

UNIVERSITY OF DELHI

Department of Education



SYLLABUS

B.A. PROGRAMME (DISCIPLINE COURSES)

B.A. Programme : Education (*Discipline Course*)

Semester	Paper No. & Name
Semester I	Paper I : Education in Contemporary India
Semester II	Paper II : Growing up : Understanding How we Develop
Semester III	Paper III : Thinking and Learning
Semester IV	Paper IV : Critical Perspectives in Education
Semester V	Paper V : Pluralism and Education
Semester VI	Paper VI : Education in India: Policy and Practice

The B.A. Programme in Education is a liberal studies programme with Education as a Discipline course. Unlike a teacher education programme which focuses on pedagogy, this course seeks to introduce students to various aspects of Educational Studies. It further intends to enable students to critically examine the educational institutions and policies as well as interrogate historical, social and personal narratives of Education.

The course has been structured to build links with the other courses besides Education that students may opt for in the B.A. Programme. The six papers are conceptually inter-linked through common topics, readings and projects. Paper I, IV, V and VI are about the emergence of educational institutions and policies as well as areas of contestations. Paper II and III are meant to give opportunities to students to understand Human Development and Thinking in varying socio-cultural, political, economic contexts, including their own, that can lead them to understand the theoretical perspectives in the other papers.

The course transaction seeks to facilitate inquiry, analysis and reflection on contemporary educational issues through both classroom transaction and project work.

Course material and readings are to be transacted through discussions, site visits, films, reviews, project and lectures so as to build necessary frameworks for analysis.

The projects are not only meant for the application of concepts learnt in the classroom but also to further the ideas emerging from there.

**B.A. Programme: Education
Year – I**

(Semester I)

Paper I: EDUCATION IN CONTEMPORARY INDIA

Rationale for the paper: The students of BA Programme opting for Education as a discipline course require an introduction to the scope and framework of the papers available in the three years of the programme. An introductory paper thus needs to take the students from a lay person's experiential understanding of the subject to the reference points of the discipline. A thematic study drawing upon interdisciplinary work would thus be suitable for such a paper.

Course objectives: The paper aims a) to engage students to critically examine education in contemporary India b) to explore the aim and purpose of education as reflected in different theoretical approaches or in the works of select thinkers by undertaking a thematic study.

The paper is structured to explore a) the educational concerns and issues as experienced and understood in contemporary society; b) the values and guiding principles behind education in India; c) the historical origins of the current trends.

The aim and purpose of education is to be examined within contemporary economy and society, as reflected in the constitutional principles and within specific historical situations.

*Each student should attempt atleast one individual assignment and one independent project, apart from group work.

Unit 1: Going to school and college in India

Objective:

- To critically examine educational access and participation in India.
- To identify and analyze disparities and inequalities in education.

Topics:

- Factors affecting access to different levels of education, the need for Right to Education.
- Challenges posed by regional disparities.
- Overview of gender, religious, class and caste variations in education.
- Education and Human Development

Suggested Projects/ Assignments:

- Reflective essays/ presentations on students own schooling and educational experiences vis-a vis issues discussed in the Unit.
- Preparing educational status reports based on reading of data tables in the class for specific social groups
- Making tables of educational backgrounds of the students in the class.
- Documenting educational testimonies of family members/migrant workers/ children living on the streets/ child workers/homeless people. Or making educational testimonies from biographies/ autobiographies of people who have struggled to get education.
- Film review: 'I wonder', by Anupama Srinivasan/ "Padhoge likhoge banoge nawab" by Vani Subramaniam

Unit 2 Constitution and Education

Objectives:

- To trace the impact of the Constitution on education in Indian society.
- To examine the influence of the legislature and judiciary on education.

Topics:

- Preamble and its influence on educational values
- Institutional structures of democracy – the Center and the State. Union/ State / Concurrent lists and the status of education. Role of the Judiciary, Legislature and Executive in education decision making.

- Panchayati Raj/Local Bodies
- An introduction to Acts and Amendments in the Constitution pertaining to education (elementary education, religious minority and linguistic minority rights, against discrimination, medium of instruction, right to equality, Right to Education Act)

Suggested Projects/ Assignments:

- Concurrent status of education and the 73rd and 74th amendment Act.
- Presentations on how the Constitution has influenced their own educational experience.
- Case study of judicial intervention: Unnikrishnan Judgement 1993.

Unit 3: Colonialism and Education

Objectives:

- To explore the influence of Colonialism on education.
- To explore the aim, purpose and processes of education with reference to the work of select thinkers.

