

BA Education Courses: Semester 7 and 8		
Semester 7		
Core Course	DSC 7	Curriculum, Pedagogy and Assessment
Elective Course (DSE) (Any three)	DSE 3	Human Rights Education
	DSE 4	Comparative Education
	DSE 5	Education and Technology
	DSE 6	Disability Studies
	DSE 7	Schooling, Education and Marginalization
General Elective	GE:3	Curriculum Studies
	GE:4	Gender, School, and Society
Semester 8		
Core Course	DSC-8	Classics in Education
Elective (DSE) Courses (Any Three)	DSE 8	Mental Health Education
	DSE 9	Adolescent Education in India
	DSE 10	Childhood, Indigenous Knowledge and Culture
	DSE 11	Social Theory of Education
	DSE 12	Foundation of Reading and Writing
	DSE 13	Assessment and Evaluation: Contemporary Perspectives and Practices
	GE 5	Diversity and Inclusion: A Critical Perspective
	GE 6	Learning, Cognition, and Culture

DISCIPLINE SPECIFIC CORE COURSE (DSC 7): Curriculum, Pedagogy, and Assessment

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		
Curriculum, Pedagogy and Assessment (DSC 7)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To make students develop a conceptual understanding of curriculum, its relationship with the aims of education and other tenets namely, syllabus, pedagogy, textbook as one of the curricular materials and assessment.
2. To enable students to develop a familiarity with various national curriculum frameworks as policy documents.
3. To enable students to understand pedagogy, assessment, content and time as constituent units of curriculum and as a selection of knowledge and processes to teach.
4. To enable students to understand assessment as a constituent unit of curriculum which enables a revisioning of curriculum and its dimensions.

Learning outcomes

After completion of the course student will be able to:

1. develop a theoretical understanding of curriculum, pedagogy, and assessment
2. develop analytical abilities to study the policy documents
3. identify the forces that shape curricula
4. analyse how school knowledge gets selected in different historical phases
5. develop an ability to investigate and examine school with a critical perspective

Total Hours: 45

Unit I: Curriculum: An Investigation of Schooling

(15 hours)

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- Curriculum as understanding of state schooling; difference between curriculum societies and syllabus societies.
- Difference between curriculum, syllabus, and textbooks in the Indian context.
- Decolonizing and democratizing the curriculum
- curriculum as content/subjects' planning and curriculum for equality.

Unit II: Understanding Pedagogy

(10 hours)

- Pedagogy: Concept and Process
- Transformation from teaching to pedagogy.
- pedagogy as transaction vs developing intellectual skills
- socially responsive and inclusive pedagogy.

Unit III: Assessment of, for, and as Learning

(10 hours)

- Types of assessment: formative, summative, diagnostic, authentic
- influence of prevalent assessment systems and approaches on curriculum and pedagogy
- Standardized testing vs. classroom-based assessment
- Inclusive and equitable assessment practices

Unit IV: Re-envisioning curriculum, pedagogy and assessment (10 hours)

- Curriculum for digital literacy, critical thinking, and creativity
- Blended, hybrid, and flipped learning models
- Pedagogy in multilingual and multicultural classrooms
- Technology-enabled assessment and alternative assessments: portfolios, exhibitions, narrative reports, self-assessment

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview teachers to understand their conceptualization of curriculum.
2. Analyse curriculum documents of another country and identify the aims of education and issues emphasised in it.
3. Interview Geography, physics or history teachers to investigate their ideas about teaching-Learning material.
4. Analyse the curriculum of a progressive school such as Blue Mountains in Ooty; Sholai School, Kodaikanal; Rajghat Besant School, Varanasi and Mahatma Gandhi International School, Ahmedabad.
5. Analyse time tables used in different schools to draw out the weightage given to different fields of knowledge and skills in school

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

Essential/ Recommended Readings

- Acharya, Poromesh. 1986. "Development of Modern Language Text-Books and the Social Context in 19th Century Bengal." *Economic and Political Weekly* 21 (17): 745-51.
- Alexander, R.J. (2004) 'Still no pedagogy? Principle, pragmatism and compliance in primary education, *Cambridge Journal of Education*, 34(1), pp 7-34.
- Balagopalan, Sarada. 2003. "Understanding Educational Innovation in India: The Case of Eklavya." *Education Dialogue* 1 (1): 97-121.
- Batra, Poonam, ed. 2010. *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: SAGE.
- Black, P., & Wiliam, D. (1998). *Assessment and classroom learning*. *Assessment in Education*, 5(1), 7-74.
- Cambridge Primary Review (2009). *Towards A New Primary Curriculum: A report from the Cambridge Primary Review*. University of Cambridge.
- David Scott (Ed), *Curriculum Studies: Major themes in education*, Routledge, London, 2003.
- Earl, L. M. (2003). *Assessment as Learning: Using Classroom Assessment to Maximize Student Learning*. Corwin Press.
- Government of India. (2020). *National Education Policy 2020*.
- Kumar, Krishna. 1992/2009. *What Is Worth Teaching?* 4th ed. New Delhi: Orient BlackSwan.
- Kumar, Krishna. 2005. "Quality of Education at the Beginning of the 21st Century: Lessons from India." *Indian Educational Review* 40 (1): 3-28.
- Kumar, Krishna. 2010b. "Quality in Education: Competing Concepts." *Contemporary Education Dialogue* 7 (1): 7-18.
- NCERT NCERT. NCERT. (1993) "Learning without Burden: Yashpal Committee Report." New Delhi: NCERT.
- NCERT. (2007) *National Focus Group Paper on Habitat and Learning*. Delhi:
- NCERT. 2000. *National Curriculum Framework for School Education (NCFSE)*. New Delhi:
- NCERT. 2005. "National Curriculum Framework, 2005 (NCF)." New Delhi: NCERT
- Pinar, F. William (Ed) 2015 *Curriculum Studies in India: Intellectual Histories, Present Circumstances*, Palgrave Macmillan
- Schwab, J. (1959) The "Impossible" Role of the Teacher in Progressive Education *The School Review*, Summer, 1959, Vol. 67, No. 2, Dewey Centennial Issue (Summer, 1959), pp. 139-159
- Stenhouse, L. *An Introduction to Curriculum Research and Development*. Great Britain: Athenaeum Press Ltd, Newcastle upon Tyne.

- Stiggins, R. J. (2005). From formative assessment to assessment FOR learning. *Phi Delta Kappan*, 87(4), 324–328.

Additional Readings:

- Acharya, Poromesh. 1982. "Abolition of English at Primary Level in West Bengal." *Economic and Political Weekly* 17 (4): 124–28.
- Alexander, R.J. (1996) *Other Primary Schools and Ours: hazards of international comparison*, Warwick, CREPE. Alexander, R.J. (1997) *Policy and Practice in Primary Education: local initiative, national agenda*, London, Routledge.
- Bhattacharya, Neeladri. 2009. "Teaching History in Schools: The Politics of Textbooks in India." *History Workshop Journal* (67): 99–110
- Bhog, D. 2002. "Gender and Curriculum." *Economic and Political Weekly*, April 27:1638–1642
- Dottrens, W. (1962) *The Primary School Curriculum*. UNESCO: France
- Eklavya Team. 2010. "Dynamics of Knowledge and Praxis: A View from the Field." In *Social Science Learning in Schools: Perspective and Challenges*, edited by Poonam Batra, 265–86. New Delhi: SAGE.
- Freire, Paulo. 1970. *Pedagogy of the Oppressed*. New York: Continuum.
- Madan, Amman. 2010. "Civics Curriculum and Textbooks." In *Social Science Learning in Schools: Perspective and Challenges*, edited by Poonam Batra, 107–26. New Delhi: Sage Publications
- Paliwal, Rashmi, and C. N. Subramaniam. 1992. "Ideology and Pedagogy." *Seminar* 400 (December): 33–35.
- Paliwal, Rashmi, and C. N. Subramaniam. 2006. "Contextualising the Curriculum." *Contemporary Education Dialogue* 4 (1): 25–51
- Saxena, Sadhna. 2006. "Questions of Epistemology: Re-Evaluating Constructivism and the NCF 2005." *Contemporary Education Dialogue* 4 (1) Monsoon.
- Thapan, Meenakshi. 1988. "Some Aspects of Cultural Reproduction and Pedagogic Communication," *Economic and Political Weekly of India* 23 (13): 592–96.

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.

Keywords: Curriculum, Pedagogy, Assessment

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 3 (DSE 3): Human Rights 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		
Human Rights Education (DSE 3)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To build awareness about the importance and necessity of human rights in contemporary societies and globally.
2. To explore the philosophical and historical foundations of human rights, including related concepts and theories.
3. To understand the role of international conventions, protocols, and treaties in promoting civil, political, economic, social, and cultural rights.
4. To examine the constitutional provisions in India that ensure the protection of human rights and investigate the role of institutional mechanisms in promoting compliance.

Learning Outcomes

After the completion of the course students will be able to:

1. Understand the essence, need and importance of Human rights in contemporary times.
2. Develop an understanding of the philosophical and historical foundation of Human rights.
3. Analyse the role of International Convention, Protocols and treaties to promote the civil, political, economic, social, and cultural Rights.
4. Understand the Indian constitutional provisions with respect to the human rights.
5. Critically review the role of institutional mechanisms to promote and ensure the compliance of human rights by the people.

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Total Hours: 45

Unit I: Human Rights: The Conceptualization (10 hours)

- Meaning, Nature and Scope of Human Rights and Human Rights Education
- Philosophy and History of Human Rights
- Universal Declaration of Human Rights 1948

Unit II: Human Rights: Commissions and Conventions and their Role (10 hours)

- International Convention, Covenant, Protocols and treaties on Human Rights.
- Political, Economic, Social and Cultural Rights.
- The Role of UNO and its Agencies to Felicitates and Promotion of Human rights.

Unit III: Human Rights and Indian Constitution (15 hours)

- Protection of Human Rights Act 1993
- Preamble of the Constitution, Idea of Citizenship, Interaction between Fundamental Rights and Human Rights, Directive Principles of State Policy and concerns of Human Rights.
- Fundamental Duties and Responsibilities of Citizens.

Unit IV: Working for Human Rights (10 hours)

- The Role of the Institutional Mechanism at Different Levels: Role of Legislative Bodies, Judiciary, Human Rights Commission and Civil Societies.
- Human Rights Advocacy
- Citizenship and Participation

Practicum/ Suggested Projects / Assignments (Any Two)

1. To visit the office of any agency such as the Human Rights Welfare Centre and Human Rights Commission etc.
2. To observe the institutional space related to education and find out the state of human rights in particular institutions.
3. To prepare a detailed report on the basis of interview/interaction with the key functionary of any civil society organisation about the challenges and issues which are confronted by them while facilitating human rights to people.
4. To prepare a small documentary on the basis of visits to old age homes while highlighting the concerns of senior citizens.

