assignments (Any Two)

- Research based projects and assignments.
- Critical analysis of literature on any issues/theme.
- Data collection Tasks based on interview and observation skills.
- Identification tasks of different independent and dependent variables.
- Design and administer a mini research in university or otherwise regarding any issue .

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

Essential/Recommended Readings

- Aikin, M.C.(Ed.).(1992). *Encyclopedia of educational research*(6thed.). New York: Macmillan

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *Craft of Research*. London: The University of Chicago Press.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. 5th Ed. Thousand Oaks, CA: Sage.
- Flick, U. (2015). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Thousand Oaks, CA: Sage
- Kumar, S. (2019). *Action Research and Qualitative Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2018). Framework to Theorization: A Ray of Hope in Qualitative Research, *HIGHBROW Bi-annual Multidisciplinary Journal of Research*, SatyaSai College for Women, Bhopal
- Koul, L. (2007). *ShaikshikAnusandhan Ki Karyapranali*. Vikas Publishing
- Koul, L. (2020). *Methodology of Educational Research*. India: Vikas publishing
- Merriam, B. S. & Tisdell, J. E. (2015). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: John Wiley & Sons. 978-1119003618

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, Research, Designing Research

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



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DISCIPLINE SPECIFIC CORE COURSE – 12 (DSC-12): RESEARCH 2- RESEARCH METHODS IN EDUCATION

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		
Research 2- Research Methods in Education DSC-12	4	3	1	-	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Enhance the conceptual understanding and application of research
- Developing analytical and reflective skills for conducting any research
- Conceptualising different aspects and steps involved in research
- Conducting research in diverse social realities

Learning Outcomes

After completion of the course student will be able to:

- Explore different ways/ approaches to understand the social realities, issues and opportunities
- To decide the nature of research relevant for their study
- To design and administer research in the context of their respective discipline
- Deliberate on the ethical issues related to research
- Critically evaluate any research in the light of various relevant parameters of credibility
- Equipped with the skills and competencies required for academic research writing

Syllabus DSC-12**45 Hours****Unit 1: Research in Education****(15 Hours)**

- Nature of discipline and research
- Methodological approaches/ Methods of Educational Research: Historical, Descriptive, Case Study, Action, Ethnographic, Experimental,
- Research: Ethics, Rigour (Credibility, Transferability, Dependability) and quality
- Role of researcher: Subjective vs Objective

Unit 2: Guidelines for Conducting Research**(15 Hours)**

- Quantitative Research and Statistical Analysis: Data and its representation; Descriptive Statistical Measures; Measures of Central Tendency, Variability and Relationship; Limitation of Statistical tools.
- Qualitative Research and Interpretation: Advantages and Limitations; Ethical responsibility and validation process;

Unit 3: Designing and conducting research**(15 Hours)**

- Identifying the research problem and formulating research questions
- Locating in a Paradigm
- Process of writing review of literature
- Sample Selection- Probability and Non-probability
- Types of research tools and rationale for selecting it
- Approaches for analysis
- Writing a Research Report

Practicum/ Suggested Projects / Assignments (Any Two)

- Identifying a dissertation and describe the design of its research
- Critically analyse any research paper/article
- Select a topic of your choice, conduct a mini action / survey research and write a report
- Organise a viva session among groups on the basis of conducted action research

Note: On the basis of the above given suggestions , teachers can design their own appropriate assignments and projects.


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Essential/Recommended Readings

- Blaikie, N., & Priest, J. (2017). *Social research: Paradigms in action*. John Wiley & Sons.
- Check, J., & Schutt, R. K. (2011). *Research methods in education*. SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2017). *Research methods in education*. Routledge.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. SAGE.
- Killam, L. (2013). *Research terminology simplified: Paradigms, axiology, ontology, epistemology and methodology*. Laura Killam.
- Koepsell, D. (2017). *Scientific integrity and research ethics: An approach from the ethos of science*. Springer.
- Mellinger, C. D., & Hanson, T. A. (2016). *Quantitative research methods in translation and interpreting studies*. Routledge.
- Myers, J. L., Well, A., & Lorch, R. F. (2010). *Research design and statistical analysis*. Routledge.
- O'Dwyer, L. M., & Bernauer, J. A. (2013). *Quantitative research for the qualitative researcher*. SAGE Publications.
- Saldana, J. (2011). *Fundamentals of qualitative research*. Oxford University Press.
- Willis, J. W., Jost, M., & Nilakanta, R. (2007). *Foundations of qualitative research: Interpretive and critical approaches*. SAGE.
- Yin, R. K. (2017). *Case study research and applications: Design and methods*. SAGE Publications.