Topics:

- Modern education in India (impact of Colonialism on traditional systems of education, emergence of Colonial education order: school education and modern universities)
- Women and modern education
- Aims and purpose of colonial education and alternative visions (with reference to *Nayee Taleem*, Gandhi and Tagore)

Suggested Projects/ Assignments:

- Review of schooling in any film/book/ comics from pre-Independent India.
- Reflective essays on colonial continuities in education

Readings/Resources:

- R. Govinda, (2002), Chapter 1, *India Education Report*, Oxford University Press and NIEPA:New Delhi, pp1-20
- Latest Selected Education Statistics, on MHRD website: <http://www.education.nic.in>
- I WONDER... Anu Srinivasan | 71' | PSBT; 2009
- Is school the thing that makes a king?/ "*Padhoge likhoge banoge nawab*" film by Vani Subramaniam and Surajit Sarkar :English (subtitled), 34 min, 1998.
- Baby Halder and Urvashi Butalia (transl.), (2006), *A life less ordinary*, Zubaan/ Penguin:New Delhi.
- Sharmila Rege, (2006), *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan:New Delhi (refer for post-independence testimonies)
- Raina, Vinod, (2006), 'Where do children go after class VIII?', *Seminar* Volume 563 on <http://www.india-seminar.com/>
- Kumar, K. (2008) '*Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav*' in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
- *Human Development Reports*, see <http://hdr.undp.org/en/reports/>
- *Constitution of India* : Preamble, Provisions of the Constitution of India having a bearing on Education (see <http://www.education.nic.in/constitutional.asp>) and [http://education.nic.in/ NatPol.asp](http://education.nic.in/NatPol.asp)
- *India Untouched*: K Stalin, (2007), Drishti Media Collective (film).
- MK Gandhi, Buniyadi Shiksha, "The selected works of Gandhi", Vol. 6, The Voice of Truth . Also available at http://www.mkgandhi.org/views_edu/chap02.htm.
- Uma Chakravarti, (2007), *Pandita Rama Bai : A life and a Time*, Critical Quest: New Delhi.
- Sabyasachi Bhattacharya, (1997), *The Mahatma And The Poet - Letters And Debates Between Gandhi And Tagore 1915 – 1941*, National Book Trust :New Delhi.

**B.A. Programme: Education
Year – I**

(Semester II)

Paper II: GROWING UP: UNDERSTANDING HOW WE DEVELOP

Rationale for the paper:

The course attempts to build an understanding of children and adults in different social contexts. It explores childhood and young adults' lives within society, family and school (and includes those who do not live in families or do not go to school). The running thread through this paper is young adulthood, which has been chosen to significantly place the participants' own experience at the centre of study. The students are also expected to reflect on their own experiences of childhood growing up and schooling and to situate these in socio-cultural contexts. The course becomes essential to the understanding of the context of education which deals with the developing individual or the child.

Concurrent to each unit a set of projects have been suggested. The course could begin with a reflection of one's own growing up as a child and then trace the journey through adolescence to young adulthood in India. An understanding of socio-cultural contexts could be achieved through an active engagement with the analysis of biographies, construction of case studies, personal histories, and materials drawn from popular culture, films, personal narratives and fiction.

Course objectives:

The paper is structured to explore the following questions:

- Are our social emotional concerns different at different periods of life? How are they different? How can this difference be best understood?
- How do we learn to be a part of society, to participate in it and transform it?
- How does the socio-cultural context of life shape an individual?
- To be able to appreciate diversity in cultures and how it contributes to different educational experiences and opportunities

Unit I: Growing Up: Babyhood to old age

Objectives:

- To understand how we develop.
- To appreciate different periods of life from a psycho-social perspective.
- To understand that childhood/adolescence is a cultural construction.
- To understand the aspirations and challenges of young adults in different cultures.
- To reflect on how education must address diverse lives of children and young adults.

Topics:

- Development has many dimensions, and it continues through the life span. How is life experienced differently in different cultures and contexts?
- Different periods in the life of any individual
- Adolescence: Aspirations and challenges, idealism and agency to change the world
- Who is a child? How is the child different from an adult in different societies? How do adult-child relationships differ and define a child in different societies ?

Projects/ Assignments: Reflective essays.

- Understanding that development occurs in a context: Descriptions of contexts of poverty, street life, rural/ urban life to be drawn from autobiographies, films and children's literature etc.
- Listening to adolescent's conversations in the canteen / metro / bus, to chart out themes around which they talk. (these could be recorded as observations/ speech)
- Understanding social disadvantage : Interviews of a working child / a child who has experienced natural calamity or war or a terrorist act/ orphan/ a street child/urban poor child/ a child who does not go to school/ a person who got married as a child
- To develop an appreciation of the various contexts in which children live: Analysis of select films (The White Balloon, Children of Heaven, Bootpolish)

- Understanding adolescence and young adulthood: To understand how experiences of growing up can be different in different contexts-growing up as a boy/girl, in rural/urban India, or in socio-cultural disadvantage.