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

Essential/ Recommended Readings

- Basu, D. D. (1994). *Human Rights in Constitutional law*. New Delhi: Prentice Hall.
- Basu, D. D. (2021). *Introduction to the Constitution of India* (25th ed.). Lexis Nexis.
- Baxi, U. (1987) 'From Human Rights to the Right to be Human; Some Heresies'. In Upendra Baxi (ed.) *The Right to be Human*. New Delhi: Lancer International
- Baxi, U. (2002). *The future of human rights*. Oxford University Press.
- Byrne, D. & J.O. (2000). *Human Rights: An Introduction*. New Delhi, Pearson Education Limited.
- Das, J. K. (2003). 'Reflections on Human Rights and the Position of Indian Women', *The Indian Journal of Political Science*, Vol. 64, No. 3/4 (July-December, 2003), pp.203-220: Indian Political Science Association
- Iyer, V. (Ed.). (2000). *Democracy, human rights, and the rule of law: Essays in honour of Nani Palkhivala*. Butterworths India; Lexis Law Publishing.
- Kingston, L. N. (2014). The rise of human rights education: Opportunities, challenges, and future possibilities. *Societies Without Borders*, 9(2), 188–210.
<https://scholarlycommons.law.case.edu/swb/vol9/iss2/5>
- Kothari, R. (1989), Human Rights – A movement in Search of Theory. In Smitu Kothari and Harsh Sethi (eds.) *Rethinking Human Rights: Challenges for theory and action*. New York: New Horizons Press and Delhi: Lokayan
- Nirmal, C. J. (Ed.). (2000). *Human rights in India: Historical, social, and political perspectives*. Oxford University Press.
- Patnaik, J. K. (2004), 'Human Rights : the concept and perspectives : a third world view', *The Indian Journal of Political Science*, Vol. 65, No. 4 (Oct.-Dec., 2004), pp. 499-514, Indian Political Science Association
- Peter, S. E. (Ed.). (1994). *Human rights: Perspective and challenges*. India: Lancers Books
- Saksena, K. P. (Ed.). (2003). *Human rights and the constitution: Vision and the reality*. India: Gyan Publishing House.
- Sen, A. (2004). Elements of a Theory of Human Rights. *Philosophy and Public-Affairs*, 32. No.4
https://jenni.uchicago.edu/WJP/papers/Sen_2004_v97_n4_elements.pdf

- Owen, D. (2016). Citizenship and Human Rights. Retrieved from https://www.researchgate.net/publication/318488747_Citizenship_and_Human_Rights

Additional Readings

- Conventions on the Rights of the child (2000), MHRD Govt of India.
- ILO, Comparative Analysis of the International covenants of on Human Rights and International Labour Conventions and Recommendations, Official Bulletin (General), Vol. 52, No. 2, 1969, pp.181-216
- Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.
- Gopalan, S.B. (1998) India and Human Rights, New Delhi, Lok Sabha Secretariat.
- NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.
- Pachauri, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.
- Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, Discussion on case studies, 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: Human Rights, Philosophical, Historical, Concepts, Theory, Conventions, Indian constitution.

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

Unit II: Education systems in selected countries**(15 Hours)**

- Educational System in India and G-20 countries
- Understanding the educational model in Finland and its success.

Unit III: International Context of Comparative Education**(10 Hours)**

- Education Funding and International Agencies - Policy oriented, Country specific, Academic Organisations- UNESCO, World Bank, OECD, WCCES, CESI
- Cultural values, traditions, beliefs, and educational policies.
- NEP 2020- Global Citizenship; ICT and Internationalization

Unit IV: Global Education Trends and Challenges (10 Hours)

- Global Education Movements: Education for All (EFA), Sustainable Development Goals (SDGs), and the role of international collaboration.
- Digital Learning and the Future of Education: Trends in online learning, distance education, and technology's role in education worldwide.
- Challenges in Global Education: Addressing issues like inequality, access to education, and access to technology

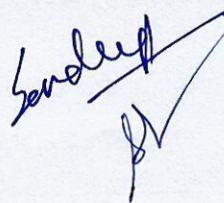
Practicum/ Suggested Projects / Assignments (Any Two)

1. Collaborative group project to analyse the actors and purposes of comparison in the context of education.
2. Compare the teacher education frameworks across the globe.
3. Make a critical inquiry on the contemporary issues in comparative education on the basis of annual report of different international agencies concerned with education.
4. Make comparative visual representation on the educational goals, policies and practices around any pressing educational issue in two states/countries.

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

Essential/ Recommended Reading

- Alexander, R.J.(2001).Culture and Pedagogy-International Comparisons in Primary Education. London: Wiley-Blackwell.



DISCIPLINE SPECIFIC ELECTIVE COURSE – 4 (DSE-4): COMPARATIVE 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		
Comparative Education DSE 4	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Discuss the meaning, purpose and scope of Comparative Education.
2. Develop a historical perspective on the field of Comparative Education.
3. Understand the education systems of the G-20 Countries.
4. Describe the role of different agencies in examining diverse issues and concerns in education across political borders.

Learning Outcomes

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

1. Explain the meaning, purpose and scope of Comparative Education.
2. Trace the development of Comparative Education in a historical context.
3. Analyse the role of international organisations in comparative education.
4. Critically reflect on the similarities and differences of education systems across states and countries through comparative lens.
5. Identify common issues in education and ways to address them in different contexts.

Total Hours: 45

Unit I: Meaning, purpose and growth of Comparative Education (10 Hours)

- Need, scope and changing concept of comparison
- Approaches to comparative analysis.
- Different phases in the field of comparative education, Education for global citizenship

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- Bray, M. & Adamson, B. & Mason, M.(ed.)(2007).Comparative Education Research Approaches and Methods. Comparative Education Research Centre, University of Hong Kong:Springer.
- Choube,S.P. &Choube,A. (1986). Tulnaatmakshiksha ka adhyayan (revised 2nd ed.2020). Agra: Shri Vinod Pustak Mandir (in Hindi).
- Hans, N. (1967).Comparative Education: A Study of Educational Factors and Traditions. London:Routledge& Kegan Paul.
- Kubow,P.K. &Fossum,P.R.(2003).Comparative Education-Exploring Issues in International Context. New Jersey:Merrill Prentice Hall.
- Manzon,M.(2011).Comparative Education:The Construction of a Field.Comparative Education Research Centre, University of Hong Kong: Springer.
- Manzon,M., Bray,M. &Masemann,V.(2007). Common Interests, Uncommon Goals-Histories of the World Council of Comparative Education Societies and Its Members, Hong Kong: Comparative Education Research Centre, University of Hong Kong : Springer.
- Sodhi,T.S. (1983).Textbook of Comparative Education (revised 6th ed.2018),New Delhi:Vikas Publishing House.
- UNESCO, (2023). The Global Education Monitoring (GEM) Report on technology and education.

Additional Readings

- Kumar, K. (2001).Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan.NewDelhi:Penguin. (Also available in Hindi as Mera Desh Tumhara Desh (2007),Delhi: Rajkamal.
- NCTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher. New Delhi.
- MHRD, GoI. (2020). National Education Policy 2020. New Delhi.

Audio Visual Material: Across Units

1. Nil Battey Sannata.2015.Film- Directed by Ashwiny Iyer Tiwary
2. To Sir with Love. 1967. Film – Directed by James Clavell.
3. Children of War. 2014. A U.N. Film -Directed by Bryan Single.
4. Hindi Medium.2017. Film-Directed by Saket Choudhary

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Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis and collaborative learning tasks. An understanding of the complexities of comparative study, the dangers of the misapplication of findings and an enduring centrality of the cultural context and educational transfer for the field as a whole will be encouraged. The assessment will be formative in nature and will factor in student participation towards evolving global outlook with cross-cultural sensitivities on educational concerns and critical reflections on the social realities and in a study of the solutions attempted.

Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words

Compare, Comparative education, Global citizenship, Adoption, Adaptation, Cross cultural perspectives, 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 ELECTIVE COURSE – 5 (DSE-5): EDUCATION AND TECHNOLOGY

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 and Technology (DSE 5)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Learners will develop the concept of ICT.
2. Learners will explain the need and importance of Open Educational Resources as a part of ICT.
3. Learners will explore the status of ICT in NEP 2020.
4. Learners will critically analyse the use of Artificial Intelligence in education.

Learning outcomes

After completion of the course student will be able to:

1. draw picture of evolution of ICT.
2. explore Open Educational Resources from the internet.
3. develop concept maps to correlate ICT and NEP 2020.
4. develop a write-up using Artificial Intelligence.

Total Hours: 45 hours

Unit I: Information and Communication Technologies (15 hours)

- Informational technology (IT), Communication technology (CT)
- Information and communication technology (ICT) as a combination of IT and CT
- ICT in education, Digital devices and software for educational purposes

Unit II: Open Educational Resources (10 hours)

- Concept and need of OER
- Creative Commons Licenses, OER repositories
- Identifying OER while searching the browser for images, checking license while browsing content

Unit III: ICT and Educational Policy (10 hours)

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- ICT and NEP 2020
- NEP 2020 and ICT for Students
- Preparing teachers through ICT for NEP 2020

Unit IV: Artificial Intelligence in Education

(10 hours)

- Concept and types of AI
- Need, importance and ethical concerns of AI in education
- AI for content writing, AI for translation, AI for question writing for evaluation

Practicum/ Suggested Projects / Assignments (Any Two)

1. Explore and present one digital tool (software or device) used in education and develop a presentation (slides/video) covering features, applications, and a short demo.
2. Find and curate 5 OERs (videos, images, articles) relevant to a subject of their choice, ensuring proper licensing and develop a digital repository (Google Drive, Padlet, or website) with proper attribution and a report on the sources.
3. Use an AI tool (ChatGPT, Google Bard, or another AI) to generate content such as lesson plans, quizzes, or summaries and develop a comparison report between AI-generated and manually created content, highlighting pros and cons.
4. Design a lesson plan incorporating ICT tool/s and OER resources for an engaging learning experience and develop a detailed lesson plan including digital tools, OERs, and expected learning outcomes.
5. Use an AI-based chatbot platform (Dialogflow, ChatGPT, or Botpress) to create a simple educational chatbot for answering FAQs on a chosen subject and develop a functional chatbot demo and a short reflective report on its usability in education.

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

Essential/ Recommended Readings

- Butcher, N. (2015). *A basic guide to open educational resources (OER)*. Vancouver: UNESCO and COL.
- Chowdhury, R.R. & Haque, L. (2024). Information and Communication Technology (ICT) in School Education Recommended in National Education Policy (NEP 2020): Major Issues and Challenges. https://www.academia.edu/download/116297293/IJSHMS_V2I1P106.pdf
- Cukurova, M (2025). The interplay of learning, analytics and artificial intelligence in education: A vision for hybrid intelligence. *British Journal of Educational Technology*, Wiley Online Library, <https://doi.org/10.1111/bjet.13514>
- D'Antoni, S. & Savage, C. (Eds) (2009). *Open educational resources: Conversations in cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.
- GoI (2020). National Education Policy 2020, Ministry of Human Resource Development, Govt. of India.

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- Hamid, A., Noor-ul-Amin, S., & Mattoo, M.I. (2023). Understanding of ICT and teacher effectiveness: Insights from NEP-2020. <https://education.uok.edu.in/Files/4f96dde9-9a35-46c7-9b3e-c80291ed5689/Journal/57468df2-8a5f-4677-92c5-c9201c873f24.pdf#page=83>
- IGNOU. Open educational resources. <https://egyankosh.ac.in/bitstream/123456789/46306/1/Unit-7.pdf>
- Kanvaria, V.K. (2014). *A comprehension on educational technology and ICT for education*. GBO: Delhi.
- Kanvaria, V.K. (2014). *A comprehension on educational technology and ICT for education*. GBO: Delhi.
- Kanvaria, V.K. (2021). Digitalization in education: A shift in learning, teaching and pedagogue-development. In S. Pal, T.Q. Cuong, & R.S.S. Nehru (Eds.) *Digital education pedagogy: Principles and paradigms* (23-48). USA: Apple Academic Press (Taylor and Francis Group).
- Kanvaria, V.K. (Ed.) (2018). *ICT for education: A few concepts and researches*. Delhi: New Delhi Publishers, Delhi.
- Mao, J, Chen, B, & Liu, JC (2024). Generative artificial intelligence in education and its implications for assessment. *TechTrends*, Springer, <https://doi.org/10.1007/s11528-023-00911-4>
- Roblyer, M.D. (2007). *Integrating educational technology into teaching, (ed 4)*. Delhi: Pearson Education India.