Teaching Learning Process:

The Course will be facilitated through different pedagogical techniques and methods such as interactive sessions, experimentation, critical analysis of already conducted researches, discussion, focus group discussions, debates, reading extensively related to research and developing and conducting creative projects and dissertations. Critical, reflective and analytical thinking, reading and writing skills will be encouraged.

Assessment Method

Formative assessment will be student centred in nature based on their participation and engagement. Individual and group assignments/ project will be given with a focus on their competencies. Year-end exam will also be conducted at the end of the semester as a summative evaluation.

Key words

Education, Research Design, Sample, Data, Research Paradigm

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



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DISCIPLINE SPECIFIC ELECTIVE COURSE – 2A (DSE-2A) EARLY CHILDHOOD EDUCATION

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		
EARLY CHILDHOOD EDUCATION DSE -2A	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a holistic understanding about Early Childhood Education (ECE), its need and importance
- To develop a comprehensive understanding of the key developmental aspects, issues and concerns related to early childhood.
- To trace the trajectory of the policies, schemes, programmes and initiatives pertaining to Early Childhood Education in India.
- To familiarise the principles of early learning, ECE curriculum and pedagogy, and assessment and evaluation in early childhood.
- To build perspective on the role of teachers, parents, family and community in the development of children in early years.

Learning Outcomes

After completion of the course student will be able to:

- Understand the need, significance and goals of Early Childhood Education

- Comprehend the key concerns in development of children across different domains in early childhood
- Examine and review Early Childhood Education policies, frameworks, schemes and programmes, and issues and concerns in India
- Draw linkages between the local and global socio-political-historical constructs around early childhood
- Develop an understanding of the principles of early learning, ECE curriculum and pedagogy, assessment and evaluation of children's learning and progress in early childhood
- Recognize the role of teacher, parents, family and community in holistic development of children.

Syllabus DSE-2A

45 Hours

Unit I: Understanding early childhood from a developmental and psycho-social perspective (12 hours)

- Meaning of growth and development, principles of development, basic issues and debates in child development (such as nature/nurture, continuity/discontinuity, active/passive and universal/contextual)
- Developmental characteristics and needs of children across different domains (physical, cognitive, language and socio-emotional) with reference to:
 - Prenatal stage
 - Birth to three years
 - Three to six years
 - Six to eight years
- Implications for parenting and early schooling

Unit 2: EARLY CHILDHOOD EDUCATION IN INDIA

(18 hours)

- Early Childhood Education: Nature, significance and goals

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- Early Childhood Education policies, frameworks, schemes and programmes in India (with special reference to NPE (1986), POA (1992), NCF (2005), National ECCE Policy (2013), NEP (2020))
- Locating ECE in the Indian and global context: needs and rights of Children, UNCRC, MDGs, SDGs
- Critical issues in ECE: access, quality, equity, teacher preparation, diversity and inclusion

Unit 3: Curriculum and Pedagogy for Early Childhood Years (15 hours)

- Guiding principles of early learning and ECE curriculum: developmentally appropriate curriculum, role of physical and social environment, importance of play and activity-based learning, storytelling, craft, art drama, music and dance.
- Foundational literacy and numeracy and use of culturally appropriate teaching-learning materials.
- Assessment and evaluation in ECE: early identification and stimulation, short term and long-term plans, assessment methods, maintaining records
- Qualities and role of an ECE teacher
- Involving parents, family and community in ECE

Practicum/ Suggested Projects / Assignments (Any Two)

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

- Visit an Early Childhood Care and Education Centre/Preschool in your neighbourhood. Observe and document in detail the setting, overall learning environment, staffing, teaching-learning pedagogy equipment, assessment methods, play and learning materials available, and other facilities available.
- Design a developmentally appropriate weekly plan for engaging children in early childhood keeping the principles of early learning and curriculum planning in mind.
- Conduct a survey/interview with parents of children in early childhood about their expectations from preschool education, their involvement in the learning process of their children, teacher-

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parent/family/community collaboration, parenting practices and role of culture in early bringing up.

