Childhood, Society and Education

Aims of the Course

This course will attempt to study how childhood unfolds when situated in the broader socio-political context of society. The larger aim is to relate this understanding to educational contexts, policy and practice. The notions and conceptualizations of childhood drawn from various disciplinary perspectives, particularly Sociology, Psychology and Childhood Studies will be studied in detail. Reflecting on the spectrum of childhoods that exist and diversity in the experiences of children, the course will build perspective on the universalism-contextualism debate and the singular- multiple childhoods debate that mark the understanding of childhood in India. An important aim of the course is to understand developmental aspects related to childhood and study the implications for early childhood education that stem from them. Understanding the basis of early childhood education and examining curriculum and best practices are also important aims of the course.

Course Objectives:

- Build understanding about the concept and debates related to childhood.
- Examine childhood in the matrix of social structures, processes and relationships, and as a developmental and social construct.
- Build perspective emerging from discourses on childhood, the experiences of children and practices in Early Childhood Education.
- Critically understand, appreciate, situate and plan professional work/research involving children and issues related to early childhood education.

Course Contents

Unit 1: The Institution of Childhood: Historical and Contemporary Constructions

- Perceptions and Definitions:

- Perceptions about children and childhood
- Socio-cultural and age-stage debates in defining childhood
- Children in History, Literature, Psychology, Philosophy, Anthropology: A Survey through selected excerpts
- The varying concept of childhood: Socio-historical evolution and socio-demographic factors
- Examining developmental processes and trends that mark childhood

Unit 2: Adults, Society and Childhood: Institutional Spaces
- Family, work and productivity
- Educating and schooling children: Socialization, cultural reproduction, Learning, and resistance
- Media, market and global culture: Cultural politics of childhood

Unit 3: Experiences and Life worlds of Children:
- Exploring children's socio-cultural and emotional worlds
- Interacting with and listening to children
- Representations of Childhood in media and literature

Unit 4: Policy and Practices in Early Childhood Education:
- Child rights and Human Rights
- Policy perspectives, challenges and problems
- Critical Study of select ECCE Programmes

Reading List and Resource Material:
— Anandalakshmy, S. & Bajaj, M. (1982). Childhood in the weaver's community in Varanasi: Socialisation for adult roles. In Sinha, D. (Ed.) *Socialization of the Indian child* (pp. 31-38). New Delhi: Concept Publishing Company.
— Aries, Philippe. (1962/1960). Centuries of childhood (trans. Robert Baldick). London: Jonathan Cape.
— Balagopalan, S. (2008). Memories of tomorrow: children, labor, and the panacea of formal schooling. *The Journal of the History of Childhood and Youth*, *1*(2). 267-285.

— Balagopalan, S. (2011). Introduction: Children's lives and the Indian context. *Childhood*, *18*(3), 291-297.

— Balakrishnan, Vijayalakshmi. (2011). *Growing Up and Away - Narratives of Indian Childhoods Memory, History, Identity*. OUP. (Selections)

— Behera, D.K. (Ed.). (2007). *Childhoods in South Asia*. Delhi: Pearson Education. (Introduction) (115.40954, AUD-KG)

— Berns, M. (2012). *Child, family, school and community: Socialization and support*. Wadsworth: Cengage Learning

— Brown, B.B., and T.S. Saraswathi et. al. (2002). The kaleidoscope of adolescence: experiences of the world's youth at the beginning of the 21st century. In B. Bradford Brown, Reed W. Larson and T. S. Saraswathi (Eds.), The world's youth: Adolescence in eight regions of the globe, pp. 1 - 10. Cambridge University Press. (personal copy, also on http://assets.cambridge.org/97805218/09108/excerpt/9780521809108_exc erpt.pdf)

— Chatterjee, M. (2006). Decentralised childcare services: the SEWA experience. *Economic and Political weekly*, 3660-3664.

— Chaudhary, N. (2009). Families and children in poverty: Objective definitions, subjective lives. In A. C. Bastos & E. P. Rabinovich (Ed.), *Living in poverty: Developmental poetics of cultural lives*. Charlotte, NC: Information Age.

— Giroux, Henry. (1996). Animating the youth: Disneyfication of children's culture. In *Fugitive cultures, race, violence and youth*, pp.89 – 114. London: Routledge.

— Holt, John. (1974). *Escape from childhood*, pp. 1 – 19, 57 - 69. Bhopal: Eklavya. (Chapter 1).

— Holt, Louis (Ed.). (2011). Geographies of children youth and families – An international perspective. Routledge. (Introduction).

— Hopkins, L. and Sriprakash, A. (Eds.). (2015). *The 'Poor Child': The cultural politics of education, development and childhood*. London: Routledge. (Relevant chapters)

— Iralu, Easterine. (2007). *A terrible matriarchy*. Zubaan.

— Jenks, Chris. (2005). *Childhood* (2nd ed.). Abingdon: Routledge.

— Kakkar, Sudhir. (1978).The inner world: A psycho-analytic study of childhood and society in India. Delhi: OUP. (personal copy)

— Kaul, V. (2012). Can early childhood care and education help overcome family and social disadvantage – evidence from India. In Kapur. M, Koot. H. M, Lamb.M.E (Eds.) *Developmental psychology and education: Bridging the gap* (pp. 114-133). New Delhi: Manak.

— Kaur, B. (2006). Nineteenth century missionary infant schools in three colonial settings: The experience in India, New Zealand, and Canada. Conference paper. *Reconceptualizing early childhood education: research,*

theory and practice, Rotorua, New Zealand. Retrieved from: https://education.waikato.ac.nz/research/files/default/9G_Baljit_Kaur.pdf

⸺ Kumar, K. (2006). Childhood in a globalising world. *Economic and Political weekly*. 4030-4034.

⸺ Kumar, K. (2010). Culture, state and girls: An educational perspective. *Economic and Political Weekly*, *45*(17), 75-84.

⸺ Lee, N. and Motzkau, J. (2011). Navigating the bio-politics of childhood. *Childhood*, *18*(1), 7–19.

⸺ Misri, U. (1986). Child and childhood: A conceptual construction. In Veena Das (Ed.), *The word and the world: Fantasy, symbol and record*, pp. 115 – 132. New Delhi: Sage.

⸺ Nadesan, M. H. (2010). *Governing childhood into the 21st century: Biopolitical technologies of childhood management and education*. London: Palgrave Macmillan.

⸺ Ryan, K. W. (2012). The new wave of childhood studies: Breaking the grip of bio-social dualism?. *Childhood*, *19*, 439- 452.

⸺ Singh, A.K. (2004). *In lieu of political right*.

⸺ Sinha. S. (2009). Deficit childhoods. *India international centre quarterly*, *36*(2), 48-57.

⸺ Swaminathan, M. (1998). *The First Five Years: A Critical Perspective on ECCE in India* (pp. 1-30). New Delhi: Sage.

⸺ Uberoi, Patricia. (2002). 'Baby' iconography: Constructing childhood in Indian calendar art. In S. Patel, J. Baghchi and K. Raj (Eds.), Thinking social science in India, pp. 264 – 281. New Delhi: Sage. (personal copy)

⸺ Valmiki, Omprakash. (2007). *Joothan: A Dalit's life* (Trans. Arun Prabha Mukherjee) (pp.23 - 39). Kolkata: SAMYA.

⸺ Weiner, Myron. (1991). *The child and the State in India: Child labor and education policy in comparative perspective* (4th ed.). Princeton University Press. (selections)

⸺ Reports and Policy Related Documents:
  o FOCUS Report (2006),
  o Learning without burden report (1993),
  o National Curriculum Framework (2005),
  o Probe Revisited
  o UNICEF Reports,
  o ECCE Policy 2013
  o RtE Act 2009, Child Labour Act 1986 and Juvinile Justice Act

Scholar: Ms. Anjali Tiwari   **Supervisor: Prof. Anita Rampal**

CURRICULUM, IDEOLOGY AND AGENCY

Objectives:

The school as an institution is a place of control and domination and also of resistance. This course is specially designed to explore this tension as it plays out in school and to understand the nuanced relationship between curriculum, ideology and agency.

This course tries to cover different arenas like critical pedagogy, ideology, agency and resistance, which directly or indirectly affect the school system. This course explores how the school system acts as a vehicle for reproduction of particularistic ideology (religion, gender, caste etc.). "In schools, dominant classes exercise their power symbolically in the sense that the cultural capital of the dominant classes are reproduced in language, curriculum and pedagogy." (Scrase T. 1993 pg. - 98). However, there are many spaces within the school system which provide room for teachers and students to exercise their agency. Critical pedagogy is a potent way to apprehend this concept of agency and resistance, as teachers try to problematize the overall nexus of power and hegemony and also include the voices of the marginalized groups in the classroom discourse. This also helps in creating consciousness among the students about their identity and place in society and enables them to question the dominations prevalent in society. Apart from this, students also create "counter school cultures" (Willis, 1977) to exercise their agency. Student's attitude within and outside the class, their group dynamics, responses to and participation in creative interventions of transformative action where the opportunities arise, give them the agency to counter or resist the dominant ideology of the school.

This course along with field observations would provide an insight into the relation between dominant ideology (caste, class, gender, religion etc.) and the school system and how critical pedagogy could help understand the processes of resistance within a counter school culture.

Readings

Anderson, K. & Davis, B. (2012). *Creating Culturally Considerate Schools: Educating Without Bias.* Thousand Oaks: California

Apple, M. (2004). *Ideology and Curriculum.* Routledge Falmer: New York

Bernstein, B. (1996). *Pedagogy. Symbolic Control and Identity.* Taylor and Francis: London

Bickmore, K. (2008). Teacher Development for Conflict Participation: Facilitating learning for 'Difficult Citizenship' Education. In James Arthur & Ian Davies (ed.) *Citizenship Education (vol-3).* Sage Publication: New Delhi. 56-73

Bourdieu, P. & Passeron, J. (1978). *Reproduction in Education, Society and Culture.* Sage: London (Book 1).