Additional Readings

- Apple, M. (1995): *Education and power*. New York: Routledge.
- Barron, A.E., Orwig, G.W., Ivers, K.S. & Lilavois, N. (2002). *Technologies for education: A practical guide, reference sources in science and technology series, (ed 4)*. New York: Libraries Unlimited.
- Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in education: Adaptive learning and testing*. New Jersey: World Scientific Pub Co Inc.
- Collins, J., Hammond, M. & Wellington, J.J. (1997). *Teaching and learning with multimedia*. London: Routledge.
- Ehlers, U.D. & Schneckenberg, D. (Eds) (2010). *Changing cultures in higher education: Moving ahead to future learning*. London: Springer.
- Goswamy, B.P. (2006). *Shaikshik takniki evam kaksha-kaksh prabandh*. Delhi: Swati Publication.
- Jonassen, D.H. (Ed) (2003). *Learning to solve problems with technology: A constructivist perspective, (ed 2)*. California: Merrill.
- Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of teaching, alternative e-text formats series, (ed 8)*. Boston: Pearson/Allyn and Bacon Publishers.

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- Kanvaria, V.K. & Kukreja, D. (2018). Educational cyberspace: The prospects for higher education in India. In S.K. Panda (Ed.) Higher education in India: Opportunities and challenges (150-163). Delhi: Ankit Publications.
- Kanvaria, V.K. & Suraj, M.T. (2023). Education and HR management in the age of artificial intelligence: An overview of available tools. In S. Lodha, N. Joshi & S. Gaikwad (Eds.) Emerging technologies in business management (220-229). New Delhi: Bloomsbury Publishing.
- Kanvaria, V.K. & Yadav, A. (2023). Augmented reality: Prospects for environmental science education. In C.Y. Patil, N.V. Mahale & S.M. Ingole (Eds.) Recent trends in humanities, social sciences, sciences and commerce, vol 1 (65-67). Pune: Jyotikiran Publication.
- Kanvaria, V.K. & Yadav, A. (2023). Moving towards education for sustainable development 2030: Issues and trends in India. In M. Maheshwari, A.K. Gupta, A. Kumar & P. Gaur (Eds.) India's diamond era: Moving towards sustainable and inclusive growth (48-57). Delhi: Renova International Publications.
- Kanvaria, V.K. & Yadav, A. (2023). Revolutionizing education in India through digital initiatives: Trends and future possibilities. European Chemical Bulletin (Scopus).
- Kanvaria, V.K. (2023). Digital learning and teaching: An innovative strategy for quality learning. In B. N. Panda (Ed.) Digital learning: An innovative strategy for quality learning. Bhubaneswar: RIE (NCERT).
- OET (2000). E-learning: Putting a world-class education at the fingertips of all children: The national educational technology plan. Office of Educational Technology, US Department of Education. New York: Diane Publishing.
- Pathak, R.P. (2007): Shaikshik prodyogiki ke naye aayaam. Delhi: S.M. Books.
- Saxena, P.K. (2008): Shaikshik prodyogiki evam kaksha prabandh. Delhi: KK Publications.
- Sharma, S. & Gupta, N. (2007): Shaishik takniki evam kaksha kaksh prabandhan. Jaipur: Shyam Prakashan.
- Singh, Y.K., Sharma, T.K. & Upadhyay, B. (2008). Education technology: Teaching learning. New Delhi: APH Publishing.
- Solomon, G. & Schrum, L. (2007). Web 2.0: New tools, new schools. Washington: International Society for Technology in Education.
- Cole, M., Cole, S.R., & Lightfoot, C. (2004). The Development of Children (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Holt, J (1974). Escape from Childhood. Boston: E. P. Dutton. (Chapter 1, 2 and 7)

Audio Visual Material: Across Units (If any)

1. ICT in Education (Link: <https://www.youtube.com/watch?v=MxVQzAtV848>)
2. UNESCO Recognition for Use of ICT (Link: https://www.youtube.com/watch?v=sB_x6TR4h6w)
3. Use of ICT and AI in Schools (Link: <https://www.youtube.com/watch?v=FnBZBxl3EPk>)
4. OER (Link: <https://www.youtube.com/watch?v=RNy1YiXmB4s>)
5. Licensing Your Work with Creative Commons License (Link: <https://www.youtube.com/watch?v=FXWLd2f4ICE>)
6. Is AI Reshaping Education for the Better? (Link: <https://www.youtube.com/watch?v=EEbGYRW7feM>)
7. How AI is Changing Education (Link: <https://www.youtube.com/watch?v=3sHiNTJ9Qsg>)
8. UNESCO Website, NCERT Website, MoE Website, UGC Website, NCTE Website

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 through exploration.

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: ICT, ICT in Education, OER, Creative Commons, NEP 2020, AI, AI in Education

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

DISCIPLINE SPECIFIC ELECTIVE COURSE – 6 (DSE-6): DISABILITY STUDIES

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		
Disability Studies (DSE 6)	4	3	1	0	Class XII th pass	NIL

Learning Objectives:

1. To develop a deep understanding about disability with an analysis of the historical evolution of societal perspectives on disability
2. To develop insights on inclusion and specifically disability inclusion (academic and psychosocial)
3. To develop understanding about the concept, practices and challenges of disability inclusion at school level
4. To develop a broad understanding about categories of disability.
5. To understand National and International Policies on disability inclusion

Learning outcomes

After completion of the course students will be able to:

1. Have a holistic conceptualisation of disability and disability inclusion with a historic perspective
2. Understand the philosophy and practice of inclusive education, its challenges and way ahead at school level
3. Understand and analyse national and international policies related to disability inclusion
4. Develop sensitivity to children with disability; understand the role of teachers for effective inclusive education of children with disability

Total Hours: 45

Unit I: Understanding Disability

(10 hours)

- Conceptualisation of Disability as one of the dimensions of diversity with its features
- Historical context: from charity to civil rights
- Inclusion as philosophy
- Models of disability

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Unit II: Disability and Society (10 hours)

- Disability inclusion in society
- Societal attitudes and stigma related to disability
- Evolution of societal perspectives on disability and persons with disability: A historical analysis

Unit III: School and Inclusive Education (10 hours)

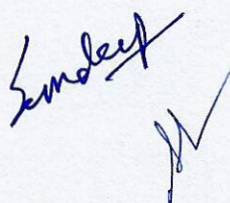
- Disability inclusion in schools; Academic and psycho social inclusion
- Which school can be called inclusive? Philosophy, attitudes, provisions and practices
- Nature and needs of children with disabilities and corresponding transactional strategies

Unit IV: International and National policies in the area of disability inclusion (15 hours)

- Integrated Education for Disabled Children (IEDC) (1974)
- National Policy on Education (1986) and Programme of Action (POA) (1992)
- Rehabilitation Council of India Act (1992)
- Persons with Disabilities Act or Equal Opportunities, Protection of Rights and Full Participation (1995) and Right of Persons with Disabilities Act (RPWD) (2016)
- National Policy for Persons with Disability (2006)
- The Right of Children to Free and Compulsory Education (RTE) Act (2009)
- National Policy on Education 2020

Practicum/ Suggested Projects/ Assignments (Any Two)

1. Carry out case study of a child with disability studying at secondary level in an inclusive setting, covering nature of disability, behavioural manifestations and the transactional strategies used in class, along with personal details.
2. Interview 2/3 teachers in an inclusive setting to understand the following:
 - a. Experiences in teaching students with disability
 - b. Challenges faced
 - c. Training received, pre service or in service
 - d. Details of children with disability in his/her class/classes
3. Interview 2/3 parents of child/children with disability to understand:
 - a. Conceptualisation of disability
 - b. Perspectives on disability
 - c. Perception of how the school and teachers are cooperating with their child/children
 - d. Challenges faced
 - e. Vision of their child/children's future



Essential/Recommended Readings

- Chennat, S. (2017). *Understanding diversity and inclusion, Unit 1 Block 1*. New Delhi: IGNOU <https://egyankosh.ac.in/bitstream/123456789/46064/1/Unit-1.pdf>
- Chennat, S. (2019). Conceptualizing disability inclusion. In *Disability inclusion and inclusive education* (pp. 39-62). Springer, Singapore.
- Deiner, P. L. (2000). *Resource for Teaching children with diverse abilities*, Harcourt Brace & Company, Florida
- IGNOU. (2018), Unit 5, Strategies of Teaching-Learning and Evaluation, *Strategies for Creating Inclusive Classrooms*, <https://egyankosh.ac.in/bitstream/123456789/46081/1/Unit-5.pdf>
- Ladau E. (2021). *Demystifying disability: What to know, what to say, and how to be an ally*. Ten Speed Press
- Madan Mohan Jha (2002). *School without walls: inclusive education for all*, Heinemann edu. Oxford
- Norwich, B., & Lewis, A. (2007). How specialized is teaching children with disabilities and difficulties? *Journal of curriculum studies*, 39(2), 127-150.
- Retief, M., & Letšosa, R. (2018). Models of disability: A brief overview. *HTS Theologiese Studies/Theological Studies*, 74(1).
- Singal, N. (2019). Challenges and opportunities in efforts towards inclusive education: Reflections from India. *International journal of inclusive education*, 23(7-8), 827-840.
- Thomas, C. (2004). How is disability understood? An examination of sociological approaches. *Disability & society*, 19(6), 569-583.

Additional Readings

- Chennat, S. (2019). Children with locomotor impairment: Enabling environment for inclusion, education and participation. In *Disability inclusion and inclusive education* (pp. 109-137). Springer, Singapore.
- Ghosh, P. (2021). Teacher training program to foster inclusive education in the Indian public schools - An evaluation. *International Journal of Management (IJM)*, 12(3).
- Julka, A. (2014). *Index for developing inclusive schools*, NCERT
- Karant, P. & Rozario, J. ((2003). *Learning Disabilities in India*. Sage Pub.

- Taneja Johansson, S. (2014). A critical and contextual approach to inclusive education: Perspectives from an Indian context. *International Journal of Inclusive Education*, 18(12), 1219-1236.
- Terzi, L. (2004). The social model of disability: A philosophical critique. *Journal of applied philosophy*, 21(2), 141-157.

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

Diversity, Inclusion, Exclusion

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 – 7 (DSE-7): SCHOOLING, EDUCATION AND MARGINALIZATION

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, Education and Marginalization (DSE 7)	4	3	1	0	Class XII th pass	NIL

Learning Objectives: The Learning Objectives of this course are as follows:

1. To understand the complex relationship between education and marginalization.
2. To understand the role of education in maintaining the status quo in the society and how marginalization occurs on the basis of caste, class, religion, gender, language and ethnicity.
3. To understand the critical interventions made in education for the marginalized sections of the society.

Learning outcomes: The Learning Outcomes of this course are as follows:

1. Develop an understanding of education in relationship with issues of class, caste, gender, religion and other social diversities.
2. Understand the facets of marginalization in the Indian context.
3. Study the rights and privileges enshrined in the Constitution with regard to various marginalized sections of society.

Total Hours: 45

Unit I: Understanding Marginalization

(10 hours)

- Understanding marginalization: Educational, social, cultural, economic dimensions
- State, Society and Marginalized groups
- The role of education in social transformation

Unit II: Marginalization and Schooling

(10 hours)

- Educational experiences of children coming from marginalized sections of the society
- Critical interventions made in education

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Unit III: The Constitution of India and Education

(12 hours)

- Equality in Indian constitution
- Provisions related to education and children with special reference to their contexts – Caste, class, gender, tribe, religion, language and PWD.
- Democratic education

Unit IV: Educational Policy and Marginalization (13 hours)

- RTE Act (2009): Achievements and Gaps in implementation
- NEP 2020: Opportunities and concerns for equity
- NGO and international interventions in education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview five children of any one marginalized section to explore the challenges, issues and concerns with regard to their education.
2. Study the constitution and develop a report on the provisions available for different sections of the society.
3. Study some of the important interventions made for the emancipation of the most oppressed and marginalized communities

Essential/ Recommended Readings

- Ambedkar's Speech at Mahad, 1927
- Farooqi, F. (2014). Teaching 'Marginalisation' to the marginalised. *Learning Curve*, (23), 44-47.
<http://www.cscsarchive.org/dataarchive/otherfiles/TA001003/file>
- Iliaiah, K. (1990). Reservations: Experience as framework of debate. *Economic and Political Weekly*, 2307-2310.
- Jotirao Phule, 1881. Memorial Address to the Education Commission.
<https://www.roundtableindia.co.in/memorial-addressed-to-the-education-commission/#:~:text=Let%20there%20be%20schools%20for,financial%20as%20well%20as%20political.>
- Kumar, K. (1983). Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, 1566-1572.
- Nambissan, G. B. (2000). Identity, exclusion and the education of tribal communities. *The Gender Gap in Basic Education: NGOs as Change Agents*, New Delhi: Sage Publications, 175-224.
- Nambissan, G. B. (2016). Low-Cost Private Schools for the Poor in India: Some Reflections. In *India infrastructure report 2012* (pp. 122-131). Routledge India.
- Pantić, N., & Florian, L. (2015). Developing teachers as agents of inclusion and social justice. *Education Inquiry*, 6(3), 273-11
- Saxena, S. (1998). Education of the Poor-A Pedagogy of Resistance. *Education, Development and Underdevelopment*, 265-98.

