B.Ed. Two Year Programme

E.2 : Art Education

Maximum Marks: 100

Objectives
- Develop the conceptual understanding of Art and its fundamentals.
- Sensitize/appreciate the relevance of Art in human life
- Acquire a conceptual understanding of the key ideas in Art Education.
- Develop critical understanding of value development in Art Education.
- Develop an understanding of the implications of Art in Education.
- Sensitize towards the problems and issues in Art Education.
- Develop art appreciation .
- Develop critical understanding of different teaching strategies, evaluation techniques and curriculum problems in art education.

Theory
- An Introduction to Art Education – A consideration of the formal and informal theory in Art education with emphasis on building a theoretical basis for education in the arts - Lectures , reading, discussions covering the history, theory and profession , Literature of Art Education .
- Conceptual studies in art education-An examination of theories of aesthetics , criticism and jugdement as foundation to art education in school. Emphasis on a conceptual analysis of art its fundamentals and its relation with life. beauty, Reality, Idea, Truth and Taste and so on.
- Curriculum problems in Art Education –An examination of curricular plans as tool for transforming selected concepts in art education into teacher –student activities in the classroom.
- Instructional strategies in Art Education – Analysis and Evaluation of Teaching Methods – Emphasis on involvement interaction, inquiry, analysis of psychology of performance (motivation, inspiration, aptitude etc).
- Interaction and motivation in art education –An examination of the meaning, different types and medium of motivation.
- Special Problems in small / large group instruction –An examination of problems in small/large group with reference to total programme planning, evaluation etc.

Suggested Practicum
Department of Mulimedia Material for Art Education in Senior Ssecondary Schools.
Preparation of Instructional material for education in the arts for Secondary School.
Organising the Art Club.
Case studies of the children's work of art and their understanding of the concept of Art.

Reading List

- Mago, P.N. :*Contemporary Art in India - A Perspective*. National Book Trust, New Delhi, India. 2000.

- Ray, Niharranjan :*An Approach to Indian Art* .Publication Bureau, Punjab University, Chandigarh. 1984.

- Chapman, Laura H. :*Approaches to Art in Education*. Marcourt Brace Jovanovich, Inc. New York. San Drego, Chicago, San Francisco, Atlanta. 1978.

- Faulkner, Ray; Ziegfeld, Edwin and Hill, Gerald :*Art Today*. Peter Owen Limited, London. 1956.

- Lowenfeld, Victor :*Creative and Mental Growth*. Macmillan Company, New York. 1952.

- Jeswani,K.K. :*Teaching and Appreciation of Art In Schools*, . Atma Ram and Sons, Delhi, 1965.

- Jeswani,K.K. : *Appreciation of Art.* Atma Ram and Sons, Delhi, 1965.

- Jeswani, K.K. :*Art in Education*. Atma Ram and Sons, Delhi. 1966.

- Keiler :*The Art in Teaching Art*. University of Nebraska Press, Lincoln. 1961

- Aanderson,T. And Milbrandet,M.K. "*Art For Life : Authentic Instruction In Art*", Mcgraw Hill, ISBN-0072508647, 2004

- Lakhyani,Susmita:. "*Art Creativity and Art Education*", Lap Lambert Academic Publishing, ISBN-978-3-8473-7821-1, 2012

- Kainj and Riley :*Exploring Art*. Harcourt, Brace and Company, Inc. New York and Chicago. 1947.

- Wickiser, Ralph L. :*An Introduction to Art Education*. World Book Company, Yonkers on Hudson, New York. 1957.

- Winslow, Leon Loyal :*School Art Programme*. McGraw Hill Book Company, Inc, New York, Toronto, London. 1949.

- Prasaad, Devi :***Art:The Basis of Education.*** National Book Trust, Delhi. 1998.

- Shukla, Ram Prasad :*NavinBhartiyaChitrakala,.KitabMahal,* Allahabad.

- Francesco, ItelloL.De. : *Art Education Its Means and Ends*.Harper and Brothers, New York.. 1958

E.4 : Education and Technology

Maximum Marks: 100

Course Objectives

The paper aims to enable prospective teachers to:
- develop an understanding of the concept, nature, scope and importance of Educational Technology.
- distinguish between communication and instruction in order to design sound instructional system.
- create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- obtain total perspective of the role of techniques in educational practice.
- acquaint with emerging trends in Educational Technology.
- reflect upon application of educational technology, as a whole, in the field of education.

Course Contents

UNIT- I: Understanding Educational Technology
1. Concept of Educational Technology: Types of Educational Technology, difference between hardware & software technology, their role in modern educational practice.
2. Educational Technology: Nature and assumptions, factors influencing the application of Educational Technology, development of Educational Technology.

UNIT- II: Psychological Bases of Modern Technology
1. Psychological bases of modern technologies with reference to Ausubel, Skinner and Bruner.
2. Instructional design - cybernetic psychology and system analysis.
3. Bloom's (Revised) taxonomy of objectives, constructivism and educational technology.

UNIT – III: Communication & Interaction
1. Communication & Interaction: Theory of communication, types of communication, communication & language, communication in the classroom, barriers in communication.
2. Print & non-print media in communication, various types of print & non-print media.
3. Educational Technology as a tool for social change: Reach, mobility and accessibility.

UNIT – IV: Models of Teaching & Teaching-Learning Aids
1. Concept, meaning and characteristics of models of teaching, models of teaching strategies, assumptions and fundamental elements of teaching models.
2. Teaching aids: Edgar Dale's cone of experience and components.

UNIT – V: Innovations in Educational Technology

1. Multimedia in Education: Computer Assisted Instruction (CAI), Tele-Conferencing, Programmed Instruction, Satellite Communication, Internet and use of multimedia presentation, web 2.0 tools, Open education resources and Information and communication technologies, ethical, social and technical issues.
2. Recent trends in Educational Technology
3. Issues in context: Differently abled learners, teacher replacing technology, learner's interpersonal relationship and technology.

Practicum/Mini Projects (Any three of the following) –
1. Development of the Programmed Instruction – Branching, Linear.
2. Writing of a term paper on the given course contents.
3. Development of communication plan.
4. Development of Multimedia Presentations.
5. Critical review of Educational program presented through video-cassettes, TV, CDs or any other medium (any two).
6. Interface with educational technology industry (through excursion).
7. Application and use of a recent technology tool in the classroom activities.

Suggested Readings
Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? *Computers in the Schools*, 8(2), 59-81.
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.
Dale, E. (1969). *Audiovisual Methods in Teaching,* (Edn 3). New York: Dryden Press.
D'Antoni, S. & Savage, C. (eds) (2009). *Open Educational Resources: Conversations in Cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.
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,* (Edn 2). California: Merrill.
Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of Teaching, Alternative eText Formats Series,* (Edn 8). Boston: Pearson/Allyn and Bacon Publishers.
Kanvaria, V. K. (2014). A comprehension on educational technology and ICT for education. New Delhi: GBO. (Retrieved from http://www.amazon.in/Comprehension-Educational-Technology-ICT-Education-ebook/dp/B00VV8KYZ6/ref=pd_rhf_se_p_img_1)
Leonard, D.C. (2002). *Learning theories: A to Z.* Westport: Greenwood Publishing Group.
Mayer, R.E. (2009). *Multimedia Learning*, (Edn 2). New York: Cambridge University Press.

Mishra, S. & Sharma, R.C. (eds) (2005). *Interactive Multimedia in Education and Training.* London: Idea Group Inc (IGI).

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.

Roblyer, M.D. (2007). *Integrating Educational Technology into Teaching,* (Edn 4). Delhi: Pearson Education India.

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.

Solomon, G. & Schrum, L. (2007). *Web 2.0: New Tools, New Schools*. Washington: International Society for Technology in Education.

Spencer, K. (1991). *The Psychology of Educational Technology and Instructional Media*. Liverpool: United Writers Press.

Timothy J. N., Donald A. S., James D. L., James D. R. (2010). *Educational Technology for Teaching and Learning*, (Edn 4). NOIDA: Pearson Education.

E.5: Environment Education

Maximum Marks: 100

Objectives
- To make student-teachers aware of the concept of environment and development.
- To enable future teachers to understand the conflicts and inequalities that result from the complex interaction of social and environmental factors.
- To encourage inquiry into the role that teachers can play in dealing with curricular areas that focus on environment.

Unit 1: Concept of Environment
- Meaning of the term Environment and its relation to human beings;
- Critical examination of its historical and conceptual antecedents;
- Assessing the state of the environment;
- Study of environmental concerns including perspectives from both social and natural sciences;
- The emergent inter-disciplinary perspective

Unit 2: Understanding Development in the context of Environment
- Notion of Development as continued social, political and economic progress; Significance of 'well-being' of the global community
- Addressing the real and complex issues of Development; Their relationship to the natural and social systems
- Issues of sustainable development; Need for and challenges to sustainable development; Study of alternative approaches to sustainable development

Unit 3: Educational Issues and Challenges
- Study of policy documents pertaining to environment; Policy Formulation and Analysis vis-à-vis development concerns
- Significance and scope of environmental issues at the global, national & local levels in school curriculum
- Role of teachers; Development of skills and abilities to deal with curricular areas related to environment in the classroom

Practicum
- Analysis of relevant documents depicting voices of concern for environment
- Analysis of case-studies from different contexts and settings symbolising traditions and attitudes to environment.
- Project-work- Dealing with any one topic related to issues of environment in the school curriculum

List of Readings

Agarwal, A et. al. (ed.) (2001). Green Politics : Global Environment Negotiations. New Delhi: Centre for Science and Environment

Agarwal, A. &Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.

Agenda 21, UN Conference on Environment and Development (The Earth Summit)(1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.

Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman

CEE (1986). Joy of Learning, Handbook of Environmental Educational Activities. Ahmadabad: Centre for Environment Education

Centre for Environmental Education (1997). The Green Teacher: Ideas, Experience and Learning. In Educating for the Environment. Ahmadabad: CEE.

Driver R. Guesne, E. &Tiberghien, A. (1985). Children's Ideas in Science. U.K.: Open University Press

Harvey, B. &Hallet, J. (1977). Environment and Society–An Introduction and Analysis. London: Macmillan Press.

Kumar, D. K. Chubin, D. (2000). Science, Technology and Society : A source book on research and practice. London: Kluwer Academic Publication

Kumar, Krishna (1996). Learning from Conflict. New Delhi: Orient Longman.

NCERT (2006). Position paper on Habitat & Learning. New Delhi: National Council for Educational Research and Training.

Pedretti, E. (2003). Teaching Science, Technology, Society and Environment (STSE)Education. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.

Raghunathan, Meena&Pandy, Mamta(Eds) (1999). The Green Reader: An Introduction to Environmental Concerns & Issues. Ahmadabad: Centre for Environment Education

Scrase, T. J. (1993). Image, Ideology and Inequality. New Delhi: Sage Publication

UNEP (2013). Emerging issues in our global environment (year book).United Nations Environment Programme.

UNESCO – UNEP (1980). Environment Education: What, Why, How . . . Paris: International Education Series.

UNESCO-UNEP (1990). Basic Concepts in Environmental Education. In *Environment Education Newsletter*. Paris: UNESCO

VidyaBhawan Society (1995). Report of the Seminar on Environmental studies (23rd-25th November, 1995). Udaipur

Yencker, D., Fier, J. & Sykes, H. (2000). Environment Education and Society in the Asia– Pacific. London & New York: Routledge Publication.

मिश्र, अनुपम (1985). देश का पर्यावरण. नई दिल्ली : गाँधी प्रतिष्ठान।

मिश्र, अनुपम (1993). आजभी खरे है तालाब. नई दिल्ली : गाँधीप्रतिष्ठान।

Reports and Journals for study

- Journal "Terra Green" by TERI, India.
- Journal of Environmental Sciences, Elesvier

E.6: Human Rights Education

Maximum Marks: 100

Aim
This course seeks to help students:
- Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels;
- Explore the substantive knowledge of policies concerning Human Rights Education, prevailing trends in the field of Human Rights Education and of the challenges and contributions of critics;
- Perceive improvements, discern ambiguities and identify contradictions in the field of Human Rights Education ;
- Understand the roles of various state and non-state agencies in the promotion and enforcement for Human Rights; and
- Identify potential roles for oneself in the promotion of Human Rights Education

UNIT-1 Conceptualizing Human Rights and Human Rights Education
- Introduction to Rights, Human Rights and Human rights Education with reference to Philosophical, Psychological, Political, and Sociological perspective.
- Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument.
- Understanding Human Rights from policy perspective

Unit-2 Emerging Concerns in Human Rights
- Debates in the Human Rights discourse: Universal versus Relativism, Legal versus Ethical demands, Rights versus Human rights, Collective versus Individual rights, West versus Rest
- Methods of Human Rights Research and Human Rights as pedagogy
- Critical review of Democracy with reference to Human rights
- Revisiting of Indian constitution with reference to Human Rights
- Critical review of Human Right in globalized world

Unit-3 School Education and Human Rights Perspective
- Human Rights perspective in curriculum
- Human Rights perspective in teaching-learning Processes
- Human Rights Perspectives in Assessment
- Human Right Perspective and school ethos and culture
- Inclusion and Exclusion

UNIT- 4 Issues, Movements and Promotion of Human Rights
- Understanding Human Rights of Children, Women, Minorities, Dalits, Differently abled and Homosexuals.
- Role of Government, Non-Government Organizations, Education, family and self in promotion of Human Rights.

Practicum
Learner may take any two tasks from the following:
- A case involving violation of human rights
- Human rights in a socio-cultural context
- Short placements with programmes or projects dealing with Human Rights Education
- Review and Critical Analysis of National Policy Documents with reference to Human Rights Perspective
- Awareness Camp to promote Human Rights Education
- Series of Street plays (nukkadnaatak) about Human Rights Education
- Any other task after consolation with teacher

Suggested Readings

Baxi, Upendra, 'From Human Rights to the Right to be Human; Some Heresies', in UpendraBaxi (ed.) The Right to be Human, New Delhi: Lancer International

Dennis Altman 2004, 'Sexuality and Globalization', Agenda: Empowering Women for Gender Equity, No. 62, African Feminisms Volume 2,1: Sexuality in Africa (2004), pp. 22-28: on behalf of Taylor & Francis, Ltd.

Desai, A.R. 'Democratic and Authoritarian Faces of the Indian constitution', in A.R. Desai (ed.) Violation of Democratic Rights in India, Bombay: Popular Prakashan

Ellen Messer, 1997, 'Pluralist Approaches to Human Rights' , Journal of Anthropological Research, Vol. 53, No. 3, Universal Human Rights versus Cultural Relativity (Autumn, 1997), pp. 293-317: University of New Mexico

Emilie M. Hafner-Burton and KiyoteruTsutsui , 2005, 'Human Rights in a Globalizing World: The Paradox of Empty Promises',American Journal of Sociology, Vol. 110, No. 5 (March 2005), pp. 1373-1411, The University of Chicago Press

FonsCoomans, Fred Grünfeld, Menno T. Kamminga, 2010, 'Methods of Human Rights Research: A Primer',Human Rights Quarterly, Volume 32, Number 1, February 2010, pp.179-186 (Article):The Johns Hopkins University Press

J. K. Patnaik, 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

Jack Donnelly, 1982, 'Human Rights and Human Dignity: An Analytic Critique of Non-Western Conceptions of Human Rights', The American Political Science Review, Vol. 76, No. 2 (Jun., 1982), pp. 303-316: American Political Science Association

Jogendra Kr. Das, 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

Kothari, Rajni, 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

Kothari, Smitu, 1989, The Human Rights Movement In India: A crtical overview', in Smitu Kothari and Harsh Sethi (eds.) Rethinking Human Rights: Challenges for theory and action, New York: New Horizons Press and Delhi: Lokayan

Nilanjana Jain, 2006, 'Human Rights under Democracy', The Indian Journal of Political Science, Vol. 67, No. 1 (JAN. - MAR., 2006), pp. 143-152: Indian Political Science Association

Sen, Amartya, 2004, 'Elements of a Theory of Human Rights, Philosophy and public-Affairs, 32. No.4

Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.

Bajpai, Asha(2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.

Baxi, Upendra (2010) The Future of Human Rights, Oxford University Press: New Delhi.

Byrne, Darren, J.O. (2000), Human Rights: An Introduction, New Delhi, Pearson Education Limited.

Chandohoke, Neera (2012) Contested Secession: Rights, Self-determination, Democracy, and Kashmir, Oxford University Press, New Delhi

Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd.

Conventions on the Rights of the child (2000), MHRD Govt of India.

Dagar, B.S. (1948), Perspectives in Human Rights Education, Chandigarh, .Haryana Sahitya Academy.

Donnelly, Jack (1989), Universal Human Rights in Theory and Practice, Cornell, Cornell University Press.

Elbers, Frank (2002), Human Rights Education Resource book, Cambridge, MA: Human Rights Education Associates.

Gopalan, S.B. (1998) India and Human Rights, New Delhi, LokSabha Secretariat.

Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.

Hugh (1991) The challenges of Human Rights, London, Cassell, Education Ltd.

Illich, Ivan (1972)Deschoolingsociety , Middlesex, England, Penguin Books Ltd.

Krishanmurthy, J. (2001), The First and Last Freedom, Chennai, Krishanmurthy Foundation.

Kumar, Sandeep (2012) Human Rights and Pedagogy, Discovery publishing House: Delhi.

Macwan, Martin (2006), Dalit Rights, New Delhi, NHRC.

Mani, V.S.(1998), Human Rights in India: An overview, Institute for the world congress on Human Rights, New Delhi.

MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.

Mittler, P. (2000) Working towards Inclusive Educating Social contexts, London, David Fulton publishers.

NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.

Pachuari, S.K. (1995), Children and Human Rights, Delhi, APH, Publication.

Pachuari, S.K. (1995), Women and Human Rights, Delhi, .APH, Publication.

Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.

B.Ed. Two Year Programme

E.7: Peace Education

Maximum Marks: 100

Objectives
- To make future teachers aware of the scale and variety of conflicts affecting contemporary life;
- To encourage inquiry into the complex role that institutionalized education plays in the context of different types of conflicts;
- To enable students to develop personal initiative and resources for the pursuit and promotion of peace.

Unit I : Conceptual Introduction
- Role of Education in Personal, Social, National, Global and Universal spheres; coherence and contradictions among these roles; Origin of Jealousy, Hostility, and Violence; Relations between humans and nature: the question of environment.
- Self and Identity: the enabling functions of 'self' in the context of motivation, development and adjustment; Freud's theory of the structure of the psyche.
- Individual and collective self; duality and conflict: interpersonal, communal, national.
- Understanding Conflict: The use of perspective, symbols, stereotypes, and rhetoric in analyzing communication and representation of contentious issues in television and other modern midea; analysis of textbooks from the perspective of peace.
- Analysing life at school: culture of competition; corporal punishment and its consequences; role of family; gender roles and stereotypes.

Unit II: Preparation for Peace
- Introspection, Mediation, Persuasion: Cultivating the perspective and skills necessary for peace;
- Sources of stress and conflict: analysis and reflection of circumstances leading to stress and conflict.
- Dialogue: The concept and its applications in life in the family, school, and among peers;

Unit III : Philosophical Resources
Some Thinkers of Harmony: Study of relevant extracts from the writings of:

Gandhi ('Brute Force' and 'Passive Resistance' in *Hind Swaraj*)

Tagore ('Civilization and Progress' and 'Nationalism in India'),

Sri Aurobindi ('The Ideal of Human Unity'),

Krishnamurti, J. ('Education and World Peace'),

Montessori ('Peace and Education')

Russell ('Knowledge and Wisdom),

Iqbal ('Is Religion Possible');

Dalai Lama ('Universal Responsibility).

Other extracts from the writings of these thinkers can be added.

Unit III : Issues and Challenges

Justice and Peace: The Constitution as a means of conflict-resolution.

Study of ongoing conflicts in the political, economic, socio-cultural and ecological spheres; Case studies of major conflicts between nation-states; Study of successful struggles for peace and ongoing processes of dialogue; Nationalism and its critics; war and markets; globalization: Economy, Politics, Technology; meanings and implications;

Childhood in conflict settings: case study of areas where conflicts of different kinds have led to displacement, violence or persistent social turmoil.

Practicum

Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.

End of tern project: Each students will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

Reading List

Alfassa, Mirra. Education

Dalai Lama, H.H. The Art of Living and Dying in Peace.

Fromm, E. Sane Society.

Hanh, T. N. Being Peace

Franklin, Ursula. The Real World of Technology (available in Hindi)

Karve, I. Yuganta.

Kesavan, M. Secular Common Sense.

Krishnamurti, J. Education and the Significance of Life

Kumar, K. Learning from Conflict.

Kumar, K. Battle for Peace.

Michie, David. The Dalai Lama's Cat

Montessori: Peace and Education

NCERT. Ways to Peace

Norberg - Hodge, H. Ancient Futures.

Russell, B. Common Sense and Nuclear Warfare.

Sheehan, V. Mahatma Gandhi

Singh, N. Loktantra, Sanskriti aur Shiksha (also available in English in Kumar, K. (ed.) Democracy and Education in India).

Teresa, Mother. Reaching out in Love

UNICEF. The State of the World's Children (reports of the last five years).

UNESCO. Learning the Way of Peace : Teacher's Guide.

Websites:

Hiroshima Peace Memorial Museum

Peace Education: INEE Site (endorsed by UNESCO)

E.8: Adolescence Education

Maximum Marks: 100

General Aim
- To enable the student teachers to develop sensitivity, understanding and knowledge about Adolescence issues.
- To facilitate a positive attitude towards the importance of Adolescence Education Programmes at the school level.

Specific Objectives

Pupil Teachers will be enabled to:
- Develop knowledge and sensitivity on matters related to reproductive health, sex and sexuality and communicate effectively on these issues.
- Develop understanding about physical, physiological, psychological, socio-cultural and interpersonal issues related to the processes of growing up.
- Inculcate a healthy attitude towards sex and sexuality, respect for the opposite gender and an understanding of responsible sexual behavior.
- Develop an understanding about the desired life skills.
- Build a perspective on the socio-legal and cultural issues related to sex and sexuality.
- Acquire skills to use certain techniques such as question box, role play, value clarification and case studies, for enacting Adolescence Education Programmes.

UNIT-1   Adolescence Education: Introduction
- Adolescence: Understanding of physiological, socio-emotional, cognitive and cultural aspects.
- Adolescence Education: Concept, Need and Relevance.
- Issues and Challenges during Adolescence
- Role of Social Agencies in Adolescence Education.
  - ➢ School, Family, Media, Community

UNIT 2   Life Skills Education
- Understanding the need, concept, and significance of Life Skills Education
- Relationship between Life Skills and Adolescence Education
- Detailed study of Core Life Skills**.**

UNIT 3   Sexual and Reproductive Health
- Understanding Sexual and Reproductive Health
- Myths and Misconceptions
- STIs and HIV/AIDS: Causes, Prevention, Cure and Skills of Coping

UNIT 4   Empowering Student Teachers

- **Preparation of Teachers**
  Dealing with personal self constraints, Socio- cultural issues, Class room issues and challenges

- **Pedagogical Approaches to Adolescence Education**
  Case studies and Critical Incidents, Brainstorming, Role-playing, Buzz groups, Gaming, Value clarifications, Question Box, Discussions and Debates, Puppet shows, Role Reversal, Walkabouts, Video shows.

Suggested Practicum

a) Field visit/s
b) Review and analysis of the work done by Government and Non Government Organisations (NGO) at national and international level.
c) A research study or detailed case study:
- Adolescents' behavior in different socio-economic settings.
- A study on child abuse victims
- Adolescents in drug rehabilitation centers
- Adolescents residing in the precincts of industrial areas and factory establishments
- Adolescents in the educational regions showing either higher or lower drop-out rates.
- Adolescents belonging to communities in which social evils affecting them are manifested like child marriages.
- Conducting Adolescence Education sessions in School.

Suggested Readings List

Arora, Pankaj, (2008);"Sex Education in Schools", Delhi, Ocean Books Pvt. Ltd.

ASHE (2001, Preparing For the VIBES – In the World of Sexuality- Revised Edition for Schools. Jamaica, USAID.

CBSE (1999), Population & Adolescence Education- A Training Package, Delhi.

Choudhry, G.B. (2014) Adolescence Education, Delhi: PHI Learning Pvt Limited.

Department of Education & State AIDS Control Society (2005) YUVA- School Adolescence Education Programme- Handbook for Teachers, Delhi.

Department of Family Welfare, Ministry of Health and Family Welfare, Govt. of India, IEC division, June 2004; Adolescent Health: Module for Basic Heath functionaries learning to work with Adolescents.

Greenberg, Jerrold S. (1989); Preparing Teachers for Sexuality Education, Theory into practice; Sexuality Education, Lawrence Erlbaum Association, Inc., Vol 6,No 3,pp 227-232,

Growing up in a World with HIV/AIDS,FAQ Booklet for students, Adolescence Education Programme; MHRD,NACO and UNICEF.

Harrison, Jennifer K.,(2000); Sex Education in secondary Schools; Buckingham, Philadelphia, Open University Press,

MHRD (2004) Life Skills Modules, Adolescence Education Programme, MHRD< NACO & UNICEF, Delhi.

NACO and UNICEF, (2005); Knowledge is Power-Adolescence Education: National framework and state action plan (2005-06)

Nagpal, Jitendra and Prasad, Divya, (2000); Sex Education; Encyclopaedia of Indian Education; Rajput, J.S., Ed., Vol-II (L-Z); NCERT

NCERT & NACO (1994) AIDS Education In School: A Training Package, Delhi.

NCERT (1988, 2000 & 2005) National Curriculum Framework for School Education, New Delhi.

NCERT,(2005); Adolescence Education in Schools- Life skills Development General Framework; National Population Education Project, Deptt. Of Education in Social Science and Humanities, New Delhi, India.

NCERT,(2005); National Curricular Framework 2005; New Delhi, India

Package of Lessons and Curriculum Materials. Bangkok , Thailand.

Prabhu, Vithal, (1998); Sex Education to Adolescence: With Guidelines for Program/Curriculum; Mumbai, Majestic Prakashan.

UNESCO (1991) Adolescence Education, UNESCO Principal Regional Office for Asia and The Pacific, Bankok.

UNESCO (2001) Life skills on Adolescence Education Reproductive Health:

Yadav, Saroj Bala,(2000); Adolescent Education; Encyclopaedia of Indian education; Rajput, J.S., Ed. Vol.I (A-K); NCERT.

Yadav, Saroj, (2007); ICT- A Strategy for Adolescence Education; Indian Journal of Population Education, No. 36, Indian Adult Education Association, National Documentation Center on Literacy and Population Education.

Websites

Adolescent & Youth Reproductive Health in India: Status, Policies, Programs & Issues, http://www.policyproject.com/pubs/countryreports/ARH_India.pdf

Culture & Adolescent Development, www.ac.wwu.edu

Health Needs of Adolescents in India, www.icrw.org

Joseph Ammo, The World According to Adolescents, www.hsph.harvard.edu

Patel, Andrews et at, 'Gender, Sexual Abuse & Risk Behaviors in Adolescents: A Cross-Sectional Survey in Schools in Goa, India, www.who.int

Sex & the Adolescent, www.webhealthcentre.com

Sexual Behaviour among Adolescents in Delhi, India: Opportunities Despite Parental Control, www.iussp.org/Bangkok2002/s30 Mehra.pdf

www.ncte-in.org/

www.cbse.nic.in/

www.ncert.nic.in/

www.ignou.ac.in/

www.nacoonline.org/

www.prerna.org/

www.chetnaindia.org/

EPCs

EPC.1 : Art, Craft and Aesthetics
EPC.2 : Critical Understanding of ICTs in Education
EPC.3 : Understanding Communication
EPC.4 : Yoga (syllabus to be provided)

This syllabus of two options (EPC.1and EPC.2) has been approved. The syllabi for more options can be drawn by different institutions.

B.Ed. Two Year Programme

EPC.1: Art, Craft and Aesthetics

Maximum Marks: 50

The EPC will offer options in different areas of arts and crafts for students, after an initial introduction to the general theme of the EPC with the help of the following topics:

Concepts in Aesthetics and their application in the different domains of art, such as visual art, music, theatre, dance, and in the sphere of India's heritage crafts.

Introduction to crafts: material, tradition, design, technique; applying these concepts in any one craft selected by the student

Art appreciation: Developing sensibility and aesthetic appreciation in any art form selected by the student.

The following syllabus of two options has been approved. The syllabi for more options can be drawn by different institutions.

Option I: Drawing and Painting

Objectives
The EPC has been designed to giving weightage to discover for oneself new abilities, whether limited or superior, to walk in fresh paths of self expression and to feel life is a never ending adventure. It focuses on developing understanding of art, its relation with life and its experiences. It is may give pupil teacher a brighter outlook, develop independent decision making, develop the attitude to explore and experiment; opportunity to commune with oneself , express oneself fearlessly with originality, develop stand alone spirit, experience peace and joy within self ; inculcate the value of non- verbal expression and inward self sufficiency. The process also weaves in developing appreciation towards the artistic heritage and folk arts. Improvement in the direction of quality will come as a matter of experience.

Concept of art
Meaning of Art, its purpose and relation with life. Misconceptions in Art.   Discussions on art through the examples of the works of arts of old masters and contemporary artists, child art, folk art and artistic heritage.

Method and material
Orientation to different methods and material. Know the different medium, their nature and characteristics.

Composition
- Compositions based on topic/theme with any material and medium and method and technique(water/poster colours /oil pastels, mixed media, pencil/charcoal/oil /acrylic or any innovative medium) on the sheet / canvas / hard board.
- Outdoor sketching-Study of textures in nature- study of variations in nature-study of light and shadow.
- Calligraphy with freehand.
- Print making with different methods and techniques including exploration and experimentation with new material/method (marble printing/ usage of different easily available material for taking prints)

Mounting and Framing
Mounting the work. Display of mounted /framed work (with any material such as glass or mounting with chowksi board/pastel or Ivory sheet or any material used innovatively).

Option II Drama in Education
Transformational education involves reflection, introspection and action, with a deep relationship between the head, heart and body. The National Curricular Framework 2005 (NCF) reminds us that the school curriculum must integrate various domains of knowledge, so that the 'curricular' encompasses all, and is not separated from the co- curricular or extra-curricular. This has significant implications for the role of art, music and drama in education, to nurture children's creativity and aesthetic sensibilities.

Learning is enhanced through Drama in Education (John, Yogin, & Chawla, 2007), which helps learners to extend their awareness, through multiple perspectives: to look at reality through the imaginary. The challenge is for prospective teachers to firstly, draw out and refine their own creative capacities and then, to understand drama along with its pedagogical foundations in order to draw up well - planned drama – based explorations. In planned drama, the emotions, intellect, senses and social aspects of the child are harnessed, challenged, extended and reflected upon by students, both individually and as group. It gives opportunities for learners to recognise their agency, for transformational action. Drama helps the student to:

- Experience another time and people – their everyday life, behaviour, customs and values and so discover their heritage
- Make significant connections between the subjects in the curriculum – how they intersect and interplay both conceptually and in everyday life
- Experience the relevance of taught subjects with issues connected with their own lives. For instance, what are the links between the traditions of the Indian national movement and their lived lives today?
- Prepare themselves for life now and the future in terms of facing difficult situations, weighing options, making informed decisions and taking responsibility for their repercussions.
- Cultivate an understanding, sensitivity and sensibility to others who come from varied social, cultural and economic background and see themselves as part of a

larger multi – dimensional whole. In the present context where children are growing up in starkly segregated environments, bounded by caste, class, religion or gender, drama must be used to potentially interrogate these categories - Who is the other? Why? How is the process of 'othering' happening in different lives?

- Explore and make choices for themselves of values as they impact on life, decisions and their repercussions.

Adopting drama as a learning-teaching methodology requires the teacher to be teacher – facilitator – artist rolled into one. Among other things, s/he needs to:

- Inculcate, extend and hone in her creative capacities and skills
- Identify themes worth exploring through drama,
- Plan and execute it,
- Take on roles herself even as she leads children into it,
- Adopt a range of drama and other strategies
- Understand and play the role of facilitator
- Help children reflect and internalize their learning

While the focus of this module is on drama in the classroom rather than history and forms of theatre, the student will also be given an understanding of specific forms like folk and street theatre that have educational value.

	• Games / Play / Drama – distinctions & their role as learning methodologies • Pioneers of drama - in - education. • Theatre heritage • Drama, language and Inter-connections	• Building artistic capacities: imagination, action, rhythm • teaching through arts: integrating image, music, word, movement • Teacher as facilitator of learning / teacher as artist	• Strategies of participatory learning. Role play, etc • Ethics of drama practice in the classroom
	Approach	**Methodology**	**Methodology**
	• The above components will largely use an integrated approach incorporating both theory and practice	• Playing games • Improvisation • Practical individual / group exercises for the body and imagination • Writing and reflection	• Art and music based appreciation & exercises • Group planning and practice with peers

B.Ed. Two Year Programme

EPC.3 : Understanding Communication

Maximum Marks: 50

The following topics are suggested for detailed planning of this EPC by the resource person or faculty member who conducts this course in the 2ⁿᵈ year of the B.Ed. prorgramme.

Teacher as Communicator: Awareness of audience as a key factor in communication; children as learners; communication and curriculum; using knowledge about learner psychology as a factor in shaping classroom interaction; the concept of language across the curriculum;

Interpreting response in oral interaction; feedback as communication;
Reading as resource; choice of readings; analyzing a text from the perspective of students; communication through different media.

Communication as a factor in Institutional Ethos;
Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing; Communication, language and ethics.

Writing Skills for Teachers: Writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

B.Ed. Two Year Programme

EPC.4 : Yoga

Maximum Marks: 50

The module developed by the NCTE will be adapted and used.

Curriculum for 2-year M.Ed. Programme

Department of Education
University of Delhi, Delhi

M.Ed. Two Year Course Outline

I. Research Methods (100 marks): Both courses are compulsory

Paper Title	Paper Code
Introduction to Research Methods in Education	R.1
Quantitative Methods in Educational Research (More Courses to be added)	R.2.1

II. Perspectives Courses (100 marks): 1 course from each section

Paper Title	Paper Code
Compulsory Perspective Papers (First year)	
Philosophy of Education	P.1
Sociology of Education	P.2
Personality, Learning and Cognition : A Foundational Perspective	P.3
Teaching and Teacher Education: An Interdisciplinary Perspective	P.4
Any one of the following Courses (Second Year)	P.5
Education and Society in South Asia	P.5.1
Revisiting Psychology in Education	P.5.2
Economy, Politics, and Education	P.5.3
Perspectives in History and History of Education	P.5.4
Curriculum Research and Development	P.5.5
Marginalization, Schooling, and Education	P.5.6

III. Specialization Courses (100 marks: 2 courses from one section and one from any other

	Paper Title	Paper Code
a. Maths Education	i. Introduction to Mathematics Education	S. Ma 1 (a)
	ii. Mathematics Curriculum : Development and Analysis	S. Ma 2 (a)
b. Educational Technology	i. Basic Educational Technology	S. Et. 1 (b)
	ii. Advanced Educational Technology	S. Et. 2 (b)
c. Social Science Education	i. Epistemological and Conceptual Framework of Social Science Education	S. Ss. 1 (c)
	ii.Social Science Learning in Elementary School	S. Ss. 2 (c)
	iii.Social Science in Secondary and Senior Secondary School	S. Ss. 3 (c)
d. Language and Literacy Education	i. Language Education	S. Ll. 1 (d)
	ii. Foundations of Reading and Writing	S. Ll. 2 (d)
e. Science Education	i. Introduction to Science Studies	S.Sc.1 (e)
	ii. Environmental Education and Biology	S.Sc.2 (e)

f. Inclusion	i. Inclusion, School, and Pedagogy	S. Inc. 1 (f)
	ii. Diverse Abilities : Issues and Perspectives	S. Inc. 2 (f)
g. Social Theory of Education	i. Social Theory of Education : Conceptual Issues and Debates	S.St. 1 (g)
	ii. Social Theory of Education : Emerging Issues and Trends	S.St. 2 (g)
h. Curriculum	i. Knowledge, Curriculum and Pedagogy	S. Curr.1 (h)
i. Art Education	i. Art Education : Theoretical Construct	S.Art.1 (i)
	ii. Art Education : Child, School and Pedagogy	S.Art.2 (i)
j. Comparative and International Education	i. Epistemological and Conceptual Framework of Comparative and International Education	S. CInt. 1 (j)
	ii. Issues in Comparative and International Education	S. CInt. 2 (j)
k. Culture and Education	i. Culture, Cognition and Education	S.Cul. 1 (k)
l. Experimental Research and Evaluation	i. Educational Evaluation and Psychometry	S.Exp.1 (l)
	ii. Experimental Research in Education	S.Exp.2 (l)
m. Information and Communication Technologies	i. Information and Communication Technologies in Education : Theoretical Basis	S. Ic.1 (m)
	ii. Information and Communication Technologies in Education : Approaches and Applications	S. Ic.2 (m)
n. Equality and Education	i. Equality and Education : Sociological Perspectives	S. Ee.1 (n)
	ii. Gender and Education	S.Ee.2 (n)

IV.   a.   Dissertation: 125 marks

b.   Research Seminar: 25 marks

c.   Field-based Projects (2): 25x2=50 marks

3

Two Year M.Ed. Programme (year-wise outline)

First Year		
Research Methods	1 Course	100 marks
Perspective Courses	4 Courses	400 marks
Specialization Courses	1 Course	100 marks
Project		
	Total	600 marks
Second Year		
Research Methods	1 Course	100 marks
Perspective Courses	1 Course	100 marks
Specialization Courses	2 Courses	200 marks
Research Seminar		25 marks
Dissertation		125 marks
Project		50 marks
	Total	600 marks
	First year + Second year	1200 marks

Structure for the M.Ed. Student

a. Two Research Methods Courses: 200 marks

b. Five Perspective Courses: 500 marks

c. Three Specialization Courses (two from a cluster and one from any other): 300 marks

d. Dissertation: 125 marks
   Projects   : 50 marks
   Research Seminar: 25 marks.

P.5.5 : Curriculum Research and Development

Maximum Marks: 100

Course Vision

The purpose of this course is to help the scholars build a theoretical foundation of curriculum development This course will orient the learners to what curriculum is and what processes are involved in curriculum development, how curriculum is understood both as explicitly planned course and as through latent or hidden experiences gained in school settings. The learners will get to understand the nuances between the curriculum that is intended (through policy frameworks), how it gets implemented (in schools) and what aspects will help in gauging its attainment.