- Prepare a plan for setting up an early childhood education centre/preschool facility. Focus on various considerations such as licensing requirements and professional standards, budget, design of the indoor and outdoor spaces, suitable equipment and learning materials, staff recruitment, graded curriculum and schedule of activities, plan for involvement of parents and community and so forth.
- Make a collection of lullabies, poems, songs, games, activities from local culture that are used by parents and teachers to promote learning and well-being in early childhood.

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

Essential/ Recommended Readings

- Berk, L.E. (2022). *Infants and children: Prenatal through middle childhood*. New Delhi: Sage.
- Gupta, A. (2006). *Early childhood education: Post Colonial theory and practices in India-Balancing Vygotsky and Vedas*. New York: Palgrave Macmillan.
- Kaul, V., & Bhattacharjee, S. (2020). *Early childhood education and school readiness in India: Quality and diversity*. Singapore: Springer.
- Kaul, V. (2012). *Early childhood care and education in India: Mid-decade assessment*. New Delhi: NUEPA.
- National Council of Educational Research and Training. (2003). *A study of process and effectiveness of linkages between ECCE and Primary Education in the Context of SSA*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2008). *Early Childhood Education: An Introduction*. New Delhi: NCERT. Retrieved from <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>
- Ranganathan, N. (2000). *The primary school child*. New Delhi: Orient Longman.
- Rao, N., Ranganathan, N., Kaur, R., & Mukhopadhyay, R. (2021). *Fostering equitable access to quality preschool education in India: Challenges and opportunities*.

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- Sharma, A., Sen, R.S., & Gulati, R. (2008). Early Childhood Development Policy and Programming in India. *International Journal of Early Childhood-Policy Change*, 40 (2), 65-84.
- Singh, A. (Ed.), (2015). *Foundations of Human Development: Lifespan Approach*. Orient Blackswan.
- Swaminathan, M. (1998). Ed. *The first five years: A critical perspective on Early Childhood Care and Education in India*. New Delhi: Sage.
- Tuli, M. (2012). Beliefs on parenting and childhood in India. *Journal of Comparative Family Studies*, 43(1), 81-91.

Policies and Documents

- Government of India (2009). *The right of children to free and compulsory education act, 2009*. The Gazette of India: Extraordinary. (Part II, Sec 1. August).
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf
- Government of India (2013). *National early childhood care and education (ECCE) policy*. Ministry of Women and Child Development.
<https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>
- Government of India (2013). *National early childhood care and education (ECCE) curriculum Framework*. Ministry of Women and Child Development.
https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf
- Government of India (2013). *Quality standards for early childhood care and education (ECCE)*. Ministry of Women and Child Development.
- Government of India (2020). *National education policy 2020*. Ministry of Human Resource Development. New Delhi: Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Government of India (n.d.). *Regulatory guidelines for private play schools*. National

Commission for Protection of Child Rights, Government of India.
<https://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=933&lid=1271>

- Government of India. (1986). *National policy on education 1986*. Ministry of Human Resource development.
- Government of India. (1992). *Programme of action*. Ministry of Human Resource development.
<http://14.139.60.153/bitstream/123456789/372/1/Policy-Programme%20of%20Action%201992%20Final%20.pdf>
- National Council of Educational Research and Training. (2005). *National Curriculum Framework -2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position Paper on Early childhood education*. New Delhi: NCERT.