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- Talib, M. (1998). Educating the oppressed: Observations from a **school in a working-class settlement** in Delhi. *Education, Development, and Underdevelopment*.

Audio visual materials:

- *Salaam Bombay*. 1988. Directed by Mira Nair.
- *Masaan*. 2015. Directed by Neeraj Ghaywan.
- *Dor*. 2016. Directed by Nagesh Kukunoor.
- *Fandry*. 2013. Directed by Nagraj Manjule.
- *Gully Boy*. 2019. Directed by Zoya Akhtar.

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:

Marginalization, Equality, Constitution

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

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GENERAL ELECTIVE COURSE – 3 (GE 3): CURRICULUM STUDIES**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		
Curriculum Studies GE 3	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To orient students towards the idea of curriculum as a theoretical concept and its relationship with the diverse context.
2. To enable students to understand and analyse the disciplinary divisions and school subjects
3. To encourage students to draw links and connections between the conception of knowledge and the approach towards teaching.
4. To familiarise students with curricular documents and develop the ability to analyse them for their curricular assumptions.

Learning outcomes

After completion of the course student will be able to:

1. develop a theoretical perspective on curriculum and knowledge.
2. draw interconnections between the various school subjects in the light of interdisciplinary perspective.
3. analyse curricular documents for their assumptions.
4. examine curricular assumptions behind various school activities.
5. analyse various policy documents regarding curriculum and its implementation.

Total Hours: 45

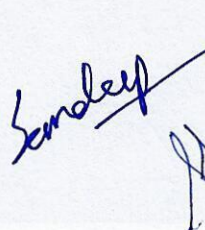
Unit I: Curriculum Studies: Conceptual Understanding

(10 Hours)

- The concept of curriculum; difference between curriculum and syllabus
- Curriculum as product, process, praxis, and context
- The role of a teacher in curriculum planning.

Unit II: Curriculum, knowledge and teaching

(10 Hours)



- What is worth teaching? How does it get decided?
- The role played by conception of knowledge in shaping teaching and learning activities
- knowledge: Disciplinary, interdisciplinary, multidisciplinary and trans-disciplinary
- Impact of examination system on knowledge in school curriculum

Unit III: Curriculum Policy

(12 Hours)

- Curriculum in national policies and the practice of having a national curriculum framework.
- Study of the following important policy documents for the understanding of curriculum: *Learning without Burden* (Yashpal Committee Report), NCFSE 2000, National Curriculum Framework-2005, National Curriculum Framework for Foundational Stage (NCFFS -2022) and NCFSE-2023

Unit IV: Curriculum Design and Implementation

(13 Hours)

- Models of curriculum design: Tyler's Rational-Linear Model, Taba's Grassroots Model, Wheeler's Model, etc.
- Elements of curriculum: Aims, content, methodology, evaluation
- Designing inclusive, responsive and interdisciplinary curricula
- The role of teachers, institutions, and stakeholders

Practicum/ Suggested Projects / Assignments (Any Two)

1. Analyse any one curriculum framework document developed in India with respect to its a of education and the social, political and economic context.
2. Interview five teachers and document their understanding of curriculum and their role in its planning.
3. Study an innovative school's curriculum. Example: KFI school, school in Sevagram Ashr Wardha.
4. Analyse Gandhi's Basic Education Scheme as a curricular document

Essential/ Recommended Readings

- Batra, P. (2006). Building on the National Curriculum Framework to Enable the Agency of Teachers. *Contemporary Education Dialogue*, 4(1), 88-118. <https://doi.org/10.1177/0973184913411133>
- Cuthbert, A. & Standish, A. (Eds.). (2021). *What Should Schools Teach? Disciplines, subjects and the pursuit of truth* (2nd Edition). London: UCL Press
- Dottrens, R. (1962) *The Primary School Curriculum*. France: UNESCO.

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- Giroux, H. (1978). Developing Educational Programs: Overcoming the Hidden Curriculum. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 52(4), 148-151. <https://doi.org/10.1080/00098655.1978.10113565>
- Kumar, K. (1985). Reproduction or Change? Education and Elites in India. *Economic and Political Weekly*, 20(30), 1280-1284. <http://www.jstor.org/stable/4374640>
- Kumar, K. (2009). *What Is Worth Teaching?* (4th edition). New Delhi: Orient BlackSwan.
- Kumar, K. (2011). Curricular Reforms in India. In K. N. Panikkar and M. B. Nair (Eds.) *Emerging Trends in Higher Education: Concepts and Practices* (pp. 156-170). Dorling Kindersley.
- MHRD. (1993). *Learning without Burden: Yashpal Committee Report*. New Delhi: Ministry of Human Resource Development.
- NCERT. (2000). *National Curriculum Framework for School Education (NCFSE)*. New Delhi: NCERT.
- NCERT. (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.
- NCERT. (2006). *Position Paper: National Focus Group on Curriculum, Syllabus and Textbooks*. NCERT.
- NCERT. (2022). *National Curriculum Framework for Foundational Stage*. New Delhi: NCERT.
- NCERT. (2023). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- Srinivasan, M. V. (2015). Reforming School Social Science Curriculum in India: Issues and Challenges. *Economic and Political Weekly*, 50(42), 52-58. <http://www.jstor.org/stable/44004070>
- Thapan, M. (2009). Youth Cultures and the Making of Citizens. *Economic and Political Weekly*, 44(18), 10-13. <http://www.jstor.org/stable/40278960>
- W. Pinar (Ed.) *Curriculum Studies in India: Intellectual Histories, Present Circumstances* (pp. 35-64). New York: Palgrave Macmillan.

Additional Readings

- Apple, M. W. (1993). The Politics of Official Knowledge: Does a National Curriculum Make Sense? *Teachers College Record*, 95(2), 222-241. <https://doi.org/10.1177/016146819309500206>
- Apple, M. W., & King, N. R. (1977). What Do Schools Teach? *Curriculum Inquiry*, 6(4), 341-358. <https://doi.org/10.2307/1179656>
- Batra, P. (2015). Curriculum in India: Narratives, Debates, and a Deliberative Agenda. In
- Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*, 67(1), 99-110. <https://doi.org/10.1093/hwj/dbn050>
- Jain, M. (2005). Past and Present in the Curriculum. *Economic and Political Weekly*, 40(19), 1939-1942. <http://www.jstor.org/stable/4416599>

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- Kumar, K. (2005). Burden of Exams. *Economic and Political Weekly*, 40(19), 1937–1939. <http://www.jstor.org/stable/4416598>
- Kumar, K. (2011). Teaching and the Neo-Liberal State. *Economic and Political Weekly*, 46(21), 37–40. <http://www.jstor.org/stable/23017223>
- Kumar, N. (2019). The Curriculum, and the Hidden Curriculum, in Indian Education, 1985 to the Present. In Ullrich, H. (eds) *The Impact of Education in South Asia. Anthropological Studies of Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-319-96607-6_11
- कुमार, कृष्ण. (1991). राज, समाज और शिक्षा. दिल्ली: राजकमल ।
- कुमार, कृष्ण. (1998). शैक्षिक ज्ञान और वर्चस्व . ग्रंथ शिल्पी ।
- कुमार, कृष्ण. (1999). शिक्षा और ज्ञान. राजकमल ।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद् (2000). विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्. (2000). राष्ट्रीय पाठ्यचर्या की रूपरेखा. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्. (2009). पाठ्यचर्या, पाठ्यक्रम और पाठ्य पुस्तकें: राष्ट्रीय फोकस समूह का आधारपत्र. राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्।

Teaching Learning Process:

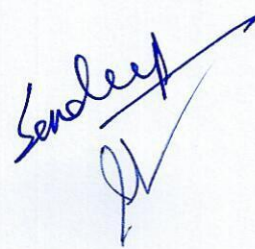
The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will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

Keywords: Curriculum, Knowledge, 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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GENERAL ELECTIVE COURSE – 4 (GE-4): GENDER, SCHOOL, AND 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		
Gender, School, and Society (GE 4)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Understand the idea of gender with reference to social situativity and individuality.
2. Understand gender as social institution with reference to power relation and Patriarchy.
3. Conceptualize the idea of equality perspective and gender with reference to challenges and possibilities.
4. Examine schooling process and practices with regard to gender equality
5. Critically understand the policies and practices for strengthening gender equality via education.

Learning outcomes

After completion of the course student will be able to: (Number is not fixed)

1. Understand the concept of gender equality with its relation to society and self.
2. Acquire critical thinking towards schooling and associated practices with regard to gender inequalities.
3. Analyse policies and social movements with regard to their contribution towards gender equality
4. Debunk the prevailed assumption with regard gender role in society, family and school.

Total Hours: 45

Unit I: Gender: Social and Individual

(10 hours)

- Understanding Gender as a spectrum
- Gender as a Social Construct
- Gender roles in family, media, and religion

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Unit II: Gender and Schooling

(12 hours)

- Schools as agents of socialization
- Curriculum classroom interactions, school culture and Gender
- Curriculum reforms and gender neutrality

Unit III: Equality Perspective and Gender

(11 hours)

- Feminist Perspective: An Introduction
- Understanding Prejudices, Biases and Stereotypes
- Women's Movement, Education and struggle for Equality

Unit IV: State, Policy, and Gender Equity in Education

(12 hours)

- SSA, Beti Bachao Beti Padhao, Kasturba Gandhi Balika Vidyalayas
- RTE Act (2009) and gender equity
- National Education Policy 2020: A gender lens

Practicum/ Suggested Projects / Assignments (Any Two)

1. Interview 10 children (5 boys and 5 girls) and try to understand their perspective toward gender roles.
2. Analysis of films including songs, advertisements in print and electronic media. Analysis of folk songs, literature in different languages and myths
3. A critical analysis of films, songs, serials and advertisements including print and electronic media with regard to gender concerns.
4. Critical analysis of regional and folk songs and literature with reference to gender equality.
5. Analysis of various schemes launched for empowering girls such as KGBV, NPEGEL, Ladli, Sukanya Yojna and so on.
6. An observational or interview base study in school to understand the gender biases, prejudices and discrimination.

