

Curriculum for 2-year B.Ed. Programme

Department of Education
University of Delhi, Delhi

Curriculum for 2-year B.Ed. Programme

First Year

Foundation and Pedagogic Courses

In the first year of the course, there shall be 7 courses in all, 5 of them carrying 100 marks each, and the remaining 2 carrying 50 marks. It is expected that the 100 mark courses will be taught for 3-4 hours per week, and the 50 mark courses for 1-2 hours per week on an average. Each paper carries a provision for 30 per cent internal assessment.

The following courses will carry 100 marks each:

1. Education in Contemporary India
2. Human Development, Diversity and Learning
3. Conceptual Foundations of Education
4. Pedagogy-I (introduction to the pedagogic challenges posed by the subjects comprising any one of the FIVE broad disciplinary streams)
5. Pedagogy-II (Covering the pedagogic needs of any one subject within the stream chosen under Pedagogy 1, at all stages of secondary education)

Note:

The Practicum component of Pedagogy -II will be dealt with in the 2nd year of the programme.

The following Courses will carry 50 marks each:

6. Gender, School and Society
7. Knowledge, Disciplines and School Subjects (introduction to the disciplinary basis of all subjects)

EPC Courses

The first year will also provide 2 EPC (**Enhancement of Professional Capacity**) courses carrying 50 marks each. These will be taught in a workshop mode and evaluation will be entirely internal. These EPCs are:

EPC 1: Art, Craft and Aesthetics (with special reference to any one of the four arts or a craft)

EPC 2: Critical Understanding of ICTs in Education

Tutorial

A tutorial carrying 50 marks will be held throughout the first year. It will focus on developing the student's understanding of his or her own aims in relation to the various courses through interactive sessions. Reflective reviews of books and other readings selected by the tutor will form the basis of evaluation, apart from the student's participation in the discussions.

Field Observation: (50 marks)

As per the NCTE framework, the first year of B.Ed. will provide an opportunity for field observation in school and other educational settings for a total period of 4 weeks (i.e. 20 working days, spread across the session). A reflective journal maintained by the student during field observation will be used for evaluation out of 50 marks.

Second Year

Foundation and Elective Courses

In the second year of B.Ed., there will be three Courses, two carrying 50 marks and one elective paper carrying 100 marks. The titles are as follows:

8. The Inclusive School (ref. children with special needs): 50 marks
9. Assessment for Learning: 50 marks
10. Elective course (100 marks) on any of the options available.

The following titles constitute an initial list:

Computer and Web Technologies in Education; Art Education; Human Rights and Education; Education and Technology; Peace Education; Adolescence Education; Education for Mental Health; Environment Education;

Suggested titles for expansion of the list of electives in future: Innovations in Education; Integral Education; Nai Talim; Media and Education; Childhood and Education in Literature. More titles may be added.

EPC Courses

There will be two EPC courses. The titles are as follows:

- EPC 3: Understanding Communication (50 marks)
- EPC 4: Yoga (module to be supplied by NCTE by July and to be further reviewed by CIE) (50 marks)

School Experience Programme under Internship (300 marks)

A 16-week internship-mode School Experience Programme (SEP) for the practice of teaching and related school experiences will be offered in the first half of the second year (i.e. from August to December). Under internship, students will teach 4 days per week in schools, and the remaining day(s) will be used for course work and consultation with subject specialists. The detailed guidelines for this programme will be prepared later on the basis of the new NCTE

course framework. It is expected that under SEP, students will participate in all aspects of school life while focusing on the teaching a subject in different classes assigned to them. An attempt will be made to create opportunities to engage with the specific challenges that teaching children with special needs involves. Students will be evaluated for SEP out of 300 marks. These marks can be distributed across different domains of school internship work to be spelt out later. Each student will regularly maintain a reflective journal consisting of observations and reflections on his/her own teaching, and observations on teaching by peers. The following pattern is recommended for evaluation:

100 marks: to be given by the subject specialist on the basis of planning, use of resources, preparation of teaching aids, etc. These marks will be given in three instalments: 25 after 4 weeks, 25 after 8 weeks, the remaining 50 at the end of the internship programme.

100 marks: to be given by the regular supervisor on the basis of classroom teaching in the same kind of instalments as are mentioned above;

50 marks: to be given by 2 rotational supervisors.

50 marks: to be given by the regular supervisor on the basis of the reflective journal maintained by the student.

Size of Sections

It is recommended that the average number of students in a section should not exceed 25 as indicated by NCTE in the context of different subjects. This will enable the aims of the new B.Ed. programme to be pursued with due regard for the expected quality of teaching and interaction as envisaged by NCFTE-2009 on which the NCTE's guidelines are based.

Time-Table

The Courses carrying 100 marks are envisaged to be taught for approximately four hours a week, i.e. once in a two-hour period and twice in one-hour periods. The Courses carrying 50 marks will be taught for two hours per week. The numbers of hours will need to be adjusted during the weeks when students go out for field observation one day (or more, if required) per week. The same will apply to the workshops for EPCs. This average allocation implies a total of 26 hours for teaching and the remaining 14 hours in a working week for other institutional activities and self-study in the first year. The second year programme will follow a one-day time-table during internship when students go to schools for four days every working week for 16 weeks (i.e. 80 days). Hence, during internship, the teaching of courses and EPCs, and consultation with subject specialists, will be adjusted within the time available at the institute. Following the completion of internship, the normal amount of periods can be allotted to the three courses and EPCs.

Scheme of Examination

The B.Ed. programme, as outlined above, will carry 1400 marks. The first year will carry 800 marks and the second year will carry 600 marks. Internal assessment will constitute 30 marks in courses carrying 100 marks and 15 marks in courses carrying 50 marks. All EPCs will be evaluated internally.

B. Ed. Two Year Course Outline

I. Foundation Courses : All courses are compulsory

	Paper Title	Paper Code	Marks
1	Education in Contemporary India	F.1	100
2	Human Development, Diversity and Learning	F.2	100
3	Conceptual Foundations of Education	F.3	100
4	Gender, School and Society	F.4	50
5	Knowledge, Disciplines and School Subjects	F.5	50
6	The Inclusive School	F.6	50
7	Assessment for Learning	F.7	50

II. Pedagogy Courses

	Paper Title	Paper Code	Marks
Pedagogy I			
(any one of the FIVE disciplinary streams)			
1	Language	P.1.1	100
2	Science	P.1.2	100
3	Mathematics	P.1.3	100
4	Social Science	P.1.4	100
5	Commerce	P.1.5	100
Pedagogy II			
(Teaching of any one subject)			
1	English	P.2.1	100
2	Hindi	P.2.2	100
3	Sanskrit	P.2.3	100
4	Urdu	P.2.4	100
5	Punjabi	P.2.5	100
6	Physics	P.2.6	100
7	Chemistry	P.2.7	100
8	Biology	P.2.8	100
9	Integrated Science	P.2.9	100
10	Mathematics	P.2.10	100
11	History	P.2.11	100
12	Political Science	P.2.12	100
13	Economics	P.2.13	100
14	Geography	P.2.14	100
15	Psychology	P.2.15	100
16	Sociology	P.2.16	100
17	Social Science	P.2.17	100
18	Commerce	P.2.18	100
19	Home Science	P.2.19	100

III. Elective Course : (any one of the options available)

	Paper Title	Paper Code	Marks
1	Education for Mental Health	E.1	100
2	Art Education	E.2	100
3	Computer and Web Technologies in Education	E.3	100
4	Education and Technology	E.4	100
5	Environment Education	E.5	100
6	Human Rights in Education	E.6	100
7	Peace Education	E.7	100
8	Adolescence Education	E.8	100

IV. EPCs (Enhancement of Professional Capacity)

	Title	Paper Code	Marks
1	Art, Craft and Aesthetics	EPC.1	50
2	Critical Understanding of ICTs in Education	EPC.2	50
3	Understanding Communication	EPC.3	50
4	Yoga	EPC.4	50

V. Tutorial: 50 marks

VI. Field Observations: 50 marks

VII. School Experience Programme under Internship: 300 marks

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

First Year		
Foundation Courses	3 Courses	3 x 100 = 300 marks
	2 Courses	2 x 50 = 100 marks
Pedagogy Courses		
Pedagogy I	1 Course	100 marks
Pedagogy II	1 Course	100 marks
EPCs	2 Courses	100 marks
Tutorial	-	50 marks
Field Observation	-	50 marks
	Total	800 marks
Second Year		
Foundation Courses	2 Courses	100 marks
Elective Courses	1 Course	100 marks
EPCs	2 Courses	100 marks
School Experience Programme under Internship	-	300 marks
	Total	600 marks
First year + Second year		1400 marks

Structure for the B.Ed. Student

- a. Seven Foundation Courses: 500 marks
- b. Two Pedagogy Courses : 200 marks
- c. One Elective Course: 100 marks
- d. Four EPCs: 200 marks
- e. Tutorial: 50 marks
Field Observation : 50 marks
School Experience Programme under Internship: 300 marks.

Please refer to B.Ed. Two Year course outline and year-wise outline for further clarity.

Foundation Courses

Ist Year

[F.1 : Education in Contemporary India](#)

[F.2: Human Development, Diversity and Learning](#)

[F.3: Conceptual Foundations of Education](#)

[F.4: Gender, School and Society](#)

[F.5 : Knowledge, Disciplines and School Subjects](#)

IInd Year

[F.6 : The Inclusive School](#)

[F.7 : Assessment for Learning](#)

B.Ed. Two Year Programme

F.1: Education in Contemporary India

Maximum Marks: 100

Aims and Objectives

This course aims to develop an understanding of education as an agenda for the nation state and its policy visions and efforts in evolving a national system of education. Students are expected to engage with the discourses on contemporary Indian society and education, to understand the national and local contexts in which a variety of schools function, and appreciate that a democratic society must be built on a universal, just and equitable system of education. This requires building a perspective on the processes of alienation and socio-economic deprivation of a large number of students, an analysis of the complex relationship between education and equality, and a critical appraisal of policies and recommendations of major commissions and committees.

The course will enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of critical analysis and the experience of engaging with diverse communities, children and schools. The course will include selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement through focus group discussion, surveys, short term project work etc. The course consists of five units, covering policy-related issues and debates, and also their socio-economic context.

Unit I: The Constitutional Context

Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications

Unit II: The Social Context of Educational Policy

Challenges posed for education by the socio-cultural and economic context: child-labour, child marriage, displacement and migration;

Composition of Indian society and its implications for education: Inequality, discrimination, exclusion and marginalization in the context of language, religion, caste, class, gender, region, and disability; Issues and challenges in the education of *Dalits*, OBCs, the Scheduled Tribes, girls and religious minorities; the role and agency of teachers in the education of above mentioned groups; Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds;

Unit III: A Thematic Focus on Educational Policy

A critical review of commission reports and policy documents through a thematic focus, linking the contemporary context with salient debates since independence:

Equity in Education: Kothari Commission and the vision of Common Schooling; National Policy on Education 1986 and its review by the Ramamurthy Committee 1992; Yashpal Report 1993 and the National Curriculum Framework 2005; the Mid Day Meal programme, an inclusive space for eating together;

Linguistic Plurality and Language Policy: The Language Survey; debates on the 'medium' of learning; the 'three-language formula' for national and emotional integration, problems of implementation across states.

Work and Education: Zakir Hussain Committee, *Nayee Taleem* or Basic Education; work as a medium of learning, integrating skills with knowledge; Mudaliar Commission, multipurpose schools and citizenship education; critical analysis of the policy discourse on work, skills and vocational education;

Unit IV: Social and Educational Reform

Legacy of social reformers and their vision of education: Phule, Vidyasagar, Ambedkar, Ramabai, Gandhi and others; historical struggles for modernization of education in different regions;

Innovations and experiments: Shantiniketan, People's Science Movement, etc.

Unit V: The System and its Structures

Schools in India: types and affiliation, schools run by autonomous institutions of the Central government (KVS, NVS, Sainik Schools, etc.); schools run by the State Governments; private schools; international schools; looking at institutional structures and stratification within the context of concerns for 'quality' and equity; management and public participation; role of key institutions in shaping the policy and discourse of education: NCTE, NCERT, NIOS, Boards of Education, etc; role of Directorates of Education, local bodies, e.g. Panchayati Raj institutions, municipal bodies.

Suggested Readings

Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.

- Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue 1(1): 97-121.*
- Chanana, Karuna (2001) *Interrogating women's education: bounded visions, expanding horizons.* Jaipur and New Delhi: Rawat
- Chandra, B. (2004) Gandhiji, Secularism and Communalism. *Social Scientist, Vol. 32, No. 1/2pp. 3-29*
- Deshpande, S. (2014). *The problem of caste.* New Delhi: Orient Blackswan
- Dube, S.C. (1990, 2005) *Indian Society.* New Delhi: National Book Trust
- GOI. (1966). *Report of the education commission: Education and national development.* New Delhi: Ministry of Education.
- GOI. (1986). *National policy of education.* GOI.
- GOI. (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Govinda, R. (ed). (2002) *India education report: a profile of basic education.* New Delhi: Oxford University Press.
- Ghosh, S. C. (2007). *History of education in India.* Rawat Publications.
- Hindustani Talimi Sangh. (1938). *Basic national education: Report of the Zakir Hussain committee.* Sagaon, Wardha: Hindustani Talimi Sangh.
- Letter to a teacher: By the school of Barbiana.* (1970). Retrieved from <http://www.arvindguptatoys.com/arvindgupta/letter.pdf>
- Naik, J.P. (1979) *Education Commission and After.* A P H Publishing Corporation: New Delhi. Also available in Hindi
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children.* Indian Institute of Dalit Studies and UNICEF.
- NCERT (2006/7) *National Focus Group Paper on the Problems of Scheduled Castes and Scheduled Tribes; National Focus Group Paper on Gender.* New Delhi: NCERT
- NCTE (2009) *National Curriculum Framework for Teacher Education.*
- PROBE (1999) *Public report on basic education in India.* New Delhi: Oxford University Press.

Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Rai, A. (2000) *Hindi Nationalism*. Orient Longman

Rampal, A. & Mander, H. (2013, July. 13). Lessons on food and hunger: Pedagogy of empathy for democracy. *Economic and Political Weekly* 48(28), 50-57.

Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? *Political and Economic Weekly* 47(49), 61-68.

Online links for Commission and Committee Reports:

1. Kothari, D. S. (1964). *Education and national development: Report of the education commission, 1964-66*. Available at www.mhrd.gov.in/
2. *National policy on Education (1986)*. Available at www.ncert.ac.in
3. Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in
4. PROBE (1998) and PROBE 92011) Revisited available on www.academia.edu
5. NCF-2005 available on www.ncert.ac.in
6. NCFTE: http://www.ncte-india.org/publicnotice/NCFTE_2010.pdf
7. Sachar Committee Report available at <http://ncm.nic.in/pdf/compilation.pdf>

B.Ed. Two Year Programme

F.2: Human Development, Diversity and Learning

Maximum Marks: 100

Vision

This course will facilitate an understanding of the processes of development and learning and some of the major perspectives and theories underlying them. It will also enable conceptualization and appreciation of human diversity and the challenges emanating from it in institutions and society. The course aims at promoting an appreciation of the role of context and culture on development and learning and highlighting the holistic, yet unique nature of the growing child. The interdependence of all aspects of development – physical, cognitive, emotional, moral, and social, will be emphasized. The psychosocial difficulties, problems and challenges which children experience in their development and learning, particularly in the context of diversity, will also find articulation. Emphasis will be given to creating inter-linkages between theory, research and applications, particularly facilitating the development of insights for pedagogy and assessment. Development, diversity and learning are conceptualized as highly interrelated processes, the understanding of which gets complemented by practical experiences in real contexts and not merely theoretical abstractions. The course, thus, carries a rich practicum focus. In order that the theory-practice interface becomes more meaningful, it is proposed that the course be taught keeping in mind the basic organic unity between learning, diversity and development. The Indian socio-cultural perspective would form the context in which teaching, practicum, and course transaction are located.

Objectives

To facilitate a comprehensive understanding of the development, learning and uniqueness of the growing child in diverse socio-cultural contexts.

To foster the understanding and appreciation of inter-linkages between human development, diversity and uniqueness.

To critically examine key universal constructs in developmental psychology and educational psychology and their applications from the lens of cross-cultural frames.

To embed the classroom discussions, perspective building and practicum tasks in inclusive education.

To develop the potential for perspective building located in the Indian socio-cultural context through practicum, academic readings and classroom teaching/discussion.

Unit 1: Human Development

- Concept, Issues and Debates in Human Development.
Growth, Maturation and Development
Growth Curve and its implications for the Human Development Life-span
Basic Principles of Development
Debates: Nature v/s Nurture, Continuity v/s Discontinuity, Universal v/s Contextual
- Detailed study of the theories of Piaget, Vygotsky, Erikson, Bronfenbrenner, Kohlberg and Gilligan with special reference to Childhood and Adolescence in India.
- Educational Implications of the above theories for facilitating the development and uniqueness of Children, Adolescents and Young Adults.

Focus should be on locating the understanding of childhood and adolescence in the pluralistic nature of Indian society and in the context of poverty, globalization, and adult culture. Notions of multiple childhoods and adolescences should be emphasized.

Unit 2: Human Diversity

- Nature and Concept of Human Diversity: Variation, Heterogeneity and Celebrating Uniqueness; Social and Cultural Diversity
- Understanding how children differ in the following areas: Intelligence, Creativity, Self-concept and Motivation
- Understanding children and adolescents from diverse contexts: social, cultural, community, religion, caste, class, gender, linguistic and geographic location
- Role of the Teacher and strategies to deal with the differences and diversity
- Understanding diversity in the school in the context of inclusive education with special reference to children with special needs

The focus in this unit should be on developing strategies to deal with their educational, socio-emotional needs and counseling needs. This unit should be taught through a series of field engagements with a debrief on theory.

Unit 3: Human Learning and Cognition

- Exploring developmental and cultural differences in the way children think and learn from different perspectives: Behaviorism, Social Cognition, Cognitive Information Processing, Humanism and Personal and Social Constructivism
- Implications of the above for curriculum development, design of learning activities and classroom processes, pedagogic practices, and creating democratic learning environments that include diverse children's knowledge and social experiences in the classroom.

It is expected that the theoretical concepts drawn from the above stated approaches will serve to understand:

Learning as a natural, biological process of adaptation; an interaction between inherent biological structures and processes and the environment, situating the discussion in the Piagetian perspective; conditioning and imitative/ observational learning as explained in behaviorism and social cognitive theory of Bandura.

Learning as a personal process of meaning making; Personal/ Radical Constructivism.

Learning as a social process of knowledge construction; as a process of negotiating personal knowledge, restructuring it and constructing shared understanding: Social Constructivism-Vygotsky's approach to learning; Situated cognition.

Learning as a process of becoming; Humanistic approach focused on discovery and evolution of self: Maslow and Carl Rogers.

Suggested Framework for Practicum

Objectives

To facilitate the understanding of theoretical concepts and ideas, drawing from the personal and practical field experiences of student teachers.

To develop a contextual and critical understanding of the theories and approaches students have studied, through field engagement.

To promote self reflexivity and the capacity to appreciate the interrelatedness of the processes of development, diversity and learning, through their experiences with children, schools, and communities in real contexts.

Suggested List of Tasks

Documenting and analyzing the self-description/ narratives of children/ and adolescents of two varying developmental stages to understand the development of their self-concept and identity and the factors influencing them.

Organising classroom debates on critical contemporary concerns, such as high parental expectations from children; competitive social ethos and its impact on children; examination pressures on children's psychological health; challenges of integrating children from diverse socio-economic and cultural contexts; peer pressures and the influence of social media. The discussion should focus on whether these are desirable or not, giving reasons in support of the position taken.

Planning a self-reflective task for student teachers which enable them to analyse how parenting practices, family culture and their experiences at school, influenced the development of their conscience.

Observing the peer associations, interactions and games which children of different age groups engage in. Analysing the effect of these on their gender identity, sexuality and societal attitudes with particular focus on diversity related to caste, disability, language and religion.

Interviewing children who are making the transition from primary to secondary and secondary to senior secondary stage to identify the challenges which they face and how they deal with them. Focus should be on connecting with stage theories of development and spelling out the role of teachers and parents in this regard.

Analysing the childhood experiences of student teachers which they believe enhanced or stifled their creativity and based on this, developing strategies for fostering the creative potential of their students.

Interviewing a few children who have recently migrated to Delhi and joined a mainstream school, with a view to identifying the challenges and difficulties that they face. Focus should be on adjustment, peer relations, and classroom dynamics. Based on this, developing a plan of action that will address their special needs.

Observing and interacting with any one class to identify the barriers to inclusive education. Developing a short action plan describing how the class could be made more inclusive. Focus

should be on the physical environment, psycho-social environment, interface with the whole school and networking with outside agencies.

Making student teachers identify, describe and write their initial perceptions of children's thinking and learning and revisit the same based on the theories / approaches which they study and their experiences at school.

Analyzing media influences on children's and adolescents' behaviour, ambitions, aspirations, body image and identity.

Note

Each of the above tasks may be done on student teachers or on school students as the need may be. At least five tasks should be done from the above list.

Suggested Readings

Berk, L. E. (2011). *Child Development*. (8th ed.). New Delhi: Pearson Prentice Hall.

Eggen, P. & Kauchak, D. (1999). *Educational Psychology: Windows on Classrooms*. (4th ed.). New Jersey : Prentice Hall

Farrell, M. (2009). *Foundations of Special Education: An Introduction*. (4th ed.). Wiley Blackwell

Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity*. (2nd ed.). New York: McGraw Hill Education Open University Press

Gargiulo, R.M. (2015). *Special Education in Contemporary Society 5e: An Introduction to Exceptionality*. Canada: Sage

Gilligan, C. (1982). *In a different Voice: Psychological Theory and Women's Development*. Cambridge: Harvard University Press.

Hallahan, D.P., Kauffman, J.M. & Pullen, P.C. (2012). *Exceptional Learners: An Introduction to Special Education*. (12th ed.). New Jersey: Pearson Education.

Lefrancois, G.R. (1999). *Psychology for Teaching*. (10th ed.). London: Wadsworth Publishing.

Lightfoot, C., Cole, M. & Cole, S. R. (2013). *The Development of Children*. (7th ed.). New York: Worth Publishers.

Ormrod, J.E. (2000). *Educational Psychology: Developing Learners*. (3rd ed.). New Jersey: Prentice Hall

Piaget, J. (1926). *Language and Thought of the Child*. London: Routledge & Kegan Paul.

Piaget, J. (1951). *The Psychology of Intelligence*. London: Routledge & Kegan Paul.

Piaget, J. (1952). *The Origins of Intelligence in Children*. New York: International University Press.

Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi : Orient Longman

Santrock, J.W. (2007). *Adolescence*. (11th ed.). New Delhi: Tata McGraw-Hill. Saraswathi, T. S., Brown, B. B. and Larson, R. W. (2002). *The World's Youth: Adolescence in Eight Regions of the Globe*. Cambridge: Cambridge University Press.

- Santrock, J.W. (2010). *Lifespan Development*. (13th ed.). New York: McGraw-Hill Higher education
- Saraswathi, T.S. (Ed). (1999). *Culture, Socialisation and Human Development: Theory, Research and Application in India*. New Delhi: Sage.
- Slavin, R. E. (1997).*Educational Psychology: Theory and Practice*. (5th ed.). New Jersey: Allyn and Bacon.
- Vygotsky.L. (1978).*Mind in Society: The Development of Higher Psychological Processes*. Cambridge: Harvard University Press.
- Vygotsky.L. (1986).*Thought and Language*. Cambridge: The MIT Press.
- Way, N. & Chu, J.Y.(Eds) (2004). *Adolescent Boys: Exploring Diverse Cultures of Boyhood*. New York: University Press.
- Woolfolk, A. (2014). *Educational Psychology*. (12th ed.). New Delhi: Pearson Education.
- Woolfolk, A., Misra, G. &Jha, A.K. (2012).*Fundamentals of Educational Psychology*. (11th ed.). New Delhi: Pearson.

B.Ed. Two Year Programme

F.3: Conceptual Foundations of Education

Maximum Marks: 100

The main objective of this paper are : (i) to promote reflective thinking among students : (ii) to sharpen their perception of the concepts involved in educational practice (iii) to enhance their capacity to formulate responses to the reality of education. The paper is divided into three units. All the three units are, to be covered.

- Unit A:**
- i) ***Basic Concepts in Philosophy of Education:*** teaching, training, learning and education in the context of the child's nature, growth and development.
 - ii) ***Epistemological Basis of Education:*** knowledge, reason and belief, rationality; experience and awareness, values and ideals with reference to school subjects
 - iii) ***Methodological Options in Education:*** Assumptions about human nature; critique of behaviorism and its three alternatives:
 - A. Activity: With reference to Dewey's ideas on learning and Gandhi's NaiTalim
 - B. Discovery: With reference to Montessori's description of children's intellectual growth and Dewey's concept of inquiry
 - C. Dialogue: With reference to Plato (Allegory of the Cave), the Upanishads(The Nachiketa-Yama dialogue) and Buber's idea of a dialogue between teacher and student ('I and Thou') along with a discussion on the role of a teacher

Unit B : Basic Concepts in the Sociology of Education:

- (i) Democracy and the State
- (ii) **Constitutional Values:** Equality, Freedom, Social Justice, Inclusiveness and Secularism.
- (iii) Socialisation, Role of family and school, Conflicts and coherence.
- (iv) Knowledge and political ideology in relation to curriculum and textbooks.
- (v) The role of culture, economy, and historical forces in shaping the aims of education. Dominance, conflict and resistance in the context of education.

Unit C: Introduction to the main ideas of the following thinkers concerning aims of education and pedagogic practices:

John Dewey, Gandhi, Tagore, Freire and J. Krishnamurti

Project

A detailed study of one of the thinkers mentioned in the entire syllabus

Suggested Reading List

Cohen, Brinda. 1969. Educational Thought: An Introduction. Macmillan: Britain

Moore, T.W. 1974. Educational Theory: An Introduction. London: Routledge & Kegan Paul

Wilson, J and Cowell, Barbara. 1928. Taking Education Seriously. London: The Falmer Press

Montessori, Maria. 1965 Spontaneous Activity in Education New York: Schocken Books

Montessori, Maria. 2012. The Absorbent Mind. New Delhi: Aakar Books

Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal

Kumar, Krishna. 1998. Shaikshik Gyan Aur Varchasv. Delhi: Granthshilpi

Kumar, Krishna. 2002. Shikshaaur Gyan. Delhi: Granthshilpi.

Kumar, Krishna. 2004. What is Worth Teaching? Delhi: Orient Longman

Buber, Martin. 2006 'Teaching and Learning' in The Writings of Martin Buber. Author: Will Herberg. Universal Digital Library. The World Publishing Company: New York.

Hanh, Thich Nhat, 1987. *Being Peace*, Parallax Press, Unified Buddhist Church. Berkeley.

Hanh, Thich Nhat, 2013 *Peace of Mind.: Becoming Fully Present*. Bantam Press.

Dhankar, Rohit (2006) Shiksha Aur Samajh Haryana: Aadhar Prakashan

Woolley, A.D. 1949. Theory of Knowledge: An Introduction. London: Hutchinson's University Library. (Hindi Translation: Gyanmeemansa Parichay Patna: Bihar Hindi Granth Academy)

Mascaro, Juan, 1965. The Upanishads. England: Penguin

Freire, Paulo. 1970. Pedagogy of the Oppressed. London: Penguin Books

Elmhirst, L.K. 1994. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan.

Dewey, John. 1902. The Child and the Curriculum. Chicago: The University of Chicago Press

Dewey, John. 1915. *The School and Society*. The University of Chicago Press

Jiddu, Krishnamurti 1975. Lutyens, Mary, ed. *Freedom from the Known*. San Francisco: Harper

Krishnamurti, Jiddu. 1992. *Education and the Significance of Life*. India: Krishnamurti Foundation India.

Sykes, Marjorie. 1988. *The Story of NaiTalim: fifty Years of Education at Sevagram*. Wardha: Nai Talim Samiti.

B.Ed. Two Year Programme

F.4: Gender, School and Society

Maximum Marks: 50

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

- 2.1 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;
- 2.2 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT

Unit III: Gender and School

- 3.1 Girls as learners, hidden curriculum (teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender
- 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.

Suggested Projects

Analysis of films including songs, advertisements in print and electronic media.

Analysis of folk songs, literature in different languages and myths

An analytical study of textbooks published by different states, private publishers and NCERT.

A study of data about girls from scheduled castes and tribes, minorities and rural backgrounds from different sources such as, enrollment in school and university at different levels, results of Grade X and Grade XII examinations and enrollment in different programmes in higher education.

A critical study of schemes such as KGBV, NPEGEL, Ladli and so on.

A comparative study of the daily routine of a girl and boy from the same family.

Suggested Reading List

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, Leela 1997. *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. *In 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
- 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

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F.5: Knowledge, Disciplines and School Subjects

Maximum Marks: 50

This compulsory course aims to introduce all the students to the basis on which knowledge is classified into disciplines and subjects. The syllabus has the following specific aims:

1. To enable students to analyze the structure of knowledge as reflected in disciplinary streams and subjects;
2. To enable students to notice the links between disciplines and school subjects
3. To examine the structure of the school curriculum from the primary to the secondary stages in terms of the underlying structure of knowledge;
4. To encourage students to reflect on their own education and notice how their interests and capacities have been shaped by the structure of curriculum and other external factors. This aim will be achieved with the help of a practicum.

Unit I: Introduction

Key question: ‘Why does knowledge need to be classified?’; Introduction to epistemology; Knowledge, curiosity and inquiry; Knowledge as a system: the role played by our concept of knowledge in shaping our teaching and learning practices.

Disciplinary streams: their historical origins and evolution; the problem of classifying them; levels of classification, e.g. ‘Science’ and ‘Arts’; ‘Humanities’ and ‘Social Science’;

Unit 2: Streams and Subjects

Nature of knowledge (i.e. ways of knowing and bodies of knowledge) placed under distinct disciplinary streams: Science, Social Science, Language, Mathematics; interrelationships among streams; overlaps and gaps in different kinds of classification; the idea of ‘subjects’ to be learnt at school; their distinct pedagogical demands at different stages of school education; the school time-table as a structuring device: its treatment of the relative importance of different streams and the subjects placed under them at different stages of education; Problem of classifying and accommodating certain areas of learning, e.g. arts, crafts, work, peace, etc. Implications of curricular divisions for learner-centred pedagogy: issues and challenges.

Unit 3: Knowledge and Curriculum Policy

Study of relevant parts and recommendations of major reports that have shaped curriculum policies in India since Independence (relevant parts of the following documents to be studied in order to examine the assumptions about knowledge underlying their recommendations):

Secondary Education Commission (Mudaliar Report)

Education Commission (Kothari Report)
The Ten-Year School (Ishwar Bhai Patel Report)
Learning without Burden (Yash Pal Report)
National Curriculum Framework

Persistent debates in curriculum policy: integrated approach vs. subject-specific teaching; can values be taught?; academic vs. vocational subjects; etc.

Unit IV: Knowledge in Syllabus and Textbooks

Distinction and relation between 'Curriculum' and 'Syllabus'
Relation between Syllabus and Textbooks; implications of 'prescribing' a textbook; importance of other sources and resources of knowledge; role of different agencies and their functions in shaping the syllabus: Boards of Examination, NCERT, etc; 'examination' as a system; impact of the examination system on socially popular concept of knowledge and the practices of teaching based on it;

Unit V: Disciplinary Streams, Choices and Opportunities

The idea of choice in the 10+2 system; factors affecting choice of subjects by students; Internal factors, (e.g. interest, teacher, etc.) vs. external factors (e.g. availability, family, market, etc.); interdisciplinary combinations and choices;

Social perceptions and stereotypes: why are certain subjects considered more difficult?; the impact of knowledge-related stereotypes on choices made by schools, parents and students; Knowledge and opportunities: employment and careers. Knowledge, status and power.

Practicum: Analysis of factors that have shaped personal trajectories of students in the context of disciplines and subject choices made in school and college, interest and capacities, leading to a reflective essay.

Readings

Apple, Michael: Ideology and Curriculum
Dewey, John: How We Think
Krishna, Daya: Gyan Meemansa.
Kumar, Krishna: What is Worth Teaching?
NCERT: National Focus Group Position Papers on the Teaching of Science; Social Science; Mathematics; Curriculum, Syllabus, Textbooks; Work and Education
Piaget, Jean. Child and Reality
Russell, Bertrand, 'Knowledge and Wisdom'
Joseph Schwab: The Structure of Knowledge and the Curriculum
Paulos, John Allen 1990 Innumeracy Mathematical Illiteracy and its Consequences
Vintage Books

B.Ed. Two Year Programme

F.6: The Inclusive School

Maximum Marks: 50

This course encompasses the nature and needs of children with diverse needs in an inclusive educational set up - social, academic and emotional; and the role of teachers in addressing these needs. But, the thrust of the course is on the needs of children with disabilities as the socially, linguistically and economically marginalised children and their needs are covered in the other core papers of the programme.

Aim of the Course

This course is designed to enable the students to:

- demonstrate knowledge of different perspectives in the area of education of children with disabilities
- develop sensitivity and positive attitudes towards children with special needs identify the needs of children with diversities
- appreciate the significance of special schools and regular schools in the education of children with disabilities
- plan need-based programmes for all children with varied abilities in the classroom
- use human and material resources in the classroom
- use specific strategies involving skills in teaching special needs children in inclusive classrooms
- modify appropriate learner-friendly evaluation procedures
- incorporate innovative practices to respond to education of children with special needs
- critique policies and contribute to the formulation of policy
- critique implementation of policies and contribute to implementation of laws pertaining to education of children with special needs.