Cole, M. (Ed.) (2014). *Education, Equality and Human Rights: Issues of Gender, Race, Sexuality, Disability and Social Class.* Routledge: London

Daza, S. (2009). The Non-Innocence of Recognition: Subjects and Agency in Education in *Counter Points (vol-369).* Peterlang: AG. 326-343

Deshpande, S. (2003). *Contemporary India.* Penguin Books: New Delhi

Embree, A. (1990). *Utopias in Conflict: Religion and Nationalism in Modern India.* Oxford University Press: Delhi

Fardon, R. (Ed.). (1995). *Counterworks: Managing the Diversity of Knowledge.* Routledge: London

Gandhi. M.K, (1951) *Basic Education*, BharatanKumarappa, (ed.).Navjivan: Ahmedabad

Gilborn, D. (2008). Citizenship, Race and the Hidden Curriculum. In James Arthur & Ian Davies (ed.) *Citizenship Education (vol-2).* Sage Publication: New Delhi. 209-223

Giroux, H. (2011). *On Critical Pedagogy.* Continuum: London

Ira, S. (1996). *When Students Have Power.* The University of Chicago Press: Chicago and London

Karabe J. (1997). *Power and Ideology in Education.* Oxford University Press: New York

Kirylo, J. (Ed.). (2013). *A Critical Pedagogy of resistance.* Sense Publishers: Boston

Louis W. et.al. (2006). *Ideology, Curriculum and the New Sociology of Education.* Routledge: London

Paecbter, C. (1998). *Educating the Other: Gender, Power and Schooling.* Falmer Press: London

Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory.* Macmillan: New Delhi. Ch. 4-5, 7-8

Paul, G. (2011). *British Untouchables: A Study of Dalit Identity and Education.* Palgrave Macmillan: New York

Plurphy, P. (Ed.). (2008). *Learning and Practice: Agency and Identities.* Sage Publications: Los Angeles

Saigol, R. (2000). *Symbolic Violence: Curriculum, Pedagogy and Society.*Sahe: Lahore

Scrase, T. (1993). *Image. Ideology and Inequality: Cultural Domination, Hegemony and Schooling in India.* Sage Publication: New Delhi

Shor, I. &Freire, P. (1987). *A Pedagogy of Liberation.* Bergin and Garvey: London

Sleeter, C. & Upadhyaya, S.B. et.al. (Ed.). (2012). *School Education, Pluralism and Marginality.* Orient Blackswan: Chennai

Gender Perspective and education: Challenges and Major concerns

Course Work

This course has been designed to enable to study gender issues in education and its relationship with India's society. Conceptual inquiry is an essential feature of the course. The course attempts to make deep understanding and examine the present status of educational problems, challenges and issues related to transgender people to get education because of their gender identity and the role of society in their poor socio economic and in educational backwardness. This course also give special attention to transgender in gender perspective . The Transgender community is one among the most marginalised and vulnerable communities in India. They face high levels of stigma in almost every sphere of their life such as health, schools/colleges, employment, social schemes and entitlement. Extreme social exclusion diminishes self-esteem and sense of social responsibility. The community needs to be included in the mainstream development program of the country and be protected from all forms of abuse and exploitation.

This course also attempt to examine transgender as marginalized group and to study special major and initiative made by various organization like government bodies, educational institution etc. to give them equal educational opportunity and social status. The readings include all major reports which takes some important decision to make them free and equals to human being without any discrimination.

COURSE CONTENT

Unit I: Key Constructs in Gender
Patriarchy, power, resources and opportunities, sex,
A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.

Unit II: Social Construction of Gender
Socialization in the family and at school, Occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature.

Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialzed male and female identities and the introduction to third gender.

Unit III: Social psychology of gender roles

• Gender as a social category
• Gender differences and socialisation
• Changing roles and socialisation
• Media and society images of women and transgender

Unit IV: Transgender and gender
- Gender identity: Biology or environment
- Historical roots of transgender in India
- Contexts of transgender–Concepts and theories related to transgender
- Where is Transgender theory stands ? Gender or Sexuality

Unit V: Transgender and society
- Analyze Socio-economic status of transgender in Indian society: Their Image in society, Rejection by family, types work doing by them, presence of transgender in public life.
- Transgender and social exclusion
- Transgender and other two genders
- Transgender as marginalized group

Unit VI: Education and transgender
- Transgender educational status
- Major issues and challenges in accessing education
- Problems faced by transgender student in educational institutions
- Transgender issues in higher education

Unit VII: Policy frameworks for gender concerns in education and deprived gender empowerment – A critical perspective
• Concepts, Dimensions and Parameters
• National policies and approach to Five Year Plans
• Different committees and commissions in education set up by the GOI in the post independence period
• Projects, programmes and schemes to bridge gender gaps in education and empowerment

Unit VIII: Gender issues in education and empowerment : PROBLEMS and CHALLENGES
• Socio – cultural perspectives in education with a view to identify issues and concerns in education
• Analytical analysis of gender issues in girls and transgender education across states
• Interventions – both government and non – government organizations to address gender based disparities in education and empowerment - A critical review

Unit IX:Empowerment of Women and transgender through Legal Awareness
• International Conventions
• Laws for work and employment
• Laws for violence against women and transgender

Suggested Reading List

Kandaswamy Deepa (2005). Gender Insensitivity in School Education: Educational Journal-Gender and Education Internet Version.

Kingdon Geeta Gandhi (2001). The gender Gap in Educational Attainment in India: How Much Can be Explained? Department of Economics. University of Oxford. August.

Ramachandran, Vimala (1998). Girls' and Women' Education: Policies and Implementation Mechanisms. Case Study: India. Bangkok, UNSCO.

Sharma M.C. and Sharma, A.K. (2003). Discrimination based on Sex, Caste, Religion and Disability Addressing through educational Interventions: A Handbook for Sensitizing Teacher and Teacher educators. NCTE and Human Rights Commission.

Mehrotra Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly. March.

Subrahmanium, Ramya (2005). Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development. July.

Chanana, Karuna.1988 Socialization, Education and Women. Nehru Memorial Museum and Library: New Delhi

Dube, Leela.2000 Anthropological Explorations in Gender: Intersecting Fields. Sage Publications: New Delhi

Dube, Leela1997. Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia (New York: United Nations University Press)

Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi

Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', Daedalus, Vol. 116, No.4, Learning about Women: Gender, Politics, and Power (Fall): XXI-XXX

Engineer, Asghar Ali . 1994. 'Status of Muslim Women', Economic and Political Weekly, Vol. 29, No. 6 (Feb.): 297 -300 Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', Daedalus ,Vol.93, No.2, The Woman in America (Spring): 582-606

Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', Indian Journal of Social Science
, 7(3 & 4): 355 - 62

Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S.Saraswathi (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd

Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', Sociological Inquiry 50: 328 - 56

Gilligan, Carol. 1982. I n a Different Voice England: Harvard University Press Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)

Government of India. 1994. The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: HRD Ministry, Government of India

Planning Commission, Government of India (2013),*Twelfth Five Year Plan* (2012–2017): Social Sectors,vol. 3, New Delhi: Sage.

People‟s Union for Civil Liberties, Karnataka (PUCL-K), *Human Rights Violations against the Transgender Community: a Study of Kothi and Hijra Sex Workers in Bangalore*, Bangalore: PUCL-K, 2003.

 S. Nanda, *Neither Man nor Woman: The Hijras of India*, California: Wadsworth Publishing Company, 1990.

 Z. Jaffrey, *The Invisibles: A Tale of the Eunuchs of India*, London:Phoenix. 1996.

Neha Sood (2009), *Transgender People's Access toSexual Health and Rights: A Study of Law and Policy in 12 Asian Countries, Kuala Lumpur*: The Asian–PacificResource and Research Centre for Women (ARROW).

United Nations Development Programme (2010), *Hijras/Transgender Women in India: HIV, Human Rights and Social Exclusion*, UNDP India,http://www.undp.org/content/dam/india/docs/hijras_transgender_in_india_hiv_human_rights_and_social_exclusion.pdf (accessed 1May 2014).

United Nations High Commissioner for Human Rights(2011), *Discriminatory Laws and Practices and Acts of Violence Against Individuals Based on Their Sexual Orientation and Gender Identity*, Geneva: Office of the United Nations High Commissioner for Human Rights (henceforth shortened to OHCHR).

Anupama Shekhar (2008), 'Tamil Nadu Pioneers Transgender Inclusion', *InfoChange News & Features*, October 2008, http://infochangeindia.org/agenda/social-exclusion/tamil-nadu-pioneers-transgender inclusion.html (accessed 1 May 2014).

Shubha Chacko and Arvind Narrain(2013), 'Transgenders',Indian Exclusion Report,2013-14,chapter 7, Action Enterprise 2014.Center for Equity studies.

Anitha Chettiar(2015),'Problems Faced by Hijras (Male to Female Transgenders) in Mumbai with Reference to Their Health and Harassment by the Police',*International Journal of Social Science and Humanity, Vol. 5, No. 9, September 2015*

November, 2013 ' *Approach Paper on Education and Employment opportunities & Challenges for Transgender ,National Expert Committee on Issues of Transgender Persons* ,Ministry of Social Justice and Empowerment, Government of India New Delhi .(Avalible online on official website of ministry of social justice and empowerment,)

The Supreme court of India,'Civil Original Jurisdiction. Writ Petition (Civil) no. 400 of 2012 With 604 of 2013, *National Of Legal Service Authority (petitioner) Versus Union of India and other (Respondents).*

Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited

Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24

Kumar, Krishna. 2013 Choodi Bazar Mein Ladki. Rajkamal: New Delhi

Patel, Tulsi. 2007.'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), Sex -Selective Abortion in India Delhi: Sage Publications

Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', Gender and Society , Vol. 18, No. 4 Aug.

West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', Gender and Society , Vol. 1, No. 2 Jun. : 125 - 151

Ph.D. Course
Linguistic diversity, conflicts and marginalization

This doctoral course is designed for the doctoral students who are willing to work in the area of linguistic complexities and marginalization in education.

In India, colonial past ensured that the new nation state inherits domination of English language in all spheres of life be it the administration, academics or professional arena. Electoral politics is, however, an exception where India's multi lingualism still thrives/dominates. The history of language policy formulation in India, in education and administration, is replete with conflicting opinions/world views, power politics, instrumental policy recommendations and its failures.The linguists, socio linguists in particular, confess that Indian linguistic diversity is simultaneously a huge challenge and an opportunity. The language and identity issues open up another arena of challenge, conflict and contestation. So does the debate on the hierarchy of languages, commonly known as the dialect and the language divide. Generally, there is little or wrong understanding of the evolution of 'standard languages' and their organic and historical links with the people's living languages.

How does education deal with these complexities or it doesn't do that at all and allow the situation to remain fluid? The elementary level education mandates teaching in mother tongue or regional languages as it is in the national policy based on sound evidence. However, parents and politicians are opposed to this fearing marginalization of their children and loosing voters respectively and emphasize the need for learning English. For higher level liberal and professional education, English is an unstated pre requisite. Given the fact that English proficiency is unequally distributed amongst various states, the states with less person power proficient in English face discrimination leading to marginalization in the professional fields. Also, the rich knowledge that exists and continuously being created in other languages remains marginalized in higher education. The purpose of this course is to build understanding of the language issues in India, language policies in education and as a consequence marginalization of people and their knowledge specifically in higher education due to dominance of English.

The specific objectives of the course are :

- Understanding the linguistic diversity in India including erstwhile languages of knowledge production;

-Language policy and related debates during the pre and post-independence period including the conflicts that ensued with the imposition of the idea of 'a national' language;

- Engaging with the discourse on the history, politics and economics of language hierarchy thus understanding the process of marginalization, de legitimization and impoverishment of people's rich linguistic resources and knowledge;

-Understanding the formal education – school and higher level— policy discourse in India ---its critique and consequences.

-Understanding the equality and inequality debate in education in India to locate this in the context of linguistic hierarchies.

Readings

Agnihotri, Ramakant and Sanjay Kumar (eds.). (2001). *Hindi Nai Chaal Mein Dhali: Prashnvachak Ek.* New Delhi:Deshkal.

Agnihotri, Rama and Khanna.(   ). Multilingual Classrooms

Bourdieu, Pierre. (1991). Language and Symbolic Power. Polity Press: Cambridge.

Eklavya ((1994). "Teaching Hindi in the Schools of Madhya Pradesh- A background Paper". Eklavya: Bhopal.

Gupta, R.S., Anvita Abbi, Kailash S Aggarwal (eds). (1995). Language and the State:Perspectives on the Eighth Schedule. Creative Books:New Delhi.

Krishna, Sumi (1991). India's Living Languages. Allied Publishers: New Delhi.

National Focus Group (2007). "Problems of Scheduled caste and Scheduled Tribe Children", Position paper 3.1. NCERT:New Delhi.

National Focus Group (2007). "Gender Issues in Education", Position paper 3.2. NCERT:New Delhi.