Unit 1 Theoretical Foundations of Curriculum Development

> (i) Changing concept of Curriculum and its Contextual trajectory

>> Major Orientations in Curriculum Study
>> (a) The Content of Education
>> - Conceptual Structure of Discipline:
>>   Epistemological, Psychological, Sociological orientations (**Paul Hirst's** Structure and Forms of knowledge, **Bruner** on Knowledge construction, **Schwab's** Ephemeral character of knowledge)
>> - Psychology of learning:
>>   Cognitive development and Curricular practices
>> - Sociology of Knowledge
>> - Politics and Sociology of Curriculum

>> (b) Teaching -Learning Process in Curriculum development

>>> - Behavioral Objectives Model and its implications
>>> - Process Model and the associated issues

>> (c)   The Evaluation of Curriculum

>>> - Formative Evaluation: feedback and guidance for shaping the
>>> - curriculum through the successive revisions at the
>>> - developmental phase
>>> - Summative Evaluation : appraisal of the emergent curriculum
>>> - Models in Curriculum Evaluation

Unit 2: Research Problems in Curriculum Development

- historical development and reforms
- curriculum change
- process of decision making in curriculum
- relationship between intended, implemented and attained curriculum
- understanding hidden curriculum
- curriculum in action at the site of classroom
- critical analysis of curriculum and teaching materials

Unit 3: Trends in Curriculum Development in India

Basic education, Mudaliar and Kothari Commissions, National Curricular

Framework of 1970's, 1986, NCF 2005

Research Oriented Work:

1. Identify curriculum perspectives in the literature and develop an annotated bibliography
2. Identify issues and methods in your own discipline by supporting with relevant literature review on a curriculum topic of your choice.
3. Assignment on critically reflecting on the issues discussed on the theoretical foundations of curriculum construction and commenting on the future of curriculum theory.

References:

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Beauchamp, G (1982) Curriculum Theory: Meaning, Development & Use. Theory Into Practice, 21, 1, 23-28.

Beyer, L., & Liston, D. (1996). Chapter 2: The new right: Individualism, free markets, and character, Curriculum in conflict: Social visions, educational agendas, andprogressive school reform (pp. 29-64). New York: Teachers College.

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Connelly, F. M. , and Clandinin, D. J. (1988). Teachers as Curriculum Planners: Narratives of Experience. NY: Teachers College Press. Ch.3, p. 24-32; Ch. 7, p.81-97.

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Dewey, J. (1934). A common faith. New Haven, CT: Yale University Press.

Doll, W.E., Jr. (1993). Postmodern perspective on Curriculum. NY: Teachers College Press. Introduction, p.1-10; Part I, P. 19-38; Ch. 7, p160-183.

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Eisner, E.W. (1993). Reshaping assessment in Education: Some criteria in search of practice. Journal of Curriculum Studies 25(3), 219-234.

Ellsworth, E. (1989). Why doesn't this feel empowering? Working through the repressive myths of critical pedagogy. Harvard Educational Review, 59, 297-324.

Giroux, H. (1999). Dialectics and the development of curriculum theory. In W. F. Pinar(Ed.), Contemporary curriculum discourses: Twenty years of JCT (pp. 7-23). New York: Peter Lang.

Glickman C. D. (2011). Dichotomizing educational reform. In Ornstein, Pajak, and Ornstein (Eds.). Contemporary issues in curriculum(5th Ed,). Pearson . Ch. 32, p. 328-335.

Goodson, I. (1994). Chapter 8: Studying curriculum: Social constructionist perspectives,Studying curriculum: Cases and methods (pp. 111-119). New York: TeachersCollege.

Gough, N. (1999). Understanding curriculum systems. In J. Henderson & K. Kesson (Eds.), Understanding democratic curriculum leadership (pp. 47-69). NewYork: Teachers College.

Greene, M. (1995). Chapter 13: Standards, common learnings, and diversity,Releasing the imagination: Essays on education, the arts, and social change(pp. 169-184): Jossey Bass.

Greene, M. (1995). Chapter 7: The continuing search for curriculum, Releasing the imagination: Essays on education, the arts, and social change (pp. 89-104):Jossey Bass.

Haggerson, Nelson. L. Jr. (2000). Expanding curriculum research and understanding: A mytho-poetic perspective. New York: Peter Lang.

Jackson, Philip W. (Editor). (1992). Handbook of Research on Curriculum. NY: Macmillan Publishing Co.

Kincheloe, J. L. (1999). Critical Democracy and Education. In J. Henderson & K.Kesson (Eds.), Understanding democratic curriculum leadership (pp. 70-83).New York: Teachers College.

Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. Review of Educational Research, 70(1), 25-53.

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Marsh, C.J. (2009). Key Concepts for understanding curriculum. Taylor and Francis.

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McLaren , P. (2011). A pedagogy of possibility. In Ornstein, Pajak, and Ornstein (Eds.) .Contemporary issues in curriculum(5th Ed,). Pearson . Ch.3, p.21-32.

Muller, J. (2009). Forms of knowledge and curriculum coherence. Journal of Education and Work, 22: 3, 205 - 226.

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Ornstein, Pajak, and Ornstein. (2011). Contemporary Issues in Curriculum(5th Ed,). Pearson .

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Prain, V. (1997). Textualizing yourself in research: Some current challenges. Journal of Curriculum Studies, 29, 71-85.

Print, M. (1993). Curriculum development and design, (2nd Ed.). Allen and Unwin

Slattery, P. (2006). Curriculum Development in the postmodern Era (2nd Ed.). Routledge .

Slattery, P. (1999). Toward an eschatological curriculum theory. In W. F. Pinar (Ed.), Contemporary curriculum discourses: Twenty years of JCT (pp. 278-288). NewYork: Peter Lang.

Slaughter, S. (1997). Class, race, and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization, andpolitical economic theories of curricular change. Journal of Curriculum Studies,29, 1-30

Squires, D. A. (2009). Curriculum Alignment: Research based strategies. Corwin Press.

Terwel, J. (1999) Constructivism and its implications for curriculum theory and practice. Journal of Curriculum Studies, 31, 2, 195 -199.

Thiessen, D. (1989). Teachers and their curriculum-change orientations. In G. Milburn &I. Goodson & R. Clark (Eds.), Re-interpreting curriculum research: Images andarguments (pp. 132-145). London: Falmer Press.

M Ed Two Year Programme

P.5.6 : Marginalization, Schooling, and Education

<div align="right">Maximum Marks: 100</div>

Course Vision

Given the increase in India's demographic diversity, especially in educational institutions, it is critical for an Education Programme to include an understanding of diversity and marginalization within the classroom and recognize the need to develop sensitivity towards this aspect. However, classrooms today are ill equipped to handle this need. Classroom teaching and practice operate with an assumption of homogeneity. The teacher maintains what she considers the 'norm'. Students are encouraged to be part of the 'mainstream'. Any deviance from the norm is disregarded and even scoffed at. Many children thus have a traumatic relationship with schooling. Schools construct their learning environments without recognizing the complexities of the lives of children, the socio cultural backgrounds from which they come and very often negate their ways of knowing, leading thereby to their marginalization. This course, thus, aims at highlighting the need to understand diversity and develop an understanding/ sensitivity and appreciation of difference. There is an attempt to view schooling and education from the perspective of marginalized groups. It will help in building an understanding which will equip them to work effectively with students from diverse background including cultural, religious minorities, linguistic and different socio-economic groups.

This Course can also include a practical component.

Objective: Upon completing the Course , students should be able to do the following:

- *Define and analyse the concept of diversity and marginalization in the context of education and schooling.*

- *Understand the need to appreciate and respond to difference and its implications for children.*

    I.   Understanding Exclusion and Marginality.
         Social, cultural, political, and economic dynamics of Exclusion
         Language and Marginalization: Education and language, politics and
         language

    II. The Learner's Profile: Recognition of Diversity, appreciation of difference
         and differing perspectives, Examining the differences based on social,
         cultural, political, and economic factors.

    III. Culture of Schools and Classrooms. Assumptions about students'
         backgrounds. Differential participation and achievement in schools.

Theories regarding the "marginalized" groups participation and achievement in schools: Deficit model and its critique, discontinuities/mismatch and its limitations, multilevel comparisons of different groups.

IV. Understanding Diversity in the School
Discounting Diversity, transition from home to school Possibilities of Exclusion.
Construction of the 'Other' – Assumptions, Stereotypes, Prejudice, Humiliation
Forms of discrimination and 'de-valuation'
Schooling and its meaning for the 'Other'
Resistance and Counter School Culture

V. The Silenced Dialogue : Power and Pedagogy
Classroom Processes and School Texts
Schooling and the Hidden Curriculum

VI. Towards a Culturally Responsive Pedagogy - Addressing diversity in schools.
Multicultural Issues in Education – Shaping curriculum for Diversity
Communicating across cultures.
The language Issue – Lost in translations
Need for Segregated schooling – Inevitable or avoidable

- Internship in a diverse school setting – linguistic/religious/caste/rural
- Seminars - Designed to explore and reflect upon issues that arise during their internship.

Essential Readings:

- Christine Sleeter, Shashi Bhushan Upadhyay, Arvind K. Mishra & Sanjay Kumar (Edited). School Education, Pluralism and Marginality. Comparative Perspectives. Orient BlackSwan, 2012

- Geetha B. Nambissan. Equity in Education? Schooling of Dalit Children in India.EPW, April 20-27,1996

- Geetha B. Nambissan. Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series,Vol.1 No.1. Indian Institute of Dalit Studies and UNICEF, 2009

- Herbert Kohl. I Wont Learn from You. The New Press, New York. 1994

- James A. Banks and Cherry A. McGee Banks (Edited): Multicultural Education. Issues and Perspective. John Wiley & Sons, NJ, 2010.

- John Ogbu

- Jonathan Kozol. Savage Inequalities. Harper Perennial, 1992

- Kancha Iliah. Why I am Not a Hindu, Samya, 2003

- Kaushalya Baisantri

- Lisa Delpit. Other People's Children
- Lisa Delpit. "Multiplication is for White People". Raising Expectations For Other People's Children. The New Press, New York, 2012
- Meenakshi Thapan(Ed.). Ethnographies of Schooling in Contemporary India. Sage, New Delhi, 2014
- Paul Willis. Learning to Labour. How working Class kids get working class jobs. , 1997
- Sylvia Ashton Warner. Teacher, 1963

Suggested Readings
- Amartya Sen. Social Exclusion: Concept, Application, and Scrutiny. Social Development Papers No. 1, Asian Development Bank, June 2000
- Gopal Guru (Ed.). Humiliation. Claims and Context. OUP, 2009
- Gurpreet Mahajan (Ed.). Accommodating Diversity . Ideas and Institutional Practices. OUP, 2011
- Homi K. Bhabha. The Location of Culture. Routledge, 1994
- Naila Kabeer. Social Exclusion and the MDGs:The Challenge of 'Durable Inequalities' in the Asian Context, March 2006.

S.Ma 1 (a) : Introduction to Mathematics Education

Maximum Marks: 100

Course Vision

This course has been designed for students who wish to understand the nuances of development of mathematics as a disciple. The course delineates main assumptions behind a range of theoretical perspectives on the nature of mathematics. The course engages in conceptualising and analysing the processes that promote learning of mathematics from a disciplinary perspective. Issues and related to nature of language of mathematics and how linguistics affect learning of mathematics will dealt with through seminal scholarly texts and researches. Scholars will also study contemporary researches in Mathematics education and teacher development.

Unit 1: Essence of Doing Mathematics

The focus of this section will be on understanding how mathematics is a humanly created subject. The premises of promoting analytical thinking and how it leads to creating mathematical structures will be studied.

What is mathematics? Mathematics as a study of patterns; of shapes, chance, numbers, motion, variation. What does it mean to think mathematically? Building logical thinking, analytical thinking and quantitative reasoning.

What are axioms, origin and significance of axioms; Understanding how axiomatic systems form the basis of creating mathematical structures. Importance of being creating axioms, being absurd, paradoxes and intuitions.

Proof and proving: nature of proof, Methods of proofs: proving conditionals, by contradiction, proofs by induction. Methods of proving: creating conditions, using examples and non-examples, logical argumentations, conjecturing and postulates, proofs without words; how these build mathematical structures.

Unit 2: Learning Mathematics

In this section the focus will be on building a disciplinary perspective of mathematics. Significant aspects and perspectives of cultivating reasoning and communication; problem solving and problem posing, mathematical talks and evolution of concepts will be identified and critically analysed.

Perspectives on learning mathematics- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking

Dealing with abstraction, particulrisation and generalisation, Processes of proof and proving, conjecturing, arguing; use of phrases associates with proving: special case, extreme case, counter example, existence proof, abstracting, generalisng Problem-solving and Problem posing, patterning, reasoning

Discourse and dialogue, Communication in mathematics classrooms, use of discourse as the basis for encouraging students' mathematical thinking in classrooms

History of Mathematics, historical development of major ideas in mathematics, evolution of concepts, contributions of noteworthy mathematicians, analysis of classics in mathematics Mathematical modelling

Unit 3: Mathematics, Language and linguistics
Issues and related to nature of language of mathematics and how linguistics affect learning of mathematics will dealt in this section.

Mathematical notations, Nature of Mathematical language: precision; graphical and symbolic logic and expressions; underpinnings of language of mathematics: as qualifiers, implication, equivalence, quantifiers.
Nature of mathematical discourse: including specialist syntax; use of mathematical symbols; specialised ways of talking including written and spoken forms of mathematical explanation; word problems
Social dimensions: particular ways in which students and teachers talk in mathematics classes that are not specifically mathematical, but that are associated with mathematics.
Issues with bilingual and multilingual mathematics learners.

Unit 4: Research in Mathematics Education
This section will introduce key areas that are being researched in Mathematics education.

Purpose and scope of research in mathematics education in India. Contemporary and emergent issues in mathematics education.

History, issues and current trends pertaining to design and methodologies that have contributed in this area.
Research in policy making, teaching, student-learning in mathematics.

Unit 5: Teachers' Preparation in Mathematics
Teacher's knowledge and beliefs have a significant role in developing mathematical thinking in students. This section of the course is devoted to studying teachers' understanding of the subject, association of teacher's beliefs and knowledge and children's leaning and reforms and challenges in teacher's professional development

Teachers' knowledge and belief about the disciple of mathematics and its influence
Teacher's subject knowledge and its effect on her pedagogical decisions, with respect to promoting mathematical thinking in classroom, reflective teaching practices in mathematics

Nature of professional development of a mathematics teacher. Challenges and scope for continuing professional development of teachers.

List of Recommended Readings

AMT-01. Teaching Mathematics. IGNOU Series

Atweh, H. Forgasz, & B. Nebres (Eds.), Sociocultural research on mathematics education: An international perspective (pp. 295–311). Mahwah, NJ: Erlbaum.

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Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, *3*(1).
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<div align="center">

M Ed Two Year Programme

S.Et. 1 (b): Basic Educational Technology

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<div align="right">

Maximum Marks: 100

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Rationale
In the ongoing era, an expert in the field of education can't be a real expert without having knowledge of educational technology. For having an in-depth knowledge and understanding of the subfield of educational technology, one needs to develop critical understanding of the concept and applications of communication, instructional theories, and procedures, models of teaching and recent trends in this field. As a whole, it has become almost essential to learn about educational technology to survive currently in the field of education.

This course is aimed at creating basic understanding of educational technology among beginners in this field in order to be better teacher educator in this technology-packed demanding era of teacher education. The set of experiences is visualized to develop not only theoretical understanding but also to exercise it having hands-on experience by the teacher educators. It is intended to enable teacher educators to recognize, understand and appreciate ET as an effective learning-teaching tool for teachers and an enormous functional support to teacher educators.

This course should be dealt with essentially as a competence development component with conceptual understanding of the technology dimensions and their educational utility. It is best conducted in the blended mode, with plenty of practicums.

A significant point is that the teacher educators have different levels of familiarity with ET, ICT and use of other technologies, and students can be made to work in cooperative and collaborative groups.

Objectives
•   To explore and revisit the relevant syllabi at B.Ed. level in order to develop basic understanding of concept of educational technology
•   To evolve learning tasks involving communication and instructions
•   To explore models available for teaching
•   To develop the critical understanding about appropriate instructional and learning material for teachers
•   To exercise ET based learning experiences with face to face classroom interactions
•   To hold group discussions on recent trends in ET and ICT

Unit 1. Evolution of Educational Technology: Continuum from audio-visual, educational technology to information and communication technologies
Practicum: Revisiting the B.Ed. syllabi related to ET and ICT

Unit 2. Classroom and Ubiquitous Communication: Continuum from teaching to learning in the light of face to face and virtual communication
Practicum: Studying elements of classroom communication with reference to models of communication

Unit 3. Instructional Theories and Procedures: Theories and procedures with special reference to Bruner and Ausubel
Practicum: Preparation of instructional material for teaching of concepts

Unit 4. Models of Teaching: Conceptual understanding of models with special reference to Bruner and Ausubel
Practicum: Development of teaching material based on models given by Bruner and Ausubel

Unit 5. Recent Trends in Educational Technology and Information and Communication Technologies: Researches and priority areas
Practicum: Paper/article writing based on recent trends viz. open educational resources, web 2.0, social networking, cyber-bullying, etc.

Suggestive Readings

Print resources:
Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
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, (Edition 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.
Dale, E. (1969). Audiovisual Methods in Teaching, (Edition 3). New York: Dryden Press.
D'Antoni, S. & Savage, C. (eds) (2009). Open Educational Resources: Conversations in Cyberspace. New York: United Nations Educational, Scientific and Cultural Organization.
Ehlers, U.D. &Schneckenberg, D. (eds) (2010). Changing Cultures in Higher Education: Moving Ahead to Future Learning. London: Springer.
Goswamy, B. P. (2006): ShaikshikTaknikiEvamKaksha-KakshPrabandh. Delhi: Swati Publication.
Jonassen, D.H. (ed) (2003). Learning to Solve Problems with Technology: A Constructivist Perspective, (Edition 2). California: Merrill.
Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). Learning with Technology: A Constructivist Perspective. California: Merrill.
Joyce, B.R., Weil, M. & Calhoun, E. (2009). Models of Teaching, Alternative eText Formats Series, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.
Kanvaria, V. K. (2014). A Comprehension on Educational Technology and ICT for Education. GBO: Delhi.
Ledford, B.R. &Sleeman, P.J. (2001). Instructional Design: A Primer. Greenwich: Information Age Publishing.
Leonard, D.C. (2002). Learning theories: A to Z. Westport: Greenwood Publishing Group.
Mayer, R.E. (2009). Multimedia Learning, (Edition 2). New York: Cambridge University Press.
McQuail, D. (1984). Communication, Aspects of Modern Sociology: Social Processes, A.O.M.S. Social Processes Series, Surveys in Economics, (Edition 2). New York: Longman.

Mishra, S. & Sharma, R.C. (eds) (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc (IGI).

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): ShaikshikProdyogikiKeinNayeAayaam. Delhi: S. M. Books.

Roblyer, M.D. (2007).Integrating Educational Technology into Teaching, (Edn 4). Delhi: Pearson Education India.

Roblyer, M.D., Edwards, J. &Havriluk, M.A. (1997).Integrating Educational Technology into Teaching. Chicago: Prentice Hall.

Saxena, P. K. (2008): ShaikshikProdyogikievamKakshaPrabandh. Delhi: KK Publications.

Sharma, S. & Gupta, N. (2007): ShaishikTaknikiAvamKakshaKakshPrabandhan. Jaipur: ShyamPrakashan.

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.

Spencer, K. (1991): The Psychology of Educational Technology and Instructional Media. Liverpool: United Writers Press.

Timothy J. N., Donald A. S., James D. L., James D. R. (2010). Educational Technology for Teaching and Learning, (Edition 4). NOIDA: Pearson Education.

Web resources:

http://en.wikipedia.org/wiki/Educational_technology

http://portal.unesco.org/ci/en/ev.php-URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html

http://wikieducator.org/Educational_Technology

http://www.oercommons.org/

http://www.unesco.org/new/en/education/

http://www.unescobkk.org/education/

http://www.unescobkk.org/education/ict/

<center>**M Ed Two Year Programme**</center>

<center>**S.Et. 2 (b): Advanced Educational Technology**</center>

<div align="right">Maximum Marks: 100</div>

Rationale

In the ongoing era, an expert in the field of education can't be a real expert without having adequate knowledge of advanced educational technology. For having an in-depth knowledge and understanding of the subfield of educational technology, one needs to develop critical understanding of the concept and applications of instruction, communication, media, instructional designs, teacher behavior modification and recent trends in learning systems, policies and priority areas in this field. As a whole, it has become almost essential to learn about advanced educational technology to excel currently in the field of education.

This set of experiences is visualized with an assumption that many student teachers will have a basic familiarity with computers, even if they do not have much hands-on experience. It is intended to enable student-teachers to recognize, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

This course should be dealt with essentially as a competence development component with conceptual understanding of the technology dimensions and their educational usability. It is best conducted in a blended mode, with plenty of practical assignments.

A significant point is that the student teachers have different levels of familiarity with ICT and use of technologies, and students can be made to work in supportive groups.

Objectives
- To explore and revisit the relevant syllabi at B.Ed. level in order to develop basic understanding of concept of educational technology
- To evolve learning tasks involving instruction, communication and media
- To explore instructional designs available for teaching
- To develop the critical understanding about appropriate instructional designs for teachers
- To exercise studying teacher behaviour modification based on experiences of face to face classroom interactions
- To hold group discussions and write articles on recent trends in learning systems, policies and priority areas

Unit 1. Basics of Educational Technology: Concept and evolution of educational technology and information and communication technologies
Practicum: Revisiting syllabi of Basic Educational Technology and ICT

Unit 2. Instruction, Communication and Media: Changing trends from face to face to virtual/online interaction, significance of virtual and mass media
Practicum: Paper/article writing on media and instruction

Unit 3. Instructional Designs: Programmed instruction, Keller's plan, mastery learning, collaborative instruction, cooperative instruction, large group instructions
Practicum: Developing instructions for a course using any one design

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Unit 4. Studying Teacher Behaviour Modification: Continuum from microteaching, interaction analysis to competence based teacher education
Practicum: Analysis of classroom interaction using Flander's interaction analysis category system

Unit 5. Recent Trends in Learning Systems: Policies and priority areas
Practicum: Paper/article writing based on contemporary policies and priority areas

Suggestive Readings

Print resources:

Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
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, (Edition 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.
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D'Antoni, S. & Savage, C. (eds) (2009). Open Educational Resources: Conversations in Cyberspace. New York: United Nations Educational, Scientific and Cultural Organization.
Ehlers, U.D. &Schneckenberg, D. (eds) (2010). Changing Cultures in Higher Education: Moving Ahead to Future Learning. London: Springer.
Goswamy, B. P. (2006): ShaikshikTaknikiEvamKaksha-KakshPrabandh. Delhi: Swati Publication.
Jonassen, D.H. (ed) (2003). Learning to Solve Problems with Technology: A Constructivist Perspective, (Edition 2). California: Merrill.
Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). Learning with Technology: A Constructivist Perspective. California: Merrill.
Joyce, B.R., Weil, M. & Calhoun, E. (2009). Models of Teaching, Alternative eText Formats Series, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.
Kanvaria, V. K. (2014). A Comprehension on Educational Technology and ICT for Education. GBO: Delhi.
Ledford, B.R. &Sleeman, P.J. (2001). Instructional Design: A Primer. Greenwich: Information Age Publishing.
Leonard, D.C. (2002). Learning theories: A to Z. Westport: Greenwood Publishing Group.
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McQuail, D. (1984). Communication, Aspects of Modern Sociology: Social Processes, A.O.M.S. Social Processes Series, Surveys in Economics, (Edition 2). New York: Longman.
Mishra, S. & Sharma, R.C. (eds) (2005). Interactive Multimedia in Education and Training. London: Idea Group Inc (IGI).
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Pathak, R. P. (2007): ShaikshikProdyogikiKeinNayeAayaam. Delhi: S. M. Books.
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Roblyer, M.D., Edwards, J. &Havriluk, M.A. (1997).Integrating Educational Technology into Teaching. Chicago: Prentice Hall.
Saxena, P. K. (2008): ShaikshikProdyogikievamKakshaPrabandh. Delhi: KK Publications.
Sharma, S. & Gupta, N. (2007): ShaishikTaknikiAvamKakshaKakshPrabandhan. Jaipur: ShyamPrakashan.
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.
Spencer, K. (1991): The Psychology of Educational Technology and Instructional Media. Liverpool: United Writers Press.
Timothy J. N., Donald A. S., James D. L., James D. R. (2010). Educational Technology for Teaching and Learning, (Edition 4). NOIDA: Pearson Education.

Web resources:
http://en.wikipedia.org/wiki/Educational_technology
http://portal.unesco.org/ci/en/ev.php-URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html
http://wikieducator.org/Educational_Technology
http://www.oercommons.org/
http://www.unesco.org/new/en/education/
http://www.unescobkk.org/education/
http://www.unescobkk.org/education/ict/

M Ed Two Year Programme

S.Ll. 1 (d) : Language Education

Maximum Marks: 100

Unit I - Language and Linguistics
- Nature and functions
- Applied linguistics, psycholinguistics, sociolinguistics and their relevance in and contribution to Language teaching and learning
- Principles of Language and Language Learning
  The Indian tradition: Yask, Panini, Patanjali, Bhartrihari
The western tradition: the behavioristic and the cognitivist

Unit II :Language Learning and Language Acquisition
- The first language, the second language and the other languages acquisition. Factors effecting teaching and learning of languages
- Pedagogy of Language Teaching- Learning: Grammar translation, structural , various audio-lingual, communicative innovative techniques
- Evaluation of language learning : discrete vs holistic approach, innovative techniques
- Language and Literature, nature, interrelationship, differences, techniques, evaluation, creativity

Unit III :Language Learning: Multilingual Context
- Understanding language diversity : issues, problems and challenges related to dialects, standard language, regional languages
- Developing sensitivity to language diversity
- Provisions in the Indian Constitution
- Policy formulation and Language Education: National level, status and need survey, trend analysis, three language formula lessons from other multilingual countries viz. Switzerland, Israel, Canada etc.

Unit IV: Language Education Programmes , Curriculum Development and Research
- Preparation of language teachers-Pre-service, In service programmes, Distance education programmes – Rationale, Pedagogical content, instructional materials, Problems and alternative course designs
- Curriculum development:factors that influence the curriculum, dimensions, objectives, selection of content, transaction and evaluation, development of instructional material and evaluation
- Research in language education: trends, gaps, priorities

References

- Bennett, W.A. (1969) Aspects of Language and Language Teaching, London, Cambridge University Press
- Britton, James (1973), Language and Learning, England. Penguin Books
- Brooks, Nelson (1964), Language and Language Learning, , New York, Harcourt Brace & world, INC.
- Byrnes (2006), Advanced Language Learning: The contribution of Halliday and Vygotsky, Continuum International Publishing Group
- Chomsky Noam (2003) On language, Penguin Books , India
- Crystal, David (1987), The Cambridge Encyclopedia of Language, New York, Cambridge University Press
- Gleason, J. Berko (Ed.) (1993)The Development of Language, New York, Macmillan
- Halliday (1968) The Linguistics, Science and Language Teaching, London, Longmans
- Krashen, Stephen (1988), Second Language Acquisition and Second Language Learning, Prentice Hall International
- Lyons, John (1981) Language and Linguistics- An Introduction, New York, Cambridge University Press
- Richards, Rogers
- Simon, Green (Ed.) New Perspectives in Teaching and Learning Modern Languages Multilingual Matters, Frankfurt Lodge, Clevedon Hall, Victoria Road, U.K.
- Vygotsky, L.S. (1978), Mind and Society, Cambridge, M.A: The MIT Press
- Yule, George (1985), The Study of Language, New York, Cambridge University Press

M Ed Two Year Programme

S.Ll. 2 (d) : Foundations of Reading and Writing

Maximum Marks: 100

Rationale
Even though the census figures show a steady rise in literacy rates the actual situation of literacy is very dismal in India. Many people who qualify as literate cannot read and write with fluency, understand what they read, and use literacy in their daily lives. Literacy is a critical factor to survive in the schools and poor literacy contributes to poor performance in schools and contributes to dropout. Given its importance, it is necessary to understand the nature of literacy. In this course we will look at the nature of reading and writing from multiple perspectives. We will try to understand how we engage with literacy ourselves, for example, how do we understand an informational text, how do we emotionally engage with a story, or how do we engage in decision making and problem solving as a writer. We will also understand the socio-cultural aspects of literacy and the Indian context. Reading in a second language is also featured.

Unit I : Reading: Processes and Purposes
Changing definitions of reading
Purposes and processes of reading (examining reading process with the help of miscue analysis)
New Literacy

Unit II : Engaging with Reading: Reading Comprehension
Definition of reading comprehension
Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.
Socio-cultural influences on reading comprehension
Debates related to comprehension instruction
Reading in the content area: text structure and reading strategies
Vocabulary
Reading comprehension in India

Unit III : Engaging with Reading: Response to Literature
Transactional theory of reading
Reading for different purposes: Efferent and aesthetic reading
Socio-cultural aspects of response to literature
Children's response to literature
Response-based curriculum
Literature instruction in Indian schools

Unit IV : Engaging with Writing
Cognitive process of writing**:** The view of writing as a problem solving and decision making process.
Planning, transcribing/drafting, and , reviewing/revising; recursive nature of writing
Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence; role and responsibilities of the writing teacher.
Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader
Review of writing instruction in India

Unit V : Reading in the Second Language
Comparing first and second language reading
Biliteracy
Examining second language reading in India

Unit VI : Literacy Assessment
Purposes and processes of literacy assessment
Alternative assessment
Review of current literacy assessment practices in India

Reading List
Applebee, A. N., & Langer J. (2011). A Snapshot of writing instruction in middle schools and high schools. *English Journal.*

Atwell, N (1987). *In the middle: writing, reading and learning with adolescents.* Heinemann

Boyle,O.F., & Peregoy,S.F. (1990). Literacy scaffolds: Strategies for first and second language readers and writers, *The Reading Teacher*, 44 (3), 194 – 200

Eskey,D. (2002). Reading and the teaching of L2 reading. *TESOL Journal*, 11 (1), 5-9.
Flower, L., & Hayes, J. R. (1981). A Cognitive process theory of writing. *College Composition and communication.* Vol 32. 365-386.

Garcia, Gilbert G., (Ed.) (2003) *English Learners – Reaching the Highest Level of English Literacy*. IRA, Newark, DE

Gaskins, Irene W., (1998) There's more to teaching at-risk and delayed readers than good reading instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

Murray, D. (1972). Teach writing as a process and not product. *The leaflet.* 11-14.

Rowe, D. W. (2001). Power, identity and instructional stance in writing workshop. *Language Arts.* Vol 78 (5)

Opitz, Michael F. (Ed.) (1998). *Literacy Instruction for Culturally and Linguistically Diverse Students*. IRA, Newark, DE.

Pearson, P. et al. Handbook of reading research , Volume 1-3.

Rosenblatt, R. (2005). Making meaning with texts. Heinemann: Portsmouth

Ruddell, R.S. et al. (2004). Theoretical models and processes of reading. IRA: Newark.

Shanahan, T. (2000) Reading –Writing relationships, Thematic Units, Inquiry Learning…In Pursuit of Effective Integrated Literacy Instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

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.

M Ed Two Year Programme

S.Sc. 1 (e) : Introduction to Science Studies

Maximum Marks: 100

This course aims to develop an understanding of the processes of science and technology and their relationship with society and the environment. It exposes students to a selection of writings (and films/videos) by historians, sociologists and scientists, to see how ideas have developed, through contestations or collaborations, shaped by social, historical, political and cultural influences. It also looks at the emergence of modern science in India, influenced by colonialism and the national struggle for independence; the role of citizen science and people's science movements for social transformation. The course addresses issues of equity and diversity, through feminist and multicultural perspectives that allow a relook at the discipline as well as its reflection in the school curriculum.

This course can be of interest to any M.Ed. I year student (having a basic background in school science) wishing to understand the field from a historical, sociological, cross-cultural, and inter-disciplinary perspective; it will, however, be essential for all those who wish to specialise in Science Education in the second year.

Unit 1 The Process of Science

- What is the process of science? Is there a 'scientific method'? Reflecting on one's own initiation into science; auto/biographical writings of scientists doing science;
- Some histories of science that shaped ideas about humans – the mesmerizing journey of the 'unconscious' (Miller); the 'mismeasure' of intelligence, and 'imageries of evolution'(Gould); neurons and empathy, and the riddle of autism (Ramachandran);
- How have social, historical, political and cultural influences shaped scientists' work? What is technology? How did technicians and crafts persons shape modern science?
- Major debates and paradigm shifts in science – Galileo and heliocentric theory; Darwin and evolution; Wegener and continental drift; the nature of science and 'scientific revolutions';

Readings and Resources

- Derry, G.N. (1999). *What Science is and How it Works.* Princeton, New Jersey: Princeton University Press.
Chapters I-VIII
- Conner, C. (2005) *A People's History of Science: Miners, Midwives and 'Low Mechanicks'.* p 1-22, 276-
294. Nation Books, New York.
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- Hellman, H. (1998) *Great Feuds in Science: Ten of the liveliest disputes ever*. John Wiley & Sons. ('Urban
VIII vs Galileo' p.1-20; 'Evolution Wars' p. 81-103; 'Wegener vs
- Everybody' p. 141-158) Ramachandran, V.S. (2010) *The Tell-Tale Brain*. Random House India, (p163-212)
- Miller, J. *Going Unconscious.* In R.B. Silvers, R.B. (1997) (ed.) *Hidden Histories of Science*. Granta, London, (p 1-34)
- Gould, S.J. (1964). *The Mismeasure of Man.* New York: W.W. Norton. Chapter V; also 'Ladders and
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Science*. Granta, London, (p 40-67)
- Carey, J. Ed. (2003) *The Faber Book of Science*. Penguin Books India and Faber &Faber. Selections:
'The colour of radium', Eve Curie (p. 191-201); 'The secret of the mosquito's stomach', Ronald Ross (204-
210); 'The man who mistook his wife for a hat', Oliver Sacks (p. 460-466); 'The story of a carbon atom',
Primo Levi (p 338-344); 'The discovery of X-rays', W. Roentgen and others (p 181-187) • Kuhn, T. (1964). *The Structure of
Scientific Revolutions.* University of Chicago Press. Chapters IV, VI, VII, VIII, IX, X
- Boudanis, D. (2000) *E=mc2: A biography of the world's most famous equation*. Pan Books. p11-54,195-
203 (on Chandrasekhar). Film available at: Part I
https://www.youtube.com/watch?v=jqiRoKy0Gyo
Part II https://www.youtube.com/watch?v=jbmFcGhTnS0
- BBC Documentary *The Voyage of Charles Darwin* (Parts 1-7) Part I
https://www.youtube.com/watch?v=1hoDaxVI
VPE
Part VI & VII https://www.youtube.com/watch?v=zXY-EWZU5qo

Unit 2 Development of Modern Science

- The institutionalisation of natural philosophy; the professionalisation of science after the industrial revolution, distancing 'pure, academic science' from technology; science and warfare; concerns about social responsibility; dealing with socio-scientific issues
- The emergence of modern science in India; colonialism and nationalist science; review of the Green Revolution; everyday technology in the making of modern India;
- the role of 'scientific temper' and citizen science; people's science movements in India
- academic science and 'post-academic science'- new modes of knowledge production; organization and collectivization; funding; intellectual property vs knowledge commons;

Readings and Resources

- Aikenhead, G.S. and Solomon, J. (Eds.) (1994) *STS Education*: *International Perspectives on Reform*. New York: Teachers College Press. Chapter II
- Aikenhead, G.S. (2006) Science Education for Everyday Life. Teachers College Press. Chapters II, III, VII Chakrabarti, P. (2010) 'Science and *Swadeshi*: The Establishment and Growth of the Bengal Chemical & Pharmaceutical Works', in Uma Das Gupta (ed), *Science and Modern India: An Institutional History c.1784-1947*, Pearson Education, New Delhi.
- Shiva, V. (1993) The Violence of the Green Revolution. Third World Network. Accessed from http://www.trabal.org/courses/pdf/greenrev.pdf; Making Peace with the Earth (2010)Sydney Peace Foundation Lecture ,http://sydneypeacefoundation.org.au/wp-content/uploads/2012/02/2010-SPP_Vandana-Shiva1.pdf
- Arnold, D. (2013) *Everyday Technology: Machines and the Making of India's Modernity*. University of Chicago Press. Chapters III and V.
- Bhargava, P. M. and Chakrabarti, C. (2010) *Angels, Devil and Science: A Collection of Articles on Scientific Temper*, National Book Trust, New Delhi, India.
- Mahanti, S. (2013) A Perspective on Scientific Temper in India, *Journal of Scientific Temper, Vol 1, 1 &2,46-62*
- Varma, R. (2001) People's Science Movements and Science Wars?*Economic and Political Weekly, Dec 29. p4796-4802*
- Alexis de Greiff A. and Olarte, M.N.(2006) What we still do not know about South-North technoscience exchange. In R.E. Doel and T. Soderqvist (Eds) *The Historiography of Contemporary Science, Technology and Medicine*. Routledge, New York p.239-50
- Ziman, J. (2000) *Real Science: What it is, and what it means?* Cambridge University Press. (pages 12-74)

Unit 3 Democratising Science and its Education

- Multicultural science as socially and culturally constructed;
- Feminist perspectives on democratising science; humanist science; respect and responsibility, role of traditional ecological knowledge (TEK) about relationships between living beings and the environment;
- Critical review of educational dichotomies and hierarchies – knowledge and skill, academic and vocational, 'pure' and applied; historical dominance of the 'academic' school curriculum over 'science of the common things';
- What science for *all*? Critical reading of international debates on the aims of school science; place-based science education, implications for equity and justice;

Readings and Resources

- Aikenhead, G.S. (2006) *Science Education for Everyday Life*. Teachers College Press, N.Y. p 1-23, 107-127
- Kourany, J. (2010) *Philosophy of Science after Feminism*. Oxford University Press. p3-20

Maddox, B. (2002) *Rosalind Franklin: The Dark Lady of DNA*. Harper Collins, London. p165-213.

Lee, O. and Buxton, C. (2010) *Diversity and Equity in Science Education*.Teachers College Press. p23-35 (chapter 2- Conceptual grounding and policy context)

- Hodson, D. (1988). 'Science curriculum change in Victorian England: A Case Study of the Science of Common Things.' In *International Perspectives in Curriculum History*. London, Routledge

- Rampal, Anita, & Mander, H. (2013) Lessons on Food and Hunger: Pedagogy of Empathy for Democracy. *Economic & Political Weekly*, *48*(28), 51–57.