Unit II: Learning to be part of society

Objectives:

- To understand how family plays a role in making us a part of society; the contribution of education to the same.
- To analyze adult-child relationships and understand lives of children growing up in diverse contexts.
- To reflect on the changing roles of young adults in contemporary society.

Topics:

- Socialization and child rearing practices in different cultures; growing up in tribal communities
- Adult-child relationships: Attachment and bonding as a process, development of security; issues in parenting, children growing up in single parent families, children growing up in orphanages, experiences of trauma in childhood (child abuse, violence, death of a parent).
- Peer relationships: Development of friendships and close relationships, peer participations in adolescence - clique formation, sharing and cooperation, bullying, aggression; implications for school
- Adolescence and young adulthood experienced differently - changing roles and responsibilities in contemporary Indian society

Projects/ Assignments: Reflective essays.

- Collecting and analyzing statistics on the girl child – can be studied with reference to gender ratio, education, child labour force and so forth. Sources could be the Human Development Reports, NSSO data, concurrent comparisons with PROBE report
- Reflections on one's own patterns of bonding and attachment, to interview peers to look at patterns of bonding, changes over time.

Unit III: Through the looking glass: self and emotions

Objectives:

- To look at one's own ways of thinking, feeling and understanding the world.
- To understand how we relate to the world through emotions

Topics:

- Our sense of self and understanding who we are
- Emotions: ways of coping, dealing with stress
- Autobiographical writings about growing up and experiences of school (Toto Chan, Anne Frank, Kancha Illaih, Valmiki (*Jhoothan*), Viramma (first chapter) , Frank Toto, Firdaus Kanga)

Projects/ Assignments: Reflective essays

- To encourage participants to write about one's own self, engaging with themes of self concept, self esteem, one's aspirations, conflicts.

Unit IV: Engaging with Media

Objectives:

- To critically engage with media and its representations: selective portrayal, stereotyping, marginalizing of voices
- To understand how individuals participate, respond and react to media

Topics:

- Media: Depiction of children, adolescents and young men and women in television and cinema, reality television, advertisements, young adults' participation in social networks as a new ground of interaction and socialization, popular literature that young adults are reading in contemporary society.

Projects/ Assignments: Reflective essays.

- Children in media: The participants can engage with media's imagination and depiction of children, adolescents and young adults. Critical analysis of women/young adults in serials, reality television, their commodification and marketization. Materials could be drawn from journalistic writing, newspaper clippings, advertisements and popular culture.

- Watching selected movies and analysis of the changing nature of society and societal expectations from young adults
- Literature for young adults: Looking at what young adults are reading

General readings:

- Cole, M., (1996). *The Development of Children*. New York: Worth publishers. (see chapter 1, page 1-46 for introduction; chapter 15 & 16, pages 621- 664 , 665 -714 for adolescence)
- Crain, W., (2005). *Theories of Development* (5th Edition). Pearson
- Holt, J., (1990). *How children fail*. Penguin books; *Bachche Asafal Kaise Hote Hain*, Eklavya publications.
- Kanga, F., (1991). *Trying to Grow*. New Delhi : Ravi Dayal Publishers
- Mukunda, K. (2009). *What did you ask at school today?* Noida: Harper Collins Publishers. (*refer chapter 4: child development , page 77-96, page 22-50*)
- Munsinger, H., (1975) (edited) *Readings in Child Development*. New York: Holt Rinehart Winson (chapter 7-21, *The Stages of Intellectual Development of the Child* (Piaget, J, pages 124-130; chapter 10-28)
- Sharma, N., (2003). *Understanding Adolescence*. New Delhi: NBT
- Wadia, H. *Confining childhood in India*. Web source:
http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=8691
- And http://www.morungexpress.com/express_review/63660.html
- Weiner.M.,(1995). *The child and the state in India: Child labor and education policies in comparative perspective*. Oxford University Press. (for case profiles) Case Profiles: Page 19-32, (case profiles of working children from Sivaskasi, Khurja, Bangalore city market, Secunderabad, Firozabad.)

Audio Visual Resources / Films:

- *Children of Heaven* 1997. Directed by Majid Majidi. Iran: Miramax Films
- *Dharm*. 2007. Directed by Bhavna Talwar.
- *Salaam Bombay* 1988 Directed by Mira Nair
- *Smile Pinky*- 2008. Directed by Megan Mylan
- *The Blue Umbrella*. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- *The White Balloon*. 1995.Directed by Jafar Panahi. Iranian Film

**B. A. Programme : Education
Year – II**

(Semester III)

PAPER III : THINKING AND LEARNING

Rationale for the paper

The paper attempts to build an understanding on how children and adults think and learn. The course attempts to develop in students' capacities to understand their own thinking and that of children and adults. These include analytical thinking, evaluation of evidence and development of new ideas. These skills are crucial to all facets of life. The course requires discussion of the materials in the class, oral presentations, use of primary data, and writing. The course would also take a look at the debates around learning, ability and knowing.