Additional Readings

- Badheka, G., & Pathak, C. (2009). *Diwaswapna*. New Delhi: National Book Trust.
- Dreze, J. (2006). Universalisation with quality: ICDS in a rights perspective. *Economic and political weekly*, 3666-3671.
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Hurlock, E.B. (2017). (6th Ed.). *Child growth and development*. New Delhi: Tata McGraw-Hill Education.
- Kaul, V. (2002). Early childhood care and education. In R. Govinda (Ed.), *India Education Report: A profile of Basic Education* (pp. 23-34). NIEPA: Oxford University Press.
- Kaur, R. (2022). *Constructions of childhood in India. Exploring the personal and socio-cultural contours*. UK: Routledge.
- Kumar, K. (1998). *The child's language and the teacher: A handbook*. New Delhi: National Book Trust.
- Melhuish, E., & Petrogiannis, K. (2006). *Early childhood care and education: International Perspective* (pp. 133-149). Oxon: Routledge.
- Sen, R.S. (2016). Literacy in Pre-primary and Class 1: Processes of Teaching and learning in a trilingual environment. In N. Rao (ed.), *Disciplinary dialogues on social change: Gender, Early childhood and theatre* (pp 93-130). New Delhi: Academic Foundation.

Audio Visual Material: Across Units (If any)

1. Stanley kaDabba. 2011. Amole Gupte
2. TaareZameen Par. 2007. Directed by Aamir Khan.
3. I am Kalam. 2010. Directed by NilaMadhab Panda.
4. Bum Bum Bole. 2010. Directed by Priyadarshan.

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

Early Childhood Education, Children, Early Childhood Care and Education, Policy

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



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DISCIPLINE SPECIFIC ELECTIVE COURSE – 2B (DSE-2B) PRIMARY EDUCATION IN INDIA

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		
PRIMARY EDUCATION IN INDIA DSE -2B	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the different levels of education in India and the status of primary education in it.
- Understand the development of primary education in India and the need for Universalisation of primary Education
- To describe the constitutional provisions, educational policies, and curriculum frameworks in understanding the context and status of primary education in India.

Learning Outcomes

After completion of the course, student will be able to:

- Critically reflect on the various policy documents towards the historical development of primary education in India.
- Analyse the guiding principles in the universalisation of primary education and the challenges to SarvaShikshaAbhiyaan (SSA) scheme.
- Explain the quality concerns in the context of teaching and learning at the primary level of education in India.

Syllabus DSE-2B

45 Hours


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Unit 1 Development of Primary Education in India**(18 Hours)**

- Primary Education in India's Educational structure; Schools in India: types and affiliation; The Constitutional provisions; The Right to Free and Compulsory Education Act 2009
- Recommendations of Educational Policies: National Policy on Education (1968); National Policy on Education (1986) and its Programme of Action (1992); and National Education Policy (2020).
- Role of centre government for guiding policy, national initiatives, and responsibilities of state governments- Ministry of Education (NCERT), Ministry of social justice and empowerment (RCI), State Department of education (SCERTs), District level (DIETs, BRC, CRC)
- Decentralization of authority- Role of Panchayati Raj Institutions, Urban local bodies, School management Committees
- International Agencies: UNICEF, UNESCO, WHO

Unit 2: Programmes in Primary Education and their Implementation (14 Hours)

- National Curriculum Frameworks for school education- 1975, 1986, 2000, 2005.
- Centrally and state sponsored schemes and projects: Assumptions, implementation, and impact on enrolment and quality in primary education.
- Centrally sponsored schemes- IEDC (Integrated Education for Disable Children, 1974), Operation Black board, MLL (Minimum Levels of Learning), DPEP (District Primary Education Programme), KGBV (Kasturba Gandhi Balika Vidyalaya), SSA (SarvaShikshaAbhiyaan), Mid-day meal scheme
- State Projects – LokJumbhish, Nali Kali, ShikshaKarmi

Unit 3: Curriculum, Pedagogy, Assessment and Inclusion in Primary Education**(13 Hours)**

- Principles of curriculum development at primary level: relevance, contextual, integration
- Pedagogy at Primary level: flexibility, child centred, joyful
- Assessment at Primary level: CCE, school based assessment
- Inclusion: Need, concept, Challenges of bringing all children to same school
- Professional Development of Teachers at primary level

Practicum/ Suggested Projects / Assignments (Any Two)

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

- Collaborative group project to compare various curriculum frameworks with reference to primary education

- Visit to different types of primary school, observe and document in detail the setting, overall learning environment, teaching-learning pedagogies, assessment strategies, facilities available in school.
- Design a weekly plan for teaching –learning of primary school children for any concept keeping the principles of curriculum in mind.
- Conduct a survey/interview with primary school teachers about their role and responsibilities in the school, expectation of students and their parents, and their job satisfaction.