- Slaton, A. And Calabrese Barton, A. (2011) 'Respect and Learning'. In B. Fraser, K.G. Tobin and C.J. McRobbie, (Eds.) *The Second International Handbook of Science Education*, Springer. p513-526

M Ed Two Year Programme

S.Sc. 2 (e) : Environmental Education and Biology

Maximum Marks: 100

Rationale

Environmental Education has a long history of an eternal debate on its place in education as well as a component of school curriculum. Environmental Education has been determined by various ideologies resulting from the orientations of different environmentalisms that further influence the curricular approaches within. Therefore, a critical examination of various ideologies and their implications for the field of education would contribute in comprehending the issues related to implementation of environmental education at various levels of education, including the school curriculum. The understanding of interdisciplinary and trans disciplinary nature of environmental education that offers several interlinkages to curricular frameworks of different subject areas vis-à-vis its implications would help in envisioning various potential spaces for environmental education in school curriculum. Biology has an intricate relationship with environmental education in terms of contributing to the conceptual understanding of various environmental issues, response of biology education to environmental issues and the influence of paradigm shifts in biology on environmental education. The course thus also provides a focused exploration of the possibilities of this interrelationship and the challenges within, specifically for candidates interested in biology education too.

Objectives of the Course:

1) To acquire a theoretical understanding of the concept of Environmental Education.
2) To develop abilities to establish relevant curricular links to Environmental Education.
3) To develop abilities to examine the intrinsic relationship between biological sciences and Environmental Education vis-à-vis the possibilities and challenges within.
4) To facilitate an in-depth understanding of various issues related to implementation of Environmental Education in schools.
5) To help them acquire a critical understanding of effective teacher education program w.r.t. Environmental Education.
6) To provide them an overview of National and Global trends with regard to various researches and initiatives taken in Environmental Education.

Unit 1: Understanding Environmental Education: Review and Prospects

1. History and Development of the concept
2. Paradigms, Philosophies, and Ideologies linked to Environmental Education
3. Education for Sustainable Development
4. Environmental Education Principles, aims and Objectives

Unit 2: Converging Environmental Education with Biology Education: Possibilities & Challenges

1. Frameworks for knowledge building in biology for sustainable development
2. Approaches/ strategies in Biology Education contributing to Environmental Education
3. The Gaia's Hypothesis: Debates and Implications

Unit 3: Environmental Education in Schools: Theory to Practice

1. Approaches in Environmental Education: Interdisciplinary or Multidisciplinary
2. Development of Environmental Education Curriculum for various levels of School Education
3. Analysis of Existing Environmental Education Curriculum & Curricular Materials
4. Pedagogical Approaches/ Strategies in Environmental Education
5. Community Resources: Beyond Classrooms
6. Assessment Concerns in Environmental Education

Unit 4: Teacher Preparation: Trends & Issues

1. Pre-service Teacher Preparation in Environmental Education
2. Status of Teacher Preparation in Environmental Education in India
3. Review of International Teacher Preparation Programmes in Environmental Education
4. Possibilities of Professional Development of in-service teachers in Environmental Education

Unit 5: Perspectives and Research in Environmental Education: National & Global Scenario

1. Policy Perspective in Environmental Education
2. Place in various Education Commissions
3. Initiatives at National & International Environmental Education Programmes
4. Trends in Environmental Education Research

References

1. Bodzin, A., Klein, B. & Weaver, S. (2010). The inclusion of Environmental Education in Science Teacher Education. Springer, London.
2. Bonnet, M. (2002a). Education for Sustainability as a Frame of Mind. Environmental Education Research, 8(1), pp.9-20. Taylor & Francis Ltd.
3. Fien, J. (2000). Education for the Environment: a critique—an analysis, Environmental Education Research, 6(2), pp.179-192. Taylor & Francis Ltd.
4. Gough, S. & Reid, A. (2000). Environmental Education Research as Profession, as Science, as Art and as Craft: implications for guidelines in qualitative research. Environmental Education Research, Vol. 6, No. 1, Taylor & Francis Ltd.
5. Gough, S. & Scott, W. (2006). Promoting Environmental Citizenship through Learning: Toward a Theory of Change in A. Dobson &D. Bell (Eds.) Environmental Citizen ship, Cambridge and London: The MIT Press.

6. SAUVEÂ , L. (1999) Environmental education-between modernity and postmodernity-searching for an integrating education framework, Canadian Journal of Environmental Education, 4, pp. 9-35
7. Grace M. & Sharp, J. (2000) Exploring the Actual and Potential Rhetoric-reality Gaps in Environmental Education and their Implications for Pre-service Teacher Training. *Environmental Education Research.* Vol. 6(4) pp.331-45. Routledge
8. Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
9. Kim, M. and Diong, C.H. (Eds.) (2012). Biology Education for Social and Sustainable Development. Sense Publishers. The Netherlands.
10. Lovelock, James (1979), Gaia: A New Look at Life on Earth, Oxford: Oxford University Press.
11. NCERT (2004) Environmental Education in Schools, NCERT, New Delhi, Pp.112.
12. NCERT (2011). Teachers' Handbook on Environmental Education for the Higher Secondary Stage, DESM, NCERT, New Delhi, Pp.316.
13. Powers, A.L. (2004) Teacher Preparation for Environmental Education: Faculty Perspectives on the Infusion of Environmental Education into Preservice Methods Courses. *The Journal of Environmental Education.* Taylor & Francis Ltd.
14. Palmer, J. (1998). Theory of Environmental Education. Routledge.
15. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) Society and Environmental Ethics, Seema Press, Varanasi, Pp. 242.
16. Sharma,R.C., Mahajan, B., Premi,K.K., Nuna, S.C., Menon,P.(1994). Source Book on environmental education For Elementary Teacher Educators, NIEPA, New Delhi.pp.278.
17. Singh, S.K. (2010) Fundamentals of Environmental Education , Sharda Pustak Bhawan , Allahabad ,Pp.175
18. Sterling, S. (2003). Whole Systems Thinking as a Basis for Paradigm Change in Education: Explorations in the Context of Sustainability. PhD thesis submitted to University of Bath, Bath.
19. Stevenson, R.B. (2007) Schooling and Environmental Education: Contradictions in Purpose and Practice. *Environmental Education Research.* Vol. 13(2) pp. 139-153.
20. Revisioning Environmental Education through Whole Systems Thinking http://www.bath.ac.uk/cree/sterling/sterlingpartd.pdf
21. The World Summit on Sustainable Development: Agenda 21 Chapter 36, UNESCO 2002 http://habitat.igc.org/agenda21/a21-36.htm. (20 June 2004)

M Ed Two Year Programme

S.Inc. 1 (f) : Inclusion, School, and Pedagogy

<div align="right">Maximum Marks: 100</div>

Concept Note

The education system in our country is now focusing upon developing inclusive set-up across all levels of education in general and more specifically at school level. In specific context of school this means acknowledging that the students have wide range of individual learning needs and are members of diverse communities. Consequently, the pedagogical designs and planning require due focus on addressing diversity arising from ability, family background, social class, gender, language, class, cultural origin and similar others.

Objective:
The primary objective of this course is to facilitate the course candidates develop a pedagogical thought built upon acknowledging, accepting and valuing diversity, for facilitating inclusion with its true spirit of enabling each child optimize her/his potential despite variations among them and through a common curriculum.

Unit I : Inclusion: Homogeny or Diversity
- A brief history of Discrimination and Exclusion
- The Philosophical, Sociological Historical and Political foundations of Inclusion
- Conceptualizing Curriculum: Role of national curriculum framework
- Significance of creating Inclusiveness in school: locating and responding to concerns and dilemmas

Unit II: School: Changing Perspectives
- Inclusion or Invasion: Negotiating Attitudes, Dispelling biases, Challenging Stereotypes
- Intersecting Inequalities: Developing a context for collective action and individual mobility
- Challenges of intergroup contact in school

Unit III : Pedagogy: Implicit and Dynamic Processes
- Ability/inability Paradox: Repositioning the Question of Competence
- Emerging schemas for addressing diversity in inclusive schools like Diversity Pedagogy Theory, Evidence-Based Practices in Education and Universal Design for Learning
- Collaborations as a key feature of inclusive set-ups, Building partnerships

Unit IV: Teacher: The Pivotal Focus
- Responses to Diversity in School: Teacher's beliefs about educationally significant differences
- Nature and Source of Pedagogical Content Knowledge
- Curricular Adaptations, Differential planning, Multiple representations (reference teaching-learning resources) , Modified learning task, assessment procedures & materials

- Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools

Unit V : Research Perspectives
- Paradigms that Shape research in Inclusion
- Methodological debates and Challenges

References
1. Barton,L. and Armstrong, F. (2007) *Policy Experience and Change : Refelctions on Inclusive Education*, Dordrecht:Springer
2. Billings, G.L. (2006) *It is not the culture of poverty; it is Poverty of Culture: The problem with Teacher Education.* Anthropology and education Quarterly, Vol.37, No.2, pp 104-109
3. Boscardin, M.L. (2005) *The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence-Based Practices*, American Secondary Education, Vol. 33, No. 3, pp. 21-32.
4. Dovidio, J.F., Hewstone M., Glick,P. & Esses, V.M. (2010) *Handbook of Prejudice, Stereotyping and Discrimination.* India: Sage Publication
5. Ellsworth, E. (1989) *Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy* . Harvard Educational Review ,Volume 59, Number 3, pp.297-325
6. Florian, L. & Black-Hawkins, K. (2011) *Exploring inclusive pedagogy*, British Educational Research Journal, 37:5, 813-828.
7. Fendler,L & Muzaffar,I. (2008) *The history of Bell Curve: Sorting and the idea of normal,* Educational Theory, 58(1), 63-82
8. George J., Dei, S. (2001) *Rescuing Theory: Anti-Racism and Inclusive Education*, Race, Gender & Class in Education (Part 2),Vol. 8, No. 1, pp. 139-161
9. Holsinger D.B. & Jacob W.J. (2008) *Inequalities in education.* China : Springer.
10. Hammersley, M. (Ed) (2007) *Educational Research and evidence-based Practices*, UK: Sage
11. Harpell, J. V. and Andrews J. (2010*) Administrative Leadership in the Age of Inclusion: Promoting Best Practices and Teacher Empowerment*, The Journal of Educational Thought (JET) Vol. 44, No.2 , pp. 189-210
12. Kugelmass, J.W. (2006) *Sustaining cultures of inclusion: The value and limitation of cultural analyses,* European Journal of Psychology of Education , Vol. 21 (3),pp. 279-292.
13. Naraian, S.(2011) *Pedagogic Voicing: The Struggle for Participation in an Inclusive set-up*, Anthropology & Education Quarterly Vol. 42, No. 3, pp. 245-262
14. Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009) *Finding Pathways Social Inclusion in rural development,* Banglore : Books for change
15. Rowman, M.L. (2005) *Capitalists and Conquerors: A Critical Pedagogy against Empire*, USA :littlefield Publisher
16. Sleeter, C. E. and McLaren, P. L.(Ed) (1995) *Multicultural Education, Critical Pedagogy, and the Politics of Difference* , New York: State University Press.
17. Smith, J.P. (2000) *Policy response to Social exclusion : Towards Inclusion.* USA : Open University Press
18. UNESCO (2003) *Overcoming Exclusion through Inclusive Approaches in education. A challenge and a Vision.* Conceptual Paper.

M Ed Two Year Programme

S.Curr. 1 (h) : Knowledge, Curriculum and Pedagogy

<div align="right">Maximum Marks: 100</div>

Course Objectives

The overall aim of this course is to investigate constructs of knowledge and curriculum, using critical interdisciplinary perspectives. It also aims to examine the historical, philosophical and sociological foundations of school curriculum; undertake an in-depth analysis of conceptions of learning rooted in conventional school practices and folk pedagogy; and explore students' understanding of natural and social phenomena. The objective is also to evolve conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims.

Units of Study

Unit 1: Understanding and conceptualising knowledge : Distinguishing between knowledge and information, knowledge as construction of meaning and critical thinking (drawing upon critical interdisciplinary theory). Exploring the nature of different kinds of knowledge : disciplinary and pedagogical, knowledge of educational contexts, goals and aims within historical and contemporary contexts, knowledge of learners; selection of knowledge in designing curricula – role of ideology and power; implications of different kinds of knowledge for teaching and for ways of helping all students learn.

Unit 2: Foundations of curriculum and curricula enquiry : Understanding the historical, philosophical and sociological foundations of curriculum, critically examining frameworks of school curriculum within current debates an political/cultural conflicts and the issue of curriculum change. Developing perspectives and frameworks of analysis of curriculum aims and context. Distinguishing between curriculum, syllabus and the textbook, exploring the relationship between curriculum and policy and curriculum and learning.

Unit 3: Students are expected to present a focussed project, capturing episodes(s)/ unit (s) of teaching and learning; relate their project   findings to one or more of the theoretical themes such as nature of   knowledge and inquiry; philosophical and sociological frames of knowledge, curriculum and pedagogy.

Unit 4:Perspectives and Paradigm shifts in the conceptions of learning: Critically examining different views of the nature of learning, (drawing upon theoretical frameworks of constructivism, socio-constructivism and cross-cultural psychology). Developing an understanding of learning within the social context; an in-depth analysis of conceptions of learning rooted in conventional school practices and folk pedagogy. Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary

knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

Unit 5 : Pedagogy and the curriculum : Issues of teaching and learning such as medium of instruction, personalising knowledge, the process of transforming subject-matter knowledge into teaching materials and pedagogic strategies for developmentally appropriate classrooms. Exploring children's early conceptions of science and mathematics, cross curricula learning, developing understanding of alternative frameworks within which children interpret their experiences and evolving frameworks for redesigning curriculum in specific domains. Evolving relationships between teaching, learning and understanding, understanding the nature of teachers' professional knowledge and developing the practice of critical reflection.

Unit 6: Students are expected to undertake analysis of text-material and syllabi and/or case studies of children's understanding of scientific, mathematical and social concepts and reasoning, pedagogies outside the formal system; relate their observations to theoretical frameworks and themes, such as the constructivist/ alternative frameworks and the concept of critical reflective practice.

M Ed Two Year Programme

S.Art. 1 (i) : Art Education : Theoretical Construct

Concept Note
It is of critical significance that those in education develop an understanding about the importance of art appreciation and get sensitized to the role Art plays in life and Education. This course is intended to develop the conceptual understanding of Art and its interface with society. It provides the space to engage in examining the interrelatedness of Art and Education. It attempts to give a comprehensive understanding of value development through Art Education. The significance of self identification through the process of art activities is also aimed in this course.

Objectives
- Acquire a conceptual understanding of Art and its role in contemporary society
- , Education and Art Education and their interrelatedness.
- Sensitize/appreciate the relevance of Art in human life.
- Develop an understanding of implications of Visual Arts in Education.
- Develop an understanding/analyze the relationship among different arts.
- Develop an understanding towards the significance of self identification through Arts and about the meaning of integration in Art Education

Course -

UNIT I – Art :
Meaning, and manifold aspects of art, Understanding the creative process, Role of art in contemporary society :Social expression through art.

UNIT II - Art, Education and Art-Education :
An exploration of their through readings, writings and studio experiences of philosophers, educationists and artists; Purpose and Interrelatedness of Art and Education; Visual Arts and their implication for education and life.

UNIT III – Art Appreciation :
Significance of art appreciation and understanding the constituents and elements of pictorial art.

UNIT IV – Interrelatedness Among the Arts:
The relationship among the different arts – dance, drama, music, literature and visual arts.

UNIT V – The meaning of Integration in Art Education:
The integrated Experience, Integration of art and society, Integration and learning.

UNIT VI – Self Identification Through Arts :

Significance of self identification through Arts –- self identification of the child with his art experience and with the medium; for appreciation of the subject matter and the means of expression and for self adjustment. Must a teacher produce creatively – Psychological insight in Art Instruction, Identification of teacher with child through his work, The flexibility of the teacher.

Reading List:

- Read, Herbert : *Education Through Art*. Faber and Faber, London. 1967
- Ray, Niharranjan : *An Approach to Indian Art* .Publication Bureau, Punjab University, Chandigarh. 1984
- Barkan, Manuel : *A Foundation for Art Education*. The Ronald Press Company, New York. 1955.
- Chapman, Laura H. : *Approaches to Art in Education*. Marcourt Brace Jovanovich, Inc. New York. San Drego, Chicago, San Francisco, Atlanta. 1978.
- Coomarswamy, A.K. : *Traditional Art and Symbolism (Selected Essay).* Princeton University Press, New Jersey, U.K. 1977.
- Dewey, J. : *Art as Experience*. Minton, Balch and Company, New York. 1934.
- Faulkner, Ray; Ziegfeld, Edwin and Hill, Gerald : *Art Today*. Peter Owen Limited, London. 1956.
- Lowenfeld, Victor : *Creative and Mental Growth*. Macmillan Company, New York. 1952.
- Head, Herbert : *Education Through Art*. Faber and Faber, London. 1967.
- Lakhyani,Susmita : "*Art Creativity and Art Education*", Lap Lambert Academic Publishing, ISBN-978-3-8473-7821-1, 2012
- Brown,M. And Korzenik,Di Ana "*Art Making And Education :Disciplines In Art Education And Contexts Of Understanding*", University Of Illionois Press, ISBN-0252063120, 1993
- Aanderson,T. And Milbrandet,M.K. "*Art For Life : Authentic Instruction In Art*", Mcgraw Hill, ISBN-0072508647, 2004
- Wickiser, Ralph L. : *An Introduction to Art Education*. World Book Company, Yonkers on Hudson, New York. 1957.
- Prasaad, Devi : *Art : The Basis of Education.* National Book Trust, Delhi. 1998.
- Shukla, Ram Prasad : *Navin Bhartiya Chitrakala,. Kitab Mahal,* Allahabad.
- Lakhyani, Susmita : Paper titled "Nurturing Creativity Through Art   Appreciation" European Scientific Journal (ESJ) ISSN: 1857 – 7881 (Print) ISSN: 1857 – 7431 (Online), 2014.
- Peter Abbs *"Teaching Arts a Joyous Experience* : *Arts in Child Education."* Published in School : Journal of Education, July 1993
- Sibia, Anjum; *"Aesthetics in Education : A Psychological Perspective".* Included in the Journal of Indian Education. Vol. XXV, NO.3, Nov. 1999, NCERT.

M Ed Two Year Programme

P.1 : Philosophy of Education

Maximum Marks: 100

This course is intended to provide a space to engage with education through the lens of philosophy. It takes a look at the development of the concept of education and of the varied concerns of the philosopher in the discourse of Philosophy of Education. It attempts to give a comprehensive understanding of the philosophical concepts of Man, knowledge, and method of knowing, all of which are the foundations on which pedagogies are construed. Reading of classical and contemporary texts, logical and ethical analyses, and historical contextualization of ideas form the basis for teaching of this course.

I Understanding Philosophy of Education

Philosophy of Education as a discipline. Status and cultures of the prevalent discourse.Understanding theory of education, Interfaces between philosophy and theory; philosophy and practice. The idea of praxis.The Schools of thought approach & its critique.

II Understanding Man

The importance of the metaphysical in understanding education and the educand. The ethics of the common good: Authority; Autonomy; Responsibility; Authenticity; Equality & Justice; Morals, values and justification. Art as Education; creativity and imagination.

III Understanding Knowledge

Knowledge as justified true belief; Knowledge as pure reason; Knowledge as experience; Knowledge as Meaning Making; and Feminist perspective of knowledge.

IV Understanding Pedagogy: The European Enlightenment and the Formulations of Pedagogy

Liberal formulations: Kant, Hegel, Rousseau, and Dewey. Radical Formulations: Marx,Freire, & other critical thinkers. The Critique of Enlightenment Pedagogies: Libertarian movement.

V Understanding Method

The AnalyticalMethod; The Objective and the Subjective in Positivism and Phenomenology; and The Existential Critique of Method.

<u>Readings.</u>

<u>Unit I</u>

Plato (2004). *The Republic*. USA: Hackett Publishing.

Kant, I. (2012). *On Education*. Annette Churton (Trans.). USA: Courier Corporation

Phillips, D.C. (2010). What is Philosophy of Education? In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Barrow, R. (2010). Schools of Thought in Philosophy of Education. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Carr, D. (2010). The Philosophy of Education and Educational Theory. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Pring, R. (2010). The Philosophy of Education and Educational Practice. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

<u>Unit II</u>

Halliday, J. (2010). Educational Assessment. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Enslin, P. & Hedge, N. (2010).Inclusion and Diversity. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Ruitenberg C. & Vokey, D. (2010). Equality and Justice. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Koopman, C. (2010). Art and Aesthetics in Education. In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: SagePublications.

Bennett, M. & Cuypers, S. (2008). Autonomy and Authenticity in Education. In *The Blackwell Guide to the Philosophy of Education*. Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish (ed.). USA: Blackwell Publishing.

Noddings, N, & Slate, M. (2008). Changing Notions of the Moral and of Moral Education. In *The Blackwell Guide to the Philosophy of Education*. Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish (ed.). USA: Blackwell Publishing.

Is Metaphysics Needed?

<u>Unit III</u>

Davis, A. & Williams,K. (2008).Epistemology and Curriculum.In*The Blackwell Guide to the Philosophy of Education.* Nigel Blake, Paul Smeyers, Richard Smith, Paul Standish (ed.). Blackwell Publishing

Siegel, H. (2010). Knowledge and Truth.In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

Almond, B. (2010). The Value of Knowledge.In *The SAGE Handbook of Philosophy of Education*. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

Wilfred Carr (ed.). (2005). Feminism, Epistemology and Education. In*The RoutledgeFalmer Reader in the Philosophy of Education*. USA: Routledge

Unit IV

Riley, P. & Welchmar, J. (2008). Rousseau, Dewey, and Democracy. In Randall Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing.

Munzel, G.F. (2008). Kant, Hegel, and the Rise of Pedagogical Science. In Randall Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing.

Kellner, D. (2008). Critical Theory. In Randall Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing.

Mathews, M.R. (1980). *Marxist Theory of Schooling: A Study of Epistemology and Education*. Harvester Press.

Spring, J.H. (1998).*A Primer of Libertarian Education*. Black Rose Books.

Unit V

Curren, R. (2008). The Analytical Movement. In *A Companion to the Philosophy of Education.* Emily Robertson and Paul Hager (ed.). USA: Wiley Publishing.

Gutek, G.L. (2009) Existentialism and Education.*New Perspectives on Philosophy and Education*. USA: Pearson.

Pring, R. (2000). *Philosophy ofEducational Research*. London: Continuum.

Readings from J.L. Austin & Nel Noddings

M Ed Two Year Programme

S.Cul.1 (k) : Culture, Cognition and Education

Maximum Marks: 100

Course Rationale and Objectives:
This Course aims to build a more nuanced understanding of human mind as inherently social, cognition as a situated cultural practice, learning as a cultural way of meaning-making & knowledge construction, pedagogy as a process of social collaboration in a community of learners, assessment as a dynamic process, and transformative potential of school as a way of articulating voice and raising consciousness by supporting and nurturing all children irrespective of their social origins, economic position or cultural locatedness. It entails examining the bearing of this contextualist view of mind on educational inquiry, research and discourse, specifically the curricular and assessment practices as seen in the context of cultural meanings and experiences that diverse learners bring to the classroom.

Unit I : **Cultural Context of Cognition:** Perspectives and Paradigm shifts in the conceptions of cognition by drawing upon critical discourse in cultural psychology, anthropology and linguistics; Critique of cognitive universalism and scientism as the 'mainstream' view; Role of culture in psychic diversity; Building a nuanced understanding of the contextualist view of mind with special reference to Vygotsky's Sociocultural-historical framework of human development ; Understanding cognition as a situated practice by drawing upon the seminal works of contemporary cultural theorists like Cole, Lave, Scribner and Rogoff; interface between socio-cultural, socio-lingual and psychological aspects of cognition; cultural-contextual perspective of cognition with particular reference to the multi-cultural and multi-lingual Indian context.

Unit II : **Children's Thinking, Learning and Schooling:** Critically examining the debates and dialectics that revolve around the developmental and cultural differences in the way children think and learn; Intuitive thinking and analytical thinking ; Examining specific aspects of children's thinking such as development of causality, concepts of time, space, mass and number; reasoning and problem solving; relationship between language and thought, social perception and cognition; developing understanding of alternative frameworks within which children make-sense of their early understanding of scientific and mathematical concepts ; children's drawing and play — topics to be discussed with the help of relevant theoretical perspectives.

Unit III : Critical Literacy and Pedagogy: Examining cultural politics that undergird traditional notions of writing, reading, language experiences; Understanding critical literacy and orality as it exists in its multiple forms, as linked to the diverse cultural and linguistic identities; Indigenous Knowledge and School knowledge; Folk psychology and folk pedagogy; Visible and invisible pedagogy (deconstructing interplay of pedagogic assumptions, stereotypes and ideologies in a socially & culturally diverse classroom).

Unit IV: Rethinking Minds, Cultures and Education: Rethinking education as a libratory and social transformative process that empowers culturally diverse & socially marginalized children to articulate their voice, concerns, and develop critical consciousness. A re-defined view of mind, knowledge, learner and pedagogy will be discussed in the context of case studies that have inspired school practices: Hoshangabad Science Teaching Project (HSTP), the Milwaukee-based Teacher Journal Rethinking Schools; the Culturally Relevant Pedagogy as conceptualized by Lisa Delpit, Gloria Ladson-Billings and others, and the Citizen School Project in Brazil.

Unit V: Students are expected to write two positional papers on the basis of their critical understanding of a select writings of Vygotsky and contemporary cultural theorists; undertake an individually designed project that links their conceptual understanding with school practices as they get enacted and experienced by learners; and some similar applicative assignments as specified in the Course rationale.

Suggested Basic Readings

Alexander, R. (2009). Pedagogy, culture and power of comparison, in H. Daniels et al (Eds), Educational Theories, Culture and Learning: A Critical Perspective, pp 10-26. NY: Routledge

Bruner, J. S. (2006). In Search of Pedagogy, Volume I and II. NY: Routledge Taylor and Francis Group.

Daniels,H., Lauder, H. and Porter, J. (2009) . Knowledge, Values and Educational Policy: A Critical Perspective. NY: Routledge

John, R., Grindstaff, L. and Cheng Lo, M. (2015). Handbook of Cultural Sociology. NY: Routledge

Kityama, S. and Cohen, D. (2007). Handbook of Cultural Psychology. New York: The Guilford Press

Lachicotte, W. (2009) Identity, agency and social practice in H. Daniels et al (Eds), Educational Theories, Culture and Learning: A Critical Perspective, pp 223-236. NY: Routledge

Leach, J. and Moon, B. (1999). Learners and Pedagogy. London: Sage Publications.

Moll, L. C. (1992). Vygotsky and Education : Implications and Applications of Socio-historical Psychology. New York : Cambridge University Press.

Olson, David R. and Torrance, Nancy (ed.). The Handbook of Education and Human Development : New models of learning, teaching and schooling, Blackwell : Cambridge, 1996.

Robson, S. and Quinn, S.F. (Eds) (2015). The Routledge Handbook of Young Children's Thinking and Understanding. NY: Routledge

Rogoff, B. (1981). Schooling and Development of Cognitive Smills. In H. C. Triandis, and A Heron (eds.), Handbook of Cross-cultural Psychology, Vol. IV. Boston : Alyyhn and Bacon.

Saraswati, T. S. (ed.). Culture Socialisation and Human Development : Theory, Research and Application in India, Sage : New Delhi, 1999.

Scribner, S. (1984). The Practice of Literacy : Where Mind and Society Meet. Annals of the New York Academy of Sciences, 433.

Serpell, R. (1993). Interface between socio-cultural and psychological aspects of cognition. In E. Forman, N. Minick, & A. Stone (Eds.), Contexts for Learning : Socio-cultural dynamics in Children's development. New York : Oxford University Press.

Shore, B. (1996) Culture in Mind. New York: Oxford University Press

Shweder, R. A. (1990). Cultural Psychology : What is it ? In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), Cultural Psychology. Cambridge, U.K. : Cambridge University Press.

Sinha, Durganand (1986). Psychology in a Third World Country : The Indian Experience.

Sternberg R. J. and Wagner, R. K. (1994). Minds in Context : Interactionist Perspective on human intelligence. New York : Cambridge University Press.

Tryphon, A. and Voneche, J. (1996). Piaget-Vygotsky: The Social Genesis of Thought. Sussex: Psychology Press.

Van Der Veer, R., & Valsiner, J. (1991). Understanding Vygotsky : A quest for synthesis. Oxford : Blackwell.

Wertsh, J. V. (1991). Voice of the mind : A socio-cultural approach to mediated action. Cambridge University Press.

S.Exp.2 (l) : Experimental Research in Education

Rationale

An expert in the field of education can't be a real expert without having knowledge of experimental education. For having an in-depth knowledge and understanding of the field of experimental education, one needs to develop critical understanding of the concept and designs of experimental research. Sampling designs along with statistical techniques, parametric as well as non-parametric, are important aspects in this regard which one must learn focusing on their advantages and applications.

Objectives
1. To develop critical understanding about the concept of experimental education in a broad and contemporary framework
2. To analyze and comprehend various experimental designs with reference to their applications
3. To criticize various sampling designs and statistical techniques both parametric and non-parametric techniques in a continuum from traditional to the contemporary ideas on these
4. To develop an in-depth understanding about the needs for different analysis techniques focusing upon continuum of their advantages

Unit 1 **Experimental Education:**
Concept, significance and scope Experimental Method: Nature, steps in Experimental methods

Unit 2 **Experimental Designs:**
Pre-experimental, Quasi-experimental, True Experimental, Factorial, Latin Square designs and current developments in Experimental designs
Critique about Experimental Research in Education

Unit 3. **Sampling Designs:**
Traditional designs and current developments in Sampling
Statistical techniques appropriate to analyze various designs studied in Unit-2

Unit 4. **Parametric Statistical techniques:**
   a)   ANOVA - One-way and two-way with relevant Post-hoc tests
   b)   ANCOVA - One-way only and two-way with relevant Post-hoc tests
   c)   Factor Analysis, Discriminant Analysis, Path Analysis: Concepts and analysis using relevant softwares such as Excel, SPSS, STAT, R, and other available softwares

Unit 5.   Non-parametric Statistical techniques:
Concept, significance and scope
Run test, Kolmogrov-Smirnov tests (One sample & two samples), Sign test,
Wilcoxon-Signed Rankstest,Median test, Mann-Whitney U-test, Non-parametric
ANOVA(One-way & Two-way)

Practical Work:
(1)   Locating recently published Experimental studies using different higher level designs and critique thereof
(2)   Designing and implementing an experimental study using higher level designs and analyzing the collected data
(3)   Analyzing data using SPSS/ STAT / R on all above statistical methods

Suggestive Readings

Best, J. W. & Kahn J. V. (2005).Research in education. New Delhi: Prentice Hall of India Pvt. Ltd.

Broota, K.D. (1992). Experimental Design in Behavioural Research. New Delhi: Wiley Eastern Limited.

Campbell,D.T. &Stanley,J.C. (XXXX). Experimental and Quasi- ExperimentalDesigns for Research. Chicago: Rand McNally College Publishing Company.

Cohen, L., Manion, L. & Morrison, K. (2007). Research methods in education (6th ed.). London: Routledge Falmer, Taylor and Francis Group.

Cooper, D. R., Schindler, P. S. & Sharma, J. K. (2013). Business research methods. McGraw Hill Education Pvt Ltd., New Delhi.

Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.). Boston: Pearson.

Cronbach, L. J. (1990). Essentials of psychological testing. New York: Harper and Row.

Garrett, H. E. (2005). Statistics in psychology and education. New Delhi: Paragon International Publishers.

Guilford, J. P. &Fruchter, B. (1978).Fundamental statistics in psychology and education. New York: McGraw Hill.

Gupta, S. P. & Gupta, A. (2004).Statistical methods. New Delhi: Sultan Chand and Sons.

Kault, D. (2003). Statistics with common sense. Westport: Greenwood Press.

Kerlinger, F. N. (1978). Foundations of behavioural research. Delhi: Surjeet Publications.

Koul, L. (1993). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd.

Mangal, S. K. (2009).Statistics in psychology and education. New Delhi: PHI Learning Pvt. Ltd.

McGuigan, F. G. (1990). Experimental Psychology: Methods of Research. PHI Private Ltd, New Delhi, pp. 270-282.

Monge, P. & Williams, F. (2001). Reasoning with statistics: How to read quantitative research (5th ed.). Orlando, Florida, USA: Harcourt College Publishers.

Morrow, J. R., Jackson, A. W., Disch, J. G. & Mood, D. P. (1995). Measurement and evaluation in human performance. Illinois: Human Kinetics.

Muijs, D. (2004). Doing quantitative research in education. London: SAGE Publications.

Opie, C. (2005). Doing educational research: A guide to first time researchers. New Delhi: Vistaar Publications.

Robson, C. (1994). Experiment, design and statistics in psychology (3rd ed.). England: Penguin Books.

Sani, F. &Todman, J. (2006). Experimental design and statistics for psychology: A first course. MA, USA: Blackwell Publishing.

Sharma, R. A. (2004). Essentials of scientific behavioural research. Meerut: Surya Publication.

Siegwl, S. &Castellian, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw-Hill BookCompany.

Singh, A. K. (1992). Research methods in psychology, sociology and education. Delhi: MotilalBanarasidas.

Singh, A. K. (2001). Test, measurements and research methods in behavioural sciences. Delhi: Bharati Bhawan.

Singh, K. (2007). Quantitative social research methods. Los Angeles: SAGE Publications.

Wiersma, W. (1991).Research methods in education. Boston: Allyn and Bacon.

M Ed Two Year Programme

S.Ee.2 (n) : Gender and Education

<div align="right">Maximum Marks: 100</div>

Rationale of Course:
The issues on women and the question of equality is acquiring a central focus in every sphere of life. The National policy of Education (1986), gave a good length of concern to it. In the field of teacher education as well as in other disciplines, Gender issues are increasingly procuring a long due space. India has committed itself at National and International platforms on promoting Gender Equality in the field of Education. Thus, engaging with the issues on gender is of paramount importance in educational proesses.

Course Objectives
This course is intended to engage students with the issue of patriarchy, hierarchy, power, dominance, subjugations and their relation to equality regarding Gender. The objective of this course is to facilitate students to investigate the policies of education and its praxis. It attempts to engage students with a comprehensive understanding of the fundamental criterion through which the status of Gender Equality can be examined.The students engaging with this course,would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of equality of women. The students would be able to examine how the quest for equality and self identity is a central concern in the processes of girl's education.
This paper shall promote democratic participation,challenge notions of patriarchy and unfold the sociological discourse of equality in education.

Units of Study

Unit 1 Gender as the Basis of Inequality in Education
Issue of patriarchy, hierarchy, power, dominance, subjugations and their relation to equality regarding Gender.

Unit 2- Identification of Structures of Domination and Control:
- Society, Family and the School in India.
- Issues in school education: Problems of access, retention, stagnation, drop-out and push out.
- Higher Education and Professional Spaces.

Unit 3- Feminist Critique of Knowledge, Method and Alternative Perspectives

Unit 4- Study of Public Policies from the Perspective of Gender
    State initiated policies and programmes in Education from the perspective of Gender Equality

Unit 5- Routes towards Change:
- Social Movements
- The role of Women's Studies in Education.
- Women's voices and agency
- Law and Social Justice

Unit 6- Studying Educational Experiences of Women
- Autobiographies, novels, poetries and other forms of expression
- b) Documentaries and films

Term Paper and Seminar Presentations
- Critical analysis of Literature on Women
- Treatment of women in Print and Electronic media
- Laws on Protection of Women
- Narratives and Personal/Family histories
- Stereotyping and Deconstruction of myths
- Women in Religion

Suggested Readings

- Apple,Michael W.&Smith,Christian L.(ed.),(1991)The Politics of the Textbook, Routledge,New York.
- Anamika-Stritva ka maanchitra,Saaransh Prakashan
- Arya Sadhana,Menon,Nivedita etc.;Naarivaadi Rajniti:Sangharsh aur muddey.
- Bhasin,Kamla (1994).What is Patriarchy?Kali for Women,New Delhi
- Bhog,Dipta (2002),Gender and Curriculum,Review of Women Studies,Economic and Political Weekly,37(17):1638-1642
- Bolivar,Simon (2002).Stri.: Upekshita,Prastuti- Dr.Prabha Khetan, Hind Pocket Books,Delhi
- Butalia,Urvashi (2004).Khamoshi ke us par.Anuwaad- Rajiv Kr. Srivastava
- Chakravarti,Uma (1998).Rewriting History;The Life and Times of Pandita Ramabai. OUP;Delhi.
- Dubey,Lila(1991)Lingabheda ka maanav vaigyanik anveshan:pratichhedi kshetra.Vaani Prakashan
- Geetha,V.(2002).Gender: Stree; Kolkata.
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London
- Joshi,Gopa:Bharat me stri asamaanata-ek vimarsh.Hindi Madhyam Karyanvayan Nideshalaya
- Kumar,Krishna (1992, 3rd edition in 2004).What is Worth Teaching,Orient Blackswan, Delhi

- Kumar.Krishna (2009).Larki hone ki punarrachna.Tadbhav.Ed-19
- Kumar,Krishna (2013)Choori Bazar me Larki.Rajkamal ,Delhi
- MHRD- National Policy on Education(1986),Delhi
- MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society,Delhi
- Mill,John Stuart (2008).Stri aur Paradheenata-Samvaad Prakashan,Meerut
- NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 ,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
- Nirantar(2010).Gender aur Shiksha,Reader; New Delhi
- Ramabai,Pandita(2006),The High Caste Hindu Women.Samvad,
- Recommendations contained in the Report of the High Level Committee on Social, Economic and Educational Status of the Muslim Community of India headed by Justice Rajindar Sachar (Retd.)(2006).
- Roy,Kumkum (2010).The Power of Gender and the Gender of Power: Explorations in Early Indian History, Oxford University Press, New Delhi
- Sadgopal,Anil(2004).Naari Shiksha niti:linga samaanata ka bhram evem mahila sashaktikaran aur schooli shiksha-Adhyay,Pustak-Shiksha me badlaav ka sawal,Granth Shilpi,Delhi
- Shinde,Tarabai(1881).Stri purush tulna.Samvad
- Shukla,S.C. & Kumar,Krishna (2008):'Bharat me prathmik shiksha me laingik asamaanataa: manavaadhikar paripreksha'adhyay,dwara Karuna Chanana.Pustak-Shiksha ka samaaj shastriya sandarbha.Granth Shilpi.