Course objectives:

The paper is structured to explore the following questions:

- How do we learn and make sense of the world around us?
- How do we think and apply our minds to problems, organize what we know as concepts?
- Why do we learn?
- What are the differences in ways by which children and adults think and learn?
- How do we understand notions of success and school achievement and to critically look at how we see success and failure?

Unit I: We continue to learn

Objectives:

The unit focuses on bringing an appreciation of learning, and how it continues through the life, even though we may not be aware of it. The unit also may be able to answer some of student's questions about learning. This unit may address students' curiosity about how children learn differently from adults? The unit also answers the questions "what develops" and "how does development occur" with reference to cognitive development. This unit establishes that all learning is social and cultural. How is my learning rooted in social and cultural processes? To understand and be able to reflect on how we approach problems and how we take decisions? What tools do we use? How do we seek the help of others in difficult situations?

Topics:

- What is learning?
- Biological basis for thinking – brain's role in learning, memory and language.
- Difference between how children learn and how adults learn?(teacher can draw some examples from Piaget's work with children)
- Piaget's theory: learning and development, structures & processes of cognitive development (schemas, organization, and adaptation), characteristics of thought
- How do I apply my mind when faced with problems? : problem solving, decision making
- Socio-cultural perspectives in cognition : tools, symbols and sign systems; language as a unique tool through which culture shapes our thinking
- Cooperative learning – implications of Vygotsky's theory
- How is my learning supported by more knowledgeable adults and peers?

Projects/ reflective essays

Discussions organized in the classroom on newspaper reports about advancements in brain research and its link to learning and thinking

Interviews of people engaged in traditional arts and crafts- for instance pottery, carpentry, weaving/ printing and dyeing to enquire how skills and knowledge about the craft was learnt (to appreciate that our thinking / cognition is situated and embedded in our social contexts).

Aspects of thinking: Interacting with children/young adults using simple problem solving task/s like the Sudoku, crosswords and puzzles, traditional games, proverbs and their meanings. Solving some problem solving tasks in a group and discussing the various strategies employed

Understanding debates around contemporary issues related to achievement: Classroom discussions could be organized around debates around IQ, girls and mathematics, individual differences in school based achievement, critically understanding measures of success in school/ college

Unit II: How do I remember and come to understand the world?

Objectives:

This unit focuses on the ways through which we organize and interpret information about the world. It seeks to answer many questions that the student may have about:

- Why she remembers/ forgets certain things/ events?
- How does the mind organize and store information?
- Is our ability to categorize in any way linked with our knowing the world?

Topics:

- Perception, attention
- How we process information / remember/ forget, strategies to remember and memorize- sensory register, short term / long term memory
- Processes of Schooling: Memorization as learning devices
- What are concepts, how are they learnt, exemplars and attributes, examples of concepts from everyday life

Projects/ reflective essays

- Maintaining a journal/ diary about one's own learning and cognition- related to thinking, problem solving, remembering, and forgetting.
- To understand how thinking is situated in context : Interviews of street children

UNIT III: Why do I learn?

Objectives:

This unit focuses on why do we learn? How are we influenced by the external and internal factors? Is cognition related to emotion? If yes, in what ways?

Topics:

- Factors affecting learning,
- Relationship between learning and motivation,
- Beliefs about ability, self-efficacy
- Socio-emotional aspects and its effect on learning and motivation
- Competence based learning- conceptions of ability as fixed and predetermined vs. varied abilities that are malleable and developing, developmental issues, role of parents, teachers and peers, self regulation

Projects/ reflective essays

Talking to people, trying to find out the reasons they attribute to their academic /scholastic success and failure. Why do they think they succeeded/ failed at a particular task/choice in life? Analyzing their responses with regard to what you have learnt about motivation and how it influences our learning and performance.

Readings:

Bodrova, E., & Leong D. J. (2001). *The Tools of the Mind Project: A case study of implementing the Vygotskian approach in American early childhood and primary classrooms*. Geneva, Switzerland: International Bureau of Education, UNESCO. (for Unit I) (translation available)

Cole, M., Cole, S.R. & Lightfoot, C. (2004). *The Development of Children* (6th ed.) New York: Worth Publishers (see chapter 12 for Unit I)

Carey, S. (1985) *Conceptual change in Childhood*. London: Bradford. (See introduction, pages 8- 14 for Unit I - *Difference between how children learn and how adults learn?* (teacher can draw some examples from Piaget's work with children)

Elliot, A.J. & Dweck, C.S. (eds.) (2005) *Handbook of Competence and Motivation*. New York. (See introduction, pp 1-8 for competence based learning for Unit III)

Joyce, B. & Weil, M. (1999) *Models of Teaching* (6th edition) New York: Allyn and Bacon. (See *Chapter 9: Attaining Concepts: Sharpening the Basic Thinking Skills for Unit II*)