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

Essential/ Recommended Readings

- Chakravarti, U. (1998). *Rewriting History: The Life and Times of Pandita Ramabai*. OUP: Delhi.
- Chanana, K. (1988). *Socialization, Education and Women*. New Delhi: Nehru Memorial Museum and Library.
- Conway, J. K. (1987). Introduction: The Concept of Gender. *Daedalus*, Vol. 116, No. 4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

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- Dube, L. (2000). *Anthropological Explorations in Gender: Intersecting Fields*. New Delhi: Sage Publications.
- Dubey, L. (1991). *Lingabhed ka Maanav Vaigyanik Anveshan: Pratichhedi Kshetra*. Delhi: Vaani Prakashan
- Erikson, E. H. (1964). Inner and Outer Space: Reflection on Womanhood. *Daedalus*, Vol.93, No.2, The Woman in America (Spring): 582-606
- Government of India (1975) *Towards Equality: Report of the Committee on the Status of Women in India*. Delhi: Department of Social Welfare, Government of India)
- Kumar, S. (2020). *Gender, School and Society*. Delhi: Vikas Publication
- MHRD (1986). *National Policy on Education (1986)*. Delhi: MHRD, Government of India
- MHRD (1990). *Ramamurty Committee Report (1990)-Towards Enlightened and Humane Society*. Delhi: MHRD, Government of India.
- MHRD (2020). *National Policy on Education*. India: Govt. of India
- NCERT (2005). *Position Paper no.3.2 on Gender Issues in Education*. New Delhi: NCERT, Government of.
- Nirantar (2010). *India Gender aur Shiksha*. New Delhi: Reader.
- Ramachandran, V. (Ed.) (2004a). *Gender and Social Equity in Primary Education: Hierarchies of Access*. New Delhi: Sage Publications.
- Sadgopal, A.(2004). *Naari Shiksha niti:lingasamaanata ka bhramevem mahila sashaktikaran aur schoolishiksha-Adhyay,Pustak-Shiksha me badlaav ka sawal*. Delhi: Granth Shilpi.

Additional Readings

- Apple,M. W.&Smith,C. L. (1991) (Eds).*The Politics of the Textbook*. Routledge : New York.
- Beasley, C. (1999). *What is Feminism: An Introduction to Feminist Theory*. New Delhi Sage
- Bhog, D. (2002). Gender and Curriculum, Review of Women Studies, *Economic and Political Weekly*,37 (17):1638-1642
- Candace and Zimmerman, Don H. (1987). Doing Gender. *Gender and Society*, Vol. 1(2), 125-151
- Dube, L. (1997). *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia* New York: United Nations University Press.
- Ganesh, K. (1999). Patrilineal Structure and Agency of Women: Issues in Gendered Socialization. In T. S. Saraswathi (ed.), *Culture, Socialization and Human Development*. Delhi: Sage Publication India Pvt. Ltd.
- Government of India (1994). *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Roy, K. (2010). *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, New Delhi: Oxford University Press.

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Teaching Learning Process:

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

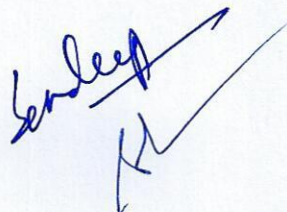
Assessment Method

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

Gender, School, Society, Equality

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 (DSC 8): CLASSICS 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		
Classics in Education (DSC 8)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Comprehending the meaning of Classics.
2. Describing the relevance of reading Classics
3. Develop skills to read and extrapolate Classics
4. Drive insights for personal and professional growth

Learning outcomes

After completion of the course student will be able to:

1. differentiate between classic and generation literature
2. explain the significance of reading Classics
3. develop skills to decode and drive meaning from the Classics

Total Hours: 45

Unit I: Understanding Classics (10 hours)

- What is Classic Literature?
- Classic and Generation Literature
- The Fundamental Features of Classics in Education

Unit II: Purpose of Reading Classics (12 hours)

- Significance of Reading Classics
- Experiencing Human across the Time, Cultures, and their Intersectionality
- Universal Message and Personal Growth
- Importance of reading Classics in Education

Unit III: Contextualising Classics in Contemporary Era (12 hours)

- Symbolism: Context of the Book and its relevance to the Present

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- The Timelessness of Empathy and Compassion for Others
- Skills Development to Decode, Make Connections, and Think Deeply
- Classics in education as means to Self-Development

Unit IV: Classic Indian Writings and their relevance to Indian Education (11 hours)

- Understanding Classic Indian writings: Tagore's My School, Gandhi's Nai Talim
- Relevance to contemporary Indian education.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Read a Classic in Education and Discuss its relevance in contemporary times.
2. Discuss the books read by the people around you and critically examine the significance of reading this book in their personal growth.
3. Choose a movie based on a classic and compare this adaption with original writing
4. Read a classic, decode the universal message from it.

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

Recommended Readings

- Badheka, G. (2006). *Divaswapna*. (Original Work Published 1931). National Book Trust
- Bhadreshdas, S. the Taittiriya Upanishad excerpts from [https://www.baps.org/Spiritual-Living/Weekly-Satsang/Enlightening-Essays/The-Taittiriya-Upanishad-The-Testimony-of-a-Complete-Education-\(Part-1\)-2071.aspx](https://www.baps.org/Spiritual-Living/Weekly-Satsang/Enlightening-Essays/The-Taittiriya-Upanishad-The-Testimony-of-a-Complete-Education-(Part-1)-2071.aspx)
- Calvino, I. (2009). *Why read the classics?* (M. McLaughlin, Trans.). Penguin Modern Classics
- Dahl, R. (2024). *Matilda*. (Original Work Published 1988). Penguin Random House UK.
- Dharampal. (2021). *Indian science and technology in the eighteenth century: Some contemporary European accounts*. (Original Work Published 1971). Rashtrithana Sahitya
- Dharampal. (2021). *The Beautiful Tree: Indigenous Indian education in the eighteenth century* (Original Work Published 1983). Rashtrithana Sahitya
- Gandhi, M.K. (1933) *Towards New Education*, Prabhat Prakashan
- Holt, J. (2005). *The Underachieving School*. Eklavya
- Howatson, M. C. (2013). *The Oxford Companion to Classical Literature* (3rd ed.). Oxford University Press.
- Kuroyanagi, T. (1981). *Totto-chan: The little girl at the window* (D. Bester, Trans.). Kodansha International.
- Prude, H. (2024, March Thursday). Take a Deep, Deep Dive into Classical Literature. <https://www.phc.edu/learnphc/why-read-classical-literature#:~:text=Classical%20literature%20allows%20us%20to,we'll%20never%20directly%20experience.>
- Tagore, R. (2014). *Education as Freedom: Tagore's Paradigm* (S. Maitra, Trans.). Niyogi Books
- Tagore, R. (2005 Reprint) *My School*, Kessinger Publishing

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Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks 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

Classics; Education; Timelessness; Personal Growth; Diverse Cultures

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 – 8 (DSE-8): MENTAL HEALTH 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		
Mental Health Education (DSE 8)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To familiarise students with the conceptualisation of mental health in relation to the discipline of psychology.
2. To broaden the understanding of mental health from personal to social spheres.
3. To bridge the gap between theoretical understanding of psychology and its application in everyday life
4. To revisit the stigma surrounding mental health concerns
5. To facilitate students in the development of reflective insights into their own personal and social lives

Learning outcomes

After completion of the course student will be able to:

1. Trace the evolutionary trajectory of mental health parallel to developments in the field of psychology.
2. Form linkages between the notion of mental health and normality across cultural and temporal contexts.
3. Describe stage related mental health concerns
4. identify personal and social dimensions of self and identity, in contexts of their own lives.
5. Elaborate on healthy and unhealthy forms of stress and its management
6. Recognise diversity in society and its relation to mental health
7. Assess lifestyle patterns to identify mental health concerns.

Total Hours:45

Unit I: Understanding Mental Health (12 Hours)

- Conceptualising mental health
- Historical development of mental health in the context of evolution in the discipline of Psychology (with reference to Psychoanalytic, cognitive behavioural and humanistic-existential schools of thought)
- Universal and cultural relatedness of the notion of normality
- Illness vs wellness perspective in mental health
- Personal and social dimensions of mental health

Unit II: Towards Personal Well Being (10 Hours)

- Stage related concerns of mental health during childhood, adolescence and adulthood
- Development of self and identity
- Dimensions of identity- personal, professional, social

Unit III: Towards Well Being: Managing Stress (8 hours)

- Stress and its sources
- Coping mechanisms for managing stress and conflict (such as free play, meditation, yoga and exercise, interests and hobbies, journaling for emotion management, etc.)

Unit IV: Self in the Social World (15hours)

- Healthy interpersonal relationships
- Engagement with media
- Embracing social diversity- religion, caste, class, gender, culture, language, and sexuality
- Lifestyle related concerns emanating from changing relationships, communication patterns, pace of life, urbanisation.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Collect newspaper articles for thirty days that document mental health concerns in home, school and community context. Analyse the articles to identify age, gender, and social class related patterns of mental health concerns and coping mechanisms.
2. Work in groups of four to design a campaign for removing the social stigma surrounding mental health concerns such as socio-emotional disabilities, depression, anxiety, stress, and seeking professional health for the same. A campaign should have components of interaction with society, social media promotion, poster display at public places, etc.
3. Talk to your family and friends and develop a reflective autobiography with focus on identifying key influences (people and events) on your sense of identity, your personal struggles and unresolved areas.

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4. Identify any one area of diversity - disability, gender, sexuality, caste, religion
Talk to five persons from diverse backgrounds from within the chosen category and identify similarities and variations in their mental health concerns.

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

Essential/ Recommended Readings

- Baron, R.A. & Byrne, D. (2006). *Social Psychology*. New Delhi: Prentice Hall. [Chapters 8 and 9]
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India.
- Casey, B. and Long, A. (2003). Meaning of madness: a literature review. *Journal of Psychiatric and mental Health Nursing*. 10, 89-99.
- Kakar, S. (2006). Family Matters. *India International Centre Quarterly*, 33(3/4), 214-221. <http://www.jstor.org/stable/23006083>
- Ranganathan, N. and Wadhwa, T. (2017). *Guidance and Counselling for Children and Adolescents in Schools*. New Delhi: Sage. [Chapter 1]
- Rosenberg, R. and Kosslyn, S. (2011). *Abnormal Psychology*. New York: Worth Publishers. [Chapter 1]
- Santrock, J.W. (2017). *Educational Psychology*. (4th ed.) New Delhi: McGraw Hill. [Chapter 5]
- Sarason, I. G. and Sarason, B.R. (2013). *Abnormal Psychology*. (11 ed.) New Delhi: Prentice Hall. [Chapter 2]
- Schafer, W. (1996). *Stress management for wellness* (3rd ed.). Harcourt Brace College Publishers. [Chapters 1, 3, and 17]
- Srivastava, C. (2019). Growing up in a Digital World. In Namita Ranganathan (Ed). *Understanding Childhood and Adolescence*. (pp. 209-223) New Delhi: Sage.
- Walsh, R. (2011). Lifestyle and mental health. *American Psychologist*, 66 (7): 579:592.
- Woolfolk, A., Misra, G. and Jha, A. (2012). *Educational Psychology*. New Delhi: Pearson. [Chapter 3]

Additional Readings:

- Carson, R. C., Butcher, J. N., & Mineka, S. (2001). *Fundamentals of Abnormal Psychology and modern life*. New Delhi: Pearson.
- Kakar, S. (2007). *Indian Identity*. New Delhi: Penguin.
- Moritsugu, J., Vera, E. M., Jacobs, J. H., & Kennedy, M. (2016). *Psychology of adjustment: The search for meaningful balance*. SAGE Publications.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, dialogue, collaborative learning tasks, guided reading, and personal

experiential learning. Reflective expression and active listening will be encouraged in the classroom.

Assessment Method

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

Key Works: Mental Health, Well-being, Social world

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 – 9 (DSE-9): ADOLESCENT 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		
Adolescent Education in India (DSE 10)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To facilitate adolescence education course with respect to content, attitude, and pedagogical modes of teaching.
2. To help students to build self-esteem; take responsibility for themselves and develop skills for a better life.
3. To build an understanding of physical and psycho-social changes during adolescence
4. To develop an understanding of relationships with peers, family, and society and make informed choices with respect to relationships.
5. To enhance awareness about substance abuse, causes, prevention and role of peer group.

Learning Outcomes

After completion of the course student will be able to:

1. Understand the physical and psycho-social changes during adolescence.
2. Build understanding of gender, sexuality and stereotyped.
3. Make informed decision regarding reproductive and sexual health choices.
4. Understand the causes of and protect oneself from substance abuse
5. Develop confidence to seek help professional help in case they fall to drug addiction
6. Build awareness on right to adolescent friendly services including counselling, health services, legal and other facilities.