M Ed Two Year Programme

P.2 : Sociology of Education

Maximum Marks: 100

Unit 1: **Questions and Tools**

What does it mean to look at education from a sociological perspective? Introductory examples for discussion: Why are there different types of schools? Why do so many young people want to compete for civil service? What kinds of information do matrimonial advertisements provide for grooms and brides? (More questions can be added to initiate students into sociological reflection.)

Conceptual tools: Society, Role, Status, Institution, system.

Unit 2: **Reading Classics**:

Learning to situate a text in it the development of a discipline and in the historical context of its content with the help of three classical texts: 'Education, Its Nature, and its Role' by Durkheim; 'The Historical Character of Educational Aims' by Mannheim; 'School Class as a Social System' by Parsons; 'Ideology and Ideological State Apparatus' by Althusser.

Unit 3: **Socialisation: Theory and Application**

Durkheim's distinction between mechanical and organic solidarity; meanings and role of education in their context; social construction of reality (Berger and Luckmann) with reference to primary and secondary socialization. Bourdieu's concept of habitus;

Caste, Class and Gender as domains of socialization: varna and jati; gender and caste (Leela Dubey); caste and class; Educational experience of the Scheduled Castes and the Scheduled Tribes..

Unit 4: **Modernity and Education**

Modernization theory and its critics; modernity under colonial conditions; colonialism in a comparative context (examples may be drawn from Latin America, Africa and South-East Asia); Debates concerning indigenous systems of education; Responses to colonial education; Regional experience of colonization: Bengal, Tamil Nadu, Maharashtra and Jharkhand as examples. Opportunity, mobility and social change; Society and State: Conflict and resistance; Equity and equality: the legal framework.

Unit 5: **Knowledge, Curriculum and Pedagogy**

Bernstein's codes and frames; Apple's idea of official knowledge; Why do textbooks provide sites for controversy; How are pedagogy and performance shaped by children's backgrounds: Rosenthal's theory of expectations; differentiation and selection under in public examinations; Classroom anthropology; the teacher and the new technology of communication: emergence of global pedagogic markets under the new knowledge economy.

Practicum

Students will be expected to undertake a project based on a question or idea arising out of different units of the syllabus. They can do such a project either individually or jointly with other students. Project reports can be used as basis for internal assessment, in addition to tests and/or book reviews and other assignments.

Department of Education

Master of Education (M.Ed) Examination

Existing	Proposed
I. Every candidate seeking admission to the examination for the Degree of Master of Education shall satisfy the following conditions: He must have passed the Bachelor of Education Examination of the University of Delhi or any other examination recognised as equivalent thereto.	I. Every candidate seeking admission to the examination for the Degree of Master of Education shall satisfy the following conditions: She/he must have passed the Bachelor of Education Examination of the University of Delhi or any other examination recognised as equivalent thereto as notified by NCTE in its Gazette Notification 2014 (REGD. No. DL 33004/99, No. 346, New Delhi, Dated, December 1, 2014).
In the case of students in the M.Ed course, the required conditions in respect of a regular course of study shall not be deemed to have been satisfied unless a student has pursued a B.Ed course of study for not less than one academic year, preceded by at least two years' teaching experience in a recognised educational institution: Provided that the above condition regarding teaching experience may be waived at the discretion of the Head of the Department in the case of candidates whose standing in the B.Ed Examination and the preceding Degree Examination justified this concession or who have had adequate research experience.	As per NCTE norms

II. The course of study and examination shall be as follows:

Paper:

I. Philosophy and Sociology of Education
II. Advanced Educational Psychology
III. Techniques of Research in Education and Educational Statistics
IV. And V.- Any two of the following:
   a. Educational Administration
   b. Mental Hygiene and Education
   c. Experimental Education
   d. Teacher Education
   e. Educational and Vocational Guidance
   f. Comparative Education
   g. History and Problems of Indian Education
   h. Principles of Curriculum Construction
   i. The Education of the Gifted and the Backward
   j. The Education of Physically Handicapped Children
   k. Finance of Education and Educational Planning
   l. Instructional Model, Media and Theory
   m. Science Education
   n. Social Science Education
   o. Language Education
   p. Social Theory of Education Systems
   q. Art Education
   r. Women Education

Note: Report on practical work or an Essay on a subject connected with one of the papers offered by the candidates selected with the approval of the Head of the Department.

Each paper shall be divided into two parts- Part I and Part II.

The courses of study and examination shall be as follows:

		Duration of Examination	*Max. Marks*
First Year			
Research Methods	1 Course	3 hours	100 marks
Perspective Courses	4 Courses	3 hours each	100 x 4= 400 marks
Specialization Courses	1 Course	3 hours	100 marks
		Total	600 marks
Second Year			
Research Methods	1 Course	3 hours	100 marks
Perspective Courses	1 Course	3 hours	100 marks
Specialization Courses	2 Courses	3 hours each	100 x 2= 200 marks
Research Seminar			25 marks
Dissertation			125 marks
Project			50 marks
		Total	600 marks
		First year + Second year	1200 marks

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</table>

1	Paper I	Part 1.1	Philosophy of Education
2	Paper II	Part 2.1	Psychology of Personality and Adjustment
3	Paper III	Part 3.1	Techniques of Research
4	Paper IV & V	Part I	
		4.5A.1	Educational Organisation and Administration
		4.5B.1	Theory of Mental Hygiene
		4.5 C.1	Psychometry
		4.5 D.1	Administration and Organisation of Teacher Education
		4.5 E.1	Educational Guidance
		4.5 F.1	Principles and Methods of Comparative Education
		4.5 G.1	History and Progress of Education in India till 1854
		4.5 H.1	Principles of Curriculum Construction
		4.5 I.1	Education of the Gifted
		4.5 J.1	Child Health and Physical Handicaps
		4.5 K.1	Theoretical Bases of Educational Planning and Finance
		4.5 L.1	Instructional Technology
		4.5 M.1	Science Education- Theoretical Bases of Science
		4.5 N.1	Social Science Education- The Conceptual Framework
		4.5 O.1	Language Education- Modern Perspectives in Language Education
		4.5 P.1	Social Theory of Educational Systems – Theoretical Framework
		4.5 Q.1	Education and the Arts
		4.5 R.1	Equality and Education : Sociological Perspective
	Paper I	Part 1.2	Sociology of Education
	Paper II	Part 2.2	Psychology of Learning and Intelligence
	Paper III	Part 3.2	Elementary Statistical Methods for

Titles of New Courses:

I. Research Methods (100 marks): Both courses are compulsory

Paper Title	Paper Code
Introduction to Research Methods in Education	R.1
Quantitative Methods in Educational Research (More Courses to be added)	R.2.1

II. Perspective Courses (100 marks):

Paper Title	Paper Code
Compulsory Perspective Papers (First year)	
Philosophy of Education	P.1
Sociology of Education	P.2
Personality, Learning and Cognition : A Foundational Perspective	P.3
Teaching and Teacher Education: An Interdisciplinary Perspective	P.4
Any one of the following Courses (Second Year)	P.5
Education and Society in South Asia	P.5.1
Revisiting Psychology in Education	P.5.2
Economy, Politics, and Education	P.5.3
Perspectives in History and History of Education	P.5.4
Curriculum Research and Development	P.5.5
Marginalization, Schooling, and Education	P.5.6

III. Specialization Courses (100 marks: 2 courses from one section and one from any other

	Paper Title	**Paper Code**
a.Maths Education	i. Introduction to Mathematics Education	S. Ma 1 (a)
	ii. Mathematics Curriculum : Development and Analysis	S. Ma 2 (a)
b.Educational Technology	i. Basic Educational Technology	S. Et. 1 (b)
	ii. Advanced Educational Technology	S. Et. 2 (b)
c.Social Science Education	i. Epistemological and Conceptual Framework of Social Science Education	S. Ss. 1 (c)
	ii.Social Science Learning in Elementary School	S. Ss. 2 (c)
	iii.Social Science in Secondary and Senior Secondary School	S. Ss. 3 (c)
d.Language and Literacy Education	i. Language Education	S. Ll. 1 (d)
	ii. Foundations of Reading and Writing	S. Ll. 2 (d)

<table>
<tr><td></td><td></td><td>Educational Research</td></tr>
<tr><td>Paper IV and V</td><td>Part II</td><td></td></tr>
<tr><td></td><td>4.5 A.2</td><td>Educational Supervision</td></tr>
<tr><td></td><td>4.5 B.2</td><td>Therapies for Mental Hygiene</td></tr>
<tr><td></td><td>4.5 C.2</td><td>Statistical Inference</td></tr>
<tr><td></td><td>4.5 D.2</td><td>Teacher Education Programmes</td></tr>
<tr><td></td><td>4.5 E.2</td><td>Vocational Guidance</td></tr>
<tr><td></td><td>4.5 F.2</td><td>Comparative Study of Educational Systems and Problems in Britain, USA, USSR and India</td></tr>
<tr><td></td><td>4.5 G.2</td><td>Problems in Indian Education</td></tr>
<tr><td></td><td>4.5 H.2</td><td>Evaluation and Research in Curriculum Construction</td></tr>
<tr><td></td><td>4.5 I.2</td><td>Education of the Backward</td></tr>
<tr><td></td><td>4.5 J.2</td><td>Education of the Physically Handicapped</td></tr>
<tr><td></td><td>4.5 K.2</td><td>Educational Planning and Finance in India</td></tr>
<tr><td></td><td>4.5 L.2</td><td>Instructional Media and Theory</td></tr>
<tr><td></td><td>4.5 M.2</td><td>Science Education- Practical Aspects of Science Education</td></tr>
<tr><td></td><td>4.5 N.2</td><td>Social Science Education- Contribution to Human Knowledge</td></tr>
<tr><td></td><td>4.5 O.2</td><td>Language Education- Problems of Language Learning in India</td></tr>
<tr><td></td><td>4.5 P.2</td><td>Social Theory of Education Systems- Implication of Education for Society</td></tr>
<tr><td></td><td>4.5 Q.2</td><td>Problems and Issues in Art Education</td></tr>
<tr><td></td><td>4.5 R.2</td><td>Equality and Education with Special Reference to Women</td></tr>
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<table>
<tr><td>e. Science Education</td><td>i. Introduction to Science Studies</td><td>S.Sc.1 (e)</td></tr>
<tr><td></td><td>ii. Environmental Education and Biology</td><td>S.SC.2 (e)</td></tr>
<tr><td>f. Inclusion</td><td>i. Inclusion, School, and Pedagogy</td><td>S. Inc. 1 (f)</td></tr>
<tr><td></td><td>ii. Diverse Abilities : Issues and Perspectives</td><td>S. Inc. 2 (f)</td></tr>
<tr><td>g. Social Theory of Education</td><td>i. Social Theory of Education : Conceptual Issues and Debates</td><td>S.St. 1 (g)</td></tr>
<tr><td></td><td>ii. Social Theory of Education : Emerging Issues and Trends</td><td>S.St. 2 (g)</td></tr>
<tr><td>h. Curriculum</td><td>i. Knowledge, Curriculum and Pedagogy</td><td>S. Curr.1 (h)</td></tr>
<tr><td>i. Art Education</td><td>i. Art Education : Theoretical Construct</td><td>S.Art.1 (i)</td></tr>
<tr><td></td><td>ii. Art Education : Child, School and Pedagogy</td><td>S.Art.2 (i)</td></tr>
<tr><td>j. Comparative and International Education</td><td>i. Epistemological and Conceptual Framework of Comparative and International Education</td><td>S. CInt. 1 (j)</td></tr>
<tr><td></td><td>ii. Issues in Comparative and International Education</td><td>S. CInt. 2 (j)</td></tr>
<tr><td>k. Culture and Education</td><td>i. Culture, Cognition and Education</td><td>S.Cul. 1 (k)</td></tr>
<tr><td>l. Experimental Research and Evaluation</td><td>i. Educational Evaluation and Psychometry</td><td>S.Exp.1 (l)</td></tr>
<tr><td></td><td>ii. Experimental Research in Education</td><td>S.Exp.2 (l)</td></tr>
<tr><td>m. Information and Communication Technologies</td><td>i. Information and Communication Technologies in Education : Theoretical Basis</td><td>S. Ic.1 (m)</td></tr>
<tr><td></td><td>ii. Information and Communication Technologies in Education : Approaches and Applications</td><td>S. Ic.2 (m)</td></tr>
<tr><td>n. Equality and Education</td><td>i. Equality and Education : Sociological Perspectives</td><td>S. Ee.1 (n)</td></tr>
<tr><td></td><td>ii. Gender and Education</td><td>S.Ee.2 (n)</td></tr>
</table>

IV.   a. Dissertation: 125 marks
        b. Research Seminar: 25 marks
        c. Field-based Projects (2): 25x2=50 marks

Note:

i. 50 marks for each part, of which 15 shall be allocated to Sessional work and 35 for the written examination held by the University.

ii. Report on the practical work or an essay on the subject connected with one of the papers offered by the candidate and selected with the approval of the Head of the Department will carry 100 marks as detailed below:

A	Internal assessment by the supervisor(s)	30 marks
B	Assessment of the report by an examiner other than the Supervisor	40 marks
C	Viva voce to be conducted by an external examiner. (The Viva Voce examination will be an open one and all the Supervisors will be free to be present but the marks will be awarded by the external examiner himself.)	30 marks

iii. The report of essay will be submitted in duplicate along with a short summary within three weeks of the conclusion of the written examination. The report will be examined separately and the summary will be kept in the institution from which the candidate appears.

iv. Any candidate who has been declared unsuccessful at the examination, but has obtained not less than 50% marks allotted to the Report on Practical Work or Long Essay in connection with Paper IV or V, shall be exempted from submitting a fresh report at the next Annual Examination.

v. Each written paper (each Part) will be of two hours duration.

Note:

i. 100 marks for each paper of which 30 shall be allocated to internal assessment and 70 for the written examination held by the university

ii. The research dissertation will carry 125 marks with the break up as detailed below:

A	Internal assessment by the supervisor(s)	40 marks
B	Assessment of the report by an examiner other than the Supervisor	50 marks
C	Viva voce to be conducted by an external examiner. (The Viva Voce examination will be an open one and all the Supervisors will be free to be present but the marks will be awarded by the external examiner himself.)	35 marks

iii. No change

iv. Any candidate who has been declared unsuccessful at the examination, but has obtained not less than 50% marks in the dissertation, shall be exempted from submitting a fresh dissertation at the next Annual Examination.

v. Each written paper will be of three hours duration.

Minimum Pass Marks and Classification of Successful Candidates:

The minimum number of marks required to pass the examination shall be 40% in each part of the written paper and 50% in the report on practical work, long essaywith 50% marks in the Aggregate marks.The classification of the result on the basis of the aggregate marks shall be as follows:

1. Distinction -   75% in the aggregate
2. Ist Division   -   60% of total marks and above but below 75%
3. IInd Division -   50% of total marks and above but below 60%

Note: Any candidate who has obtained not less than 50% of the aggregate marks, but has failed in only one part of a written paper, may be admitted to a Compartmental Examination in only that part of the written paper to be held

Minimum Pass Marks and Classification of Successful Candidates:

No Change

on any date within 6-8 weeks of the Announcement of the University Annual Examination results in that year, or if she/he fails to pass or fails to present herself/ himself at the said Compartmental Examination, then she may be admitted to the next annual examination as an ex-student in only that part of the written paper, on payment on each occasion of the same fees as are prescribed for M.Ed. examination and she/he shall be declared to have passed the examination in the year in which she/he successfully completes her/his examination.	

M Ed Two Year Programme

P.5.1 : Education and Society in South Asia

Maximum Marks: 100

Unit 1: Education as a System

Distinction between education as a concept and as a system; systemic data about education: institutions; stages, enrolment, transition; census and school surveys; Analysing these data in different states of India in a comparative perspective; Expenditure on education: Centre and States; Diversity of administrative structures in school education; Problems of collecting educational data:

Historical character of university as an institution in the Indian sub-continent; universities as examining and affiliating bodies;

Comparing institutional data in India and other countries of the SAARC region..

Unit 2: Historical Character of Present-day National Systems

Shared pasts of the SAARC region: Regional perspective; commonalities and particularities; students to choose any two SAARC countries for closer familiarity with their systems of education;

The system of education at the time of India's independence; The state discourse of reform and expansion: Situating official reports prepared around independence in their a socio-historical setting: Sargent, Radha krishnan, Mudaliar Commisions.

The second decade: Study of Naik'srestrospective analysis in 'Education Commission and After'; policy making in the 1980s: Chattopadhyaya's concerns; formulation of national policy and 'programme of action'; 1990s: impact of economic reforms.

Unit 3: Education, Culture and Social Movements

Education as a domain of social reform movements in colonial India: their socio-cultural impact in the regions where they arose; Cultural context of education: caste and gender as sites of struggle--biography as a resource: Ramabai and Ambedkar;

Social welfare, and cultural reform under the auspices of the modern state: study of child labour and child marriage as examples of state-driven reforms; Adult literacy and universal elementary education as two domains of state-driven social movements; Differential success of the state in universalization of elementary educaion in Nepal and Sri Lanka.

Struggles for change in education through innovation; Contextualizing innovative institutions and programmes:NaiTalim; Vishwabharati; Hoshangabad Vigyan.

Unit 4: Language, Religion and Education

Language as a site of policy debates: Constituent Assembly debate on language policy and its implications for education; history of the 3-language formula and its present status; English as a medium of education: issues, debates, inquiries;

Education and religion: issues and policies; provisions for minority communities; meaning and implications of secularism in education;

Comparing Indian policies with policies in other countries of the SAARC region.

Unit 5: Education under Globalisation

Nature and logic of new economic policies; their implications for education; the state as regulator of market: private investment in education—historical development; rise of self-financing institutions and courses; technology-driven changes in education and pedagogic practices; impact of globalization on different stages of education.

Quality debate in education; equity and equality under the emerging policy scenario.

Practicum:

Students will be expected to undertake a project comparing any two countries of the SAARC region, using ideas included in any of the above units of this course.

M Ed Two Year Programme

P.5.2: Revisiting Psychology in Education

Maximum Marks: 100

Aim and Rationale

The chief aim of this course is to engage students with fundamental constructs in psychological theory that educators have drawn upon to understand and anchor processes of teaching and learning. The course will focus on major shifts in the evolution of psychological thought as situated in specific social and political contexts. The course will also attempt to problematise the links between psychological theory and education; revisit and deconstruct specific constructs and perspectives embodied in theories of educational and developmental psychology with a view to re-contextualise them. It will also engage with historical and contemporary perspectives on childhood and their bearing on education.

Objectives
At the end of the course students will be able to:

- Critically examine the core principles and key constructs of psychological theory, research and practice that educators take to the field of practice
- Revisit and reconceptualise key notions and concepts, and the specific ways in which educational psychology shapes educators' understanding of children, childhood, difference, education and disability.
- Deconstruct concepts of developmental psychology in the context of enlightenment philosophy and the liberal view of education
- Critically explore the connections between the study of individual differences – the mainstay of psychological theory - and broader socio-cultural contexts.
- Examine the theoretical and pedagogical derivatives of constructivist and socio-constructivist theories; and how these have been used to foster the individual narrative and put limits to the educational discourse
- Examine and conceptualise the contribution of socio-cultural theories in reimagining children, young people and their learning
- Investigate historical and contemporary understanding of childhood, universal and plural constructs of childhood; the impact of globalisation on childhood and children's education.

Units of Study

Unit 1: Critical perspectives of dominant theories and constructs in educational psychology: learning processes, memory, individual differences in intelligence, cognitive development, motivation, self-regulation, and self-concept, and their role in learning; reliance on normative constructions about self, capacities and behaviours; and challenges posed by socio-cultural theorising and inclusion studies to the individual narrative, meritocratic orientation, nativist discourse of difference and essentialist ideas - including testing and measurement.

Unit 2: Deconstructing developmental psychology: developmental psychology as a modern discipline in search of objectivity, science and reason; counter narrative to behaviourists' accounts of child learning; Piaget's model of individual development, enlightenment philosophy and the liberal view of education; Vygotsky's ideas on the interaction between development and learning and theorisation on teaching and instruction; constructing the narrative of child agency; child-centered education and the internal contradictions between emancipatory and normative tendencies; child-centered pedagogy and the individualised model of childhood; treating the individual as the unit of social and educational activity; 'ideal' childhood, pathologising the disadvantaged and education as a means of social control.

Unit 3: Child as an epistemic entity, learner and social being; Vygotsky's view of learner embedded in socio-historical context, anti-individualism and the emergence of 'activity theory'; moving away from static conceptions of 'ability' and 'competence'; concepts of everyday cognition, cross-cultural and situated learning, distributed cognition – Rogoff, Bruner, Lave and Wenger; enquiry into the absence of these perspectives from mainstream educational discourse.

Unit 4: Dominant social imaginaries of childhood: understanding the varying notions of childhood and the child; historical and contemporary perspectives on childhood; 'ideal' childhood as the dominant construct of mainstream schooling; understanding children's identities and childhood as a plural construct and the risk of marginalisation; impact of globalisation and the market on childhood, children and their learning; examining the interrelationship between local and global factors in the world of children.

Essential Readings

Unit 1

1. Berliner, D.C. and R.C. Calfee (eds), *Handbook of Educational Psychology.* NY: Simon and Schuster Macmillan.
2. Bird, Lise (1999) Towards a more critical educational psychology, *Annual Review of Critical Psychology,* Vol. 1, pp. 21-33
3. Broadfoot, Patricia M. (1996) *Education, Assessment and Society.* Buckingham, UK: Open University Press.
4. Corcoran, Tim (Ed) (2014) Psychology in Education, *Critical Theory-Practice,* Sense Publishers.
5. Covington, M.V. (1992) *Making the Grade: A Self-Worth Perspective on Motivation and School Reform.* New York: Cambridge University Press.
6. Mishra, R. C., & Dasen, P. R. (2004). The influence of schooling on cognitive development: A review of research in India. In B.N. Setiadi, A. Supratiknya, W. J. Lonner, & Y.H. Poortinga (Eds.), Ongoing themes in psychology and culture: Selected papers from the sixteenth international congress of the International Association of Cross-Cultural Psychology (pp. 207–222). Yogyakarta: Kanisius.
7. O'Loughlin, Michael (1988) Reconceputalizing Educational Psychology to Facilitate Teacher Empowerment and Critical Reflection. Paper presented at the Annual Meeting of the Midwestern Association for Teachers of Educational Psychology (Bloomington, October, 1988).

8. Sinha, D. and Mishra, R. (1999). Socialization and cognitive functioning. In Saraswathi, T. S. (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage Publications, New Delhi.

Advanced Readings

1. Elkind, David (1976) Child Development and Education—a Piagetian Perspective, Oxford University Press.
2. Gould, S.J. (1981) *The Mismeasure of Man.* NY: W.W. Norton.
3. Henriques, J., Hollway, W., Urwin, C., Venn, C. and Walkerdine, V. (1984) *Changing the Subject: Psychology, Social Regulation and Subjectivity.* London: Methuen.
4. Lather, P. (1991) *Getting Smart: Feminist Research and Pedagogy With/in the Postmodern.* NY: Routledge.
5. Sternberg, R.J. (1985). *Beyond IQ: A Triarchic Theory of Human Intelligence.* NY: Cambridge University Press.
6. Wooldridge, A. (1997) *Measuring the Mind: Education and Psychology in England, c.1860-c.1990.* Cambridge: Cambridge University Press.
7. Yussen, S.R. and Bird, J.E. (1979) The development of metacognitive awareness in memory, communication, and attention. *Journal of Experimental Child Psychology, 28*, pp. 300-313.

Unit 2
1. Brown, A.L., Ash, D., Rutherford, M., Nakagawa, K., Gordon, A. and Campione, J.C. (1993) Distributed expertise in the classroom. In. G. Salomon (Ed), *Distributed Cognitions: Psychological and Educational Considerations.* Cambridge: Cambridge University Press.
2. Burman, E. (1994/2008) *Deconstructing Developmental Psychology.* London: Routledge.
3. Morss, J. (1996) *Growing Critical: Alternatives to Developmental Psychology* London: Routledge.
4. Walkerdine, V. (1984) Developmental psychology and the child-centred pedagogy: the insertion of Piaget into early education. In J. Henriques, W. Hollway, C. Urwin, C. Venn and V. Walkerdine, *Changing the Subject: Psychology, Social Regulation and Subjectivity.* London: Methuen.
5. Slater, Alan and Quinn, Paul (eds). (2012). Developmental Psychology: Revisiting Classical Studies. Sage Publications India Pvt. Ltd., New Delhi.

Unit 3
1. Brouwers, S. A., Mishra, R. C., & Van De Vijwer, F. R. (2006). Schooling and everyday cognitive development among Kharwar children in India: A natural experiment. International Journal of Behavioral Development. 30 (6), 559–567.
2. Brown, J. S., Collins, A., &Duguid, P. (1989). Situated cognition and the culture of learning. Educational Researcher, 18, 32–42.
3. Piaget, J. (1970).Science of education and the psychology of the child. (D. Coltman, Trans.). New York: Orion Press.
4. Bruner, J. S. (1996). Culture of education. Cambridge, MA: Harvard University Press.
5. Ogbu, John, 1978, Minority Education and Caste. The American System in Cross-cultural Perspective. New York: Academic Press, Inc.

6. Moll, L.C. and Greenberg, J.B. (1990) Creating zones of possibilities: Combining social contexts for instruction. In L.C. Moll (ed.), *Vygotsky and Education: Instructional Implications and Applications of Sociohistorical Psychology.* Cambridge: Cambridge University Press.
7. Rogoff, B. (1998). Cognition as a collaborative process. In W. Damon, D. Kuhn, & R. S. Siegler (Volume Eds.), Cognition, perceptions and language: Handbook of child psychology (5th ed., pp. 679-744). New York: Wiley.
8. Rogoff, B., & Lave. J. (Eds.). (1984). Everyday cognition: Its development in social context. Cambridge: Harvard University Press.
9. Singh, A. K. (1995). The cultural construction of home and school knowledge in tribal India. Prospects, 25(4), 735–747

Advanced Readings

1. Rogoff, B. (1990). Apprenticeship in thinking. Cognitive development in social context. New York: Oxford University Press.
2. Gauvain, M. (2001). The social context of cognitive development. New York: The Guilford Press.

Unit 4
1. Alanen, L. (2012) Disciplinarity, interdisciplinarity and childhood studies, Childhood, 19(4), pp. 419–422.
2. Anandalakshmy, S. (1998) The Cultural Context, in Swaminathan, M. (ed.),The First Five Years: A Critical Perspective on Early Childhood Care and Education in India. New Delhi: Sage Publications.
3. Ariès, P. 1962. Centuries of Childhood: A Social History of Family Life, New York: Vintage Books. (Part I)
4. Balagopalan, S. (2002). Constructing Indigenous Childhoods: Colonialism, Vocational Education and The Working Child, Childhood, 9:1, pp.19–34.
5. Balagopalan, S. (2011) Introduction: Children's lives and the Indian context,Childhood, 18(3), pp. 291–297.
6. Bissell, S. (2003). The social construction of childhood: A Perspective from Bangladesh in N.Kabeer, G.B. Nambissan, R. Subrahmanian (eds.), Child Labour and the Right to Education in South Asia: Needs Versus Rights?, New Delhi: Sage, pp. 47-72.
7. Burman, E. (1994) Poor children: charity appeals and ideologies of childhood, Changes:
8. Kakar, S. 1978. The Inner World: A Psychoanalytic Study of Childhood an Society in India. New Delhi: Oxford University Press (Chapter 6, pp. 182-189).
9. Mankekar P. (1997) To whom does Ameena belong? Towards a feminist analysis of childhood and nationhood in contemporary India, Feminist Review 56, pp.26–60.
10. Penn, H. (2005) Unequal Childhoods: Young Children's lives in poor countries Chapter 8, pp 137-164.
11. Qvortrup, J. (ed.) (2005) Studies in Modern Childhood, Society, Agency, Culture, Basingstoke : Palgrave Macmillan, pp. 167-183.
12. Raman, V. (2000). Politics of Childhood: Perspectives from the South, Economic and Political Weekly, pp. 4055-4064.
13. Razzack, A. (1991) Growing Up Muslim, Seminar (387), pp. 30-31.
14. Sarangapani, P. (2003) Childhood and schooling in an Indian village, Childhood, 10(4), pp. 403–418.

Advanced Readings

1. An International Journal of Psychology and Psychotherapy, 12:1, pp. 29-36.
2. James, A. and James, A. L. (eds.) (2004) Constructing Childhood: Theory, Policy and Social Practice. New York: Palgrave Macmillan. pp. 10-47.
3. Jencks, C. 2005. Childhood (second edition), London and New York: Routledge, pp. 29-47, 73-88.
4. Stearns, Peter (2006). Childhood in world history. Routledge, New York.
5. Prout, A. (2005) The Future of Childhood: Towards the Interdisciplinary Study of Children. London and New York: Routledge Falmer. pp. 113-141.
6. Bagchi, J. (1993) Socialising the girl child in colonial Bengal, Economic and Political Weekly 28(41): 2214–2219.
7. Bose, P.K. (1995) Sons of the nation: Childrearing in the new family, in P. Chatterjee (ed.) Texts of Power: Emerging Disciplines in Colonial Bengal. Minneapolis: University of Minnesota Press, pp. 118–144.

M Ed Two Year Programme

P.5.3 : Economy, Politics and Education

Course Objectives

The overall aim of this course is to engage students with economic thinking and its relationship with development and education. It also aims to examine debates on the political economy of globalization, development and education and its impact on a democratic social order. The course attempts to investigate how economic discourses associated with concepts of the market and productivity, efficiency and accountability have shaped the policy and practice of education. The role of education in bringing social transformation is also addressed. At the end of the course, students will be able to:

- Engage students with debates around economic policy and its relationship with educational policy and practice.
- Introduce students to post-Independence Indian economic thought and policy, and trajectories of development that have a bearing on the nature and direction of growth of the education sector
- Examine the complex relationship between education and development and its impact on educational policy and practice.
- Investigate how globalisation influences educational reform and how the free-market economy shapes educational institutions and processes.
- Examine the rhetoric of educational reforms and investigate the relationship between education, politicsand social change.

Units of Study

Unit 1: **Understanding the Linkages between Economics and Education:** Debates and contested views on: human capital theory its critique and relevance; education as investment by individuals and society, public and private investments; education as merit and public good, education and human development.

Unit 2: **Education for Economic Development:** Debates and comparative perspectives; financing of the education sector in the federal structure of governance; allocation of resources at different levels of education, specific regions of the economy, and specific sections of society. Structural changes in the Indian economy post-1991 and its larger political and social implications; implications on allocation of resources into the sector of education; mapping shifts in educational policy.

Unit 3: **Understanding the Relationship between Education, National Economic Growth, and Development:** Education as a means of development and as an indicator of development – to be studied through cases within and outside the country; examining the narratives of policy

and educational practice to investigate the relationship between education, poverty and inequality; poverty as capability deprivation and capabilities failure as a consequence of marginalization; examine the economic discourse of competition, efficiency and accountability and its impact on the educational discourse of policy and practice.

Unit 4: **Political Economy of Education:** Colonial and post-colonial encounters; liberalism to neoliberalism: understanding individual, state and power; economic rationality and education-examining the critical theory perspective; globalisation and educational reform; market mechanisms and education–commoditization and privatization in education- examining the case of higher education; advocacy for education as a profit-making enterprise; low budget schools and private for the poor; the political economy of teacher education.

Unit 5: **Contemporary Issues, Concerns and Debates in Education**: mobilizing resources for education: understanding the dynamics of centre-state relations, public funds and constraints, private capital and individual cost sharing, foreign aid, public-private partnership; education and GATS (General Agreement on Trade in Services); political nature of school as a social institution; ideological, socio-economic and socio-cultural forces that shape education; examining the rhetoric of educational reforms -the role of education in society; educational reform, social change and education.

Suggested Readings

* Adam Smith. The Wealth of Nations, "Inequalities Arising from the Nature of Employments Themselves". pp. 100-102.
* Althusser, L. 1971. 'Ideology and ideological state apparatuses', in L. Althusser. 'Lenin and Philosophy' and Other Essays. London: New Left Review.
* Apple, M. 2004. *Ideology and Curriculum*. New York: Routledge Falmer.
* Banerjee, S. Cole, E. Duflo and L. Linden. 2003. "Improving the Quality of Education in India: Evidence from Three Randomized Experiments," NBER mimeo.
* Blaug, Mark.1970. "Where are we now in Economics of Education?" Economics of Education Review.
* Blaug, Mark.1972. An Introduction to Economics of Education. London: Penguin
* Becker, Gary S.1964. Human Capital. NBER: New York. (Ch. 2, "Investment in Human Capital: Effects on Earnings".
* Becker, Gary (1993). "Nobel Lecture: The Economic Way of Looking at Behavior," Journal of Political Economy 101, pp. 385-409
* Belfield. Clive. 2000. Economic Principles for Education. Edward Elgar.
* Chattopadhyay, Saumen.2012. Education and Economics. Oxford
* Clarke, S. 2005. 'The Neoliberal Theory of Society,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press, 50-59.
* Coombs, P.H. 1969. What is Educational Planning? Paris: International Institute of Educational Planning (IIEP).

* Geetha Nambissan. Poverty, Markets and Elementary Education in India. Working Papers of the Max Weber Foundation's Transnational Research Group India "Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century"

* Giroux, H. 2005. *The Terror of Neoliberalism: Cultural Politics and the Promise of Democracy.* Boulder: Paradigm Publishers.

* Harvey, D. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press.

* Hayek, F. A. 1979: *Law, Legislation and Liberty: A new Statement of the Liberal Principles and Political Economy. Volume III: The Political Order of a Free People.* London: Routledge.

* Henry Levin, 1987. "Education as a Public and Private Good". Journal of Policy Analysis and Management, Summer.

* Milton Friedman, Capitalism and Freedom, Ch. 6, "The Role of the Government in Education".

* Naik, J.P.1975.Equality, Quality and Quantity. The Elusive Triangle in Indian Education. Allied: Bombay.

* Oreopoulos, Philip, and Kjell Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling," Journal of Economic Perspectives 25(1), pp. 159-184

* Palley, T.I. 2005. 'From Keynisianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbour, MI: Pluto Press: 20-30

* Prakash, Ved and K. Biswal.2008. Perspectives on Education and Development, NUEPA: Delhi.

* Psacharopolous, G. 1985."Planning of Education: Where Do We Stand?" World Bank: Washington

* Psacharapoulos, George.1996. "The Profitability of Investment in Education: Concepts and Methods," Human Development and Operations Policy Working Paper No. 15280, The World Bank, Washington, DC.

* Saad-Filho, A. & D. Johnston. (eds.) 2005. *Neoliberalism: A Critical Reader*. Ann Arbour, MI: Pluto Press

* Schultz, T.W. 1961. Investment in Human Capital, American Economic Review.

* Sen, Amartya and Dreze.1996.India: Economic Development and Social Opportunity. Oxford University Press.

* Tilak, Jandhyala B. G. 2002. "Education and Poverty". 3 (2) Journal of Human Development (New York: UNDP).July. 191-207.

* Tilak, Jandhyala B.G.2006. "Economics of Human Capital in India". Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.

* Tilak, Jandhyala B.G.2008. "Education, Growth and Development, Keynote Address". Indian Economic Journal (91st IEA Annual Conference Volume): 705-19.

M.Phil Courses Year Wise

S.No.	Course Code	Course Title	Teacher Incharge
2012: New Courses			
1	B.4	Culture, Cognition and Pedagogy	Prof. Bharati Baveja
2	B.28	Diversity, Inclusion and Pedagogy	Dr. Vandana Saxena
3	B.29	Literacy: Processes and Practives	Dr. Shobha Sinha
2012: Revised			
1	A.3	Descriptive Research	-
2	B.7	Education and Communication	Dr. Geeta Sahni
3	B.8	Advanced Psychometry	Dr. P. Mohan Raju
4	B.13	Science, Society and Education	Prof. Sadhna Saxena & Dr. Nirupma Jaimini
5	B.14	Educational Administration, Supervision and Management	Dr. Manju Agarwal
6	B.17	Philosophy of Education	Dr. Jayshree Mathur
7	B.22	Equality and Education	Prof. Gyasu R. Arvind
8	B.25	Teacher Education and Development	Dr. Alka Behari
9	B.27	Special Education: Issues and Challenges	Prof. S.R. Mittal
2013: New Courses			
1	B.30	Mathematics Curriculum: Perspectives and Debates	Dr. Haneet Gandhi
2	B.31	Education, Youth and Democracy	Dr. Pankaj Arora
2013: Revised			
1	B.15	Creativity, Development and Society	Dr. Yukti Sharma
2015: New Course			
1	B.24	Social Theory of Education	Dr. Sandeep Kumar

Master of Philosophy

A-3 (Descriptive Research)

Educational research tends to be primarily descriptive in nature. In India it is really important to develop deep understanding of this type of research as often educators seek remedies of educational problems without understanding the nature of the issues and problems. Hence, quality descriptive research which contributes to knowledge building about various facets of education in India is crucial. This course will help in understanding not only the procedures of research but also issues related to its conceptualization and theory. It will critically examine the processes and contextualize it within the current discourse of educational research.

The objectives of the course are as following:

-developing understanding about research processes by engaging with fieldwork and examining existing research studies.

-learning to critically analyze not only the research process and papers but also one's own experiences as a researcher.

Unit 1. Foundations of Educational Research: Historical background relating to the philosophies impacting the educational research and current situation. Role of theoretical perspectives on conceptualizing research and knowledge construction.

Unit 2. Research Processes and Perspectives:

a)   Quantitative and qualitative perspectives

b) Special focus on survey, qualitative methods, and case studies. Comparing and contrasting to gain understanding of these methods and their strengths and limitations. Issues related to sampling, access, generalization, and subjectivity will be discussed.

c) Examining the tools of research with special focus on preparing questionnaire/interviews, and observation. Contrasting differences of approaches in the use of these tools, for example, contrasting structured and unstructured interviews, or participant observation with other kinds of observation.

d) Ensuring data quality: Examining ways of ensuring data quality depending on the type and purposes of research approach being used. Topics will include validity, reliability, triangulation, discussions on subjectivity and representativeness.

e) Analysis of data and drawing conclusions

f) Ethics of research.

Unit 3: Some Relevant Topics/issues Specific to Educational Research:

(a) Classroom-based research

(b) Research with children: Challenges and concerns.

(c) Examining concept development and pedagogy of various subject areas including Maths, language, social studies, and science.

(d) Content analysis with special reference to research in textbooks in India.