UNIT I: Concept of special needs and inclusion with reference to children with disabilities

1. Understanding diversities: concept, types (disability as a dimension of diversity)
2. Disability as a social construct, classification of disability and its educational implications:
 - a. Sensory Impairment (Hearing Impairment, Visual Impairment and Deaf Blind)
 - b. Cognitive Disabilities: (Autism Spectrum Disorder, Intellectual Disability and Specific Learning Disability)
 - c. Physical Disabilities: (cerebral palsy and loco motor)
3. Philosophy of inclusion with special reference to children with disabilities

(Discussion on Inclusive education as the best alternative across all levels and categories of disabilities)

The significance of the positioning of special schools and inclusive schools in the education of children with disabilities

The language of inclusion- putting people first rather than the disability a person may have)

4. Process of inclusion: Concerns and issues across disabilities
5. Contextualization of inclusion for diverse learners
6. Modification of curriculum including assessment
7. Universal design for teaching learning process
8. Reasonable accommodations
9. Instructional adaptations

UNIT II: Towards inclusion: Paradigm and policy perspective with reference to children with disabilities

1. Historical perspective and contemporary trends:
2. Journey from charity , medical, social towards human rights based model
3. Succession from segregation, integration and inclusion
4. Constitutional provisions: PwD Act (1995), RTE (2006), NPE of Students with Disabilities (1986), and NPE (2006)
5. Salamanca Statement (1994) and UNCRPD (2006), IEDSS (2000),
6. Special role of institutions for education of Children with Disabilities: RCI (2002),
7. National Institutes of disabilities (Indian), National Trust (1999) and NGO's

UNIT III: Inclusive practices in classrooms: Position of teacher, support structures and networks

1. School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities
2. Role of Teachers (both regular and special)
3. Pedagogical strategies: cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory and multidisciplinary approach
4. Supportive services required for meeting special needs in school and collaboration required for meeting special needs in the classroom: general teacher, special teacher, speech therapist, occupational therapist, child and clinical psychologist and other outsourced experts, family, multi disciplinary team (along with child in the decision making process)
5. Collaboration between teacher and special educator, parents, outsourced experts, students and others as a continuous process

Practicum

- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.
- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.

Suggested Reading List

Julie Alan, 2010 The sociology of disability and the struggle for inclusive education. *British Journal of Sociology of Education*, Vol. 31, No. 5, THE SOCIOLOGY OF DISABILITY AND EDUCATION (September 2010), pp. 603-619

Nidhi Singal. An ecosystemic approach for understanding inclusive education: An Indian case study. *European Journal of Psychology of Education*. Vol. 21, No. 3 (September 2006), pp. 239-252

SRIKALA NARAIAN. Dis/ability, Agency, and Context: A Differential Consciousness for Doing Inclusive Education. *Curriculum Inquiry*, Vol. 43, No. 3 (JUNE 2013), pp. 360-387

Rebecca Bond and Elizabeth Castagnera. Peer Supports and Inclusive Education: An Underutilized Resource. *Theory into Practice*. Vol. 45, No. 3, *Inclusive Schooling Practices: From Why to How* (Summer, 2006), pp. 224-229

Roger Slee .Inclusive Education? This Must Signify 'New Times' in Educational Research
British Journal of Educational Studies Vol. 46, No. 4 (Dec., 1998), pp. 440-454

Leslie C. Soodak. Classroom Management in Inclusive Settings. *Theory into Practice* Vol. 42, No. 4, *Classroom Management in a Diverse Society* (Autumn, 2003), pp. 327-333

A. K. Mishra and Ruchika Gupta. Disability Index: A Measure of Deprivation among Disabled. *Economic and Political Weekly*. Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4026-4029

Dianna L. Stone and Adrienne Colella. A Model of Factors Affecting the Treatment of Disabled Individuals in Organizations. *The Academy of Management Review* Vol. 21, No. 2 (Apr., 1996), pp. 352-401

Katherine Corbett, Susan Shurberg Klein and Jennifer Luna Bregante. The Role of Sexuality and Sex Equity in the Education of Disabled Women. *Peabody Journal of Education*. Vol. 64, No. 4, *Sex Equity and Sexuality in Education* (Summer, 1987), pp. 198-212

Anita Ghai. Disabled Women: An Excluded Agenda of Indian Feminism. *Hypatia* Vol. 17, No. 3, *Feminism and Disability, Part 2* (Summer, 2002), pp. 49-66

Todd Lekan. Disabilities and Educational Opportunity: A Deweyan Approach Transactions of the Charles S. Peirce Society. Vol. 45, No. 2 (Spring 2009) (pp. 214-230)

Sheila Riddell, Teresa Tinklin and Alastair Wilson. New Labour, Social Justice and Disabled Students in Higher Education. *British Educational Research Journal* Vol. 31, No. 5, Education Policy and Social Justice (Oct., 2005), pp. 623-643

India Moves Towards Equal Rights For Disabled People. *BMJ: British Medical Journal* Vol. 310, No. 6994 (Jun. 17, 1995), p. 1556

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F.7: Assessment for Learning

Maximum Marks: 50

Unit 1: Basic Concepts and Overview

- 1.1 Basic Concepts: assessment, evaluation, measurement, test, examination, formative and summative evaluation, continuous and comprehensive assessment mandated under RTE, and grading.
- 1.2 Purpose of assessment in different paradigms: (a) behaviourist (with its limited view on learning as behaviour), (b) constructivist paradigm and (c) socio-culturalist paradigm; distinction between 'assessment of learning' and 'assessment for learning'; assessment as a basis for taking pedagogic decisions

Unit 2: Analysis of Existing Practices of Assessment

- 2.1 A critical review of current evaluation practices and their assumptions about learning and development; examination for selection or rejection; role of traditional examinations in maintaining social and cultural hierarchy; impact of examination-driven teaching on school culture and on pedagogy; content-confined testing; critique of prevailing quiz culture and popular tests such as ASSET and Olympiad; commercialization of testing
- 2.2 Impact of the prevailing assessment practices on students' learning, their motivation and identity; detrimental effects of labeling students as slow or bright or declaring them failures; perspective behind no-detention policy in elementary grades under RTE

Unit 3: Assessment in the Classroom and Record Keeping

- 3.1 Expanding notions of learning in a constructivist perspective; ability to develop indicators for assessment; tasks for assessment: projects, assignments, formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses, observation of learning processes by self, by peers, by teacher; organising and planning for student portfolios and developing rubrics for portfolio assessment, teachers' diaries, group activities for assessment
- 3.2 Dimensions and levels of learning, assessing conceptual development, recall of facts and concepts, application of specific skills, problem-solving; application of learning to diverse and new situations.
- 3.3 Assessment of meaning-making propensity, abstraction of ideas from experiences, identifying links and relationships; inference, analysis and reflection, originality and initiative, flexibility.

Unit 4: Feedback

4.1 Feedback as an essential component of assessment; types of teacher feedback (written and oral); feedback to students and feedback to parents; peers' feedback, scores, grades and qualitative descriptions, developing and maintaining a comprehensive learner profile; challenges of assessment

Suggested Reading List

Deshpande, J.V. Examining the Examination System *Economic & Political Weekly*, April 17, 2004 Vol XXXIX, No. 16.

Nawani, D (2015). Re-thinking Assessments in Schools, *Economic & Political Weekly*, Jan 17, Vol L, No. 3.

Nawani, D (2012), Continuously and comprehensively evaluating children, *Economic & Political Weekly*, Vol. XLVIII, Jan 12, 2013.

NCERT(2007) National Focus Group Paper on Examination Reforms

Shepard, L. A. (2000). The role of assessment in a learning culture. *Educational Researcher*.

Peer feedback and evaluation in Sanctuary Schools Dr Sudha Premnath and Ranjani Ranganathan (<http://www.ashanet.org/projects-new/documents/701/Peer%20feedback%20and%20evaluation%20in%20Sanctuary%20Schools.pdf>)

ए. के. जलालुद्दीन. (मार्च – अप्रैल, 2011). रटनसे अर्थनिर्माण तक: पाठ्यचर्या, शिक्षणशास्त्र और मूल्यांकन में फेर-बदल. शिक्षाविमर्श.

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice*, 22(1).

Broadfoot, P. (1979). *Assessment, schools and society*. London, USA: Methuen & Co.

Byrnes, D.A. (1989), Attitudes of students, parents and educators toward repeating a grade. In L.A. Shepard & M.L. Smith (eds.), *Flunking grades: Research and policies on retention*. London: Falmer Press.

Darling-Hammond, L. (1998), Alternatives to grade retention. *The School Administrator*, 55,7.

Dweck, C. S. (2006). *Mindset : The new psychology of success*. New York: Ballantine Book

वैजयंतीशंकर. बड़े पैमाने पर आंकलन: अनुभव और नजरिया. शिक्षा- विमर्श. मार्च – अप्रैल, 2013.

Andrade, H. L. (2013). Classroom assessment in the context of learning theory and research. In J. H. McMillan (Ed.), *Sage handbook of research on classroom assessment*. California, USA: Sage.

Cumming, J., & Maxwell, G. S. (1999). Contextualizing Authentic Assessment. *Assessment in Education: Principles, Policies and Practices*, 6(2),

Source Books on Assessment for Grades I-V for Hindi, English, Mathematics and EVS NCERT (2008)

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P.1.1 : Language

Maximum Marks: 100

Unit 1: General Introduction on Language

What is Language? various components of language; Functions of language; How different are different languages? Critical analysis of the following terms: Dialect, Standard and Non-standard language, classical ;Characterizing mother tongue, first language, and second language, bilingual and multilinguals.

Unit 2: Language Policies and Politics

Power, identity, and politics of language; Language as a medium of instruction and debates about English as a medium of instruction; The recommendations of NCF-2005 on language education

Unit 3: Language and Literacy in the Context of School

Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home; Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices; What is viewed as "right" and "wrong" language in schools and the underlying assumptions; Critically understanding "errors" and the insights they provide.

Unit 4: Language Acquisition

Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition

Unit 5: Language Processes and the Classroom Context

Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence. Creating secure classroom environment for language use; Space for "risk taking"; Reading: Engaging with books of different types ;Comprehension of stories and non-fiction (content area texts) ;Response to literature: Aesthetic and emotive aspect of reading; Writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 6: Examining the language curriculum

Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises and; Moving beyond the textbook: Children's literature for different age groups ;Classroom practices in India

Unit 7: Challenges in Language Learning

Issues of non-comprehension; lack of independence in language use; Examining the role of school context in creating difficulties for language learners ;Understanding language "disability" and the language teacher's role in dealing with it.

Readings

Agnihotri, R. K. (1996). KaunBhashaKaunBoli. Sandarbh 13, 37-43

Agnihotri, R. K. (2009). Language and dialect. Learning curve, 13.

Agnihotri, R.K., & Kumar, S. (2001). Bhasha, boli, laursamaj. Deshkal Publications.

Atwell, N. (1987). In the Middle: Writing, reading, and learning with the adolescents. Portsmouth: Heineman.

Kunwar, N. (2015). 'Right writing' in Indian classroom: learning to be artificial. Language and language teaching. Vol 4, No. 1, Issue 7.

Rai, M. (2015). Writing in Indian schools: the product priority. Language and language learning. Vol 4, No 1, Issue 7, 32-36

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 Education

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P.1.2 : Science

Maximum Marks: 100

Course Objective

This course would enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives. The insights into the nature of science and how children construct knowledge science would help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education. Thus, this course aims to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I : Nature of Science and Science Education

- The nature of science- science as a process and science as a body of knowledge, as a social enterprise; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject at the various levels of school education and thereby of the purpose of science education at the various levels of school education.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Misconceptions and 'alternative frameworks' in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps.
- Role and limitation of language: its contribution towards expression, articulation and the understanding of science.
- Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Practicum (Unit I-II): Project/assignment based on school ~~experience~~ observations.

Unit III: The science curriculum

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinarity.

- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, Hoshangabad Science Teaching Programme (HSTP) ; An awareness about science curricula at international level such as Nuffield Science, Harvard Science, project 2061 etc .
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, etc.)

Practicum: Critical analysis of existing science syllabi and textbooks.

Unit IV : Enrichment of Content Knowledge

- Devising content analysis and enrichment programme for selective content areas in physics, chemistry and biology (working through group/workshop/seminar modes).
- Developing representations/creative expressions of the outcomes of content enrichment.
- Taking comprehensive feedback from peers regarding the processes and outcomes of content enrichment.

Unit V: Professional Development of Science Teacher

- Need for professional development
- Professional development at the individual, organisational and governmental level.
- Teacher as a researcher: Action research by teachers in collaboration with research institutions, voluntary organizations, etc.

Practicum : Conducting Action Research in any area related to science education.

Suggested Reading List

Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to Teaching and Learning*. USA: Allyn and Bacon.

Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.

Coburn, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: kluwer Academic Publisher.

Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.

Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.

Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August

- Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record*, 105 (3), pp 465-489.
- Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10)*, NCERT: New Delhi
- National Curriculum Framework, (2005)*, NCERT: New Delhi
- Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands
- Parkinson, J. (2002). Chapter-1. Learning to Become an Effective Science Teacher. In *Reflective Teaching of Science 11-18: Continuum Studies in Reflective Practice and Theory*. New York: Continuum. pp. 1-12.
- Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies*, 2 (1), pp 76-88.
- Rashtriya Madhyamik Shiksha Abhiyan (2005)*, MHRD: New Delhi
- Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.
- Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.
- Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education*. Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.
- Van Driel, J.H.V., Beijaard, D. & Verloop, N. (2001), Professional Development and Reform in Science Education: The Role of Teachers' Practical Knowledge. *Journal of Research in Science Teaching*, 38(2), 137-158, February
- Wallace J. and Loudon W. (eds.). *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. London: Routledge Falmer. pp. 191-204.
- Wang, H. A and Schmidt, W. H. (2001). - History, Philosophy and Sociology of Science in Science Education: Results from the Third International Mathematics and Science Study. In F. Bevilacqua, E. Giannetto, and M.R. Mathews, (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers. pp.83-102.

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P.1.3 : Mathematics

Maximum Marks: 100

UNIT 1: Introduction to Mathematical Thinking

- (i) Mathematics as study of creating, discerning and generalising patterns: Identifying and analysing abstract patterns, patterns of shapes, patterns of motion, patterns of repeating chance, numerical patterns.
- (ii) Understanding Mathematics as a humanly created subject: Creating Mathematical structures: idea of axioms, postulates and proofs, what is a proof? Different methods of proofs: direct proof, indirect proof, counter examples, proof by induction.
- (iii) Socio-cultural, economic and political factors in the development of mathematics. Everyday mathematics, multicultural mathematics; its use in decision making, at the workplace, etc.
- (iv) Societal beliefs related to ‘knowing’ and ‘doing’ mathematics. Critically challenging the sociological beliefs related to mathematical abilities, mathematics confined to arithmetic.

Readings and resources

Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145–157.

D’Ambrosio, U. (1985). Ethnomathematics and its place in the history and pedagogy of mathematics. *For the Learning of Mathematics*, 5(1), 44–48.

Devlin K. (2011). Introduction to Mathematical thinking.

Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.

Gutstein, E. (2007). “And that’s just how it starts”: Teaching mathematics and developing student agency. *Teachers College Record*, 109(2), 420–448.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59–80.

MESE -001(2003). Teaching and Learning Mathematics. IGNOU series

Newman, J. (2003). The World of Mathematics: A Four-Volume Series. Washington Tempus

Sautoy, M. du. (2008). The Story of Maths. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). Mathematics: A Very Short Introduction. Oxford University Press

Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).

UNIT 2: Learning Mathematics

- (i) Developmental progression in the learning of mathematical concepts- Piaget, Skemp, Bruner and Vygotsky; Fischbein on intuitive thinking
- (ii) Processes of dealing with abstractions, particularisation and generalisation. Studying algorithms; what works and how?
- (iii) Focus on mathematical processes- Problem solving, problem-posing, patterning, reasoning, abstraction and generalisation; argumentation and justification
- (iv) Sociocultural perspectives in mathematics learning- Situated learning; social construction of knowledge; social interaction and community of practice
- (v) Historical evolution of concepts –understanding how concepts evolved, power-play in legitimising concepts

Readings

Boaler, J. (2010). *The elephant in the classroom. Helping children love and learn maths*. Souvenir Press Ltd

Boaler, J. & Staples, M. (2005). Transforming students' lives through an equitable mathematics approach: The case of Railsideschool. Available for download on: www.stanford.edu/~joboaler/

Boaler, J. (2013, March). Ability and Mathematics: The mindset revolution that is reshaping education. In *Forum* (Vol. 55, No. 1, pp. 143-52). Symposium Journals.

Burns, M. (2007). *About teaching mathematics: A K–8 resource*, Third Ed. Math Solutions Publications.

Gray, E, & Tall, D (1994). Duality, ambiguity, and flexibility: A “Proceptual” view of simple arithmetic. *Journal for Research in Mathematics Education*, 25(2), 116-140.

Jackson, K. J., Shahan, E., Gibbons, L., & Cobb, P. (2012). Setting up complex tasks. *Mathematics Teaching in the Middle School*, (January), 1–15.

Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.

UNIT 3: How Should we Teach Mathematics?

- (i) Culture of learning- Creating dynamic classroom environments; sharing and exploring ideas, encouraging diverse and innovative procedures, using multiple ways to solve problems, making conjectures, seeking generalisations; respecting diverse capabilities; use of context; metacognition
- (ii) Role of Communication in classroom- Math talk; building a community of mathematicians in classrooms; constructing mathematical ideas by providing scope for exploration, explanation and evaluation of children's work
- (iii) Use of resources, activities, story-telling and technology in initiating mathematical thinking.
- (iv) Notions related to mathematical ‘ability’; promoting growth mindset, depth versus speed; math anxiety
- (v) Teacher's beliefs and knowledge about the nature of mathematics and mathematical learning, teachers' agency in school math reform.

Readings and resources

Ball, D. L., & Bass, H. (2003). Making mathematics reasonable in school. In *A research companion to principles and standards for school mathematics* (pp. 27–44).

Ball, D.L, Hill H.C. & Bass, H.(2005). Knowing mathematics for teaching. *American Educator*. Fall 2005.

Boaler, J. & Humphreys, C. (2005). Connecting mathematical ideas: Middle school video cases to support teaching and learning (Portsmouth, NH, Heinemann).

Boaler, J. (1993). The role of contexts in the mathematics classroom: Do they make mathematics more “real”? *For the Learning of Mathematics*, 13(2), 12–17.

Chapin, O’Connor, & Anderson (2009). *Classroom discussions: Using math talk in elementary classrooms*. Math Solutions.

Cirillo, M. (2009). Ten things to consider when teaching proof. *Mathematics Teacher*, 103(4), 250-257.

Fuller, E., M Rabin, J., & Harel, G. (2011). Intellectual need and problem-free activity in the mathematics classroom. *Jornal Internacional de Estudos em Educação Matemática*, 4(1).

Hiebert, J., Carpenter, T., Fennema, E., Fuson, K., Wearne, D., Murray, H. (1997). *Making Sense: Teaching and learning mathematics with understanding*. Portsmouth, NH: Heinemann.

Kazemi, E. (1998). Discourse that promotes conceptual understanding. *Teaching Children Mathematics*, 4(7), 410- 414.

Knuth, E., Choppin, J., & Bieda, K. (2009). Proof: Examples and beyond. *Mathematics Teaching in the Middle School*, 15(4), 206-211.

Lampert, M. (2001). *Teaching problem and problems for teaching*. Yale University.

Lockhart, P., & Devlin, K. J. (2009). *A mathematician’s lament*. New York: Bellevue Literary Press.

Martino, A.M. & Maher, C. (1999). Teacher questioning to promote justification and generalization in mathematics: What research practice has taught us? *Journal of Mathematical Behavior*, 18(1), 53-78.

NCERT (2012). *Pedagogy of mathematics: Textbook for two year B.Ed. course*. New Delhi: NCERT.

Parish, S. (2014). *Number talks: Helping children build mental math and computation strategies, Grades K-5, Updated with Common Core Connections*. Math Solutions.

Reinhart, S. (2000). Never say anything a kid can say! *Mathematics Teaching in the Middle School*, 5(8), 478-483.

Schifter, D. (2001). Learning to see the invisible. What skills and knowledge are needed in order to engage with students’ mathematical ideas? In T. Wood & B. Scott Nelson & J. Warfield (Eds.), *Beyond classical pedagogy: Teaching elementary mathematics*. Mahwah, (pp. 109-134). NJ: Lawrence Erlbaum Associates

Smith & Stein (2011). *Five practices for orchestrating productive mathematics discussions*.

Solomon, Y., & Black, L. (2008). Talking to learn and learning to talk in the mathematics classroom. In N. Mercer & S. Hodgkinson (Eds.), *Exploring talk in school* (pp. 73–90).

TIMSS Videos of mathematics classrooms available at:
<http://www.timssvideo.com/videos/Mathematics>

Deborah Ball video on eliciting student thinking, MSRI interview of 6th graders.
<http://www.msri.org/workshops/696/schedules/16544>

UNIT 4: Mathematics for Equity and Social Justice

- (i) Why teach ‘mathematics to all’? –Concerns and challenges
- (ii) Issues of gender, class and culture in mathematics learning and achievement - Expectations, attitudes and stereotypes; access to higher mathematics; interrogating the notion of ‘achievement gap’; construction of learners’ identity in a mathematics classroom
- (iii) Addressing the concerns of societal as well as mathematical equity

Readings:

Davis, B. (1995). Why teach mathematics? Mathematics education and enactivist theory. *For the Learning of Mathematics*, 15(2), 2–9.

Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, 21(1), 17–24.

Dweck, C.S. (2006). Is math a gift? Beliefs that put females at risk. In W.W.S.J.Ceci (Ed.), *Why Aren't More Women in Science? Top Researchers Debate the Evidence*. American Psychological Association.

Eccles, J & Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, 11(21), 367-380.

Greer, B., Mukhopadhyay, S., & Powell, A. B. (Eds.). (2009). *Culturally responsive mathematics education*. Routledge.

Gutstein, E., Lipman, P., Hernandez, P. & de los Reyes, R. (1997). Culturally relevant mathematics teaching in a Mexican American context, *Journal for Research in Mathematics Education*, 28(6), 709- 737.

Rampal, A., Ramanujam, R. & Saraswathi, L.S. (1999). *Numeracy counts! and Zindagikahisaab*(2001). National Literacy Resource Centre, Mussoorie. Available at www.arvindguptatoys.com

Rousseau, C., & Tate, W. (2003). No time like the present: Reflecting on equity in school mathematics. *Theory Into Practice*, 42(3).

Schoenfeld, A. (2002). Making mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher*, 31(1), 13-25.

Engagement with the Field

An understanding of the relationship between the discipline and a selection of school curriculum will be enhanced through observations and projects to address the following issues: What knowledge is valued? How is mathematics experienced in school settings and how are learner identities constructed? How do communities shape knowledge production and, there, what counts as useful mathematical knowledge? How might scholars and teachers

work with community-based knowledge makers to develop collaborative knowledge resources?

Assignments/Projects

1. Analysis of books, folk games, and other resource materials
2. Observation of children doing everyday math, playing folk games; community numeracy practices
3. Classroom observations and analysis of mathematics classrooms
4. Use and setting up of a mathematics lab
5. Development of manipulatives, games, low-cost activity materials

B.Ed. Two Year Programme

P.1.4 : Social Science

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to address the following questions:

- What is the nature and philosophy of Social Science?
- What is his/her reflective understanding of contemporary society and the relevance in teaching of social science in schools?
- What is the status of learning social science at secondary school level?
- What are the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices?
- How does one evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers?

Units of Study

Unit I Evolutionary Framework of Social Science

- An Overview of the Foundations of each Discipline:
 - a) History and Geography- Temporal and Spatial Dimensions.
 - b) Political science and Economics – The Systems and Processes of Society.
- Specialised Knowledge versus Inter Disciplinary Knowledge
- Trajectory of Social Science Evolutionary Process:
Philosophical and Theoretical discourses
- Concept of Social Science and Social Studies
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies.

Unit II Social Science in Schools

- Challenges in the development of Social Science Curriculum
- General Approaches in the construction of social science curriculum: thematic organization: Interdisciplinary, multi disciplinary and fused frameworks
- Cross Cultural perspectives and issues in social science
- Teaching of Social Science:
Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences: Social, Historical, Environmental, Economic and Constitutional perspectives

Unit III Pedagogical practices in Social Science Curriculum

- Social Science and Indian School Curricula in search of new Directions.
- Review different Commissions/Committees Reports
- National Curriculum Frameworks-1975,1988,2000 and 2005
- Critical Review of Social Science Text books from class 6th to 10th
- Concerns in Teaching Social Science: Diversity, Gender and Special Needs

Unit IV Contexts in Social Science instruction

- Inclusive Classroom
- Democratic Spaces
- ICT in Social Sciences
- Development of Unit Plan: Thematic mapping of curricular content

Unit V Evaluation in Social Science

- Challenges in evaluation:
Assessing learners' perspectives on various social issues ,
Assessing learners' action for a social change at the individual level

Unit VI Professional Development of Social Science Teacher

- Social Science Teacher as A Reflective Practitioner
- In-Service Teacher Development Programmes

Suggested Practicum

- a) Collaborative projects on selected cross curricular areas taken from school syllabus: written assignments on issues, seminar presentation, action research with peers' involvement.
- b) Establishment and Enrichment of Social Science Resource Centre
- c) Enrichment of the subject areas like geography, history, political and social life and economics.
- d) Engagement with curriculum policies/documents and curriculum frameworks.
- e) Critical appraisal of existing social science curriculum and text book at school level
- f) Development of Unit / Thematic Plan.
- g) Organizing field trips as learning experience.
- h) Collection and Maintenance of relevant instructional resources.

Suggested Readings

- Arora &Awasthy (2003), Political theory, Haranand Publication Pvt. Ltd. New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education.NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.

- Bining, A.C. & Bining, D.H. (1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Crotty, M., (1998), The foundations of social research: Meaning and perspective in the research process, London: Sage Publication.
- Edgar, B.W. & Stanely (1958), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe – A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). Sociology Themes and Perspectives. New York. O.U.P.
- Haydn Terry, Arthur James and Hunt Martin. (2002), Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012) Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within, Pearson, New Delhi
- Popper, Karl. (1971). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with Nature. Batnam Books.
- UNESCO-World Social Science Report (2013)
- Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.
- Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
- Webb, Keith (1995). An Introduction to problems in the philosophy of social sciences, Pinter, London, New York.
- Winch, Peter (1958). The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

B.Ed. Two Year Programme

P.1.5 : Commerce

Maximum Marks: 100

Rationale

This paper is aimed at encouraging Commerce students to re-engage with their discipline and revisit prevalent conceptualizations and practices. The paper focuses on the place of commerce education in society and the potential role that it can play in developing commercially conscientious citizens

Unit 1 Nature of Commerce

- Commerce Education: Evolution and Foundations
 - Historical and Socio-Political Context of Commerce Education
- Relationship of Commerce with business, trade, industry and economy: A Macro Perspective

Unit 2 Understanding Knowledge in Commerce

- Interrelationships within Commerce (Accountancy and Business Studies/ Management)
- Commerce and Social Sciences (linkages with Economics, Sociology, Geography and Law).

Unit 3 Commerce and Society

- Understanding Ethics and Values
- Contemporary Business Environment and Commerce Education

Unit 4 Commerce as a School Subject

- Place of Commerce in School Curricula (Curriculum Frameworks/ Policy and Perspectives, National and International Position)
- Commerce Syllabus and Textbooks: Development and Organization
- Theory and Practice: Mending the Gaps in Commerce Curriculum

Unit 5 Understanding Commerce Pedagogy

- Commerce Classroom: Processes and Challenges.
 - Needs of commerce learners: Andragogy/Pedagogy.
- Understanding Pedagogy in Accountancy and Business Studies: Specifics of Classroom Transaction

Suggested Readings

- Afzal, M. (2005). Analytical Study of Commerce Education at Intermediate Level in Pakistan. Doctoral Thesis. University of Punjab, Lahore.
- Carmona, S., Ezzamel, M., Gutiérrez, F. (2004). Accounting History Research: Traditional and New Accounting History Perspectives, Spanish Journal of Accounting History. 1, 24-53.
- Cherunilam, F. (2000). *Business Environment*. (11thed.). New Delhi: Himalaya Publishing House. (Chapter-4: Social Responsibility of Business)
- Dymoke, S. and Harrison, J. (Ed.) (2008). *Reflective Teaching and Learning*. New Delhi: Sage. Chapter-4: Classroom Management
- Lal, J. (2002). *Accounting Theory*. (2nded.). New Delhi: Himalaya Publishing House. (Chapter-2 Classification of Accounting Theory.
- Wadhwa, T. (2008). Commerce Curriculum at Senior Secondary Level: Some Reflections. *MERI Journal of Education*. III (2), 52-59

B.Ed. Two Year Programme

P.2.1 : English

Maximum Marks: 100

A. Theory

Unit 1: Approaches and Methods in English Language Teaching

Various approaches, methods and techniques in use for teaching English.

- The Direct Method
- The Structural Approach
- Communicative Language Teaching
- Task-based Language Learning
- Language Learning in the Constructivist Paradigm

Unit 2: Listening and Speaking Skills

2.A Listening

- a. The Concept of Listening
- b. Sub-skills of Listening
- c. Tasks, Materials and Resources for developing the Listening skill: story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- d. Assessing Listening.

2.B Speaking

- a. Phonetics: the consonant and vowel system, intonation, stress, pitch.
- b. Tasks, materials and resources for developing the speaking skill including story telling, dialogues, situational conversations, role plays, simulations, speech games and contexts, language laboratories, pictures, authentic materials and multi-media resources.

Unit 3: The Reading Skill

- a. Teaching Reading : Theories; the mechanics of Reading; the sub skills of Reading; Reading as a process. The various stages of different types of Reading : extensive and intensive reading.
- b. Tasks, Materials and Resources for developing the Reading Skill through practice activities and games including skimming, scanning and comprehension.
- c. Developing study skills including using a thesauruses, dictionary, encyclopedia.
- d. Assessing Reading.

Unit 4: The Writing Skill

- 4.a Teaching Writing: The mechanics of writing including punctuation, spelling, hand-writing, indentation; writing as a process; the various stages of different types of writing.
- 4.b Tasks, Resources and Materials for developing the writing skills through practice activities and games for messages, reflective journals, diary writing, notices, circulars, letters, articles, reports, dialogues, speeches, advertisements; creative writing such as poetry – writing, short stories.
- 4.c Developing study skills: referring to dictionary, thesaurus / encyclopedia, note making, note taking, summarizing, making bibliographic entries.
- 4.d Assessing Writing, Giving feedback

Unit 5: Teaching Grammar and Vocabulary

- 5.a Concerns in teaching of Grammar and Vocabulary
- 5.b Teaching Grammar : Grammar components :direct / indirect speech, parts of speech, active / passive voice, modals / auxiliaries, types of sentences, semantic markers, determiners' and so on.
- 5.c Teaching Vocabulary :Adhoc, Active, Passive Vocabulary, Compound Words, Root words, Base words, Content and Structure words.
- 5.d Tasks, Materials and Resources for teaching grammar and vocabulary
- 5.e Assessing Grammar and Vocabulary

Unit 6: Teaching Literature

- 6.a Literature in the School Curriculum : Need, Objectives and Relevance
- 6.b The relative importance of classics and popular literature in English
- 6.c Tasks and materials for developing study skills in English Literary forms including essays, short one – act play, short story, novel, long play, poetry, biography, autobiography
- 6.d Planning lessons in prose, poetry, drama, novel, short story at various schools levels..

Unit 7: Planning and Organisation in ELT

- 7.a Developing and using audio-visual aids, including CALL programmes
- 7.b Assessing syllabi in use in schools in India
- 7.c Selecting course materials for teaching English at various levels
- 7.d Selecting, adapting and using authentic materials for use in the English Class
- 7.e Using textbooks, teachers guides, supplementary readers and wider library materials effectively
- 7.f Organising co-curricular activities
- 7.g Planning tasks for remedial teaching in LSRW
- 7.h Avenues for professional growth and leadership

Unit 8: Evaluation in English language and Literature

- 8.a Formative and Summative Evaluation : Objectives and Implications
- 8.b Issues and concerns in the Assessment of English at various schools levels

B. Practicum

- Planning lessons based on different ELT approaches
- Development a detailed activity bank for different skill areas for learners from different types of schools
- Developing resources such as props, charts, flash cards, audio-cassettes, games and CALL programmes for teaching speaking and listening
- Developing Extensive Reading Lists and anthologies for Learners of varying linguistic ability
- A detailed analysis of the course materials in use at different class levels in different types of schools the English textbooks used during School Experience Programme
- Developing Bridge courses and Remedial Programmes
- Organization of co-curricular activities including extempore, elocution, declamation, speech, poetry recitation, debate, book discussion, poetry writing, slogan writing, poster making and so on.
- Board Work
- Developing a Question Paper
- Developing linguistic profiles of learners

Reading List

Doff, A. (1988) Teach English. CUP : Cambridge.

Morgan J. & Rinvolucris M. (1986). Vocabulary, OUP : Oxford.

Hayes, B.L. (ed) (1991). Effective Strategies for Teaching Reading. Allyn & Bacon.

Grellet, F. (1981). Developing Reading Skills, CUP : Cambridge.

Nutall, Chrishrine (1987) Teaching Reading Skills in a Foreign Language. London : Heinemann Educational Books Ltd.

Parrott, M. (1993). Tasks for Language Teachers. Cambridge : CUP.

Richards & Lockhart (1994) Reflective Teaching in Second Language Classrooms. Cambridge: CUP.

Hughes, A. (1989). Testing for Language Teachers Cambridge : CUP.

- Nunan, D. and C. Lamb (1996). *The Self-directed Teacher : Managing the Learning Process*. Cambridge: CUP.
- Weir, C. J. (1993). *Understanding and Developing Language Texts*. London's Prentice Hall.
- Asher, R. E. (ed.) (1994). *The Encyclopedia of Language and Linguistics*.
- Hedge, T. (1998). *Writing : Resource Book for Teachers*. Oxford : OUP.
- Bygate, M. (1987). *Speaking* : Oxford: OUP.
- Kuppel, F. (1984). *Keep Talking : Communicative Fluency Activities for Language Teaching*. Cambridge : CUP.
- Littlewood, W. (1992). *Teaching Oral Communication*. Oxford : Blackwell Publishers.
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge : CUP.
- Anderson & Lynch (1988). *Listening*. Oxford: OUP.
- Brumfit, C. (ed.) (1983). *Teaching Literature Overseas : Language – Based Approaches*, ELT Document : 115, Oxford : Pegamon.
- Brumfit and Carter (1986). *Literature and Language Teaching* : Oxford : OUP.
- Underhill, N. (1987). *Testing Spoken Language* : Cambridge : CUP.
- Ur, P. (1991). *Discussions that work*. Cambridge : CUP.
- Ur, P. (2014). *A Training Course in Teaching of English*. CUP: Cambridge
- Richards and Rodgers (1986). *Approaches and Methods in Language Teaching*. Oxford : OUP.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford : OUP.
- Agnihotri & Khanna (eds.) (1991). *Second Language Acquisition*. New Delhi : Sage.
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford : OUP.