National Focus Group (2007). "Work and Education", Position paper 3.1. NCERT:New Delhi.

Pattnayak, D.P. (   ). "Multilingualism in India". Multilingualism Matters. 61.

Talwar, Vir Bharat. (1994). *Rashtriya Navjagran aur Sahitya.* Delhi: Himachal Pustak Bhandar.

Saxena, Sadhna. (1997). "Language and Nationality Question''. EPW. February8:268-272.

Saxena, sadhna (1997). *Gum Hoti Boliyan.* Sandarbh: Eklavya, Bhopal. July-August:41-48.

Saxena, Sadhna (1993). " Politics of Language''. EPW. November6:2445-48.

Saxena, Sadhna (1992). *Kis Bhasha mein Padhe Pt I and Pt II. Samplav* :Jaipur

August and September.

Veaskar, Padma. (2010). "Quality and Inequality in Indian Education: Some Critical Policy Concerns". Contemporary Education Dialogue. 7(1): 58-93.

Velaskar, Padma (2016). "Neo-Liberal Policies and the Crisis of State Schooling" In Education and Empowerment in India: Policies and Practice edited by Avinash Kumar Singh . Rutledge: New Delhi.

Policy documents:

Historical writings on language policy

Assembly debates

Readings on Equality and marginalization in Education

Prof. Sadhna Saxena

Dec. 7, 2015

MATHEMATICS LEARNING, ACHIEVEMENT AND EQUITY
A CRITICAL PERSPECTIVE

Ph.D Course designed for Anchal Arora;   Supervisor: Prof. Anita Rampal

Objectives

In the traditional educational paradigm, knowledge is dominantly viewed as static and absolute in nature and learning as a passive exercise. Given this the curriculum tends to be designed as a collection of 'facts' and 'truths' and assessment as a means to measure how well these facts are memorized and reproduced. But perspectives that focus on the social, cultural and political dimensions of knowledge and conceptualize learning as a constructive process embedded in the socio-cultural milieu of the learner, contest these absolute notions of "knowledge", "learning" and "achievement". In consonance, the assessment process is also located within the socio-cultural context, emphasizing the diversified needs and ways of knowing and learning and a 'fair' opportunity to all to express their learning.

This course intends to develop a deeper understanding of the socio-cultural and the socio-political perspectives on mathematics learning, especially to focus on changing notions of achievement and ability, which significantly impact curriculum policies. The course is structured in two parts. The first part aims at understanding the socio-cultural perspectives in mathematics education, with a focus on issues of conflict, power, hierarchy, hegemony and alienation.

The second part of the course aims at critically analysing the dominant notions of mathematical ability and achievement and the contestations put forth by the theoretical frameworks that offer socio-cultural and socio-political perspectives. It will also aim to explore how these notions of ability and achievement need to be re-conceptualized to address concerns like mathematics for all, equity, social justice and fair opportunities to learn and succeed.

List of Essential Readings

Part I - Socio-cultural and Socio-political Perspectives in School Math

Anna Sfard, E. F. (2001), Bridging the Individual and the Social: Discursive Approaches to Research in Mathematics Education. *Educational Studies in Mathematics*; 46(1/3); 1-12.

Boaler, J. (Eds.) (2000), *Multiple Perspectives on Mathematics Teaching and Learning.* Ablex Publishing: London.

Chevallard, Y. (1990), On Mathematics Education and Culture: Critical Afterthoughts. *Educational Studies in Mathematics;* 21(1); 3-27.

Cobb, P. (1994), Where is the Mind? Constructivist and Socio-cultural Perspectives on Mathematical Development. *Educational Researcher*; 23(7); 13-20.

Ernest, P. (1999), Forms of Knowledge in Mathematics and Mathematics Education: Philosophical and Rhetorical Perspectives. *Educational Studies in Mathematics*; 38(1/3); 67-83.

Gorgorio, N. & Planas, N. (2001); Teaching Mathematics in a Multilingual Classroom. *Educational Studies in Mathematics*; 47(1); 7-33.

Greer, B., Mukhopadhyay, S., Powell, A. B., & Nelson-Barber, S. (2009), *Culturally Responsive Mathematics Education*. Routledge.

Lerman, S. & Zevenbergen, R. (2004), The Socio-political Context of the Mathematics Classroom -Using Bernstein's Theoretical Framework to Understand Classroom Communications. In Valero, P. & Zevenbergen, R. (Eds.) *Researching the Socio-Political Dimensions of Mathematics Education: Issues of Power in Theory and Methodology*. Kluwer Academic Publishers: Boston; 27-42.

Lerman, S. (2001), Cultural, Discursive Psychology: A Sociocultural Approach to Studying the Teaching and Learning of Mathematics. *Educational Studies in Mathematics*; 46; 87-113.

Olssen, M.(1996); Radical Constructivism and Its Failings: Anti-Realism and Individualism. *British Journal of Educational Studies*; 44(3); 275-295.

Palincsar, A. S. (1998), Social Constructivist Perspective on Teaching and Learning. *Annual Review of Psychology*; 49; 345-375.

Rowlands, S. & Carson, R. (2002), Where would Formal, Academic Mathematics Stand in a Curriculum Informed by Ethnomathematics? A Critical Review of Ethnomathematics. *Educational Studies in Mathematics*; 50(1); 79-102.

Schliemann, D. W. (2002), Is Everyday Mathematics Truly Relevant to Mathematics Education? In *Everyday and Academic Mathematics in the Classroom*; 11; 131-153.

Zevenbergen, R. (1996), Constructivism as a Liberal Bourgeois Discourse. *Educational Studies in Mathematics*; 31(1/2); 95-113.

Part II - Ability, Achievement and Equity in Mathematics

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Supervisor: Anita Rampal

Modernity, Childhood and Education

Course Overview

Conceptions of modernity is deeply implicated in the way we look at childhood and education. The role assigned to schools and teachers in modern societies is intricately linked to the perceptions of childhood, on one hand, and to the role of the state, on the other. Debates on what modernity constitutes, particularly on its universalistic applicability, are relevant to examining the aims to which systems of education are oriented. Of particular importance in this respect is the contrast between the universality associated with reason and the specificity of cultures. The course will initiate students into historical exploration of concepts associated with modernity. The political and cultural underpinnings of these concepts will be explored with the help of appropriate texts. The transition from pre-modern to modern education will be examined in the specific context of South Asia.

Requisite Skills

Successful completion of this course depends on the capacity to engage with texts, hence reading and successive summarizing are essential skills the course demands. Students will be asked to summarise and review all texts they read. Locating embedded references, locating the sources referred to, and reading some of them are important habits the course aims to establish. Students will also be asked to develop good record-keeping habits in the context of what they read and their reflections on it.

Course Outline

Unit 1. *Modern discourses of education, teaching and learning*

In this first unit, students will engage with certain conceptual issues embedded in modern conceptions of teaching. The first of the three texts they will be required to study justifies the cultivation of rational thinking as a prime aim of education. The second reading surveys several major conceptions of teaching and learning in order

to place Montessori's thought among them. The third reading attempts to situate teaching in the conflictual setting of the classroom.

1. Dewey 'Why Reflective Thinking is an Essential Aim of Education';
2. Krishna Kumar: 'Relevance of Montessori in the early 21st century''
3. Blanche Geer: 'Teaching'

Unit 2. *Modernity in politics and culture*:

This unit attempts to locate modernity in a political and cultural context. The readings required in this unit broaden the context in which teaching, childhood and other relevant concepts can be placed for a deeper engagement. Students will study Charles Taylor's analysis of individualism, instrumental reasoning and the politics associated with these before studying McPherson and Touraine whose analysis of modernity is within specific disciplinary borders.

1. Charles Taylor: *The Malaise of Modernity* (entire book)

2. C.B. Macpherson: "A Political Theory of Property'; 'Post-liberal Democracy?'

3. Alain Touraine: 'Modernity and Cultural Specificities'

Unit 3. *Childhood and culture*:

This unit directly addresses childhood and the required readings focus on the study of childhood in a broad cultural setting. The first reading has to do with the problems involved in the study of childhood as an academic discipline. The second reading involves the psychoanalytic study of childhood. The third and the fourth readings are attempts to develop innovative approaches to look at childhood in a historical context.

1. Elisabeth M.R. Lomas et al: *Science and Patterns of Child Care* (entire book)

2. Sudhir Kakar: *The Inner World* (entire book)

3. Krishna Kumar: *'Children and Adults: Reading an Autobiography'*

4. Judith E. Walsh: *Growing Up in British India* (entire book)

Unit 4. *From Indigenous to modern schools:*

In this unit, students will acquire knowledge about the advent of modernity in education under colonial conditions. The first two readings present studies of teaching and knowledge in the colonial context. The third reading analyses the tension between curriculum and teaching, on one hand, and cultural practices and beliefs, on the other. The last reading focuses on teachers and their role in the context of modernization.

zi Shahidullah: *Patshalas Into Schools*

C. A. Bayly: *' Colonial Rule and the Information Order in South Asia' in* Nigel

   Crook (ed*.), The Transmission of Knowledge in South Asia*

Krishna Kumar: *'Education and Culture' in* Joachim Oesterheld and Krishna Kumar

   (eds.) Education and Society in South Asia.

S. P. Ruhela (ed.): *Sociology of the Teaching Profession in India* (Selected readings)

(Krishna Kumar) 27/8/12

Coursework for Ms Priyanka Agarwal, Ph.D. scholar at the Deptt. of Education, University of Delhi.

Area of research/work: Understanding No Detention System in Indian Context.

Theme 1. <u>Policy Framework</u> -

○ Policy studies and issues in educational administration :
Philosophical, ethical, moral and legal basis of policy decisions.

○ An indepth study of various Ordinances related to the universalization of elementary education in India

○ Right to Education Act: a critical overview pre & post implementation.

Theme II : <u>Conceptual Framework</u> :

○ Organisational framework of public education in India and some selected Countries.

○ The systems' approach to educational administration and the study of major Theories of educational administra{tion}

- Graded and non graded systems, Monograded and multigraded systems of class room management: A conceptual overview of non-graded classrooms.

Theme III : International Context.

- Contemporary issues and trends in educational administration with special reference to the data analysis on wastage, stagnation & dropouts.

- Policies related to EFA and non-detention system in Schools. Pre & post implementation Sri-Lanka, China, Thailand, and a few others. (Case Studies)

M. agarwal.

(Dr. M. Agarwal.
Supervisor.)

List of Readings:

- Dixit S N (2007) School Manual (Third Edition) Bharat Bhushan Publications.

- The Delhi School Education Rules 1973. Akalank Publications.

- Circulars and Orders related to Educa[tion] Department of Education, SCERTS.

- Eleventh National Seminar on Elementary Education: Report on Primary Education 1972, NCERT.

- Eisemon OT. Reducing Repetition, Issue[s] and Strategies, UNESCO.

- The One room School house A look at Nongraded classrooms from the Inside Out. Pdf. http://ver.sagepub.com/cgi/content/abstra[ct] 62/4/333

- http://www.msu.edu/user/robiso12/Nongraded ness.htm.

- Jyothi, M.N, 2003; Now - detention System in Scho[ol] Discovery publication House.

- Pillay G S, 1984, Non Retention System and dropouts - Normal - Madurai-9.

- Child, Family, community, universalization of Primary Education in India: lessons of experience and pointers of action. Aids to programming UNICEF assistance to education Jan' 1985.