Unit 4. The process of writing research: Examining the writing process with special attention to writing as a thinking process. Examining ways of achieving coherence, and clarity in writing dissertation and research based papers. Learning how to write different chapters and to select references and cite them in the text.

List of Reading for Research Method Class (2011-12)

Berends, Mark. "Survey Methods in Educational Research." Green, Judith L., Gregory Camilli and Patricia B. Elmore, eds. Handbook of Complementary Methods in Education Research. Mahwah,NJ: Lawrence Erlbaum Associates, 2006. 623-640.

Bryman, Alan. "The Debate about Quantitative and Qualitative Research." Bryman, Alan and Robert G. Burgess., eds. Qualitative Research Volume I. London: Sage Publication, 1999. 35-69.

Chromy, James. "Survey Sampling." Green, Judith L., Gregory Camilli and Patricia B. Elmore, eds. Handbook of Complementary Methods in Education Research. Mahwah,NJ: Lawrence Erlbaum Associates, 2006.641-654.

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James, Allison. "Ethnography in the Studey of Children and Childhood." Atkinston, Paul, et al., eds. Handbook of Ethnography. London: Sage Publication, 2001. 246-257.

Rex, Lesley A., Sharilyn C. Steadman and Mary K. Graciano. "Researching the Complexity of Classroom Interaction ." Green, Judith L., Gregory Camilli and Patricia B. Elmore, eds. Handbook of Complementary Methods in Education Research. Mahwah,NJ: Lawrence Erlbaum Associates, 2006. 727-771.

Stake, Robert E. "Case Studies." Denzin, Norman K. and Yvonna S. Lincoln. Strategies of Qualitative Inquiry. California: Sage Publication, 2003. 134-164.

Yin, Robert K. "Case Study Methods." Green, Judith L., Gregory Camilli and Patricia B. Elmore, eds. Handbook of Complementary Methods in Education Research. Mahwah,NJ: Lawrence Erlbaum Associates, 2006. 111-122.

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New Course

B-4 (Culture, Cognition And Pedagogy)

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Prof. Bharati Baveja

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This course addresses two major concerns; Cognition and Pedagogy. It seeks to explore the cognitive phenomenon from perspectives ranging from biological basis, to ontological development, to its cultural situatedness. It aims at analysing the interplay between biology and culture and its role in individual cognition. The socio-cultural approach to learning is expected to be considered at length. Further, the course delves on the relationship between cognition and pedagogy and discusses the pedagogical approaches compatible with the learning theories studied. The ultimate goal of the course is to enable learners develop a deep understanding in the field and ultimately move towards the development of a personal perspective on learning and pedagogy.

1. Epistemological Bases of Learning: Learning and Knowledge.

2. The Biological Bases of Learning:

    a) Ultimate causes: Evolution and Cognition

    b) Proximate causes: Neural architecture and Cognition

3. Piaget's Theory of Cognitive Development

    4. Personal\ Radical Constructivism

    5. Neo-Piagetian Theories of Cognitive Development

    6. Socio-Cultural bases of Cognition

    a) Vygotsky's socio-historical approach to learning and cognitive development

    b) Bruner's ideas on learning and pedagogy

    c) Neo-Vygotskyian perspectives in learning and cognitive development

    d) Social-constructivism and Situated Cognition

    7. a) Cognitive Information Processing   Approach to Learning

    b) Meaningful verbal Learning and expository teaching

    8. Cognition and Pedagogy

    a) Concept and approaches

    b) Paradigmatic shifts in Pedagogy –from Transmission to Constructivism.

Essential Readings-

Bruner, J. (1996). *The Culture of Education*, London, England: Harvard University Press.

Daniels, H. (2001). *Vygotsky and Pedagogy*. London, England: Routledge Falmer

Demetriou, A. , Shayer, M. & Efklides, A. (Eds.), *Neo-Piagetian Theories Of Cognitive Development: Implications And Applications For Education*. New York, USA: Routledge.

Driscoll, P. M. (1994). *Psychology of Learning for Instruction*. Massachusetts, USA : Allyn & Bacon

Leach, J. & Moon, B. (Eds) *Learners and Pedagogy*. London, England: The Open University Press.

Matthews, R. M. (Eds. 1998). *Constructivism in Science Education: A Philosophical Examination. London*, England: Kluwer Academic Publishers.

McCormick, R. & Paechter, C. (Eds*) Learning and Knowledge* . London, England: The Open University Press.

Moll, L.C. (Ed.) *Vygotsky And Education: Instructional Implications And Applications Of Sociohistorical Psychology* . New York, USA. Cambridge University Press.

Murphy, P. (Ed). *Learners, Learning and Assessment*. London, England: Paul Chapman Publishing in association with The Open University.

Siegler, S. R. (1991). *Information- Processing Theories of Developmen*t Children's Thinking (2nd edition). Englewood Cliffs, New Jersey, USA: Prentice Hall.

Steffe, L.P. & Gale, J. (Eds.) *Constructivism in Education* . New Jersey, USA: Lawrence Erlbaum Associates, Publishers.

Sternberg, R. & Berg, C. (Eds.), *Intellectual development*. New York, US: Cambridge University.

Tobin, K. (Ed.), *Constructivism: The Practice of Constructivism in Science Education*. New Jersey, USA: Lawrence Erlbaum Associates, Publishers.

Suggested Reading List

Bettencourt, A. (1993). The Constructivism of Knowledge: A radical constructivist view. In Kenneth Tobin (Ed.), *Constructivism: The Practice of Constructivism in Science Education* (pp. 39-50). New Jersey, USA: Lawrence Erlbaum Associates, Publishers.

Bidell, T. R., & Fischer, K. W. (1992).Beyond the stage debate: Action, structure, and variability in Piagetian theory and research. In R.Sternberg & C. Berg (Eds.), *Intellectual development* (pp. 100-140). New York, NY, US: Cambridge University.

Bidell, T. R., & Fischer, K. W. (1992) Cognitive Development In Educational Contexts: Implications Of Skill Theory. In Andreas Demetriou, Michael Shayer & Anastasia Efklides (Eds.), *Neo-Piagetian Theories Of Cognitive Development: Implications And Applications For Education* (p. 11-30). New York, USA: Routledge.

Black, P. (1999). Assessment, Learning Theories and Testing Systems. In Patricia Murphy (Ed). *Learners, Learning and Assessment* (pp. 118-134).London, England : Paul Chapman Publishing in association with The Open University

Blanck, G. (1992) Vygotsky: The man and his cause. In Luis C. Moll (Ed.) *Vygotsky And Education: Instructional Implications And Applications Of Sociohistorical Psychology* (pp. 31-58). New York, USA. Cambridge University Press.

Bowers, C.A. (2005). *The False Promises of Constructivist Theories of Learning: A Global and Ecological Critique*. New York, USA: Peter Lang Publishers.

Bredo, E. (1999). Reconstruction Educational Psychology. In Patricia Murphy (Eds) *Learners, Learning and Assessment* (pp. 23-45). London ,England: Paul Chapman Publishing in association with The Open University

Brown, S.J., Collins, A. & Duguid, P. (1989). Situated Cognition and the Culture of Learning, *Educational Researcher, 18(1),* 32-42

Bruner, J. (1996). *The Culture of Education*, , London, England: Harvard University Press

Case, R. (1992). Neo-Piagetian Theories of Child Development. In R. Sternberg & C. Berg (Eds.), *Intellectual development* (pp. 161-193). New York, USA: Cambridge University Press.

Case, R. (1992). The Role of Central Conceptual Structures In The Development Of Children's Scientific And Mathematical Thought. In Andreas Demetriou, Michael Shayer & Anastasia Efklides (Eds.), *Neo-Piagetian Theories Of Cognitive Development: Implications And Applications For Education* (pp. 52-64). New York, USA: Routledge

Cole, M. (1992) Cognitive Development and Formal Schooling: The Evidence From Cross-Cultural Research.In Luis C. Moll (Eds.) *Vygotsky And Education: Instructional Implications And Applications Of Sociohistorical Psychology* (pp. 89-110). NY, USA: Cambridge University Press.

D. Kirshner& J.A. Whitson (Eds.), *Situated Cognition : Social semiotic and psychological perspectives*. London: Lawrence Erlbaum Associates.

Daniels, H. (2001). *Vygotsky and Pedagogy*. London, England: Routledge Falmer

Driscoll, P. M. (1994). *Psychology of Learning for Instruction*. Massachusetts, USA : Allyn & Bacon

Driver, R. (1992). Constructivist Approaches to science Teaching. In Leslie P. Steffe and Jerry Gale (Eds.) *Constructivism in Education* (pp.385-400). New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Ernst Von Glasersfeld (1989). Constructivism in Education. In Husen, Torsten and Postlethwaite, T. Neville (Eds.) *The International Encyclopaedia of Education: Research and Studies*. Oxford, England: Pergamon Press

Ernst Von Glasersfeld (1992) A Constructivist Approach to Teaching. In Leslie P. Steffe and Jerry Gale (Eds.) *Constructivism in Education* (pp.3-15). New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Ernst von Glasersfeld (1993) Questions and Answers about Radical constructivism. In Kenneth Tobin (Eds.). *Constructivism: The Practice of Constructivism in Science Education* (P. 23-38). Hillsdale, New Jersey USA: Lawrence Erlbaum Associates, Publishers

Freire, P. & Macedo, P. D. (1999) Pedagogy, Culture, Language And Race: A Dialogue. In Jenny Leach and Bob Moon (Eds) *Learners and Pedagogy* (pp. 46- 58) London ,England: The Open University Press

Gardner, H. (1999). Assessment in Context. In Patricia Murphy (Eds). *Learners, Learning and Assessment* (pp. 90-117). London, England: The Open University

Gergen, J. K. (1992). Social Constructivism and the Educational Process. In Leslie P. Steffe and Jerry Gale (Eds.) *Constructivism in Education* (pp.17-39). New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Good, Ronald. ,G. Wandersee, James. H, & Julien St. John (1993). Cautionary Notes on the Appeal of the New 'Ism' (constructivism). In Kenneth Tobin (Eds.). *Constructivism: The Practice of Constructivism in Science Education* (pp. 71-90). Hillsdale, New Jersey USA: Lawrence Erlbaum Associates, Publishers

Hans, G., Law, Lai-Chong; Mandl, Heinz, & Renkl, A. (1999) Situated learning and transfer: Implications for Teaching. In Patricia Murphy (Eds). *Learners, Learning and Assessment* (pp. 214-230). London, England: The Open University

Kincheloe, Joe L. (2005). *Critical Constructivism*. New York, USA:Peter Lang Publishing.

Kirshner, D. & Whitson, A. J. (Eds. 1997) *Situated Cognition: social, semiotic and psychological perspectives*. Mahwah, New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Lave, J. & Wenger, E. (1999). Learning and Pedagogy in Communities of Practice. In Jenny Leach and Bob Moon (Eds) *Learners and Pedagogy* (pp. 21- 33). London ,England: The Open University Press

Lave, J.(1988).*Cognition in Practice: mind mathematics and culture in everyday life*. Cambridge: Cambridge University Press.

Matthews, R. M. (Eds. 1998). *Constructivism in Science Education: A Philosophical Examination. London*, England: Kluwer Academic Publishers

Montero, I. & Rosa, A. (1992). The historical context of Vygotsky's work: A sociohistorical approach. In Luis C. Moll (Eds.) *Vygotsky And Education: Instructional Implications And Applications Of Sociohistorical Psychology* (pp. 59-88). New York, USA: Cambridge University Press.

Moon, B. & Leach, J. (1999). Recreating Pedagogy. In Jenny Leach and Bob Moon (Eds) *Learners and Pedagogy* (pp. 265- 276). London ,England: The Open University Press

Richards, J. (1992) Construct[ion/iv]ism: Pick One of the Above. . In Leslie P. Steffe and Jerry Gale (Eds.) *Constructivism in Education* (pp.57-63). New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Rogoff, B. (1999). Cognitive Development Through Social Interaction: Vygotsky and Piaget. In Patricia Murphy (Eds). *Learners, Learning and Assessment* (pp. 69-82). London, England: The Open University

Roth, Wolff-Michael (1999). Authentic School Science: Intellectual Traditions. In Robert McCormick and Carrie Paechter (Eds*) Learning and Knowledge* (pp. 6-20). London, England: The Open University Press.

Scheffler, I. (1999). Epistemology and Education. In Robert McCormick and Carrie Paechter (Eds*) Learning and Knowledge* (pp. 1-5). London, England: The Open University Press.

Shotter, J. (1992). In Dialogue: Social Constructionism and Radical Constructivism. In Leslie P. Steffe and Jerry Gale (Eds.) *Constructivism in Education* (pp 41-56). New Jersey, USA: Lawrence Erlbaum Associates, Publishers

Siegler, S. R. (1991). *Information- Processing Theories of Developmen*t Children's Thinking (2nd edition). Englewood Cliffs, New Jersey, USA: Prentice Hall.

Tobin, K. (Eds.) *Constructivism: The Practice of Constructivism in Science Education*. Hillsdale, New Jersey USA: Lawrence Erlbaum Associates, Publishers.

Tomasello, M. (1999). *A puzzle and a hypothesis*. In Micheal, Tomasello, *The Cultural Origins of Human Cognition*. London, England: Harvard University Press

Vygotsky, L. (1986). *Thought and Language*. (Trans. Alex Kozulin) London, England: The MIT Press

Wertsch, V. J. & Kanner, B. G. (1992). A Sociocultural approach to intellectual development. In R. Sternberg & C. Berg (Eds.), *Intellectual development* (pp. 328-349). New York, US: Cambridge University.

Wertsch, V. J. (1992). The voice of rationality in a sociocultural approach to mind. In Luis C. Moll (Ed.) *Vygotsky And Education: Instructional Implications And Applications Of Sociohistorical Psychology* (pp. 111-126). New York, USA. Cambridge University Press

Wertsch, V. James (1985). *Vygotsky and Social Formation of Mind*. London, England: Harvard University Press

Wertsch, V. James (Eds)(1985). *Culture, communication and cognition: Vygotskian perspectives*.USA: Cambridge University Press

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M.Phil Course
B-7 (Education and Communication)

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-(Dr. Geeta Sahni)

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Thematic Note

This course is designed, keeping in mind that language is a complex phenomena, a reflection-provoking tool, that facilitates collaboration and real life communicative practice. The course content has 3 major Units, which include subthemes such as language acquisition, the nature and functions of language, methods of analyzing language. It is, thus, a multi-disciplinary language course that takes into consideration the important role that language has in education.

Unit 1:   Language and Cognition.   (20 hours)

Sub themes:
- Mechanics of language learning.
- The Nature of language
- Methods of analyzing language
- Theories of Cognitive Development.
- The creative expression- oral and written.

Unit 2:   Language, Culture and Society   (15 hours)

Sub themes:
- Environmental Assistance
- Place of the mother tongue and a foreign language in education.
- The Developmental process
- Dialect differences and bilingualism.
- Language of the Social Groups in India.

Unit 3:   Language and Content   (15 hours)

Sub themes:
- Communication Styles.
- Approaches to various language syllabi.
- Strategies to aid language learning
- Material Production.

Reading List

Essential

1. Chomsky Noam 1965, Aspects of the Theory of Syntax, Cambridge, Massachusetts.

2. Ellis Rod 2002, The Study of Second Language Acquisition, London, OUP.

3. Krashen D Stephen 1991, The Input Hypothesis: Issues and Implications, Longman, London.

4. Levinson S. 1983, Pragmatics, London, CUP.

5. Vygotsky Lev S. 1986, Thought and Language, MIT Press.

Desirable

1. Bickerton Derek 1981, Roots of Language, Karoma Publications, Hawaii.

2. Davies Alan and Elder Catherine 2004, The Handbook of Applied Linguistics.

3. Halliday MAK 1973, Explorations in the Functions of Language, London, Edward Arnold.

4. Language and Society in India, IIAS, Shimla 1969.

5. Langacker W. Ronald 2010, Investigations in Cognitive Grammar, London, OUP.

6. Lakoff George 2011, Aspects of Meaning Construction in Natural Languages, New York, McGraw Hill.

7. Leech G N 1983, Principles of Pragmatics, London, CUP

8. MacWhinney Brian 2000, The Childes Project: Tools for Analyzing Talk, London, OUP

9. Trask Robert Lawrence 2007, Language and Linguistics: Key Concepts, New York, Routledge.

<u>**M. Phil. Course**</u>

<u>**B-8: Advanced Psychometry**</u>

(Dr. P. Mohan Raju)

The first part of this course intends to develop further understanding about different test –theories; on issues related to Educational and Psychological tests; and develop ability to demonstrate the distinction among different types of tests on technical basis. The second part of the course targets to develop abilities among the scholars in taking decisions about and the application of advanced statistical tools for parametric & non-parametric data conditions.

<u>**Objectives**</u>:

(a) Develop technical understanding on test- scores under classical test theory and Item – Response theories; and test–score interpretation.

(b) Develop abilities in enhancing the quality of tests & scales used in Educational settings.

(c) Advance decision making abilities in application of higher level statistical tools in Test/scale development, in Experimental and Ex-post facto research.

(d) Further develop advanced skills (both computational and software-based) in handling the educational data under different research strategies.

Prof. Sadhna Saxena and
Dr. Nirupma Jaimini

The Overview

The course attempts to enable the scholar to explore the discourse on the interfacing of science and societal contexts, their changing relationships and to assess implications for science education. The interfacing encompasses various issues and dilemmas embedded in the socio-political-economical contexts with the cultural underpinnings; the understanding would be developed through evidence based analyses and research findings. The scholar would engage with the epistemological, psychological as well as sociological bearings of science vis-à-vis the changing worldview. Studying the factors influencing scientific research and technology options especially in the context of the developing countries would help in locating science and technology as dynamically functional social enterprise. The contemporary perspectives as well as debates regarding public understanding of science, women and science, people's science movements, social accountability of science etc. bring out the ethical relations between science and social values. Understanding the role of scientists, public interest organizations and science communicators in creating public awareness for participation in decision making and generating informed debates on issues related to science and society. The reflections emerging from interactions of science, society and education would thereby enable the scholar to engage with the research inquiry into the contouring of science education for sustainable development in the existing as well as in the futuristic societal context.

UNIT I

 Introduction to the Nature of Science Discourse including issues of worldviews in sciences.

This is an introductory unit on the nature of science that includes philosophy, history and sociology of science. In the context of this the issues that involve understanding the worldviews in sciences would also be introduced.

Views of Michael Matthews, H.G Gauch, Bertrand Russel (in History Western Philosophy : The Rise of Science),

UNIT II

Science and Society Interface

Taking Science to the ordinary people has been an area of deep concern for a few socially conscious scientists nationally and internationally. In India, eminent physicist, Dr.Meghnath Saha, worked in this area in the forties. This was prior to the emergence of systematic efforts in this area that started in the sixties. Since the seventies debates emerged on the method of science and the relevance of learning history and philosophy of science to understand what exactly scientists do and how do they arrive at conclusions. The social context of doing science also gained importance during this period.

In India , the emergence of people's science movements accompanied with the evolving critique on the issues of environment, health, agriculture and wider issue of development. The unit would cover this along with an introduction to the debates on ethics and science.

Views of Anil Sadgopal, Meera Nanda, A.K. Giri, V.V. Krishna, Shiv Vishwanathan, Vandana Shiva, Sunder Sarrukai, Michael Matthews etc.

UNIT III

Gender and Science

There is an active debate in gender and science on the issue of marginalisation of women in sciences, especially in theoretical sciences. There are studies that highlight and empirically establish the marginalisation due to sociological reasons including deep socialisation and patriarchal norms. The proponents of this theory basically demand level playing field for women scientists and do not make any claims of distinction between gender based learning or doing of science.

However, the stand point theory, calls modern science masculine science done by the white and western men that ignore the science done by the marginalised communities including the blacks. The proponents have developed a critique of objectivity and universalism of sciences. The claim of the theory is that different communities including women, have different ways of doing science, based on their social location and they are capable of doing better science. This critique of doing(method) and learning (cognitive) of science has actually created space for many strands that distinct from sociological basis however do not also agree with the critique of universalism.   The unit aims to introduce the students to this discourse.

Views of Jayashree Subramanium, Cassandra L. Pinnick, Helen E Longino, Sandra Harding, Abha Sur

UNIT IV

Science Education for Sustainable Development

Intrinsic values in science. Science,values and life skills. The perspectives regarding dichotomous position of Science w.r.t. religion, faith, facts etc. Indigenous practices and science. Ethical implications of scientific research and the development of new technologies . Contemporary challenges and perspectives w.r.t societal, environmental and resource-related contexts in considering science education for sustainable development.

- Views of D.P. Chattopadhyay, Albert Einstein,Richard Dawkins, C.K. Raju,Sunder Sarrukai, Ravi Sinha, Subhash Gatade, Bertrand Russell, Meera Nand.

- Meeting Challenges to Sustainable Development through Science and Technology Education; Jack Holbrook,International Council of Association for Science Education (Science Education International Vol.20, No.1/2, December 2009, 44-59)

- International Council for Science (ICSU). (2002). ICSU Series on Science for Sustainable Development No. 5: Science Education and Capacity Building for Sustainable Development. 31 pp. ISSN 1683-3686.

Suggested Readings

Abell, Sandra.K. & Leederman, Norman.G.(Eds.).(2007).*Handbook of Research on Science Education.* New York & London: Routledge Taylor & Francis Group.

Bhargava, P.M & Chakrabarti,C. (Eds.).(2007). *Angels, devils and science- A collection of articles on scientific temper.* (pp. 78-91). India: National Book Trust.

Brundtland Commission. (1987). Report of the World Commission on Environment and Development: Our Common Future (Brundtland Report) http://www.cfr.org/economic-development/report-world-commission-environment-development-our-common-future   -brundtland-report/p26349.

Bryan, L. A. & Atwater, M.M. (2002). Teacher beliefs and cultural models: A challenge for science teacher preparation programs. *Science Education, 86* (6), 821-839.

Bucchi, M (2004). *Science in Society-An introduction to social studies of Science.* London, New York: Routledge, Taylor & Francis Group.

Carter, L. (2008). Globalisation and Science Education: The Implications of Science in the New Economy. *Journal of Research in Science Teaching*, vol 45 (5), pp 617-633**.**

Chalmers, A. F. (1999). *What is this thing called science.* (3rd ed.). Buckingham: Open University Press.

Eriksson, I.V. (Ed.).(2008), *Science education in the 21st century.* New York: Nova Science Publishers.

Giri, A. K. (1998). *Global Transformations–Postmodernity and Beyond*. Chapter-2, The Portrait of a Discursive Formation – Science as Social Activism in contemporary India, Jaipur, New Delhi. Rawat Publications.

Goonatilake, S. (1998). *Towards a global science- Mining civilizational knowledge*. New Delhi: Vistaar Publications.

Keller, EvelynFox (1985). 'Reflections on Gender and Science'. Yale University Press: New Haven.

Krishna,V.K. (375). 'Sceince,Technology and Counter Hegemony—Some Reflections on the Contemporary Science Movements in India'. In Shinn et al (eds) *Science and Technology in a Developing World.* Netherlands: Kluwar Academic Publishers (375-411).

Lacey, H. (1999). *Is Science Value Free- values & scientific understanding.* London & New York: Rutledge Taylor & Francis Group.

Longino, Helen E. (1989). 'Can There Be a Feminist Science?'.in *Feminism and Science* by Nancy Tuana (ed). Bloomington: Indiana University Press.(45-57).

Mathews, M. R. (2008). Science, worldviews and education: An introduction. *Science & Education*, 18, (6-7), 641-666.

McComas, W. F., Clough, M. & Almazroa, H. (1998). The role and character of the nature of science in science education. In W. F. McComas (Ed.), *The nature of science in   science education: Rationales and strategies* (pp**.** 3-39). Netherlands: Kluwer   Academic Publishers

Nanda, Meera (1997). 'Against social deconstruction of science:cautionary tales from the third world'. *Monthly Review*. March

Nola,Robert. & Irzik,Gurol.(2005). 'Multiculturalism and Science education', *In Philosophy, science, education and culture*, Science, technology and education library.

Poonacha, Veena and Gopal, Meena (2004). *Women and Science:An Examination of Women's Access to*

and Retention in Scientific Careers. Mumbai:Research Centre for Woemn's Studies.

Pinnick, Cassandra L. (ed) (2008). *Science and Education* (Special Issue on Gender and Science). :Netherlands:Springer.

Prakash, Padma (1984). 'People's Science Movements and Women's Struggles'. EPW,Septembet 22:1656-58.

Rangarao, B.V. and N.P. Chaubey (1982). Social Perspective of Development of Science and Technology in India. Calcutta:Naya Prokash.

Rahman, A. (1980). Science, technology and society- new perspectives. In A. Rahman & P. N. Chowdhury (Eds.), *Science & Society* (pp. 3-15). New Delhi: CSIR.

Rangarao, B. V and Chaubey, N. P.(Eds.).(1982). *Social Perspective of Development of Science and Technology in India.* Allahabad :Indian Academy of Social Sciences.

Richards, S. (1983). *Philosophy and sociology of science*. England: Basil Blackwell Publishers.

Sarukkai, Sundar (2012). *What is Science*? New Delhi:NBT.

Sarukkai, Sundar (1999). 'Science ,Knowledge and Society'. EPW, March 27:779-784.

Sears,John.& Sorensen,Pete.(Eds.).(2000).*Issues in Science Teaching.*London,New York: RoutledgeFalmer

Shinn, T. , Spaapen, J. & Krishna, V.(1997). *Science and Technology in a Developing World.* Netherlands: Kluwer Academic Publishers.

Subramanian, Jayashree (2007). 'Perceiving and Producing Merit: Gender and Doing Science in India'. Indian Journal of Gender Studies'. India: Sage, 14:2(259-284).

Sur, Abha (2011). *Dispersed Radiance: Caste , gender and Modern Science in India*. New Delhi: Navayana.

Tindemans,Peter.(1978). 'Scientific Information: Its role in educating the public for participation and decision making', in *'Science, society and education'*, edited by Prof. E.Boeker and Prof. M.Gibbons, Amsterdam.

Williams,James.D.(2011). *How Science Works:Teaching and Learning in the Science Classroom.* London & New York:Continuum International Publishing Group.

Zeidler,I. Dana.(Ed.).(2005).*The Role of Moral Reasoning on Socioscientific Issues and Discourse in Science Education.* Netherlands: Kulwer Academic Publishers.

B-14 (Educational Administration, Supervision and Management)

Dr. Manju Agarwal

Concept Note

During the past forty years there have been drastic changes in the way education is managed all over the world. Beginning with the emphasis on peoples' literacy and an organisational framework to protect peoples' right to education, the state policies have been working to evolve a system which not only facilitate the educational processes by establishing a network of institutions, but also to create a system which ensures harmony between the social and political goals. There are debates how education can be decentralized within a national system. This course is designed to equip the scholars to critically analyse such policies from the national and international perspectives; be it at the formulation or at implementation stages. The focus is on a research based analysis of issues relating to educational policies, planning, administration and development. Further, a discussion on socio-economic, political and historical aspects of educational administration is also worth considering. As the administrative process flows down to the educational institutions, the instructional aspect has to be given priority. This calls for making the supervisory practices pro-active. The content on supervision and management intends to explore how can the conventional models of inspection be made more developmental.

Unit-1 : Organisation and Policy Studies

- Evolution of educational administration in India: Contemporary issues and trends.

- Organisational framework of public education in India and some selected countries.

- Policy studies and issues in educational administration: philosophical, ethical, moral and legal bases of policy decisions.

- The study of major theories and models of educational administration: the systems' approach to educationa; administration

Unit II : Supervisory Practices

- Current practices of educational supervision.

- Supervisory practices and the organisational dynamics:

- Instructional supervision.

Unit III : Management and Planning

- Managerial processes and its importance in education.

- Application of educational management in administrative areas: Human Resource Management.

- Quality improvement – Issues and challenges

- Institutional Planning and Management – Some case studies.

Unit IV : Designing the Research Programmes

- Exploration of research based approaches, designing implementation and evaluation of a field project.

Suggested   Readings

Altekar, A.S. (1934). *Education in Ancient India*. Benares : Gyan Publishing House.

Boyan, N.J. (Ed.). (1988). *Handbook of research on educational administration*. New York: Longman

Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers.

Erickson, D.A. (1979). Research on educational administration: The state-of-the-art. *Educational Researcher*, 8(3), 9-14.

Firth,G.R.& Pajak,E.(Eds.).(1998). *Handbook of Research on School Supervision.* New York*:* Mac Millan Reference Books USA.

Glanz, J. (1991). *Bureaucracy and Professionalism*: *The Evolution of Public School Supervision*. New Jersey: Farleigh Dickinson University Press.

Goodlad, J.I.(1984). *A place called school: Prospects for future*. New Delhi: Mc Graw – Hill.

Kapur, A. (2007). *Transforming   Schools : Empowering   Children*. New Delhi: *SAGE Publications Pvt. Ltd.*

Kimbrough, R. B. & Nunnery, M. Y. (1983). *Educational administration: an introduction.* New York: MacMillan Publishing Company.

Mukhopadhyay, M. (2001). Total   *Quality Management*. New Delhi: National Institute of Educational Planning and Administration.

Mukhopadhyay, M. & Tyagi, R.S. (Ed.). (2001). *Governance of School Education in India.* NIEPA.

Murphy, J. & Seashore Louis, K. (1999).*Handbook of research on educational administration* (2nd Ed.). San Francisco: Jossey – Bass.

National   Institute of Educational Planning and Administration. (1991-2001). *Country wide Studies on Educational Administration –*Structures, Process and Systems. New Delhi: Vikas Publishing House Pvt. Ltd.

Noord, S. (Ed.). (2003). School   *Education in India.* New Delhi, India: National University of Educational Planning and Administration.

Samier A. E. (Ed.). (2003). *Ethical Foundations for Educational Administration*. London: Routledge Falmer.

ShukIa, P. D. (1983). *Administration of Education in India.* New Delhi: Vikas Publishing House, Pvt. Ltd.

Snowden, P. & Gorton, R. (1998) . *School Leadership and Administration*. New York: Mc Graw Hill.

Sullivan S. & Glanz, J.   (2000). *Supervision That Improves Teaching: Strategies and Techniques*. Thousand Oaks, California': Corwin Press, Inc.

Tyagi, R. S., Aggarwal, I.P., & Dhawan, N.K. (2000). *Educational Administration in Delhi- Structures, Processes and Future Prospects.* New Delhi: Vikas Publishing House Pvt. Ltd.

Journals :

Journal of Educational Planning and Administration: A publication by NUEPA

Educational Administration Quarterly: Sage publications

Journal of Research on Leadership Education: Sage publications

Websites:

http://www.jstor.org/

http://www.ascd.org/Default.aspx

B-15 (Creativity, Development and Society)

Dr. Yukti Sharma

Concept Note

Creativity is a multidimensional construct that is conceptualized focusing on an individual and its unique abilities, as a unique product or an idea including scientific discovery, technological invention, creations in art and design or social innovation or as a process involving an interaction of the individual and its social underpinnings. It needs to be understood as a state of mind that helps in self-growth and leads to self-actualization and not merely as a new product or an idea. Also, there has been a shift in the field from focusing on the personality traits to the cognitive and social processes. Thus, the paper focuses on the understanding of creativity from a developmental perspective, its role in development of an individual, solving everyday problems, addressing challenges posed by the rapid and complex changes in the contemporary society and in social advancement. The paper includes a research perspective that involves exploring the scope of action researches for studying the little 'c' creativity in our everyday lives and in classroom with children. It also involves a study of research areas such as evolution of the concept of creativity, how it is diminishing in recent times, towards developing an understanding of the creative curriculum for fostering creativity and other emerging issues in the field of creativity. In the light of the above, the scholars would be involved in reflecting on various theoretical approaches on creativity through discussions, term papers, seminar presentations and research paper/ article reviews. They would be also be engaged in critically analyzing the present curricular approaches vis-à-vis their effectiveness in promoting creativity amongst children and developing ideas related to classroom strategies and educational experiences for children from a global perspective.

Units and Subthemes

I. Theoretical Foundation of Creativity
Process Approach
Product approach
Personality Approach with special reference to systems view of creativity

II. Issues related to assessment of Creativity
Test and non-test approaches
Evolving criteria for assessing cognitive styles, creative personality and creative thinking in cultural context

III. Creativity and Development
Creativity in relation to developmental stages
Role of home, school and community in fostering creativity
Curriculum and classroom strategies for promoting creativity

IV. Global Education and Creativity
Empathy, interdependence and self-actualization
Emotional giftedness and creativity
Developing global awareness

V. Creativity and Research Perspectives
Theory building
Action Researches

Alternative research paradigms

List of Readings:

Essential:

Craft, Anna & others (Ed.)(2005) Creativity in Schools: Tensions and dilemmas.Routledge

Cropley, A. (2006). In Praise of Convergent Thinking.*Creativity Research Journal*.18, p.391-404.

Csikszentmihalyi, M. (1990*). Flow: The Psychology of Optimal Experience.* New York: HarperCollins.

Csikszentmihalyi, M. (1996).*Creativity: Flow and The Psychology of Discovery and Invention.* New York: HarperCollins.

Csikszentmihalyi, M. (1999).Implications of a Systems Perspective for the Study of Creativity.In R.J. Sternberg (Ed.), *Handbook of Creativity*, p.313-335. NY: Cambridge University Press.

Dacey, J.S., Lennon, K., & Fiore, L. (1998).*Understanding Creativity: The Interplay of Biological, Psychological and Social Factors*. San Francisco: Jossey- Bass.

Gardner, H. (1993,). *Creating minds: An Anatomy of Creativity Seen Through the Lives of* Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi. New York: Basic Books.

Howe, M. (1999).Prodigies and Creativity. In R. Sternberg(ed.), *Handbook of Creativity*, p.431-448. New York: Cambridge University Press.

Kaufman, J.C. and Sternberg, R.J. (Ed.) (2006) International Handbook of Creativity.Cambridge University Press.

Piirto, J. (2004). Creativity As Personal Transformation: A Postmodern View of Creativity With Emphasis on What Creators Really Do. Keynote Speech at Australia Association for the Gifted Conference. August 15, 2004.

Runco, M.A & Albert, R.S. (1990). Theories of Creativity.Sage Publications.

Runco, M.A (2007).*Creativity. Theories and Themes: Research, Development and Practice*. Elsevier Academic Press.

Desirable

Amabile, T.M. (1983). *The Social Psychology of Creativity.* New York: Springer Verlag

Douglas, M. (1994) As cited in Eisenman, R (2001). Creativity, Risk taking, Sex differences, and Birth order. *Journal of Evolutionary Psychology.*22, p.189-192.

Runco, M.A. (1996). Creativity Need Not be Social. In A. Montuori& R. Purser (Eds.), *Social creativity,* Vol. 1. Cresskill, NJ: Hampton.

Runco, M.A & Albert, R.S. (1985). The Reliability and Validity of Ideational Originality in the Divergent Thinking of Academically Gifted and Non Gifted Children. *Educational and Psychological Measurement,* 45, p.483-501

Simonton, K. (2000). Creativity: Cognitive, Personal, Developmental and Social Aspects. *American*

Psychologists.55, p.151-158.

Sulloway, F.J.(1996). *Born to Rebel: Birth Order, Family Dynamics, and Creative Lives.* New York: Pantheon

<u>**M.Phil Course**</u>

<u>**B-17: Philosophy of Education**</u>

<u>**Dr. Jayshree Mathur**</u>

32 hours (16 meetings)   Sept-April (8months)

Unit-1 Philosophy and Education   **6 hours**

   a. Emergence and development of the discipline of Philosophy of Education

   g) Schools of thought and their critique

   h) The Analytical tradition and its critiques

   i) The European hermeneutic tradition and its critique

   b. Philosophy of education, educational theory and educational practice

Unit-2 philosophical inquiry into education: the metaphysical and the axiological   **10 hours**

   a. The importance of the metaphysical in understanding Education and the educand

   b. The ethics of the common good/ liberal- issues of autonomy, authority, authenticity

   c. The value of equality- as procedural justice, equality of treatment, outcome, and opportunity

   d. The aesthete in education- creativity and imagination

Unit- 3 Education and the Epistemological   **10 hours**

   (e) Knowledge as justified true belief

   (f) Knowledge as pure reason

   (g) Knowledge as experience

   (h) Does knowledge need foundations?

   (i) Feminist epistemology

Unit- 4 Philosophy, Education and Research   **6 hours**

   a. Method in philosophy as method of research- dialectical, dialogical, deductive, inductive, descriptive, analytical, synthetic

   b. The question of objectivity and subjectivity- the positivistic and the phenomenological

Descriptive Note:

This course intends to provide a space to underline the necessity, the importance and possibility which the study of Philosophy of Education has in understanding Education. It provides normative, descriptive and analytical perspectives which offer a critical mode of inquiring into educational realities. Like other forms of normative inquiry concerned with distinct domains of practice, philosophy of education in shaped not only by the philosophical problems and resources it brings to its domain but by the practical problems and perplexities intrinsic to that domain. Because educational theories are necessarily trans-disciplinary, any approximation to a systematic theory in education will outstrip the resources of any one discipline. However, philosophy seems to be better equipped than other disciplines to undertake the conceptual and synthetic work necessary to the construction of a trans-disciplinary practical understanding of the discipline of education. Philosophical argumentation and reflection are central in providing a conceptual framework for any study.

Reading List:

Essential

Blake, N., Smeyers, P., Smith, R., & Standish, P. (Eds.). (2003). *Philosophy of Education.* UK: Blackwell.

Carr, W. (Ed.). (2005). *Philosophy of Education.* London & New York: Routledge .

Chambliss, J. J. (Ed.). (1996). *Philosophy of Education.* New York & London: Garland Publishers.

Cooper, D. (2010). *Equality in Education.* London: Routledge & Kegan Paul.

Curren, R. (Ed.). (2003). *A Companion to The Philosophy of Education.* UK: Blackwell.

Doyle, J. (Ed.). (2010). *Educational Judgements.* London: Routledge.

Hayden, G. (1998). *50 Years of Philosophy of Education.* London: Institute of Education.

John Locke's Some Thoughts Concerning Education. In P. Gay (Ed.) (1964). *John Locke on Education* (pp. 180-188).

Kant's Lecture notes on Pedagogy. In C. Bowyer. (1960). *Philosophical Perspectives for Education* (A. Churton, Trans., pp. 215-225). University of Michigan Press.

Langford, & O'Connor. (2010). *New Essays in the Philosophy of Education.* London: Routledge & Kegan Paul.

Plato's Dialogue. In C. H. Bowyer(1953). *Philosophical Perspectives for Education* (B. Jowett, Trans., 4 ed., Vol. 1, pp. 88-113). Scott Forsmen & Company.