B.Ed. Two Year Programme

P.2.2 : Hindi

अधिकतम अंक : 100

उद्देश्य :

- शिक्षा एवं विद्यालयी पाठ्यचर्या में भाषा के महत्त्व को रेखांकित कर सकेंगे।
- हिन्दी भाषा एवं साहित्य शिक्षण के उद्देश्यों की पूर्ति के लिए प्रभावी साधनों एवं समुचित विधियों का प्रयोग कर सकेंगे।
- अपने विद्यार्थियों में अपेक्षित भाषा कौशलों के विकास के लिए स्वयं में भी भाषा- कौशलों के विकास के लिए सतत प्रयत्नशील रहेंगे।
- प्रथम भाषा अधिगम की समस्याओं को समझकर उन्हें दूर करने का प्रयास कर सकेंगे।
- अपने विद्यार्थियों के अधिगम का समुचित मूल्यांकन कर सकेंगे।

इकाई 1 हिन्दी भाषा- शिक्षण: सैद्धान्तिक परिप्रेक्ष्य

- भाषा: अर्थ, महत्त्व एवं प्रकार्य, हिन्दी भाषा की प्रकृति,
- भाषा और सम्प्रेषण, भाषा और विचार, भाषा और सृजन
- हिन्दी की व्याकरणिक व्यवस्था - ध्वनि विचार, वर्ण विचार, शब्द विचार, वाक्य विचार,
- हिन्दी शिक्षण के उद्देश्य- प्रथम भाषा एवं अन्य भाषा के रूप में, संपर्क भाषा एवं राजभाषा के रूप में, विद्यालयी पाठ्यचर्या में हिन्दी का स्थान, विभिन्न शिक्षा आयोगों एवं समितियों की संस्तुतियाँ, विद्यालयों में हिन्दी की यथार्थ स्थिति

इकाई 2 भाषा कौशलों का विकास

- भाषा कौशलों से अभिप्राय, भाषा शिक्षण में उनका स्थान एवं महत्त्व
- श्रवण कौशल - तात्पर्य, महत्त्व, उद्देश्य, प्रकार , शिक्षण विधियाँ, कौशल विकासक क्रियाएँ, मूल्यांकन
- मौखिक अभिव्यक्ति कौशल - तात्पर्य, महत्त्व, उद्देश्य, प्रकार ,मौखिक रचना की विशेषताएँ, उच्चारण संबंधी सामान्य दोष, कारण एवं निराकरण,कौशल विकासक क्रियाएँ, मूल्यांकन
- पठन कौशल - तात्पर्य, महत्त्व, उद्देश्य, पठन की विशेषताएँ,उद्देश्यों के संदर्भ में पठन के प्रकार,सस्वर तथा मौन पठन, गहन अध्ययननिष्ठ पठन तथा व्यापक पठन, पठन कौशल विकासक क्रियाएँ, पठन दोष- कारण तथा निराकरण

- लेखन कौशल - तात्पर्य, महत्त्व, शिक्षण- उद्देश्य, प्रभावी लेखन की विशेषताएँ, लिखित अभिव्यक्ति के विविध रूप, लेखन कौशल विकासक क्रियाएँ, लिखित कार्य का मूल्यांकन, संशोधन कार्य, रचना शिक्षण- निर्देशित लेखन, स्वतंत्र लेखन
- उच्च स्तरीय भाषिक कौशलों का विकास

इकाई 3 हिन्दी भाषा तथा साहित्य का शिक्षण

- हिन्दी भाषा शिक्षण में व्याकरण का स्थान, महत्त्व एवं उपयोगिता, शिक्षण उद्देश्य तथा विधियाँ
- भाषा और साहित्य - अन्तःसंबंध और भिन्नता, साहित्य के सौन्दर्यबोध के तत्त्व
- कविता का रसास्वादन - महत्त्व, उद्देश्य, आस्वाद के धरातल, कविता - शिक्षण के पक्ष- भाव एवं कला पक्ष, शिक्षण- विधियाँ, आस्वादन में शिक्षक की भूमिका, सौंदर्यबोध विकासक युक्तियाँ, मूल्यांकन
- गद्य शिक्षण - महत्त्व, उद्देश्य, गद्य विधाओं के विविध रूप (निबंध एवं निबंधेतर) तथा उनकी शिक्षण - विधियाँ, गहन अध्ययननिष्ठ पाठ एवं विस्तृत अध्ययननिष्ठ पाठों की शिक्षण विधि में अंतर, मूल्यांकन
- भाषा एवं साहित्य की विभिन्न विधाओं के माध्यम से सृजनात्मकता एवं जीवन कौशलों का विकास,
- हिन्दी भाषा और जनसंचार, जनसंचार के विविध रूप, जनसंचार माध्यमों की भाषा और विद्यार्थियों की भाषा पर उसका प्रभाव, हिन्दी शिक्षण में जनसंचार माध्यमों की भूमिका

इकाई 4 हिन्दी-शिक्षण : साधन और सामग्री

- हिन्दी पाठ्यक्रम तथा पाठ्यपुस्तकें - हिन्दी पाठ्यक्रम का आलोचनात्मक अध्ययन, पाठ्यपुस्तकों तथा पूरक पुस्तकों का महत्त्व, उद्देश्य, विशेषताएँ, निर्माण प्रक्रिया एवं मूल्यांकन, पाठ्यपुस्तक समीक्षा एवं पाठ्यपुस्तकों का समीक्षात्मक विश्लेषण
- हिन्दी शिक्षण में प्रयुक्त शैक्षिक उपकरण - शैक्षिक उपकरणों का महत्त्व एवं उनकी उपयोगिता, उपकरणों के विविध रूप- यांत्रिक एवं अयांत्रिक उपकरण, हिन्दी शिक्षण में सूचना प्रौद्योगिकी का उपयोग, ई-अधिगम संसाधन, उपकरणों एवं संसाधनों का प्रसंगानुकूल उपयोग
- पाठ्यचर्या सहगामी क्रियाएँ- स्वरूप, प्रकार एवं भाषाभिव्यक्ति के विकास में उनका महत्त्व और योगदान

इकाई 5 मूल्यांकन

- मूल्यांकन की संकल्पना, महत्त्व एवं विधियाँ, उद्देश्यनिष्ठ मूल्यांकन की आवश्यकता, सतत एवं व्यापक मूल्यांकन, मौखिक/ लिखित परीक्षण, परीक्षण प्रश्नों के प्रकार एवं उनकी निर्माण प्रक्रिया, सभी प्रकार के प्रश्नों के निर्माण का अभ्यास
- विद्यार्थियों के भाषा अधिगम में सामान्य त्रुटियाँ, निदानात्मक एवं उपचारात्मक कार्य

प्रायोगिक पक्ष : समुन्नयन क्रियाएँ (कोई तीन)

- आस - पास के किसी क्षेत्र के किसी विशिष्ट समुदाय के लोगों की भाषा का सर्वेक्षण और उनकी शब्दावली का अध्ययन - विश्लेषण
- भाषा कौशलों संबंधी भाषा खेल निर्माण
- कल्पना प्रधान एवं भावप्रधान मौलिक निबंध लेखन के लिए विषय सूची निर्माण तथा उनमें से किन्हीं दो विषयों पर निबंध लेखन
- पत्र- पत्रिकाओं में प्रकाशित रचनाओं, नई समकालीन साहित्यिक पुस्तकों का अध्ययन - विश्लेषण
- पाठ्य पुस्तकों में निर्धारित पाठों की अंतर्वस्तु से मिलती - जुलती रचनाओं का संकलन
- पाठ्यपुस्तकों में निहित अन्तःकथाओं का संकलन
- पाठ्यपुस्तकों में संकलित मुहावरों, लोकोक्तियों का स्वतंत्र प्रयोग एवं उनके अर्थ से मिलते जुलते मुहावरों, लोकोक्तियों का संकलन
- हिन्दी भाषा एवं साहित्य के संवर्धन एवं प्रोत्साहन के लिए दिए जाने वाले पुरस्कार, पुरस्कृत रचनाकार एवं उनकी रचनाओं की सूची का निर्माण
- पाठ्यपुस्तकों में निर्धारित पाठों में से किसी एक के प्रतिपाद्य विषय का चयन कर परियोजना निर्माण

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B.Ed. Two Year Programme

P.2.3 : Sanskrit

अधिकतम अंक : 100

उद्देश्य

- वृहत्तर शिक्षणशास्त्रीय विमर्श के मध्य संस्कृत शिक्षण के उद्देश्य एवं संस्कृत अध्यापन की समझ विकसित करने में सहयोगी होना।
- बहु-भाषिकता एवं लोकतांत्रिक मूल्य से संस्कृत अध्ययन-अध्यापन के संबंध की समझ बनाने में मददगार होना।
- प्रतिबिम्बात्मक, सर्जनात्मक, आलोचनात्मक एवं शोधार्थी, शिक्षक-प्रशिक्षक बनने में सहयोग देना।

ईकाई-1: संस्कृत-शिक्षण की अवस्थिति और उद्देश्य

1.1 भारतीय विद्यालयों में संस्कृत अध्ययन-अध्यापन की अवस्थिति एवं संभावना

- क. राष्ट्रीय पाठ्यचर्या की रूपरेखा-2005, 2000, 1988
- ख. राष्ट्रीय शिक्षा नीति - 1992, 1986, 1968
- ग. भारतीय संविधान एवं त्रि-भाषा सूत्र का विमर्श - कमेटी एवं कमिशन की रपटें - भारतीय संविधान की अपेक्षाएँ, विश्वविद्यालय आयोग : 1948, माध्यमिक शिक्षा आयोग : 1952-53, राष्ट्रीय शिक्षा आयोग : 1964-66, प्रबुद्ध एवं मानवीय समाज की ओर : 1990, संस्कृत आयोग का प्रतिवेदन (1956-57)

1.2 संस्कृत अध्ययन-अध्यापन के उद्देश्य

- संस्कृत-शिक्षणशास्त्र के उद्देश्यों की विविधता एवं उनका समाजो - दार्शनिक और शिक्षणशास्त्रीय आधार
- पाठ्यचर्चा के शिक्षणशास्त्रीय उद्देश्य, पाठ्यक्रम एवं संस्कृत की पाठ्यपुस्तकें
- संस्कृत-शिक्षण के उद्देश्य एवं पाठ्यपुस्तक निर्माण की चुनौतियाँ

ईकाई-2 : संस्कृत-शिक्षणशास्त्र का विमर्श

- 2.1 बहुभाषिकता एवं संस्कृत-शिक्षण-भारत की भाषाओं के साथ संस्कृत का और संस्कृत के साथ भारत की भाषाओं के का सम्पर्क-संवाद
- 2.2 संस्कृत भाषा का वैशिष्ट्य – संस्कृत बतौर श्रेण्य भाषा एवं संस्कृत बतौर आधुनिक भाषा
- 2.3 संस्कृत अध्ययन-अध्यापन की विधियाँ एवं शिक्षणशास्त्रीय विमर्श
 - क. बालकेन्द्रीय उपागम
 - ख. निर्मितवादी उपागम
 - ग. संस्कृत-शिक्षण की विधियाँ – पाठशाला विधि, भण्डारकर विधि, पाठ्यपुस्तक विधि, संप्रेषणात्मक विधि, प्रत्यक्ष विधि, विश्लेषणात्मक विधि, व्याख्या विधि, व्याकरणविधि, मूल्यांकनविधि, सूक्ष्म-शिक्षण उपागम, परियोजना कार्य, अभिक्रमिक अनुदेशन, निदानात्मक एवं उपरात्मक, आगमन एवं निगमन, समस्या-समाधन, पर्यवेक्षण, दल-शिक्षण, कम्प्यूटर आधारित शिक्षण
 - घ. संस्कृत साहित्य की विभिन्न-विधियों का शिक्षण – गद्य, पद्य, नाटक, पत्र
 - घ आलोचनात्मक शिक्षणशास्त्र

ईकाई-3 : संस्कृत अध्ययन-अध्यापन की कठिनाईयाँ एवं नवाचार

- 3.1 विद्यार्थी उन्मुखीकरण, उत्प्रेरण एवं रसास्वादन के मार्ग में आने वाली कठिनाईयाँ एवं उनका संबोधन, संस्कृत अध्ययन-अध्यापन में निहित संभावनाएँ
- 3.2 संस्कृत अध्ययन-अध्यापन में नवाचार – राष्ट्रिय संस्कृत संस्थान के प्रयास, श्री अरविन्द आश्रम के प्रयास, संस्कृत भारती के प्रयास
- 3.3 संस्कृत अध्ययन-अध्यापन का सूचना संसार माध्यम एवं तकनीकों में आ रहे बदलाव के साथ समायोजन

ईकाई-4 : संस्कृत अध्ययन-अध्यापन में मूल्यांकन की मौजूद विधियाँ और मूल्यांकन का नव-विमर्श

- वर्षान्त परीक्षा एवं उसकी समीक्षा
- सत्रान्त परीक्षा एवं उसकी समीक्षा
- सतत्, व्यापक एवं संचयी मूल्यांकन का विमर्श एवं उसकी समीक्षा

ईकाई-5 : पाठ योजना के विभिन्न उपागम

- व्यवहारवादी उपागम
- निर्मितिवादी उपागम
- आलोचनात्मक शिक्षणशास्त्र का उपागम

परियोजना एवं प्रायोगिक पक्ष

- पाठ्यपुस्तक, पाठ्यक्रम, पाठ्यचर्या, विश्लेषण
- समसामयिक संस्कृत लेखन एवं उसकी समीक्षा
- नवाचारी शिक्षण एवं संसाधन की समीक्षा
- वर्तमान संस्कृत शिक्षण पद्धति की समीक्षा
- संस्कृत शिक्षण के उद्देश्यों का अन्य भाषा शिक्षण उद्देश्यों से तुलना एवं समीक्षा
- वर्तमान समय में चल रहे संस्कृत शिक्षण की विभिन्न परंपराओं का दस्तावेजीकरण एवं समीक्षा
- संस्कृत शिक्षण सामग्री का निर्माण

सन्दर्भ ग्रन्थ

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- चतुर्वेदी, आर. एस. : संस्कृत शिक्षण पद्धति
- त्रिपाठी, राधाबल्लभ 1999 : संस्कृत साहित्य; 20वीं शताब्दी, राष्ट्रिय –संस्कृत–संस्थानम्, नई दिल्ली
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- बोकील, वी. पी, 1956 : ए न्यू एप्रोच टू संस्कृत, चित्रशाला प्रकाशन, पूना
- भारत सरकार, शिक्षा–मंत्रालय : संस्कृत आयोग का प्रतिवेदन (1956–57)
- मानव संसाधन विकास (दिसम्बर 1990): राष्ट्रीय शिक्षा नीति 1986 की समीक्षा समिति की रिपोर्ट (प्रबुद्ध और मानवीय समाज की ओर)
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- मिश्र, प्रभाशंकर, 1979 : संस्कृत–शिक्षण, चण्डीगढ़, हरियाणा ग्रन्थ अकादमी
- मित्तल, संतोष, 2000 : संस्कृत–शिक्षण, आर. लाल बुक डिपो, मेरठ

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- _____ (मई 2006) : राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005
- _____ (जून 2006) : सिलेबस फॉर क्लासेज एट द एलीमेन्ट्री लेवल, वाल्यूम–1
- _____ (मार्च 2006) : सिलेबस फॉर सेकेण्ड्री एण्ड हायर सेकेण्ड्री क्लासेज, वाल्यूम 2
- _____ (नवम्बर 2000) : विद्यालयी शिक्षा के लिए राष्ट्रीय पाठ्यचर्या की रूपरेखा
- _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर अपर प्राइमरी स्टेज
- _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर सेकेण्ड्री स्टेज
- _____ (नवम्बर 2001) : गाइड लाइन्स एण्ड सिलेबाई फॉर हायर सेकेण्ड्री स्टेज
- _____ (मई 1988) : प्रारंभिक और माध्यमिक शिक्षा का राष्ट्रीय पाठ्यक्रम : एक रूपरेखा
- _____ (फरवरी, 1988) : गाइड लाइन्स एण्ड सिलेबाई फॉर अपर प्राइमरी स्टेज
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- राज किशोर, 1975 : संस्कृत भाषा विज्ञान, विनोद पुस्तक मन्दिर, आगरा
- शर्मा, देवीदत्त : संस्कृत का ऐतिहासिक एवं संरचनात्मक परिचय, हरियाणा ग्रन्थ अकादमी
- शर्मा, नन्दराम, 2007 : संस्कृत-शिक्षण, साहित्य चन्द्रिका, प्रकाशन, जयपुर

B.Ed. Two Year Programme

P.2.4 : Urdu

Maximum Marks: 100

Unit-1: Position of Urdu in India

Evolution of Urdu as an Indian Language; Different forms of Urdu language; Status of Urdu in pre-and post-partition India; Role of Urdu language in national integration; Urdu at international level; challenges of teaching and learning Urdu

Unit-2: Urdu Language, Literature & Aesthetics

Different Creative Forms of Urdu Language: Understanding different forms of Urdu literature; Literature in the school curriculum—Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation—Importance and Need; Translation as a Creative Activity—through examples of translated texts into Urdu from different languages.

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama: Introduction of various literary forms of Urdu language; Classical Urdu literature and modern Urdu literature; Planning lessons in Urdu prose, poetry and drama at various school levels.

Unit-3: Acquisition of Language Skills in Urdu

Urdu grammar and vocabulary in context

Tasks, materials, and resources for developing the listening and speaking skills in Urdu:

Storytelling; dialogues; situational conversation; role plays; simulations; speech; games and contexts; language laboratories; pictures; authentic materials and multi-media resources

Developing the skills of Reading and Writing in Urdu: Importance of developing of reading skills; Reading aloud and reading silent; Extensive and intensive reading; Study skills including using thesauruses, dictionary, encyclopedia, etc.;

Stages of Writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogues, speech, advertisement, etc.; reference skills; Higher order skills

Unit-4:Teaching-Learning of Urdu

Approaches/Methods of Teaching Urdu: Grammar translation method; Direct method; Structural-situational method; Audio-lingual method; Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary)

Use of Teaching-Learning Materials & Aids in Urdu Teaching: Print media; Other reading materials, such as learner chosen texts, magazines, news-papers, class-libraries, etc.; ICT, audio-visual aids including CAL programmes; Radio, TV, Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

Unit-5: Assessment in Urdu Teaching

The role and importance of assessment in Urdu language teaching; Progress and assessment of development of language; Continuous & Comprehensive Evaluation—Oral, Written, Portfolio; Close test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking; Enhancing imagination and environmental awareness; feedback to students, parents and teachers

Suggested Readings

Rai, Alok. 2001 India Nationalism: Tracks for Times: Orient Longman

Shahabuddin,Syed *Economic and Political Weekly*Vol. 34, No. 10/11 (Mar. 6-19, 1999), p. 566

Russell, Raplh.Urdu in India since Independence *Economic and Political Weekly* Vol. 34, No. 1/2 (Jan. 2-15, 1999), pp. 44-48

Ather Farouqui, Urdu Education in India: Four Representative States*Economic and Political Weekly* Vol. 29, No. 14 (Apr. 2, 1994), pp. 782-785

Reflections on Teaching Urdu in GermanyChristina Oesterheld*Economic and Political Weekly*Vol. 37, No. 2 (Jan. 12-18, 2002), pp. 112-115

Minorities, Education and Language: The Case of UrduHasan Abdullah*Economic and Political Weekly*Vol. 37, No. 24 (Jun. 15-21, 2002), pp. 2288-2292

A History of Urdu Literature. Second Edition, Revised and Enlarged. by Muhammad Sadiq

Trouble over Urdu and ArabicMukundan C. Menon*Economic and Political Weekly*Vol. 15, No. 35 (Aug. 30, 1980), pp. 1467-1468

Perspectivs on Urdu Language and Education in India, Mazhar Hussain., *Social Scientist*Vol. 31, No. 5/6 (May - Jun., 2003), pp. 1-4

Linguistic Diversity in Global Multicultural Civic Politics: The Case of Urdu in India, Jagdish S. Gundara *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 38-56

Urdu Language and Education in India, David J. Matthews, *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 57-72

The Appeal of Urdu: Its Significance and Potential. Daniel Gold. *Social Scientist* Vol. 31, No. 5/6 (May - Jun., 2003), pp. 73-79

B.Ed. Two Year Programme

P.2.5 : Punjabi

Maximum Marks: 100

Unit I

Position of Punjabi Language in India

The origin and development of Punjabi language.

The multilingual situation in India and the place of Punjabi language in the Indian school curriculum.

Aims and objectives of teaching Punjabi.

Study of Punjabi as mother tongue/first language and as the second/third language.

The phonetic, lexical and morphological, syntactic, semantic and written structure of Punjabi language. The relation between the standard language and its dialects.

Special problems of teaching Punjabi in different school contexts at different levels.

Unit II

Listening and Speaking

Oral language development in the classroom.

Tasks, materials and resources for developing oral language- listening and speaking, story-telling, dialogue, situational conversation, role-play, speech games and contexts.

Language laboratories, pictures, authentic material and multimedia resources.

Unit III

Developing the skills of Reading and Writing

Importance of developing reading skills - reading aloud and silent reading, reading informational texts.

Stages of writing, process of writing, formal and informal writing such as poetry, short stories, letter, diary notices, articles, reports, dialogues, advertisements etc.

Unit IV

Teaching-learning of Punjabi literature, grammar and vocabulary, using of teaching learning material

Literature in the school curriculum, Punjabi language learner and the background knowledge, role of Punjabi texts in the class room – text structure, genre and text selection.

Concerns in teaching of grammar and vocabulary - teaching grammar in context, teaching vocabulary strategies in context, task materials and resources for teaching grammar and vocabulary.

Use of teaching learning material and aids in teaching Punjabi: print media, other reading material, magazines, charts, newspapers, class libraries, audio visual aids, TV, films, radio etc.

Planning co-curricular activities – discussions, debates, recitations, story-telling workshops, seminars and symposiums etc.

Unit V

Assessment and Evaluation

Role and importance of assessment and evaluation in the teaching/learning of Punjabi language, continuous and comprehensive evaluation, oral, written and portfolios. Evaluating achievement in different language skills at different levels.

Typology of questions, activities and tasks, problem solving, critical and creative thinking.

Class tests, peer evaluation, group evaluation and self-evaluation.

Diagnostic and remedial work.

Suggested Reading

Jaswant Singh Jass & Jasbir Kaur (2010) *Maat Bhasha Di Sikhiya Vidh*. Jalandhar, New Book Company.

Mitali Talwar (2006) *Punjabi Sahit De Badalde Jhukaavan Da Adhiyan*. Ludhiana, Lahore Book Shop.

Narinder Singh Duggal (2009) *Punjabi Vyakaran Te Rachnavali*. Jalandhar, New Book Company.

Dr. K.S. Kaang (1992) *Punjabi Bhasha Te Gurmukhi Lipi*. Amritsar, Kastoori Lal and Sons.

Dr. Amarjeet Kaur (2003) *Gurmukhi Lipi Par Hindi Bhasha Ka Prabhav*. Delhi, Manpreet Parkashan.

Dr. H.K. Dally and H.S. Dimple (2008-2009) *Punjabi Bhasha Da Adhyapan*. Ludhiana, Gurusar Book Depot.

Professor (2005) *Bhasha Vigian, Punjabi Bhasha Te Gurmukhi Lipi*. Jalandhar, Sunder Book Depot

B.Ed. Two Year Programme

P.2.6 : Physics

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Physics curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching physics at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching physics with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Physics with a critique of the current practices

Practicum

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources

- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.

- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: *Developing Teaching-Learning resources*

Unit IV Organization of the Physics Laboratory

- Layout and design of the physics laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: *Laboratory work- management of laboratory, activities and project work.*

Unit V Assessment

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: *Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.*

Suggested Reading List

- Bal, V. (2005). *Women scientists in India: Nowhere near the glass ceiling*. Current Science: 88(6). pp. 872-878.
- Bevilacqua F, Giannetto E.& Mathews M.R. (Ed.) (2001), *Science Education and Culture The Contribution of History and Philosophy of Science* . Netherlands: Kluwer Academic Publishers.
- Bowling, J. & Martin, B. (1985). *Science: a masculine disorder?* Science and Public Policy: 12(6). pp. 308-316
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- Cole, Jonathan R. and Harriet Zuckerman. 1987. "Marriage and Motherhood and Research Performance in Science" Scientific American 256: 119-125.
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- Kumar, N. (Ed.)(2009). *Women and Science in India A Reader*. India: Oxford University Press.
- Oakes, J. 2007 More than misplaced technology : A normative and political response to Hallinan on tracking in *Sociology of Education* by Alan R. Sadovnik (Ed.). New York: Routledge
- Okebukola, O. J. (1991). The Effect of Instruction on Socio-Cultural beliefs Hindering the Learning of Science. *Journal of Research in Science Teaching*, 28 (3), pp 275-285.
- Osborne, J. F. (1996). Beyond Constructivism. *Science Education*, 80 (1), pp 53-82.
- Sur, A. (2011). *Dispersed Radiance: Caste, Gender and Modern Science in India*. Navayana : India
- Taylor, P.C. &Cobern W. W. 1998 *Towards a Critical Science Education in Socio-Cultural Perspectives on Science Education- An international Dialogue* By William W. Cobern (Ed.) Dordrecht: Kluwer Academic Publishers.
- Wallace J.& Louden W (Ed.) (2002)*Dilemmas of Science Teaching Perspectives on Problems of Practice*. Routledge: NewYork.

B.Ed. Two Year Programme

P.2.7: Chemistry

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Chemistry curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of Chemistry in school curriculum
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Chemistry teaching.
- Aims of teaching Chemistry at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching Chemistry with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Chemistry with a critique of the current practices

Practicum:

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources

- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the Chemistry Laboratory

- Layout and design of the Chemistry laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

B.Ed. Two Year Programme

P.2.8: Biology

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the Biology curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of Biology in school curriculum and its changing character
- The concept of Pedagogical Content Knowledge (PCK) and its implications for Biology teaching.
- Aims of teaching Biology at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching Biology with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of activities, experiments and laboratory work in Biology with a critique of the current practices

Practicum

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the Biology Laboratory

- Layout and design of the Biology laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Reading List

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Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner-centered National Curriculum, In K. S. Taber (Ed.), *Science Education for Gifted Learners* (pp. 59-70). London: Routledge

Collette, Alfred T. and Eugene L. Chappetta, (1994) *Science Education in the Middle and Secondary Schools*; MacMillan : N. Y.

Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*, London: RoutledgeFalmer.

Eklavya, *BalVigyan – Class 6, 7, 8.* (1978) *Madhya Pradesh PathyaPustak Nigam*; Bhopal, (English & Hindi Versions both).

Friedrichsen, P.M. & Dana, T. M. (2005). Substantive-Level Theory of Highly Regarded Secondary Biology Teachers' Science Teaching Orientations. *Journal of research in science teaching* vol. 42, no. 2, pp. 218–244

Kuhn, T. S. (1970, 2nd Ed)*The Structure of Scientific Revolutions*. Chicago: the University of Chicago

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Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) *Science for all Children*: Allyn and Bacon: USA.

Minkoff, E. C. & Baker, P. T. (2004) *Biology Today – An Issues Approach* (III Ed.), Garland Science.

Muralidhar, K., 'What Organisms Do?' in Rangaswamy, N. S. (Ed.) *Life and Organism, Vol. XII (Part 6)* in Chattopadhyaya, D. P. (Gen. Ed.). *History of Science, Philosophy and Culture in Indian Civilization*. MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.

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Reiss, M. (Ed.). (1999) *Teaching Secondary Biology*. Association for Science Education.

Siddiqi and Siddiqi. (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.

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Turner, T. & Dimatea, W. (1998) *Learning to Teach Science in Secondary School*, Routledge Publication, USA.

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Wallace, J and Louden, W. (Eds.)(2001) *Dilemmas of Science Teaching: Perspectives on Problems of Practice*. Routledge, London.

Wellington, J. (2004) *Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches*, London: Routledge.

Wilson, E. O. (1999). *Consilience: The Unity of Knowledge, Vintage Books*. New York.

Journals

1. School Science, NCERT, New Delhi
The American Biology Teacher
2. National Association of Biology Teachers

B.Ed. Two Year Programme

P.2.9: Integrated Science

Maximum Marks: 100

Course Objective

This course is aimed at developing the insights, competencies and skills among the pupil-teachers to effectively transact the curriculum and evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

Unit I Pedagogical Underpinning

- Place of science in school curriculum
- The concept of Pedagogical Content Knowledge (PCK) and its implications for science teaching.
- Aims of teaching science at the upper-primary and secondary level.
- Objectives of teaching science with special reference to the development of thinking and process skills

Unit II Classroom processes

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, guided independent study, seminar presentation, action research
- Developing unit plans, lesson plans and Remedial/Enrichment plans using combinations of various processes.
- Planning for conduct of science, experiments and laboratory work with a critique of the current practices

Practicum

1. *Planning and discussion of lessons for the school experience programme.*
2. *Developing remedial or enrichment programmes.*
3. *Conduct of activities/Experiments.*

Unit III Teaching- Learning Resources

- Criteria for selecting/designing Teaching-Learning Resources : content based, learner based and context based.
- Textbook, reference books, encyclopaedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction in science, multi-media packages, interactive software, websites, open Educational Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

Practicum: Developing Teaching-Learning resources

Unit IV Organization of the science Laboratory

- Layout and design of the science laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records.
- Making arrangements for the conduct of experiments.

Practicum: Laboratory work- management of laboratory, activities and project work.

Unit V Assessment

- Nature of learning and assessment, analysis and critique of the present pattern of examinations.
- Design and analysis of
 - Formative assessment tasks
 - Summative Assessment
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, drama, poetry, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Practicum: Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment.

Suggested Reading List

Collette, T. Alfred. And Chiappetta, L. Engene. (1994) *Science Instruction in the Middle and Secondary Schools*, Macmillan Company.

Driver Rosalind and Rushworth Peter et.al. *Making sense of Secondary Science Research into Children's Ideas*.

Harlan, Jean, (5th Edition), *Science Experience for the Early Childhood Years*.

Harley, Wynne & Elstgest, Jos, *UNESCO Sourcebook for Science in Primary School. A workshop approach on teacher education*.

Mohan, R. (196) *Innovative Teaching of Physical Science*, McGraw Hill Publishing Company Richard, Sandra Amos (2002). *Aspects of teaching secondary science*, The Open University Press.

Vaidya, N. (1999) *Science Teaching Science for the 21st Century*, Deep and Deep Publishers.

Vidya. N. (1998) *How to think Scientifically*, Deep and Deep Publishers.

Wallace, John and Loudon, William (2002) *Dilemmas of Science Teaching*, Routledge Publishers.

Web resources:

<http://www.arvindguptatoys.com/>

<https://phet.colorado.edu/>

<http://www.nasa.gov/>

<http://undsci.berkeley.edu/teaching/> and <http://undsci.berkeley.edu/>

<http://www.plantingscience.org/>

<http://edheads.org/>

<https://www.discoveryeducation.com/teachers/>

<http://www.ncert.nic.in/NCERTS/textbook/textbook.htm?jesc1=0-16>

http://www.ibe.unesco.org/publications/EducationalPracticesSeriesPdf/Practice_17.pdf

B.Ed. Two Year Programme

P.2.10 : Mathematics

Maximum Marks: 100

UNIT 1: Content Specific Pedagogy

Student-teachers shall engage with each of the content areas stated below by examining important concepts. The focus shall be on critically examining existing teaching practices, textbooks and curriculum in relation to different concepts. By drawing from an understanding of children's reasoning patterns and misconceptions, student-teachers shall be expected to develop teaching strategies and assessment practices for engaging classroom cultures that enhance conceptual understanding of diverse learners. Student-teachers' understanding of the concepts shall be facilitated through questions and activities that can also be suitably used with children to help them build complex mathematical understanding. Student-teachers shall be challenged to refine, review and explain their thinking without falling back on standard rules and procedures. The unit shall make use of personal reasoning and reflection as well as offer time to discuss among themselves the material and resources for teaching.

- I. What is geometry? Development of Euclidean geometry, what makes it popular, origin and significance of axioms and postulates; types of proof, processes of proving: making generalisations and justifications. Development of new geometries and their historical importance.
- II. Exploring different dimensions of geometry: one dimension, two dimensional and three dimensional systems and objects, representing objects in different dimensions, projective geometry, Coordinate system, change of axes: translation ,rotation; idea of locus, spatial aspect of the physical world and representing nonvisual mathematical concepts and relationships. Conceptual understanding of symmetry, congruency and similarity; attributes of different geometrical shapes - surface area and volume,
- III. Fundamental ideas related to trigonometry, topology, motion
- IV. Use of software applications to teach and learn geometry- Examining and visualising 3D shapes and their representation in 2D

Statistics & Probability

- I. Understanding different statistical concepts of data collection and representation, use and meaning of central tendencies, analyzing variations; statistical analyses of

practical examples embedded in social contexts such as studying inequities, government budgets, population growth, environmental issues etc.