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

Essential/ Recommended Readings

- Ghosh, S. C. (2007). History of education in India. Delhi: Rawat Publications.
- Narulla & Naik (2000). A Student's History of Education in India. New Delhi: Macmillan India Ltd. Also available in Hindi
- PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press.

Policies and Documents

- Government of India (2009). *The right of children to free and compulsory education act, 2009*. The Gazette of India: Extraordinary. (Part II, Sec 1. August). https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf
- Government of India (2020). *National education policy 2020*. Ministry of Human Resource Development. New Delhi: Government of India. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Government of India (1992). *Programme of action*. Ministry of Human Resource development. <http://14.139.60.153/bitstream/123456789/372/1/Policy-programme%20of%20Action%201992%20Final%20.pdf>
- MHRD, GoI. (1986). National Policy on Education, 1986. New Delhi: GoI.
- MHRD, GoI. (1992). National Policy on Education 1986: Programme of Action 1992. New Delhi: GoI.
- MHRD, GoI. (2020). National Education Policy projects/ assignments. 2020. New Delhi: GoI.
- Ministry of Education, GoI. (1966). Report of the Education Commission (1964-66): Education and National Development. New Delhi: MoE.
- Ministry of Education, Government of India (1968). National Policy on Education, 1968. New Delhi: GoI.
- National Council of Educational Research and Training. (2005). *National Curriculum Framework -2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position Paper on Early childhood education*. New Delhi: NCERT.

Audio-Visual Material:

- Stanley kaDabba. 2011. Amole Gupte
- TaareZameen Par. 2007. Directed by Aamir Khan.
- I am Kalam. 2010. Directed by NilaMadhab Panda.

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. Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

Key words

Primary Education, Pre-service, Continuous Professional Development, Educational Policies, National Curriculum Framework.

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



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DISCIPLINE SPECIFIC ELECTIVE COURSE – 2C (DSE-2C) SECONDARY EDUCATION IN INDIA

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		
Secondary Education in India DSE -2C	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the different levels of education in India and the status of secondary education in it.
- Understand the development of secondary education and the organisation of Universalisation of Secondary Education (RMSA).
- To describe the constitutional provisions and educational policies in understanding the context and status of secondary education in India.

Learning Outcomes

After completion of the course, student will be able to:

- Critically reflect on the various policy documents towards the historical development of secondary education in India.
- Analyse the guiding principles in the Universalisation of Secondary Education (RMSA) and the challenges to RMSA scheme.
- Explain the quality concerns in the context of teaching and learning at the secondary level of education in India.

Syllabus DSE-2C

45 Hours


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Unit I: Development of Secondary Education in India**(18 Hours)**

- Secondary Education in India's Educational structure; Schools in India: types and affiliation; The Constitutional provisions
- Recommendations of Major Commissions and Committee Reports in shaping the secondary education - Mudaliar Commission (1953), Kothari Commission (1964-66), NEP (1986) and revised PoA (1992), NEP (2020)
- Educational Policies- National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020).

Unit 2: Curricular Frameworks and Universalisation of Secondary Education. (14 Hours)

- National Curriculum Frameworks for school education- 1975, 1986, 2000, 2005.
- Guiding principles of Rashtriya Madhyamik Shiksha Aayog (RMSA) - universal access, equality, quality and equity
- Curricular and structural aspects; major challenges.

