

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

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

Add the following:

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

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATION

Category II

B.A Programme with Education as Major

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

Credit distribution, Eligibility and Prerequisites of the Course

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

Learning Objectives

The Learning Objectives of this course are as follows:

- This paper attempts to introduce introduces the conceptual issues and concerns of education in a plural society.

- It engages with the idea of diversities as well as the challenges posed by inequalities and discrimination.
- It further initiates a critical reflection on the possibilities from education.
- It fosters the conceptual understanding of equality with reference to opportunity, marginalisation, pluralism, multilingualism and patriarchy.

Learning Outcomes

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

- Make distinction between social diversity and inequalities in education.
- Analyse the special needs and basis for additional provisions of educational opportunities to social groups facing inequalities such as caste, class, gender, religion and disability.
- Explain Constitutional values and provisions that enable social diversity and limit inequality in education.
- Describe multilingualism in Indian context and critically discuss issues of language that are relevant for a learner, with specific focus on home language and school language.
- Locate provisions that enable linguistic diversity in education from the Constitution.
- Identify and critically evaluate the imbalances of gender in education and socialisation.
- Apply an empathetic understanding of diversity in educational institutions.

SYLLABUS OF DSC- 5

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

- Pluralism and Diversity in Indian Society: Religion, Language, Ethnicity and Culture. The school-society interface and its representation in 'explicit' and 'hidden' curriculum.
- Inequalities and Social Exclusion: Differences in access to resources and opportunities among social groups.
- Social Mobility: Aspirations, Opportunities and Challenges.
- Social and Rights based approach to construction of disability and difference; Issues of inclusion.

Unit 2 : Language and the Learner (13 Hours)

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

Unit 3- Gender Concerns in Education (13 Hours)

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

Suggested Projects/ Assignments: Any two

- Discuss aspirations from education, and challenges faced by the marginalised group with reference to any of the following books/ chapters: Bhimayana or Jhoothan: A Dalit's Life Or 'Naja goes to school and Doesn't'.
- Critical discussion on the film 'Hindi Medium'.
- Talk to children of the middle school to understand how they express themselves differently in the first and the second languages. Ask children to write a paragraph or talk about their experiences. These narratives are to be analysed for expression, ideas and ease of communication.
- Discuss students' experiences of growing up as a boy/girl following a self-reading of Krishna Kumar's 'Growing up male'.

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

Readings

Essential Reading

- Agnihotri, R. (2008). Multilinguality for India. *Seminar*, (590).
- Beiteille, A. (1983). *Equality and Inequality: Theory and Practice*. New Delhi : OUP. [Chapter 6]
- Bhasin, K. (2000). *Understanding Gender*. New Delhi: Kali for Women.
- Bhatti, Z. (1988). Socialisation of the Female Muslim Child in Uttar Pradesh. In K. Chanana (Ed.), *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Constitution of India. Retrieved from <https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text>
- Dube, L. (1988). On the Construction of Gender: Hindu Girls in Patrilineal India. In K. Chanana (Ed.), *Socialisation, Education and Women: Explorations in Gender Identity*. New Delhi: Orient Longman.
- Dube, S. C. (1990). *Indian Society*. New Delhi: National Book Trust. [Chapters 1, 2, 3]
- Mohanty, A. K. (n.d.). *Language and Education*. Retrieved from http://www.nmrc-jnu.org/nmrc_img/NUEPA_MOHANTY_Lang&Ed.ppt
- Nambissan, G. B. (2004). Integrating Gender Concerns. *Seminar*, (536).
- Nambissan, G. B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. *Children, Social Exclusion and Development*, 1(1). Retrieved from <http://dalitstudies.org.in/wp/wps0101.pdf>

- *Position Paper: National Focus Group on Education of Children with Special Needs.* (n.d.). NCERT.

Additional Readings

- Kumar, K. (1992). Growing up Male. In *What Is Worth Teaching?* New Delhi: Orient Longman.
- Mohanty, A. K. (1990). Psychological Consequence of Mother-Tongue Maintenance and Multilingualism in India. In D. P. Pattanayak (Ed.), *Multilingualism in India*. Clevedon, UK: Multilingual Matters.
- *Position Paper: National Focus Group on Gender Issues in the Curriculum.* (2005). New Delhi: NCERT.
- *Position Paper: National Focus Group on Teaching of Indian Language.* (2005). New Delhi: NCERT.
- Talib, M. (1998). Educating the Oppressed: Observations from a School in a Working Class Settlement in Delhi. In S. Shukla & R. Kaul (Eds.), *Education, Development and Underdevelopment*. New Delhi: Sage Publications. [pp 199-209]
- Turner, B. S. (1986). *Equality*. Chichester: Ellis Horwood. [Chapter 6: Towards Equality]
- Valmiki, O. (2003). *Joothan: A Dalit's Life* (A. P. Mukherjee, Trans.). Kolkata: Bhatkal and Sen.
- Vyam, D., Vyam, S., Natarajan, S., & Anand, S. (2011). *Bhimayana: Experiences of Untouchability* (1st edition). New Delhi: Navayana.
- Winch, C. (2011). Civic Education, Pluralism and the Indispensable Role of the State. In K. N. Panikkar & M. B. Nair (Eds.), *Emerging Trends in Higher Education in India: Concepts and Practices*. New Delhi: Pearson Education.

Teaching Learning Process:

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

Assessment Method

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

Key words

Education, Plural Society

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