- II. Investigating basic concepts of probability such as nature of distributions, randomness, sample space, independent events, mutually exclusive and exhaustive events; law of large numbers, law of small numbers; relationship between statistics and probability
- III. Understanding subjective probability and discerning classical and experimental approaches of probability, Intuitive sources of probabilistic thinking in children; children's informal notions about chance and randomness; conducting probability experiments using standard and non-standard randomisers; making subjective judgments in probabilistic situations and revising one's estimates in the light of subsequent data/information

Number systems and Number Theory

- I. Use of numbers and integers, and quantitative methods as a means of communicating, processing and interpreting information.
- II. Exploring properties associated with numbers including their geometric representations, exploring fundamental theorems of arithmetic, sequences and series including arithmetic and geometric progressions
- III. Different interpretations of rational numbers –fractions as a part-whole relationship, rational number as the result of division of two numbers, as a ratio etc.; proportional relationship; and real life context for teaching rational numbers
- IV. Children's reasoning in relation to integers and rational numbers, role of 'number talks' in promoting number sense

Patterns, Functions and Algebra

- I. Relationship between arithmetic and algebra
- II. Big ideas in algebraic reasoning such as finding, describing and using patterns, idea of functions, using functions to make predictions, understanding linearity and proportional reasoning, understanding non-linear functions and exploring algebraic structure, equations and inequalities
- III. Development of algebraic reasoning leading to more sophisticated ideas related to growth and decay, optimization, making different types of graphs (linear and non-linear) and drawing interpretations from the nature of graphs
- IV. Elementary calculus: graphs and functions; rate of change; limits, continuity and discontinuity.

Readings

AMT-01 Block 3 Unit-9: Negative Numbers (These are part of the IGNOU materials)

AMT-01 Block 3, Unit-10: Generalizing Arithmetic to Algebra

Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 420-464). New York, Macmillan

Devlin K. (2011). *Introduction to Mathematical thinking*.

Dhar, A. (1999). Wonderful geometrical figures. *Sandarbh*, 23–36.

Gould, S. J. (1995). Lie and figures. *Sandarbh*, 5–14. (Hindi)

Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), *Handbook of Research on Mathematics Teaching and Learning*, New York: MacMillan Publishing Company, 390–419.

Lamon, S. (2005). *Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers*, Mahwah, NJ: Erlbaum

LMT -01. IGNOU Series

Subramaniam, J. (2005). Teaching negative numbers to school children. *Sandarbh*, 4(52), 44–55. (in Hindi)

Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. *Educational Studies in Mathematics*, 49, 379-402.

Knuth, E., Choppin, J., & Bieda, K. (2009). *Proof: Examples and beyond*. *Mathematics Teaching in Middle School*, 15(4), 206-211

Steen L.A. (1990) *On the shoulders of the giant*. New approaches to numeracy. National Academic Press.

Mason J., Graham A., Wilder S. J. (2005). *Developing thinking in Algebra*. Sage Publication

Wilder S. J. , Mason J. (2005) *Developing thinking in Geometry*. Sage Publication

Graham A. (2006). *Developing Thinking in Statistics*. Sage Publication

MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series

Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus

Sautoy, M. du. (2008). *The Story of Maths*. UK: BBC Four Documentary. (Also available as a book)

Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press

Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).

UNIT 2: Designing and Planning a Unit and Lessons

- I. Engagement with the National curriculum, syllabus and textbooks. Critical study of all three in light of the conceptual understanding of concepts dealt in Unit 1
- II. Studying the curriculum: relating to what is worth knowing and experiencing in mathematics, understanding the nuances between intended curriculum and implemented curriculum.
- III. Developing unit plans and concept maps: understanding children's cultural knowledge and misconceptions; designing constructive lesson plans, understanding the role of communication, mathematical community and group dynamics in classrooms
- IV. Critical engagement with ICT, mathematics laboratory, simulations and mathematical modelling in promoting mathematical thinking

Readings

- NCERT.(2006). Syllabus for classes at the elementary level (Vol. 1). New Delhi: NCERT.
- NCERT.(2006). Syllabus for secondary and higher secondary classes. New Delhi: NCERT.
- LMT-01 Block 2, Unit-05: Building a Constructive Classroom (classroom organization, material and assessment)
- Boaler, J. (2013). Ability and Mathematics: The mindset revolution that is reshaping education. FORUM, 55, 1, 143-152.

UNIT 3: Assessment and Evaluation

- I. Critical role of assessment in enhancing learning-Explore diverse methods and tools of assessing an array of learning/performance outcomes of diverse learners, relationship of assessment with self-esteem, motivation, and identity as learners, assessment for learning and role of feedback
- II. Traditional assessment vs. assessment within a constructivist paradigm. Engaging critically with the existing system of assessment, analysing its shortcomings. Understanding and suggesting ways for creating a continuum between assessment and learning.
- III. Assessing reasoning, argumentation and logical thinking in mathematics - Performance based assessment

Readings

- Boesen, J., Lithner, J., & Palm, T. (2010).The relation between types of assessment tasks and the mathematical reasoning students use.Educational Studies in Mathematics, 75, 89–105.

Cooper, B., & Dunne, M. (1998). Any one for tennis? Social class differences in children's responses in national curriculum mathematics testing. *The Sociological Review*, 46(1), 115-148.

Grant, D. A. (2000). What's on the test? An analytical framework and findings from an examination of teachers' math tests. *Educational Assessment*, 6(4), 221-256.

Hamilton, T. M. (2010). Mathematics learners and mathematics textbooks: A question of identity? Whose curriculum? Whose mathematics? *Curriculum Journal*, 21(1), 3-23.

Morgan, C., & Watson, A. (2002). The interpretative nature of teacher's assessment of students' mathematics: Issue for equity. *Journal for Research in Mathematics Education*, 33(2), 78-110.

NCERT.(2006). Position paper-National focus group on assessment(NCF 2005). New Delhi: NCERT.

Swaffield, S. (2011). Getting to the heart of authentic assessment for learning, *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449.

Assignments/Projects/Practicum

- Textbook analysis
- Activity analysis
- Analysing student's oral and written responses
- Undertaking performance based assessment in a classroom
- Small action research on children's conceptions related to a mathematical concept
- Designing field based projects for middle or secondary school children
- Designing mathematical games and puzzles
- Mathematical modelling
- Investigation of proofs without words
- Using historical anecdotes as means for promoting mathematical communities in classrooms
- ICT-based projects for linking higher mathematics
- Analyzing 'math-talks'
- Creating documentaries of students' mathematical work

B.Ed. Two Year Programme

P.2.11 : History

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to:

- Appreciate the need for teaching-learning of History in secondary classes.
- Develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- Promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- Comprehend, analyse, evaluate and integrate source material critically as historical evidence.
- Understand the organisation of History curriculum and its pedagogical concerns.
- Engage with the classroom processes in History and its transactional implications.
- Critique and develop suitable evaluation mechanisms in History.
- Nurture the ability to organize curricular activities and community resources for promoting History learning
- Become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.
- Acquaint with the need and processes of continuous professional development

Units of Study

Unit I : Evolution and Development of History

- Emergence of History as a discipline and a school subject to the present stage
- Philosophical bases of History
- Construction of knowledge and process of knowledge generation in History.
- Perspectives on thinking historically
- History and Social Science/ Natural Science.
- Cross Cultural perspectives on the meaning of history;the post-modernist challenge.

Unit II : History Curriculum: Principles and Practices

- General Principles and Approaches for the construction and thematic organization of history curriculum at different stages
- Aims and Objectives of teaching-learning History in a democratic, secular country with plural societies
- Place of History at different stages of secondary school curriculum and linkages between different stages
- Analysis of Curriculum, Syllabus and Text books

Unit III : Issues and Challenges in Teaching-Learning of History

- Pre-conceptions and misconceptions in History
- Dates and periodization;cultivating sense of time and space

- Scientific Orientation to Historical facts; Objectivity in History
- Gender in History
- Subaltern perspectives and issues of inclusion
- Controversial issues in History

Unit IV : Pedagogy and Processes in History

- Purpose and Approaches of teaching History:
Inductive, Deductive, Inter-disciplinary and Constructivist approaches in the teaching of History; Critical pedagogy in History
- Methods and Techniques:

Textbook, dialogue, debate, discussion, narratives, observation and interpretation, decoding/deconstruction strategies and analysis of historical sources, personal/family history, case study, reflective enquiry and report writing, project, problem solving, dramatization, current events analysis, comparative analysis, reviewing audio-visual resources, Activities around local history-critical engagements with museum and archives, heritage walk and field trips as learning experiences, interpretation of historical maps and construction of timelines, other class room based activities.

- Theoretical basis: concept mapping and development of Unit Plan
- Dynamics of lesson planning: teaching strategies and organisation of learning experiences in different contexts
- Material Sources, curriculum sites and learning resources, ICT in History Classroom
- Teaching of History and the differently abled learners

Unit V : Conceptual Renewals and Contemporary Trends

- Trends in Indian Historiography
- History and international understanding, Peace & conflict resolution
- Global challenges related to marginalisation
- Local History
- History teacher as a reflective practitioner
- History Resource Centre

Unit VI : Evaluation in History

- Evaluation and Assessment in History- Formative, Summative, Continuous and Comprehensive, Assessment at different stages; issues in assessment
- Innovations in Assessment: Self-assessment, Peer assessment, Learners' profile, Open Text Book Assessment, etc.
- Preparation of a Question Paper and Analysis.

Suggested Practicum

- A) *Organization of a Subject Forum (History Society);*
Visit to Museum/Archives/Local Monument; Historical excursions and evaluating learning processes; Films and theatre ; Talks and discussions, etc.

- B) *Term Paper and Seminar Presentation*
Critical appraisal of curriculum policies/documents and curriculum frameworks, existing curriculum of History and text books at school level.

Development of Unit Plan
Development of Lesson Plan, Critical Lesson.

- C) *Research Project/Action Research around select theme :*
Evolution of History as a discipline ; Perspectives in Indian Historiography ; History as a scientific enquiry; Construction of historical facts by school children ; Place of History in school curriculum; History in global context; Peace and conflict resolution; Educational technology and History; Chronology and problems of periodization; Controversial issues in History; Oral history; Feminist perspectives in History; Place of subaltern history; Indigeneous histories; local history ; Comparative perspectives on history of different countries; etc.

Suggested Readings

- Andrews, Thomas and Berk, Flannery (2007). What does it mean to think historically in Perspectives in History, The Newsmagazine of American Historical Association, January issue (Also available in Hindi in Digantar's Shiksha Vimarsh, 2008 edition)
- Apple, Michael W. and Smith, Christian L. (ed.), The Politics of the Textbook, Routledge, New York
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Arthur, James and Phillips, Robert (2004), Issues in History Teaching, Routledge Falmer, London
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Batra, P, Nawani, D, (2010) Social Science Texts: A pedagogic perspective in P. Batra (Eds) Social Science Teaching in Schools: Challenges and Perspectives (197-262). Sage, New Delhi
- 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
- Carr, E. H. (1961). What is History, University of Cambridge and Penguin, India. (Also available in Hindi as Itihaaskyahi Published by McMillan)
- Childe, V. Gordon, (1963). Social Evolution, Fontana Library, C.A. Watts: London
- Das, Veena (1989). Subaltern as Perspective in Ranajit Guha (ed.) Subaltern Studies No. 6 Writings on South Asian History and Society, Oxford University Press, London
- Dewey, John (1916). Democracy and Education, The Free Press, New York
- Digantar, (2008). Edition on Teaching of History in Shiksha Vimarsh. Shaikshik Chintana Samvad Kipatrika, Yr. 10, No. 6-Nov-Dec., Jaipur (in Hindi)
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog. Eklavya, Bhopal (in Hindi)

- Gallanvan&Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.FalmerPress,London
- Haydn Terry,Arthur James and Hunt Martin. (2002),Learning to Teach History in the secondary school : A companion to school experience, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception.TulikaBooks,Delhi
- Hobsbawm,Eric(1992).Nations and nationalism since 1780:Programme,Myth,Reality.Cambridge Press.
- Ilaiah,Kancha (1996).Why I Am Not a Hindu: A **Sudra**critique of hindutvaphilosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyonnaahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen)
- Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by RajkamalPrakashan in 2009).
- Kochhar, S.K. (1985), Methods and Techniques for teaching History, Sterling Publishers, New Delhi.
- Kottler Ellen and Gallavan Nancy P. (2008), Secrets to success for Social Studies teachers, Corwin Press, Sage Publications Co., Thousands oak, California.
- Kumar,Krishna (2001),Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan,Penguin,New Delhi (Also available in Hindi as MeraDeshTumharaDesh published by Rajkamal in 2007).
- Kumar,Krishna (1992, 3rd edition in 2004).What is Worth Teaching,OrientBlackswan,Delhi
- Kumar,Krishna (2013),Politics of Education in Colonial India,Routledge Taylor and Francis Group,India
- Kumar, Sandeep (2013).Teaching of Social Science, Project Report, University of Delhi, Delhi.
- Lemon, M. C. (2003), Philosophy of History, Routledge, Oxon, New York.
- Menon,N.(2010),History,truth and Nation:Contemporry debates on education in India in Vinayak,A.&Bhargava, R. Eds)Understanding Contemporary India:CriticalPerspectives.OrientBlackswan,New Delhi.
- Misra, Salil and Ranjan, Ashish (2012).Teaching of Social Sciences: History,Context and Challenges in VandanaSaxena (ed.),Nurturing the Expert Within, Pearson,Delhi
- National Curriculum Framework 2005 Position Paper by National Focus Group on Teaching of Social Sciences,N.C.E.R.T. New Delhi
- Nambiar, Jayashree (2010).Beyond Retention:Meaningful Assessment in Social Science
- Nawani, Disha (2015). Re-thinking Assessments in Schools,Economic& Political Weekly,Jan 17, Vol L, No. 3, 37-41.

- Parker, Walter C. (2010), *Social Studies Today-Research and Practice*. Routledge Taylor and Francis, New York and London
- Pathak, S.P. (2005), *Teaching of History- The Paedo Centric Approach*, Kanishka Publishers, New Delhi.
- Paliwal Rashmi & Subramanian, C.N. (2010). *Texts in Schools, in Learning Curve*, Issue XV, August-Special issue on Social Science in Schools. Azim Premji Foundation, Bangalore
- Phillips, Robert (2002), *Reflective Teaching of History*, 11-18, *Continuum Studies*, in *Reflective Practice and Theory*, Continuum, London, New York.
- Phillips, Ian (2008), *Teaching History*. Sage, South Asia Edition, Delhi
- Ranjan, Ashish (2009), "History curriculum" in T. Geetha (ed.) *A Comparative Study of Curriculum in I.B., C.I.S.C.E. And C.B.S.E. Boards*, Project Report of The International Baccalaureate, Singapore
- Roy, Kumkum (2010). *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, Oxford University Press, New Delhi
- Seminar (# 522, February, 2003), *Rewriting History-A Symposium on ways of representing our shared past- articles by*
Neeladri Bhattacharya, Sumit Sarkar, C.N. Subramaniam, Rashmi Paliwal, Tanika Sarkar, Kumku m Roy, Urvashi Butalia, Krishna Kumar, Partha Chatterjee and others.
- Sreedharan, E. (2004), *A Textbook of Historiography 500 B.C. to A.D. 2000*, Orient Longman, New Delhi.
- Thapar, Romila (1975). *The Past and Prejudice (Sardar Patel Memorial Lectures)*, National Book Trust, New Delhi
- Thapar, Romila (2014). *The Past As Present: Forging Contemporary Identities Through History*, Aleph, New Delhi
- Tyagi, Gurusharan Das (1995). *Itihas Shikshan*, Vinod Pustak Mandir, Agra. (In Hindi)
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences? World Social Science Report*.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, Delhi.
- Webb, Keith (1995). *An Introduction to problems in the philosophy of social sciences*, Pinter, London, New York.
- Winch, Peter (1958) *The idea of a Social Science and its relation to Philosophy* Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.

B.Ed. Two Year Programme

P.2.12 : Political Science

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to:

- Understand the need for teaching-learning of Political Science in secondary classes.
- Develop a critical understanding about the aims and objectives of Political Science in a Democratic and Secular country.
- Develop a critical understanding about the nature and philosophy of Political Science and its interface with society.
- Understand the nature of Political Science curriculum and its pedagogical issues.
- Engage with the classroom processes in Political Science and its transactional implications.
- Critique and develop suitable evaluation mechanisms in Political Science.
- Develop the ability to organize co-curricular activities and community resources for promoting Political Science learning.
- Become a reflective practitioner capable of translating theoretical perspectives into pedagogical practices through processes of innovative action.
- Acquaint with need and processes for professional development

Unit I Aims and Objectives of teaching Political Science

- Political Science in a democratic secular country; transition from 'civics' to political science
- Place of Political Science in secondary and senior secondary school curriculum; linkages between different stages; relations between Political Science and Social Science, Natural Science.
- Syllabi and Text books at different stages.

Unit II Issues and Challenges in Teaching-Learning of Political Science

- Pre-conceptions and misconceptions in Political Science
- Critical pedagogy in Political Science: Study of children's Idea of various concepts- Democracy, Government, Panchayat, Constitution, Rights, Duties etc. Its meanings, paradoxes' and challenges, limitations.
- Inclusive and Democratic Classroom for Political Science

Unit III Political Science Pedagogy

- Purpose, Approaches and Methods of teaching- learning of Political Science
- Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching-learning of Political Science
- Methods, Techniques and Resources:
Traditional: lecture, question-answer, discussion, text book, storytelling,.
Modern: dialogue, problem solving, project, observation, debate, source, excursion, dramatization, current events, empirical, comparative, community resource, mass media, case study, reflective enquiry and report writing.

- Theoretical basis and Development of Lesson Plan
- Teaching Learning Material: Need, objectives and preparation
ICT in Political Science Classroom, Using PowerPoint, Excel, YouTube, Moodle, Blogs, etc. in the classroom.
Use of Encyclopedia/Newspaper/Articles/Magazines/Journals in Social Science.
Use of Maps/Charts/Graphs/Models/Pictures/Cartoons.

Unit IV Enriching Political Science

- Evolution and Development of Political Science
Contemporary Trends in Political Science: Political Science in global context, Political- Social Dimension of Caste/Class/Religion/Gender with respect to current syllabi and textbooks
- International Understanding and Peace & conflict resolution, Changing role of UN, Era of Coalition Government, , Youth and Technology in Political affairs, Neo-liberalism and its implications, Role of Media and Judiciary in India
- Political Science Teacher: Personality, Outlook and Reflective Practitioner

Unit V Evaluation in Political Science

- Formative, Summative, Continuous and Comprehensive, Assessment at different stages.
- Assessment Modes: Self-assessment, Peer assessment, Learners' profile, Open text book assessment.
- Preparation of a Question Paper and Analysis.

Suggested Practicum

- a) Organization of Subject Society
- b) Term papers on current issues: Citizenship, Gender issues in Indian Politics, Political Education, Political Science and scope of scientific enquiry, Exit polls etc.
- c) Analysis of curriculum policies /documents and curriculum frameworks.
- d) Critical appraisal of existing Political Science curriculum and text books at senior secondary school level
- e) Development of Lesson Plan, Critical Lesson.
- f) Visit to Parliament/Assembly in Session
- g) Preparation of a Question Paper and Analysis
- h) Action Research

Suggested Readings

Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.

Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and

Challenges. Sage Publications India Pvt. Ltd. New Delhi.

Bining, A.C. & Bining, D.H.(1932), Teaching of political science in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

Edgar, B.W. & Stanely (1938), Teaching social studies in high school, Heath and company, Boston D.C.

Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

George, A., M. &Madan, A. (2009).Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.

Hamm, B. (1992).Europe - A Challenge to the Social Sciences. International Social Science Journal (vol. 44).

Kochhar, S.K. (1983), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.

Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi,

Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.

Mayor, F. (1992).The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).

Popper, Karl. (1991).The Open Society and its Enemies. Princeton University Press.

Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with Nature. Batnam Books.

The idea of a Social Science and its relation to Philosophy (1938), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.

Wagner, P. (1999). The Twentieth Century - the Century of the Social Sciences? World Social Science Report.

Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.

Zevin, J., (2000), Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.

B.Ed. Two Year Programme

P.2.13 : Economics

Maximum Marks: 100

The major objectives of the course are to:

- enable the prospective teachers to understand the nature and purpose of economics courses introduced in schools for Indian children.
- develop the required competencies to present the subject matter of economics from a social science perspective.
- help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- help the teacher identify basic economic concepts, as integral in the to the syllabus and plan the suitable methodology to teach.
- help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for economics and find it relevant for their personal and professional lives.

Unit I. Perceptions, Ideologies and Approaches in Economics Education

- Nature of economics as a discipline
- Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005
- Economics education for beginners; a rationale for when should we begin teaching economics and what should be taught at different levels?
- Diverse programmes and approaches in economics education. Study of economics as a social reality, study of economic systems, contemporary models of growth.
- Challenges in teaching of economics with regard to
 - i) Understanding the learner.
 - ii) Coping with the learning environment.
 - iii) The economics teacher.

Unit II Elements of Knowledge, Skills and Values in School Economics

- The elements of knowledge : facts, concepts, values and generalizations
- Contribution of economics in labeling countries as developing and developed with a critical perspective
- Development of skills required in economics.

Skill categories: Basic and Complex skills

- i) Mastering skills.
 - ii) Assessing Skills.
- Value orientations: Social and Economic values.

Unit III Selection and Organization of Instructional Components

- Setting the goals and defining objectives of teaching economics at school level.
- Approaching the content and developing strategies for a learner-centered economic education programme.

- Situating learning in the context of learner, teachers and the existing learning environment.
- Working out a comprehensive knowledge and skill development programme for the learners at the school level.
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of economics.

Unit IV. Pedagogic Planning

- Preparation of unit plans and daily lesson plans along with the resources
- Class and out of class activities to establish school, family and community linkages.
- Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports
- Project based learning, problem-solving and ability to take decisions.

Unit V. Assessing for Learning

- Critical Understanding of the existing pattern of assessment
- Stages of evaluation: diagnostic, formative and summative.
- Continuous and Comprehensive Assessment
- Objective testing: construction of test items.
- Evaluation procedures for group projects and other outdoor activities in economics.

Suggested Assignments and other activities

- Reviewing a subject related book/selected articles from some economics journals/magazines; presenting it in the class.
- An in-depth study of an economics thinker with pedagogical guidelines; accompanied with classroom presentation.
- Maintenance of a resource file from the beginning of the session to the end and getting it assessed in a phased manner.
- Conducting a field study – Departmental, community or market – based. Collecting and analysing the data, preparing the report.
- Undertaking of a project or a survey individually/in a group on a topic of individual choice. To be selected after class discussion. (Planning to be done early in the first term and carried on till the third term.)
- Critical analysis of economics textbooks from different publishers

Suggested Readings

- Agarwal Manju, '*Consumer Education*', (2013) Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014), '*Concept Learning in Economics, at Secondary Level: A Curricular Dimension*'. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT, (Follow the link – http://www.ncert.nic.in/departments/nie/dess/publication/non_print/seminars.pdf).
- Agarwal, Manju (2012), '*Planning for Effective Economics Teaching: Teaching economics in India- A Teachers' Handbook*' NCERT Delhi.
- Agarwal Manju (2012) '*Teaching a Topic of Indian Economy using Unit Plan Approach*'. Teaching Economics in India - A Teacher's Handbook, NCERT Delhi Follow the link http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).
- Agarwal Manju (2011), '*Economics as a Social Science*' National Seminar on Economics in Schools. NCERT (Follow the link

http://www.ncert.nic.in/departments/nie/dess/publication/print_material/teaching-economics-in-india.pdf).

- Hutchings, A N S. Assistant Masters Association 1971. Teaching of Economics in Secondary schools
- Katty R Fox (2010), "*Children making a difference : Developing Awareness of Poverty Through Service Learning*". The Social Studies', Vol. 101, Issue 1, 2010.
- Lutz, Mark A, 1999, Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition, Routledge: London.
- Thomas Misco and James Shiveley (2010): *Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education*", The Social Studies, Vol. 101, Issue 3, May/June 2010, Routledge, Taylor and Francis Group.
- Shiva Vandana; Kester Kevin, Jain Shreya (2007): *The Young Ecologist Initiative, Water Manual, Lesson Plans for Building Earth Democracy*'. Pub. by Navdanya, Research Foundation for Science Technology and Environment/
- Shiva Vandana, Singh Vaibhav (2011), *Health per acre, Organic Solutions to Hunger and Malnutrition*. Pub. by Navdanya, Research Foundations for Science, Technology and Environment.
- Shiva Vandana (1998), *Towards the Real Green Revolution, RFSTE, Navdanya..*
- Shiva Vandana (1998) *Biodiversity, A Third World Perspective, RFSTE, Navdanya.*
- Shiva Vandana, Jain Shreya (2011): *The Young Ecologist Initiative, Garden's of Hope Lesson Plan for Cultivating Food Democracy*. RFSTE, Navdanya.
- Walstad, William B, Sopar John C. 1994. *Effective Economic Education in the Schools: Reference and Resource Series*. Joint Council on Education and the National Educational Association: New York.

Magazines / Journals

- Yojana, A Development Journal, Published by the Ministry of Information and Broadcasting (Available in 13 Languages).
- Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food Security, 2013, and others).
- The Hindu: Survey of the Environment and others. (Published Annually).
- The Hindu: Survey of Indian Agriculture' (Published Annually).
- The Hindu: Survey of Indian Industry (Published Annually).
- Tahalka, June 2012, Special issue on 'Earth Aid' – Environment Day Special.
- Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).
- Seminar : A bimonthly. Magazine..
- 'Down to Earth' : Published by Centre for Science and Environment.

Websites

- Janchetna.blogspot.com (Hindi)
- Janchetna.blogspot.com (English).
- www.cseindia.org (for documentary films and DVD's).
- www.india-seminar.com.
- www.navdanya.org.

B.Ed. Two Year Programme

P.2.14 : Geography

Maximum Marks: 100

To engage the potential geography teacher with following quires

- what is the nature of Geography in terms of its evolution as a discipline ?
- what are the basic ideas in geography in the context of broader educational ideologies? What are the implications in articulating the aims and objectives of Geography education?
- What goes into the making of geography curriculum?
- What are the pedagogical strategies and material base appropriate for geography teaching at Senior Secondary level?
- How does one assess the process of learning of Geography concepts?
- How does one profile a professional geography teacher?
- What are the issues and challenges faced by geography teachers ?
- How does a geography teacher become a researcher?

Unit I: Evolution of Geography as a discipline

The changing nature of geography

- Nature of geographical knowledge
- Foundations of scientific geography
- Geography as a discipline of synthesis
- Paradigms of Geography:
Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization
- Geography themes: location, interaction, distance, scale, and change

Unit II: Basic ideas, Aims and Objectives of Teaching of Geography

- Epistemological basis of geographical knowledge
- Psychological basis of geography teaching- learning process
- Sociological perspectives in of geography teaching- learning process
- Aims and Objectives of Teaching of Geography informed by above three

Unit III: Geography Curriculum: Theory into Practice

Theoretical understanding of Geography Curriculum

- General Curriculum model
- Objectives model – behaviorist pedagogy
- Process model – constructivist pedagogy
- Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement

Analysis of Geography Curriculum in India
Comparative Analysis of Curriculum in various countries

Unit IV: Pedagogical Strategies in teaching of Geography

Approaches, Strategies and Resources in teaching of Geography

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches
- Strategies : Observation, Project, Regional, Comparative, Problem-solving, Laboratory/ scientific experimental, Narrative,
- Resources for teaching and learning :
Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and journals, establishment and maintenance of geography room, Decision-making exercises, Printer material : textbooks, collated reading, journal & newspapers articles. Computers in geography teaching.

Field work: Organization: planning, execution, and evaluation

Planning and execution of a lesson : Curricular mapping, Concept mapping, Development of Lesson-plan,

Unit V: Assessment process in Geography Learning

- Assessment and Evaluation in Geography
- Subjective and objective tests; Unit test, Oral test etc
- Formative: Continuous and Comprehensive assessment strategies and formats
- Summative: Need and Formats

Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching- learning process.

Unit VI: Geography Teacher

- Trainee teachers to reflective practitioner
- Professional growth
- Career entry profile
- As a researcher

Unit VII: Issues in Geography Teaching

- Geography standard
- University-School links
- Public image of geography
- Geography literacy

- Informed citizen

Unit VIII: Research fields and methods in geography education

- Case Study
- Action Research
- Textbook Content Analysis
- Field Study

Unit IX: Practicum

Assignments, and Seminar Presentation

- Criteria of selection of text books and collateral readers: private and public publishers
- Development and Analysis of Curriculum and Concept mapping : content and sequencing
- Lesson planning exercises: Development of variety of lesson plans in terms of nature of content, and pedagogical practices
- Collection and Review of ICT resources for geography education
- Analysis of Geography Standards across countries
- Annotated bibliography on any topic related to geography education
- Preparation of video and film strips
- Review of Documentary features regarding Geography content material

Minor Research Projects

Contemporary development in Geographical Education: Seminar Presentation

- Geography, Psychology and Social Theory
- Post-modern geographies
- Feminist theory and geography of gender
- Children's attitudes to other nationalities

B.Ed. Two Year Programme

P.2.15 : Psychology

Maximum Marks: 100

Part -1: Psychology: Evolution, Identity and Issues

Objectives

To enable the student-teachers to:

- Develop an understanding of the evolution of Psychology through a critical examination of major theoretical perspectives with reference to their philosophical and methodological orientations.
- Locate Psychology as a discipline on the Science-Social Science continuum.
- Understand and examine the contemporary concerns and challenges within and to the discipline.
- Trace the evolution of psychology as a school subject in India with specific reference to the issues and challenges resulting from it.

Unit I.1: Psychology: Evolution and Identity

I. The Historical Evolution of Psychology: A Critical Re-visit

- a) Renaissance, Enlightenment and 'Psychology as a Science'
- b) A critical appraisal of the major thought traditions in Psychology with reference to Ontological assumptions, Epistemological assumptions, and Ethical concerns
- c) Foregrounding 'The Human' : The Movement towards Social Science

II. The Nature of Psychology

- a) Nature of Science
- b) Nature of Social Science
- c) Locating Psychology on the Science-Social Science Continuum

Unit I.2: Debates and Contemporary Concerns in Psychology

I. Key Debates

- a) Human Nature
- b) Nature of Knowledge and Learning
- c) Methods of Inquiry

II. Contemporary Concerns and Developments

- a) Specializations and Compartmentalisation in Psychology
- b) The Politics of Knowledge Generation
- c) Some 'Alternative' Developments: Positive Psychology, Critical Psychology, Indian Psychology, etc.

Unit I.3: Psychology In Schools: The Indian School Context

- I. Psychology in Schools : Understanding the Rationale and Evolution
- II. Psychology as a School Subject : Issues and Challenges
 - a) As a Secondary School Subject
 - b) The Interface of Psychology and Other Disciplines/Subjects
 - c) Examining Linkages with Higher Education

Part II: Psychology in Schools

Objectives

To enable the student-teachers to:

- appreciate the concerns and issues involved in teaching psychology at the senior secondary level.
- reflect on the philosophical assumptions that influence a teacher's approach towards teaching- learning.
- develop a critical understanding of the roles of and expectations from 'a psychology teacher' in the school context.
- develop a nuanced understanding of the processes of teaching, learning and evaluation.

Unit II.1: Teaching Psychology at the Senior Secondary Level

- I. Senior Secondary Level: Complexities and Concerns
 - a) Understanding the Adolescent Learner
 - b) Intensification of Subject Specialisation
 - c) High Stakes Evaluation
- II. Aims & Objectives of Teaching Psychology

Unit II.2: The Teacher of Psychology

- I. The Teacher and her Philosophical Assumptions: Examining the Ontological and Epistemological Stance(s)
- II. Roles and Functions of a Psychology Teacher
 - a) Demystifying Psychology
 - b) Engaging with the Syllabus and Textbook of Psychology
 - c) Beyond Academics
- III. Deconstructing Personal and Institutional Expectations

Unit II.3: Methodology and Evaluation in Teaching Psychology

- I. Unit Plans and Lesson Plans: Meaning, Aims and Interface
- II. Teaching Psychology: Methods, Techniques and Strategies
- III. Development of Teaching- Learning Resources
- IV. Assessment and Evaluation: Purpose, Approaches and Strategies.

Reading List: Part I (Essential)

- Burrell, G. & Morgan, G. (1979). *Assumptions about the Nature of Social Science*. In Sociological Paradigms and Organisational Analysis. USA: Ashgate Publishing Limited.
- Chikkara, A. (2006). *Revisiting Psychology: A Multilevel Analysis*. Unpublished M.Ed Dissertation. Department of Education, University of Delhi.
- Henriques, G.R. (2004). *Psychology Defined*. Journal of Clinical Psychology, 60: 1207-1221.
- Hergenhahn, B.R., & Henley, T. (2013). *An Introduction to the History of Psychology*.(7th ed). USA: Wadsworth. Chap 1 and 20
- Kumar, V. (2011). *Critical Analysis of School Psychology Curriculum in Light of Recent Developments in Psychology*. Unpublished M.Ed. Dissertation, Department of Education, University of Delhi. pp 4-18, 79-103.
- Smith, J.A., Harre, R., & Langehove, L.V. (Eds.). (1995). *Rethinking Psychology*. New Delhi: Sage Publications. Chap 1,2,12 and 13.
- Staats, A.W. (1999). *Uniting Psychology requires new infrastructure, theory, method, and aresearch agenda*. Review of General Psychology, 3, 3–13.
- Watts, S. (2010). *How Psychology Became Science*. In Essential Psychology: A Concise Introduction (Ed.) Banyard, P., Davies, M.N.O, Norman, C. & Winder, B. DOI: <http://dx.doi.org/10.4135/9781446251461>. Sage Publication.

(Advanced)

- Driscoll, M. P. (2004). *Psychology of Learning for Instruction*. (3rd ed.). London: Allyn and Bacon.
- Fox, D., Prilleltensky, I., & Austin, S. (Eds.). (2009). *Critical Psychology: An Introduction*.(2nd ed). New Delhi: Sage Publications. Chap 2,3,19 and 20.
- Gorlow, L., & Katkovsky, W. (Eds.). (1968). *Readings in the Psychology of Adjustment*.(2nd ed).New York: McGraw-Hill Book Company. Section 1 and 6 (531-541).
- Hjelle, L.A., & Ziegler, D.J. (1992). *Personality Theories: Basic Assumptions, Research, and Applications*. (3rd ed). New York: McGraw-Hill. Chap 1 and 2.
- Leahey, T.H. (2004). *A History of Psychology: Main Currents in Psychological Thought*. (6th ed). New Delhi: Pearson Education. Chap 1.
- Schultz, D.P., & Schultz, S.E. (2011). *A History of Modern Psychology*. (8th ed). USA: Wadsworth. Chap 1 and 15.
- Yanchar, S.C., & Slife, B.D. (1997). *Pursuing Unity in a Fragmented Psychology: Problems and Prospects*. Review of General Psychology, 1(3), 235-255.