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Total Hours: 45

Unit I: Understanding Adolescence

(10 Hours)

- Adolescence from biological, psychological, and socio-cultural perspectives within the Indian context.
- Physical, cognitive, emotional, social, and moral development during adolescence.
- Challenges and opportunities in diverse Indian Context

Unit II: Key Issues and Concerns in Indian Adolescence

(12 Hours)

- Critical issues affecting adolescents in India - identity formation, peer influence, family relationships, academic stress, career aspirations, and mental health challenges (anxiety, depression, substance abuse)
- Impact of media and technology on adolescent development and behaviour in India.
- Stereotypes, Inequalities, Discrimination in Relation to Gender and Sexuality, Sexual Health, Sexual Orientation, Responsible Behaviour, Abuses, Delinquency and prevention

Unit III: Adolescence Education

(12 hours)

- Need for Adolescence Education
- Approaches and Pedagogies for Adolescence Education - interactive methods, group work, and technology integration
- Development of Life Skills, Understanding Reproductive health, Value Education, Gender Sensitivity

Unit IV Guidance and Support for Adolescents in India

(11 hours)

- Role of teachers, parents, counsellors, and community in supporting the healthy development of adolescents.
- Strategies for providing academic, career, and personal-social guidance to adolescents in the Indian context.
- Resources and interventions for addressing adolescent mental health and behavioural issues in schools and communities.

Practicum/ Suggested Projects / Assignments (Any Two)

1. Observe and document the developmental patterns in adolescents concerning identity and factors influencing identity development.
2. Engage in self-reflection and document the role of family, education and peer group in their development.
3. Interview five children of anyone marginalized community to explore the challenges, issues and concerns about school adjustment.
4. Watch either 'Stanley Ka Dabba' or 'I am Kalam' (Bollywood Films) and describe how childhood unfolds in them.

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5. Go through the home magazines e.g., Grihsobha, Sarita etc explore and enlist the current questions of sexuality.
6. Explore the dilemmas that adolescent students are going through concerning psycho-social changes they are going through.

Note: Based on the above, the teacher may design his/her relevant projects/ assignments.

Essential/ Recommended Readings

- Arora, P. (2008). *Sex Education in Schools*. Narula Printers: New Delhi.
- Arnett, J. J. (1999). Adolescent storm and stress, reconsidered. *American Psychologist*, 54(5), 317–326. <https://doi.org/10.1037/0003-066X.54.5.317>
- Berk, L. E. (2013). *Child Development*. New Delhi: Prentice Hall of India. [Chapter 1 and 2] (pp 3-9 and pp 42-59).
- Berk, L. E. (2022). *Infants, Children, and Adolescents*. SAGE Publications.
- Balagopalan, S, (2010). Introduction: Children's Lives and the Indian Context. *Journal for the History of Childhood and Youth*, 18(3), 291-297.
- Bhende, A.A. (1994). A study of the sexuality of adolescent girls & boys in underprivileged groups in Bombay. *The Indian Journal of Social Work*, LV (4), pp 557-571.
- Carson, D. K., Foster, J. M., & Tripathi, N. (2013). Child Sexual Abuse in India: Current Issues and Research. *Psychological Studies*, 58(3), 318–325. <https://doi.org/10.1007/s12646-013-0198-6>
- Choudhary, G. B. (2014). *Adolescence education*. PHI Learning Pvt. Ltd.
- Cole, M., Cole, S.R., & Lightfoot, C. (2004). *The Development of Children* (6th ed.). New York: Worth Publishers (Chapter 12 pp 429-443)
- Erikson, E. H. (1968). *Identity Youth and Crisis*. W. W. Norton.
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Kakar, L. (2006). *National Level Study on Child Abuse*. Submission to UN Secretary General study on Violence against children. India.

Additional Readings:

- Anandhi, S. (2007). Sex Education Conundrum. *Economic and Political Weekly*, 42(33), 3367–3369.

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- Coleman, J. S. (1961). The adolescent society. *The School Review*, 71(3), 377–385.
- Dhawan J, Gupta S, Kumar B. Sexually transmitted diseases in children in India. *Indian J Dermatol Venereol Leprol*. 2010 Sep-Oct;76(5):489-93. doi: 10.4103/0378-6323.69056. PMID: 20826987.
- Halpern, C. T. (2010). Reframing Research on Adolescent Sexuality: Healthy Sexual Development as Part of the Life Course. *Perspectives on Sexual and Reproductive Health*, 42(1), 6–7. <http://www.jstor.org/stable/20697089>
- Robertson, E. B., David, S. L., & Rao, S. A. (2003). Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders. Second Edition. In National Institute on Drug Abuse (NIDA). National Institute on Drug Abuse. <https://eric.ed.gov/?id=ED521530>

Websites and Organizations

- Comprehensive Life Skill Framework: <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Adolescent Fertility Project: <https://www.fpaindia.org/pdf/adolescent-fertility-project.pdf>
- Menstrual Health and Hygiene <https://www.worldbank.org/en/topic/water/brief/menstrual-health-and-hygiene>
- Because I am a girl: <https://plan-international.org/how-we-work/because-i-am-a-girl/>
- Comprehensive Life Skills Framework <https://www.unicef.org/india/media/2571/file/Comprehensive-lifeskills-framework.pdf>
- Udaan Adolescent Education Programme: <https://www.c3india.org/udaan>
- Evaluation of the UNFPA Support to Adolescents and Youth 2008-2015 https://www.unfpa.org/sites/default/files/admin-resource/Inception_report_AY.pdf

Audio Visual Material:

- Children of Heaven. 1997. Directed by Majid Majidi. Iran: Miramax Films
- Dharm. 2007. Directed by Bhavna Talwar.
- Salaam Bombay. 1988. Directed by Mira Nair
- Smile Pinky. 2008. Directed by Megan Myla
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- Stories of Girlhood. 2001. Samina Mishra
- Children of the Pyre. 2008. Rajesh. S. Jala (for a discussion on childhood/adolescence)
- Am I Next? 2023. Directed by Rahat Kazmi

- Guilty. 2020. Directed by Ruchi Narain
- Udaan. 2010. Directed by Vikramaditya Motwane
- Sixteen. 2013. Directed by Raj Purohit

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 an end-semester examination.

Keywords: Adolescence, Education, Life Skills, Sexuality, Responsible Behaviour, Substance Abuse, Stereotype, Informed Choice

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 – 10 (DSE-10): CHILDHOOD, INDIGENOUS KNOWLEDGE AND CULTURE

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		
Childhood, Indigenous Knowledge and Culture (DSE 10)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. This course unpacks the links between childhood, culture and indigenous knowledge by focusing on concepts that different peoples use to represent their worlds.
2. It focuses on conceptions of childhood and adolescence in different cultures, with a particular focus on India
3. It fosters the understanding that the conceptions of childhood and adolescence and knowledge are rooted in culture.
4. It examines folk knowledge and practices, with a focus on child-rearing, socialisation and education in different cultures. These include folk stories, songs, traditional toys and games, and beliefs about parenting and health.
5. It is aimed at perspective building on life and knowledge as intrinsically rooted in culture. The practicum, academic readings and classroom discussions are located in diverse cultural contexts.

Learning Outcomes

After completion of the course students will be able to:

1. Understand the concepts of childhood and adolescence

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2. Investigate worldviews from different cultural locations, indigenous and cross-cultural
3. Recognise and appreciate that there are different ways of being in the world and that socialisation and education often privilege one world-view over another.
4. Build an understanding of play as a distinctive feature of childhood.
5. Locate the nature of play, its materiality in cultural moorings.
6. Illustrate the cultural locations of childhood and its implication for education.

Total Hours: 45

Unit 1: Childhood and Adolescence: A Perspective (08 hours)

- Childhood and adolescence as social, cultural, and political constructs
- Socio-historical perspectives on childhood in India

Unit II: The Cultural World of Childhood (12 hours)

- Childhood in folk culture: songs and stories
- Play, its nature and materiality: traditional toys
- Culture as dynamic and continuous: childhood in popular culture

Unit III: Childhood in India (10 hours)

- Socialisation in the Indian Cultural context: Indigenous approaches
- Beliefs about parenting and socialisation in different Indian cultures
- Examination of traditional toys and games in India

Unit IV: An Understanding of Indigenous Knowledges (15 hours)

- Childhood and adolescence in tribal cultures
- Child care and education in cross-cultural contexts
- Implications of indigenous knowledge on education

Practicum/ Suggested Projects / Assignments (Any Two)

1. An analysis of folk tales/ songs. Include the worldviews, identification of frames (bonds, threats, actions and motivations), motifs and cultural markers.
2. Interview a toy-maker who makes traditional and indigenous toys. Find out about the mechanics of the toy, its popularity, how did they learn their craft, the continuity of their craft in contemporary times.
3. Interview three parents from your neighbourhood community to find out their beliefs about parenting, socialisation, well-being of their children. Include questions about

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- practices related to the themes: disciplining and indulgence, food and feeding habits, health, how they deal with child's illness, medicinal systems
4. Document two traditional games that children play. Maintain a record of children playing them
 5. Interview three adolescent girls about their experiences of growing up. Prepare a report on differential socialisation of girls and boys
 6. Choose any three advertisements, posters that include children in families and communities. Analyse the themes, frames, direct and indirect messages
 7. Talk to any early childhood educators. Find out their beliefs about children and childhood. An illustrative example: Do they believe all children are divine? What are the possible reasons for their beliefs?
 8. Undertake a comparative analysis of parenting beliefs in different cultures. You may use newspaper reports (for instance, between India and Norway; source: Indian Express newspaper article titled Don't dismiss it as fiction, I lived this story by Sagarika Chakraborty, May 22, 2023) or books (for instance, between India and China; source: The battle hymn of the tiger mother) or any textual source.

Essential/ Recommended Readings

- Chatterjee, G. (1999). *Nursery Rhymes and Socialization*. In T. S. Saraswathi (Ed.), Culture, socialization and human development: Theory, research and applications in India (pp. 62-84). SAGE.
- Gulati, N. (2020). Childhood in India: A Socio-Historical Trajectory. In N. Ranganathan (Ed.), *Understanding Childhood and Adolescence*. SAGE.
- Ilaiah, K. (2007). *Turning the pot, tilling the land: Dignity of labour in our times*. Navayana.
- Mead, M. (1930). *Growing up in New Guinea*. Penguin.
- Mishra, R. C., Sinha, D., & Berry, J. W. (1996). *Ecology, acculturation and psychological adaptation: A study of adivasis in Bihar*. Sage Publications, Inc.
- Oke, M., Khattar, A., Pant, P., & Saraswathi, T. S. (1999). A Profile of Children's Play in Urban India. *Childhood*, 6(2), 207-219. <https://doi.org/10.1177/0907568299006002004>
- Pattnaik, D. (2014) Feasting and fasting in Hindu India. In J. Valsiner, S. Anandalakshmy & N. Chaudhary (Eds.), *Cultural realities of being: Abstract ideas within everyday lives*. Routledge.
- Raman, V. (2000). Politics of childhood: Perspectives from the south. *Economic and Political Weekly* 35(46), 4055-4064.
- Saraswathi, T. S. (1999). Adult-child continuity in India: Is adolescence a myth or an emerging reality? In T. S. Saraswathi (Ed.), *Culture, socialization and human development: Theory, research and applications in India* (pp. 213-232). SAGE.
- Sinha, D. (1982). *Socialisation of the young child*. Concept Publications.

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- Subramaniam, C. N. (2021). Play and education: Some points to ponder. Learning Curve, (10), 3-7. Retrieved from <https://publications.azimpremjiuniversity.edu.in/2913/>
- Trawick, M. (1990). Notes on love in a Tamil family. University of California Press.
- Uberoi, P. (2006). Freedom and destiny: Gender, family, and popular culture in India. Oxford University Press.