- Convention on Education as a fundamental right. (Background material) - Dec. 1997. Dep. of Education, uni, of Delhi.

- Report of the Central Advisory Board of Education - Vol. I. & Vol. II., MHRD, Govt. of India. N.B.T., India. 2009.

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- Little, A.W (2006), Education for All and Multigrade teaching - Challenges and Opportunities

- Tyagi, R.S, Aggarwal, L.P and Dhawan, N.K. (2000) Educational Administration in Delhi. Structures, Processes and Future Prospects. (NEUPA Survey), Vikas Pub. N.D.

- Sadgopal, A, (2001) Political Economy of the Ninety third Amendment Bill. Mainstream Dec. issue.

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- Raina. V. 'Killing the Bill 536 Seminar.

- More readings would follow as the <u>work progresses</u>.

M. agarwal.

(Dr. M. Agarwal).

सामाजिक यथार्थ और साहित्य

इकाई 1 : साहित्य, समाज एवं शिक्षा

- सामाजिक यथार्थ : अवधारणाएँ - शैक्षिक संदर्भ
- साहित्यिक यथार्थ : सामाजिक परिप्रेक्ष्य (कतिपय साहित्यिक संदर्भ)
- हिन्दी साहित्य में सामाजिक यथार्थ का निरूपण

इकाई 2 : साहित्य सृजन एवं आस्वाद

- आधुनिक साहित्य में प्रतिनिधि दर्शन : तत्वमीमांसीय, अस्तित्ववादी , विश्लेषणवादी (रवीन्द्रनाथ टैगोर , ज्यां पॉल सार्त्र, ब. रसेल के संदर्भ में)
- मनोविज्ञानोन्मुखी साहित्य : मनोविश्लेषणात्मक , प्रयोगवादी (सिग्मंड फ्रायड , स. ही. वा . अज्ञेय के विशेष संदर्भ में)
- समाजोद्भूत साहित्य : आदर्शोन्मुख यथार्थवादी, यथार्थवादी / जनवादी (प्रेमचंद , मुक्तिबोध , श्रीलाल शुक्ल के विशेष संदर्भ में)
- साहित्य अध्ययन के प्रतिनिधि आयाम

इकाई 3 : सामाजिक यथार्थ, साहित्य और बाल संवेदना

- यथार्थवादी साहित्य और बाल- प्रत्यक्षण

Nnarang

संदर्भसूची

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- मुक्तिबोध, ग. मा., 2011, एक साहित्यिक की डायरी, नई दिल्ली, भारतीय ज्ञानपीठ

- शुक्ल, श्रीलाल, 2000, राग दरबारी, नई दिल्ली, राजकमल प्रकाशन

Scholar's name: Rajrani Kumari

Research guide: Dr. T. Geetha

Research Coursework

Indigenous Culture and Knowledge :Issues and Challenges

(special reference to tribal education)

This course will enable the scholar to reflect on the important theoretical debates around key concepts like power, state,development,identity, indigenous worldview, scientific worldview etc. It also intends to engage the scholar to link between identity and empowerment (Cummins,1996) and indentity negotiation process (May,1999). The scholar will be introduced to specific research methods and tools.

Indigenous cultures:

- Tribal society: indentity and ethnicity, conflict and dissension, integration issues
- Tribal culture: their worldview, beliefs and values, ascribed needs.

indigenous knowledge:

- Analysis of system of human knowledge and its repercussion for education – possibilities for resistance and struggle.
- Analysis of disciplinary knowledge and power (Foucalt)
- Paulo Freire: concept of dialogue

Indigenous pedagogy:

- Ethnopedadgogy and liberative pedagogy
- Community knowledge and critical pedagogy
- Approaches to indigenous knowledge and alternative models; local views vs global views; world views of indigenous people.
- Cultural learning and identity formation in tribal children.

Specific research methods:

- Narrative inquiry (counter-storytelling by tribes), ethnography,qualitative research methods, discourse analysis, case study methods.

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Sillitoe, P. (2009). *Local science vs global science: approaches to indigenous knowledge in international development*. New York: Berghehn books.

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Mondal, S., & Chowdhuri, S. (October 2012). Medicinal plants used by tribal people of Birbhum district of west Bengal and Dumka district of Jharkhand in India. *Indian journal of traditional knowledge, 11(4),*

Namita
4/3/2013

29/3/2013

Advisory committee members :

1. Dr. Namitha Ranganathan,

Professor, Department of Education,

(Worked on tribal education and identity concept)

University of Delhi, Delhi-11007

2. Dr. Joseph Bara

(Indigenous knowledge and culture, Tribal society, School education in tribal area)

Educational Record Research Unit, School of Social Science, Jawaharlal Nehru University

Add:- 1307, Purvanchal, Jawaharlal Nehru University, New Delhi – 110067

Email:- Jebara2003@yahoo.co.in

josephbara@mail.jnu.ac.in

mob. 09910771528

Scholar's name: Samresh Bharti

Supervisor's name: Dr T Geetha

Research Coursework

Geo-literacy: conception, components and challenges

The scholar will examine the foundation of scientific geography, its paradigms and revolution. This coursework intends to examine the emergence of the conceptual understanding of geo-literacy, and its components in terms of philosophical, sociological, and psychological perspectives. This exercise will help the scholar to build a concrete research framework. The last part of the course will throw light on the specific research tool to conduct this research.

Geographical knowledge:

- Historical evolution of geographic knowledge,
- Contemporary conceptualization,
- perspectives in geography

Conceptual framework:

- Graphicacy. spatial literacy. geo-literacy,
- Geographical illiteracy, literacy debates.

Components of geo-literacy:

- Reasoning: reason or rationality
- Philosophical orientation: Kant-practical reasoning to Habermas-procedural reasoning
- Psychological orientation: neo-piagetian theories of cogntive development,
- Sociological Orientation : Social construction of geographical knowledge.
- Geographical Reasoning : Spatial thinking and reasoning; thinking *in* space, *about* space and *with* space.

Geographic understanding of Human and natural system :

- Geography of differences
- Geographical Synthesis

Systematic decision making:

- Models of decision making.
- Development of choices in the Social context.

Fostering geoliteracy :

- Role of school and specific skill development.

Specific Research tools and methods :

- Appropriate quantitative and qualitative methods.
- Text analysis techniques of inventory development etc.

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- Bednarz, S.W.(2011); Spatial literacy in the geographical science ; Curriculum making in geography , London symposium ,2011
- Butt, G.(2011) ; Still finding its place ? – Locating globalisation in the geography curriculum ; Curriculum making in geography , London symposium ,2011.
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- Meyer, C. (2011); Reflection on moral and ethical judgement in German Geographical Education ; Curriculum making in geography , London symposium ,2011.
- Miranda,B. &Ferreira,M.M.(2011) ; Geography curriculum and development of democratic democratic copmetence –the case of Portugal; Curriculum making in geography , London symposium ,2011.

- Scherufer,G.(2011): Intercultural competence in the teaching of geography :A prorosal for establishing intercultural study as the foundation of a geogrphy curriculum; Curriculum making in geography . London symposium ,2011.
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Topic: Discursive co-construction of knowledge and identity

Aim: To develop theoretical insights for the topic and related areas of study.

Rationale

The research envisioned, is an attempt to understand and study conversations in an educative experience be it written, spoken or hidden and see how they impact the identities of students coming from various socio-cultural backgrounds. The course work designed and presented here endeavors to enhance the conceptual and theoretical understanding of the field and related areas. A sound theoretical understanding before going to the field would help not only to decide where, why and how to collect data but also to create meaningful connections between them. The course work presented here has been divided into three units. Each unit deals with one specific area of the topic.

Unit 1: Classroom interaction and its social constructivist nature: The unit explores how dialogue is the key to understand the process of learning. The attempt is to understand how and in what manner a learner and an educator both refer to their previous communicative or non-communicative constructions while interacting. This will further help to understand historicity of language as well as its connections to societal patterns. The list of the concepts and issues to be explored and studied under this unit would include the following: Social construction of reality and Social constructivist nature of learning; situated learning; cognitive development in social context, apprenticeship in thinking; role of talk in learning; development of shared understanding amongst learners; reading Bakhtin; understanding concepts of 'dialogism, heteroglossia,

polyglossia, and speech genres' and how they further develop the theory of Vygotsky talking about social constructivist nature of learning; mapping the social world of children's' learning.

Unit 2: Studying the 'discursive construction' of these interactions and mapping their effects on social change: Discourse as a methodology as well as a theoretical framework will be studied with the help of some core theorists such as Fairclough, Foucault, Teun A. Van Dijk and Ruth Wodak. A critical analysis will be done for the same. This will help the researcher to map out the research design. The latter part of this unit explores the link between discursive constructions inside a classroom and its effect on social change. The key concepts and theories are given here: Understanding the relation between language, power and politics; reading Pierre Bourdieu to understand how language is both constructive and constitutive in nature, production and reproduction of legitimacy through language; understanding the difference between the terms 'discourse analysis' and 'discourse studies', studying 'discourse' as a construct; mapping the historical development of the concept of discourse and understanding its inter- disciplinary nature (from the field of anthropology, linguistics, pragmatics, semiotics and ethnomethodology); exploring the concept of critical discourse analysis, and its major approaches: Norman Fairclough: Discourse as social practice; Teun A. Van dijk: A socio cognitive model; Ruth Wodak: Sociological and historical approach to critical discourse analysis.

Unit 3: construction of socio-cultural identity of students: The unit will explore how students construct and re-construct their socio-cultural identities during interactions. The attempts will also be to study the struggle in construction of this identity in terms of 'recognition' inside the classroom. Recognition, at its simplistic level, is the act of acknowledging others, and coming to be acknowledged by others. The premise here is that how others understand us is central to construction of our identity. It is therefore important to understand how students negotiate these

socio-cultural constructions during interactions. The key constructs to be explored in this unit are: Construction and re-construction of the socio- cultural identity of students; recognition and struggle of their socio- cultural identity; reading Charles Taylor to understand concepts of ' modern notion of dignity, concept of authenticity of identity, its dialogical nature, and the politics of difference'; contextualizing these concepts in education and understanding how different processes in schools actually affirm this politics of difference, further impacting adversely on students' construction of identity: reading Charles Bingham, Sonia Nieto, Andrew Pollard and Jenlick and Townes.

Unit wise reading list

Unit 1:

Bakhtin, M. (1981). *The Dialogical Imagination* (ed). Holquist, trans,C. Emerson and M. Holquist. Austin: University of Texas Press.

Barnes, D. (1976) *From Communication to Curriculum,* London: Penguin Books Ltd

Barnes, D. (1992) The Role of Talk in Learning, In K Norman (ed*) Thinking Voices: the work of the National Oracy Project.* London: Hodder & Stoughton.

Barnes, D. (1993). supporting exploratory talk for learning. In K. M. Pierce & C. J. Gilles (Eds.), *Cycles of Meaning: Exploring the potential of talk in learning communi-ties* (pp. 17-34). Portsmouth, NH: Heinemann.

Berger, P.L. & Luckmann, T. *(1966) The Social Construction of Reality: a treaty in the sociology of knowledge.* New York: Irvington.

Edwards, D. & Mercer, N. (1987) *Common Knowledge: the development of understanding in the classroom,* London: Routledge.

Lave, J. & Wenger, E. (1991) *Situated Learning: legitimate peripheral participation,* Cambridge: Cambridge University Press.

Pollard, A. & Filer, A. (1996) *The Social World of Children's learning: case studies of pupils from four to seven.* London: Cassell.