Reading List: Part II

- Radford, J. & Rose, D. (Eds). (1980). *The Teaching of Psychology: Method, Content and Context*. New York: John Wiley & Sons.
- Buskist, W. & Davis, S. F. (Eds.). (2002). *The Teaching of Psychology: Essays on Honor of Wilbert J. Mc Keachie and Charles L. Brewer*. Mahwah, London: Lawrence Erlbaum. Chap 3, 5,7, and 16.

- Buskist, W. & Davis, S. F. (Eds.). (2006). *Handbook of the Teaching of Psychology*. Oxford, U.K: Blackwell. Chap 5, 8, 11,12,13,14, and 51.
- Lefrancois, G. R. (1996). *Psychology for Teaching*.(10th ed). Wadsworth Publishers. Chap 1.
- National Curriculum Framework. (2005). New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005). *Aims of Education*. New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Curriculum Syllabus and Textbooks*. New Delhi: National Council for Educational Research and Training.
- National Focus Group Position Papers. (2005).*Examination Reform*. New Delhi: National Council for Educational Research and Training.
- Mishra, G., Brootra, K.D., Tripathi, L.B., Srivastava, A.K., & Sibia, A. (2002). *Introduction to Psychology, Part I & Part II*, New Delhi: National Council for Educational Research and Training.
- Lucas, S.G. & Bernstein,D.A. (2008). *Teaching Psychology: A Step by Step Guide*. Mahwah, New Jersey: Taylor & Francis. Chap 1,2,5, and 8.

Suggested Practicum (indicative list): Part I

- Select any one refereed journal of psychology (national or international) and critically examine the author guidelines for preparation and submission of scholarly manuscripts. Carefully analyse the nature of published manuscripts to ascertain the selected journal's positioning on the issue of Psychology as a Science and/or Social Science.
- Initiate and record a discussion with students on 'Rethinking Classic Experiments in Psychology' with respect to ethics in psychological research.

Suggested Practicum (indicative list): Part II

- Conduct an interview with the teacher of Psychology in your school and identify some issues or challenges faced by him/her regarding the learners, subject-matter, or any other pertinent area of concern. Select and probe any one such issue, formulate a plan of action and try to implement it. Critically reflect and document your experience to self-assess the executed plan and make recommendations for improved future action.
- Select any one commonly suggested Psychology textbook at the senior secondary level and critically appraise it by developing a suitable framework of analysis.
- Select any five topics from the prescribed syllabus of Psychology for the senior secondary level and develop case-vignettes on them.
- Prepare a brief synopsis of books/films/television-series that highlight the content areas in the prescribed syllabus of Psychology for the senior secondary level.

B.Ed. Two Year Programme

P.2.16 : Sociology

Maximum Marks: 100

Unit I Basic Concepts

Nature and scope of sociology, emergence of sociology as an independent discipline; sociology in India; relationship of sociology with other social science disciplines, acquisition of sociological perspective to critically explore and question familiar social reality; critical enquiry of the popular perception that sociology is a non-utility subject; objectives of teaching sociology as a school subject; teaching to develop capacity for critical analysis rather than teaching definitions and concepts

Unit II Curriculum and Textbooks of Sociology

Analysis of the sociology syllabus and textbooks developed under NCF-2005 for Grades XI and XII; critical analysis of the topics, presented with a sociological perspective, in upper-primary level social science textbooks;

Role of textbooks for pedagogic challenges (problem-posing education): contextualization; nature of questions; types of data utilized for grasping social reality, use of patterns in understanding society

Unit III Understanding Indian Society

Use of locally relevant content in the teaching-learning process; Resources of data to develop a sociological understanding of Indian society: Census, National Sample Surveys, National Crime Records Bureau, UNIECF and UNESCO Reports, health and education related data, and so on; Analysis of language, social customs, myths, folk lore, music and popular music as a source of data to study social institutions, relationships and division of labour and power in Indian society. family, kinship, caste; tribe; religion; language; social change; customs, rituals, beliefs; modernity and modernization; role of education;

Unit IV Assessment and Evaluation

Role of assessment in expanding the student's learning in sociology; interest in social phenomenon; capacity for objective analysis; grasp of theory; ability to apply concepts for making sense of everyday social reality and situations; capacity to relate sociological insights with other social sciences.

Suggested Readings

Richard J. Gelles "Teaching Sociology" on Teaching Sociology *Teaching Sociology*

Vol. 8, No. 1 (Oct., 1980), pp. 3-20

Paul J. Baker Does the Sociology of Teaching Inform "Teaching Sociology"?

Teaching Sociology Vol. 12, No. 3, Sex and Gender (Apr., 1985), pp. 361-375

Maria Paino, Chastity Blankenship, Liz Grauerholz and Jeffrey Chin. The Scholarship of Teaching and Learning in Teaching Sociology: 1973-2009 *Teaching Sociology*

Vol. 40, No. 2 (APRIL 2012), pp. 93-106

Blue, J. T. (1955) "Conceptual errors common in the teaching of sociology." *SOCIAL FORCES* 33 (March): 286-289.

Bogardus, E. S. (1921) "Problems in teaching sociology." *J. OF APPLIED SOCIOLOGY* 6 (December): 19-24.

--- (1953) "Obtaining a position in sociology." *SOCIOLOGY & SOCIAL RESEARCH* 38 (September-October): 38-45. "

Cantor, N. (1949) "The teaching and learning of sociology." *AMERICAN J. OF SOCIOLOGY* 55 (July): 18-24

Hughes, E. C. (1970) "Teaching as fieldwork." *AMERICAN SOCIOLOGIST* 5 (February): 13-18.

Kulp, D. H. (1930) "Preparing sociology teachers." *SOCIOLOGY & SOCIAL RESEARCH* 15 (November-December): 135-144.

Mills, C. W. (1961) *THE SOCIOLOGICAL IMAGINATION*. New York: Grove Press.

Park, R. E. (1941) "Methods of teaching: impressions and a verdict." *SOCIAL FORCES* 20 (October): 36-46.

Apostle, C. N. (1968) "An approach to teaching introductory sociology." *AMERICAN SOCIOLOGIST* 3 (February): 31-33.

Baker, P. J. (1975) "Social awareness project." *TEACHING SOCIOLOGY* 3 (October): 74-80.

Bogardus, E. S. (1960) "Selected sociological concepts for beginning students in sociology." *SOCIOLOGY & SOCIAL RESEARCH* 44 (January-February): 200-208.

Clark, S. G. (1974) "An innovation for introductory sociology: Personalized System of Instruction." *TEACHING SOCIOLOGY* 1 (April): 131-142.

Conover, P. W. (1974) "The experimental teaching of basic social concepts: an improvisational approach." *TEACHING SOCIOLOGY* 2 (October): 27-42. Utilizes improvisational games as a learning technique.

Dukes, R. L. (1975) "Teaching introductory sociology: the modular approach." *TEACHING SOCIOLOGY* 2 (April): 165-176. Hendershot, G. E. and K. W. Eckhardt (1968) "New approaches to the teaching of sociology: 'doing sociology' in an introductory course." *AMERICAN SOCIOLOGIST* 3 (February): 34-37.

Jones, R. A. (1975) "The use of literature in teaching introductory sociology: a case study." *TEACHING SOCIOLOGY* 2 (April): 177-196.

Knop, E. (1967) "Suggestions to aid the student in systematic interpretation and analysis of empirical sociological journal presentations." *AMERICAN SOCIOLOGIST* 2 (May): 90-92.

B.Ed. Two Year Programme

P.2.17 : Social Science

Maximum Marks: 100

Objectives of the Course

To enable the prospective teachers to:

- get an insight into the nature of social science curriculum and its pedagogical issues.
- Enquire critically the aims and objectives of social science education.
- Explore and establish the Inter-disciplinarity in social science.
- Comprehend the uniqueness of teaching-learning process of social science at secondary level.
- Engage with the classroom processes and its transactional implications in terms of different strategies and techniques.
- Develop appropriate evaluation mechanisms in social science.
- Understand the needs and processes for professional development of social science teachers as researchers

Unit I Aims and objectives of teaching Social Science

- Social Science Education:
for a democratic secular society
for an identity in the post-modern and globalised world in terms of historical, political, economic and environmental perspectives
for an informed and empowered citizen
- Organization of learning experience in Social Science Curriculum
its status in Secondary School Curriculum
its inter-disciplinary nature: **Revisited**
its presentation in the text books

Unit II Pedagogical Strategies in Social Science

- Purpose, Approaches and Strategies teaching- learning processes:
approaches: inductive, deductive, interdisciplinary and constructivist approaches
strategies: Narration, Dialogue & Discussion, Problem Solving, Project, Storytelling, , Data collection and analysis, Field trips as learning experience, Dramatization, Archives & other historical Sources and their interpretation , reviewing Video Shows on social issues, Current event , Comparative method, Cartographic techniques, time-line construction and other activities
- Development of Thematic Lesson Plan and its execution

Unit IV Resources in Social Science

- Teaching Learning Material: Need and objectives; collection and preparation
- ICT in Social Science Classroom
- Social Science Resource room: Need, Establishment, components and management.

- Social Science Teacher: Nature: Personal ideology and Personality traits; Academic and Professional competencies; and as a Reflective Practitioner

Unit IV Evaluation and Assessment in Social Science

- Formative assessment: Strategies and tools in Continuous and Comprehensive Assessment
- Summative assessment: Objective and subjective strategies

Assessment at different stages: secondary level

Unit V Issues and Challenges in Teaching-learning of Social Science

- Pre-conceptions and misconceptions in Social Science
- Social Science as an integrated subject.
- Critical pedagogy in action.
- Teaching children with special needs
- Democratic Classroom
- Social sciences and Global challenges related to marginalization, violence, environmental problems and financial crisis

Suggested Practicum

- a) Organization of Opinion Forum
- b) Surveys on the spot.
- c) Term papers on current issues : Citizenship, Gender issues, Stock Market, Local History
- d) Enrichment of the subject areas like geography, history, political and social life and economics.
- e) Establishment and Enrichment of Social Science Resource Centre
- f) Analysis of curriculum policies/documents and curriculum frameworks.
- g) Critical appraisal of existing social science curriculum and text books at school level
- h) Critical Lessons(issue- based) Planning and Execution.
- i) Organizing field trips and evaluating learning process

Suggested Readings

- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H.(1952), Teaching of social studies in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.

- Crotty, M., (1998), *The foundations of social research: Meaning and perspective in the research process*, London: Sage Publication.
- Edgar, B.W. & Stanely (1958), *Teaching social studies in high school*, Heath and company, Boston D.C.
- Gallanvan & Kottler, Ellen (2008), *Secrets to success for social studies teachers*, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). *Europe – A Challenge to the Social Sciences*. *International Social Science Journal* (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York. O.U.P.
- Kochhar, S.K. (1985), *Methods and Techniques for teaching History*, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). *Teaching of Social Science*, Project Report, University of Delhi, Delhi.
- Kirkpatrick, Ecron, (1997). *Foundation of Political Science: Research, Methods and Scope*, New York, The free press.
- *Learning to Teach History in the secondary school, A companion to school experience* (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Mayor, F. (1992). *The role of the Social Sciences in a changing Europe*. *International Social Science Journal* (vol. 44).
- Misra, Salil and Ranjan, Ashish (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*, Pearson, New Delhi
- Pathak, S.P. (2005), *Teaching of History- The Paedo Centric Approach*, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialouge with Nature*. Batnam Books.
- *The idea of a Social Science and its relation to Philosophy* (1958), by Peter Winch, Pub.- Routledge and Kegan Paul, London, New York: Humanities Press.
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* *World Social Science Report*.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, New Delhi.
- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.

B.Ed. Two Year Programme

P.2.18 : Commerce

Maximum Marks: 100

Rationale

This paper attempts to prepare reflective teachers who are prepared to address the needs of a Commerce classroom. They will be able to reflect on appropriate teaching needs of the commerce classroom, based on individual differences in learners and the school context. They will also develop new and use existing resources for teaching.

Unit 1 Planning for Classroom Teaching

- Developing objectives and meeting educational aims
- Enriching preparation for teaching
- Unit and lesson planning

Unit 2 Exploring Pedagogic Options

- Methods of Teaching- Lecture, Demonstration, Case Study, Interaction, Project, Discussion, Simulation and Role play, Seminar.
- Choice of an appropriate pedagogy
- Classroom management

Unit 3 Curriculum Development and Syllabus of Commerce

- Curriculum development- theories, processes and practices.
- Understanding Commerce curriculum (different national and international boards).

Unit 4 Developing Teaching Content and Resources

- What to teach: Developing teaching content
- Place of textbooks in the classroom
- Relevance and selection of resource materials
- School context and suitability of learning material
- Technology in commerce classroom (including e-Learning environments)

Unit 5 Evaluation in Accountancy and Business Studies

- Evaluation and assessment of learners in Commerce- Examining contemporary trends
- Construction of tests
- Moving towards alternative assessment modes

Unit 6 Developing a culturally responsive and inclusive classroom

- Embracing social and cultural diversity
- Building an inclusive classroom environment
- Addressing learners' needs

Unit 7 Developing reflective practitioners

- Critical pedagogy in Accountancy and Business Studies
- Reflective teaching
- Teachers as Researchers

Practicum

- Comparative Analysis of Commerce curriculum of different national and international boards.
- Analyzing textbooks of Accountancy and business studies.
- Development of learning material and resources for commerce classroom.
- Designing an Action Research project.
- Writing reflective journals
- Designing alternate assessment models.
- Developing tests and analyzing question papers.
- Undertaking commerce based research project that may involve- field based inquiry into the commercial and personal lives of small scale entrepreneurs/ develop a biography of a local entrepreneur/ develop profile of local artisans or craftsmen/ review biography/autobiography of an entrepreneur or manager.

Suggested Readings

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B.Ed. Two Year Programme

P.2.19 : Home Science

This course is to deal with the entire range of activities associated with the teaching of Home Science at the Secondary and Senior Secondary level. The emphasis has been on the knowledge, understanding and application of various approaches/methods/strategies associated with the teaching of Home Science effectively in School. The specific course objectives and unit wise content are given as below:

Objectives:

The student teacher will be able to:

- Enumerate on the meaning, nature, scope and objectives of teaching Home Science at Secondary and Senior Secondary level.
- State the importance of teaching Home Science in Schools.
- Apply various techniques and approaches of Teaching Home Science at secondary and senior secondary level.
- Plan instructions effectively for teaching learning process of Home Science at school level.
- Plan and modify the setup of Home Science laboratory to conduct practical's according to the changing needs of the curriculum.
- Evaluate student performance with a holistic perspective.

Unit I: Nature of Home Science and its role in family and community

- The nature and scope of Home Science as a discipline in science.
- Historical perspective and major landmarks in the evolution of home science as a subject.
- The contemporary meaning of Home Science and its place in school education.
- Home Science in socio-cultural context with focus on societal issues and concerns.
- Interface between Home science and skill development.

Unit II: Curriculum and pedagogic issues in Home Science

- objectives of teaching of Home Science at elementary, secondary and senior secondary level
- unit planning
- lesson planning
 - (i) Discussion Method
 - (ii) Demonstration Method
 - (iii) Practical Method

Unit III: Methods & Approaches in teaching Home Science

(a)

- Demonstration
- Discussion
- Practical
- Project
- Problem solving
- Seminar
- Experimentation
- Field trips
- ICT
- Market Survey
- Exhibition
- Displays
- peer learning
- Role play
- Brain storming

(b) Optimal utilization of community resources

(c) Simulated teaching.

Unit IV; Audio-Visual Aids in Home Science

- Introduction
- Needs and importance
- Dale's cone of Experience
- Types of Teaching Aids
 - On the basis of sense organs involved
 - On the basis of size of learner group
 - On the basis of learners control over teaching aid
 - On the basis of experience provided by an aid
- Effective use of teaching aid

Unit V: Curriculum in Home Science

- Introduction
- Principles of curriculum construction
- Curriculum organization: critical analysis
- Correlation of Home Science with other subjects
- Role of Home Science teacher in curriculum development and transaction
- Home Science Text Book

Unit VI: Laboratory organization and experimentation in Home Science

- Report, records and registers:
 - (i) Purchase, storage and maintenance of material and equipment
- Characteristics, organization and management of Home Science laboratory
- Layout of design :
 - (i) single subject Home Science laboratory
 - (ii) multipurpose home science laboratory
- Sustainability through innovative designs
- Guidelines for teachers

Unit VII: Evaluation in Home Science

- Measurement vs Assessment vs Evaluation
- Concept and Types of Evaluation
 - (i) Diagnostic
 - (ii) Formative
 - (iii) Summative
- Evaluation as a continuous and comprehensive evaluation
- Techniques and devices of evaluation in Home Science

Practicum

- Illustrations & reflective analysis of Teaching Learning Process of different areas of Home Science (Human Development and Childhood Studies, Foods and Nutrition, Fabric and Apparel Science, Resource Management and Design Application, Development Communication and Extension)
- Enrichment of major concept in Home Science through peer learning
- Home Science Laboratory:
 - Critical evaluation of existing Home Science laboratory in the school and suggest modification for effective use.
 - Planning of ideal Home Science Laboratory for both single subject and Multipurpose use
- Prototype construction of Home Science laboratory
- Development of unit and lesson plan
- Construction of multimedia programmes in Home Science
- Development of curriculum

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Appleton Century Crofts, Inc.
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10. Gary D. Borich Effective Teaching Methods: Research-Based Practice (8th Edition) Paperback – May 3, 2013 Pearson
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16. Lady Irwin College (2008). Excellence in Home Science: Contemporary Issues and Concerns, Delhi. Academic Excellence
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B.Ed. Two Year Programme

E.1 : Education for Mental Health

Maximum Marks: 100

Rationale

The paper aims to enable students to understand the nature and evolution of the discipline of mental health. It focuses on developing an informed perspective on the key concepts, issues and debates in the field. The focus is on developing practitioners in education who are able to identify and address mental health concerns and issues within the personal and social realm. The paper facilitates the development of a personal reflective approach in building sensitivity towards mental health concerns within school and community settings. It also aims to build some basic guidance and counselling skills in student teachers.

UNIT-I: Mental Health: Historical and Contemporary Perspectives

- History and Evolution of Mental Health, with special reference to the three forces of psychology.
- Key Debates and Issues in Mental Health: Mental Hygiene vs. Mental Health; Universalism vs. Cultural Relativism; Nomothetic and Idiographic approach; Statistical and Ideological Perspective.
- Notions of a Healthy Personality.

UNIT-II: Mental Health: A Life Span Perspective

- Understanding issues of mental health at home, school and society, with reference to childhood, adolescence and young adulthood.
- Mental health concerns
 - Frustration, conflict, stress and anxiety: Sources and management. Conflict and Frustration: Sources and Management
 - Development of Life Skills and Building of Resilience

UNIT-III: Mental Health in Schools

- School Based Issues and Concerns: Home-school continuity – discontinuity; diverse school contexts; mental health concerns of teachers.
- Guidance and Counselling
 - Concept, need and techniques
 - Notion of teacher as a counselor
 - Designing and evaluating mental health interventions and programmes

UNIT-IV: Social Issues in Mental Health

- Media, technology and communication
- Contemporary lifestyles and related issues
- Negotiating stereotypes: Gender, caste, class, region, and religion.
- Gender roles and sexual orientations
- Religion and Morality

Suggested Practicum

Students are expected to undertake three practicum tasks which may be as follows:

- Collect and analyse five newspaper reports or articles from magazines or research papers from journals each, on at least **three** different themes, such as: Violence and

aggression in schools; insensitive teacher attitudes; parental pressures and inter-generational conflicts; academic stress and competitiveness; substance abuse in school going children; peer sub cultures.

- Identify a Feature Film or Documentary film depicting one or more mental health issues and concerns. Draft an in-depth review based on your understanding of the issues in Mental Health as well as Educational Psychology.
- Choose a mental health issue and identify at least three resources that can be used to develop a deeper understanding on the concern. Present your understanding through annotations of the resources and share them in the mental health group.
- Identify mental health concerns of school going children across the different life stages. Develop a detailed report on the same based on your observations in schools.
- Identify stereotypes presented, propagated, or challenged, in popular media such as magazines, films, television, radio, etc. and analyse the same.
- Conduct a field based project on teachers' mental health concerns through observations and interviews. Develop a report of the same and give suggestions for promotion of mental health of school teachers.
- Identify the various community based mental health services offered in your residential area. Visit any one NGO/ clinic/ hospital providing mental health services and document the experiences of practitioners in the setting, particularly those that relate to school going children.
- Develop a questionnaire and conduct a brief survey to identify and analyse social perceptions towards mental health and illness.

Suggested Reading List

Books

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Archer, S.L. (1994). Interventions for Adolescent Identity Development. New Delhi: Sage.

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- Verma, S. and Saraswathi, T.S. (2002). *Adolescence in India: An Annotated Bibliography*. Jaipur: Rawat.

Research Papers

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- Gupta, L. (2008). *Growing Up Hindu and Muslim: How Early Does it Happen?* *Economic and Political Weekly*.43(6).35-41.
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Thapan, M. (2001). Adolescence, Embodiment and Gender Identity in Contemporary India: Elite Women in a Changing Society. *Women's Studies International Forum*. 24(3/4). 359-371.

Documentaries and Films:

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Bandyopadhyay, M. (2006). *Being Male, Being Koti* [Documentary]. India: PSBT.

Sanyal, A. (Director). (2011). *A Drop of Sunshine* [Documentary]. India: PSBT.

Srinivasan, A. (Director). (2009). *I Wonder...* [Documentary]. India: PSBT.

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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 judgement 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 Multimedia 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

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B.Ed. Two Year Programme

E.3 : Computer and Web Technologies in Education

Maximum Marks: 100

Aim

The course intends to develop an understanding of use of Computers and Web technologies in Educational Context. Specifically the Course will have the following aims: Become aware of fundamentals of computers and widespread use of various application software in education; become familiar with web technologies and their role in pedagogical approaches; become aware of the potential and practical issues / problems of computer and web technologies usage in their own subject area.

Unit I: Computers in Education

Fundamentals of Computer

- Hardware and Software
- Troubleshooting, Networking and Internet Security

Introduction to Application Software in Education

- Proprietary and Open Source Software
- Generic (Office, VUE etc.) and Subject specific application software
- Assistive technologies in Education

Unit II: Web Technologies in Education

- Introduction to Web technologies: Web.1.0, Web.2.0, & Web.3.0
- Web 2.0 technologies for classroom learning
- Learning Objects: concept and its applications to educational contexts
- Computer / web supported pedagogical approaches (Computer Assisted Learning (CAL), Problem Based Learning, Project Based Learning, etc.)
- Computer / Web Technologies in School Administration
- Web tools for assessment of/for learning
- Information literacy: Concept, Components, Standards, and its application to educational contexts

Unit III: Introduction to programming

- Basic, LOGO, and C

Unit IV: Issues related to Technology Integration in Education

- Practical issues in integrating computer and web technologies for classroom learning

Sessional Practical

Project Work (in small groups) on subject specific themes using application software and web technologies

References

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- Doering, A.&. (2009). Teaching with Instructional Software. In M. R. Doering (Ed.), Integrating Educational Technology into Teaching (pp. 73-108). Upper Saddle River, NJ: Pearson Education.
- Lockyer, L. B. (2009). *Handbook of Research on Learning Design and Learning Objects: Issues, Applications, and Technologies*. Hershey: Information Science Reference.
- Song, H. &. (2010). *Handbook of Research on Human Performance and Instructional Technology*. Hershey: Information Science Reference
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Web Links:

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B.Ed. Two Year Programme

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

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Dale, E. (1969). *Audiovisual Methods in Teaching*, (Edn 3). New York: Dryden Press.
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B.Ed. Two Year Programme

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

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- Scruse, 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). दे ी 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, Elsevier

B.Ed. Two Year Programme

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 consultation 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

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Emilie M. Hafner-Burton and Kiyoteru Tsutsui, 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

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Kothari, Smitu, 1989, 'The Human Rights Movement In India: A critical 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, Lok Sabha 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) Deschooling society , Middlesex, England, Penguin Books Ltd.

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

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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.

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

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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 media; 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 term 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)

B.Ed. Two Year Programme

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 Health 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, Bangkok.

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 al, '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/

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 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.

<ul style="list-style-type: none"> • Games / Play / Drama – distinctions & their role as learning methodologies • Pioneers of drama - in - education. • Theatre heritage • Drama, language and <p>Inter-connections</p>	<ul style="list-style-type: none"> • Building artistic capacities: imagination, action, rhythm • teaching through arts: integrating image, music, word, movement • Teacher as facilitator of learning / teacher as artist 	<ul style="list-style-type: none"> • Strategies of participatory learning. Role play, etc • Ethics of drama practice in the classroom
<u>Approach</u>	<u>Methodology</u>	<u>Methodology</u>
<ul style="list-style-type: none"> • The above components will largely use an integrated approach incorporating both theory and practice 	<ul style="list-style-type: none"> • Playing games • Improvisation • Practical individual / group exercises for the body and imagination • Writing and reflection 	<ul style="list-style-type: none"> • Art and music based appreciation & exercises • Group planning and practice with peers

B.Ed. Two Year Programme

EPC.2: Critical Understanding of ICTs in Education

Maximum Marks: 50

Aim

This course focuses on providing practical experience and reflective engagement on critical issues related to Information and Communication Technologies in a workshop mode through presentations and seminars around selected readings. The course intends to engage student teachers to understand the role of ICT in education in relation to various policies and curriculum frameworks on ICT and in diverse socioeconomic contexts.

The course aims to provide a rich learning experience for student teachers through various ICT tools to enable them to engage diverse classroom contexts, to critically assess the quality and efficacy of resources and tools available, to access and suitably modify open educational resources, to develop their own pedagogic materials and pursue lifelong learning to strengthen their professional capabilities.

Unit 1 ICT in Education: Critical Perspectives

- ICT in the neoliberal era
- Technological determinism and its fallacy in education
- Free and open source movement and its impact on education
- Harnessing ICT's potential for education towards an egalitarian society
- Locating ICT in the context of National Policy on ICT in school education, national policies in education, curriculum frameworks for school and teacher education
- Legal and ethical issues of ICT use in education

Unit 2 Engaging with ICT for Teaching-Learning

- Understanding how to create and use documents, presentations, spread sheets
- Acquiring basic information literacy (web searching for discerning information sources)
- Understanding modes of web learning (virtual learning, blended learning etc.)
- Engaging in collaborative learning through synchronous and asynchronous ICT tools (email, web chat, blogging, micro blogging, wikis, and ICT technological tools)
- Understanding and using web supported pedagogical approaches (problem/project based learning, computer assisted learning etc.) through ICT tools
- ICT for assessment of/for learning
- Critical review of proprietary vs open source software use in education - open digital eco-system, open educational resources (OER), open connectivity, (free and) open source, open hardware.
- Developing functional skills to use discipline specific ICT tools (Geogebra, PhET, Stellarium, Open Street Map, Marble, Turtle Art etc.)
- Developing an understanding of assistive technologies for inclusive classrooms
- Observing Netiquette

Unit 3 Professional Development through ICT

- Setting up teacher professional networks
- Lifelong learning through OERs, MOOC and other possibilities
- ICTs for material development;TPACK framework

Practicum

The student teachers will get practical experience of the ICT tools mentioned in Unit 2, to actively engage in learning, critically review/adapt open educational resources, create digital learning resources and participate in seminars and presentations.

Assessment

- a. Preparing ICT integrated lessons based on teaching a subject/ theme
- b. Individual student's portfolio on tasks related to critical understanding of ICT
- c. Portfolio of digital resources for teaching learning; developing subject specific resources

References

1. GoI (2012) *National Policy on ICTs in School Education*, MHRD, Govt. of India.
2. DSERT Karnataka (2012). *Position Paper on ICT Mediation in Education*. DSERT
3. Castells, M. (2009) *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III*. John Wiley & Sons
4. Benkler, Y (2006) *The Wealth of Networks: How social production transforms markets and freedom*. Yale University Press
5. Cuban, L. (2001). *Oversold & Underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.

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. programme.

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.



भारत का राजपत्र

The Gazette of India

असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

प्राधिकार से प्रकाशित

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राष्ट्रीय अध्यापक शिक्षा परिषद

अधिसूचना

नई दिल्ली, 28 नवम्बर, 2014

सं. मि. 51-1/2014 (राअधिप (मा तथा मानक)).—राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) के खण्ड 32 के उपखण्ड (2) द्वारा प्रदत्त शक्तियों का प्रयोग करते हुए तथा राष्ट्रीय अध्यापक शिक्षा परिषद (विनियम मानदण्ड तथा क्रियाविधि) विनियम 2009 का प्रतिस्थापन करते हुए राष्ट्रीय अध्यापक शिक्षा परिषद एतद्वारा निम्न विनियम अधिसूचित करती है:—

(1) लघु शीर्ष और प्रवर्तन:—(1) ये विनियम राष्ट्रीय अध्यापक शिक्षा परिषद (मान्यता मानदण्ड तथा क्रियाविधि) विनियम 2014 कहलाएंगे।

(2) ये विनियम सरकारी राजपत्र में इनके प्रकाशन की तारीख से लागू होंगे।

2. परिभाषाएं:—इन विनियमों में जब तक अन्यथा अपेक्षित न हो,

(क) 'अधिनियम' का आशय राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) से है।

(ख) 'संयुक्त संस्थान' का आशय विधिवत रूप से मान्यता प्राप्त ऐसे उच्च शिक्षा संस्थान से है जो अध्यापक शिक्षा कार्यक्रमों की मान्यता के लिए आवेदन करते समय स्थिति अनुसार उदार कलाओं अथवा मानविकियों अथवा सामाजिक विज्ञानों अथवा विज्ञानों अथवा वाणिज्य अथवा गणित के क्षेत्र में स्नातक अथवा स्नातकोत्तर कार्यक्रमों का संचालन कर रहा है।

(ग) 'समापन' का आशय अथवा ऐसा संस्थान जो एक से ज्यादा अध्यापक शिक्षा कार्यक्रमों का संचालन करना रहा है। संस्थान द्वारा प्रस्तुत औपचारिक आवेदन पत्र के आधार पर परिषद द्वारा जिस संस्थान को मान्यता दी गई है अथवा कार्यक्रम की अनुमति दी गई है उसे निरस्त करना अथवा बन्द करना।

(घ) यहां प्रदत्त तथा राष्ट्रीय अध्यापक शिक्षा परिषद अधिनियम 1993 (1993 का 73वां) में परिभाषित अभिव्यक्तियों का वही अर्थ होगा जो कि उपर्युक्त अधिनियम में उन्हें दिया गया है।

3. प्रयोज्यता

ये विनियम संस्थानों की मान्यता के लिए मानदंड और मानक तथा क्रियाविधियां तैयार करने, नए कार्यक्रम शुरू करने, वर्तमान संस्थानों में मौजूदा कार्यक्रम के अतिरिक्त नया कार्यक्रम आरंभ करने एवं मौजूदा कार्यक्रम में स्वीकृत प्रवेश क्षमता में वृद्धि के लिए अध्यापक शिक्षा कार्यक्रमों से संबंधित सभी विषयों पर लागू होंगे, यथा

(क) नए अध्यापक शिक्षा कार्यक्रमों की शुरुआत के लिए जिनको संयुक्त संस्थानों द्वारा मान्यता हेतु संचालन किया जायेगा

(ख) परिषद द्वारा विधिवत रूप से मान्यता प्रदत्त मौजूदा अध्यापक शिक्षा संस्थानों में नए कार्यक्रम शुरू करने की अनुमति

(ग) परिषद द्वारा विधिवत रूप से मान्यता प्रदत्त मौजूदा अध्यापक शिक्षा कार्यक्रमों में अतिरिक्त प्रवेश क्षमता के लिए अनुमति

(d) The Workshop Space shall include provision in two separate spaces for the conducting of specific practicum activities such as theatre workshops, self-development workshops, craft, music and physical education workshops (including yoga education). These spaces should allow for free physical movement for a batch of 25-30 students.

6.3 Other Amenities

- (a) functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water in the institution.
- (d) Effective arrangement for regular cleaning of the campus, water and toilet facilities (separate toilet for men, women and PWD), repair and replacement of furniture and other equipment.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per norms of the affiliating University/concerned State Government. In the absence of such norms, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust / Company, Educationists and Teacher Educators, representatives of the affiliating university and of the faculty.

APPENDIX-4

Norms and Standards for bachelor of education programme leading to the Bachelor of Education (B.Ed) Degree

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working Days

- (a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum, and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

3.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. Administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

4. Curriculum, Programme Implementation and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education, and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

(i) Theory Courses

(a) Perspectives in Education

Perspectives in Education should include courses in the study of childhood, child development and adolescence, contemporary India and education, philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, teaching and learning, gender in the context of school and society, and inclusive education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analyses of significant policy debates in Indian education. The course on 'knowledge and curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and context, and the relationship between curriculum, policy and learning. The course on 'teaching and learning' will focus on aspects of social and emotional development; self and identity, and cognition and learning.

(b) Curriculum and Pedagogic Studies

Courses in Curriculum and Pedagogic Studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school. The courses shall aim to develop in students an understanding of the curriculum, linking school knowledge with community life. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

(ii) Engagement with the Field/Practicum

The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with the schools for developing COE practices, establishing study circles/forums for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may also include oral history projects with a community of

- (e) There shall be a fully furnished Teaching-Learning Resource Centre for Arts and Work Experience.
- (f) Games and sports equipments for common indoor and out door games should be available.
- (g) Simple musical instruments such as harmonium, table, manjira and other indigenous instruments.