Goswami, U. (2008) *Cognitive Development: the Learning Brain*. New York: Psychology Press
(See *chapter 8, The development of memory. Page 250 -293 for Unit II and chapter 11, Theories of cognitive development. Pages 373- 398 for Unit I*)

Harris, M. & Butterworth, G. (2002). *Developmental psychology: a student's handbook*. New York: Psychology Press
(See *Chapter 15, Pages 310-313 for culture and context specificity in adult thinking, Chapter 10, Pages 222-226 for social cognition and theory of mind for Unit I, Chapter 9, pages 194- 200 for problem solving in preschool age & Chapter 11, Pages 243-245 for developmental changes in problem solving for Unit II*)

Mukunda, K. 2009. *What did you ask at school today?* New Delhi: Harper Collins Publishers. (See *chapter 2: Learning, Pages 22-50 for Unit I, Chapter 3: Memory, pages 51-70 for Unit II, Chapter 8: Motivation, pages 175-201 for Unit III*)

Ranganathan, N. (2000) *The Primary School Child Development and Education*. New Delhi: Orient Longman.
(See *Chapter 5, Cognitive Development, pages 80-112 for Unit I*)

Sarangpani, P. in Saraswati, T.S. (ed.) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage. (See *Chapter 3: The Child's Construction of Knowledge. for Unit II – Processes of Schooling, pages 103- 105*)

Advanced reading/s:

Dweck, C. & Leggett, E. (1988) A social-cognitive approach to motivation and personality. *Psychological review*. Vol. 95, No. 2, pp 256-273 (for unit III)

Discussion Articles:

Elkind, D. 1987. *Miseducation*. New York: Knopf

Guha, R. (2009). *Mohandas ki ank talika*. (available at www.arvindguptatoys.com)

Joseph, M. (2008) *Beautiful World of the Backbenchers*. Times of India, 13 April

IDAC document. Translation by Raina, V. 2006. *Khatra School*. New Delhi: BGVS

Sundaram, M. 2011. Look, there is a world beyond 100 %, Open Page, *The Hindu*, July 3

**B. A. Programme : Education
Year – II**

(Semester IV)

PAPER IV : CRITICAL PERSPECTIVES IN EDUCATION

Rationale for the paper:

This paper takes forward the issues raised in paper I (Education in Contemporary India) to develop a critical understanding of perspectives on schooling and education, its relationship to society and the nature of knowledge. It builds upon Unit 3 of Paper I, which looks at the alternative visions to colonial education as in the writings of Gandhi and Tagore, and seeks to bring in other perspectives that have democratised education.

Course objectives:

- a) To facilitate a reflection on experiments and experiences with education, so as to highlight different perspectives of looking at education.
- b) To critically examine the influence of society on education with reference to its socialisation role.
- c) To probe the nature of knowledge that is legitimised in the educational process, so as to develop a critical understanding of educational practices.

Unit 1: Experiments and Experiences in Education

Objectives:

To critically examine different kinds of schooling and reflect on diverse educational experiences to develop an understanding of different perspectives of looking at formal institutionalised education.

Topics:

- Perspectives on Schooling: Basic Schools under Nai Talim (Gandhi), My School (Tagore), The Case for Democratic Schools (Michael Apple)
- Experiences of Schooling: Testimony of Janabai Kachru Girhe, Letters to a Teacher from Barbiana

Suggested Projects/ Assignments:

- Critical presentations on any other experiment in schooling, specifying the aims, vision and processes of schooling.

Unit 2: Education and Socialization

Objective:

To understand the influence of social structure on educational practice.

Topics:

- Education and Socialization
- School Processes and Curriculum (explicit and implicit/hidden):

Suggested Projects/ Assignments:

- Review of schooling in any film/book/comics to see what kind of socialisation is being encouraged.
- Descriptive essay on nature of representation of any social group in any school textbook.

Unit 3: Knowledge, Power and Democracy

Objectives:

To facilitate a relational perspective on knowledge through the understanding of how power dynamics shape what finds place in education and how critical pedagogy contests traditional hierarchies.

Topics:

- Hierarchies of knowledge
- Curricular knowledge and relations of power
- Critical education

Suggested Projects/Assignments:

- Book Review or Film Review of any suggested resource and reading.