Rogoff, B. (1990) *Apprenticeship in Thinking: cognitive development in social context,* New York: Oxford University Press.

Rogoff, B. (1995). Evaluating development in the process of participation: theory, methods, and practice building on each other. In E. Amsel & A. Renninger (Eds.), *Change and Development: Issues of theory, application, and method* (pp. 265-285). Hillsdale, NJ: Erlbaum.

Unit 2 :

Bourdieu P (1991) *Language and Symbolic power.* Cambridge: Polity Press.

Fairclough, N. (1992). *Discourse and Social Change.* London: Polity Press.

Fairclough, N. (1995). *Critical Discourse Analysis.* London: Longman

Ford, M. (2003). *Unveiling Technologies of Power in Classroom Organization Practice.* Educational Foundations, 1 7(2), 5-27

Foucault, M. *(1972): The Archaeology of Knowledge.* London: Tavistock Publications.

Giroux, H. (1991). *Democracy and the Discourse of Cultural Difference: towards a politics of border pedagogy*. British Journal of Sociology of Education, 12(4), 501–19.

Van Dijk, Teun A. "Critical Discourse Studies: A sociocognitive approach, In Ruth Wodak & Michael Meyer (Eds.), *Methods of critical discourse analysis*. (pp. 62-85). London: Sage, 2009

Wodak, Ruth, and Gilbert Weiss. *Critical Discourse Analysis. Theory and Interdisciplinarity*. Palgrave Macmillan, 2003.

Young, R. (1992) *Critical Theory and Classroom Talk*. Clevedon: Multilingual Matters.

Unit 3:

Appiah, K. A. (2000). Racial identity and racial identification. In L. Back & J. Solomon (Eds.), *Theories of Race and Racism: A reader* (607–15). London: Routledge

Bernstein, B. (1975) *Class and Pedagogies: visible and invisible*. Washington, DC: OECD.

Bingham, C. W. (2001). *Schools of Recognition: identity politics and classroom practices*. Lanham, MD: Rowman & Littlefield.

Jenlick, P. Townes, F. (2009). *The Struggle for Identity in Today's Schools*. Rowman & Littlefield Education.

Nieto, S. (2004). *Affirming Diversity: The sociopolitical context of multicultural education* (4th ed.). Boston: Pearson Education.

Pollard, A. & Filer, A. (1999) *The social world of Pupil Career: strategic biographies through primary school.* London: Cassell and Continuum.

Taylor, C. (1994). The politics of recognition. In A. Gutman (Ed.), *Multiculturalism: Examining the Politics of Recognition* (25–73). Princeton, NJ: Princeton University Press.

Ph.D Course-work
Scholar : Shailendra Kumar (Provisionally admitted in August 2013)

Science Education: Theoretical and Research Perspectives

Course Objectives
• The course would facilitate the scholar in developing an indepth understanding about the nature of science and thereby the philosophical, psychological and sociological perspectives and how they influence the learning contexts in science education.
• The course would provide inputs for sensitization towards the socio- cultural, ethical, gender and inclusion related issues in science education.
• The course would help the scholar in getting oriented towards the reflective and research perspectives in science education.

Unit One: Nature of Science and Contexts in Science Education

An overview of the nature of science, epistemological bases of science, cognitive basis of learning of science. Science-Technology-Society interface,Socio-cultural,ethical and gender issues in science education, inclusive approach to science education , public outreach and dialogue.

Unit Two : Research Perspectives in Science Education

Major research perspectives in science education: conceptual change, learners' perceptions.Analytical perspectives: mental models, learner ontologies. Research trends in science education and thrust areas for research in science education.

Suggested Readings

Abell,K. Sandra, Lederman.G. Norman,(2007) *Handbook of Research in Science Education;* Routledge Publications,London &cNew 'York.

Bennett, Judith,(2003) *Teaching and Learning of Science A Guide To Recent Researches and Applications*, Continuum, London & New York.

Chalmers, A. F,(1999), *What is this Thing Calied Science,* Open University Press, Buckingham.

Cobern, W. William(Ei), (1998) *Socio-Cultural Perspectives on Science Education: An International Dialogue,* Kulwer Publishers Boston/London.

Eriksson, Ingrid.V(Ed.), (2008), *Science Education in The 21ˢᵗ Century*; Nova Science Publishers, New York.

Fischer, E. Hans, Francis and Taylor (ed.),(2005) *Developing Standards in Research on*

Science Education,Leiden, London, New York, Singapore.Gabel, D. L.(ed.).(1994), *Handbook of Research on Science Teaching and Learning,,*Macmillan New York.
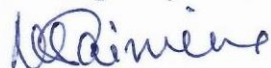
Gilbert, John(ed.), (2006), *Major Themes In Science Education,* (vol. Ito IV) Routledge, London & New York.

Jacobson, J. Michael, Kozma, B. Robert, (2000), *Innovations in Science and Mathematics Education,* Lawrence Erlbaum Associates, London.

Lemke, J.L. (2001). *Articulating Communities: Sociocultural Perspectives on Science Education.* Journal of Research in Science Teaching, Vol. 38. No. 3, PP 296 - 316

Tobin, Kenneth (ed), (1 993),*The Practice of Constructivism in Science Education,* Lawrence Erlbaum Associates, U.K.

Developed by

Dr. Nirupma Jaimini
(supervisor)

Discussed with (Members Advisory Committee)

Prof. Sadhna Saxena   Dr. Alka Behari

DEPARTMENT OF EDUCATION

University of Delhi

Delhi-110007

COURSE WORK

Name of the candidate   :   Vipin Solanki

Date of Registration   :   01.10.2013

Supervisor   :   Dr. Manju Agarwal

Course work approved in DRC/BRC (Edu.) meetings held on_____/_____

Title: "आरक्षण नीति के प्रति विभिन्न वर्गों (जातीय) के शिक्षित युवाओं के दृष्टिकोण का अध्ययन"

1. A-3 (Descriptive Research)

2.

- The Equality: Socio- economic dimensions of equality. The contemporary debate.

  Study of social structures: Indian context

- The Marginalized Sections of population: SC, ST, OBC and other marginalized groups. Their demographic and socio- economic status.

- Reservation: The educational discourse.   Role and functions of education. The quality concerns.

  The genesis of the policy and its evolution.

- The Constitutional basis/ Context of reservation.   The philosophy and the spirit of the constitution.

  The articles related to reservation. The inherent conflict and the debate. Explanations, Interpretations and Amendments.

  More areas related to the study are

  likely to be added as the study proceeds.

M. agarwal
Dr. Manju Agarwal

(Supervisor)

Dr. D. Parimala
1. Advisor

Dr. Pankaj Arora
2. Advisor

Readings

- Social justice and the constitution in India: With References Sc/St.

  Author -Raju C B, Publisher- Serial Publication, Delhi, Publish year-2006

  Accession No-134520, Record No-230670, Source- Crl, D.U.

- Issues In Reservation: Caste Versus Economy Status

  Author -Chandran E., Publisher-Cosmos India, New Delhi, Publish year-1990

  Accession No-CL1038261, Record No-54545, Source- CRL, D.U.

- Cast Cast Conflict and Reservation.

- Author-Desai I P, Publisher- Ajanta Publication India, Delhi, Publish year-1985

  Accession No-CL0902467, Record NO-54245 Source- CRL, University of Delhi

- Reservation and Concessions

  Author- Brinda Muthuswamy, Publisher-Swamy Publishing, Delhi,

  Record No-261150, Accession No-AL1334559, Source- CRL,D.U.

- Politics of Backwardness: Reservation Policy in India.

  Author- Pawandikar, Publisher- Konark Publisher, Publish Year-1997

- Job Reservation Policy for Harijan and its implication: A study of the role commission of SC/ST.

  Author-S K Sharma, Publish Year-1992, Thesis

  Accession No-TH009209, Record No-4511, Source - Dept. Of Pol. Sci. D U

- Reservation Policy, Mandal Commission and After.

  Author- C P Rupa, Publisher- Sterling India, New Delhi, Publish year-1996

  Accession No- CL1040138, Record No-54549, Source- CRL, D.U.

- Who were the Shudras: How they care to be the fourth Varna in the indo Aryan society

  Author-Dr. B. R. Ambedkar Publish year-1946,

  Accession No-AL0047741, Record No-185332, Source-CRL, D.U

- Reservation policy and Teacher.

  Author-Neeraj Priya, Publisher- Rawat Publisher, Publish Year-2005.

  Accession No-84578, Record No- 371.97, Source-CIE, D U

DEPARTMENT OF EDUCATION
University of Delhi
Delhi-110007

दीप से दीप जले

PROFORMA FOR COURSE WORK

Name of the candidate : St. Snija Chaureua

Date of Registration : 04-June-2013

Supervisor : Dr. C.K Saluja

Course work approved in DRC/BRS (Edu.) meetings held on _____ / _____

प्राथमिक शिक्षा के अधिकार का ऐतिहासिक अध्ययन (1906-2014)

Course Work Detail

• आधुनिक भारतीय शिक्षा की पृष्ठभूमिका विश्लेषण.

- सामाजिक, आर्थिक, राजनैतिक परिप्रेक्ष्य में ।

- विधि (Legal) परिप्रेक्ष्य : विभिन्न न्यायायिक मामले

• आधुनिक भारतीय शिक्षा का तुलनात्मक परिप्रेक्ष्य :
अनिवार्य शिक्षा के सन्दर्भ में

- विभिन्न आयोग
- विभिन्न नीतियाँ
- विभिन्न समितियाँ

• भारतीय संविधान में शैक्षिक सन्दर्भ : आलोचनात्मक परिदृश्य

• शिक्षा संबंधी विभिन्न अधिनियम : भारतीय सामाजिक पृष्ठभूमिक सन्दर्भ में।

• अनिवार्य शिक्षा अधिनियम का ऐतिहासिक परिदृश्य।

• अनिवार्य शिक्षा अधिनियम : विनियमन : क्या एवं क्यों?

Course Work Detail

1. Descriptive Research (A-3)

2. Customised Course Designed : **Art Education**

-The role of art in education and theories underlying this role.
   - The function of art as educative experience.
   - The unique contribution art makes to education.
   - Concepts of what art is or should be.

-Significance of self identification through art.

   - Self identification of the teacher with the needs of the child.
   - Self identification of child with his art experience, art medium and subject matter.
   - Self identification of child with work of art for appreciation.

- Developmental stages in children's art.

- Problems and issues in Art Education since 1990 in schools in India.

<u>Reading List</u>

- Keiler, "The Art In Teaching Art" University of Nebraska Press, Lincoln, 1951.
- GIBBS, Evelyn "The Teaching Of Art In Schools" William and Norgate Limited,London,1934.
- Chapman, Laura H. "Approaches To Art In Education" Harcourt Brace Jovanovich, New York,1978.
- Read, Carl, "Early Adolescent Art Education" Kessinger Publishing, ISBN-1169743730, 9781169743731, 2010.
- Read, Herbert, "Art and Society", Faber and Faber Limited,London, 1945.
- Read, Herbert, "Education Through Art", Penguine Books, London, 1943.
- Read, Herbert, "Art and Industry", Indiana University Press, Bloomington,1964.
- Lowenfeld, Victor, "Creative And Mental Growth" Macmillan Company, New York,1952.
- Efland, A.D. "A History Of Art Education: Intellectual And Social Currents In Teaching The Visual Art" Teachers College Press, ISBN-0807729779,1990.
- Brown,M. And Korzenik,Di Ana "Art Making And Education :Disciplines In Art Education And Contexts Of Understanding", University Of Illionois Press, ISBN-0252063120, 1993.
- Lakhyani,S. "Art Creativity and Art Education", Lap Lambert Academic Publishing, ISBN-978-3-8473-7821-1, 2012.
- Aanderson,T. And Milbrandet,M.K. "Art For Life : Authentic Instruction In Art", Mcgraw Hill, ISBN-0072508647, 2004.