6.3 Other Amenities

- (a) Functional and appropriate furniture in required number for instructional and other purposes.
- (b) Arrangement may be made for parking of vehicles.
- (c) Access to safe drinking water be provided in the institution.
- (d) Effective arrangement be made for regular cleaning of campus, water and toilet facilities (separate for male and female students and teachers), repair and replacement of furniture and other equipments.

(Note: In case of composite institution, the infrastructural, instructional and other facilities shall be shared by various programmes.)

7. Managing Committee

The institution shall have a Managing Committee constituted as per the rules, if any of the affiliating University/concerned State Government. In the absence of such rules, the institution shall constitute the Managing Committee on its own. The Committee shall comprise representatives of the sponsoring society/trust, Educationists and Teacher Educators, representatives of the affiliating university and of the staff.

APPENDIX-5

Norms and Standards for master of education programme leading to Master of Education (M.Ed.) Degree

1. Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialisation either in elementary education (upto class VIII) or in secondary education (classes VI-XII).

2. Institutions Eligible to Apply

- (i) Institutions offering teacher education programmes for a minimum period of five academic years, being affiliated to a university, and having applied for accreditation from NAAC or any other accrediting agency approved by NCTE.
- (ii) University Departments of Education.

3. Duration and Working Days

3.1 Duration

The M.Ed. programme shall be of a duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer should be used for field attachment/practicum/other activities.

3.2 Working Days

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for Theory Courses and Practicum, and 90% for Field Attachment.

4. Intake, Eligibility, Admission Procedure and Fees

4.1 Intake

The basic unit size for the programme shall be 50. An Institution shall be allowed only one unit. Additional unit in the programme shall be permitted only based on quality of infrastructure, faculty and other resources, after the Institution has offered the programme for three years and has been awarded minimum B+ grade by NAAC or any other accrediting agency approved by NCTE.

4.2 Eligibility

- (a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - (i) B.Ed.
 - (ii) B.A.B.Ed., B.Sc.B.Ed.
 - (iii) B.El.Ed.
 - (iv) D.El.Ed. with an undergraduate degree (with 50% marks in each).
- (b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

4.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/UT Administration.

4.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

5. Curriculum, Programme Implementation and Assessment

5.1 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialisation in either elementary education or secondary education. The curriculum of the two-year M.Ed programme shall comprise of the following components:

- (1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self-development component;
- (2) Specialisation Branches where students choose to specialise in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- (3) Research leading to dissertation; and
- (4) Field immersion/attachment/internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

(a) Theory (Core and Specialisation) Courses

The theory courses are divided into core courses and specialisation courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.

Perspective Courses shall be in the areas of: Philosophy of Education, Sociology-History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT. Teacher Education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The Specialisation component/branches shall offer to students a specialisation in one of the school stages - elementary (upto VIII), or secondary and senior secondary (VI to XII)). The courses within the school stage specialisations shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; etc. Other specialisations may also be planned. A field internship/attachment relevant to the area of specialisation shall be organised during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialisations. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skills and understanding of the students shall be part of the teaching modality of the various taught courses.

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)	
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

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.

M Ed Two Year Programme

R.1 : Introduction to Research Methods in Education

Maximum Marks: 100

This course is the first in a series of two compulsory courses in research approaches and methods.

Course Objectives

The overall objective of this course is to introduce students to the paradigms and processes of social research with a focus on research in education; help students identify and define an educational research problem and develop an understanding of the research process through select field engagement. At the end of the course, students will be able to:

- Develop an understanding of the philosophical and epistemological basis of educational research reflected in the different paradigms of research.
- Understand inter-disciplinarity in educational research; nature, level and scope of educational research.
- Identify the several components of research approaches that characterise quantitative and qualitative research methods; similarities and differences, and the basis of choosing each form of research.
- Identify areas of enquiry and derive relevant questions for undertaking educational research.
- Identify and select appropriate theoretical and conceptual basis for undertaking a research problem.
- Design a study to address a research problem, including methods of data collection and analysis.
- Identify and analyse ethical issues present in a research study.
- Develop tools for critiquing components of a research study: the purpose, the problem, research questions or hypotheses (as appropriate), methods of conducting research and analysis.

Units of Study

Unit 1: Paradigms of Research: questions of ontology, epistemology, nature of enquiry in historical and contemporary perspectives; positivist and post-positivist, interpretivist, critical theory and feminist research paradigms; nature and scope educational research; generalizability in educational research.

Unit 2: Introducing Research Design: understanding research design, method and process in relation to ontological and epistemological questions that create shifts in paradigms of research; relationship between theory and research, research and educational practice with specific reference to grounded theory.

Unit 3: Understanding Quantitative and Quantitative Research Approaches: comparison of quantitative and qualitative traditions and methods; design, methods, type of data and tools of collecting data, data analysis and interpretation; mixed method research approaches.

Unit 4: Qualitative Research: the foundations of qualitative research in education; the research problem, the research question, theoretical frames and basis and review of empirical studies; research design: questions, cases, and samples; access to sites and participants; field relations and ethical issues; methods of collecting data: observation, interviewing, and writing field notes; content analysis: quantitative and qualitative approaches; conceptual foundations; inferences; sampling and recording; creating a coding scheme; unitizing; identifying and limiting the data source; validity and reliability; the process of analysis and interpretation, and writing and reporting on research.

Unit 5: Methods and Tools of Qualitative Research: Phenomenological research, ethnographies, case study, historical and document analysis, historiography, narratives, biographies and life histories, unstructured and semi-structured interviews, open-ended observations, participant observation, focus group discussions etc.

M Ed Two Year Programme

P.5.4: Perspectives in History and History of Education

Maximum Marks: 100

Rationale of Course

The aim of this course is to engage students with the primacy of history and the unique potential about history's fundamental attributes, both as a means of inquiry and a means of understanding education. It would enable students to develop perspectives in the colonial and post colonial patterns of education engaging them with historical contexts, debates and processes within which a State system of education emerged. Students will be able to explore questions related to colonial knowledge and its pedagogical agenda in diverse contexts that continue to shape education in India today. The Course would promote insights in historical inquiry where the locus of inquiry is the complex relationship between the past and the present. At the end of the course, students should be able to meet the following **Objectives**:

- Develop an understanding on the interpretive nature of history and historical inquiry.
- Analyse and integrate source material critically as historical evidence.
- Understand the emergence of colonial education and the nationalist counter response with its tragic failure to challenge the basic forms, content and subtexts of colonial knowledge that has a relevance today.
- Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a diverse socio-cultural context and its relevance in the contemporary context of a globalised world.
- Comprehend the changing trajectories of knowledge in history of education through the lens of subaltern and feminist studies.
- Examine how education emerged as a central concern in the nationalist quest for equality and self identity.
- Nurture capacities to critically reflect on historical realities, respect for diversity and secular values and challenge the social forces that threaten these values.

Units of Study

Unit I Primacy of History

- The Centrality of Historical Insights and Dialogue through Time.
- Construction of Knowledge in History
- Periodisation ; Generalisation, Objectivity and bias in History.
- Perspectives on Thinking Historically.

Unit II Trajectory of Indian Education System

- Indigenous System of Education
- Emergence of the State System of Education.
- Legitimate Knowledge: Conflict of Curriculum and Culture
- Nationalism, Cultural Processes and the Acculturating Role of Education
- Textbook Culture, New Knowledge and New India.

Unit III Historical Contexts, Contestations and Challenges

- Ideology and Interpretation in colonial history
- Subaltern perspectives.
- Feminist perspectives; state embodiment of the female teacher 'trainer'.
- Decoding literature as mask for economic exploitation.
- Pursuit of equality; Alternatives to colonial education.

Unit IV Post Colonial Patterns in Indian Education System

- Towards a National system of education
- Continuity and Change through Curriculum Frameworks-1975,1988, 2000 and 2005
- Plural societies and multiple pasts; Contemporary Eurocentric perspectives
- Engendering histories-some theoretical issues
- Education and the New Imperialism

Unit V Deconstructing Colonial and Post Colonial Histories

(Through Term Paper/Seminar Presentation)

- Understanding Partition through memories.
- Debating and Speculating Heritage.
- Politics of patronage and institutionalisation of language hierarchy.
- The quest for identity in colonial India.
- Meanings of Progress.
- Neo liberalism

Suggested Readings

- Adams,Paul (2014).Policy and Education. Foundations of Education Studies Series: Routledge-Taylor & Francis Group, London.
- Allender,Tim (2012). 'Closing down an Intellectual Interchange: The gifting of text to Colonial India',Comparative,22(I):15-32.
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- Apple, Michael W.& Smith,Christian L.(ed.),(1991)The Politics of the Textbook, Routledge, New York.
- Basu, A.(1984).Review of The Beautiful Tree by Dharampal, Indian Economic and Social History Review,21(3).
- Basu, Aparna (1974).The Growth of Education and Political Development in India,1898-1920.OUP,Delhi.
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- Carr, E. H. (1961). What is History, University of Cambridge and Penguin, India. (Also available in Hindi as Itihaas kya hai Published by McMillan).
- Chakravarti,Uma (1998).Rewriting History;The Life and Times of Pandita Ramabai. OUP;Delhi.
- Chatterjee.P.(1986).Nationalist thought and the colonial world. OUP,Delhi.
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- Dharampal (1983).The Beautiful Tree. Impex Biblia; Delhi
- Digantar,(2008).Edition on Teaching of History in Shiksha Vimarsh.Shaikshik chintan aur samvad ki patrika,Yr. 10,No.6-Nov-Dec.,Jaipur (in Hindi).
- Gandhi,M.K.(1977).The Collected Works of Mahatma Gandhi.Navjivan;Ahmedabad.
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- Ghosh,S.C.(2009).The History of Education in Modern India 1757-2007 (2nd Ed.): Orient Blackswan;Delhi
- Giroux,H.(1981).Ideology,Culture and the Process of Schooling.Falmer Press,London
- Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception. Tulika Books,Delhi
- Hobsbawm, Eric(1992).Nations and nationalism since1780:Programme,Myth, Reality. Cambridge Press.
- Ilaiyah,Kancha (1996).Why I Am Not a Hindu: A **Sudra** critique of hindutva philosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyon nahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen).
- Jafa, Navina (2012).Performing Heritage-.Sage,New Delhi.
- Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by Rajkamal Prakashan in 2009).
- Kumar,Deepak &Bara,Joseph&Khadria,Nanidta&Gayathri,Ch.Radha (ed.) Education in colonial India.(2013),Manohar,New Delhi.
- Kumar,Krishna (1990). Raj Samaj aur Shiksha, 2nd edn., Rajkamal,New Delhi.(in Hindi).

- Kumar, Krishna (1991), Political Agenda of Education – a study of colonialist and nationalist ideas: Sage, New Delhi.
- Kumar, Krishna (2001), Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan, Penguin, New Delhi (Also available in Hindi as Mera Desh Tumhara Desh published by Rajkamal in 2007).
- Kumar, Krishna (2014), Politics of Education in Colonial India, Routledge Taylor and Francis Group, New Delhi
- Lemon, M. C. (2003), Philosophy of History, Routledge, Oxon, New York.
- Menon, N. (2010), History, Truth and Nation: Contemporary debates on education in India in Vinayak, A. & Bhargava, R. (Eds) Understanding Contemporary India: Critical Perspectives. Orient Blackswan, New Delhi.
- Naik, J. P. & Narula, S. (1974). Student History of Education in India: McMillan; Delhi.
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- Seminar (# 522, February, 2003), Rewriting History-A Symposium on ways of representing our shared past- articles by Neeladri Bhattacharya, Sumit Sarkar, C. N. Subramaniam, Rashmi Paliwal, Tanika Sarkar, Kumkum Roy, Urvashi Butalia, Krishna Kumar, Partha Chatterjee and others.
- Shahidullah, K. (1987). Pathshalas into schools, The development of indigenous elementary education in Bengal, 1854-1905. Firma KLM; Calcutta.
- Sreedharan, E. (2004), A Textbook of Historiography 500 B.C. to A.D. 2000, Orient Longman, New Delhi.
- Tagore, R. (2004). Selected Essays. Rupa, New Delhi
- Thapar, Romila (1975). The Past and Prejudice (Sardar Patel Memorial Lectures), National Book Trust, New Delhi.
- Thapar, Romila (2014). The Past As Present: Forging Contemporary Identities Through History, Aleph, New Delhi.
- Viswanathan, Gauri (1989). Masks of Conquest-Literary Study and British rule in India. Columbia University Press; New York.
- Winch, Peter (1958) The idea of a Social Science and its relation to Philosophy Routledge and Kegan Paul, London, New York: Humanities Press.

M Ed Two Year Programme

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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- Bishop, G. (1981). *Curriculum Development. Textbook for Students*. Hong Kong: Macmillan Company.
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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). New York: 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 mythopoetic 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.

Macedo, D. (1994). Chapter 1: *Literacy for stupidification: the pedagogy of big lies*, *Literacies of power* (pp. 9-36). Boulder, CO: Westview Press.

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

Marsh, C.J., & Willis, G.(2007). *Curriculum: Alternative approaches, ongoing issues* (4th Ed.). Upper Saddle River, NJ: Prentice Hall.

- 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.
- Ornstein, A. C. (2011). Critical issues in Teaching. In Ornstein, Pajak, and Ornstein (Eds.) . Contemporary issues in curriculum(5th Ed.), Pearson. Ch.8, p. 75-93.
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- Paris, C. L. (1993). Teacher agency and curriculum making in classrooms. NY: Teachers College Press. Introduction, p. 1-4; Part I, p.5-17.
- Pinar, W.F., & Reynolds, W.M. (Eds.). (1992). *Understanding curriculum as phenomenological and deconstructed text*. NY: Teachers College Press. Introduction, p. 1-14; Appendix, p.237-261.
- Pinar, William; Reynolds, William; Slattery, Patrick; & Taubman, Peter. (2000). *Understanding Curriculum*. New York: Peter Lang.
- 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). New York: Peter Lang.
- Slaughter, S. (1997). Class, race, and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization, and political 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 and arguments* (pp. 132-145). London: Falmer Press.

M Ed Two Year Programme

P.5.6 : Marginalization, Schooling, and Education

Maximum Marks: 100

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.

M Ed Two Year Programme

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 discipline. 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 be 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, particularisation and generalisation, Processes of proof and proving, conjecturing, arguing; use of phrases associated with proving: special case, extreme case, counter example, existence proof, abstracting, generalising 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 discipline 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.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

Barta, J., & Brenner, M. E. (2009). Seeing with many eyes: Connections between anthropology and mathematics. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 85–109). New York: Routledge.

Bauersfeld, H. (1988). Interaction, construction, and knowledge: alternative perspectives for mathematics education. In D.A. Grouws, T.J. Cooney & D. Jones (Eds.), *Perspectives on research on effective mathematics teaching* (pp. 27 - 46). Reston, VA: National Council of Teachers of Mathematics.

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Borba, M., & Skovsmose, O. (1997). The ideology of certainty in mathematics education. *For the Learning of Mathematics*, 17(3), 17–23.

Brown, T. (1994). Describing the mathematics you are part of: A post-structuralist account of mathematical learning. In P. Ernest (Ed.), *Mathematics, education and philosophy: An international perspective* (pp. 154–161). Bristol, PA: Falmer Press.

Burton, L. (2003). *Which Way Social Justice in Mathematics education?* Westport, CT: Praeger Publishers.

Cobb, P., & Hodge, L. L. (2007). Culture, identity and equity in the mathematics classroom. In N.S. Nasir & P. Cobb (Eds.), *Improving access to mathematics: Diversity and equity in the classroom* (pp. 159-171). New York: Teachers College Press.

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Crowe, M. (1992). Afterword: A revolution in the historiography of mathematics? In *Revolutions in mathematics*. Oxford press

D'Ambrosio, U. (1990). The role of mathematics education in building a democratic and just society. *For the Learning of Mathematics*, 10, 20–23.

Devlin K. (2011). *Introduction to Mathematical thinking*.

Dowling, P. (1998). *The sociology of mathematics education: Pedagogic texts*. Bristol, PA: Falmer Press.

Ellis, M., & Berry, R. Q. (2005). The paradigm shift in mathematics education: Explanations and implications of reforming conceptions of teaching and learning. *The Mathematics Educator*, 15(1)

Ernest P. (1991). *The Philosophy of Mathematics Education*.

Gay, G. (2009). Preparing culturally responsive mathematics teachers. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 189–205). New York: Routledge.

Greer, B., Mukhopadhyay, S., Nelson-Barber, S., & Powell, A. B. (2009). Introduction. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 1–7). New York: Routledge.

Gutierrez, R. (2007). (Re)Defining equity: The importance of a critical perspective. In N. S. Nasir & P. Cobb (Eds.), *Improving access to mathematics: Diversity and equity in the classroom* (pp. 37-50). New York: Teachers College Press.

Gutstein, E. (2007). "So one question leads to another": Using mathematics to develop a pedagogy of questioning. In N. S. Nasir & P. Cobb (Eds.), *Improving access to mathematics: Diversity and equity in the classroom* (pp. 51-68). New York: Teachers

Hanna, G. (1995). Challenges to the importance of proof. *For the Learning of Mathematics*, 15(3), 42-49.

Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching Chicana students. *Qualitative Studies in Education*, 14(5), 623-639.

Hill, H. C., Sleep, L., Lewis, J. M., & Ball, D. L. (2007). *Assessing teachers' mathematical knowledge: international perspective*. Mahwah, NJ: Erlbaum.

Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59-80.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in U. S. schools. *Educational Researcher*, 35, 3-12.

Lakatos, I. (1976). *Proof and Refutations: The Logic of Mathematical Discovery*, ed. J. Worrall and E. Zahar. Cambridge: Cambridge

LMT-01. IGNOU Series

Lubienki, S. L. (2000). Problem solving as a means toward mathematics for all: An exploratory look through a class lens. *Journal for Mathematical Behavior*, 15(4), 375-402.

Martin, D. B., & McGee, E. O. (2009). Mathematics literacy and liberation: Reframing mathematics for African-American children. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 207-238). New York: Routledge.

MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series

Moschkovich J.H. (2010). Language and Mathematics Education: Multiple Perspectives and Directions for Research. *Learning of Mathematics*, 17(3), 17-23.

Moschkovich, J. (2007). Bilingual mathematics learners: How views of language, bilingual learners, and mathematical communication affect instruction. In N. S. Nasir & P. Cobb (Eds.), *Improving access to mathematics: Diversity and equity in the classroom*

Mukhopadhyay, S., & Greer, B. (2001) Modeling with a purpose: Mathematics as a critical tool. In B. Atweh, H. Forgasz, & B. Nebres (Eds.), *Sociocultural research on mathematics education: An international perspective* (pp. 295-311). Mahwah, NJ: Erlbaum.

Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus

Noss, R. & Hoyles, C. (1996). *Windows on Mathematical Meanings*. Dordrecht: Kluwer Academic Publishers.

Philipp, R. A., Ambrose, R., Lamb, L L. C., Sowder, J. T., Schnappelle, B. P., Sowder, L., Thanheiser, E., & Chauvot, J. (2007). Effects of early field experiences on the mathematical content knowledge and beliefs of prospective elementary school teachers: What knowledge matters and what evidence counts? In F. K. Lester (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 111-155). Charlotte, NC: Information Age.

Raman, M. (2004). Epistemological messages conveyed by three high-school and college mathematics textbooks. *Journal of Mathematical Behavior*, 23, 389-404.

Remillard, J. T. (2005). Examining key concepts in research on teachers' use of mathematics curricula. *Review of Educational Research*, 75, 211-246.

- Rousseau, C. K., & Powell, A. (2005). Understanding the significance of context: A framework to examine equity and reform in secondary mathematics. *The High School Journal*, 88(4),19-31.
- Schoenfeld, A. H. (2004). The Math Wars. *Educational Policy*, 18(1), 253.
- Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.
- Skovsmose, O. (2005). Travelling through education: Uncertainty, mathematics, responsibility. Rotterdam, Sense Publishers.
- Stanic, G. M. A. (1989). Social inequality, cultural discontinuity, and equity in school mathematics. *Peabody Journal of Education*, 66(2), 57-71.
- Steen, L. A. (2001). Mathematics and Democracy: The Case for Quantitative Literacy. National Council on Education and the Disciplines.
- Stein, M. K., & Lane, S., (1996). Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation*, 2, 50-80.
- Stein, M. K., Grover, B. W., & Henningsen, M. (1996). Building student capacity for mathematical thinking and reasoning.
- Thurston, W. P. (1994). On proof and progress in mathematics. *Bulletin of the American Mathematical Society*, 30(2), 161-177.
- Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
- Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).
- Wu, H. (1997). The mathematics education reform: Why you should be concerned and what you can do. *The American Mathematical Monthly*, 946-954.

M Ed Two Year Programme

S.Ma 2 (a) : Mathematics Curriculum : Development and Analysis

Maximum Marks: 100

Course Vision

The course delineates main assumptions behind a range of theoretical frameworks for conceptualising and analysing learning and teaching of mathematics at the developmental stages of a child and how they contribute towards an intended curriculum. This course is designed for analytic considerations related to the content, organization, presentation and evaluation of school mathematics curricula. Develop a critical perspective towards knowledge that is embedded in and anticipated to be attained in the mathematics curriculum in schools.

Unit I: Philosophical Considerations of Learning Mathematics

Focus will be also be given to the philosophical considerations of learning mathematics through the perspectives of:

- Cognitive- constructivist theories

- Interactionist theory

- Socio-cultural perspective of understanding mathematics, development of thinking and knowledge in and out of school settings

- Mathematics for social justice and citizenry

Unit 2: Mathematics Curriculum at School Level: Issues and Emerging Trends

Issues in curriculum making, power and politics of knowledge, critical view of curriculum at school level, reviewing the position of mathematics in national education policies and documents of India, compare and contrast mathematics curriculum across the world, critically analyse the perspectives and rationale adopted in other countries on goals of teaching mathematics, textbook and content analysis of different countries.

Unit 3: Contemporary Research in Construction and Development of Core Topics

In this section evaluation and critical analysis of research done in the development of core topics in elementary/ secondary school mathematics curriculum will be done. Students will choose area/s of their choice and will focus on the contemporary researches being done in understanding pedagogical concerns, approaches that promote students' conceptual understanding and address anticipated learning difficulties; and teaching methods that provoke critical thought and foster inquiry-based learning in that area. Emphasis will on analyzing ways in which students make multiple representations, develop generalizations and give justification while developing understanding of these areas:

- Geometry Number sense and number theory

- Algebra Statistics Probability theory

- Elementary calculus

- Kinematics

- Language issues in mathematics

Unit 4: Assessment in Mathematics:

Perspectives related to assessment and learning mathematics will be studied as part of this section. Changing role of assessment, can assessment be seen as continuum to learning? Research related to contemporary issues related to assessing mathematical thinking. Assessment methods for linguistically, culturally and mathematically diverse students.

Critical analysis and comparison of large-scale mathematics tests such as TIMSS, PISA, Olympiads

Unit 5: Meeting Diverse Needs in a Mathematics Classroom

This section will discuss the theories and researches that ensure success of each child in an elementary mathematics classroom: Gender, socioeconomics, language, learning differences. Role of differentiated assessment, differentiated instruction and adapting curriculum to meet diverse learners will be considered.

List of Recommended Readings

AMT-01. Teaching Mathematics. IGNOU Series

Apple, M. (1992). Do the Standards Go Far Enough? Power, Policy, and Practice in Mathematics Education? *Journal for Research in Mathematics Education*.

Bharath. S., English, L. (2010). *Theories in Mathematics education. Seeking new frontiers*. Springer.

Boaler, J. (1998). Open and Closed mathematics: Students' experiences and understandings. *Journal for Research in Mathematics Education*. Vol. 29, No. 1, 41–62.

Butler, J. (1999). *Gender trouble*. New York: Routledge.

Chapman, A. (1995). Inter-textuality in school mathematics: The case of functions. *Linguistics and Education*, 7, 243-262.

Charalambous, C., Delaney, S., Hsu, A., & Mesa, V. (2010). The addition and subtraction of fractions in the textbooks of three countries: A comparative analysis. *Mathematical Thinking and Learning*, 12(2), 117-151.

Christensen, O. R., Skovsmose, O., and Yasukawa, K. (2008). The mathematical state of the world- Explorations into the characteristics of mathematical descriptions. *ALEXANDRIA Revista de Educação em Ciência e Tecnologia*, 1(1), 77–90.

Cogan, L., Houang, R., & Wang, H. C. *The conceptualization and measurement of curriculum*. College Press.

Cuoco, A., Paul Goldenberg, E., & Mark, J. (1996). Habits of mind: An organizing principle for mathematics curricula. *Journal of Mathematics education*. 15, 375-40

Devlin K. (2011). *Introduction to Mathematical thinking*. Ernest P. (1991). *The Philosophy of Mathematics Education*.

Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education. In B. Greer, S. Mukhopadhyay, A. B. Powell, & S. Nelson-Barber (Eds.), *Culturally responsive mathematics education* (pp. 43–64). Routledge.

Frankenstein, M. (1989). *Relearning mathematics: A different third R—Radical math*. London, UK:Free Association Books.

Frankenstein, M. (1995). Equity in mathematics education: Class in the world outside the class. In W.G. G. Secada, E. Fennema, & L. B. Adajian (Eds.), *New directions for equity in mathematics*.

- Gutstein, E. (2006). *Reading and writing the world with mathematics: Toward a pedagogy for social justice*. New York: Routledge.
- Harwell, M. R., Herrick, M. L., Curtis, D., Mundfrom, D., & Gold, K. (1996). Evaluating statistics texts used in education. *Journal of Educational and Behavioral Statistics*, 21(1), 3-34.
- Herbel-Eisenmann B., Choppin J., Wagner D., Pimm D. (2012). *Equity in Discourse for Mathematics Education: Theories, Practices, and Policies*. Springer, New York.
- Herbel-Eisenmann, B. (2007). From intended curriculum to written curriculum: Examining the –voicell of a mathematics textbook. *Journal for Research in Mathematics Education*, 38, 344-369.
- Herbst, P. (1997). The Number-Line metaphor in the discourse of a textbook series. *For the Learning of Mathematics*, 17(3), 36-45. Howson, G. (1998). Some thoughts on constructing a curriculum. *Mathematics Teacher*, 16(5), 18-21.
- Herbst, P. (2002). Establishing a custom of proving in American school geometry: evolution of the two-column proof in the early twentieth century. *Educational Studies in Mathematics*. Springer. 49, 283-312.
- Howson, G., Keitel, C., & Kilpatrick, J. (1981). *Curriculum development in mathematics*. Cambridge: Cambridge University Press.
- Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59–80.
- Kilpatrick, J. (1993). The chain and the arrow: From the history of mathematics assessment. In M. Niss (Ed.), *Investigations into assessment in mathematics education: An ICMI study* (pp. 31-46). Dordrecht: Kluwer.
- Kilpatrick, J. (1995). Curriculum change locally and globally. In R. P. Hunting, G. E. Fitzsimons, P. C. Clarkson & A. J. Bishop (Eds.), *Regional collaboration in mathematics education 1995*. Melbourne, Australia: Monash University, Faculty of Education.
- Kline, M. (1973). *Why Johnny can't add*: Random House
- Lakatos, I. (1976). *Proof and Refutations: The Logic of Mathematical Discovery*, ed. J. Worrall and E. Zahar. Cambridge: Cambridge
- Lampert, M. (1990). When the Problem is Not the Question and the Solution is not the Answer: *Mathematical Knowing and Teaching*. *American Education Research Journal*.27(1), 29-63.
- Lithner, J. (2004). Mathematical reasoning in calculus textbooks exercises. *Journal of Mathematical Behavior*, 23, 405-427.
- Lloyd, G. and M. Wilson (1998). Supporting innovation: The impact of a teacher's conceptions of functions on his implementation of a reform curriculum. *Journal for Research in Mathematics Education* 29(3): 248-274.
- LMT-01. IGNOU Series
- McBride, M. (1994). The theme of individualism in mathematics education: An examination of mathematics textbooks. *For the Learning of Mathematics*, 14(3), 36-24.
- McCaffrey, D., F., Hamilton, L. S., Stecher, B. M., Klein, S. P., Bugliari, D., & Robyn, A. (2001). Interactions among instructional practices, curriculum and student achievement: The case of standards-based high school mathematics. *Journal for Research in Mathematics Education*.
- Mesa, V (2004). Characterizing practices associated with functions in middle school textbooks: An empirical approach. *Educational Studies in Mathematics*, 56, 255-286
- Mesa, V. (2010). Strategies for controlling the work in mathematics textbooks for introductory calculus. *Research in Collegiate Mathematics Education*, 16, 235-265.
- MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series

- Mewborn, D. S. (2000). Learning to teach elementary mathematics: Ecological elements of a field experience. *Journal of Mathematics Teacher Education*, 3, 27-46.
- Mukhopadhyay, S., & Greer, B. (2001). Modeling with purpose: Mathematics as a critical tool. In B. Atweh, H. Forgasz, & B. Nebres (Eds.), *Sociocultural Research on mathematics education: An international*
- Murrell, Peter C. Jr. (1994). In Search of Responsive Teaching for African American Males: An Investigation of Students' Experiences of Middle School Mathematics Curriculum. *The Journal of Negro Education*, 63, (4), 556-569
- Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus
- Newton, D. P., & Newton, L. D. (2006). Could elementary mathematics textbooks help give attention to reasons in the classroom? *Educational Studies in Mathematics*, 64, 69-84.
- Noddings, N. (1994). Does everybody count? *Journal of Mathematical Behavior* 13(1): 89-106.
- Polya, G. (1954). Induction in solid geometry. In *Mathematics and plausible reasoning* (Vol. 1, pp. 35-41). Princeton: Princeton
- Schmidt, W. H., Houang, R. T., & Cogan, L. (2002). A coherent curriculum: The case of mathematics. *American Educator*, 26(2), 10-26,47.
- Schoenfeld, A. (1988). When good teaching leads to bad results: The disasters of "well taught" mathematics courses. *Educational Studies in Mathematics*, 56, 255-286
- Schoenfeld, A. H. (2004). The Math Wars. *Educational Policy*, 18(1), 253.
- Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.
- Steen, L. A. (1998). Core curriculum in context: History, goals, models, challenges. In J. Dossey (Ed.), *Confronting the core curriculum* (Vol. 45, MAA Notes, pp. 3-13). Washington, DC: Mathematical Association of America.
- Stein, M. K., & Lane, S., (1996). Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation*, 2, 50-80.
- Stigler, J. W., Fuson, K. C., Ham, M., & Kim, M. S. (1986). An analysis of addition and subtraction word problems in American and Soviet elementary mathematics textbooks. *Cognition and Instruction*, 3, 153-171.
- Stodolsky, S. S. (1989). Is teaching really by the book? In P. W. Jackson & S. Haroutunian-Gordon (Eds.), *From Socrates to software: The teacher as text and the text as teacher*.
- Tarr, J. E., Reys, R. E., Reys, B. J., Chavez, O., Shih, J., & Osterlind, S. J. (2008). The Impact of Middle-Grades Mathematics Curricula and the Classroom Learning Environment on Student Achievement. *Journal For Research In Mathematics Education*, 39(3), 247.
- Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
- Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).
- Wu, H. (1997). The mathematics education reform: Why you should be concerned and what you can do. *The American Mathematical Monthly*, 946-954.

M Ed Two Year Programme

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

Maximum Marks: 100

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. &Havrilik, 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.Et. 2 (b): Advanced Educational Technology

Maximum Marks: 100

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

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.
- 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/>

M Ed Two Year Programme

S.Ss. 1 (c) : Epistemological and Conceptual Framework of Social Science Education

Maximum Marks: 100

Course Objectives

The aim of this course is to engage students with historical contexts and debates within which the social sciences emerged under the shadow of ‘methods of science’; how this shaped the nature of early social science; evolving perspectives and contemporary debates. It would also engage students with the epistemological basis of the disciplines of social science and how these were constructed as school subjects. Students will explore questions related to social science knowledge in diverse socio-political and economic contexts; methods of social science enquiry and inter-disciplinary perspectives. At the end of the course, students should be able to:

- Develop a perspective on the nature of social science and methods of enquiry
- Develop a rational understanding of the epistemological basis of social sciences and distinguish it from the natural sciences
- Analyse the changing trajectories of social science knowledge through the lens of subaltern and feminist studies
- Understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalised world
- Identify key social sciences researches that can form an interdisciplinary frame to develop an approach to the teaching of social science in schools

Units of Study

Unit 1: Emergence of modern science and its influence on the development of social science knowledge, disciplines and method of enquiry; nature of social science and scientific inquiry in social sciences; social science as a body of knowledge and method of generating knowledge; distinction and dichotomies between natural sciences and social sciences.

Unit2: Epistemological bases of social science: intuition, reason, observation and interpretation; debates on: subjectivity and objectivity - empiricism, rationality, individual opinion and social facts; influence and role of context; theory building in social science.

Unit 3: Emergence of social sciences and the history of social science education in schools: the need to study societies; individual-social interface; social science education in the context of developing nation-states, differing political and economic systems, and the historical and contemporary context of a globalised world; historical development of the various disciplines of school social science; linkage of history and civics to the development of the nation-state; geography in relation to exploration-discovery, colonialism and imperialism; social science and citizenship.

Unit 4: Diverse societies and the changing trajectories of social science: Eurocentric, orientalist, subaltern and gender perspectives and constructs; role of social sciences towards understanding and engaging with plural societies and social institutions.

Unit 5: Research in social science education: study of key researches undertaken in India and other countries; possible areas of research in social science education; inter-disciplinary nature of social science research.