Readings :

- Tagore, Rabindranth (1933) *My School*, Lecture delivered in America, published in *Personality*. MacMillan: London (available at <http://bangalore.karnatakaeducation.org.in>)
- Saiyadain, K.G. (1960) *Shiksha Ki Punarrachna*. (Hindi translation of 'Problems of Educational Reconstruction') Chapter 7: *Buniyaadi Shiksha Ka Yogdaan*. New Delhi: Rajkamal Prakashan
- Beane, James.A. And Apple, Michael (2006), The Case for Democratic Schools. In Michael Apple and James A. Beane (eds.), *Democratic Schools*, p17-46
- Despande, G.P(ed.), 2002, Memorial Addressed to the Education Commission, in *Selected Writings Of Jotirao Phule*, Leftword: New Delhi
- Testimony of Janabai Kachru Girhe's schooling in Sharmila Rege, (2006), *Writing Caste/Writing Gender: Narrating Dalit Women's Testimonies*, Zubaan: New Delhi
- *Letter to a Teacher: By the School of Barbiana*, available at http://www.swaraj.org/shikshantar/LTAT_Final.pdf or <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Parsons, Talcott (1985) School Class as Social System. Chapter 5. In Shukla, Sureshchandra, and Krishna Kumar (eds.), *Sociological Perspectives in Education: A Reader*, Delhi: Chanakya Publications
- Apple, Michael (2008) Can schooling contribute to a more just society. *Education, Citizenship and Social Justice, Volume 3, Part 3, pp. 239-261.*
- Krishna Kumar (1997) *What is Worth Teaching?*, Chapter I. New Delhi: Orient Longman
- Illaiah, Kancha and Vyam, Durgabai (2007) *Turning the Pot, Tilling the Soil*. Navayana, Delhi
- Freire, Paulo, *Pedagogy of Hope* (original 1994), Viva Books; New Delhi, Chapter 3, pp69-88

Additional Reading:

- Sykes, Marjorie (1987) *The Story of Nai Talim-fifty years of education at Sevagram-1937-1987: A record of reflections*, Wardha-Sewagram:Nai Talim Samiti.
- Menon, Nivedita, 2010, History, Truth and Nation: Contemporary Debates on Education in India, in Vanaik, Achin; Bhargava, Rajeev (eds.) *Understanding Contemporary India : Critical Perspectives : Delhi University Reader*, Orient Black Swan: New Delhi, pp 179-199
- Pathak, Avijit (2002) Education as an Arena of struggle, chapter 1. In *Social Implications of schooling* Rainbow Publication: Delhi pp.57-108
- Gorky, Maxim (1923) *My Universities*
- Tagore, Rabindranath, Pal, P.B. (translator) (1918) "*The Parrot's Tale*", *Parabaas*, [http:// www.parabaas.com/translation/database/translations/stories/gRabindranath_parrot.html](http://www.parabaas.com/translation/database/translations/stories/gRabindranath_parrot.html)
- Films: *The Education of Little Tree* (1997, Canada), *Rabbit Proof Fence* (2002, Australia)
- M. W. Apple, W. Au., & L. A. Gandin (Eds.) (2010), *The International Handbook of Critical Education* (pp. 23-35), Routledge.: New York

**B. A. Programme : Education
Year – III**

(Semester V)

PAPER V: PLURALISM AND EDUCATION

Rationale for the paper

The course attempts to build perspectives and encourage appreciation of an education system that enables students to understand, respect and participate actively in the pluralistic, multi-cultural society in which they live. It encourages sensitivity towards issues of diversity, disadvantage and social exclusion. The paper addresses the issue of inclusion, specifically of religious, ethnic and linguistic minority groups, with a focus on children, women and the differently-abled in society. It encourages students' awareness and respect for their own culture, along with an understanding and respect for the diversity of beliefs, values and cultures of other communities in society. It enables critical analysis of real-life situations involving human rights and respect for individual differences.

Course objectives:

The paper attempts to build perspectives on diversities, disparities and education in the lives of children in multiple, heterogeneous contexts.

Unit 1 –Understanding Diversity and Inclusion

Objectives:

This unit focuses on issues of diversity in the context of minority ethnic, linguistic, religious or tribal groups in India. It seeks to encourage an understanding of the specific social situations, aspirations, opportunities and challenges faced by diverse groups in India and attempts to introduce multiple perspectives related to inclusion within a human rights framework. It reiterates the fact that all people are entitled to the same attention, agency, voice and dignity in state policies, provisions and in society at large. This unit also links with Paper IV, where diverse experiences of schooling are discussed (Units I and II).

Topics:

- Religion, Language, Ethnicity and Culture : The school-society interface, issues of the curriculum (explicit & 'hidden')
- Social Exclusion and Inclusion : Ethnic and religious minority communities and contested constructions of citizenship
- Caste as a basis for discrimination and diversity: issues of inequality, language and culture; Dalits: political, social, economic and cultural exclusion.
- Social Mobility - Aspirations, opportunities and challenges of education
- Social construction of disability and difference, critique of the medical model of disability; issues of inclusion

Projects/Reflective Essays:

- Discussions based on Film screenings (*Bombay(1995)*, *Dil Se(1998)*, *Earth(1998)*, *Parzania(2007)*, *Firaaq (2008)*, *Sikandar (2009)*, *Pipli Live (2010)*, *Children of a Lesser God (1986)*, *Iqbal (2005)*)
- Classroom discussions based on select autobiographical writings (*Jhoothan and Untouchables*)

Unit 2 -Language and the Learner

Objective:

To encourage an understanding of the importance of language and its role in a child's development and schooling.