- McNiff, Sshaun, "Art Based Research", Jessica Kingsley Publishing, ISBN-1853026212, 1998.

Supervisor Signature

Supervisor: Prof. Anita Rampal

Sexuality, Society and School

Objectives:

The need to educate young people on the theme of 'Sexuality' is felt world over. With a view to exploring the dimensions of various national and international debates, this course is specially designed to equip the researcher with the detailed understanding of the corpus of work available in the area of study, so that the interrelationships between Sexuality, Society and School can be established 'critically' and methodologically.

The course covers a wide range of debates around the areas of societal dynamics, patriarchy, identity, sexuality, dialogue, speech and silence, critical pedagogy, etc. It explores how relations of power (class, gender, language, sexual orientation, age) and inequality (social, cultural and economic) are structured in education, where the operational hierarchal forces silence the voices of the weak, limit the agency of the subaltern, and promote strong hegemonic control (Apple, Au and Gandin, 2009). Anything which is 'non-threatening' to this established system of power and hegemony is considered to be 'normal' and thus, permitted. By itself, sexuality is a rocky terrain to traverse, but in the complex Indian social and cultural milieu, it is 'abnormal' to be speaking about it given people's sensitivities, stigmatisation associated with the topic, dearth of availability of suitable educational material, patriarchal displeasure, etc. When sexuality is viewed in such moralistic binary terms of right and wrong or comes veiled behind euphemistic terms like 'Life skills', or the 'official discourses' on the topic are limited to instrumentalist dealings in biology and anatomy, it becomes a challenge to engage in a 'dialogue' around one's sexual fears, pleasures and desires, which are essential to personal development and by implication, societal (Trimble, 2009; Das, 2014). So the idea of having a healthy sexual identity, emotions and subjectivity becomes suspect. There is a global demand for an inclusive, non judgemental and holistic approach to sexuality in education, working towards the 'empowerment' of youth. So, within the Indian socio-political-cultural climate, one needs to 'unlearn', question and challenge one's own assumptions of who our youth are and what they need in this time and age, while challenging the strongholds of hegemony and power.

At the heart of the course also lie discussions on the indifference to women, a question deeply rooted in the debates on 'gender' and its societal/ 'cultural interpretation' (Butler, 2006). There is a control over the woman's body and sexuality, which instead of celebrating her as an equal, thinking and feeling being, outside the frame of the biological make up that has historically been defining her through cycles of 'subversive repetitions', builds a 'compelling illusion' of her identity of convenience, mostly for the purpose of extending the tentacles of patriarchy.

The course offers insights into societal, classed, raced, gendered and sexed practices and the cultural struggles against dominations, those for identity and autonomy, to transform the researcher's understanding of what counts as 'official' or legitimate knowledge and who holds it, only to superimpose it in the Indian context, specifically in the area of School and Sexuality (Apple, Au, Gandin, 2009).

List of Readings:

Abraham, Leena (2002). Bhai-Behen, True Love, Time Pass: Friendships and Sexual Partnerships among Youth in an Indian Metropolis. *Culture, Health & Sexuality, 4:3*, 337-353.

Agnihotri, Indu and Mazumdar, Vina (2005). Changing Terms of Political Discourse: Women's Movement in India, 1970s-1990s. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 48-77. Zubaan.

Allen, Louisa (2011). Young People and Sexuality Education: Rethinking Key Debates. Palgrave Macmillan.

Anandhi, S.(2007). Sex Education Conundrum. *Economic and Political Weekly, 42:33*, 3367-3369.

Apple, M.W., Au, Wayne & Gandin, L.M. (2009). Mapping Critical Education. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 3-19. Routledge.

Au, Wayne (2009). Fighting With the Text: Contextualizing and Recontextualizing Freire's Critical Pedagogy. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 221-231. Routledge.

Boler, Megan (2004). Democratic Dialogue in Education: Troubling Speech, Disturbing Silence. Peter Lang.

Butler, Judith (2006). Performative Acts and Gender Constitution: An Essay In Phenomenology And Feminist Theory. In Madeleine Arnot & Mairtin Mac an Ghaill (Ed.) *The Routledge Falmer Reader in Gender & Education*, 61-71. Routledge.

Chanana, Karuna (2001). Hinduism and Female Sexuality: Social Control and Education of Girls in India. *Sociological Bulletin. 50:1*, 37-63.

Das, Arpita (2014). Sexuality Education in India: Examining the Rhetoric, Rethinking the Future. *Sex Education: Sexuality, Society and Learning, 14:2*, 210-224.

Gabler, Mette (2012). Searching for Sexual Revolutions in India: Non-Governmental Organisation-Designed Sex Education Programmes as a Means Towards Gender Equality and Sexual Empowerment in New Delhi, India. *Sex Education: Sexuality, Society and Learning, 12:3*, 283-297.

Giroux, Henry (1998). Teenage Sexuality, Body Politics and the Pedagogy of Display. *J.S. Epstein's Youth Culture: Identity in a Postmodern World*, 24-55.

Giroux, Henry A. (2005). Crossing the Boundaries of Educational Discourse: Modernism, Postmodernism and Feminism. *Border Crossings: Cultural Workers and the Politics of Education (2nd ed.)*, 31-81. Routledge.

Hinchey, Patricia H. (2004). Understanding Our Own Thinking: Developing Critical Consciousness. *Becoming a Critical Educator: Defining a Classroom Identity, Designing a Critical Pedagogy*, 23-45. Peter Lang.

Hindin, Jaya and Hindin, Michelle J. (2009). Premarital Romantic Partnerships: Attitudes and Sexual Experiences of Youth in Delhi, India. *International Perspectives on Sexual and Reproductive Health, 35:2*, 97-104.

Khanna, Renu and Price, Janet (1994). Female Sexuality, Regulation and Resistance. *Focus on Gender, 2:2*, 29-34.

Kenway, Jane & Fitzclarence, Lindsay (2006). Masculinity, Violence and Schooling: Challenging 'poisonous pedagogies'. In Madeleine Arnot & Mairtin Mac an Ghaill (Ed.) *The Routledge Falmer Reader in Gender & Education*, 206-220. Routledge.

Menon, Nivedita (2012). Seeing Like A Feminist. *Zubaan and Penguin Books India.*

Menon, Nivedita (2009). Sexuality, Caste, Governmentality: Contests Over 'Gender' in India. *Feminist Review, 91*, 94-112.

Niranjana, Seemanthini (2005). Bodily Matrices. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 473-481. Zubaan.

Nirantar Education Series 1 (2009). Sexuality Education for Young People. *Nirantar Trust.*

Nirantar (2011). *Khulti Parten: Yaunikta aur Hum* (1 aur 2). *Nirantar Trust.*

Randive, Joy Deshmukh (2005). Controlling Sexuality. In Mala Khullar (Ed.), *Writing the Women's Movement: A Reader*, 468-472. Zubaan.

Trimble, Lisa (2009). Transformative Conversations About Sexualities Pedagogy and the Experience of Sexual Knowing. *Sex Education, 9:1*, 51-64.

Trimble, Lisa, Foisy, Christina, MacMillian, Nikki, Porter, Jos, Rodman, Channing & Ritchie, M. T. (2012). The Sense Project: An Innovative Model for Sexualities Education Partnerships Between Community-Based Educators and Schools. *Learning Landscapes, No.2*, 313-330.

Weaver-Hightower, Marcus (2009). Masculinity and Education. In Michael W. Apple, Wayne Au, & Luis Armando Gandin (Ed.), *The Routledge International Handbook of Critical Education*, 163-176. Routledge.

Introduction:

This course work is planned for the Ph.D. scholars **Ms. Reetu Yadav and Mr. Vishwas**

Planned in two sections, the course aims at elaborate, student participatory discussions on the following themes.

A reading list has been proposed to initiate the process of deliberations.

Inclusion: Pedagogic Opportunities and Challenges

Section I: Developing a Theoretical Overview

- ~ Understanding Stereotypes and Inequalities in Education

- ~ Assimilation or Inclusion: Social response & responsibility

- ~ Advocacy and Systemic action : A critical analysis of educational policies

- ~ Examining the curricular framework/s: How Inclusive are them?

Section III: Teaching to Teach: Call for Revamping Teacher Education Programs

- ~ Reinventing Pedagogical Content Knowledge (PCK) for an inclusive setup

- ~ Teacher Preparation Programs: What exactly do they need to do?

References

Bank, J. A. (2006). *Multicultural Education: Issues and Perspectives* (6th ed.). Wiley, John & Sons.

Dovidio, J.F.,Hewstone, M.,Glick, P. & Esses V.M., 2010 The sage handbook of Prejudice,Stereotyping and Discrimination New Delhi: Sage.

Zacharias U. 2013 To race with the able? Soft skills and the psychologisation of Marginality in Beyond Inclusion: The practice of equal access in Indian Higher Education by Satish Deshpade & Usha Zacharias New Delhi: Routledge

Subtractive Schooling U.S-Mexican Youth and the Politics of Caring Angela Valenzuela 1999. USA: State University of New York press

Michelson R.A. 2013 *How tracking undermines Race equality in Desegregated Schools* in Race, Gender, Sexuality & Social Class Dimensions of inequality Susan J. Ferguson(ed) 2013 USA: Sage

Acker J. *Inequality Regimes in* Race, Gender, Sexuality & Social Class Dimensions of inequality Susan J. Ferguson(ed) 2013 USA: Sage

Anyon J. 2009 *Critical pedagogy is not enough : Social justice Education, political Participation, and the politicization of students* in The Routledge Internationl Handbook of Critical Education By Michael W. Apple, Wayne Au & Luis Armando Gandin . USA: Routledge.

Hill D. & Kumar R. 2009 *Global Neoliberalism and Education and its Consequences* New York: Routledge.

Popkewitz T.S. 2001 *The production of reason and power: Curriculum History and Intelluctual Traditions* in T.S. Popkewitz, B.M. Franklin & M.A. Pereyra *Cultural History and Education* USA: Routled

Understanding Modernity: Historical and Contemporary Perspectives

Aim

To understand the idea of modernity as a construct and as inter-disciplinary study.
To understand modernity in the Indian historical and contemporary context.
To examine the relationship between modernity and education.

Units of Study

Unit 1: Modernity in the historical frame of colonial experiences; modernity as a sociological and cultural construct and as situated in India's plural context.

Unit 2: Empirical understanding of modernity across diverse cultures; modernity as a rural and urban phenomenon.

Unit 3: Understanding modernity in contemporary Indian society; modernity and education; modernity and culture.

Readings

Alam, Javed (1999). *India: Living with Modernity*, Delhi: OUP.

Appadurai, Arjun (1996). *Modernity at Large*, New York: OUP.

Betelle, Andre (2011) *The Andre Betelle Omnibus*, OUP.

Bhargava, Rajiv (2010). *The Promise of India's Secular Democracy*, Delhi: OUP.