Unit 3: Continuous Professional Development**(13 Hours)**

- Continuous Professional Development of Secondary level teachers
- Innovation in secondary education; Indicators of quality, Learner Outcomes
- NCERT, SCERT, NCTE, CBSE, NIOS

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the secondary education related content from educational policies and understand the development of teacher education in India and related issues.
- Compare the teacher education curriculum frameworks
- Critical report on changes in school education since the implementation of RMSA.
- Visit to different types of secondary schools and preparation of school profile.
- **Note:** On the basis of the above, the teacher may design his/her own relevant

Essential/ Recommended Readings

- Ghosh, S. C. (2007). *History of education in India*. Delhi: Rawat Publications.
- Ministry of Education, GoI. (1952-53). *Report of the Secondary Education Commission*. New Delhi: MoE.
- Ministry of Education, GoI. (1968). *National Policy on Education, 1968*. New Delhi: GoI.
- MHRD, GoI. (1986). *National Policy on Education, 1986*. New Delhi: GoI.
- MHRD, GoI. (2020). *National Education Policy projects/ assignments. 2020*. New Delhi: GoI.
- Narulla & Naik (2000). *A Student's History of Education in India*. New Delhi: Macmillan India Ltd. Also available in Hindi

Additional Readings

- Ministry of Education, GoI. (1966). *Report of the Education Commission (1964-66): Education and National Development*. New Delhi: MoE.
- MHRD, GoI. (1998). *National Policy on Education 1986 (As modified in 1992)*. New Delhi: GoI.
- MHRD, GoI. (1992). *National Policy on Education 1986: Programme of Action 1992*. New Delhi: GoI.
- PROBE (1999). *Public Report on Basic Education in India*. New Delhi: Oxford University Press.

Audio Visual Material: Across Units

1. To Sir with Love. 1967. Film – Directed by James Clavell.
2. Stand and Deliver. 1998. Directed by Ramón Menéndez.

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

Secondary Education, Pre-service, Continuous Professional Development, Educational Policies, National Curriculum Framework.

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

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DISCIPLINE SPECIFIC ELECTIVE COURSE – 2D (DSE-2D) HIGHER EDUCATION IN INDIA

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		
Higher Education in India DSE -2D	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the different levels of education in India and the status of higher education in it.
- Understand the development and various strands of higher education in India.
- To describe the constitutional provisions and educational policies in understanding the context and status of higher education in India.

Learning Outcomes

After completion of the course, student will be able to:

- Critically reflect on the various policy documents towards the historical development of higher education in India.
- Analyse the different strands and the challenges in higher education.
- Explain the quality concerns in the context of teaching and learning at the higher level of education in India.

Syllabus DSE-2C

45 Hours

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Unit I: Development of Higher Education in India**(18 Hours)**

- Higher Education in India's Educational Structure; Higher Education Institutions in India: Aims, Types and Affiliation; The Constitutional provisions Higher Education: Historical Perspective and societal linkages Globalisation in Higher education
- Recommendations of Major Commissions and Committee Reports in Shaping the Higher Education – Radhakrishnan Commission (1948), Kothari Commission (1964-66), NEP (1986) and Revised PoA (1992),
- Educational Policies- National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020).

Unit 2: Curricular and Structural Aspects of Higher Education (14 Hours)

- Universal Access, Quality and Equity in Higher Education;
- UGC, NCTE, AICTE, NAAC, HECI
- The Economics of Higher Education: Access and Competition; Globalisation in Higher Education

Unit 3: Continuous Professional Development (13 Hours)

- Continuous Professional Development of Higher Education Teachers
- Innovation in Higher Education; Learner Outcomes; Trends in Research
- Student Affairs, Leadership - Major Challenges


Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the higher education related content from educational policies and understand the development of higher education in India and related issues.
- Illustrate upon the structure and organisation of higher education in India.
- Critical report on changes in higher education since India's independence.
- Visit any three types of higher education institutes and prepare a comparative flow chart on different aspects of student affairs.
- Construct a profile of an Indian college student.

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

Essential/ Recommended Readings

- Deshpande, H. V. (2020). *Higher Education in India: New Perceptions and Perspectives*. Chennai: Notion Press.
- Ghosh, S. C. (2007). *History of Education in India*. Delhi: Rawat Publications.


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- Ministry of Education, GoI. (1968). *National Policy on Education, 1968*. New Delhi: GoI.
- MHRD, GoI. (1986). *National Policy on Education, 1986*. New Delhi: GoI.
- MHRD, GoI. (2020). *National Education Policy projects/ assignments. 2020*. New Delhi: GoI.
- Narulla & Naik (2000). *A Student's History of Education in India*. New Delhi: Macmillan India Ltd. Also available in Hindi
- Tilak, J.B.G. (2013). *Higher Education in India-In search of equality, quality and quantity*. New Delhi: Orient Blackswan.