Richard Bailey, R. B. (Ed.). (2010). *Philosophy of Education.* London: Sage.

Desirable

Carr, D. (1998). *Education, Knowldge & Truth.* London: Routledge.

Dewey, J. (1938). *Logic: The Theory of Inquiry.* New York: Henry Holt & Company.

Gettier, E. (1963). Is Justified True Belief Knowledge? *Analysis , 23*, 121-123.

Habermas, J. (1992). *Postmetaphysical Thinking.* MIT: Cambridge.

Hirst, P. (1974). *Forms of Knowledge and the Curriculum.* London: Routledge & Kegan Paul.

Peters, R. S. (Ed.). (1977). *John Dewey Revisited.* London: Routledge & Kegan Paul.

Rorty, R. (1982). *Consequences of Pragmatism.* Minniapolis: University of Minnesotta Press.

Scheffler, I. (1965). *Conditions of Knowledge.* Illinois: Scott Forsmen & Company.

Stryke, K., & Egan, K. (Eds.). (1978). *Ethics and Educational Policy.* London: Routledge & Kegan Paul.

White, J. (2010). *The Aims of Education Restated.* London: Routledge & Kegan Paul.

B 22 (Equality and Education)

-Prof. Gaysu R. Arvind

Course Overview

The overarching course objective is to understand how relations of power and inequality (social, cultural, economic), in their varied forms, combinations and complexities manifest and are challenged in the informal and formal education system.

The course will examine the ways in which schools reproduce, reinforce, and challenge prevailing social, economic, and political relationships. We will look at the structure, practices, content, and outcomes of schooling, primarily in the light of their relationships to the wider society in which schools are located. We will take into account the link between schools and societal stratification, probing how schooling contributes both to social mobility and to the reproduction of the prevailing social order. The emphasis will be to build an understanding about how the factors of class, caste, ethnicity, and gender affect the educational experiences of students within schools and within classrooms; and their role in framing students' identity and future life options. The course will also address role of the state in the emerging Neo-liberal global order, and its bearing on educational policy and practice. The discussion will be largely located in the theoretical framework of critical educational studies for bringing out the multiple dynamics underpinning the relations of inequality, exploitation and domination in our societies; and ways of challenging epistemological and ideological assumptions for realizing social transformation and justice.

Course Requirements

Course requirements include completion of the assigned readings, active participation in classroom discussion, a presentation of monthly readings to the class, writing an argument-driven paper, summarizing and critiquing the arguments presented in the readings in this course. In addition, students will also be required to analyze and explain data collected through observation and an interview as a case example of the theories presented in this course.

Class activities will vary from week to week, ranging from lectures to discussions to student presentations. Students are expected to be lively participants in building the classroom discourse and be well prepared to critically discuss the materials assigned on that date. As active participants, students are expected to ask questions, raise issues, and contribute to substantive classroom discussion in an informed way. Discussion opportunities that reflect the readings and the topics addressed in the course will be held regularly as part of the normal class period.

Equality and Education

Social contexts and social structures: class, caste, ethnicity and gender as categories of analysis in relation to education.

The relation between education, socio-economic status, mobility, educational opportunity and social change

Social structure, exclusion and inequality in education

Critical perspectives in educational theorizing: Pierre Bourdieu, Basil Bernstein, Paulo Freire, and Michel   Foucault

The equality and education debate in India with special reference to language, minorities, Scheduled Castes and Scheduled Tribes, women, rural & urban and backward & advanced regions.

Inequalities and resistances

Measures for bringing about equality- common school system, vouchers, reservations, scholarships, right to education, and alternatives in education; social and the de-schooling movements

Equality and education in diverse socio-political systems - developed, liberal democratic, socialist and developing countries

Political economy and the 'new' sociology of education with reference to the equality debate

Education, Globalization and the Nation-State

Power, Culture and Politics of Identity

Democracy, Citizenship and Education

Note: The existing course structure is augmented by including some contemporary perspectives and issues.

Course Resources: Some Suggested Core and Additional Readings

Alexender, R. (2008) 'Pedagogy, curriculum, and culture' in *Pedagogy and Practice: Culture and Identities*, Kathy Hall, Patricia Murphey and Janet Soler (Eds), pp.3-27, London: Sage Publications.

Alexander , R. 'Education*, Culture and Cognition: Intervening for Growth*', International Association for Cognitive Education and Psychology (IACEP), 10th International Conference, University of Durham, UK, 10-14 July 2005 Keynote: 12 July 2005, **Culture, Dialogue and Learning: Notes on an Emergent Pedagogy**, University of Cambridge, UK.

Apple, M.W. (2006) 'Producing inequalities: Neo-liberalism, neo-conservatisim, and the politics of educational reform' in *Education, Globalization and Social Change,* Hugh Lauder et al (Eds), pp. 468-489, New York: Oxford University Press.

Apple,M.W. and Au, W. (2009) 'Politics, theory, and reality in critical pedagogy', in R. Cowen and A.M. Kazamias (Eds.), *International Handbook of Comparative Education, Part Two*, pp. 991-1008,London: Springer.

Arvind, G. R. (2011), 'Colonialism, Modernism and Neo-liberalism: Problematising Education in India' in Yong Zhao et al (Eds) Handbook of Asian Education: A Cultural Perspective, New York: Routledge, Francis and Taylor

Arvind, G.R. (2009) 'Local democracy, rural community and participatory school governance', in *Journal of Research in Rural Education*, 24(2), pp.2-13. Available at http://jrre.psu.edu/articles/24-2.pdf.

Beteille. A. (2008), Marxism and Class Analysis, New Delhi: Oxford University Press.

Bhabha, H.K. (1994) The Location of Culture, London: Routeledge.

Byrne, D. (2008), Social Exclusion: Critical Concepts in Sociology, London: Routledge.

Cole, M. (2008) *Marxism and Educational Theory*, London: Routledge.

Daniels, H., Lauder. H. and Porter, J. (Eds.) (2009) *Educational Theories, Cultures and Learning: A Critical Perspective*, Oxon: Rout ledge.

Dass, Veena(2010) '*Citizenship as a claim or stories of dwellings and belonging among the urban poor'*, **Dr B.R. Ambedkar Memorial Lecture,** Ambedkar University, Delhi.

Deshpande, A. (2011) The Grammar of Caste, New Delhi: Oxford University Press.

Devy, G.N. (2010) *The colonial imagination and the making of Adivasis*, **The Eighth Pablo Neruda Lecture**, DCRC, University of Delhi.

Domenech and Mora-Ninci (2009) 'World bank discourse and policy on education and cultural diversity for Latin America' in *Global Neoliberalism and Education and its Consequences*, Dave Hill and Ravi Kumar (Eds), pp. 151-170, New York:Routeledge.

Dreze, J. and Sen, A. (1995) *India: Economic Development and Social Opportunity*, Oxford: Oxford University Press.

Dreze, J. and Sen, A. (2002) *India: Development and Participation*, Oxford: Oxford University Press.

Elder, J.W. (2009) 'Hinduism, modernity and knowledge: India' in *International Handbook of Comparative Education, Part Two,* R. Cowen and A.M. Kazamias (Eds), pp. 873-888, London: Springer.

Fukuda-Parr, S.(2006) 'The human development paradigm: Operationalizing Sen's ideas on capabilities', in *Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective,* Bina Agarwal (Ed.), New Delhi: Oxford University Press.

Gandin, L.A. (2006) 'Creating real alternatives to neoliberal policies in education' in *The Subaltern Speak*, M.W.Apple and K.L.Buras (Eds.), pp. 217-242, New York: Routledge.

Giroux, H. (1997) 'Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism, and Feminism', in *Education, Economy and Society*, A.H.Halsey et al (Eds.), pp.113-130, Oxford: Oxford University Press.

Government of India (2005) *National Curriculum Framework 2005,* New Delhi: National Council for Educational Research and Training.

Govinda, R. (2008) 'India: Country Case Study'*, Country Profile Commissioned for the EFA Global Monitoring Report: Education for All by 2015: Will we make it?*

Govinda, R. (Ed) (2011) Who goes to school? Exploring exclusion in Indian education, New Delhi: Oxford University Press.

Gupta, D. (2003), 'Social stratification, Hierarchy, Difference and Social Mobility in Veena Das (Ed), The Oxford Indian Companion to Sociology and Social Anthropology, New Delhi: Oxford University Press.

Jeffery, P. (2005) 'Introduction: Hearts, Minds and Pockets' in *Educational Regimes in Contemporary India*, Radhika Chopra and Patricia Jeffery (Eds), pp.13-38, New Delhi: Sage Publications.

Jha, J. and Jhingran, D. (2002) *Elementary Education for the Poorest and Other Deprived Groups: The Real Challenge of Universalisation,* Centre for Policy Research, New Delhi.

Kabeer, N., (2006), 'Social exclusion and the MDGs: The challenge of 'durable inequalities' in the Asian Context'. Available: www.asia2015conference.org., Accessed on 12 September 2008.

Khare, R.S. (2009) Caste, hierarchy and Individualism, New Delhi: Oxford University Press.

Ladson- Billings, G. (2000) 'Racialized discourses and ethnic epistemologies', in N.K. Denzin and Y.S. Lincolon (Eds.) *Handbook of Qualitative Research*, pp. 257-278. Thousand Oaks: Sage Publications.

Ladson- Billings, G and Tate, W. F. (2006) 'Toward a critical race theory of education' in *Education, Globalization and Social Change,* Hugh Lauder et al (Eds),pp. 570-585, New York: Oxford University Press.

Lauder,H., Brown, P., Dillabough, J. and Halsey, A.H. (2006) Education, Globalization and Social Change, Oxford: Oxford University Press.

Mohanty, C.T. (1997), 'On Race and Voice: Challenges for Liberal Education in the 1990s', in *Education: Culture, Economy and Society*, in A.H.Halsey et al (Eds), pp.557-571, Oxford: Oxford University Press.

Naik, J.P. (1975) *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*, New Delhi: Allied Publishers.

Nambissan, G.B. (2006) 'Terms of inclusion: Dalits and the right to education', in *The crisis of Elementary Education in India*, Ravi Kumar(Ed), pp.224-265, Sage Publications, New Delhi.

Nash, R. (2009) 'The school curriculum, theories of reproduction and necessary knowledge', in *Knowledge, Values and Educational Policy: A Critical Perspective,*eds. H. Daniels, Lauder. H. and J.Porter , pp.19-28,Oxon: Routledge.

Pratham (2010) *Annual Status of Education Report (ASER: Rural,* Mumbai: Pratham Resource Centre.

PROBE Report (1999) *Public Report on Basic Education in India,* Oxford University Press: New Delhi.

Ramachandaran,V. (2009) 'Democratic inequalities: The dilemma of elementary education in India', in *International Handbook of Comparative Education, Part Two*, eds., R. Cowen and A.M. Kazamias ., pp. 669-684, London: Springer.

Rassool, N. (2009) 'Equity and social justice discourse in education', in *Knowledge, Values and Educational Policy: A Critical Perspective,*eds. H. Daniels, Lauder. H. and J.Porter, pp.126-137, Oxon: Routledge.

Roy, A.(2009) Listening to Grass-hoppers: Field notes on democracy, New Delhi: Penguin Books

Sadgopal,A. (2009) 'Education Policy and RTE Bill: A Historical Betrayal', in *Combat Law*, May-August, pp.14-31.

Sadgopal, A. (2008) 'Common School System: Do we Have an Option', in *Janata,* pp.1-10.

Sadgopal, A. (2007) 'Right to education, state and the neo-liberal assault' (revised version), in *Independent People's Tribunal on the World Bank in India: Papers on World Bank's Policies, People's Campaign for Common School System*, New Delhi. September, pp. 1-14.

Sen, A. (2006) 'The possibility of social choice', in *Capabilities, Freedom and Equality: Amartya Sen's Work from a Gender Perspective,* Bina Aggarwal(Ed.) New Delhi: Oxford University Press.

Smith,L.T. (2006) 'Colonizing know ledges', in *Education, Globalization and Social Change*, Hugh Lauder, P. Brown, Jo-Anne Dillabough, and A.H. Halsey(Eds), pp.557-569, Oxford: Oxford University Press.

Thorat, S. (2009) Dalits in India: Search for Common Destiny, New Delhi: Sage Publications.

Trin Khouse, E. and Shipman, P. (1993) *The Neanderthals: Changing the Image of Mankind*. New York: Alfred A. Knopf.

Unterhalter, E. (2009) 'Social justice, development theory and the question of education' in *International Handbook of Comparative Education, Part Two*, R. Cowen and A.M. Kazamias (Eds), pp. 781-802, London: Springer.

Usher,R. and Edwards, R. (1996*) Postmodernism and Education*, London:Routledge.

Valeskar,P.(2005) 'Educational stratification, dominant ideology and the reproduction of disadvantage in India' in *Understanding Indian Society : The Non-Brahmanic Perspective*, S.M.Dahiwale (Ed.) New Delhi: Rawat Publications.

Vidich, A.J. and Lyman, S.M. (2000) 'Qualitative methods: Their history in sociology and anthnopology, in N.K. Denzin and Y.S. Lincolon (Eds.) *Handbook of Qualitative Research*, pp. 37-84. Thousand Oaks: Sage Publications.

Zajda,J. (2008) 'Globalization, Comparative education and policy research : Equity and access issues' in *Comparative and Global Pedagogies,* Joseph Zajda et al (Eds), pp. 3-14, Springer.

B – 25 (Teacher Education and Development)

-Dr. Alka Behari

Conceptual Note

The course on teacher education and development at the M Phil level will attempt to equip students with the ability to address the challenges of teacher education and development as they affect the Indian society. Understanding teacher education as an interdisciplinary perspective drawn from the foundations provided by the disciplines of sociology, psychology and philosophy, the course will engage students with the theoretical basis of the concept of teacher education and development. It will sensitize students to the issues of teaching as a profession, reflection in teaching and a critical analysis of the various approaches to teacher education and development.

The role and status of a teacher emerging out of gender, class, a teacher's own identity, beliefs, attitudes and personal knowledge, and the way they affect the evolution of the profession of teaching would be discussed.

A strong grounding in research in the field of teacher education would enable students to research concrete problems in the area.

Objectives

To enable the students to

a) understand the concept of Teacher Education and Development

b) delve into the issues related to the professional preparation of teachers

c) be engaged in the process of critical analysis of the various approaches to teacher education

d) understand the policy perspectives in teacher education

e) understand the role and status of a teacher emerging out of gender, class and viewing it in the context of teacher beliefs, identity, personal knowledge

f) have a strong grounding in research in this area

Course Content

Unit I   **14 hours**

Understanding Teacher Education and Development – Study of teacher education as an area of knowledge; locating it within the multiple disciplinary perspectives of sociology, philosophy and psychology, understanding the concept of teacher education and development by engaging with both the theory and practice of teacher education.

Unit II   **16 hours**

Professional Preparation of Teachers – A critical analysis of various approaches to the preparation of teachers- transpersonal, communication, task analysis, systems approach, constructivist approach, portfolio assessment and mentoring

Issues in professional preparation of teachers – patterns of student – teaching, supervision and assessment

Organisation of teacher education and its curriculum development, Continuous Professional Development (CPD) of Teachers

Unit III   **12 hours**

The Policy Perspectives in Teacher Education, Role and Status of Teachers in India, Teacher beliefs, Personal Knowledge, Attitudes, Identity and the Evolution of the Profession of Teaching

Unit IV   **8 hours**

Research in Teacher Education and Development – Researching concrete problems in the area

Reading List:

Essential Readings

Cochran-Smith et al.(Eds.).(2008).Handbook of Research on Teacher Education. New York: Routledge.

Hartley, D. and Whitehead, M. (Eds.). (2006). Teacher Education: Major Themes in Education. New York: Routledge.

Muijs, D. and Reynold, D.(2001). Effective Teaching. London: Sage Publications.

National Focus Group (2005). Teacher Education for Curriculum Renewal, Position Paper, National Curriculum Framework (NCF). New Delhi: NCERT.

National Curriculum Framework (NCF) (2005). New Delhi: NCERT.

Saha, L. and Dworkin, A.G. (Eds.). (2009). International Handbook of Research on Teachers and Teaching. New York, Parts I and II: Springer Science + Business Media L.L.C.

Sikula, J.(1996). Handbook of Research on Teacher Education. New York: MacMillan Publishing Company.

Siddiqui, M.A., Sharma, A.K. and Arora, G.L. (Eds.). (2009). Teacher Education: Reflections towards Policy Formulation. New Delhi: National Council for Teacher Education (NCTE).

Soler, J., Craft, A. and Burgess, H. (Eds.).(2000). Teacher Development: Exploring our own Practice. London: Sage Pubications.

Suggested Readings

Cohran-Smith,M.& Lytte,S.L.(2001).Beyond Certainty:Taking an inquiry stance on practice. In A.Lieberman & L. Miller(Eds.). Teachers caught in the action: Professional development that matters(pp.45-58). New York : Teachers College Press.

Fraire,P.(1998). Teachers as cultural workers: letters to those who dare teach. Westview Press.

Giroux,Henry A.& McLaren,P.(1986).Teacher Education and the Politics of Engagement: The Case for Democratic Schooling. *Harvard Educational Review*, Vol 56 no.311 213-38.

Mokhtari,K., Yellin, D.,Bull,K.& Montgomery, D.(1996). Portfolio assessment in teacher education: Impact on preservice teachers' knowledge and attitudes. *Journal of Teacher Education*,47(4),245-252.

Richardson, V.(1997).Constructivist teacher education. New York: Routledge, Taylor & Francis Gp.

-Prof. S. R. Mittal

Teacher education is the bedrock of the education system. A high quality teacher education is essential for the efficacy and relevance of education at all levels, and to the high status of the teaching profession itself. The quality and effectiveness of a teacher education program depend upon its capacity to respond to the current social, economic, cultural, civic and legal contexts of a country.

The last ten years have seen several global and national initiatives that warrant a change in the current teacher education paradigm. There has been increased awareness and advocacy about civil, political, economic rights of persons with disabilities. The UNCRPD (2006) expects India to ensure that children with disabilities are not excluded from free and compulsory primary and secondary education, on the basis of disability. The Sarva Shiksha Abhiyan (SSA) has been a vehicle for the international agenda of 'education for all'. More recently, education has been considered as a fundamental right under the Right to Education Act (Government of India, 2009). All children, including those with disabilities, must have access to free and compulsory education.

In addition, an enhanced parental awareness about disability has seen an increment in the enrollment of special needs children in schools. More parents than ever before see the value of special education training for their children. The implementation of the Right to Education Act would create a demand for a large number of special education teachers. The teacher preparation program at all levels must address these significant social and constitutional obligations. It is in the light of the foregoing the course "Special Education-issues and Challenges" is designed to give theoretical understanding of various issues in special education to prospectives teacher-educators.

Objectives:

On the completion of this Course, the M.Phil Scholars will be able to:

(a) Examine critically the term "Special Education" and its components, need and relevance.

(b) Develop an understanding about various disabilities.

(c) Discuss Education of Children and youth with disabilities as right-based issue.

(d) Discuss critically various national and international legal instruments.

(e) Develop an understanding about implications disabilities in planning and carrying out need-based research.

Content

(α) Special Education - its concept, components, need and relevance.

(β) Concept, etiology and characteristics of various disabilities included in Indian laws.

(χ) Philosophical, sociological and psychological bases of education of children with disabilities and educational implications.

(δ) Rehabilitation- Concept, need and process.

(ε) National and International laws and conventions-Disabled Persons (Equalization of Opportunities, Protection of rights and Full participation) act of 1995, National Trust for Persons with Mental Retardation, Multiple Disabilities, Cerebral Palsy and Autism, UNCRPD NGO(s) and INGO(s).

(φ) Schemes, Concessions and facilities available to Persons with Disabilities.

(γ) Research Perspective in Special Education: Towards an Ethical Community: Beyond the categories, Mirroring the Defaults, Methodological Debates, and Problems.

Readings:

- Brownlee, K. & Cureton, A. (2009). Disability and Disadvantage. Oxford: Oxford University Press.

- Farrell, Michael (2009). *Foundations of Special Education: An Introduction*. UK: John Wiley & Sons, Ltd.

- Julka, Anita (2006). Including Children and Youth with disabilities in Education: A Guide for Practitioners. New Delhi: NCERT.

- Obiakor, Festus E., Bakken, Jeffrey P., & Rotatori, Anthony F. (Eds). (2010). *Current Issues and Trends in Special Education: Identification, Assessment and Instruction.* UK: Emerald Group Publishing.

- RCI (2007). *Status of Disability in India – 2007*. New Delhi: Rehabilitation Council of India.

- Smith, Deborah & Tyler, Naomi (2009). *Introduction to Special Education: Making a Difference*. New York: Allyn & Bacon

- World Bank (2009). People with Disabilities in India: From Commitments to Outcomes. New Delhi: Human Development Unit, South Asia Region.

<u>New Course</u>

<u>B-29 (Literacy: Processes and Practices)</u>

<u>-Dr. Shobha Sinha</u>

Even though the census figures show steady increase in literacy percentage in India, yet the actual situation regarding literacy continues to be very dismal. Theory building and research in this field are very weak in India. This course deals with building up understanding of literacy by addressing topics/issues which are generally neglected in India. The focus will be both on early and extended literacy and will examine both the current research internationally and the Indian context.

Objectives: To gain understanding about theory and research related to literacy, specially in the school context.

To examine literacy in Indian instructional context.

Unit I: Psycholinguistic perspective including a cross – language perspective. Foundations of the reading process. Special analysis of miscues in reading. Examining the role of script in reading.

Unit 2: Early Literacy Development: Emergent Literacy. Formations of concepts about print. Vygotskian perspective on learning and development.

Unit 3: Extended Reading

   a. Comprehension: Metacognition and strategic reading. Factors affecting comprehension. Content area reading. Vocabulary.

   b. Literature and Reader Response: Role of reader. Aesthetic and efferent reading.

Unit 4: Writing: Theories and Models of Writing. Writing process theory. Writing as a social process. Relations among oral language, reading and writing development. Writing to learn. Developing reflective writers.

Unit 5: Socio-cultural aspects of literacy. Diversity and Literacy. Literacy practices at home and school. Literacy in the classroom context. (Special attention to research and theory from a sociolinguistic and anthropological perspectives)

Unit 6: Literacy in the Indian Context: The purpose of this section is to gain understanding of literacy related issues in the Indian context and to understand the discourse related to literacy. Literacy campaigns in India. Literacy instruction in the Indian context. Paulo Friere's perspective on literacy. The process of political literacy. Cultural action and conscientization.

<u>Reading List</u>

Nancie Atwell. (1987). In the Middle.

James Britton. (1972). Language and Learning

Marie Clay. (1986). Becoming Literate.

Courtney Cazden. (1988). Classroom Discourse: The Language of Teaching and Learning

Paolo Friere. (1985). The Politics of Education.

Donald Graves. (1987). Writing: Teachers and Children at Work.

Pier Paolo Giglioli. (1972). Language and Social Context.

Kenneth Goodman. (1982). Language and Literacy.

Shirley Bryce Heath . (1983). Ways With Words.

L.Kamil.et.al. (2000). Handbook of Reading Research .Volume III.

L.Kamil.et.al. (2011). Handbook of Reading Research .Volume IV

C.A.Macarthur et al .(2006). Handbook of Writing Research.

Jana Mason. (1989). Reading and Writing Connections.

Anne MCKeough .(2006). Understanding Literacy Development.

Luis Moll. (1995).Vygotsky and Education.

Olson, D.R., & Torrance, N. (2009). The Cambridge Handbook of Literacy.

Louise Rosenblatt.(2005). Making meaning with texts.

R.D.Ruddell. et al. (2008)Theoritical Models and Processes of Reading.

Frank Smith .(1971). Understanding Reading.

Gordon Welles. (1986). The Meaning Makers.

L.S. Vygotsky. (1978). Mind in Society.

James Wertsch. (1985). Culture Communication and Cognition.

B-28 (Diversity, Inclusion & Pedagogy*)*

Dr. Vandana Saxena

Conceptual Note

Diversity is a way to look at, understand & build a meaningful perspective about differences amongst individuals and various social groups. It means more than acknowledging and appreciating variance in cognitive and physical ability, gender, age, national origin, ethnicity and religion. The power of diversity is unleashed when we respect and value differences. Teaching diverse groups and being concerned about the learning experiences of all the students is of crucial importance. Inclusion on the other hand, is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring that the appropriate conditions are in place for each individual to achieve his or her full potential. Diversity of all forms in the student body is crucially important in helping all students become conscious learners, critical thinkers, and in preparing them for participation in a pluralistic, diverse, society. One needs to be constantly reminded that each student has a unique position as an individual and need not be understood as a proxy for his or her group.The simultaneous production of knowledge and social order provides a more encompassing conceptual framework than exertion for understanding the relationship between school and society. It could be achieved by Integrating the learning experiences with student's knowledge through pedagogical congruence which means teachers would explore the relationship between school based experiences and student's linguistic and cultural knowledge and evolve ways to link the two. Such pedagogical approach merges discipline specific and diversity oriented approaches, recognizing both the continuity and variance between various school based experiences and student's background.

Inclusion, thus, is to be seen as a pedagogical belief around which school practices are construed. Schools have a responsibility towards all their students to ensure that all of them have an equal opportunity to develop their ability. If instruction reflects the cultural and linguistic practices and values of only one group of students, then the other students are routinely denied an equal opportunity to learn.

The course intends to facilitate the scholars to envision multiple dimensions of inclusive pedagogy in school, consequential in creating an educational experience that is shaped for educating all students to succeed in a diverse society and equip them with comprehensive intercultural skills. The discussions would focus on developing such an inclusive pedagogy through which the student's voices and experiences are reflected and valued.

Unit I: Diversity and Inclusion: Theoretical Premises

☐ Epistemological underpinnings

☐ Socio-political context

☐ Advocacy and Systemic action : A critical analysis of policies, legislations and programs

Unit II: Pedagogical and Curricular Issues

☐ Pedagogy of Inclusion and social change :Context, content and competence

☐ Understanding Stereotypes and Inequalities in Education

☐ Assimilation or Inclusion: Social response & responsibility

Unit III: Emerging Pedagogical Constructs

☐　　　　History and Experiences of Diverse Groups

☐　　　　Interrelationship among students, their families, the communities and school

☐　　　　Repositioning Pedagogical Content Knowledge (PCK) for an inclusive setup

Readings

- Banks, J. A., & Banks, C. A. M. (Eds.). (2004). *Handbook of Research on Multicultural Education* (2nd ed.). San Francisco, CA: Jossey-Bass.

- Barba, H. R.(1997). *Science in Multi-cultural Classroom. A Guide to teaching and Learning*. USA: Allyn and Bacon.

- Barton,L. and Armstrong, F. (2007) Policy Experience and Change : Refelctions on Inclusive Education, Dordrecht:Springer

- Billings, G.L. (2006). *It is not the Culture of Poverty, it is the Poverty of Culture:The Problem with Teacher Education*. Anthropology and Education Quarterly, Vol. 37, No.2, pp104-109

- Boscardin, M.L. (2005)   The Administrative Role in Transforming Secondary Schools to Support Inclusive Evidence- Based Practices, American Secondary Education, Vol. 33, No. 3, pp. 21-32.

- Dovidio, J.F., Hewstone, M., Glick, P. & Esses, V.M. (2010). *Handbook of Prejudice, Stereotyping and Discrimination*. India: Sage Publication.

- Fendler, L. & Muzaffar, I. (2008) *The history of the bell curve: sorting and the idea of normal*, Educational Theory, 58(1), 63–82.

- Florian L. & Hawkins K. B. (2011): *Exploring inclusive pedagogy*, British Educational Research Journal, 37:5, 813- 828

- George J., Dei, S. (2001) Rescuing Theory: Anti-Racism and Inclusive Education, Race, Gender & Class in Education (Part 2),Vol. 8, No. 1, pp. 139-161

- Holsinger, D.B. & Jacob, W.J.(Ed). (2008). *Inequalities In Education: Comparative and International Perspectives*. China: Springer.

- Jasanoff S. (1996) *Beyond Epistemology: Relativism and Engagement in the Politics of Science* Social Studies of Science vol. 26 no. 2 393-418

- Johnson, C. C. & Fargo, J.D. (2010). *Urban School Reform Enabled by Transformative Professional Development: Impact on Teacher Change and Student Learning in Science*. Urban Education. Vol. 45, No. 1, pp. 4-29.

- Maitra, K. & Saxena, V. (Ed.). (2008). *Inclusion: Issues and Perspectives for Teachers, policy planners and parents*. India: Kanishka Publishers.

- Newsomw,J.G. & Lederman,N.G.(ed)(1999). *Examining Pedagogical Content Knowledge*

Netherland: Kulwer Academic Publishers.

- Silverman, S.K., (2010). *What is Diversity? : An Inquiry into Pre-Service Teacher Beliefs*. American Educational Research Journal, vol.47 (2), pp292-329.

- Smith, J.P.(2000). *Policy Response to Social Exclusion: Towards Inclusion*. Open University Press. U.S.A.

- Topping, K. & Malconey, S. (Ed.) (2005). *The Reader in Inclusive Education*. USA: Routledge Falmer.

- UNESCO (2003). *Overcoming Exclusion through Inclusive Approaches in Education- A Challenge and a Vision*. Conceptual paper.

- Zozakiewicz, C. & Rodriguez, A. J. (2007). *Using Socio-transformative Constructivism to Create Multicultural and Gender- Inclusive Classrooms*: An Intervention Project for Teacher Professional Development. Educational Policy. Vol. 21. pp. 397-425.

B-30 (Mathematics Curriculum: Perspectives and Debates)

Dr. Haneet Gandhi

Overview of the Course:

Recent surveys have shown a dismal position of mathematics teaching and learning in the schools of India. There is an earnest need to understand the issues and challenges related to mathematics curriculum in India. The main goal of this course is to help researchers develop an understanding of the school mathematics curriculum in India and at international levels.

The course describes the historical perspectives of the curriculum of mathematics, characterizes its significant periods of trends and changes and thus helps to recognize that mathematics is indeed a changing curriculum. Through this course researchers will be become familiar with the key issues faced by diverse stakeholders concerned with the school mathematics curriculum, including teachers, community, curriculum designers, researchers, assessment developers and policy makers. The course addresses how research has contributed in the development and debates over mathematics curriculum.

Syllabus

Unit I: Development of Mathematical Thinking

Construction of mathematical ideas in students

Mathematical ways of knowing in and out of school

Relationship between teacher, students and curriculum

Unit II: Perspectives, research and debates on school mathematics curricula

Historical perspectives of school mathematics curriculum in India and Internationally

Issues and forces that influence changes in mathematics curriculum

Cognitive and social dimensions in the construction of the school mathematics curriculum

Evaluation of curriculum and testing policies

Unit III: Research on the Issues and challenges at school level

In this section the researchers will study the issues and challenges specific to any one the stages of school mathematics viz the (a) primary stage, (b) elementary stage, (c) higher secondary stage.

List of Readings:

Adler, I. (1962). *The changes taking place in mathematics*. Mathematics Teacher, 55: 441-451.

Adler, J. (1996). *A participatory-inquiry approach and the mediation of mathematical knowledge in a multilingual classroom*. Educational Studies in Mathematics 33, 235–258.

Ball, D. L. (1993). *With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics.* Elementary School Journal, 93, 373-397.

Begle, E. (1962). *Some remarks on "On the mathematics curriculum of the high school*. Mathematics Teacher. 55: 195-196.

Bidwell, J. (1968). *A new look at old committee reports*. Mathematics Teacher, 71:383-387.

Brenner, M. E. (1998). *Meaning and money*. Educational Studies in Mathematics, 36, 123–155.

Carlson, M., Jacobs, S., Coe, E., Larsen, S., & Hsu, E. (2002). *Applying covariational reasoning while modeling dynamic events: A framework and a study*. Journal for Research in Mathematics Education, 33, 352-378

Clarke D., Keitel C., Shimizy Y (2006). *Mathematics Classrooms in Twelve Countries: The insider perspective*. Sense publishers.

Forrester, M., & Pike, C. (1998). *Learning to estimate in the mathematics classroom: A conversation analytic approach.* . Journal for Research in Mathematics Education, 29, 334-356

Gamoran, A., Porter, A., Smithson, J., & White, P. A. (1997). *Upgrading high school mathematics instruction: Improving learning opportunities for low-achieving, low-income youth*. Educational Evaluation and Policy Analysis, 19, 325-338

Glennon, V. (1973). *Current status of the New Math*. Educational Leadership, 30:604-608.

Greer B., Mukhopadhyay S., Powell A.B., Nelson-Barber S. (2009). *Culturally Responsive Mathematics Education*. Routledge

Grouws, D. A. (Ed.) (1992). *Handbook of Research on Mathematics Teaching and Learning*. Reston, VA: National Council of Teachers of Mathematics. (Chapter 1)

Gutstein E., **Peterson B.(2013).** *Rethinking Mathematics*. **Rethinking schools publication**

Gutstein, E. (2003). *Teaching and learning mathematics for social justice in an urban, Latino school*. Journal for Research in Mathematics Education, 34, 37-73

Hoyles, C., Noss, R., & Pozzi, S. (2001). *Proportional reasoning in nursing practice*. Journal for Research in Mathematics Education, 32, 4-27

Huntley, M. A. Rasmussen, C. L., Villarubi, R. S., Sangtong, J., & Fey, J. T. (2000). *Effects of Standards-based mathematics education: A study of the Core-Plus Mathematics Project algebra and functions strand*. Journal for Research in Mathematics Education 33, 328-361

Mueller, F. (1966). *The public image of 'new mathematics'*. Mathematics Teacher, 59: 618-623, November.

Nasir, N. (2002*). Identity, goals, and learning: Mathematics in cultural practice*. Mathematical Thinking and Learning, 4, 213–247

Popkewitz, T. S. (2004). *The alchemy of the mathematics curriculum: Inscriptions and the fabrication of the child*. American Educational Research Journal, 41, 3-34.

Powell, A. B. (2002). Ethnomathematics and the challenges of racism in mathematics education. In P. Valero & O.Skovsmose (Eds.), *Mathematics education and society* (Vol. 1, pp. 15-28). Helsingør, Denmark: Centre for Research in Learning Mathematics.

Rappaport, D. (1976). *The New Math and its aftermath*. School Science and Mathematics, 76: 563-70.

Read, C. (1961). *New wine in old bottles*. School Science and Mathematics, 61: 163- 174.

Schaaf, W. (1964). *How modern is modern mathematics?* Mathematics Teacher, 57:89-97.

Schorr, R., Firestone, W., & Monfils, L. (2003). *State testing and mathematics teaching in New Jersey: The effects of a test without other supports*. Journal for Research in Mathematics Education 34, 373-405

Sfard, A. (2000). *Steering (dis)course between metaphors and rigor: Using focal analysis to investigate an emergence of mathematical objects*. Journal for Research in Mathematics Education, 31, 296-327

Skovsmose, O., & Valero, P. (2002). Mathematics education in a world apart--where we are all together. In P.Valero & O. Skovsmose (Eds.), *Mathematics education and society* (Vol. 1, pp. 6-14). Helsingør, Denmark: Centre for Research in Learning Mathematics.

Skovsmose, O., & Greer B. (2012). *Opening the cag. Critique and politics of mathematics education*. Sense Publishers

Stone, M. (1961). *The revolution in mathematics*. American Mathematical Monthly,68: 715-734, October 1961.

Stubblefield, B. (1964). *The high school mathematics curriculum, 1856-1964*.Chicago School Journal, 46: 104-110.

Williams, S. (2001). *Predications of the limit concept: An application of repertory grids*. Journal for Research in Mathematics Education, 32, 341-367

Zevenbergen, R. (2002). *Streaming in school mathematics: A Bourdieuian analysis*. In P. Valero & O. Skovsmose(Eds.), Mathematics education and society (Vol. 2, pp. 512-521). Helsingør, Denmark: Centre for Research in Learning Mathematics.

<div align="center">**B-31(Education, Youth & Democracy)**</div>

<div align="right">**Dr. Pankaj Arora**</div>

Time required: 32 hours (16 meetings)

Unit-1 Democracy   **8 hours**

    a) Classical democracy: Schools of thought and their critique

    b) Critique of Modern Democracy: Liberals, Marxist, deliberative, social and individualist democracy. The European hermeneutic tradition and its critique.

c) Prominent thinkers and their contribution: *J.R.Lowell, Dicey, Seeley, Lord Bryce and Hearn Shaw.*

Unit-2 Education and Democracy   **8 hours**

a) History of Education in India: Special reference to Democracy.

b) Aims of Education for Democracy.

Unit-3 Youth and Democracy   **8 hours**

a) Youth in different context: urban and rural, transgender, homosexuals, working children (out of school children), children of Sex workers.

b) National policies and programs related to Youth

c) Youth and Social Networking

d) Youth of Digital Era and Democracy

Unit-4 Democratic concerns and educational intervention: **8 hours**

a) Role of school in providing Democratic education: some case studies.

b) Scope of Citizenship Education.

c) Research trends.

<u>Descriptive note about the Course:</u>

This course intends to provide a space to underline the necessity, the importance and possibility which the study of Youth and Education has in understanding Democratic Education. Democracy is being attacked today from various angles, both by reactionaries and revolutionaries. In the modern world, Democracy is not only a form of government and type of State but it is an order of Society. A democratic Society is one, in which this spirit of equality and fraternity prevails. A democratic Society does not necessarily imply a Democratic State or a Democratic Government. The present world, as a whole, claims to be Democratic in this context. It has been argued that, while Democracy has made great stride in the Social and Political field, it has made very little place in the economic or industrial field. Whether these claims are right or not, we must admit that no Society is entirely Democratic, if it uses democratic methods in some field and autocratic methods in the others.

The Indian Constitution is committed to the goals of Liberty, Equality, Fraternity and Justice. Simultaneously, we must not forget that India is a nation of sharp contrast; the world class rich industrialist's verses extreme poverty, the highly educated professionals verses the illiterates, the people with world class urban lifestyles verses the tribal communities. The Indian Constitution, in its spirit, gives space for development of each one. However, the varied challenges of Indian democracy continue to prevail including Terrorism, Political and Economic Corruption, Gender discrimination and Social injustice (which are the key issues faced by democratic societies). Under these circumstances, India faces a greater challenge to strengthen democracy and Education with mutual support of the youth. The climate of school life and the dynamics of human relations are potent factors in what students learn about the way of life and the values which direct their interpersonal relations, possibly even greater factors than what the school explicitly teaches about democratic human relations. Learning experiences in educational institutions make or mar the growth of democratic human relations. Since youth is the future citizens and the success of democracy depends on their ability, both youth and democracy are inter-related and inter-dependent.