M Ed Two Year Programme

S.Ss. 2 (c) : Social Science Learning in Elementary School

Maximum Marks: 100

Course Objectives

The overall objective of this course is to enable students to understand the contents of social science as school subjects in terms of their nature and purposes. It aims to examine the different visions and understanding of school subjects as reflected in school curriculum, syllabi and textbooks; how social sciences can provide a critical perspective of society and social reality with reference to the past, space and power structures and institutions, and processes of social relationships. At the end of the course students should be able to:

- Develop knowledge and the capacity to critically analyse the society we live in and the individual-society interface by drawing upon the disciplines of sociology, history, geography, political science and economics
- Build skills and capacities to gather, analyse and interpret data
- Critically analyse school social science curriculum, syllabus and textbooks
- Draw upon and evolve appropriate pedagogies to transact the curriculum in a manner that enhances curiosity of students to enquire about social phenomenon; develop their capacities to critically reflect on social realities, its institutions and practices
- Develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

Units of Study

Unit 1: Aims of teaching social science at different levels of school education: Positioning the role of social science education in the larger context of the Indian nation and Indian society - Constitutional values and commitment to equality, social justice, common good, plurality, liberty, fraternity and citizenship; the role of social science in enhancing children's understanding of their immediate social context and larger social realities, in building an analytical perspective of society, appreciation and expression of social change and social justice.

Unit 2: Children's understanding of social reality: concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of children's understanding of social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding children's conceptualisation and cognitive processes for social science pedagogy and curriculum.

Unit 3: Social science curriculum at the elementary level: issues of curriculum selection and design; examining the relationship between knowledge, ideology, state power, politics of knowledge production, patriarchy, diversity and curriculum; critical review of the curriculum of social sciences in schools - curriculum frameworks of 1975, 1988, 2000 and 2005, including appropriate position papers; critical review of national policy and commission documents with regard to social science curriculum and educational practice; a detailed historical and contemporary study of EVS as a primary school social science; and any one

domain knowledge within middle school social science – history, political science (social and political life), geography.

Unit 4: Pedagogical concerns and contexts for the teaching of social science at the elementary level: classroom processes and teaching-learning resources; comparative study of different approaches to social science curriculum for different age groups of children; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting differing perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); understanding how texts are transacted in the classroom.

Unit 5: National and international discourse on school social science: curricular innovations in social science education; critical review of national policy and commission documents: Mudaliar Commission, Kothari Commission, 1968, 1986 policy, with regard to social science curriculum and educational practice; a detailed study of any one social science curriculum across the world.

M Ed Two Year Programme

S.Ss. 3 (c) : Social Science in Secondary and Senior Secondary School

Maximum Marks: 100

Course Objectives

This course focuses on the aims of teaching social sciences in secondary and senior secondary schools by engaging students with Constitutional provisions and values and its interface with the realities of Indian society. It would assist students in understanding how young people evolve their understanding of society from their immediate to the national context. It would provide them hands-on engagement with school curriculum and pedagogic approaches. It would enable a deep engagement with knowledge of different disciplinary domains with a view to derive pedagogical principles of teaching social sciences in secondary and senior secondary school. At the end of the course students should be able to:

- Develop capacities to draw upon social science knowledge to help school students develop an analytic perspective of society and the disposition towards social justice.
- Develop a critical understanding of school social science curriculum and pedagogy and the debates around it.
- Develop an in-depth analytical understanding of specific social science disciplinary knowledge and the need for developing an interdisciplinary lens to examine social realities.
- Engage in the design of curriculum and text materials for teaching specific social science concepts – disciplinary as well as interdisciplinary.
- Develop capacity to identify critical questions for enquiry in school social science.

Unit 1: A. Nature of Social Sciences:

- a) Dimensions of Spatial, Temporal and Political Economy
- b) Recent Debates in Social Sciences

B. Aims of Teaching Social Science at Different Levels of School Education: Positioning the role of social science education in the larger context of the Indian nation and Indian society - Constitutional values and commitment to equality, social justice, common good, plurality, liberty, fraternity and citizenship; the role of social science in enhancing student's understanding of their immediate social context and larger social realities, in building an analytical perspective of society, appreciation and expression of social change and social justice.

Unit 2: Young People's Understanding of Social Reality: concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of how young people understand social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding learners' conceptualisation and cognitive processes for social science pedagogy and curriculum.

Unit 3: Social Science Curriculum at the Secondary and Senior Secondary Level: issues of curriculum selection and design; examining the relationship between knowledge, ideology, state power, politics of knowledge production, patriarchy, diversity and curriculum; critical review of the curriculum of social sciences in schools - curriculum frameworks of 1975, 1988, 2000 and 2005, including appropriate position papers; critical review of national policy and commission documents with regard to social science curriculum and educational practice; a detailed historical and contemporary study of any one domain knowledge within secondary and senior secondary school social science – history, political science, geography, economics, sociology.

Unit 4: Pedagogical Concerns and Contexts for the Teaching of Social Science at the Secondary and Senior Secondary level: comparative study of different approaches to social science curriculum for different age groups; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting different perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); Germany and Poland (Period of Nazi Germany); understanding how texts are transacted in the classroom.

Unit 5: The Role of Various Social Science Disciplines in Constructing Secondary and Senior Secondary School Curricula: the notion of citizenship and the needs of nation-states that defined the scope of civics in the 19th and 20th centuries, the evolution in the citizen-state dynamics in contemporary times, the interface of civics with other disciplines in social science; broadening of the scope of civics to include sociological, political and economic perspectives and constructs; interface between civic life, state institutions and institutions outside the state such as in the sphere of economic production, circulation and exchange as well as interdependence of people in various processes and social relationships.

Unit 6: Survey of recent Researches and Investigating Practices in Social Sciences at Secondary and Senior Secondary Level, detailed study of any one domain knowledge within the Social Sciences: History, Political Science, Sociology, Geography, Economics with specific reference to national and international discourse and curricular innovations in social science education across the world.

Suggested Readings:

- Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education*. NCERT, New Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). *Europe – A Challenge to the Social Sciences*. *International Social Science Journal* (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York. O.U.P.
- Mayor, F. (1992). *The role of the Social Sciences in a changing Europe*. *International Social Science Journal* (vol. 44).
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialogue with Nature*. Batnam Books.

- *Wagner, P. (1999). The Twentieth Century – the Century of the Social Sciences? World Social Science Report.*
- *Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.*
- *Williams, M. (2000). Science and Social Science: An introduction. Routledge, London and New York.*

Online Articles:

- *Is chaos Theory Postmodern Science? By: J. Linn Mackey.*
- *Behaviorism: Origins of the Concept. By: Erkki Berndtson.*
- *Chaos and Causality in complex Social Dynamics. By: T.R. Young.*
- *Categories for the Systems Analysis of Politics. By: David Easton.*
- *Karl Popper. From Stanford Encyclopedia of Philosophy.*
- *Science, Pseudo-Science, and Falsifiability. By: Karl Popper, 1962.*
- *Chaos Theory and Social Dynamics: Foundations of Postmodern Social Science. By: T.R. Young.*
- *The Philosophy of Logical Positivism. By: Murzi Mauro ([http: www.murzim.net/lp/lp.pdf](http://www.murzim.net/lp/lp.pdf))*

M Ed Two Year Programme

R.2.1: Quantitative Methods in Educational Research

Maximum Marks: 100

This course is the second in a series of two compulsory courses in research approaches and methods.

Course Objectives

The aim of this course is to focus on the foundations of positivist research approach and method in the light of the paradigms and processes of educational research engaged with in the first course on 'Approaches to Research in Education'. At the end of the course, students will be able to:

- Develop an understanding of the philosophical and epistemological basis of educational research as derived from positivist traditions.
- Identify the several components of research approaches that characterise quantitative research methods and the basis of choosing this form of research.
- Identify areas of enquiry and derive relevant questions for undertaking quantitative educational research.
- Identify and select appropriate theoretical and conceptual basis for undertaking a research problem.
- Design a study to address a research problem, including methods of data collection and analysis.
- Identify and analyse ethical issues present in a quantitative research study.
- Develop tools for critiquing components of a research study: the purpose, the problem, research questions or hypotheses, methods of conducting research and analysis.
- Engage with basic concepts necessary for understanding descriptive and inferential (parametric) statistics, including the assumptions behind parametric and non-parametric statistics
- Develop an understanding of techniques of data analysis in order to derive meaning from quantitative research studies and for conducting quantitative research
- Learn to apply statistical techniques to a body of data in an appropriate manner and interpret quantitative data subject to statistical analysis
- Review the statistical techniques used to analyse data in published researches

Units of Study

Unit 1: Quantitative Research: The foundations of quantitative research in education; Positivistic and post positivistic paradigms; the research problem, the research question, theoretical frames and basis and review of empirical studies.

Unit 2: Experimental Research Design: hypothesis, variables that influence research and that are the object of study; sampling; measurement, testing, and observation; causation, validity, and experimentation; types of experimental approaches – inductive and deductive approaches, true experiment and quasi-experimental designs and their appropriateness for research problems in education; ex-post-facto research, co-relational studies, evaluation and impact studies.

Unit 3: Data Sources and Tools of Data Collection: sources of large sets of data, such as census data, school-based data (eg. DISE) and survey data; critical understanding of tools for collecting quantitative data: questionnaires, structured interview and observation schedules, Test instruments; examining the appropriateness of tool/(s) for the research purpose; concerns in data collection, analysis and interpretation; ethics in educational research.

Unit 4: Inferential and Descriptive Statistics: Hypothesis testing and sampling distributions; assumptions behind the model of descriptive and inferential statistics and their application in educational research; frequency distribution tables and graphs, measures of central tendency: mean, median, and mode, measures of variability: range, variance, and standard deviation, z-scores and the normal curve.

Unit 5: Measures of Inferential Statistics: Correlation and other measures of association; Regression analysis; Standard errors of measurement - Type I and II errors; t tests and the critical ratio; One-way Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA) and their applications.

Unit 6: Nonparametric Statistics: Assumptions behind models of non-parametric measures; appropriateness in terms of data types such as ratings, rankings and scores based on categorised data; Mann-Whitney and Chi-square tests and their applications; visual representation of continuous and discontinuous data: histograms, bar diagrams, pie-charts, line graphs.

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.LI. 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 Mechanics'*. p 1-22, 276-294. Nation Books, New York.
- Feynman, R. (1999) *The Pleasure of Finding Things Out*. Penguin, London. p 1-25, 53-96, 141-149, 171-188. Interview video at <https://www.youtube.com/watch?v=FXiOg5-l3fk>;

- Bronowski, J. (1981). *The Ascent of Man*. London: Macdonald Futura Publishers. Chapters VI, VII, VIII, X, XII and the film series on DVD
- 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 Cones: Constraining evolution by canonical icons'. In Silvers, R.B. (1997) (Ed.) *Hidden Histories of 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=1hoDaxVIVPE> 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

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M Ed Two Year Programme

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

Maximum Marks: 100

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

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M Ed Two Year Programme

S.Inc. 2 (f) : Diverse Abilities: Issues and Perspectives

Maximum Marks: 100

Rationale

Inclusion requires acknowledging and theoretically understanding the diversity amongst learners and their needs. This entails a critical analysis of various discourses with respect to children with diverse abilities from a socio-cultural perspective and accordingly creating spaces for them in educational institutions specifically in a school set up. As a result, this would require developing pedagogical insights, specific interventions and other educational provisions for addressing the diverse yet unique individual needs of learners in inclusive settings.

Objectives of the Course:

1. To develop theoretical understanding related to diversity amongst learners and their needs.
2. To develop abilities to critically examine various discourses on 'disability'.
3. To facilitate them to acquire a comprehensive understanding of children and their diverse needs through various discourses.
4. To help them acquire an understanding of the educational provisions for children with diverse needs in an inclusive set up.
5. To help them acquire a critical understanding of an effective teacher preparation programme.

Unit 1: Theoretical Underpinnings

- a. Historical Perspective
- b. The Politics of Special Educational Needs and Disability
- c. Contemporary Trends

Unit 2: Discourses on 'Disability'- A Critical Overview

- a. Evolving Concepts of Disability
- b. Socio-cultural Perspectives of Disability
- c. Deconstructing Disability

Unit 3: Understanding Children with Diverse Needs- Multiple Discourses

- a. Educational Needs: Special or Diverse
- b. Children with Specific learning Disabilities
- c. Children with Low Incidence Disabilities
- d. Children with Sensory Impairments
- e. High ability learners and Creative learners

Unit 4: Educational Provisions- In an Inclusive set up

- a. Teaching children with Diverse needs in an Elementary School
- b. Teaching children with Diverse needs in a Secondary School
- c. Role of Community Involvement and parental participation

Unit 5: Teacher Preparation, Policy Perspective and Research trends

- a. Teacher Preparation: Critical Discourses on teacher education programmes
- b. Policy perspective: Role of various governmental and non governmental organizations
- c. Research trends in this area

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M Ed Two Year Programme

S.St. 1 (g) : Social Theory of Education: Conceptual Issues And Debates

Maximum Marks: 100

The course will provide opportunities to:

Explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state.

Elaborate and conceptualize the process of knowledge construction with reference to emerging trends in social theory

Understand and evaluate the role of culture, ethos and education in re-contextualizing the prevailed perspectives, knowledge and practices

Engage with the concept and process of educational opportunities with reference to Individual, liberty and equality

Explore and understand the emerging issues and concerns in industrial world with reference to education, development and Social movement.

Unit--- I

Understanding and Conceptualizing Social Theory with Reference to School, State, Society and Individual:

Classical approaches (consensus, reproduction and conflict), Contemporary approaches (Multilineal evolution social theories: neo-evolutionism, theory of modernization, theory of post-industrial society, Post-modern feminist), Emerging approaches: Rational Choice Theory and Symbolic Interactionism

Unit –II

Construction and Development of Knowledge and Social Reality:

Sociology of Knowledge, The role of Ideology and Media in knowledge construction, Indigenous system of knowledge, Liberalization and globalization, National system of education, Cultural Relativism

Unit –III

Culture, Ethos and Education:

Modernity and postmodernity, Re-contextualization of knowledge and pedagogy, Social anthropology, Cultural capital and pedagogy, Identity development and culture

Unit – IV

Individual, Liberty and Equality:

Concept and Processes of educational opportunities, Exploration of Hierarchy, status and power system with reference to caste system, Education and women struggle for equality, Critical reviewing School curriculum and necessary knowledge, Inclusion and exclusion in term of availability, accessibility and approachability of education for children, Individual and experience

Unit—V

Education, Development and Social Movement:

Understanding the impasse and third world industrialization, the role of state in the context of Welfare social change, Understanding social movements with reference human rights perspective: caste, women and child rights, Teacher and student union and organizations

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Articles

‘Seed and Earth ‘ (LeelaDube: Anthropological Explorations in Gender)

‘Sociology for the Educator and Sociology of Education’ (Karl Mannheim)

‘Children and the Past’ (From Prejudice and Prideand ‘ Litter in Lahore’ from Battle for Peace (Krishana Kumar)

‘The concept of Equality of Educational Opportunity’ (Coleman)

‘The subjection of Women” and “ On Liberty’ (Johan Stuart Mill) (Hindi by PragatiSazena)

‘Individual and Experience’ (Johan Dewey)

‘Pedagogizing Knowledge: Studies in Re-contextualizing’ (Basil Bernstein)

Bourdieu’s concept of ‘Habitus’ (The Phenomenological Habitus and its Construction’ (Nick Crossley: Theory and Society;30:1:2001;pp.81-220)

Few parts from ‘Division of Labour’ (Durkheim)

‘Post Liberal Democracy?’ (C. B. Macpherson, Democratic Theory

‘The Theoretical Impasse’ (Sociology and Development By Ray Kiely)

‘Hierarchy and Difference: an introduction’ (Dipankar Gupta)

‘Caste in a south Indian Village’ (AndreBeteille)

‘Neo-liberal capitalism and Education’ (Ravi Kumar and Dave Hill)

‘What is Ethnomethodology?’(Harold Grafinkel)

‘Post- postmodernism? Theorizing Gender’ (SylviaWalby)

M Ed Two Year Programme

S.St. 2 (g) : Social Theory of Education: Emerging Issues and Trends

Maximum Marks: 100

The course will provide opportunities to:

Develop theoretical understanding about the social theory of education systems with reference to critical reviewing of various approaches.

Explore the social solidarity and social practices with reference to diverse socio-culture context and its relation with education.

Engage critically with the discourse of right based approach with reference to feminism, gender, education and human rights.

Understand the changing forms of Democracy, Modernity, Postmodernity and Education and their interrelatedness with reference to national and internal level.

Unit1- Education and Relevant Schools of Social Theory:

Critical review of capitalism and socialism with reference to the dialogue of Weber and Marx, social and political thought and role education, problems of determination with reference to Althusser, Hermeneutics and research in social theory of education.

Unit2- Instruction, Solidarity, Social Practice and Education

Understanding ethnomethodology, rituals and solidarity in social life. institutional reflexivity and modernity, social space and symbolic power, rational choice perspective or theory.

Unit3- Critical Theory of Modernity and Education

Understanding ideology with reference to modern culture, institutions and power structure. Normative content of modernity, the role of critical theory in social life and education, critical revisiting Habermas and Lyotard with reference to knowledge and human interest.

Unit4- Education, Gender, Feminism and Subjectivity

Exploration of the feminism and the body with reference to Foucault. Habermas perspective and gender, critical revisiting feminism and modernism along with postmodernism for theorizing gender, feminism as psycho analytical theory.

Unit5- Rights Perspective, Education and Contemporary Debates

Understanding intellectual property, human rights and globalization with reference to representation of cultural variation, reviewing the consequences of a constructed universal: democracy and civil rights in modern state and its influence on education, the politics of culture and human rights, localizing human rights in Era of globalization, rethinking on the obstacles on the road to an overlapping consensus on human rights and education.

Unit6- Democracy, Postmodernity and Education

Future of democracy and how do we understand it today with reference to from city state to a cosmopolitan order, understanding modernity and ambivalence in a consumer society with reference to education, critical review of postmodern as a transparent society, modernity and the holocaust.

References

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Ricoeur, Paul (1970) *The Model of Text*, *In Understanding and Social Inquiry*, University of Notre Dame Press: Notre Dame.

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Weber, M. (1968) *Economy and Society*, Bedminster: New York.

Weber, Max(1949) *The Methodology of the Social Sciences*, Free Press

Wittgenstein, L. (1972) *Philosophical Investigations*, Blackwell: Oxford

M Ed Two Year Programme

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

Maximum Marks: 100

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 on 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

Maximum Marks: 100

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:

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- Ray, Niharranjan : *An Approach to Indian Art* .Publication Bureau, Punjab University, Chandigarh. 1984
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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 Analytical Method; The Objective and the Subjective in Positivism and Phenomenology; and The Existential Critique of Method.

Readings.

Unit I

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.

Unit II

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.

Ruitenberc 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?

Unit III

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.

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

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

Readings from J.L. Austin & Nel Noddings

M Ed Two Year Programme

S.Art. 2 (i) : Art Education : Child, School and Pedagogy

Maximum Marks: 100

Concept Note

This course intends to develop an understanding of the contribution of Art Education in child's growth and development and other functions in Education. It is imperative to acquire a conceptual understanding of the key ideas in Art Education. This includes developing insight to appreciate the relevance of art from the childhood to the entire life. The primary concern is to develop the understanding of the different stages of children art expression and pertinent pedagogic concerns. It also focuses on the policy perspective and the research trend in this area..

Objectives:

- Acquire a conceptual understanding of the key ideas in Art Education.
- Develop an understanding of the contribution of Art Education in child's growth and development and other functions in Education.
- Get sensitized/appreciate the relevance of Art from the childhood to the entire life .
- Develop an understanding about Stages of children art expression and Pedagogical concerns.
- Develop the understanding/analyse the problems and issues in Art Education.
- Develop knowledge about the historical development of Art Education and the place of Art Education in school curriculum since independence
- Develop an overview of research trends in Art Education

UNIT I – A perspective on Art and Art Education

Meaning of Art, The Need for Art Education and historical concerns in Indian context, role of art activities in child's growth and development. A rationale for teaching arts. Reading into the writings of pioneers of modern concept of Art Education.

UNIT II - Place of Art Education

Across the different level of school- Primary, Upper Primary, Secondary and Senior Secondary; in Higher Education and in teacher Education Programmes.

UNIT III – Psychogenesis of Child Art

Stages of children art expression - developmental methods, selection of content, motivation, evaluation at different stages . The teacher's need for knowing the different stages. Meaning of creative activity in child's work of art: self expression, self adjustment

UNIT IV – Evaluation of the Creative Products

Purpose and processes of Evaluation, Dilemmas in Evaluation of meaningfulness of creative product.

UNIT V- Problems and issues in Art Education

Introduction to current conception of the function of Art Education within the cultural milieu. Contemporary trends in Art Education as related to school curriculum. A critical study of the selection of content, instructional methods and evaluation system in Art in relation to the recent developments in contemporary Arts. Aesthetic basis for teaching of arts in schools.

UNIT VI - Policy Perspective and Research trend in Art Education

Historical development of Art Education and place of Art Education in the Indian school curriculum - Commissions and policies after independence. Research trend in art education

Suggested Practicum :

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.
- Barkan, Manuel : *A Foundation for Art Education*. The Ronald Press Company, New York. 1955
- Ray, Niharranjan : *An Approach to Indian Art* .Publication Bureau, Punjab University, Chandigarh. 1984
- Read, Herbert : *Education Through Art*. Faber and Faber, London. 1967
- Chapman, Laura H. : *Approaches to Art in Education*. Marcourt Brace Jovanovich, Inc. New York. San Drego, Chicago, San Francisco, Atlanta. 1978.
- Dales, Edgar : *Audio Visual*. (4th Edition). Dryden Press, New York. 1956.
- 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.
- Viola, W. : *Child Art and Franz Cizek*. Reynal and Hitchcock, New York. 1936.
- Amico, Victor D. : *Creative Teaching in Art*. International Textbook Co. 1943.
- Efland, A.D. "A History Of Art Education: Intellectual And Social Currents In Teaching The Visual Art" Teachers College Press, ISBN-0807729779,1990
- 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

- McNiff, Sshaun, “*Art Based Research*”, Jessica Kingsley Publishing, ISBN-1853026212, 1998.
- 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 : *Navin Bhartiya Chitrakala, . Kitab Mahal*, Allahabad.
- Francesco, Itello L.De. : *Art Education Its Means and Ends*. Harper and Brothers, New York.. 1958
- Lakhyani, Susmita : Paper titled “Nurturing Creativity Through Art Appreciation” European Scientific Journal (ESJ) ISSN: 1857 - 7881 (Print) ISSN: 1857 - 7431 (Online), 2014.
- Lakhyani, Susmita : Paper titled “Developing Inner Peace And Joy Through Art Education” published in the Journal of Social Sciences 8 (2): 177-181,2012. ISSN 1549 – 3652, Science publications 2012.
- Peter Abbs "*Teaching Arts a Joyous Experience : Arts in Child Education.*" published in School : Journal of Education, July 1993
- Raina, M.K.; M.B. Buch (Ed.): "*Research in Creative Functioning: A Trend Report*" published in Fourth Survey of Educational Research (1983-1988), Vol.1, NCERT. 1991
- Sen, Arati : "*Moral Art and Aesthetic Education*". Chapter 22, included in the *Fifth Survey of Educational Research* (1982-92), Volume 1, NCERT.
- Sengupta, M. "*Developing Creative Thinking Through Work Education*". published in Journal of Indian Education. Volume-XXVI. 2000.
- A Country Report (2010),Art Education in India, ,Department of Education in Art and Aesthetics, National Council of Educational Research and Training.

M Ed Two Year Programme

S.CInt. 2 (j) : Issues in Comparative and International Education

Maximum Marks: 100

Rationale of Course

The aim of this course is to engage students with the field of Comparative and International Education and develop comparative perspectives on the foreign systems of education as well as on the contemporary issues and public policy around education across political borders. It shall give multi-level exposure to the students through a diversity of voices as possible, from geographic, cultural and ideological standpoints. It shall enable the student to focus upon current issues and controversies in a field that is undergoing changes as profound as the geopolitical and economic forces that are reshaping our worlds. It would provide opportunities to probe into a range of methodologies associated with comparative and international education which would be both exemplified and opened up for debate. It is intended that students specially those from settings and locations not frequently part of the "developed" contexts would be able to meet the following Objectives:

- Understand the processes through which educational changes occur.
- Compare the organisation of education at different levels across the globe and identify similarities and differences to adapt and appropriate changes in one's own educational context.
- Engage and reflect with the tools of comparison for the integration of an individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific cultural and technological progress.
- Foster depth of reflection and equip with the skills of comparative inquiry to enable systematic exploration of key issues affecting educational policies, practices, and reforms at home and abroad.
- Widen one's conceptual lenses to see how seemingly similar issues manifest themselves in diverse settings.
- Improve understanding both of the forces which shape education systems and processes in different settings, and of the impact of education systems and processes on social and other developments.
- Understand the multi-disciplinary and applied strengths of the field; the complexities of this kind of study; the dangers of the misapplication of findings; the importance of theoretical analysis and methodological rigour; and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole.
- Evolve with a global outlook and cross-cultural sensitivities on educational concerns and nurture capacities to critically reflect on the social realities and in a study of the solutions attempted.

Unit I Globalisation and Mapping the Intellectual Discourse on Comparative Education

- Comparative Education as Foundational in Education
- Mapping the intellectual discourse-Broad Survey
- An issue-oriented Approach to Comparative Education
- Globalisation and the rescaling of Education Politics and Policy
- A survey of recent innovations and changes in education in India and across the Globe.

Unit II Comparative Perspectives on Organisation of Education

- Early Childhood Care and Education in select Indian States
- Primary School Education in India,Russia,UK and USA
- Secondary School Education in India,Russia,UK and USA
- Higher Education in India, Russia,UK and USA.

Unit III Comparing Issues in International Context:Experiences from Asia-Africa-South America

- Purposes of Schooling; Curriculum as a mechanism of social and cultural reproduction
- Inequality in Education; Educational Access and Opportunity
- Education Accountability and Authority
- Demographic Planning
- Adult and Social Education
- Teacher Education in China,India and Japan
- Blending Work with Education-Experiences from China,India and Japan.

Unit IV Comparing Status of Education through Public Reports

- Reports on status of Children and Education-UNESCO ,World Bank
- Budget Provisions to Social Sector and Projections in India's Economic Survey
- Schooling in the Government (Public) schools: insights from PROBE and ASER
- Role of NGOs and Private Interventions in Education.
- Funding in Education

Unit V Interpreting Children's Experiences

- Differently abled Children in Schools
- Educating the girl child
- Children's Attitudes to other Nationalities
- Children 's perception of histories of partition or displacement.

Term Paper and Seminar Presentations

- Comparative study of curriculum policies/documents and curriculum frameworks across Educational Boards
- New trends and issues in the Indian schools in the context of pedagogy and assessment.
- Implementation and impact of public policies-comparative insights
- Mobility,Migration and Minorities in Education
- ICT and Education
- Comparisons and the search for a "modern self"

- New thinking in Comparative Education

Suggested Readings:

- Alexander, Robin, J. (2001). *Culture and Pedagogy-International Comparisons in Primary Education*: Wiley-Blackwell; UK
- Altbach, P. G. (1998). *Comparative Higher Education: Knowledge, the University and Development*. Springer; Comparative Education Research Centre, University of Hongkong.
- Apple, M. (1978). Ideology, Reproduction and Educational Reform. *Comparative Education Review*, 28(4), 550-562.
- Apple, M. W., & Smith, C. L. (ed.) (1991). *The Politics of the Textbook*. Routledge; New York.
- Barrett, M. (2007). *Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology*. Psychology Press; Sussex
- Benavot, A. & Braslavsky, C. (ed.) (2006). *School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*. Springer; Comparative Education Research Centre, University of Hongkong
- Bray, M. & Adamson, B. & Mason, M. (ed.) (2007). *Comparative Education Research- Approaches and Methods*. Springer; Comparative Education Research Centre, University of Hongkong.
- Choube and Choube (1986). *Tulnatmak shiksha ka adhyayan*: Vikas Publishing House, Agra (in Hindi)
- Cowen, R. & Kazamias, A. M. (ed.) (2009). *International Handbook of Comparative Education-Part One and Two*. London. Springer; New York.
- Geetha, T. (ed.) (2009). *A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards, Project Report of The International Baccalaureate*; Singapore
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press; London.
- Gupta, Nina (2001). 'The Development of Higher Education in India and China since the 1950s in The 11th Congress of WCCES (World Council of Comparative Education Societies), Korean National University of Education, Chungbuk, South Korea.
- Hall, S. (1996). When was the post-colonial? Thinking at the Limit. In I. Chamber & L. Curtis (Eds). *The Post Colonial Question: Common Skies, Divided Horizons* (pp. 242-260). Routledge; London.
- Holsinger, D. B. & Jacob, W. J. (ed.) (2008). *Inequality in Education; Comparative and International Perspectives*. Springer, CERC, University of Hongkong.
- Husen, T. T. & Postlethwaite, T. N. (eds.) (1994). *The International Encyclopedia of Education* (2nd edn.). Pergamon; Comparative Education and International Education Organisation and Institution, Oxford.
- Kubow, P. K. & Fossum, P. R. (2003). *Comparative Education-Exploring Issues in International Context*. Merrill Prentice Hall; New Jersey.
- Kumar, K. (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*. Penguin; New Delhi (Also available in Hindi as *Mera Desh Tumhara Desh* published by Rajkamal in 2007).

- Larsen, Marianne A. (2010). *New thinking in Comparative Education-Honouring Robert Cowen*. Rotterdam; Sense Publishers
 - Manzon, M. (2011). *Comparative Education: Springer; The Construction of a Field*. Comparative Education Research Centre, University of Hongkong.
 - Masemann, Vandra & Welch, Anthony (ed.) (1997). *Tradition, Modernity and Post-Modernity in Comparative Education*: UNESCO Institute for Education, Hamburg
 - Noah, H. & Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration*. Springer; Comparative Education Research Centre, University of Hongkong.
 - Postlethwaite, T. N. (1999). *International Studies of Educational Achievement: Methodological Issues*. Springer; Comparative Education Research Centre, University of Hongkong.
 - Wulf, Christoph (ed.) (1993). *Education in Europe: An Intercultural Task*. in *European Studies in Education, Vol. 7*: Waxmann Munster/Berlin, New York.
 - Wulf, Christoph (ed.) (1996). *Education for the 21st Century: Commonalities and Diversities*. in *European Studies in Education, Vol. 7*: Waxmann Munster / Berlin, New York
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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 liberatory 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 Skills*. 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.

M Ed Two Year Programme

S.Exp.1 (I) : Educational Evaluation and Psychometry

Maximum Marks: 100

Rationale

An expert in the field of education can't be a real expert without having knowledge of measurement and evaluation. For having an in-depth knowledge and understanding of the field of evaluation, one needs to develop critical understanding of the concept and designs of test items and test along with their applications for various purposes of evaluation. In addition to ensuring good characteristics of test items and test, it is essential to learn about statistical techniques which can take place by using these tests based upon various situations, focusing upon their specific advantages and applications.

Objectives

1. To develop critical understanding about the concept of measurement and evaluation in a broad and contemporary educational framework
2. To analyze and comprehend various types of items and their development with reference to their objective domains and applications
3. To critically look into various characteristics of test items and tests and develop procedural understanding for standardizing a test
4. To develop an in-depth understanding about higher level statistical techniques focusing upon their application in various situations based upon their advantages

Unit 1. (a) Educational Measurement & Evaluation:

Types of Evaluation, Taxonomy of Educational Objectives (with special reference to Bloom's, NCERT and other contemporary ideas); Scales of Measurement

(b) Types of tests:

Theoretical description of tests in different domains:(i) Psychological tests, (ii) Educational tests (iii) Sociological measurements

Unit 2. Achievement Tests test items &Item Analysis:

Construction of different Objective items, Short Answer and Essay questions, Guidelines and scoring thereof Psychosocial Tests & test items: Construction of Attitude, Aptitude and Personality test items & Item Analysis thereof Other issues in Test construction: Criterion-oriented approach, Homogenous tests,Bi-polar domains of items, and tests for Special Purposes

Unit 3. Reliability & Validity:

Concepts, types and different procedures; Latent Trait Theory, ICC and ROC curves; and current developments in Measurement Norms: Concept, types (age, grade, percentile, sigma scores,T-scores, Sten scores and Stanines) and their preparation

Unit 4. Standardization of an Achievement Test: Concept, significance and procedure

Unit 5. Statistical techniques:

- (a) Correlation : Concept and methods- Bi-serial, Point bi-serial, Tetrachoric, Phi coefficient, Correlation ratio, tau, partial and multiple correlation, Non-parametric Tests of Association
- (b) Regression: Concept and methods: least squares, Bi-variate and Multi-variate regression analysis
- (c) Factor Analysis, Discriminant Analysis, Path Analysis: Concepts and analysis data using relevant Softwares such as Excel,SPSS, STAT, R, and other available softwares
- (d) Structural Equation Modelling: Concept & analysis

Practical Work:

1. *Developing a test and developing appropriate norms*
2. *Interpretation of computer output pertaining to Multiple regression, Factor analysis, Discriminant analysis, Path analysis, Structural Equation Modelling*

Suggestive Readings

Allen, M.J. & Yen, W.M.(2004). Introduction to Measurement Theory. Illinois: Waveland Press, INC.

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

Guba, E.G. & Lincon, Y.S.(1989). Fourth Generation Evaluation. London: Sage Publications.

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

Guilford, J.P. (1979). Psychometric Methods. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

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

Hinkle, D.E., Wiersma, W. & Jurs, S.G. (1994). Applied Statistics for Behavioural Sciences. Boston: Houghton Mifflin Company.

Kanvaria, V. K. (2011). Developing a Standardized Achievement Test. Germany: LAP.

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

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

- Nunnally, J.C. (1981). *Psychometric Theory* (Second Edition). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Popham, J.W. & Sirotnik, K.A. (1996). *Understanding Statistics in Education*. Illinois: F.E. Peacock Publishers, Inc.
- 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.
- Singh, A. K. (1992). *Research methods in psychology, sociology and education*. Delhi: Motilal Banarasidas.
- 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.
- Thorndike, R. L. (1951). Reliability. In E. F. Lindquist (Ed), *Educational measurement*. Washington DC: American Council on Education.
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M Ed Two Year Programme

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

Maximum Marks: 100

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, Kolmogorov-Smirnov tests (One sample & two samples), Sign test, Wilcoxon-Signed Rank test, 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.

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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.

