

DISCIPLINE SPECIFIC ELECTIVE COURSE
DSE HH 7A4: EDUCATION FOR HUMAN DEVELOPMENT

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		
Education For Human Development DSE HH 7A4	4	2	0	2	Studies Semester VI	Nil

Learning Objective

- To develop a holistic understanding of the educational ecosystem.
- To become aware of the critical issues that need to be addressed for quality education for all.
- To learn about implementation strategies in the context of ground realities.

Learning Outcomes

Students will be able to-

- Explain effective teaching and learning in the classroom with reference to various practices, processes and materials.
- Understand critical issues in development and implementation of curriculum, textbooks and teaching materials.
- Review historical and contemporary issues related to quality in schooling, teacher development and system effectiveness with reference to human development.
- Identify major concerns in Indian education and compare with global perspectives

SYLLABUS OF DSE HH 7A4

THEORY
(Credits 2; Hours 30)

UNIT I: Effective Classroom and Learning

9 Hours

- Child-oriented pedagogy, active learning, and the significance of relationships
- Enabling learning through the use of teaching-learning material
- Management of learning through planning, classroom organization, and assessment
- Effect of technology on learning

UNIT II: Human Development, Curriculum and Materials

9 Hours

- Curriculum basics and underpinnings
- Human Development as source as well as objective of curriculum
- From curriculum to practice: The role of textbooks, materials and other means
- Diversity, equity and curriculum
- Critical issues affecting curriculum development and effectiveness

UNIT III: Effective School and Education System

12 Hours

- Historical perspective on Indian education system
- Policies, plans and programmes
- School as an organization and characteristics of a child-friendly school
- Teacher development
- Status of today's schools and system effectiveness
- Case studies of innovative schools and programmes
- Global perspectives

PRACTICAL (Credit 2; Hours: 60)

1. Observe and evaluate the planning, organization, and assessment methods in a real or virtual class.
2. Create a lesson plan that combines traditional methods and digital tools.
3. Analyze a curriculum that focuses on holistic human development. Write a report on how human development is integrated as a source and objective.
4. Design a curriculum module for a specific age group that addresses key aspects of human development, such as social-emotional learning, critical thinking, or physical well-being.
5. Reflect on how human development theories (e.g., Piaget, Vygotsky) influence curriculum design and objectives.
6. Create supplementary materials (e.g., worksheets, visual aids) to enhance textbook-based learning.
7. Identify and document community resources that can enrich the curriculum and promote equity.
8. Design a model for a child-friendly school, considering infrastructure, pedagogy, and student needs.
9. Visit schools in your area and evaluate their effectiveness based on infrastructure, teacher-student ratio, resources, and outcomes.
10. Select an innovative school or educational program (e.g., Rishi Valley School, Barefoot College, Teach for India) and document its practices and outcomes.

Essential Readings

- Anand, K., & Lall, M. (2022). *Delhi's Education Revolution: Teachers, agency and inclusion* (p. 211). UCL Press.
- Bhattacharjee, N., & GS, S. B. (2025). Teaching, Learning and Thinking in Contemporary Times: A Conversation with Avijit Pathak. In *Cultures of Learning* (pp. 27-52). Routledge India.
- Mukhopadhyay, R., & Sarangapani, P. M. (2018). Introduction: education in India between the state and market—concepts framing the new discourse: quality, efficiency, accountability. In *School education in India* (pp. 1-27). Routledge India.
- Nambissan, G. B. (2020). Low-cost education for the poor in India: Contemporary concerns. *JMC Review*, 4, 109-128.
- Thapan, M. (2023). The State, Education and Inequality in Contemporary India: An Intersectional Exploration. *Sociological Bulletin*, 72(4), 375-392.

Suggested Readings

- Jha, M, M. School without walls. (2002). India: Oxford
- Kumar, K.(2004). What is worth teaching (3rd ed.). New Delhi: Orient Longman
- Kumar, R. (2006) (Ed.). (2006). The crisis of elementary education in India. New Delhi: Sage.
- Ramachandran, V. (Ed.). (2003). Getting children back to school: Case studies in primary education. New Delhi: Sage.
- Kuroyanagi, T. (1996). *Totto-chan: The little girl at the window*. Kodansha International.
- Sarangapani, P. M. (2020). A cultural view of teachers, pedagogy, and teacher education. *Handbook of education systems in South Asia*, 1-24.

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