Suggested Core and Additional Readings

- *Apple, M.W., & James, A. B. (1999). Democratic Schools. Open University Press. Buckingham.*

- *Arthur, J., Davies, I., & Hahn, C. (2008). The Sage Handbook of Education for Citizenship and Democracy. The SAGE Publications.*

- *Blunkett, D. (2003b). Active Citizens Strong Communities: Progressing Civil Renewal. London: Home Office Communication Directorate.*

- *Democratic Dialogue in Education: Troubling Speech. Disturbing Silence: Peter Lang Publishing. 2004. New York*

- *Dewey, John. (1916). Democracy and Education. Aakar Books. Delhi.*

- *DFEE/QCA (1998). Education for Citizenship and the Teaching of Democracy in Schools. London: DFEE/QCA*

- *European Youth Portal –on active citizenship http://www.european-citizenship.org*

- *Fields, A.B. & Feinberg, W. (2001). Education and Democratic Theory. State University of New York Press, Albeny. U.S.A.*

- *Freire, P. (1998). Pedagogy of Freedom: Ethics, Democracy and Civic Courage. Rowman & Littlefield Pub. Inc. U.S.A.*

- *Gimbert, B.(2002). The Responsive Classroom, internet Article http://education.jhu.edu/PD/newhorizons/strategies/topics/the-democratic-classroom/responsive-classroom/*

- *Gutmann A. (1987). Democratic Education. Princeton University Press, Princeton. U.S.A.*

- *HeslepRobert, D. Education in Democracy: Education's Moral Role in the Democratic State. Iowa State University Press. Ames.*

- *Hunt. & Metcalf. (1968). Teaching high school social studies. Harper & Row Publishers. New York. London.*

- *John Locke's Some Thoughts Concerning Education. In P. Gay (Ed.) (1964). John Locke on Education.*

- *Kumar, K. (1990). Democracy and Education In India. Edited Book, Radiant publisher & NMPL. Delhi.*

- *MacMath, S. Implementing a Democratic Pedagogy in the Classroom: Putting Dewey into Practice*

- *Ralph, L. Masher., Robert, A. Kenny., Jr, Andrew. Garrod. (1994). Preparing For Citizenship: Teaching Youth to Live Democratically. Praeger. London.*

- *Pravah. (2009). Nurturing Youth: Active Citizenship in India. report on a stakeholder Consultation. New Delhi.*

- *Pratt, V. (1989). The Philosophy of Social Sciences. London. Rout ledge.*

- *Ralph, L. Masher., Robert, A. Kenny., Jr, Andrew. Garrod. (1994). Preparing For Citizenship: Teaching Youth to Live Democratically. Praeger. London.*

- *Wagner, P. The Twentieth Century- the century of the Social science? World Social Science Report 1999. UNESCO. UNESCO Publications.*

- *World Alliance for Citizen Participation   http://www.civicus.org*

Childhood, Society and Education

Aims of the Course

This course will attempt to study how childhood unfolds when situated in the broader socio-political context of society. The larger aim is to relate this understanding to educational contexts, policy and practice. The notions and conceptualizations of childhood drawn from various disciplinary perspectives, particularly Sociology, Psychology and Childhood Studies will be studied in detail. Reflecting on the spectrum of childhoods that exist and diversity in the experiences of children, the course will build perspective on the universalism-contextualism debate and the singular- multiple childhoods debate that mark the understanding of childhood in India. An important aim of the course is to understand developmental aspects related to childhood and study the implications for early childhood education that stem from them. Understanding the basis of early childhood education and examining curriculum and best practices are also important aims of the course.

Course Objectives:

- Build understanding about the concept and debates related to childhood.
- Examine childhood in the matrix of social structures, processes and relationships, and as a developmental and social construct.
- Build perspective emerging from discourses on childhood, the experiences of children and practices in Early Childhood Education.
- Critically understand, appreciate, situate and plan professional work/research involving children and issues related to early childhood education.

Course Contents

Unit 1: The Institution of Childhood: Historical and Contemporary Constructions

- Perceptions and Definitions:

- Perceptions about children and childhood
- Socio-cultural and age-stage debates in defining childhood
- Children in History, Literature, Psychology, Philosophy, Anthropology: A Survey through selected excerpts
- The varying concept of childhood: Socio-historical evolution and socio-demographic factors
- Examining developmental processes and trends that mark childhood

Unit 2: Adults, Society and Childhood: Institutional Spaces
- Family, work and productivity
- Educating and schooling children: Socialization, cultural reproduction, Learning, and resistance
- Media, market and global culture: Cultural politics of childhood

Unit 3: Experiences and Life worlds of Children:
- Exploring children's socio-cultural and emotional worlds
- Interacting with and listening to children
- Representations of Childhood in media and literature

Unit 4: Policy and Practices in Early Childhood Education:
- Child rights and Human Rights
- Policy perspectives, challenges and problems
- Critical Study of select ECCE Programmes

Reading List and Resource Material:
— Anandalakshmy, S. & Bajaj, M. (1982). Childhood in the weaver's community in Varanasi: Socialisation for adult roles. In Sinha, D. (Ed.) *Socialization of the Indian child* (pp. 31-38). New Delhi: Concept Publishing Company.
— Aries, Philippe. (1962/1960). Centuries of childhood (trans. Robert Baldick). London: Jonathan Cape.
— Balagopalan, S. (2008). Memories of tomorrow: children, labor, and the panacea of formal schooling. *The Journal of the History of Childhood and Youth*, *1*(2). 267-285.

⸻ Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. *Childhood*, *18*(3), 291-297.

⸻ Balakrishnan, Vijayalakshmi. (2011). *Growing Up and Away - Narratives of Indian Childhoods Memory, History, Identity*. OUP. (Selections)

⸻ Behera, D.K. (Ed.). (2007). *Childhoods in South Asia*. Delhi: Pearson Education. (Introduction) (115.40954, AUD-KG)

⸻ Berns, M. (2012). *Child, family, school and community: Socialization and support*. Wadsworth: Cengage Learning

⸻ Brown, B.B., and T.S. Saraswathi et. al. (2002). The kaleidoscope of adolescence: experiences of the world's youth at the beginning of the 21st century. In B. Bradford Brown, Reed W. Larson and T. S. Saraswathi (Eds.), The world's youth: Adolescence in eight regions of the globe, pp. 1 - 10. Cambridge University Press. (personal copy, also on http://assets.cambridge.org/97805218/09108/excerpt/9780521809108_excerpt.pdf)

⸻ Chatterjee, M. (2006). Decentralised childcare services: the SEWA experience. *Economic and Political weekly*, 3660-3664.

⸻ Chaudhary, N. (2009). Families and children in poverty: Objective definitions, subjective lives. In A. C. Bastos & E. P. Rabinovich (Ed.), *Living in poverty: Developmental poetics of cultural lives*. Charlotte, NC: Information Age.

⸻ Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp.89 – 114. London: Routledge.

⸻ Holt, John. (1974). *Escape from childhood*, pp. 1 – 19, 57 - 69. Bhopal: Eklavya. (Chapter 1).

⸻ Holt, Louis (Ed.). (2011). Geographies of children youth and families – An international perspective. Routledge. (Introduction).

⸻ Hopkins, L. and Sriprakash, A. (Eds.). (2015). *The 'Poor Child': The cultural politics of education, development and childhood*. London: Routledge. (Relevant chapters)

⸻ Iralu, Easterine. (2007). *A terrible matriarchy*. Zubaan.

⸻ Jenks, Chris. (2005). *Childhood* (2nd ed.). Abingdon: Routledge.

⸻ Kakkar, Sudhir. (1978).The inner world: A psycho-analytic study of childhood and society in India. Delhi: OUP. (personal copy)

⸻ Kaul, V. (2012). Can early childhood care and education help overcome family and social disadvantage – evidence from India. In Kapur. M, Koot. H. M, Lamb.M.E (Eds.) *Developmental psychology and education: Bridging the gap* (pp. 114-133). New Delhi: Manak.

⸻ Kaur, B. (2006). Nineteenth century missionary infant schools in three colonial settings: The experience in India, New Zealand, and Canada. Conference paper. *Reconceptualizing early childhood education: research, theory and practice*, Rotorua, New Zealand. Retrieved

from: https://education.waikato.ac.nz/research/files/default/9G_Baljit_Kaur.pdf

— Kumar, K. (2006). Childhood in a globalising world. *Economic and Political weekly*. 4030-4034.

— Kumar, K. (2010). Culture, state and girls: An educational perspective. *Economic and Political Weekly*, *45*(17), 75-84.

— Lee, N. and Motzkau, J. (2011). Navigating the bio-politics of childhood. *Childhood*, *18*(1), 7–19.

— Misri, U. (1986). Child and childhood: A conceptual construction. In Veena Das (Ed.), *The word and the world: Fantasy, symbol and record*, pp. 115 – 132. New Delhi: Sage.

— Nadesan, M. H. (2010). *Governing childhood into the 21st century: Biopolitical technologies of childhood management and education*. London: Palgrave Macmillan.

— Ryan, K. W. (2012). The new wave of childhood studies: Breaking the grip of bio-social dualism?. *Childhood*, *19*, 439- 452.

— Singh, A.K. (2004). *In lieu of political right*.

— Sinha. S. (2009). Deficit childhoods. *India international centre quarterly*, *36*(2), 48-57.

— Swaminathan, M. (1998). *The First Five Years: A Critical Perspective on ECCE in India* (pp. 1-30). New Delhi: Sage.

— Uberoi, Patricia. (2002). 'Baby' iconography: Constructing childhood in Indian calendar art. In S. Patel, J. Baghchi and K. Raj (Eds.), Thinking social science in India, pp. 264 – 281. New Delhi: Sage. (personal copy)

— Valmiki, Omprakash. (2007). *Joothan: A Dalit's life* (Trans. Arun Prabha Mukherjee) (pp.23 - 39). Kolkata: SAMYA.

— Weiner, Myron. (1991). *The child and the State in India: Child labor and education policy in comparative perspective* (4th ed.). Princeton University Press. (selections)

— Reports and Policy Related Documents:
    o FOCUS Report (2006),
    o Learning without burden report (1993),
    o National Curriculum Framework (2005),
    o Probe Revisited
    o UNICEF Reports,
    o ECCE Policy 2013
    o RtE Act 2009, Child Labour Act 1986 and Juvinile Justice Act

Specially Designed Pre-Ph.D. Course 2015

Scholar: Ms. Anjali Tiwari   **Supervisor: Prof. Anita Rampal**

CURRICULUM, IDEOLOGY AND AGENCY

Objectives:

The school as an institution is a place of control and domination and also of resistance. This course is specially designed to explore this tension as it plays out in school and to understand the nuanced relationship between curriculum, ideology and agency.

This course tries to cover different arenas like critical pedagogy, ideology, agency and resistance, which directly or indirectly affect the school system. This course explores how the school system acts as a vehicle for reproduction of particularistic ideology (religion, gender, caste etc.). "In schools, dominant classes exercise their power symbolically in the sense that the cultural capital of the dominant classes are reproduced in language, curriculum and pedagogy." (Scrase T. 1993 pg. - 98). However, there are many spaces within the school system which provide room for teachers and students to exercise their agency. Critical pedagogy is a potent way to apprehend this concept of agency and resistance, as teachers try to problematize the overall nexus of power and hegemony and also include the voices of the marginalized groups in the classroom discourse. This also helps in creating consciousness among the students about their identity and place in society and enables them to question the dominations prevalent in society. Apart from this, students also create "counter school cultures" (Willis, 1977) to exercise their agency. Student's attitude within and outside the class, their group dynamics, responses to and participation in creative interventions of transformative action where the opportunities arise, give them the agency to counter or resist the dominant ideology of the school.

This course along with field observations would provide an insight into the relation between dominant ideology (caste, class, gender, religion etc.) and the school system and how critical pedagogy could help understand the processes of resistance within a counter school culture.

Readings

Anderson, K. & Davis, B. (2012). *Creating Culturally Considerate Schools: Educating Without Bias.* Thousand Oaks: California

Apple, M. (2004). *Ideology and Curriculum.* Routledge Falmer: New York

Bernstein, B. (1996). *Pedagogy. Symbolic Control and Identity.* Taylor and Francis: London

Bickmore, K. (2008). Teacher Development for Conflict Participation: Facilitating learning for 'Difficult Citizenship' Education. In James Arthur & Ian Davies (ed.) *Citizenship Education (vol-3).* Sage Publication: New Delhi. 56-73

Bourdieu, P. & Passeron, J. (1978). *Reproduction in Education, Society and Culture.* Sage: London (Book 1).

Cole, M. (Ed.) (2014). *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class.* Routledge: London

Daza, S. (2009). The Non-Innocence of Recognition: Subjects and Agency in Education in *Counter Points (vol-369).* Peterlang: AG. 326-343

Deshpande, S. (2003). *Contemporary India.* Penguin Books: New Delhi

Embree, A. (1990). *Utopias in Conflict: Religion and Nationalism in Modern India.* Oxford University Press: Delhi

Fardon, R. (Ed.). (1995). *Counterworks: Managing the Diversity of Knowledge.* Routledge: London

Gandhi. M.K, (1951) *Basic Education*, BharatanKumarappa, (ed.).Navjivan: Ahmedabad

Gilborn, D. (2008). Citizenship, Race and the Hidden Curriculum. In James Arthur & Ian Davies (ed.) *Citizenship Education (vol-2).* Sage Publication: New Delhi. 209-223

Giroux, H. (2011). *On Critical Pedagogy.* Continuum: London

Ira, S. (1996). *When Students Have Power.* The University of Chicago Press: Chicago and London

Karabe J. (1997). *Power and Ideology in Education.* Oxford University Press: New York

Kirylo, J. (Ed.). (2013). *A Critical Pedagogy of resistance.* Sense Publishers: Boston

Louis W. et.al. (2006). *Ideology, Curriculum and the New Sociology of Education.* Routledge: London

Paecbter, C. (1998). *Educating the Other: Gender, Power and Schooling.* Falmer Press: London

Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory.* Macmillan: New Delhi. Ch. 4-5, 7-8

Paul, G. (2011). *British Untouchables: A Study of Dalit Identity and Education.* Palgrave Macmillan: New York

Plurphy, P. (Ed.). (2008). *Learning and Practice: Agency and Identities.* Sage Publications: Los Angeles

Saigol, R. (2000). *Symbolic Violence: Curriculum, Pedagogy and Society.*Sahe: Lahore

Scrase, T. (1993). *Image. Ideology and Inequality: Cultural Domination, Hegemony and Schooling in India.* Sage Publication: New Delhi

Shor, I. &Freire, P. (1987). *A Pedagogy of Liberation.* Bergin and Garvey: London

Sleeter, C. & Upadhyaya, S.B. et.al. (Ed.). (2012). *School Education, Pluralism and Marginality.* Orient Blackswan: Chennai

Gender Perspective and education: Challenges and Major concerns

Course Work

This course has been designed to enable to study gender issues in education and its relationship with India's society. Conceptual inquiry is an essential feature of the course. The course attempts to make deep understanding and examine the present status of educational problems, challenges and issues related to transgender people to get education because of their gender identity and the role of society in their poor socio economic and in educational backwardness. This course also give special attention to transgender in gender perspective . The Transgender community is one among the most marginalised and vulnerable communities in India. They face high levels of stigma in almost every sphere of their life such as health, schools/colleges, employment, social schemes and entitlement. Extreme social exclusion diminishes self-esteem and sense of social responsibility. The community needs to be included in the mainstream development program of the country and be protected from all forms of abuse and exploitation.

This course also attempt to examine transgender as marginalized group and to study special major and initiative made by various organization like government bodies, educational institution etc. to give them equal educational opportunity and social status. The readings include all major reports which takes some important decision to make them free and equals to human being without any discrimination.

COURSE CONTENT

Unit I: Key Constructs in Gender
Patriarchy, power, resources and opportunities, sex,
A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender
Socialization in the family and at school, Occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature.

Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialzed male and female identities and the introduction to third gender.

Unit III: Social psychology of gender roles

• Gender as a social category
• Gender differences and socialisation
• Changing roles and socialisation
• Media and society images of women and transgender

Unit IV: Transgender and gender
- Gender identity: Biology or environment
- Historical roots of transgender in India
- Contexts of transgender–Concepts and theories related to transgender
- Where is Transgender theory stands ? Gender or Sexuality

Unit V: Transgender and society
- Analyze Socio-economic status of transgender in Indian society: Their Image in society, Rejection by family, types work doing by them, presence of transgender in public life.
- Transgender and social exclusion
- Transgender and other two genders
- Transgender as marginalized group

Unit VI: Education and transgender
- Transgender educational status
- Major issues and challenges in accessing education
- Problems faced by transgender student in educational institutions
- Transgender issues in higher education

Unit VII: Policy frameworks for gender concerns in education and deprived gender empowerment – A critical perspective

• Concepts, Dimensions and Parameters

• National policies and approach to Five Year Plans

• Different committees and commissions in education set up by the GOI in the post independence period

• Projects, programmes and schemes to bridge gender gaps in education and empowerment

Unit VIII: Gender issues in education and empowerment : PROBLEMS and CHALLENGES

• Socio – cultural perspectives in education with a view to identify issues and concerns in education

• Analytical analysis of gender issues in girls and transgender education across states

• Interventions – both government and non – government organizations to address gender based disparities in education and empowerment - A critical review

Unit IX:Empowerment of Women and transgender through Legal Awareness

• International Conventions

• Laws for work and employment

• Laws for violence against women and transgender

Suggested Reading List

Kandaswamy Deepa (2005). Gender Insensitivity in School Education: Educational Journal-Gender and Education Internet Version.

Kingdon Geeta Gandhi (2001). The gender Gap in Educational Attainment in India: How Much Can be Explained? Department of Economics. University of Oxford. August.

Ramachandran, Vimala (1998). Girls' and Women' Education: Policies and Implementation Mechanisms. Case Study: India. Bangkok, UNSCO.

Sharma M.C. and Sharma, A.K. (2003). Discrimination based on Sex, Caste, Religion and Disability Addressing through educational Interventions: A Handbook for Sensitizing Teacher and Teacher educators. NCTE and Human Rights Commission.

Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. March.

Subrahmanium, Ramya (2005). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development. July.

Chanana, Karuna.1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi

Dube, Leela.2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi

Dube, Leela1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)

Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi

Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', Daedalus, Vol. 116, No.4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

Engineer, Asghar Ali . 1994. 'Status of Muslim Women', Economic and Political Weekly, Vol. 29, No. 6 (Feb.): 297 -300 Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', Daedalus ,Vol.93, No.2, The Woman in America (Spring): 582-606

Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', Indian Journal of Social Science
, 7(3 & 4): 355 - 62

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

Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', Sociological Inquiry 50: 328 - 56

Gilligan, Carol. 1982. I n a Different Voice England: Harvard University Press Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)

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

Planning Commission, Government of India (2013),*Twelfth Five Year Plan* (2012–2017): Social Sectors,vol. 3, New Delhi: Sage.

People''s Union for Civil Liberties, Karnataka (PUCL-K), *Human Rights Violations against the Transgender Community: a Study of Kothi and Hijra Sex Workers in Bangalore*, Bangalore: PUCL-K, 2003.

 S. Nanda, *Neither Man nor Woman: The Hijras of India*, California: Wadsworth Publishing Company, 1990.

 Z. Jaffrey, *The Invisibles: A Tale of the Eunuchs of India*, London:Phoenix. 1996.

Neha Sood (2009), *Transgender People's Access toSexual Health and Rights: A Study of Law and Policy in 12 Asian Countries, Kuala Lumpur*: The Asian–PacificResource and Research Centre for Women (ARROW).

United Nations Development Programme (2010), *Hijras/Transgender Women in India: HIV, Human Rights and Social Exclusion*, UNDP India,http://www.undp.org/content/dam/india/docs/hijras_transgender_in_india_hiv_human_rights_and_social_exclusion.pdf (accessed 1May 2014).

United Nations High Commissioner for Human Rights(2011), *Discriminatory Laws and Practices and Acts of Violence Against Individuals Based on Their Sexual Orientation and Gender Identity*, Geneva: Office of the United Nations High Commissioner for Human Rights (henceforth shortened to OHCHR).

Anupama Shekhar (2008), 'Tamil Nadu Pioneers Transgender Inclusion', *InfoChange News & Features*, October 2008, http://infochangeindia.org/agenda/social-exclusion/tamil-nadu-pioneers-transgender inclusion.html (accessed 1 May 2014).

Shubha Chacko and Arvind Narrain(2013), 'Transgenders',Indian Exclusion Report,2013-14,chapter 7, Action Enterprise 2014.Center for Equity studies.

Anitha Chettiar(2015),'Problems Faced by Hijras (Male to Female Transgenders) in Mumbai with Reference to Their Health and Harassment by the Police',*International Journal of Social Science and Humanity, Vol. 5, No. 9, September 2015*

November, 2013 ' *Approach Paper on Education and Employment opportunities & Challenges for Transgender ,National Expert Committee on Issues of Transgender Persons* ,Ministry of Social Justice and Empowerment, Government of India New Delhi .(Avalible online on official website of ministry of social justice and empowerment,)

The Supreme court of India,'Civil Original Jurisdiction. Writ Petition (Civil) no. 400 of 2012 With 604 of 2013*, National Of Legal Service Authority (petitioner) Versus Union of India and other (Respondents).*

Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited

Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24

Kumar, Krishna. 2013 Choodi Bazar Mein Ladki. Rajkamal: New Delhi

Patel, Tulsi. 2007.'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), Sex -Selective Abortion in India Delhi: Sage Publications

Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', Gender and Society , Vol. 18, No. 4 Aug.

West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', Gender and Society , Vol. 1, No. 2 Jun. : 125 - 151

Ph.D. Course

Linguistic diversity, conflicts and marginalization

This doctoral course is designed for the doctoral students who are willing to work in the area of linguistic complexities and marginalization in education.

In India, colonial past ensured that the new nation state inherits domination of English language in all spheres of life be it the administration, academics or professional arena. Electoral politics is, however, an exception where India's multi lingualism still thrives/dominates. The history of language policy formulation in India, in education and administration, is replete with conflicting opinions/world views, power politics, instrumental policy recommendations and its failures.The linguists, socio linguists in particular, confess that Indian linguistic diversity is simultaneously a huge challenge and an opportunity. The language and identity issues open up another arena of challenge, conflict and contestation. So does the debate on the hierarchy of languages, commonly known as the dialect and the language divide. Generally, there is little or wrong understanding of the evolution of 'standard languages' and their organic and historical links with the people's living languages.

How does education deal with these complexities or it doesn't do that at all and allow the situation to remain fluid? The elementary level education mandates teaching in mother tongue or regional languages as it is in the national policy based on sound evidence. However, parents and politicians are opposed to this fearing marginalization of their children and loosing voters respectively and emphasize the need for learning English. For higher level liberal and professional education, English is an unstated pre requisite. Given the fact that English proficiency is unequally distributed amongst various states, the states with less person power proficient in English face discrimination leading to marginalization in the professional fields. Also, the rich knowledge that exists and continuously being created in other languages remains marginalized in higher education. The purpose of this course is to build understanding of the language issues in India, language policies in education and as a consequence marginalization of people and their knowledge specifically in higher education due to dominance of English.

The specific objectives of the course are :

- Understanding the linguistic diversity in India including erstwhile languages of knowledge production;

-Language policy and related debates during the pre and post-independence period including the conflicts that ensued with the imposition of the idea of 'a national' language;

- Engaging with the discourse on the history, politics and economics of language hierarchy thus understanding the process of marginalization, de legitimization and impoverishment of people's rich linguistic resources and knowledge;

-Understanding the formal education – school and higher level— policy discourse in India ---its critique and consequences.

-Understanding the equality and inequality debate in education in India to locate this in the context of linguistic hierarchies.

Readings

Agnihotri, Ramakant and Sanjay Kumar (eds.). (2001). *Hindi Nai Chaal Mein Dhali: Prashnvachak Ek.* New Delhi:Deshkal.

Agnihotri, Rama and Khanna.(   ). Multilingual Classrooms

Bourdieu, Pierre. (1991). Language and Symbolic Power. Polity Press: Cambridge.

Eklavya ((1994). "Teaching Hindi in the Schools of Madhya Pradesh- A background Paper". Eklavya: Bhopal.

Gupta, R.S., Anvita Abbi, Kailash S Aggarwal (eds). (1995). Language and the State:Perspectives on the Eighth Schedule. Creative Books:New Delhi.

Krishna, Sumi (1991). India's Living Languages. Allied Publishers: New Delhi.

National Focus Group (2007). "Problems of Scheduled caste and Scheduled Tribe Children", Position paper 3.1. NCERT:New Delhi.

National Focus Group (2007). "Gender Issues in Education", Position paper 3.2. NCERT:New Delhi.

National Focus Group (2007). "Work and Education", Position paper 3.1. NCERT:New Delhi.

Pattnayak, D.P. (   ). "Multilingualism in India". Multilingualism Matters. 61.

Talwar, Vir Bharat. (1994). *Rashtriya Navjagran aur Sahitya.* Delhi: Himachal Pustak Bhandar.

Saxena, Sadhna. (1997). "Language and Nationality Question''. EPW. February8:268-272.

Saxena, sadhna (1997). *Gum Hoti Boliyan.* Sandarbh: Eklavya, Bhopal. July-August:41-48.

Saxena, Sadhna (1993). " Politics of Language''. EPW. November6:2445-48.

Saxena, Sadhna (1992). *Kis Bhasha mein Padhe Pt I and Pt II. Samplav* :Jaipur

August and September.

Veaskar, Padma. (2010). "Quality and Inequality in Indian Education: Some Critical Policy Concerns". Contemporary Education Dialogue. 7(1): 58-93.

Velaskar, Padma (2016). "Neo-Liberal Policies and the Crisis of State Schooling" In Education and Empowerment in India: Policies and Practice edited by Avinash Kumar Singh . Rutledge: New Delhi.

Policy documents:

Historical writings on language policy

Assembly debates

Readings on Equality and marginalization in Education

Prof. Sadhna Saxena

Dec. 7, 2015

MATHEMATICS LEARNING, ACHIEVEMENT AND EQUITY
A CRITICAL PERSPECTIVE

Ph.D Course designed for Anchal Arora;   Supervisor: Prof. Anita Rampal

Objectives

In the traditional educational paradigm, knowledge is dominantly viewed as static and absolute in nature and learning as a passive exercise. Given this the curriculum tends to be designed as a collection of 'facts' and 'truths' and assessment as a means to measure how well these facts are memorized and reproduced. But perspectives that focus on the social, cultural and political dimensions of knowledge and conceptualize learning as a constructive process embedded in the socio-cultural milieu of the learner, contest these absolute notions of "knowledge", "learning" and "achievement". In consonance, the assessment process is also located within the socio-cultural context, emphasizing the diversified needs and ways of knowing and learning and a 'fair' opportunity to all to express their learning.

This course intends to develop a deeper understanding of the socio-cultural and the socio-political perspectives on mathematics learning, especially to focus on changing notions of achievement and ability, which significantly impact curriculum policies. The course is structured in two parts. The first part aims at understanding the socio-cultural perspectives in mathematics education, with a focus on issues of conflict, power, hierarchy, hegemony and alienation.

The second part of the course aims at critically analysing the dominant notions of mathematical ability and achievement and the contestations put forth by the theoretical frameworks that offer socio-cultural and socio-political perspectives. It will also aim to explore how these notions of ability and achievement need to be re-conceptualized to address concerns like mathematics for all, equity, social justice and fair opportunities to learn and succeed.

List of Essential Readings

Part I - Socio-cultural and Socio-political Perspectives in School Math

Anna Sfard, E. F. (2001), Bridging the Individual and the Social: Discursive Approaches to Research in Mathematics Education. *Educational Studies in Mathematics*; 46(1/3); 1-12.

Boaler, J. (Eds.) (2000), *Multiple Perspectives on Mathematics Teaching and Learning.* Ablex Publishing: London.

Chevallard, Y. (1990), On Mathematics Education and Culture: Critical Afterthoughts. *Educational Studies in Mathematics;* 21(1); 3-27.

Cobb, P. (1994), Where is the Mind? Constructivist and Socio-cultural Perspectives on Mathematical Development. *Educational Researcher*; 23(7); 13-20.

Ernest, P. (1999), Forms of Knowledge in Mathematics and Mathematics Education: Philosophical and Rhetorical Perspectives. *Educational Studies in Mathematics*; 38(1/3); 67-83.

Gorgorio, N. & Planas, N. (2001); Teaching Mathematics in a Multilingual Classroom. *Educational Studies in Mathematics*; 47(1); 7-33.

Greer, B., Mukhopadhyay, S., Powell, A. B., & Nelson-Barber, S. (2009), *Culturally Responsive Mathematics Education*. Routledge.

Lerman, S. & Zevenbergen, R. (2004), The Socio-political Context of the Mathematics Classroom -Using Bernstein's Theoretical Framework to Understand Classroom Communications. In Valero, P. & Zevenbergen, R. (Eds.) *Researching the Socio-Political Dimensions of Mathematics Education: Issues of Power in Theory and Methodology*. Kluwer Academic Publishers: Boston; 27-42.

Lerman, S. (2001), Cultural, Discursive Psychology: A Sociocultural Approach to Studying the Teaching and Learning of Mathematics. *Educational Studies in Mathematics*; 46; 87-113.

Olssen, M.(1996); Radical Constructivism and Its Failings: Anti-Realism and Individualism. *British Journal of Educational Studies*; 44(3); 275-295.

Palincsar, A. S. (1998), Social Constructivist Perspective on Teaching and Learning. *Annual Review of Psychology*; 49; 345-375.

Rowlands, S. & Carson, R. (2002), Where would Formal, Academic Mathematics Stand in a Curriculum Informed by Ethnomathematics? A Critical Review of Ethnomathematics. *Educational Studies in Mathematics*; 50(1); 79-102.

Schliemann, D. W. (2002), Is Everyday Mathematics Truly Relevant to Mathematics Education? In *Everyday and Academic Mathematics in the Classroom*; 11; 131-153.

Zevenbergen, R. (1996), Constructivism as a Liberal Bourgeois Discourse. *Educational Studies in Mathematics*; 31(1/2); 95-113.

Part II - Ability, Achievement and Equity in Mathematics

Apple, M. W. (1992), Do the Standards Go Far Enough? Power, Policy, and Practice in Mathematics Education. *Journal for Research in Mathematics Education;* 23(5); 412-431.

Boaler, J., William, D. & Brown, M. L. (2000), Student's Experiences of Ability Grouping-Disaffection, Polarisation and the Construction of Failure. *British Educational Research Journal*; 27(5); 631-648.

Bond, G. C. (1981), Socio Economic Status and Educational Achievement; A Review Article. *Anthropology & Education Quarterly*; 12(4); 227-257.

Cremin, H. & Thomas, G. (2005), Maintaining Underclasses via Contrastive Judgment: Can Inclusive Education Ever Happen?. *British Journal of Educational Studies*; 53(4); 431-446.

Hand, V. (2012), Seeing Culture and Power in Mathematical Learning: Toward a model of Equitable Instruction. *Educational Studies in Mathematics*; 80; 233-247.

Lorenz, J. H. (1982), On Some Psychological Aspects of Mathematics Achievement Assessment and Classroom Interactions. *Educational Studies in Mathematics;* 13; 1-19.

Lubienski, S. T. (2002), A Closer Look at Black- White Mathematical Gaps: Intersections of Race and SES in NAEP Achievement and Instructional Practices Data. *Journal of Negro Education*; 71 (4); 269-287.

McIntyre, D. & Brown, S. (1978), The Conceptualization of Attainment. *British Educational Research Journal*; 4(2); 41-50.

Morgan, C. & Watson, A. (2002), The Interpretative Nature of Teachers' Assessment of Students' Mathematics: Issues for Equity; *Journal for Research in Mathematics Education*; 33(2); 78-110.

Neisser, U. et. al. (1996), Intelligence: Knowns and Unknowns. *American Psychologist*; 51; 77-101.

Noyes, A. (2007), Mathematical Marginalisation and Meritocracy: Inequality in a English Classroom. *The Montana Mathematics Enthusiast*; Monograph 1; 35-48.

Reyes, L.H. & Stanic, George M.A. (1988), Race, Sex, Socioeconomic Status and Mathematics. *Journal for Research in Mathematics Education*; 19(1); 26-43.

Ruthven, K. (1987), Ability Stereotyping in Mathematics. *Educational Studies in Mathematics*; 18; 243-253.

Skovsmose, O. (2005), Foregrounds and Politics of Learning Obstacles. *For the Learning of Mathematics*; 25(1); 4-10.

Sternberg, R. J. (2007), Culture, Instruction and Assessment. *Comparative Education*; 43(1); 5-22.

Watson, A. (2000), Mathematics Teachers Acting as Informal Assessors: Practices, Problems and Recommendations. *Educational Studies in Mathematics*; 41; 69-91.

Zevenbergen, R. (2003), Ability Grouping in Mathematics Classroom: A Bourdieuian Analysis. *For the Learning of Mathematics*; 23(3); 5-10.

Supervisor: Anita Rampal

Modernity, Childhood and Education

Course Overview

Conceptions of modernity is deeply implicated in the way we look at childhood and education. The role assigned to schools and teachers in modern societies is intricately linked to the perceptions of childhood, on one hand, and to the role of the state, on the other. Debates on what modernity constitutes, particularly on its universalistic applicability, are relevant to examining the aims to which systems of education are oriented. Of particular importance in this respect is the contrast between the universality associated with reason and the specificity of cultures. The course will initiate students into historical exploration of concepts associated with modernity. The political and cultural underpinnings of these concepts will be explored with the help of appropriate texts. The transition from pre-modern to modern education will be examined in the specific context of South Asia.

Requisite Skills

Successful completion of this course depends on the capacity to engage with texts, hence reading and successive summarizing are essential skills the course demands. Students will be asked to summarise and review all texts they read. Locating embedded references, locating the sources referred to, and reading some of them are important habits the course aims to establish. Students will also be asked to develop good record-keeping habits in the context of what they read and their reflections on it.

Course Outline

Unit 1. *Modern discourses of education, teaching and learning*

In this first unit, students will engage with certain conceptual issues embedded in modern conceptions of teaching. The first of the three texts they will be required to study justifies the cultivation of rational thinking as a prime aim of education. The second reading surveys several major conceptions of teaching and learning in order

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to place Montessori's thought among them. The third reading attempts to situate teaching in the conflictual setting of the classroom.

1. Dewey 'Why Reflective Thinking is an Essential Aim of Education';
2. Krishna Kumar: 'Relevance of Montessori in the early 21st century"
3. Blanche Geer: 'Teaching'

Unit 2. *Modernity in politics and culture*:

This unit attempts to locate modernity in a political and cultural context. The readings required in this unit broaden the context in which teaching, childhood and other relevant concepts can be placed for a deeper engagement. Students will study Charles Taylor's analysis of individualism, instrumental reasoning and the politics associated with these before studying McPherson and Touraine whose analysis of modernity is within specific disciplinary borders.

1. Charles Taylor: *The Malaise of Modernity* (entire book)

2. C.B. Macpherson: *"A Political Theory of Property'; 'Post-liberal Democracy?'*

3. Alain Touraine: *'Modernity and Cultural Specificities'*

Unit 3. *Childhood and culture*:

This unit directly addresses childhood and the required readings focus on the study of childhood in a broad cultural setting. The first reading has to do with the problems involved in the study of childhood as an academic discipline. The second reading involves the psychoanalytic study of childhood. The third and the fourth readings are attempts to develop innovative approaches to look at childhood in a historical context.

1. Elisabeth M.R. Lomas et al: *Science and Patterns of Child Care* (entire book)

2. Sudhir Kakar: *The Inner World* (entire book)

3. Krishna Kumar: *'Children and Adults: Reading an Autobiography'*

4. Judith E. Walsh: *Growing Up in British India* (entire book)

Unit 4. *From Indigenous to modern schools:*

In this unit, students will acquire knowledge about the advent of modernity in education under colonial conditions. The first two readings present studies of teaching and knowledge in the colonial context. The third reading analyses the tension between curriculum and teaching, on one hand, and cultural practices and beliefs, on the other. The last reading focuses on teachers and their role in the context of modernization.

zi Shahidullah: *Patshalas Into Schools*

C. A. Bayly: *'Colonial Rule and the Information Order in South Asia' in* Nigel

Crook (ed.), *The Transmission of Knowledge in South Asia*

Krishna Kumar: *'Education and Culture' in* Joachim Oesterheld and Krishna Kumar

(eds.) *Education and Society in South Asia.*

S. P. Ruhela (ed.): *Sociology of the Teaching Profession in India* (Selected readings)

(Krishna Kumar) 27/8/12

④ ✓

Coursework for Ms Priyanka Agarwal, Ph.D. scholar at the Deptt. of Education, University of Delhi.

Area of research/work : Understanding No Detention System in Indian Context.

Theme 1. <u>Policy Framework</u> -

- Policy studies and issues in educational administration :
  Philosopical, ethical, moral and legal basis of policy decisions.

- An indepth study of various Ordinances related to the Universalization of elementary education in India

- Right to Education Act : a critical overview pre & post implementation.

Theme II : <u>Conceptual Framework</u> :

- Organisational framework of public education in India and some selected countries.

- The systems' approach to educational administration and the study of major Theories of educational administration

Contd:

- Graded and non graded systems, Monograded and multigraded systems of classroom management: A conceptual overview of non-graded classrooms.

Theme III : International Context.

- Contemporary issues and trends in educational administration with special reference to the data analysis on wastage, stagnation & dropouts.

- Policies related to EFA and non-detention system in Schools. Pre & post implementation Sri-lanka, China, Thailand, and a few others. (Case studies)

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M. agarwal.

(Dr. M. Agarwal.
Supervisor.)

List of Readings:

- Dixit S N (2007) School Manual (Third Edition) Bharat Bhushan Publications.

- The Delhi School Education Rules 1973. Akaluk Publications.

- Circulars and Orders related to Educa... Department of Education, SC ERT.S.

- Eleventh National Seminar on Elementary Education: Report on Primary Education 1972, NCERT.

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- More readings would follow as the work progresses.

M. Agarwal,

(Dr. M. Agarwal).