Topics:

- Child's home language and the language of school - classroom, textbooks etc.
- Issues related to the medium of instruction; role of second language
- Understanding multilingualism

Projects/ Reflective Essays:

Language of Children: Talking to children in the middle school to understand how they express themselves differently in the first and the second languages. Children could be asked to write a paragraph or talk about their experiences and the narratives could be analysed for expression, ideas, ease of communication, etc.

Understanding Textbook Language: To critically analyze the language of the Science and Social science NCERT and private textbooks from middle school /secondary school level for the use of 'academic' or 'colloquial' language.

Unit 3- Gender

Objectives:

This unit focuses on gender and its manifestations in society, to enable the learner in interpreting the experiences of growing up as a male/female, and to explore how school socializes boys and girls differently. It further attempts to unravel how real lives are experienced at the interface of gender with caste, class, region, and religion.

Topics:

- Experiences of growing up as a girl/ boy
- Gender as a social category and the role of patriarchy
- Schooling, dimensions of the hidden curriculum
- Gender dynamics in specific contexts: interface between gender and caste, class, religion, region and education

Projects/ reflective essays:

1. Discussion on students' experiences of growing up as a boy/girl in different contexts - in rural/urban India, in different socio-economic backgrounds
2. Evaluation/Analysis of school textbooks from a gender-sensitive perspective
3. Film Screening and discussion – (either one of the two) *Charulata* (1964) or *Ghare-Baire* (1984)

Reading List:

- Beteille, A. Matter of Right and of Policy. *Seminar No. 549, May 2005*
- Bhasin, K . 1993. *What is Patriarchy?* New Delhi: Kali for Women
- Bhattacharjee, N (1999) *Through the Looking Glass: gender socialization in a primary school*. In T.S. Saraswathi (Ed.) *Culture, Socialization and human development: Theory, research and applications in India*, p.336-355. New Delhi: Sage Publications
- *Bolti Hai Bhasha* (2002) New Delhi: Nirantar
- Dipta Bhog, (2002) 'Gender and Curriculum', *Economic and Political Weekly* 37(17), pp. 1638-1642.
- Mukherjee, M. and Mukherjee, A. (ed.) (2002) *Communalisation of Education, The History Textbook Controversy*, Delhi Historians' Group
- Joshi, Sanjay (2010) '*Contesting Histories and Nationalist Geographies: a comparison of school textbooks in India and Pakistan*', South Asian History and Culture, Vol: 1No: 3,pg:357-377, Routledge-Taylor & Francis Group
- Kishwar, M. 2010. *Aryavrat ki betiyan*. In *Gender aur Shiksha Reader: Part 1*. New Delhi: Nirantar Books
- Mohanty, A., Panda, M , Phillipson, R. and Skutnabb-Kangas, T. (Eds.) (2009) *Multilingual Education for Social Justice: Globalising the Local*. New Delhi: New Delhi: Orient Blackswan (Chapter 17 Overcoming the Language Barrier for Tribal Children)
- Nambissan, G. (2010) Exclusion and Discrimination in schools: Experiences of Dalit Children. New Delhi : IIDS and UNICEF Working Paper Series Vol.I Number II (available online at <http://www.dalitstudies.org.in/wp/wps0101.pdf>)
- Rawat, R.S. (2006) The problem. *Seminar, No.558* (available online at http://www.india-seminar.com/2006/558/558_the_problem.htm • January 2007)
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- Report of the Sachar Committee. Introduction and first chapter (available online [http://ncm.nic.in/Sachar% 20 Report.pdf](http://ncm.nic.in/Sachar%20Report.pdf))
- Setalvad, T. (1999) "*How Textbooks Teach Prejudice*", *Communalism Combat*, October 1999, available at <http://www.sabrang.com/cc/comold/oct99/index.html>
- Talib, M. (2000) The Granite Reading of a Rainbow, *Seminar, Vol. 493*, (available online at <http://www.india-seminar.com/2000/493.htm>)

Articles for discussion:

- Razzack, A. (1991) 'Growing Up Muslim', *Seminar* (387), November 1991 issue
- Valmiki, O. (2009) *Jhoothan: A Dalit's Life*. New Delhi: Radhakrishna Prakashan
- Viramma & Rucine, J.L.(1997) *Viramma: Life of a Dalit* (Chapter 1 , for unit III). New Delhi: Foundation Books

**B. A. Programme : Education
Year – III**

(Semester VI)

PAPER VI: EDUCATION IN INDIA: POLICY AND PRACTICE

Rationale for the paper

India is a country of stark disparities – on one hand it has well resourced ‘Centres of Excellence’ such as IITs and IIMs which are recognised globally, while on the other, it has low literacy rates and even more abysmal school completion rates, with low Gross Enrolment Ratio in higher education.