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- Kerlinger, F. N. (1978). *Foundations of behavioural research*. Delhi: Surjeet Publications.
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- Mangal, S. K. (2009). *Statistics in psychology and education*. New Delhi: PHI Learning Pvt. Ltd.
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- Monge, P. & Williams, F. (2001). *Reasoning with statistics: How to read quantitative research (5th ed.)*. Orlando, Florida, USA: Harcourt College Publishers.
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- Muijs, D. (2004). *Doing quantitative research in education*. London: SAGE Publications.
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- 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.
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- 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.1 (n) : Equality and Education – Sociological Perspectives

Maximum Marks: 100

Rationale of Course

The concept of equality in Education is historically well established in our Educational discourse. The focus on this particular constitutional value is being increasingly felt in the contemporary times. Educational policies and reports of committees and commissions have time and again expressed their concerns on promoting equality for any progressive society. In fact, for teacher educators, public intellectuals and policy makers, it has acquired almost one of the most significant and unavoidable educational concern. 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. At the end of engaging with this course, the students would have met the following **Objectives**:

- Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a pluralistic social context and its relevance in the contemporary context of a globalised world.
- Examine how the quest for equality and self identity is a central concern in the processes of education.
- Nurture capacities to critically reflect on the socio- historical realities, cherish the human values of equity and tolerance and challenge the social forces that threaten these constitutional values.
- Promote democratic participation, challenge notions of patriarchy and the sociological discourse of equality in education.
- Investigate the policies of education and its praxis in the context of India and analyse the critics and alternatives generated by the exponents of equality in the Indian Society.

Unit 1 Introduction: Sociological Perspectives

Class, Status, Ethnicity, Sex, Caste and Religion as categories of analysis in the Sociology of Education.

Unit 2 –Relation between Education, Mobility, Educational Opportunity and Social Change

- "The Equality of Educational Opportunity" Debate in India with special reference to Muslims, Scheduled Castes/Tribes and Women.
- Alternatives in Education
- the De-schooling movement

Unit 3- Critical Perspectives in Education.

The issues of representation in School Education and Higher Education.

- Qualitative and Quantitative representations.
- Religion, Caste and Gender.
- Equality and Inclusive Education.

Unit 4-The New Sociology of Education.

Unit 5- Studying Dalit Literature as protest, liberating memories and assertion for Equality.

Study of Dr. Ambedkar and Phule's writings.

- Assembly Debates
- New challenges

Unit 5- Studying Educational Experiences of Marginalised Groups

- Autobiographies, novels, poetries and other forms of expression
- Documentaries and films

Term Paper and Seminar Presentations

- Critical analysis of Dalit Literature
- Treatment of Deprived classes in Print and Electronic media

Suggested Readings

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) *The Politics of the Textbook*, Routledge, New York.
- 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.
- CIE, Department of Education, University of Delhi (2007)-Conference on Indian Muslims.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press, London
- Gupta, Ramanika (2012). *Dalit Chetna*, Navchetna Prakashan, Delhi
- Ilaiah, Kancha (1996). *Why I Am Not a Hindu: A Sudra critique of hindutva philosophy, culture and political economy*. Samya, Calcutta translated in hindi by Om Prakash Valmiki and published by Bhatkal and Sen).
- Illiich. Ivan (1989). *Deschooling Society* (available in hindi also as *Paathshala bhang kar do* -translation by Indu Prakash Kanungo, Madhya Pradesh Hindi Granth Akademi)
- Kumar, Krishna (1992, 3rd edition in 2004). *What is Worth Teaching*, Orient Blackswan, Delhi
- Kumar, Krishna (1991) *Political Agenda of Education* Sage, Delhi
- Matthews, J.C. (1985) *Examinations: A Commentary*. George Allen

- MHRD- National Policy on Education(1986),Delhi
- MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society,Delhi
- 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(April 2009).Textbook regimes:a feminist critique of nation and identity. New Delhi
- Nyugi &Thyongo(19) Bhasha ,sanskriti aur rashtriya asmita. Saransh,Delhi
- Omvedt.G.(1971).Jotirao Phule and the ideology of social revolution in India',Economic and Political Weekly,6 (37):1969-78.
- Phule,Mahatma Jyotirao, (1996).Kisan ka kora (hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Sadhane Prakashan Samiti,Mumbai)
- Phule,Mahatma Jyotirao, (1996).Ghulamgiri; hindi translation by Prof Ved Kumar Vedalankar,Mahatma Jyotirao Prakashan Samiti,Mumbai
- Razzack,Azra(1994).Muslim hone ki pehchaan.Hans,Delhi

M Ed Two Year Programme

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

Maximum Marks: 100

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 processes.

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, Saansh 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
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- NCERT-National Curriculum Framework 2005, N.C.E.R.T. New Delhi
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- 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 its 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.

M Ed Two Year Programme

P.3 : Personality, Learning and Cognition : A Foundational Perspective

Maximum Marks: 100

Course Vision

This course aims to promote understanding of the major theoretical traditions in personality, learning and cognition, situating them in their socio-historical context. It examines the assumptions, debates, dialectics and shifting stance across these traditions. It builds a nuanced understanding of the developmental, contextual and cultural differences in the ways individuals think, learn, develop and experience the world. Finally, it provides perspective on the contributions of each tradition to educational inquiry, research and discourse building. The organic unity between personality, learning and cognition constitutes the running thread along which the course has been visualized.

Unit I: Perspectives in Personality

- The Psychoanalytic and Neo-Freudian Perspective: Sigmund Freud, Carl Jung and Alfred Adler
- The Dispositional Perspective: Hans J. Eysenck
- The Learning-Behavioral Perspective: B.F. Skinner
- The Humanistic-Existential Perspective: Abraham Maslow, Carl Rogers, Rollo May

Each perspective will be discussed with reference to the basic assumptions about human nature, methodological stance, conceptualization of personality, the processes and dynamics of personality development and the notions of a healthy personality.

Unit II: Perspectives on the Nature of Human Learning and Cognitive Development

- The Behaviourist Perspective: (Classical and Operant Conditioning)
- The Psychometric Perspective (Guilford's Structure of Intellect Model)
- The Piagetian and Neo-Piagetian Perspective
- The Cognitive Information Processing Perspective (Sternberg's Triarchic Theory)
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Howard Gardner)

Each perspective will be critically analyzed in the context of its epistemological understanding, ways of inquiry; view of human mind, learner agency, learning; nature of knowledge and the ways in which this knowledge is transmitted, acquired or constructed; pedagogic beliefs, practices and possibilities.

Unit III: Contemporary Issues, Debates and Research Trends in Personality, Learning and Cognition

- Significant Trends in Personality and Human Development Studies

- Research Trends in Learning and Cognition
- Methods, Strategies and Tools of Research
- Importance of Culture and Context
- Ethical Issues and Concerns

Suggested 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.

Allen, Bem, P. (2000) *Personality Theories: Development, Growth and Diversity*, Boston: Allyn and Bacon.

Bandura, A. (1986) *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice Hall.

Beilin, H. & Pufull, P. (1992) *Piaget's Theory: Prospects and Possibilities*. Hillsdale, NJ: Erlbaum.

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

Buss, Arnold (1995) *Personality: Temperament, Social Behaviour and the Self*. Massachusettes: Allyn and Bacon.

Cianciolo, A. T., & Sternberg, R. J. (2004) *Intelligence: A brief history*. Malden, MA: Blackwell Publishing.

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

Driscoll, M.P. (2004) *Psychology of Learning for Instruction*. (3rd Ed.). MA: Pearson Education.

Engler, Barbara (2006) *Personality Theories: An Introduction*. Boston: Houghton and Mifflin.

Flavell, J. H., Miller, P. H. & Miller, S.A. (2001) *Cognitive Development* (4th Ed.). Pearson Education.

Fox Dennis, Prilleltensky I. & Austin, S. (2009) *Critical Psychology: An Introduction*. London: Sage.

Friedman, Howard, S. & Schustack, Miriam, W. (2003) *Personality: Classic Theories and Modern Research*. New Delhi: Pearson Education.

Gardner H. E. (1995) *Reflections on Multiple Intelligences: Myths and Messages*. (pp. 77, 200-209). Phi Delta Kappan International.

Gardner, H. E. (2006) *Multiple Intelligences: New Horizons*, NY: Basic Books.

Gardner, H.E. (2011) *The Unschooled Mind: How Children Think and How Schools Should Teach*. NY: Basic Books.

- Ginsburg, H. & Opper, S. (1988) *Piaget's Theory of Intellectual Development*. Englewood Cliffs, NJ: Prentice Hall.
- Hall, Calvin & Lindzey, Gardner (2004) *Theories of Personality*. New Jersey: Prentice Hall.
- Hergenhahn, B. R. & Olson, M. H. (2003) *An Introduction to Theories of Personality*. New Jersey: Pearson.
- Hjelle, L. A. & Ziegler, D. J. (1992) *Personality Theories: Basic Assumptions, Research and Applications*. New York: McGraw Hill Inc.
- John, R., Grindstaff, L. & Cheng Lo, M. (2015) *Handbook of Cultural Sociology*. NY: Routledge.
- Kityama, S. & Cohen, D. (2007) *Handbook of Cultural Psychology*. New York: The Guilford Press.
- Leach, Jemmy and Moon Bob (1999) *Learners and Pedagogy* (eds.). London: Paul Chapman Publication and The Open University.
- Miller, P. A. (2010) *Theories of Development Psychology* (5th Ed.). NY: Worth Publishers.
- Olson, David R. & Torrance, Nancy (1996) *The Handbook of Education and Human Development: New models of learning, teaching and schooling* (ed.). Cambridge: Blackwell.
- Pervin, L. A. & John, O. P. (2006) *Handbook of Personality: Theory and Research*, New York: Guilford Publications Inc.
- Robson, S. & Quinn, S.F. (2015) *The Routledge Handbook of Young Children's Thinking and Understanding* (Eds). NY: Routledge.
- Van Der Veer, R., & Valsiner, J. (1991) *Understanding Vygotsky: A quest for synthesis*. Oxford: Blackwell.
- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge: Harvard University Press.

M Ed Two Year Programme

P.4 : Teaching and Teacher Education: An Interdisciplinary Perspective

Maximum Marks: 100

Rationale

The objective of the course is to enable students to develop an understanding of teacher education and the theoretical orientations and paradigms that describe it. Students are expected to engage with the discourse on teacher education, to understand the important concepts, issues and debates in teacher-education and relate these to real life settings. This requires building an inter-disciplinary perspective (based on the philosophical, sociological, psychological and historical aspects) on the processes of teacher education, including teaching, learning and learning how to teach. It will enable them to deepen their understanding of teacher education so that they can better analyse the practice, provisions and policy that are critical within the professional context. Such a study would enable the capacity of students to formulate responses to the realities of teacher education. An understanding of contemporary issues and discourses would enable students to further develop critical and evaluative skills and to explore avenues to undertake research in teacher education. Thus, teacher education, in this sense, may be understood both as a perspective as well as an area/field of inquiry.

The course will include selections from theoretical readings, analysis of data and personal field engagement through project work, survey and case study.

Objectives

To enable students

- To gain an insight and reflect on the concepts, debates, development and status of teacher education.
- To understand that there is knowledge related to Teacher–knowledge with its philosophical, sociological and psychological underpinnings.
- To understand the issues of initial teacher preparation and continued professional development of teachers.
- To critically examine the policy imperatives in teacher education and the role of agencies and regulatory bodies for quality, including the issue of governance in teacher education.

Unit I: Evolution and Development of Teacher Education

- Studying Teacher Education: its Meaning, scope and significance; Teacher education as an interdisciplinary perspective
- Theoretical perspectives and paradigms in Teacher Education; Interface between Conceptual orientations and Evolving a coherent perspective on teaching, learning and learning to teach; Directions for educating teachers; Teachers' role ,Knowledge for teaching, and learning to teach in relation to it.
- Development of Teacher Education in India: Critical understanding of the dominant frameworks of pre service and in service teacher education including institutional structures, culture and programme design in a historical & contemporary perspective; Lessons drawn from other countries.

Unit 2: Perspectives on Teachers and Teaching

- Examining the notions of a Teacher and Teaching in the ideas of thinkers/ writings of Dewey, Freire, Giroux, Hirst and Schon and Indian thinkers such as Gandhi and J. Krishnamurti,
- Teacher as Critical Pedagogue, Cultural worker, Intellectual, Reflective Practitioner
- Teachers and Knowledge: Critically examine teacher beliefs, values, assumptions about children, learners, learning, teaching and knowledge; understanding teacher knowledge in terms of subject content, pedagogical approaches, socio-cultural context of children and diversity in society and its interface with the classroom.
- Teachers and their Identity: Theoretical perspectives; Historical and contemporary perspectives; Multiple identities of teachers in India; Changing notion of teachers in India (from Guru to Professional); understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher

Unit 3: Understanding Teacher Education in a Social Context

- Socio-cultural context of teachers: Status of teachers in Society; examining the position of teachers within the socio-psychological, cultural, economic and political context in a historical and contemporary perspective and its impact on teacher education
- Understanding teachers and teaching within the larger education system: the school system; social and work status; teacher professionalism; teacher control and agency; and the changing profiles of teachers' work and working conditions.
- The contemporary social demands from a teacher; studying the changing demography of teachers including the feminisation of the teaching profession and the gendering of school teaching.

- Role of socio-political-economic factors in teacher education: Teacher education in the Neo-liberal context

Unit 4: Perspectives in Teacher Preparation and Teacher Development Programmes

- Programme Structure and Curriculum Framework- Paradigms/Themes that underlie the structure of teacher education programmes; Structural and Conceptual Alternatives
- Curriculum Orientations and Models – Behaviouristic, Personalistic, Traditional-craft and Inquiry – oriented; Approaches to development of Curriculum of pre-service teacher-education –Student-teacher centered, Teaching centered / Situation based, Society – centered; Transacting the curriculum – challenges and alternatives; Inter-play between generic and subject – specific issues in curriculum; Pedagogy and Assessment; Best teaching practices
- Processes of teacher education – Training within teacher preparation; Technology and teacher education; Student- teaching, its supervision and assessment; Student – teaching- Issues of Length, Activities and Site; Patterns--Practice teaching , Intermittent Teaching, Block Teaching and Internship
- Planning and Organizing Teacher Education at different levels of school education, Role of SCERT, DIETs, BRCs & CRCs in Teacher Support (i.e. National, State and regional bodies)
- Professional Development of Teachers- Meaning, Nature and Scope; Place of professional knowledge, understanding, skills, values and attitudes, Ethics of Teaching; Transition from being a student-teacher to a beginning teacher-understanding the process by taking up case studies and teacher narratives; In-service Teacher Education – Concerns, Issues and Challenges; Shift in perspectives ,practice & approaches; Innovative programmes for practitioners

Unit 5: Policy Imperatives in Teacher Education

- Study and Analysis of documents from the post-independence and the contemporary period such as the National Policies on Education; the National Curriculum Frameworks on Teacher Education; the National Commission on Teachers; the RTE Act and the Justice Verma Commission
- How National Policies on Education have viewed teacher education : a Critique
- Quality and Regulatory Dimension – Strengthening the regulatory framework of teacher education ;Genesis of NCTE; Role and functions of NAAC as a body; Other Apex agencies
- Future Development of Teacher Education in India – Building a Vision of an Institution of Teacher Education; Policy Directions and Programmatic Thrusts

- Policy Making and Teacher Education, including issues of financing; Issues of governance and maintaining standards

Enabling students to understand the crisis in Teacher Education (TE), especially in the Indian context, and engaging with problems/critical questions would be an important part of this unit. Readings and discussions would focus on issues such as, Why did TE need a Regulator? Why does development in TE not lead to a corresponding development / reforms in school education, thereby, leaving a huge gap between the two?

Unit 6: Research in Teacher Education

- Integrating inter-disciplinary knowledge through researches in Teacher education
- Teacher Education as a field of inquiry ; Grounding in theoretical and methodological understanding of the field of teacher education through research; Identifying Themes and Issues for research
- Philosophical and Sociological inquiry in teacher education; Historical studies of teacher education; Implications of psychological research on student learning and teaching for teacher education; Research in Curricular Areas, Areas of Inclusive Education, Gender, ICT, Art and Craft etc.
- Research to foster teachers' knowledge, understanding and practice;
- Future research and strategic planning in Teacher Education :Profiling the Teacher: Some conceptual issues;; Studying biographies of teachers ,Understanding the professional demands & personal needs of teachers, Developing the profile of a teacher to inform the design of teacher education curriculum

Practicum

The students undertake the following tasks- Study Biographies of Teachers and Develop Teacher Profiles within historical and contemporary perspectives, Design material for education of future teachers and research an aspect of teaching in their subject, Take up an in-depth case study of a Teacher education Institution.

LIST OF READINGS

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol. 6, No.2 pp 151-182.
- Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster.
- Bartolome, L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. *Harvard Educational Review*, 64,173-194.
- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. *Economic & Political Weekly*, Oct.1-7,4347-4356.
- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing a Research Agenda. *Education as change*, Vol. 18,S5- S 18.
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- Beijaard, D., Meijer, P. C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Elsevier: *Teaching and Teacher Education*, 20, pp. 107-128.
- Cochran- Smith, M. (Ed) (2008). *Handbook of Research on Teacher Education: Enduring questions in changing contexts* (3rd ed.). New York: Routledge.
- Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company.
- Fives, H. & Gill, M. Gregoire (Ed.) (2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge.

Articles:

- Relationship between Teachers' Beliefs and Teachers' Practices-M. M. Buehl & Jori S. Beck
- Teachers' Beliefs about Teaching (and Learning)- H. Fives, N. Lacatena & L. Gera
- Giroux, H. (1988). *Teachers as Intellectuals* .USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education- Major Themes in Education*. London: Routledge.

Articles:

- Teachers –made not born? –John F. Fulton
- Teaching student-teachers to reflect- K. Zeichner and D. Liston
- Teacher Professionalism in New Times- G. Whitty
- The theory-practice relationship in teacher training- Paul Hirst
- Rival conceptions of practice and teaching- David Carr
- Constructivism Examined- R. Fox

- Houston, W. R. (Ed)(1990). Handbook of Research on Teacher Education, Macmillan Public Co.

Articles:

- Philosophical Inquiry in Teacher Education- R.F. Floden & M. Buchmann
- Foundations of Education in Teacher Education-K. M. Borman
- Student-teaching and School Experiences-E. Guyton and D. J. McIntyre
- Korthagen, Fred A. J. & Kessels, Jos P.A.M. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, Vol. 28, No. 4, pp. 4-17.
- Krishnamurthy, J. (1974). On Education. New Delhi: Orient Longman.
- Kumar, K. (2005). Political Agenda of Education: A study of colonialist and nationalist ideas (2nd ed.)New Delhi: Sage Publications.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 & 3.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
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- Newman, S. (1999). Philosophy and Teacher Education: A reinterpretation of Donald A. Schon's Epistemology of Reflective Practice. London: Avebury.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49
- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. *American Journal of Education*, Vol. 100, No.3, pp.354-395
- Saha, L.J. & Dworkin, A.G. (Ed.) (2009). International Handbook of Research on Teachers and Teaching, Vol. I & II. Springer.
- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. *Harvard Educational Review*, 63,Pp 163-182.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.

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 Commissions.

The second decade: Study of Naik's retrospective 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 education in Nepal and Sri Lanka.

Struggles for change in education through innovation; Contextualizing innovative institutions and programmes: Nai Talim; 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) *Reconceptualizing 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).

- 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

- Elkind, David (1976) *Child Development and Education—a Piagetian Perspective*, Oxford University Press.
- Gould, S.J. (1981) *The Mismeasure of Man*. NY: W.W. Norton.
- Henriques, J., Hollway, W., Urwin, C., Venn, C. and Walkerdine, V. (1984) *Changing the Subject: Psychology, Social Regulation and Subjectivity*. London: Methuen.
- Lather, P. (1991) *Getting Smart: Feminist Research and Pedagogy With/in the Postmodern*. NY: Routledge.
- Sternberg, R.J. (1985). *Beyond IQ: A Triarchic Theory of Human Intelligence*. NY: Cambridge University Press.
- Wooldridge, A. (1997) *Measuring the Mind: Education and Psychology in England, c.1860-c.1990*. Cambridge: Cambridge University Press.
- 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

- 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.
- Burman, E. (1994/2008) *Deconstructing Developmental Psychology*. London: Routledge.
- Morss, J. (1996) *Growing Critical: Alternatives to Developmental Psychology* London: Routledge.
- 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.
- Slater, Alan and Quinn, Paul (eds). (2012). *Developmental Psychology: Revisiting Classical Studies*. Sage Publications India Pvt. Ltd., New Delhi.

Unit 3

- 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.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18, 32–42.
- Piaget, J. (1970). *Science of education and the psychology of the child*. (D. Coltman, Trans.). New York: Orion Press.
- Bruner, J. S. (1996). *Culture of education*. Cambridge, MA: Harvard University Press.
- 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 Sociocultural 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

Maximum Marks: 100

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, politics and 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 Arbor, 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 Keynesianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbor, 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 Arbor, 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.



UNIVERSITY OF DELHI



दीप से दीप जले

**CENTRAL INSTITUTE OF EDUCATION
DEPARTMENT OF EDUCATION**

PROSPECTUS - 2008

MASTER OF PHILOSOPHY (M.PHIL.)

Department of Education
University of Delhi

Master of Philosophy (M. Phil.) Programme

ADMISSION SCHEDULE - 2008 - 2009

August 1 - August 11, 2008	10:00 am - 1:00 pm	Sale of Prospectus
August 11, 2008 Monday	10:00 am - 4:00 pm	Last date for the submission of Application Forms
August 14, 2008 Thursday	4:00 pm	Display of list of Candidates eligible for Written Test and Defence of Statement of Purpose.
August 18, 2008 Monday	10:00 am	Written Test at the Department of Education, University of Delhi
August 20, 2008 Wednesday	10:00 am	Defence of Statement of Purpose at the Department of Education, University of Delhi
August 22, 2008 Friday	3:00 pm	Display of list of candidates short-listed for Interview
August 25, 2008 Monday	10:00 am	Interviews at the Department of Education, University of Delhi
August 28, 2008 Thursday	4:00 pm	Display of list of Candidates recommended for admission
September 1 - 3, 2008 Monday - Wednesday	10:00 am - 1:00 pm	Fee Submission
September 3, 2008 Wednesday	2:30 p.m.	Meet the Faculty
September 4, 2008 Thursday	upto 4:00 pm	Submission of Options
September 8, 2008 Monday	10:00 am	Classes commence

and five Pentium-IV systems provide excellent facilities for analysis of both quantitative and qualitative data, production of publication-quality graphics, word processing and much more. A short duration skill development training programme is organized to facilitate general computer literacy amongst students. The Institute's Psychology Laboratory is equipped with a variety of tests relating to diverse domains of Psychology and Education. There is an archival collection of tests and material reflecting the experimental origin of the discipline. The lab is meaningfully used as an academic space, a workshop space and a creative space for co-curricular activities. In addition, students can also refer to MACESE library, a repository of documents ranging from academic theory, teachers resources to classroom-based research and children's literature. Shaktibhawan and Shreebhawan, the hostels, which house 23 men and 24 women are an integral component of CIE's campus life.

The M.Phil. Programme is a crucial preparatory programme for prospective researchers at the pre-doctoral level. The programme is designed to give students a firm grounding in educational research and to build conceptual foundations in specific areas of advanced studies in education. M.Phil. Programme is intended for students with professional goals as educational practitioners in various settings, which might include careers as college and university faculty; researchers, managers and development professionals in government, non-government and autonomous research organizations and development agencies; policy analysts, planners, educational consultants; academic and professional leaders in school system etc.

Designed with the objective of enhancing students' conceptual and analytical understanding of educational theory and practice, the M.Phil. Programme is

The Master of Philosophy (M.Phil.) Programme in Education

Course Structure and Contents

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.

Fontana, Andrea and James H. Frey. "THE INTERVIEW From Structured Questions to Negotiated Text." Denzin, Norman K. and Yvonna S. Lincoln., eds. Handbook of Qualitative Research . Thousand Oaks: Sage Publication, 1999. 645-672.

Ho, Hsiu-Zu, et al. "Developmental Research : Theory, Method, Design and Statistical Analysis." Green, Judith L., Gregory Camilli and Patricia B. Elmore, eds. Handbook of Complementary Methods in Education Research. Mahwah,NJ: Lawrence Erlbaum Associates, 2006. 207-225.

James, Allison. "Ethnography in the Study of Children and Childhood." Atkinson, 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.

New Course

B-4 (Culture, Cognition And Pedagogy)

Prof. Bharati Baveja

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 Development 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 Sociocultural 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 Development 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

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, IAS, 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.

M. Phil. Course

B-8: Advanced Psychometry

(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.

Objectives:

- (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.

B-13 (Science, Society and Education)

**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 Subramaniam, 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 Sarukai, 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). 'Science,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 Women'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,September 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 education; 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.

Shukla, 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>

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

M.Phil Course

B-17: Philosophy of Education

Dr. Jayshree Mathur

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 is 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, Knowledge & 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 Minnesota 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.

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

Alexander, 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-conservatism, 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: Problematizing 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: Routledge.

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: Routledge.

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:Routledge.

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. Lincoln (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 anthropology, in N.K. Denzin and Y.S. Lincoln (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 Publications.

Suggested Readings

Cochran-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.

B-27 (Special Education: Issues & Challenges)

-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 prospective 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.
- (γ) 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.

New Course

B-29 (Literacy: Processes and Practices)

-Dr. Shobha Sinha

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 1: 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.

Reading List

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)Theoretical 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 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., Shimizu 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 cage. 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 Bourdieuan analysis*. In P. Valero & O. Skovsmose(Eds.), *Mathematics education and society* (Vol. 2, pp. 512-521). Helsingør, Denmark: Centre for Research in Learning Mathematics.

B-31(Education, Youth & Democracy)

Dr. Pankaj Arora

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.

Descriptive note about the Course:

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, Albany. 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>*

SM
M.Phil. Course

Social Theory of Education

The main objectives of this course are:

- i. To enable the student to recognize the nature and problems of theorizing in education from a social perspective;
- ii. To introduce the student to a selection of readings representing the theoretical insights into education derived from historiography, political philosophy, sociology, anthropology and economics. Students will be expected to locate other readings of their interest.
- iii. To encourage students to engage with problems of education by using the theoretical approaches introduced in the course.

Apart from the specific readings mentioned in the outline given below, students are expected to read as many titles as they can from the list of books given at the end. The course will proceed with the help of discussion on the assigned readings. Students will be expected to develop their own additional reading lists and bring in ideas from their specific sphere of interest.

Course Outline and Readings

Unit 1: Theory and Metaphor

- ✓ 'Metaphors of Educational Discourse': William Taylor
- Allegory of the Cave: Plato
- ✓ 'Seed and Earth' (Leela Dube: *Anthropological Explorations in Gender*)

Unit 2: Construction of Social Reality

- 'The Social Construction of Reality' (Peter L. Berger and Thomas Luckmann) ✓
- 'Sociology for the Educator and Sociology of Education' (Karl Mannheim)
- 'Children and the Past' (from *Prejudice and Pride* and 'Litter in Lahore' from *Battle for Peace* (Krishna Kumar) (Both available in Hindi)

Unit 3: Freedom, Equality and the Individual

- 'The Concept of Equality of Educational Opportunity' (Coleman)
- 'The Subjection of Women' and 'On Liberty' (John Stuart Mill) (Hindi translation by Pragati Saxena)
- ✓ 'Individuality and Experience' (John Dewey)

Unit 4: *Culture and Ethos*

- ✓ 'Pedagogizing Knowledge: Studies in Recontextualizing' (Basil Bernstein)
- 'My Learning' (Sonia Kadyan; *Seminar*, 592) -
- ✓ Bourdieu's concept of 'Habitus' ('The Phenomenological Habitus and its Construction' (Nick Crossley; *Theory and Society*; 30: 1, 2001; pp. 81-220)

Unit 5: *Economics of Modernity*

- Excerpts from '*Division of Labour* (Durkheim)
- ✓ '*Human Capital Concepts*' (Maureen Woodhall in *Education: Culture, Economy, Society*, eds. A.H. Halsey, et al)
- ✓ 'Post-liberal Democracy?' (C.B. Macpherson, *Democratic Theory*)

Recommended Books

- Official Knowledge: Michael Apple
- Class, Codes and Control: Basil Bernstein
- Actual Minds, Possible Worlds: Jerome Bruner
- What is History?: E.H. Carr
- Politics of Education in Colonial India: Krishna Kumar ✓
- Introduction to the Sociology of Education: Karl Mannheim
- The Sociological Imagination: C.Wright Mills:



Department of Education
University of Delhi

Master of Philosophy (MPhil) Programme
Doctor of Philosophy (PhD) Programme

PROSPECTUS - 2013

Important Information

This is a combined prospectus for the MPhil and PhD Programmes of the Department of Education. M.Phil. admissions for the full-time and part-time programmes are conducted annually at the beginning of each academic year in July – August.

PhD admissions are conducted twice in each academic year in July – August and January – February. PhD is a rigorous programme of four years duration, requiring candidates admitted to the programme to be full-time scholars at the Department for a period of two years. Only those candidates who strictly meet the eligibility requirements of the PhD Programme and are committed to serious research, are encouraged to apply.

The Written Test for the M.Phil. Programme and for PhD candidates applying in July – August will be common.

For details please refer to the specific sections of this Prospectus.



Central Institute of Education
Department of Education
University of Delhi
33, Chhatra Mag, Delhi - 110 007
Tel. : 011-27667030, 27667509
Fax : 011-27667925
Website : <http://cie.du.ac.in>

Doctor of Philosophy (PhD) Programme in Education

The Doctoral Programme in Education aims to develop an understanding of research, public policy and educational practice, and the relationships among them. It begins with a study of specific courses followed by rigorous research leading to a dissertation.

The course work gives students the opportunity to study individualized courses that are tailored to suit their research interests. These could be a combination of courses designed within the Department of Education and those chosen from courses across disciplines offered by other departments of the University of Delhi, including courses on qualitative and quantitative research methods. The doctoral program is based on the premise that rigorous research will help develop a cadre of professionals who can develop specialised knowledge in areas of educational practice and public policy. The programme prepares students to assume roles as university faculty members, senior-level educational leaders, professional practitioners, policy makers, and researchers.

Prospective students should investigate the research interests of the Department faculty, and discuss courses that can be offered in order to complete the application for admission.

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

संदर्भ ग्रंथ सूची:

1. अनामिका (1999), 'स्त्रीत्व का मानचित्र, दिल्ली : सारांश प्रकाशन।
2. उपाध्याय रमेश एवं उपाध्याय संज्ञा (सं.) (2012), 'स्त्री सशक्तिकरण की राजनीति, नई दिल्ली : शब्दसंधान प्रकाशन।
3. खेतान प्रभा (2008), 'स्त्री उपेक्षिता, नई दिल्ली : हिन्द पॉकेट बुक्स।
4. चतुर्वेदी जगदीश्वर एवं सुधा सिंह (सं.) (2004), 'स्त्री अस्मिता साहित्य और विचारधारा, कोलकाता : आनंद प्रकाशन।
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6. देसाई नीरा एवं ठक्कर उषा (2011), 'भारतीय समाज में महिलाएं, इंडिया: नेशनल बुक ट्रस्ट।
7. देशपांडे वैशाली (2007), 'स्त्रीवाद और महिला उपन्यासकार, कानपुर : विकास प्रकाशन।
8. पाठक विनय कुमार (2009), 'स्त्री विमर्श पुरुष रचनाधर्मिता के विशेष संदर्भ में, दिल्ली : भावना प्रकाशन।
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11. वोल्स्टनक्राफ्ट मेरी (2009), 'स्त्री-अधिकारों का औचित्य-साधन, नई दिल्ली : राजकमल प्रकाशन।
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13. सिंह वी. एन एवं सिंह जनमेजय (2010), 'आधुनिकता एवं नारी सशक्तिकरण, जयपुर : रावत पब्लिकेशन।

1. Bhasin, Kamla. (2011). *Understanding gender*. Delhi: Women Unlimited.
2. Dube, Leela. (1988). On the construction of gender: Hindu Girls in Patrilineal India. *Economic and Political Weekly*, Vol. 23.
3. Dube, Leela. *Women Kinship: Comparative Perspectives on Gender in south and south-east Asia*. New Delhi: Vistaar Publications.
4. De Beauvoir, S. (1983). *The Second Sex*. Harmondsworth: Penguin. (Book Two).
5. Jaggar, A. (1983). *Feminist Politics and Human Nature*. Brighton: The Harvester Press.
6. Leacock, E. (1978). Women's Status in Egalitarian Societies: Implications for Social Evolution. *Current Anthropology*, 19(2), pp. 247-75.
7. MacCormack, C. & M, Strathern. (ed.). (1980) *Nature, Culture and Gender*. Cambridge: Cambridge University Press. (Chapter I).
8. *National Focus Group on Gender Issues In Education*. (2006). NCERT.
9. Rege, Sharmila. & Chanana, karuna. (ed.).(2003). *Sociology of Gender*. New Delhi: Sage Publications.
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13. Tondon, Neeru. (2008). *Feminism: A Paradigm Shift*. New Delhi: Atlantic Publishers & Distributors.

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.

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- Balakrishnan, Vijayalakshmi. (2011). *Growing Up and Away - Narratives of Indian Childhoods Memory, History, Identity*. OUP. (Selections)
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- 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)
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- 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

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- 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.
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- 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:
 - FOCUS Report (2006),
 - Learning without burden report (1993),
 - National Curriculum Framework (2005),
 - Probe Revisited
 - UNICEF Reports,
 - ECCE Policy 2013
 - RtE Act 2009, Child Labour Act 1986 and Juvenile 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
- Paebter, 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); essentialized 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.

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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

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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

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Gilligan, Carol. 1982. *In 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 to Sexual Health and Rights: A Study of Law and Policy in 12 Asian Countries*, Kuala Lumpur: The Asian-Pacific Resource 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 1 May 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)*.

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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 losing 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.

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Policy documents:

Historical writings on language policy

Assembly debates

Readings on Equality and marginalization in Education

Prof. Sadhna Saxena

Dec. 7, 2015

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

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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

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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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