PD-17

सामाजिक यथार्थ और साहित्य

इकाई 1 : साहित्य, समाज एवं शिक्षा

- सामाजिक यथार्थ : अवधारणाएँ - शैक्षिक संदर्भ
- साहित्यिक यथार्थ : सामाजिक परिप्रेक्ष्य (कतिपय साहित्यिक संदर्भ)
- हिन्दी साहित्य में सामाजिक यथार्थ का निरूपण

इकाई 2 : साहित्य सृजन एवं आस्वाद

- आधुनिक साहित्य में प्रतिनिधि दर्शन : तत्वमीमांसीय, अस्तित्ववादी , विश्लेषणवादी (रवीन्द्रनाथ टैगोर , ज्यां पॉल सार्त्र, ब॰ रसेल के संदर्भ में)
- मनोविज्ञानोन्मुखी साहित्य : मनोविश्लेषणात्मक , प्रयोगवादी (सिग्मंड फ्रायड , स॰ ही॰ वा॰ अज्ञेय के विशेष संदर्भ में)
- समाजोद्भूत साहित्य : आदर्शोन्मुख यथार्थवादी, यथार्थवादी / जनवादी (प्रेमचंद , मुक्तिबोध , श्रीलाल शुक्ल के विशेष संदर्भ में)
- साहित्य अध्ययन के प्रतिनिधि आयाम

इकाई 3 : सामाजिक यथार्थ, साहित्य और बाल संवेदना

- यथार्थवादी साहित्य और बाल- प्रत्यक्षण

N.narang

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Scholar's name: Rajrani Kumari

Research guide: Dr. T. Geetha

Research Coursework

Indigenous Culture and Knowledge :Issues and Challenges

(special reference to tribal education)

This course will enable the scholar to reflect on the important theoretical debates around key concepts like power, state,development,identity, indigenous worldview, scientific worldview etc. It also intends to engage the scholar to link between identity and empowerment (Cummins,1996) and indentity negotiation process (May,1999). The scholar will be introduced to specific research methods and tools.

Indigenous cultures:

- Tribal society: indentity and ethnicity, conflict and dissension, integration issues
- Tribal culture: their worldview, beliefs and values, ascribed needs.

Indigenous knowledge:

- Analysis of system of human knowledge and its repercussion for education – possibilities for resistance and struggle.
- Analysis of disciplinary knowledge and power (Foucalt)
- Paulo Freire: concept of dialogue

Indigenous pedagogy:

- Ethnopedadgogy and liberative pedagogy
- Community knowledge and critical pedagogy
- Approaches to indigenous knowledge and alternative models; local views vs global views; world views of indigenous people.
- Cultural learning and identity formation in tribal children.

Specific research methods:

- Narrative inquiry (counter-storytelling by tribes), ethnography,qualitative research methods, discourse analysis, case study methods.

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Namita
4/3/2013

29/3/2013

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Scholar's name: Samresh Bharti

Supervisor's name: Dr T Geetha

Research Coursework

Geo-literacy: conception, components and challenges

The scholar will examine the foundation of scientific geography, its paradigms and revolution. This coursework intends to examine the emergence of the conceptual understanding of geo-literacy, and its components in terms of philosophical, sociological, and psychological perspectives. This exercise will help the scholar to build a concrete research framework. The last part of the course will throw light on the specific research tool to conduct this research.

Geographical knowledge:

- Historical evolution of geographic knowledge,
- Contemporary conceptualization,
- perspectives in geography

Conceptual framework:

- Graphicacy. spatial literacy. geo-literacy,
- Geographical illiteracy, literacy debates.

Components of geo-literacy:

- Reasoning: reason or rationality
- Philosophical orientation: Kant-practical reasoning to Habermas-procedural reasoning
- Psychological orientation: neo-piagetian theories of cogntive development,
- Sociological Orientation : Social construction of geographical knowledge.
- Geographical Reasoning : Spatial thinking and reasoning; thinking *in* space, *about* space and *with* space.

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Geographic understanding of Human and natural system :

- Geography of differences
- Geographical Synthesis

Systematic decision making:

- Models of decision making.
- Development of choices in the Social context.

Fostering geoliteracy :

- Role of school and specific skill development.

Specific Research tools and methods :

- Appropriate quantitative and qualitative methods.
- Text analysis techniques of inventory development etc.

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- Butt, G.(2011) ; Still finding its place ? – Locating globalisation in the geography curriculum ; Curriculum making in geography , London symposium ,2011.
- Lee, J. (2011) ; Incorporating geospatial technologies into geography curriculum ; Curriculum making in geography , London symposium ,2011.
- Meyer, C. (2011); Reflection on moral and ethical judgement in German Geographical Education ; Curriculum making in geography , London symposium ,2011.
- Miranda,B. &Ferreira,M.M.(2011) ; Geography curriculum and development of democratic democratic copmetence –the case of Portugal; Curriculum making in geography , London symposium ,2011.

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- Haas,Marry E.(1988). An analysis of geographical concepts and location in elementary social studies text books:Grades one through four
- Barrett,M. & Short,J. (1992); Imagesof european people in a group of 5 – 10 years old english school children ; British journal of developmental psychology . vol. 10

Course Work (Ph.D., 2012-13)

FOR Garima Aggarwal, Research Scholar

Supervisor: Prof. Poonam Batra

Topic: Discursive co-construction of knowledge and identity

Aim: To develop theoretical insights for the topic and related areas of study.

Rationale

The research envisioned, is an attempt to understand and study conversations in an educative experience be it written, spoken or hidden and see how they impact the identities of students coming from various socio-cultural backgrounds. The course work designed and presented here endeavors to enhance the conceptual and theoretical understanding of the field and related areas. A sound theoretical understanding before going to the field would help not only to decide where, why and how to collect data but also to create meaningful connections between them. The course work presented here has been divided into three units. Each unit deals with one specific area of the topic.

Unit 1: Classroom interaction and its social constructivist nature: The unit explores how dialogue is the key to understand the process of learning. The attempt is to understand how and in what manner a learner and an educator both refer to their previous communicative or non-communicative constructions while interacting. This will further help to understand historicity of language as well as its connections to societal patterns. The list of the concepts and issues to be explored and studied under this unit would include the following: Social construction of reality and Social constructivist nature of learning; situated learning; cognitive development in social context, apprenticeship in thinking; role of talk in learning; development of shared understanding amongst learners; reading Bakhtin; understanding concepts of 'dialogism, heteroglossia,

polyglossia, and speech genres' and how they further develop the theory of Vygotsky talking about social constructivist nature of learning; mapping the social world of children's' learning.

Unit 2: Studying the 'discursive construction' of these interactions and mapping their effects on social change: Discourse as a methodology as well as a theoretical framework will be studied with the help of some core theorists such as Fairclough, Foucault, Teun A. Van Dijk and Ruth Wodak. A critical analysis will be done for the same. This will help the researcher to map out the research design. The latter part of this unit explores the link between discursive constructions inside a classroom and its effect on social change. The key concepts and theories are given here: Understanding the relation between language, power and politics; reading Pierre Bourdieu to understand how language is both constructive and constitutive in nature, production and reproduction of legitimacy through language; understanding the difference between the terms 'discourse analysis' and 'discourse studies', studying 'discourse' as a construct; mapping the historical development of the concept of discourse and understanding its inter- disciplinary nature (from the field of anthropology, linguistics, pragmatics, semiotics and ethnomethodology); exploring the concept of critical discourse analysis, and its major approaches: Norman Fairclough: Discourse as social practice; Teun A. Van dijk: A socio cognitive model; Ruth Wodak: Sociological and historical approach to critical discourse analysis.

Unit 3: construction of socio-cultural identity of students: The unit will explore how students construct and re-construct their socio-cultural identities during interactions. The attempts will also be to study the struggle in construction of this identity in terms of 'recognition' inside the classroom. Recognition, at its simplistic level, is the act of acknowledging others, and coming to be acknowledged by others. The premise here is that how others understand us is central to construction of our identity. It is therefore important to understand how students negotiate these

socio-cultural constructions during interactions. The key constructs to be explored in this unit are: Construction and re-construction of the socio- cultural identity of students; recognition and struggle of their socio- cultural identity; reading Charles Taylor to understand concepts of ' modern notion of dignity, concept of authenticity of identity, its dialogical nature, and the politics of difference'; contextualizing these concepts in education and understanding how different processes in schools actually affirm this politics of difference, further impacting adversely on students' construction of identity: reading Charles Bingham, Sonia Nieto, Andrew Pollard and Jenlick and Townes.

Unit wise reading list

Unit 1:

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Unit 2 :

Bourdieu P (1991) *Language and Symbolic power.* Cambridge: Polity Press.

Fairclough, N. (1992). *Discourse and Social Change.* London: Polity Press.

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Van Dijk, Teun A. "Critical Discourse Studies: A sociocognitive approach, In Ruth Wodak & Michael Meyer (Eds.), *Methods of critical discourse analysis.* (pp. 62-85). London: Sage, 2009

Wodak, Ruth, and Gilbert Weiss. *Critical Discourse Analysis. Theory and Interdisciplinarity.* Palgrave Macmillan, 2003.

Young, R. (1992) *Critical Theory and Classroom Talk.* Clevedon: Multilingual Matters.

Unit 3:

Appiah, K. A. (2000). Racial identity and racial identification. In L. Back & J. Solomon (Eds.), *Theories of Race and Racism: A reader* (607–15). London: Routledge

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Ph.D Course-work
Scholar : Shailendra Kumar (Provisionally admitted in August 2013)

Science Education: Theoretical and Research Perspectives

Course Objectives
• The course would facilitate the scholar in developing an indepth understanding about the nature of science and thereby the philosophical, psychological and sociological perspectives and how they influence the learning contexts in science education.
• The course would provide inputs for sensitization towards the socio- cultural, ethical, gender and inclusion related issues in science education.
• The course would help the scholar in getting oriented towards the reflective and research perspectives in science education.

Unit One: Nature of Science and Contexts in Science Education

An overview of the nature of science, epistemological bases of science, cognitive basis of learning of science. Science-Technology-Society interface,Socio-cultural,ethical and gender issues in science education, inclusive approach to science education , public outreach and dialogue.

Unit Two : Research Perspectives in Science Education

Major research perspectives in science education: conceptual change, learners' perceptions.Analytical perspectives: mental models, learner ontologies. Research trends in science education and thrust areas for research in science education.

Suggested Readings

Abell,K. Sandra, Lederman.G. Norman,(2007) *Handbook of Research in Science Education;* Routledge Publications,London &cNew 'York.

Bennett, Judith,(2003) *Teaching and Learning of Science A Guide To Recent Researches and Applications*, Continuum, London & New York.

Chalmers, A. F,(1999), *What is this Thing Calied Science,* Open University Press, Buckingham.

Cobern, W. William(Ei), (1998) *Socio-Cultural Perspectives on Science Education: An International Dialogue,* Kulwer Publishers Boston/London.

Eriksson, Ingrid.V(Ed.), (2008), *Science Education in The 21ˢᵗ Century*; Nova Science Publishers, New York.

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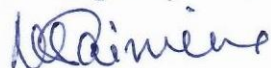
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Jacobson, J. Michael, Kozma, B. Robert, (2000), *Innovations in Science and Mathematics Education*, Lawrence Erlbaum Associates, London.

Lemke, J.L. (2001). *Articulating Communities: Sociocultural Perspectives on Science Education.* Journal of Research in Science Teaching, Vol. 38. No. 3, PP 296 - 316

Tobin, Kenneth (ed), (1 993),*The Practice of Constructivism in Science Education,* Lawrence Erlbaum Associates, U.K.

Developed by

Dr. Nirupma Jaimini
(supervisor)

Discussed with (Members Advisory Committee)

Prof. Sadhna Saxena   Dr. Alka Behari

DEPARTMENT OF EDUCATION

University of Delhi

Delhi-110007

COURSE WORK

Name of the candidate : Vipin Solanki

Date of Registration : 01.10.2013

Supervisor : Dr. Manju Agarwal

Course work approved in DRC/BRC (Edu.) meetings held on_____/_____

Title: "आरक्षण ,नीति के प्रति विभिन्न वर्गों (जातीय) के शिक्षित युवाओं के दृष्टिकोण का अध्ययन"

1. A-3 (Descriptive Research)

2.

- The Equality: Socio- economic dimensions of equality. The contemporary debate.

  Study of social structures: Indian context

- The Marginalized Sections of population: SC, ST, OBC and other marginalized groups. Their demographic and socio- economic status.

- Reservation: The educational discourse. Role and functions of education. The quality concerns.

  The genesis of the policy and its evolution.

- The Constitutional basis/ Context of reservation. The philosophy and the spirit of the constitution.

  The articles related to reservation. The inherent conflict and the debate. Explanations, Interpretations and Amendments.

  More areas related to the study are

  likely to be added as the study proceeds.

M. agarwal

Dr. Manju Agarwal

(Supervisor)

Dr. D. Parimala

1. Advisor

Dr. Pankaj Arora

2. Advisor

Readings

- Social justice and the constitution in India: With References Sc/St.

  Author -Raju C B, Publisher- Serial Publication, Delhi, Publish year-2006

  Accession No-134520, Record No-230670, Source- Crl, D.U.

- Issues In Reservation: Caste Versus Economy Status

  Author -Chandran E., Publisher-Cosmos India, New Delhi, Publish year-1990

  Accession No-CL1038261, Record No-54545, Source- CRL, D.U.

- Cast Cast Conflict and Reservation.

- Author-Desai I P, Publisher- Ajanta Publication India, Delhi, Publish year-1985

  Accession No-CL0902467, Record NO-54245 Source- CRL, University of Delhi

- Reservation and Concessions

  Author- Brinda Muthuswamy, Publisher-Swamy Publishing, Delhi,

  Record No-261150, Accession No-AL1334559, Source- CRL,D.U.

- Politics of Backwardness: Reservation Policy in India.

  Author- Pawandikar, Publisher- Konark Publisher, Publish Year-1997

- Job Reservation Policy for Harijan and its implication: A study of the role commission of SC/ST.

  Author-S K Sharma, Publish Year-1992, Thesis

  Accession No-TH009209, Record No-4511, Source - Dept. Of Pol. Sci. D U

- Reservation Policy, Mandal Commission and After.

  Author- C P Rupa, Publisher- Sterling India, New Delhi, Publish year-1996

  Accession No- CL1040138, Record No-54549, Source- CRL, D.U.

- Who were the Shudras: How they care to be the fourth Varna in the indo Aryan society

  Author-Dr. B. R. Ambedkar Publish year-1946,

  Accession No-AL0047741, Record No-185332, Source-CRL, D.U

- Reservation policy and Teacher.

    Author-Neeraj Priya, Publisher- Rawat Publisher, Publish Year-2005.

    Accession No-84578, Record No- 371.97, Source-CIE, D U

DEPARTMENT OF EDUCATION
University of Delhi
Delhi-110007

दीप से दीप जले

PROFORMA FOR COURSE WORK

Name of the candidate : St. Sanjay Chaurasia

Date of Registration : 04-June-2013

Supervisor : Dr. C.K. Saluja

Course work approved in DRC/BRS (Edu.) meetings held on _____/_____

प्राथमिक शिक्षा के अधिकार का ऐतिहासिक अध्ययन (1906-2014)

Course Work Detail

Issues

History

- आधुनिक भारतीय शिक्षा की पृष्ठभूमिका विश्लेषण :
  - सामाजिक, आर्थिक, राजनैतिक परिप्रेक्ष्य में ।
  - विधि (Legal) परिप्रेक्ष्य : विभिन्न न्यायायिक मामले

- आधुनिक भारतीय शिक्षा का तुलनात्मक परिप्रेक्ष्य : अनिवार्य शिक्षा के सन्दर्भ में
  - विभिन्न आयोग
  - विभिन्न नीतियां
  - विभिन्न समितियां

- भारतीय संविधान में शैक्षिक सन्दर्भ : आलोचनात्मक परिदृश्य

- शिक्षा संबंधी विभिन्न अधिनियम : भारतीय सामाजिक पृष्ठभूमिक सन्दर्भ में ।

- अनिवार्य शिक्षा अधिनियम का ऐतिहासिक परिदृश्य ।

- अनिवार्य शिक्षा अधिनियम : विनियमन : क्या एवं क्यों ?

R. (Plus)

Course Work Detail

1. Descriptive Research (A-3)

2. Customised Course Designed : **Art Education**

-The role of art in education and theories underlying this role.
- The function of art as educative experience.
- The unique contribution art makes to education.
- Concepts of what art is or should be.

-Significance of self identification through art.

- Self identification of the teacher with the needs of the child.
- Self identification of child with his art experience, art medium and subject matter.
- Self identification of child with work of art for appreciation.

- Developmental stages in children's art.

- Problems and issues in Art Education since 1990 in schools in India.

Reading List
- Keiler, "The Art In Teaching Art" University of Nebraska Press, Lincoln, 1951.
- GIBBS, Evelyn "The Teaching Of Art In Schools" William and Norgate Limited,London,1934.
- Chapman, Laura H. "Approaches To Art In Education" Harcourt Brace Jovanovich, New York,1978.
- Read, Carl, "Early Adolescent Art Education" Kessinger Publishing, ISBN-1169743730, 9781169743731, 2010.
- Read, Herbert, "Art and Society", Faber and Faber Limited,London, 1945.
- Read, Herbert, "Education Through Art", Penguine Books, London, 1943.
- Read, Herbert, "Art and Industry", Indiana University Press, Bloomington,1964.
- Lowenfeld, Victor, "Creative And Mental Growth" Macmillan Company, New York,1952.
- Efland, A.D. "A History Of Art Education: Intellectual And Social Currents In Teaching The Visual Art" Teachers College Press, ISBN-0807729779,1990.
- Brown,M. And Korzenik,Di Ana "Art Making And Education :Disciplines In Art Education And Contexts Of Understanding", University Of Illionois Press, ISBN-0252063120, 1993.
- Lakhyani,S. "Art Creativity and Art Education", Lap Lambert Academic Publishing, ISBN-978-3-8473-7821-1, 2012.
- Aanderson,T. And Milbrandet,M.K. "Art For Life : Authentic Instruction In Art", Mcgraw Hill, ISBN-0072508647, 2004.

- McNiff, Sshaun, "Art Based Research", Jessica Kingsley Publishing, ISBN-1853026212, 1998.

Supervisor Signature

Supervisor: **Prof. Anita Rampal**

Sexuality, Society and School

Objectives:

The need to educate young people on the theme of 'Sexuality' is felt world over. With a view to exploring the dimensions of various national and international debates, this course is specially designed to equip the researcher with the detailed understanding of the corpus of work available in the area of study, so that the interrelationships between Sexuality, Society and School can be established 'critically' and methodologically.

The course covers a wide range of debates around the areas of societal dynamics, patriarchy, identity, sexuality, dialogue, speech and silence, critical pedagogy, etc. It explores how relations of power (class, gender, language, sexual orientation, age) and inequality (social, cultural and economic) are structured in education, where the operational hierarchal forces silence the voices of the weak, limit the agency of the subaltern, and promote strong hegemonic control (Apple, Au and Gandin, 2009). Anything which is 'non-threatening' to this established system of power and hegemony is considered to be 'normal' and thus, permitted. By itself, sexuality is a rocky terrain to traverse, but in the complex Indian social and cultural milieu, it is 'abnormal' to be speaking about it given people's sensitivities, stigmatisation associated with the topic, dearth of availability of suitable educational material, patriarchal displeasure, etc. When sexuality is viewed in such moralistic binary terms of right and wrong or comes veiled behind euphemistic terms like 'Life skills', or the 'official discourses' on the topic are limited to instrumentalist dealings in biology and anatomy, it becomes a challenge to engage in a 'dialogue' around one's sexual fears, pleasures and desires, which are essential to personal development and by implication, societal (Trimble, 2009; Das, 2014). So the idea of having a healthy sexual identity, emotions and subjectivity becomes suspect. There is a global demand for an inclusive, non judgemental and holistic approach to sexuality in education, working towards the 'empowerment' of youth. So, within the Indian socio-political-cultural climate, one needs to 'unlearn', question and challenge one's own assumptions of who our youth are and what they need in this time and age, while challenging the strongholds of hegemony and power.

At the heart of the course also lie discussions on the indifference to women, a question deeply rooted in the debates on 'gender' and its societal/ 'cultural interpretation' (Butler, 2006). There is a control over the woman's body and sexuality, which instead of celebrating her as an equal, thinking and feeling being, outside the frame of the biological make up that has historically been defining her through cycles of 'subversive repetitions', builds a 'compelling illusion' of her identity of convenience, mostly for the purpose of extending the tentacles of patriarchy.

The course offers insights into societal, classed, raced, gendered and sexed practices and the cultural struggles against dominations, those for identity and autonomy, to transform the researcher's understanding of what counts as 'official' or legitimate knowledge and who holds it, only to superimpose it in the Indian context, specifically in the area of School and Sexuality (Apple, Au, Gandin, 2009).

List of Readings:

Abraham, Leena (2002). Bhai-Behen, True Love, Time Pass: Friendships and Sexual Partnerships among Youth in an Indian Metropolis. *Culture, Health & Sexuality, 4:3*, 337-353.

Agnihotri, Indu and Mazumdar, Vina (2005). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 48-77. Zubaan.

Allen, Louisa (2011). Young People and Sexuality Education: Rethinking Key Debates. Palgrave Macmillan.

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

Apple, M.W., Au, Wayne & Gandin, L.M. (2009). Mapping Critical Education. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 3-19. Routledge.

Au, Wayne (2009). Fighting With the Text: Contextualizing and Recontextualizing Freire's Critical Pedagogy. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 221-231. Routledge.

Boler, Megan (2004). Democratic Dialogue in Education: Troubling Speech, Disturbing Silence. Peter Lang.

Butler, Judith (2006). Performative Acts and Gender Constitution: An Essay In Phenomenology And Feminist Theory. In Madeleine Arnot & Mairtin Mac an Ghaill (Ed.) *The Routledge Falmer Reader in Gender & Education*, 61-71. Routledge.

Chanana, Karuna (2001). Hinduism and Female Sexuality: Social Control and Education of Girls in India. *Sociological Bulletin. 50:1*, 37-63.

Das, Arpita (2014). Sexuality Education in India: Examining the Rhetoric, Rethinking the Future. *Sex Education: Sexuality, Society and Learning, 14:2*, 210-224.

Gabler, Mette (2012). Searching for Sexual Revolutions in India: Non-Governmental Organisation-Designed Sex Education Programmes as a Means Towards Gender Equality and Sexual Empowerment in New Delhi, India. *Sex Education: Sexuality, Society and Learning,12:3*, 283-297.

Giroux, Henry (1998). Teenage Sexuality, Body Politics and the Pedagogy of Display. *J.S. Epstein's Youth Culture: Identity in a Postmodern World*, 24-55.

Giroux, Henry A. (2005). Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism and Feminism. *Border Crossings: Cultural Workers and the Politics of Education (2nd ed.)*, 31-81. Routledge.

Hinchey, Patricia H. (2004). Understanding Our Own Thinking: Developing Critical Consciousness. *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*, 23-45. Peter Lang.

Hindin, Jaya and Hindin, Michelle J. (2009). Premarital Romantic Partnerships: Attitudes and Sexual Experiences of Youth in Delhi, India. *International Perspectives on Sexual and Reproductive Health*, 35:2, 97-104.

Khanna, Renu and Price, Janet (1994). Female Sexuality, Regulation and Resistance. *Focus on Gender*, 2:2, 29-34.

Kenway, Jane & Fitzclarence, Lindsay (2006). Masculinity, Violence and Schooling: Challenging 'poisonous pedagogies'. In Madeleine Arnot & Mairtin Mac an Ghaill (Ed.) *The Routledge Falmer Reader in Gender & Education*, 206-220. Routledge.

Menon, Nivedita (2012). Seeing Like A Feminist. *Zubaan and Penguin Books India*.

Menon, Nivedita (2009). Sexuality, Caste, Governmentality: Contests Over 'Gender' in India. *Feminist Review*, 91, 94-112.

Niranjana, Seemanthini (2005). Bodily Matrices. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 473-481. Zubaan.

Nirantar Education Series 1 (2009). Sexuality Education for Young People. *Nirantar Trust*.

Nirantar (2011). *Khulti Parten: Yaunikta aur Hum* (1 aur 2). *Nirantar Trust*.

Randive, Joy Deshmukh (2005). Controlling Sexuality. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 468-472. Zubaan.

Trimble, Lisa (2009). Transformative Conversations About Sexualities Pedagogy and the Experience of Sexual Knowing. *Sex Education*, 9:1, 51-64.

Trimble, Lisa, Foisy, Christina, MacMillian, Nikki, Porter, Jos, Rodman, Channing & Ritchie, M. T. (2012). The Sense Project: An Innovative Model for Sexualities Education Partnerships Between Community-Based Educators and Schools. *Learning Landscapes*, No.2, 313-330.

Weaver-Hightower, Marcus (2009). Masculinity and Education. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 163-176. Routledge.

Introduction:

This course work is planned for the Ph.D. scholars **Ms. Reetu Yadav and Mr. Vishwas**

Planned in two sections, the course aims at elaborate, student participatory discussions on the following themes.

A reading list has been proposed to initiate the process of deliberations.

Inclusion: Pedagogic Opportunities and Challenges

Section I: Developing a Theoretical Overview

~ Understanding Stereotypes and Inequalities in Education

~ Assimilation or Inclusion: Social response & responsibility

~ Advocacy and Systemic action : A critical analysis of educational policies

~ Examining the curricular framework/s: How Inclusive are them?

Section III: Teaching to Teach: Call for Revamping Teacher Education Programs

~ Reinventing Pedagogical Content Knowledge (PCK) for an inclusive setup

~ Teacher Preparation Programs: What exactly do they need to do?

References

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Dovidio, J.F.,Hewstone, M.,Glick, P. & Esses V.M., 2010 The sage handbook of Prejudice,Stereotyping and Discrimination New Delhi: Sage.

Zacharias U. 2013 To race with the able? Soft skills and the psychologisation of Marginality in Beyond Inclusion: The practice of equal access in Indian Higher Education by Satish Deshpade & Usha Zacharias New Delhi: Routledge

Subtractive Schooling U.S-Mexican Youth and the Politics of Caring Angela Valenzuela 1999. USA: State University of New York press

Michelson R.A. 2013 *How tracking undermines Race equality in Desegregated Schools* in Race, Gender, Sexuality & Social Class Dimensions of inequality Susan J. Ferguson(ed) 2013 USA: Sage

Acker J. *Inequality Regimes in* Race, Gender, Sexuality & Social Class Dimensions of inequality Susan J. Ferguson(ed) 2013 USA: Sage

Anyon J. 2009 *Critical pedagogy is not enough : Social justice Education, political Participation, and the politicization of students* in The Routledge Internationl Handbook of Critical Education By Michael W. Apple, Wayne Au & Luis Armando Gandin . USA: Routledge.

Hill D. & Kumar R. 2009 *Global Neoliberalism and Education and its Consequences* New York: Routledge.

Popkewitz T.S. 2001 *The production of reason and power: Curriculum History and Intelluctual Traditions* in T.S. Popkewitz, B.M. Franklin & M.A. Pereyra *Cultural History and Education* USA: Routled

Understanding Modernity: Historical and Contemporary Perspectives

Aim

To understand the idea of modernity as a construct and as inter-disciplinary study.
To understand modernity in the Indian historical and contemporary context.
To examine the relationship between modernity and education.

Units of Study

Unit 1: Modernity in the historical frame of colonial experiences; modernity as a sociological and cultural construct and as situated in India's plural context.

Unit 2: Empirical understanding of modernity across diverse cultures; modernity as a rural and urban phenomenon.

Unit 3: Understanding modernity in contemporary Indian society; modernity and education; modernity and culture.

Readings

Alam, Javed (1999). *India: Living with Modernity*, Delhi: OUP.

Appadurai, Arjun (1996). *Modernity at Large*, New York: OUP.

Betelle, Andre (2011) *The Andre Betelle Omnibus*, OUP.

Bhargava, Rajiv (2010). *The Promise of India's Secular Democracy*, Delhi: OUP.

Bhargav, Rajiv (2010). *Understanding Contemporary India: Critical Perspectives*, Orient Blackswan.

Das, Gurcharan (2000). *India Unbound: The Social and Economic Revolution from Independence to the Global Information Age*, New York: Anchor Books.

Deshpande, Satish (2003) *Contemporary India: A Sociological View*, New Delhi: Penguin.

Guha, Ramchandra (2007). *India After Gandhi*, New Delhi: HarperCollins.

Guha, Ramchandra (2011). *The Makers of Modern India*, New Delhi: Penguin.

Gupta, Dipankar (2000). *Mistaken Modernity: India Between Worlds*, New Delhi: HarperCollins.

Kakar, Sudhir (2009). *The Indians: Portrait of a People*, New Delhi: Penguin India.

Khilnani, Sunil (1997). *The Idea of India*, Penguin.

Kumar, Krishna (1991) *Raj Samaj Aur Shiksha*, New Delhi: Rajkamal Prakashan.

Kumar, Krishna (2005). *Prejudice and Pride*, Penguin.

Kumar, Krishna (2005). *The Political Agenda of Education*, New Delhi: SAGE.

Kumar, Krishna (2012) *Chudi Bazar mein*, New Delhi: Rajkamal Prakashan.

Rajni Pam Dutt (2013) *Aaj Ka Bharat*, New Delhi: Granth Shilpi.

Sen, Amartya.(2005). *Bharat-vikas ki Dishaven*

Sen, Amartya (2005). *The Argumentative Indian*, Picador.

Dr. Shobha Sinha

Reading English in the Secondary School

Rationale: This independent course is planned for doctoral students who are working on reading in English at the Secondary level. One of the reasons why children aspire to learn English in India (apart from the definite prestige associated with it) is that it is considered to be a language of access to various forms of knowledge, e.g., in science. However, there is a large variability in their competence of English. Children go to different medium schools (English and other Indian languages) and that too impacts their exposure and competence in English. Added to this is the issue of reading higher level texts and its comprehension in India. This course focuses on both the processes of reading extended texts in multiple subjects including literature and issues related to reading in the first and second language; and bilingualism in India.

Section One: Extending literacy in Secondary School

1. Comprehension in the Content Area
     Comprehension theories: Schema-theoretic view in Reading Comprehension. Implications for instruction
     Metacognition and strategic reading: Purpose for reading, strategies for reading, monitoring comprehension. Study skills.
     Vocabulary and comprehension
     Instructional and research implications
     Text Structure: analyzing text structures and effect of text structure on comprehension.

11. Response to Literature:
     Transactional theory
     Aesthetic and efferent reading.
     Factors affecting response to literature
     Assessing response to literature

III.   Writing
     Writing across the curriculum
     Writing Process Approach
     Writing as reflection.
Reading Writing Connections

Section Two: Reading English in India

I. Reading in the Second Language (English)
Communicative approaches to Second Language Acquisition and Extending
Communicative approaches into literacy
Reading and the Bilingual student
Reading Experiences in multilingual classrooms
Content Instruction for English Language learners

2. English in the Indian Context:
   Historical Background of English in Indian education
English in different types of schools
Indian English

Bibliography

Agnihotri, R.K. & Khanna, A.L. (1997), Problematizing English in India. Sage: New Delhi

Anderson, N. (2002) The role of metacognition in second language teaching and learning. Eric Digest.

Boyle,O.F., & Peregoy,S.F. (1990). Literacy scaffolds: Strategies for first and second language readers and writers, *The Reading Teacher*, 44 (3), 194 – 200

Carell, P. & Eisterhold, J. (1988). Schema theory and ESL reading pedagogy. In P.Carell, J. devine, & D. Eskey (Eds.), *Interactive approaches to second language learning*. Cambridge: Cambridge University Press.

Eskey,D. (2002). Reading and the teaching of L2 reading. *TESOL Journal*, 11 (1), 5-9

Garcia, Gilbert G., (Ed.) (2003) *English Learners – Reaching the Highest Level of English Literacy*. IRA, Newark, DE

Gaskins, Irene W., (1998) There's more to teaching at-risk and delayed readers than good reading instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

Goodman, K., Goodman, Y., & Flores, B. (1979). *Reading in a bilingual classroom*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Goodman, Y. (1996) Revaluing Readers while readers revalue themselves: Retrospective Miscue Analysis. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25 (3), 375-406.

Guthrie, John T. (2000) Educational Contexts for Engagement in Literacy. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators i n Reading - contributions that have shaped effective literacy instruction.* IRA

McKeough, A. et al. (2006). Understanding Literacy Development: A global view. Lawrence Erlbaum Associates: Mahwah, NJ.

Opitz, Michael F. (Ed.) (1998). *Literacy Instruction for Culturally and Linguistically Diverse Students*. IRA, Newark, DE.

Pearson, P.D et al. Handbook of reading research , Volume 1-3.

Rosenblatt, R. (2005). Making meaning with texts. Heinemann: Portsmouth

Ruddell, R.S. et al. (2004).   Theoretical models and processes of reading. IRA: Newark.

Shanahan, T. (2000) Reading –Writing relationships, Thematic Units, Inquiry Learning…In Pursuit of Effective Integrated Literacy Instruction. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

Towards Interpretation of Adolescent Hindi Literature

Unit 1- Reading and Responding to literature

- Literary theory and Adolescent literature
- Understanding the process of meaning making
- Literary interpretation and appreciation
- Assessing response to literature

Unit 2- Understanding Diversity

- socio – cultural diversity
- Diversity in classroom – multilingual, multicultural
- Diversity in content of literature

Unit 3 –Adolescent literature in Hindi

- Popular trends in adolescent literature
- Reading and interpreting adolescent literature
- Issues of representation - class, gender, cultural differences, identity etc.
- Differences in interpreting children's literary texts –constructing multiple subjectivities and identities

References:

Books

Athanases, S.(1998), Diverse learners, Diverse texts: Exploring identity and difference through literary encounters, Journal of literary research, 30, pp. 273-296

Beach R. (1993), A teacher's introduction to reader response theories, Urbana IL, National Council of Teachers of English

Eagleton T.(1983), Literary theory, Minneapolis, University of Minnesota Press

Gamble N. & Yales, S.(2008),Reading and Responding. In Exploring Children's Literature. London. Sage Publications.

Grenby, M.O. (2008), The School Story. In Children's Literature, Edinburgh. Edinburgh University Press.

Gupta, N. & Chatterjee, R. (2009), Reading Children: Essays on Children's Literature. Delhi: Orient Blackswan.

Kamil, Michael. L., Hosenthal Peter B. , Pearson David P, &Barr Rebecca(2000), Lawrence Earlbaum Associates, NewJersey

Kaushik, Sonia(Ed.) (2009) Reading for Meaning, NCERT, Delhi

Vacca Richard T.(2005), Content area Reading, Literacy and Learning Across Curriculum, Pearson, U.S.A

Articles

Anderson Billie V. and Barnitz John G., Cross-Cultural Schemata and Reading Comprehension Instruction. Source: Journal of Reading, Vol. 28, No. 2 (Nov., 1984), Wiley on behalf of the International Reading Association, pp. 102-108

Benton, M.(1993), Reader Response in Criticism in Children's Literature. Rosenblatt, L. M. (1980). Writing and Reading: The Transactional Theory.

Bender Delane & Slack, The Role of Gender in Making Meaning of Texts: Bodies, Discourses, and Ways of Feminist Teacher, Vol. 20, No. 1 (2009), University of Illinois pp. 15-27

Hancock Marjorie R., Exploring the Meaning-Making Process through the Content of Literature Response Journals: A Case Study Investigation. Research in the Teaching of English, Vol. 27, No. 4 (Dec., 1993), National Council of Teachers of English pp. 335-368,

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Martinez Miriam G. and McGee Lea M.. Children's Literature and Reading Instruction: Past, Present, and Future, Reading Research Quarterly. Vol. 35, No. 1 (Jan. - Feb. - Mar., 2000), Wiley on behalf of the International Reading Association, pp. 154-169.

Rogers Theresa, Literary Theory and Children's Literature: Interpreting Ourselves and Our Worlds Theory Into Practice, Vol. 38, No. 3, Expanding the Worlds of Children's Literature (Summer, 1999), Taylor & Francis, Ltd., pp. 138-146

Sipe Lawrence R.. Children's Response to Literature: Author, Text, Reader, Context, Theory Into Practice. Vol. 38, No. 3, Expanding the Worlds of Children's Literature (Summer,1999), Taylor & Francis, Ltd., pp. 120-129

Studier Catherine E. Children's Responses to Literature, Language Arts, Vol. 58, No. 4, Children's Literature (April 1981), pp. 425-430 Published by: National Council of Teachers of English

Usery. Mary Lou, Critical Thinking Through Children's Literature, Elementary English Vol. 43, No. 2 (FEBRUARY, 1966), National Council of Teachers of English pp. 115-118, 120

Understanding Inclusion: Emerging Trends and Challenges

Concept Note

Diversity is a way to look at, understand & build a meaningful perspective about differences amongst individuals and various social groups. It means more than acknowledging and appreciating variance in cognitive and physical ability, gender, age, national origin, ethnicity and religion. The power of diversity is unleashed when we respect and value differences. The course will provide an opportunity to explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state.

Course outline and reading

- A brief history of Discrimination and Exclusion: Exploring Hierarchy, Status and power System
- History and Experiences of Diverse Groups: Negotiating Attitudes, Dispelling biases, Challenging Stereotypes
- Assimilation or Inclusion: Social response & responsibility
- Intersecting Inequalities: Developing a context for collective action and individual mobility
- Ability/inability Paradox: Repositioning the Question of Competence
- Understanding Stereotypes and Inequalities in Education: The Philosophical, Sociological Historical and Political foundations of Inclusion
- Concept and processes of social and educational opportunities: Interrelationship among students, their families, the communities and school
- Methodological debates and Challenges with specific reference to research in Inclusion

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शोधकर्त्री का नाम- नेहा गोस्वामी

पर्यवेक्षिका का नाम- डॉ नीरा नारंग

पाठ्यक्रम - स्त्री अध्ययन : विविध आयाम

इकाई 1   समाज और जेंडर

- जेंडर : अध्ययन उपागम, संवेदनशीलता
- जेंडर विमर्श : पूरकता, असमानता, आश्रितता, अधीनस्थता
- नारीवादी सिद्धांत और नारीवादी राजनीति

इकाई 2   सामाजिक ढाँचा और स्त्री

- भारतीय समाज और संस्कृति में स्त्रियों की प्रास्थिति
- स्त्री अध्ययन : सिद्धान्त, स्त्री अस्मिता के प्रश्न
- सामाजिक परिवर्तन और स्त्री

इकाई 3   आधुनिक हिन्दी साहित्य में स्त्री विमर्श

- भारतेन्दु एवं द्विवेदी युगीन साहित्य में स्त्री
- पूर्व आधुनिक एवं उत्तर आधुनिक साहित्य में स्त्री
- दलित साहित्य में स्त्री विमर्श

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