Bhargav, Rajiv (2010). *Understanding Contemporary India: Critical Perspectives*, Orient Blackswan.

Das, Gurcharan (2000). *India Unbound: The Social and Economic Revolution from Independence to the Global Information Age*, New York: Anchor Books.

Deshpande, Satish (2003) *Contemporary India: A Sociological View*, New Delhi: Penguin.

Guha, Ramchandra (2007). *India After Gandhi*, New Delhi: HarperCollins.

Guha, Ramchandra (2011). *The Makers of Modern India*, New Delhi: Penguin.

Gupta, Dipankar (2000). *Mistaken Modernity: India Between Worlds*, New Delhi: HarperCollins.

Kakar, Sudhir (2009). *The Indians: Portrait of a People*, New Delhi: Penguin India.

Khilnani, Sunil (1997). *The Idea of India*, Penguin.

Kumar, Krishna (1991) *Raj Samaj Aur Shiksha*, New Delhi: Rajkamal Prakashan.

Kumar, Krishna (2005). *Prejudice and Pride*, Penguin.

Kumar, Krishna (2005). *The Political Agenda of Education*, New Delhi: SAGE.

Kumar, Krishna (2012) *Chudi Bazar mein*, New Delhi: Rajkamal Prakashan.

Rajni Pam Dutt (2013) *Aaj Ka Bharat*, New Delhi: Granth Shilpi.

Sen, Amartya.(2005). *Bharat-vikas ki Dishaven*

Sen, Amartya (2005). *The Argumentative Indian*, Picador.

Dr. Shobha Sinha

Reading English in the Secondary School

Rationale: This independent course is planned for doctoral students who are working on reading in English at the Secondary level. One of the reasons why children aspire to learn English in India (apart from the definite prestige associated with it) is that it is considered to be a language of access to various forms of knowledge, e.g., in science. However, there is a large variability in their competence of English. Children go to different medium schools (English and other Indian languages) and that too impacts their exposure and competence in English. Added to this is the issue of reading higher level texts and its comprehension in India. This course focuses on both the processes of reading extended texts in multiple subjects including literature and issues related to reading in the first and second language; and bilingualism in India.

Section One: Extending literacy in Secondary School

1. Comprehension in the Content Area
     Comprehension theories: Schema-theoretic view in Reading Comprehension. Implications for instruction
     Metacognition and strategic reading: Purpose for reading, strategies for reading, monitoring comprehension. Study skills.
     Vocabulary and comprehension
     Instructional and research implications
     Text Structure: analyzing text structures and effect of text structure on comprehension.

11. Response to Literature:
     Transactional theory
     Aesthetic and efferent reading.
     Factors affecting response to literature
     Assessing response to literature

III.   Writing
     Writing across the curriculum
     Writing Process Approach
     Writing as reflection.
Reading Writing Connections

Section Two: Reading English in India

I. Reading in the Second Language (English)
Communicative approaches to Second Language Acquisition and Extending
Communicative approaches into literacy
Reading and the Bilingual student
Reading Experiences in multilingual classrooms
Content Instruction for English Language learners

2. English in the Indian Context:
Historical Background of English in Indian education
English in different types of schools
Indian English

Bibliography

Agnihotri, R.K. & Khanna, A.L. (1997), Problematizing English in India. Sage: New Delhi

Anderson, N. (2002) The role of metacognition in second language teaching and learning. Eric Digest.

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

Carell, P. & Eisterhold, J. (1988). Schema theory and ESL reading pedagogy. In P.Carell, J. devine, & D. Eskey (Eds.), *Interactive approaches to second language learning*. Cambridge: Cambridge University Press.

Eskey,D. (2002). Reading and the teaching of L2 reading. *TESOL Journal*, 11 (1), 5-9

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

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

Goodman, K., Goodman, Y., & Flores, B. (1979). *Reading in a bilingual classroom*. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Goodman, Y. (1996) Revaluing Readers while readers revalue themselves: Retrospective Miscue Analysis. In Padak, Nancy D., Rasinski, Timothy V. et. al (Eds.) in *Distinguished Educators in Reading - contributions that have shaped effective literacy instruction.* IRA

Grabe, W. (1991). Current developments in second language reading research. *TESOL Quarterly*, 25 (3), 375-406.

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n Reading - contributions that have shaped effective literacy instruction.* IRA

McKeough, A. et al. (2006). Understanding Literacy Development: A global view. Lawrence Erlbaum Associates: Mahwah, NJ.

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

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

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

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

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

Research Methodology

Ph.D. in Education

This is a second level course in Research Methodology and expects and builds on a basic understanding of educational research and research methods relevant to research in social sciences in general, and educational research in particular. A Ph.D. scholar who has not had prior engagement with the first level course is advised to read the basic texts recommended below and equip himself/herself for the course at this level.

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Basic readings:

Bell, J. (2010). *Doing Your Research Project: A Guide for First-Time Researchers in Education and Social Science*. (5th Ed.) The Open University Press. (Available online)

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing among Research Traditions,* New Delhi: Sage Publications.

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It is important to develop a deep understanding of the nature of educational research as often educators seek remedies of educational problems without understanding the nature of the issues and problems. Hence, quality 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 follows:

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

- Learning to critically analyse 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 educational research and current situation. Role of theoretical perspectives on conceptualizing research and knowledge construction.

Unit 2: Research Processes and Perspectives:

- Quantitative and qualitative perspectives

- 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.

- Examining the tools of research with a 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.

- 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.

- Analysis of data and drawing conclusions

- Ethics of research.

Unit 3: Some Relevant Topics/issues specific to Educational Research:
- Classroom-based research

- Research with children: Challenges and concerns.

- Examining concept development and pedagogy of various subject areas including Maths, language, social studies, and science

Note: There will be specific sessions on the following topics/areas that will help the researcher to get a hands on experience of handling different facets of research:

Literature Review/data search, bibliography and citation, using soft-ware for data analysis (for example, SPSS and NVIVO), presentations skills and writing skills. The scholar is required to make class presentations and submit written assignments regularly. Assessment will be done on the basis of small and big assignments and a take-home or sit-in open book exam at the end of the course.

Readings:

Atkinson, P. et al. (Eds.) (2001). *Handbook of Ethnography.* London: Sage Publications.

Bryman, A. & Burgess, R.G. (Eds.) (1999). *Qualitative Research*, Volumes I, II, III and IV. London: Sage Publications. Selected chapters for different aspects.

Burgess, R.G. (Ed.) (1984). *The Research Process in Educational Settings: Ten Case Studies,* Philadelphia: The Falmer Press. (Read the Introduction, conclusion and any one chapter for writing a critique-see Task 1.)

Corbin, J. & Strauss, A. (2008). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory* (3rd ed.), Los Angeles: Sage Publications.

Denzin , N.K. & Lincoln, Y.S. (Eds.) (2000). *Handbook of Qualitative Research* (2nd Ed.), Thousand Oaks: Sage Publications.

Denzin, N.K. & Lincoln, Y.S. (Eds). (2003). *Strategies of Qualitative Inquiry.* (2nd Ed.), Thousand Oaks, California: Sage Publications Inc.

Eisner, E.W. (1998). *The Enlightened Eye: Qualitative Inquiry and the Enhancement of Educational Practice.* New Jersey: Prentice Hall, Inc. Introduction and Chapters 1, 2, 3 8, 9, 10 and 11.

Geertz, C. (1993). *The Interpretation of Cultures: Selected Essays*. London: Fontana Press. Chapter 1

Green, J.L., Camilli, G. & Elmore, P. B. (Eds.). (2006). *Handbook of Complementary Methods in Education Research.* Mahwah,NJ: Lawrence Erlbaum Associates Inc.

Holliday, A. (2007). *Doing and Writing Qualitative Research* (2nd ed.), London: Sage Publications. An Excellent book for beginners: a must read for all of you!!

Srivastava, V.K. (Ed.) (2004). *Methodology and Fieldwork*, New Delhi: Oxford University Press.

Towards Interpretation of Adolescent Hindi Literature

Unit 1- Reading and Responding to literature

- Literary theory and Adolescent literature
- Understanding the process of meaning making
- Literary interpretation and appreciation
- Assessing response to literature

Unit 2- Understanding Diversity

- socio – cultural diversity
- Diversity in classroom – multilingual, multicultural
- Diversity in content of literature

Unit 3 –Adolescent literature in Hindi

- Popular trends in adolescent literature
- Reading and interpreting adolescent literature
- Issues of representation - class, gender, cultural differences, identity etc.
- Differences in interpreting children's literary texts –constructing multiple subjectivities and identities

References:

Books

Athanases, S.(1998), Diverse learners, Diverse texts: Exploring identity and difference through literary encounters, Journal of literary research, 30, pp. 273-296

Beach R. (1993), A teacher's introduction to reader response theories, Urbana IL, National Council of Teachers of English

Eagleton T.(1983), Literary theory, Minneapolis, University of Minnesota Press

Gamble N. & Yales, S.(2008),Reading and Responding. In Exploring Children's Literature. London. Sage Publications.

Grenby, M.O. (2008), The School Story. In Children's Literature, Edinburgh. Edinburgh University Press.

Gupta, N. & Chatterjee, R. (2009), Reading Children: Essays on Children's Literature. Delhi: Orient Blackswan.

Kamil, Michael. L., Hosenthal Peter B. , Pearson David P, &Barr Rebecca(2000), Lawrence Earlbaum Associates, NewJersey

Kaushik, Sonia(Ed.) (2009) Reading for Meaning, NCERT, Delhi

Vacca Richard T.(2005), Content area Reading, Literacy and Learning Across Curriculum, Pearson, U.S.A

Articles

Anderson Billie V. and Barnitz John G., Cross-Cultural Schemata and Reading Comprehension Instruction. Source: Journal of Reading, Vol. 28, No. 2 (Nov., 1984), Wiley on behalf of the International Reading Association, pp. 102-108

Benton, M.(1993), Reader Response in Criticism in Children's Literature. Rosenblatt, L. M. (1980). Writing and Reading: The Transactional Theory.

Bender Delane & Slack, The Role of Gender in Making Meaning of Texts: Bodies, Discourses, and Ways of Feminist Teacher, Vol. 20, No. 1 (2009), University of Illinois pp. 15-27

Hancock Marjorie R., Exploring the Meaning-Making Process through the Content of Literature Response Journals: A Case Study Investigation. Research in the Teaching of English, Vol. 27, No. 4 (Dec., 1993), National Council of Teachers of English pp. 335-368,

Harms Jeanne McLain, Children's Responses to Fantasy in Literature Author(s): Language Arts, Vol. 52, No. 7 (OCTOBER 1975), National Council of Teachers of English, pp. 942-946

Kuhn Doris Young (1966), Evaluation of Children's Responses to Literature, New Trends in English Education,National Council of Teachers of English, pp. 69-75

Martinez Miriam G. and McGee Lea M.. Children's Literature and Reading Instruction: Past, Present, and Future,Reading Research Quarterly. Vol. 35, No. 1 (Jan. - Feb. - Mar., 2000), Wiley on behalf of the International Reading Association, pp. 154-169.