Additional Readings

- Ministry of Education, GoI. (1966). *Report of the Education Commission (1964-66): Education and National Development*. New Delhi: MoE.
- MHRD, GoI. (1998). *National Policy on Education 1986 (As modified in 1992)*. New Delhi: GoI.
- MHRD, GoI. (1992). *National Policy on Education 1986: Programme of Action 1992*. New Delhi: GoI.

Audio Visual Material: Across Units

3. To Sir with Love. 1967. Film – Directed by James Clavell.
4. Three Idiots. 2009. Directed by Rajkumar Hirani.

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

Higher Education, Continuous Professional Development, Educational Policies.

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



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GENERIC ELECTIVE COURSE – GE (GE-2) EDUCATION IN MULTICULTURAL 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 MULTICULTURAL SOCIETY GE -2	4	3	1	-		• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- To understand multiculturalism and its relevance for educational settings.
- To identify and analyze the cultural diversity within educational contexts, including language, religion, socioeconomic status, and gender.
- To understand the theoretical foundations and historical development of multicultural education.
- To evaluate the impact of cultural biases and stereotypes on teaching and learning.
- To examine the challenges and possibilities of multicultural education in specific regional or national contexts.

Learning Outcomes

After completion of the course students will be able to:

- Demonstrate an understanding of the concept of multiculturalism, including its theoretical foundations, historical development, and relevance in contemporary educational contexts.
- Analyse with awareness and sensitivity different cultures and show an appreciation for cultural differences and inclusion of diverse individuals and communities in educational settings.
- Evaluate biases and stereotypes that could become barriers in educational settings.

- Examine equity and social justice issues and recognize the relationship between multicultural education and social justice, especially how educational practices can promote equity, inclusivity, and equal opportunities for learners from diverse backgrounds.

Unit 1: Understanding Multiculturalism and Education in India (12 hours)

- Cultural, language and ethnic diversities in India, Multiculturalism: Significance, historical background, theoretical approaches to multiculturalism
- Cultural identities and schooling experiences in India: Cultural awareness, Stereotypes and biases
- Constitutional provisions for promoting inclusive experiences in multicultural society

Unit 2: Multicultural Classroom (18 hours)

- Multicultural curriculum: Examining National Curriculum Frameworks
- Culturally responsive pedagogy and inclusive classrooms
- Integrating diverse perspectives and knowledge systems
- Diverse learners and needs of marginalized students
- Examinations, Assessments and Multiculturalism: Issues and Challenges


Unit 3: Multicultural Education and Social Justice (15 hours)

- Multicultural Education and Social Justice: Inter-relationships
- Equity and Power Imbalances in education: Concerns and Strategies
- State and Non state roles

Practicum

- Preparing case studies on diverse cultural experiences that they bring to school
- Analysis of policy documents on social justice and inferring multi-cultural connections
- Getting to know a student from a culturally different background and writing a report on universal experiences and diverse ways of realizing them.

Note: The above are suggestive in nature and the teacher may design his/her own assignments and projects as per the specific needs of the class group. The practicum can be done through both individual and group project work.


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 दिल्ली विश्वविद्यालय, नई दिल्ली-110007
 27 University of Delhi, Delhi-110007

Essential Readings

Banks, J. A., & McGee Banks, C. A. (2019). *Multicultural Education: Issues and Perspectives*. John Wiley & Sons

Gollnick, D. M., & Chinn, P. C. (2021). *Multicultural Education in a Pluralistic Society* (11th ed.). Hoboken, NJ: Pearson Education.

Stembridge, A. (2019). *Culturally Responsive Education in the Classroom: An Equity Framework for Pedagogy*. New York: Routledge.

Delpit, L., & Kilgour Dowdy, J. (Eds.). (2008). *The Skin That We Speak: Thoughts on Language and Culture in the Classroom*. New York, NY: New Press.

