

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

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical / Practice		
Equality Perspective in Education DSC 6	4	3	1	0	• Class XII th Pass	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

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

Learning Outcomes

After completion of the course student will be able to:

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

SYLLABUS OF DSC- 6

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

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

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

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

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

Unit 3: Towards Equality Responsive Perspective (13 Hours)

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

Practicum/ Suggested Projects / Assignments (Any Two)

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

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

Essential/ Recommended Readings

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

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

Audio Visual Material: Across Units

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

Teaching Learning Process:

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

Assessment Method

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

Key words: Equality, Education

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