Rogers Theresa, Literary Theory and Children's Literature: Interpreting Ourselves and Our Worlds Theory Into Practice, Vol. 38, No. 3, Expanding the Worlds of Children's Literature (Summer, 1999), Taylor & Francis, Ltd., pp. 138-146

Sipe Lawrence R.. Children's Response to Literature: Author, Text, Reader, Context, Theory Into Practice. Vol. 38, No. 3, Expanding the Worlds of Children's Literature (Summer,1999), Taylor & Francis, Ltd., pp. 120-129

Studier Catherine E. Children's Responses to Literature, Language Arts, Vol. 58, No. 4, Children's Literature (April 1981), pp. 425-430 Published by: National Council of Teachers of English

Usery. Mary Lou, Critical Thinking Through Children's Literature, Elementary English Vol. 43, No. 2 (FEBRUARY, 1966), National Council of Teachers of English pp. 115-118, 120

Understanding Inclusion: Emerging Trends and Challenges

Concept Note

Diversity is a way to look at, understand & build a meaningful perspective about differences amongst individuals and various social groups. It means more than acknowledging and appreciating variance in cognitive and physical ability, gender, age, national origin, ethnicity and religion. The power of diversity is unleashed when we respect and value differences. The course will provide an opportunity to explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state.

Course outline and reading

- A brief history of Discrimination and Exclusion: Exploring Hierarchy, Status and power System
- History and Experiences of Diverse Groups: Negotiating Attitudes, Dispelling biases, Challenging Stereotypes
- Assimilation or Inclusion: Social response & responsibility
- Intersecting Inequalities: Developing a context for collective action and individual mobility
- Ability/inability Paradox: Repositioning the Question of Competence
- Understanding Stereotypes and Inequalities in Education: The Philosophical, Sociological Historical and Political foundations of Inclusion
- Concept and processes of social and educational opportunities: Interrelationship among students, their families, the communities and school
- Methodological debates and Challenges with specific reference to research in Inclusion

References

- Dovidio, J.F., Hewstone M., Glick,P. & Esses, V.M. (2010) *Handbook of Prejudice, Stereotyping and Discrimination.* India: Sage Publication
- Durkheim,E.(1977) The Evolution of Educational Thought, routledge:London.
- Ellsworth, E. (1989) *Why Doesn't This Feel Empowering? Working Through the Repressive Myths of Critical Pedagogy* . Harvard Educational Review ,Volume 59, Number 3, pp.297-325
- Harpell, J. V. and Andrews J. (2010*) Administrative Leadership in the Age of Inclusion: Promoting Best Practices and Teacher Empowerment*, The Journal of Educational Thought (JET) Vol. 44, No.2 , pp. 189-210
- Holsinger D.B. & Jacob W.J. (2008) *Inequalities in education.* China : Springer.
- Kugelmass, J.W. (2006) *Sustaining cultures of inclusion: The value and limitation of cultural analyses,* European Journal of Psychology of Education , Vol. 21 (3),pp. 279-292.
- Premchander, S., Sudan, K. and Peter Reid, P. (Eds.) (2009) *Finding Pathways Social Inclusion in rural development,* Banglore : Books for change
- Smith, J.P. (2000) *Policy response to Social exclusion : Towards Inclusion.* USA : Open University Press

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।
5. जैन अरविंद (2013), 'औरत अस्तित्व और अस्मिता, नई दिल्ली : राजकमल प्रकाशन।
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।
9. मेनन निवेदिता, आर्य साधना एवं लोकनीता जिनी (सं.) (2013), 'नारीवादी राजनीति संघर्ष एवं मुद्दे, हिन्दी माध्यम कार्यान्वयन निदेशालय : दिल्ली विश्वविद्यालय।
10. यादव राजेन्द्र (सं.) (2011), 'अतीत होती सदी और स्त्री का भविष्य, नई दिल्ली : राजकमल प्रकाशन।
11. वोल्स्टनक्राफ्ट मेरी (2009), 'स्त्री-अधिकारों का औचित्य-साधन, नई दिल्ली : राजकमल प्रकाशन।
12. शर्मा क्षमा (2012), 'स्त्रीत्ववादी विमर्श समाज और साहित्य, नई दिल्ली : राजकमल प्रकाशन।
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.

10. Reiter, R. R. (ed.). (1975). Towards an Anthropology of Women. New York: Monthly Review Press. (Articles by Draper and Rubin; other articles may be used for illustration).

11. Rogers, S.C. (1975). Female Forms of Power and the Myth of Male Dominance: A Model of Female/Male Interaction in Peasant Societies. American Ethnologist. 2(4), pp. 727-56.

12. Rosaldo, M.Z. & L, Lamphere (ed.). (1974). Women, Culture and Society. Stanford: Stanford University Press. (Articles by Rosaldo, Chodorow, Ortner; other articles may be used for illustration).

13. Tondon, Neeru. (2008). *Feminism: A Paradigm Shift*. New Delhi: Atlantic Publishers & Distributors.

Ph.D. Scholar: Mr. Vinod Kumar
Supervisor: Sailaja Chennat (Ph.D.)
Associate Professor, Department of Education

Area of Research: Inclusion of Children with Disabilities

Course 1: Diversity and Inclusion (M.Phil Course)

Course 2: Disability and Inclusion (Customized)

Course Title: Disability and inclusion (Customized)

Preamble:

When a group of people share a similar characteristic, be it language or religion or any such, it is understood to depict uniformity with reference to the particular characteristic in focus. But when there are groups of people hailing from different races, religions and cultures, they represent diversity. The scope of diversity widens as social groups that identify as marginalised use a variety of strategies to make their issues acknowledged and accepted by the society. At the same time, subsumed in the notion of diversity is the understanding that certain differences may bring specific disadvantage to the person in terms of his/her social position and life chances where as others may not, to the same extent. Finally, diversity is not simply a descriptive term; it implies an ideological position that values and respects cultural pluralism and supports its preservation within a society; the concept of diversity encompasses acceptance and respect for members of a group; it is loaded with a political perspective positively inclined to equity and justice in society.

It is from the above thread of analysis - diversity is loaded with a political perspective positively inclined to equity and justice in society - that diversity gets linked to inclusion. Here diversity subsumes the value and respect for pluralism in a social group establishing positive inclination to inclusivity while fostering a feeling of oneness and a sense of belongingness in each of the members of the pluralistic society. It is diversity that brings in the advocacy for equity and justice for each of the diverse persons in a group irrespective of their abilities, disabilities, social status, religion, class, caste and so on and so forth.

Another thread of analysis is that it is diversity and the exclusion of some who are not like the majority in their group that has given rise to inclusion as a significant discourse.

Persons with disability/ies form he major group who are excluded from the society and hence the focus area in the course.

Inclusion as a philosophy and process is deeply impacted by the state policies and the socio cultural ethos. Therefore whatever policies or declarations are made at the international level it is

imperative that a micro analysis of its implementation be carried out in the specific socio cultural context in focus.

Course Content with the corresponding objectives:

1. **Models of Disability**:

   It is important to understand and critique the paradigms of disability and have a holistic view of disability as a phenomenon to delve deeper into any research in this area.

   - Charity

   - Rehabilitation

   - Medical

   - Social

   - Human Rights

   - Bio-psychosocial

   The scholar will present a detailed paper on the understanding developed on the above models and submit it.

2. **Critical analysis of Inclusion of children with disability as _the_ option for the education of _all_ children with disability of _any_ kind or _stage_**

   Inclusion is the buzz word across all nations across the globe in the context of education of children with disabilities. It is important to review literature on the field experiences from different developing and developing countries to scrutinize inclusion as the option for all disabled children.

3. **Book Review (any 2)**
   Len Barton is a disability activist writer and has written profusely on the sociological perspectives of disability. Reviewing books written by him can develop critical thinking ability in the reader.

   1. Disability, Politics and the Struggle for Change
   2. Inclusive Education and Teacher Education
   3. Special Education and Social Interests
   4. Voicing Concerns: Sociological Perspectives on Contemporary Education Reforms
   5. Disability Studies Today

4. **Annotated Bibliography Education of children with disability (2000-2016) (25/30 works)**

   Suggested scholars:
- Mel Ainscow
- Shapiro
- Deppler
- Mithu Alur
- Gajendra Verma
- David Mitchell
- Anaesthesia Liasidou
- Peter Mittler
- Sally Tomlinson
- Bob Algozzine
- James Ysseldyke
- Madan Mohan Jha
- Anita Ghai
- Lorella Terzi
- Nidhi Singhal

   Making an annotated bibliography of the works of these and more scholars in the field, both books and journal articles (conceptual and field based research articles) will lead the scholar into an in-depth understanding of the area of disability and education and get him ready for a meaningful engagement in the field.

Reading List

Journals
1. Journal of Research in Special Educational Needs
2. International Journal of Special Education
3. International Journal of Inclusive Education
4. Exceptional Children
5. Exceptionality
6. International Journal of Disability, Development and Education
7. Exceptionality, Education International
8. British Journal of Special Education
9. Journal of Special Education and Rehabilitation
10. International Journal of Early Childhood and Special Education
11. International Journal of Diversity in Education
12. International Journal of Learner Diversity and Identities

Books

Baglieri, S & Shapiro, A. (2012). *Disability studies and the inclusive classroom.* New York, Routledge

Booth,T & Ainscow,M. (2011). *The Index for inclusion.* Bristol: UK, Centre for Studies on Inclusive Education

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Davis, L.J. (Ed.). (1995). *The Disability studies reader (3rd Ed).* NY, Routledge

Frederickson, N & Cline, T. (2009). *Special educational needs, Inclusion and diversity (2nd Ed).* England, Open University

Ghai, A. (2015). *Rethinking disability in India.* New Delhi, Routledge

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Kirk, Gallagher, Anastasiow & Coleman. (2006). *Educating exceptional children.* Boston: MA, Houghton Mifflin

Mittler, P. (2000). *Working towards inclusive education.* London, David Fulton

Smith, D.D. (1998). *Introduction to special education.* Boston: MA, Allyn and Bacon

The SAGE Handbook of special education, Vol I & II. (2014). London, Sage

Terzi, L. (2008). *Justice and equality in education.* London, Continuum

Ysseldyke, J.E. & Algozzine, B. (1995). *Special education: A Practical approach for teachers.* New Delhi, Kanishka,

Ysseldyke,J.E., Algozzine,B. & Thurlow,M.L. (1992). *Critical issues in special education.* Boston: MA, Houghton Mifflin

Underwood. (2008). *The Construction of disability in our schools.* Rotterdam, Sense Publishers

Websites

- Do2Learn (for teachers: all about learners and teaching)
- Inclusive Schools Network (Assessment tools etc)
- Lesson Pix (Learning materials)
- CAST (Centre for Applied Special Technology) (Information and Tools to
- Implement Universal Design for Learning_ helpful for Differentiated Learning)

- The Organised Special Education teacher (resources for teachers)
- Inclusive Classroom School Resources (ACD-Association for Children with a Disability)
- http://www.thedtgroup.org/physical-disabilities/case-studies
- http://successstory.com/inspiration/10-best-successful-personalities-with-disabilities   (15 successful stories)
- http://listverse.com/2010/01/18/top-10-extraordinary-people-with-disabilities/   (10 Indians with disabilities)
- http://www.deaflinx.com/DeafEd/OptionsGuide/TC.html
- http://online.sju.edu/resource/special-education/modern-teaching-techniques-for-deaf-students
- http://www.projectidealonline.org/

Videos

- UNICEF- Inclusive Education & Children with Disabilities
- Inclusive Education
- Video #3- Myths and Misconceptions about Inclusive Education
- http://www.projectidealonline.org/ (videos for teachers on the education of children with different categories of disability) (Guide Technique)
- School Experience with Learning Disabilities-Richard

Supervisor
Sailaja Chennat (Ph.D.)
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