Ministry of Law and Justice (2015). *The Constitution of India* New Delhi: Legislative Department, Ministry of Law and Justice, Government of India

Mohanty, A. K. (2019). *The Multilingual Reality: Living with Languages*. Bristol, UK: Multilingual Matters.

Additional Resources

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

https://www.education.gov.in/sites/upload_files/mhrd/files/NCF-School-Education-Pre-Draft.pdf

https://www.ncert.nic.in/pdf/focus-group/cst_final.pdf

https://www.ncert.nic.in/pdf/focus-group/special_ed_final1.pdf

https://www.ncert.nic.in/pdf/focus-group/position_paper_on_sc_st.pdf

https://www.ncert.nic.in/pdf/focus-group/heritage_craft.pdf

Teaching Learning Process:

The Course is to be taught through lectures, discussions, project work, reading of original school testimonies and policies. Observation and critical analytical skills are to be developed and reflective practices inculcated in the teaching-learning of the course. Interactive pedagogic methods such as classroom discussion, debates, film analysis are to be used. Individual and collaborative projects are to be undertaken and meticulous reporting 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.

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Key words

Multiculturalism, Social Justice Cultural Responsive Education, School Experiences

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



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COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category III

B.A. Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines as Non-major or Minor discipline

DISCIPLINE SPECIFIC CORE COURSE - 11 (DSC-11): Research I-Introduction to Educational Research

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		
Research I- Introduction to Educational Research DSC-11	4	3	1	-	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- Understand the idea of research and its conceptual foundations.
- Conceptualize the relevance of research design in diverse social context.
- Critically understand the process of research and different research methods.

Learning Outcomes

After completion of the course, student will be able to:

- Acquire critical thinking skills and professional capacities regarding research.
- Understand different inquiry methods and approaches to explore diverse realities.

- Design and administer a research in systematic way.
- Organize complex research experiences in written account.

Syllabus DSC-11

45 Hours

Unit 1: Understanding Conceptual Foundations of Research (12 Hours)

- Introduction to the idea of research
- Generic research skills such as critical and analytical thinking and problem solving to various contexts
- Contextualizing research in divers contexts
- Situating ethics and integrity in researchers' life

Unit 2: Fundamentals of Designing a Research (23 Hours)

- Understanding research design
- Developing abilities to conceptualize research design
- Understanding the process of locating research problem
- Importance of literature review in research
- Research question, Objectives and Hypothesis
- Understanding sampling and tools
- Understanding data analysis and organizing research experience

Unit 3: investigating Different Realities: Types and Nature of Different Research Methods (10 Hours)

- Introduction to qualitative research and its methods
- Introduction to quantitative research and its methods
- Introduction to mixed method research and its methods

Practicum/ Suggested Projects / Assignments (Any Two)

- Research based projects and assignments.
- Critical analysis of literature on any issues/theme.
- Data collection Tasks based on interview and observation skills.
- Identification tasks of different independent and dependent variables.
- Design and administer a mini research in university or otherwise regarding any issue .

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

Essential/Recommended Readings

Aikin, M.C.(Ed.).(1992). *Encyclopedia of educational research* (6thed.). New York: Macmillan

- Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *Craft of Research*. London: The University of Chicago Press.
- Creswell, J. W. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. 5th Ed. Thousand Oaks, CA: Sage.
- Flick, U. (2015). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Thousand Oaks, CA: Sage
- Kumar, S. (2019). *Action Research and Qualitative Research: Evidence Based Practices in Education*. India: Kanishka Publication. 978-81-8457-862-1
- Kumar, S. (2018). Framework to Theorization: A Ray of Hope in Qualitative Research, *HIGHBROW Bi-annual Multidisciplinary Journal of Research*, SatyaSai College for Women, Bhopal
- Koul, L. (2007). *ShaikshikAnusandhan Ki Karyapranali*. Vikas Publishing
- Koul, L. (2020). *Methodology of Educational Research*. India: Vikas publishing
- Merriam, B. S. & Tisdell, J. E. (2015). *Qualitative Research: A Guide to Design and Implementation*. San Francisco: John Wiley & Sons. 978-1119003618

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, Research, Designing Research

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



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