Advanced Readings:

- Froerer, P. (2011). Children's moral reasoning about illness in Chhattisgarh, central India. *Childhood: a Global Journal of Child Research*, 18(3), 367-383.
- Göncü, A., Tuermer, U., Jain, J., & Johnson, D. (1999). Children's play as cultural activity. In A. Göncü (Ed.), *Children's engagement in the world: Sociocultural perspectives* (pp. 148-170). Cambridge University Press.
- Greenfield, P. M., Maynard, A. E., & Childs, C. P. (2003). Historical change, cultural learning and cognitive representation in Zinacantec Maya children. *Cognitive Development*, 18(4), 455 - 487.
- LeVine, R. A. (2004). Challenging expert knowledge: Findings from an African study of infant care and development. In U. P. Gielen & J. L. Roopnarine (Eds.), *Childhood and adolescence: Cross-cultural perspectives and applications* (2nd ed.). Praeger/ABC-CLIO.
- Mawere, M. (2015). Indigenous knowledge and public education in Sub-Saharan Africa. *Africa Spectrum*, 50(2), 57-71.
- Sarangapani, P. M. (2003). Indigenising Curriculum: Questions posed by Baiga Vidya. *Comparative Education*, 39(2), 199-209.
- Saraswathi, T. S., & Pai, S. (1997). Socialisation in the Indian context. In H. S. R. Kao & D. Sinha (Eds.), *Asian perspectives on psychology* (pp. 74-92). Sage Publications.
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- Sharma, D. (2003). Infancy and childhood in India: A review. In D. Sharma (Ed.), *Childhood, family and socio-cultural change in India: Reinterpreting the inner world* (pp. 13-47). Oxford University Press.
- Shweder, R. A. (Ed.). (2009). *The child: An encyclopaedic companion*. University of Chicago Press.
- Subramaniam, C. N. (n.d.). Sovereignty, Pleasure, Illusion and Play. Retrieved from <https://practiceconnect.azimpremjiuniversity.edu.in/sovereignty-pleasure-illusion-andplay-part-i/>
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Resources

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- Hembrom, R. (2013). We come from the Geese. Kolkata: Adivaani. [available in Hindi, हमारे पूर्वज हंस थे]
- Joy, S. (2021, XXX). 10 traditional Indian toys that are good for play and the planet. Retrieved from [https://ca.style.yahoo.com/10-traditional-indian-toys-that-are-good-for-play-and-the-planet-112527097.html]
- Khanna, S. (1983). Dynamic Folk Toys. New Delhi: Government of India.
- Modak, S. (n.d.). Traditional Toys of India: Practice of Culture and Profession. Retrieved from [https://www.caleidoscope.in/art-culture/traditional-toys-of-india-2]
- Patton, N. J. (2017). A girl swallowed by a tree. Kolkata: Adivaani
- Ramanujan, A. K. (1991). Folktales from India: A Selection of Oral Tales from Twenty-two Languages. New York: Pantheon Books.
- Role of Indigenous and Traditional Toys. (n.d.). NCERT. Retrieved from [https://itpd.ncert.gov.in/pluginfile.php/1536457/mod_resource/content/3/12_9_eng_role_of_indigenous_traditional_toys.pdf]
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- Wolf-Sampath, G. (2018). Churki-Burki book of Rhyme. New Delhi: Tara Books.

Web resources: <https://indianculture.gov.in/>

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

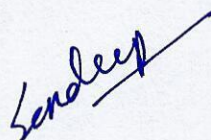
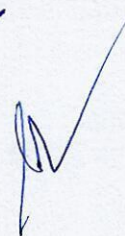
The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words

Childhood, Adolescence, Indigenous approaches, tribal cultures, cross-cultural contexts

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 – 11 (DSE-11): SOCIAL THEORY OF 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 Theory of Education (DSE 12)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. To understand the relationship among education, state, society and individual.
2. To conceptualize the process of knowledge construction
3. To critically analyse the concerns with reference to education, social movement and development
4. To engage with the research in the field of social theory.

Learning Outcomes

After completion of the course student will be able to:

1. Interpret the relationship of education, state, society and individual.
2. Enhance the understanding of process of knowledge construction.
3. Analyse the relationship among education, social movement and development.
4. Conduct mini research in the field of social theory of education.

Total Hours: 45

Unit I: Understanding Education, State, Society and Individual (11 hours)

- Classical Approaches (Consensus, Reproduction and Conflict)
- Theory of Modernization and Post-Modern Theory (feminist)
- Contemporary Approaches (Rational Choice Theory, Symbolic interactionism)

Unit II: Construction of Knowledge and Social Reality (10 hours)

- New Sociology of Knowledge
- Role of Ideology, Sociality and Media in knowledge construction
- Indigenous knowledge system

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Unit II: Education, Social Movement and Development

(11 hours)

- Understanding Social Movement with reface to Caste, Gender and Child Rights
- Understanding the impasse and third world industrialization
- Role of the state in the context of social welfare and change and education

Unit IV: Researching Social Theory of Education

(13 hours)

- Domains of Research in Social Theory of Education
- Social Research as an Emerging Need of Social Theory
- Theorizing in Social Theory with Grounded Theory Research

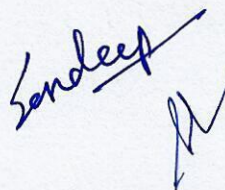
Practicum/ Suggested Projects / Assignments (Any Two)

1. A mini study to explore the perception of men and women towards gender equality.
2. A comparative portfolio of any three approaches to social theory.
3. A critical assessment of the role of media in constructing social reality.
4. Mini research to explore the idea of university teachers and student on the relationship between education and social change.

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

Essential/ Recommended Readings

- Allingham, M. (2002). *Choice Theory: A Very Short Introduction*. Oxford: USA
- Anand, P. (1993). *Foundations of Rational Choice under Risk*. Oxford: Oxford University Press.
- Berger, P.L. and Luckmann, T. (1991). *Social Construction of Reality*. Penguin: USA
- Chanana, K. (2001). *Interrogating Women's Education*. Delhi: Rawat Publication.
- Heald, R.M. & Haralambos, M. (2017). *Sociology: Themes and Perspectives*. Delhi: Oxford University Press.
- Kumar, S. (2015). The Impasse. *The Communication*, University of Kashmir, Kashmir. 23, 1-6.
- Kumar, S. (2018). Social Theory: Debunking Assumptions. *The Communication*, University of Kashmir, Kashmir, 25 (1), 39-44.
- Kumar, S. (2022). *Gender School and Society*. Delhi: Vikas Publication.
- Pathak, A. (1998). *Indian Modernity*. Delhi : Gyan Pub. House.
- Shah, G. (2009). *Social Movement in India*. Delhi: Sage Publication.
- Shukla, S. and Kaul, R. (1998). *Education, Development and Underdevelopment*. Delhi: Sage Publication.



Additional Readings

- Amadae, S.M.(2003). *Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism*. Chicago : University of Chicago Press.
- Apple, M. (2014). *Official Knowledge* (Third Edition). New York: Routledge:
- Basil Bernstein (2003). *Class, Codes and Control*. New York: Routledge.
- Blackledge, D. & Hunt, B.(1985). *Sociological Interpretations of Education*. London: Rutledge
- Crook, N. (1996). *The Transmission of Knowledge in South Asia*. Oxford: Oxford University Press.
- Mannheim, Karl (1996). *Introduction to the Sociology of Education*. USA: Routledge.
- Mills, Wrights, C. (1959). *The Sociological Imagination*. USA: Oxford University Press: USA

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 : Social, Theory, 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 ELECTIVE COURSE – 12 (DSE-12): FOUNDATION OF READING AND WRITING

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		
Foundation of Reading and Writing DSE 12	4	3	1	0	Class XII th pass	NIL

The primary objective of the course is to help students develop understanding about the reading and writing processes. A part of the course dwells on examining reading and writing processes in the Indian context for a better appreciation of the processes and their critical examination.

Learning Objectives

The Learning Objectives of this course are as follows:

1. To enable students to develop understanding and appreciation of the complexities of the reading process.
2. To help students develop a process perspective in understanding writing.
3. To develop an analytical stance in their engagement with reading and writing.

Learning Outcomes

After completion of the course student will be able to:

1. Demonstrate an understanding of important theories and research that inform the foundations of the reading and writing processes.
2. Appreciate the constructivist role of the reader in reading and the processes and purposes of writing.
3. Understand the socio-cultural context of reading and writing.
4. Apply the theoretical knowledge in analysing and examining reading and writing in their lives including educational settings.

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Total Hours: 45

Unit I: Understanding the Reading Process

(15 Hours)

- Evolution of the definition of reading: perspectives ranging from cognitive to socio-cultural
- Prediction in reading; the transaction between the text and the reader; the role of schema
- Factors affecting reading comprehension: the nature of the text, reader's background knowledge, strategic reading, socio-cultural factors
- Challenges of reading comprehension in second language

Unit II: Understanding Process Writing

(8 Hours)

- Examining the prevalent view of writing: Focus on handwriting and correctness
- Viewing writing as a process: from pre-writing to writer; writing as a non-linear process, importance of drafting and revising
- Significance of the context of writing: aspects of voice, purpose, audience, ownership

Unit III: Examining Reading and Writing in Different Contexts

(15 Hours)

- Approaches to reading information-based text (content-area texts) and literature;
- Reading strategies for comprehension while engaging with and responding to a text;
- Reading and writing in educational settings - Analysing the nature of reading and writing in schools in different school subjects, reviewing textbooks for the reading opportunities

Unit IV: Reading and Writing in the Indian Context

(7 Hours)

- Socio-economically and culturally diverse learners in India
- Multi-lingual realities of the Indian sub-continent.

Suggested Practicum and Assignments

1. Analyse the writing exercises in the language or subject notebook of a middle school student. Use process writing as a theoretical framework for analysis.
2. Observe the teaching of a text from a school textbook in an instructional setting. Analyse how the readers engage with the text and how is reading taking place in the setting.
3. Interview 3-4 middle or senior school students to understand the reading strategies they use while reading.

*The assignments are suggestive in nature and can be designed with more detail or adapted

Essential/ Recommended Readings

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- Rai, M. (2015). Writing in Indian school: The product priority. *Language and Language Teaching* 4:7, 32-36.
- Kunwar, N. (2015) 'Right Writing' in classrooms: Learning to be artificial. *Language and Language Teaching*, 4:7, 15-19.
- Kaushik, S. (2008). Reading for Meaning. NCERT
- Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.
- Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Educational Dialogue*, 6:2, 223-237.
- Kumari, S. (2014), Reading in first and second languages. *Language and Language Teaching*, 3:2, 27-31
- Holt, J. (2005). Making children hate reading. In *The under achieving schools*. Eklavya.
- Rosenblatt, L. M. (2005). Making meaning with texts. Portsmouth: Heinemann.
- Agnihotri, R. K. et al., (1994). Prashika. Eklavya

Teaching Learning Process

The course will be taught through interactive pedagogic ways including classroom discussions, reflective deliberations, analysis of data and opportunities to learn collaboratively. The students will be urged to apply theoretical knowledge they will develop about reading and writing to the diverse contexts and ways in which they engage with the two processes.

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: reading process, process writing, constructivist, comprehension, socio-cultural factors, Indian context.

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 – 13 (DSE-13): ASSESSMENT AND
EVALUATION: PERSPECTIVES AND
PRACTICES**

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	Tutori al	Practica l/ practice		
Assessment and Evaluation: Perspectives and Practices (DSE 13)	4	3	1	0	Class XIIth pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Building an understanding about assessment and evaluation their need and purpose in learning.
2. Developing comprehension about assessment for learning, assessment of learning and assessment as learning
3. Critically evaluating various tools for assessment and design a good assessment test.
4. Reflecting on the contemporary trends and practices in assessment and evaluation.