Being the second largest populous country in the World, it is today also the second fastest economic growth country of the World, after China. However, whereas industrial manufacture is the engine of economic growth in China, it is services in India. Services require an educated work force. If rapid growth can be achieved equitably in education, it could transform into economic growth as rapidly; the large population could then give India a demographic dividend, rather than be perceived as a hindrance to growth. It is particularly necessary since a very large proportion of India’s population is young, and education is an important aspect in the life aspirations of this young population. India needs a series of appropriate educational policies and reforms. It is expected that this paper will help students to build an informed understanding of the complexity of the task and how the issue of universalisation in school education and increased access to higher education requires a multi-faceted policy approach.

Course objectives:

The paper aims to develop

- a) an understanding of and a critical evaluation of the indicators that are used by policy makers to understand the status of education in country;
- b) understanding the interrelations between access, enrolment and retention at various levels of education;
- c) evaluating indicators to understand the quality and equity debate in education

Unit I: Understanding Policy Challenges in Education

The unit will aim to create an understanding of the enormous task of universalisation of school education in India by reviewing key data from various sources.

Topics:

- A history of policy making in post-independent India. The constitutional provisions, concurrent list, the role of the centre and the states in policy formulation.
- Building a perspective from data regarding access to education, enrolment - retention at various levels of education and achievement of students.
- Understanding the relevance and significance of the equity and quality debate
- Read and critically analyze data from various sources - NSSO, Census, NFHS, DISE; Select Education Statistics. Interpretation of Data
- Challenges of Universalization of Elementary Education (National Policy on Education, 1986). Rights and Entitlements under the Right to Education Act 2009.
- Challenges of universalisation of secondary education.

Suggestive Projects/ Assignment

- Analysis of Status Reports for girls’ or dalits’ education - access, enrolment, retention etc from Selected Educational Statistics (MHRD), Report Cards (NUEPA) and All India Education Survey Report (NCERT).
- Status of access and retention of Muslim minority children from Sachar Commission Report.
- Analysing data for various states on indicators like pupil-teacher ratio, etc.
- To review and compare indicators like the national or state Human Development Index to critically understand the links of education and development.

Unit II: State Institutions and Market Dynamics in Education: Policy Implications

The unit is structured to create an understanding of: a) quality and equality in education; b) the dynamics and tensions of state and private education.

Topics:

- Systems of Schools: Public, Private, Government, Aided, and Local body schools. Issues of regulation of private educational institutions
- School education: Common school system (National Policy on Education, 1968); Admissions to schools; Examinations; Implications of the RtE Act
- The role of various national and state level bodies in school education like Central Advisory Board in Education (CABE), National Council for Educational Research and Training (NCERT), State Council of Educational Research and Training (SCERT), DIETs, Block Resource Centres (BRC) etc.
- Universities: Central –state; Govt – private; Open universities. Issues related to opening of foreign universities in India. Problems of access, low Gross Enrolment Ratio in Higher Education, Equity and reservation (affirmative action). Challenges of quality and regulations in higher education: The role of University Grants Commission (UGC), and National Assessment and Accreditation Council (NAAC).

Suggestive Projects

- A critical evaluation of any course offered to students through franchising or joint ventures of transnational institutions.
- Identifying a policy issue like Education and Work, to study it across Nai Talim, Mudaliar Commission Report, National Policy on Education and the NCF 2005 focus group report. (Case studies)
- Interview five students of your college and find out why they did not opt for a job oriented vocational course after completing their school education.
- Interview five students of any vocational course, and explore the reasons for their present choice. Is the course fulfilling their expectations? Also find out some changes that they think should be made to the course to meet their expectations.

Unit III: Financing in Education

The unit is structured to critically analyse monetary provisions in education.

Topics:

- Role of centre, state and local bodies for funding Education; Concurrent status of education, understanding differential allocation of funding at various levels.
- Schemes: A critical analysis of various schemes like Operation Blackboard, SSA, incentives and schemes for girl child, Mid day meal. Integrated Child Development Scheme (ICDS).
- Financial Allocation Understanding The '6% of GDP' debate beginning from the Kothari Commission recommendation. Budget, Five years plans. Analysing the expenditure in different sectors (elementary, secondary, higher– technical and professional) of education.
- Contemporary Issues: Debates on state and private financing of secondary and higher education; implications of the global market in education on retaining quality with equity.

Suggestive Projects:

- Critically analyse any one scheme mentioned above.
- Compare data from last two five year plans and find out the sectors in education where there has been an increase in funding and its implications.

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