Learning outcomes

After completion of the course student will be able to:

1. Understand the nature, purpose and types of assessment and evaluation
2. Develop and use different types of tools and techniques for assessment and evaluation
3. Understand practices of different types of assessment and evaluation used in schools and educational institutions
4. Learn and appreciate contemporary trends in assessment and evaluation

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Total Hours:45

Unit 1 Assessment and Evaluation

(10 hours)

- Meaning and Purpose (Enhancing Learning; Placement, Formative, Diagnostic and summative)
- Assessment for, of, as Learning; Continuous and comprehensive assessment
- Approaches: Norm and criterion referenced
- Self and peer assessment

Unit 2: Policy Perspective in Assessment and Evaluation

(08 hours)

- Non-detention policy and quality of learning and assessment in schools in India
- NEP (National Education Policy) 2020: 360 degree holistic assessment
- Recent government initiatives like PARAKH

Unit 3 Tests and Tools

(12 Hours)

- Achievement vs Diagnostic tests
- Teacher made vs Standardized tests
- Criterion of a good test - Reliability and validity
- Preparation of test items and conducting a test, reporting and feedback
- Tools: Testing, observation, Interviewing, Participant observation

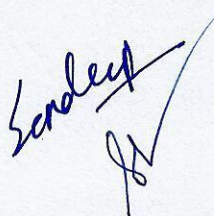
Unit 4 Contemporary Issues and Concerns

(15 hours)

- Over-emphasis on Scholastic assessment, Competitive Examination, Stress related to examinations
- Qualitative vs Quantitative, Objectivity vs Subjectivity
- Marking vs Grading, Open vs Closed ended; Oral vs Written
- ICT tools in assessment (Online and e-assessment, e-portfolio)

Suggested Practicum/ Suggested Projects / Assignments (Any Two)

1. Identify news clippings related to stress of examinations. Interview students, parents and teachers on the matter and write a reflective essay on it.
2. Engage in self-reflection and document the role of different assessment practices to be followed in schools and higher education institutions.
3. Critically read the policy documents and write a term paper on how assessment has changed over the years.
4. Critically analyses any given question paper and design a good test for assessment



5. By taking example of a concept, design ten multiple choice items and five essay type items for a test and critically comment on the purpose of assessment for those questions
6. Design an open book test for your assignment for this paper and highlight the objectives achieved by the test.
7. Watch the movie '3 idiots' and critically comment on the nature and stress of examination.

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

Essential/ Recommended Readings

- Aggarwal, J. C. (2005). Essentials of Examination System: Evaluation, Tests and Measurement. New Delhi: Vikas Publishing House Pvt. Ltd.
- Cooper, D. (2007). Talk about assessment: Strategies and tools to improve learning. Toronto, Ontario: Thomson Nelson.
- Ebel, Robert, L. (1996). Measuring Educational Achievement. New Delhi: Prentice-Hall of India.
- Eble, R. L. and Frisbie, D. A. (1991). Essentials of educational measurement (5th edition), New Delhi: Prentice-Hall of India Private limited.
- Koul L. (1984). Methodology of educational research. Vikas Publishing House Pvt. Ltd: New Delhi.
- Linn, R.L. & Miller, D.M. (2005). Measurement and assessment in teaching (9th ed.). NJ: Pearson.
- MHRD (2020) National Education Policy, Government of India.
- Popham, W.J. (2010). Classroom assessment: What teachers need to know (6th ed.). New York: Prentice Hall.
- Singh, A.K. (2002). Tests, Measurements and Research Methods in Behavioural Sciences. 3rd ed., Patna : Bharti Bhawan.
- Woolfolk, A., Mishra, G. & Jha, A. K. (2012). Evaluation Classroom Assessment, Grading and Standardized Testing in Fundamentals of Educational Psychology, Delhi: Pearson

Additional/ Advanced Reading

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- Anastasi, Anne (1976). Psychological Testing, 4th ed., New York : Macmillan Publishing Co. Inc.
- Cronback, L.J. (1970). Essentials of Psychological Testing, 3rd ed., New York: Harper and Row.
- Freeman, F.S. (1965). Theory and Practice of Psychological Testing (3rd ed.). Oxford and IBH Publishing Co. Pvt. Ltd., New Delhi.

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- Garrett, H.E. (1973). Statistics in psychology and education (6th ed.). Bombay: Vakils, Feffers & Simon.
- Gay, L. R. (1991). Educational evaluation and measurement: competencies for analysis and application (2nd edition). Singapore: MERRILL.
- Gronlund, N.E. & Linn, R.L. (2009). Measurement and assessment in teaching (10th Edn). Upper Saddle River, NJ: Pearson Education, Inc.
- Kerlinger, F.N. (1993), 'Foundations of Behavioural Research: Educational and Psychological Inquiry'. Holt, Rinehart & Winston, New York.
- Linn, Robert L. (1989). Educational Measurement. Macmillan, USA.
- NCERT (2005). National Curriculum Framework, 2005. NCERT, New Delhi: India.
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
- Shepard, L.A. (2000). The role of assessment in learning culture. Educational Researcher, 4-14.
- Stiggins, R. (2005). Student-involved classroom assessment. (4th ed). Columbus, Ohio: Merrill
- Thorndike R. M. and Christ T. (2011). Measurement and Evaluation in Psychology and Education (p.68). Eighth Ed., New Delhi: PHI Learning Private Limited.

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.

Keyword: Assessment, Evaluation

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

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GENERAL ELECTIVE COURSE – 5 (GE 5): DIVERSITY AND INCLUSION: A CRITICAL PERSPECTIVE

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		
Diversity and Inclusion: A Critical Perspective (GE:5)	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

1. Understanding the Need and Challenges about the process of inclusion
2. Comprehend the multiple dimensions of diversity
3. Develop skills to promote inclusion

Learning outcomes

After completion of the course student will be able to:

1. describe the process of inclusion
2. discuss the various dimensions of diversity and intersectionality across these.
3. acquire the skills and competencies to advocate and promote inclusive learning spaces.

Total Hours:45

Unit I: Inclusion: Attaining Assimilation or Realising Uniqueness (12 Hours)

- Sociological and Political Foundations of Inclusion
- Inclusion or Invasion: People's Belief System; Concept of Othering
- Intergroup Contact: Hegemony and Empowerment

Unit 2: Understanding Diversity (15 hours)

- Intersectionality across Personal, Social, and Institutional Milieus; Repositioning Competence in Diverse Contexts.
- Developing a Response to Diversity: Critically Examining the Process of Standardisation and Tokenism
- Effective and Respectful Communication: Basic Skill to Ensure Inclusion.

Unit 3: Education as an Agent of Change (8 hours)

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- Developing a Rationale for Inclusion in Education:
- Models for Inclusion – from segregation to inclusion

Unit 4: Building Inclusive Spaces

(10 hours)

- Creating an Inclusive Ecology in Educational Institutions: Role of Students, Teachers, Principal, Parents and Community.
- Inclusive Learning Spaces: Impact to Global Scenario; Role of National and Local Bodies

Practicum/ Suggested Projects / Assignments (Any Two)

1. Case study to comprehend the multidimensional nature of issues related with diversity and inclusion.
2. Review of NEP 2020 with specific reference to promoting Inclusion across different stages of education.
3. Book Review to develop an in-depth understanding of challenges and process of inclusion.
4. Field and Community Visits

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

Essential Readings

- Asthana, N. (2023). Creating an Inclusive School. (1st ed.). Learning Pvt. Ltd.
- Chander, S. (2022). Adolescence and Issues Related to Learning and Academic Achievement. In Adolescence in India: Issues, Challenges and Possibilities. Ed.by Swati Patra. Springer Link. <https://link.springer.com/book/10.1007/978-981-16-9881-1/>
- Dovidio, J.F., Hewstone M., Glick, P. & Esses, V.M. (2010) Handbook of Prejudice, Stereotyping and Discrimination. India: Sage Publication
- Kumar, S., Saxena, V. (2018). Psychological and Sociological Perspective in Diversity and Inclusion. Delhi: Kanishka Publication House. ISBN 978-81-8457-841-6
- Maitra, K. & Saxena, V. (2013). Inclusion: Issues and perspectives. Kanishka Publisher. ISBN: 978-81-8457-030-4
- Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009) Finding Pathways Social Inclusion in rural development, Bangalore : Books for change
- Rajeshwari. S., & Saxena, V. (2015). Inclusive classrooms: Issues and challenges for pre-service teacher training programmes. In K. Akalamkam& S. Sharma (Eds.), Pedagogic trajectories. Synergy Books India (pp 83-91) ISBN: 978-93-82059-30-1
- Saxena, V. (2017). Democratizing teaching-learning spaces in higher education. The Communications: Journal of Applied Research in open and Distance education, 25(1), 8-15.

Additional Readings

- Chander, S, Kumar, R., and Bharti (2018), Teacher Education in the 21st Century. SAGE text. New Delhi
- Kumar, S (2021). Pedagogy and Human Rights Perspective: What Teachers have to Say.

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- Saxena, V., (2016). Counteracting the inertia to balance gender equation in science. In D. U. Joshi, & C. K. Permpoonwiwat (Eds.), Equating gender: Explorations in the Asia-Pacific. Rawat Publication. [Chapter 18] (pp 260-268)
- Saxena, V. (2016). Invisible childhood: But why should I go to school. Journal of central university of Haryana, 3.(Article 3 pp 18-20).
- Varshney, P. & Saxena, V. (n.a.). Educational Aspiration of the children of construction workers: Rethinking teacher education programmes. In K. Akalamkam & S. Sharma (Eds.), Pedagogic trajectories. Synergy Books India. (pp 216-225)

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:

Diversity; Inclusion; Education; Belief System; Communication.

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

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GENERAL ELECTIVE COURSE – GE6 (GE-6): LEARNING, COGNITION, AND CULTURE

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		
Learning, Cognition, and Culture (GE -6)	4	3	1	0	Class XII th pass	NIL

Course Objective

The Learning Objectives of this course are as follows:

1. To introduce learning and cognition in the context of human development and diversity.
2. To develop understanding of various perspectives in which learning is viewed theoretically, their assumptions and draw interlinkages with practical life situations.
3. To engage learners in critical thinking about universalism in cognition, while sensitizing towards the socio-cultural embeddedness of learning, in the multicultural Indian context.

Learning outcomes

After completing the course learners should be able to

1. Draw inter-linkages between human development, diversity and learning
2. Understand Learning from varied theoretical perspectives
3. Engage in critical thinking regarding universalism in Learning and Cognition.

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Total Hours: 45

Unit I: Understanding Learning and Cognition (10 hours)

- Basic assumptions, Nature and Significance
- Learning and Cognition in the context of Human Development and Diversity
- Factors affecting learning: personal and environmental (socio- cultural)

Unit 2: Perspectives on Learning (10 hours)

- Vicarious Learning: Social-Cognitive Theory (Bandura)
- Cognitive Information Processing

Unit 3: Perspectives on Cognition (10 hours)

- Cognitive adaptation: Piaget
- Social process of knowledge construction: Vygotsky
- Uniqueness of self: Maslow and Rogers

Unit 4: Learner, Learning and Context (15 hours)

- Learning as universal and learning as contextual
- Situated Cognition: Basic assumptions and theoretical perspectives.
- Cognition in the multicultural and multilingual context

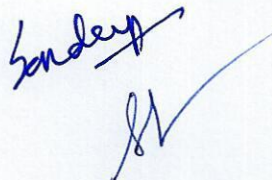
Practicum/ Suggested Projects / Assignments (Any Two)

1. Engage in self-reflection and document your own views on learning.
2. Interview five different people regarding what could be the meaning of a word (constructed by you and does not have any meaning) and how did they construct its meaning.
3. Watch 'Nil Battey Sannata' and discuss the role of context in learning.

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

Essential/ Recommended Readings

- Bandura, A.(1986) Social Foundations of Thought and Action.Englewood Cliffs, NJ: Prentice Hall.
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Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks 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: Human Learning, Cognition, Culture

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