

# Curriculum for 2-year M.Ed. Programme

Department of Education  
University of Delhi, Delhi

## M.Ed. Two Year Course Outline

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

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

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

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

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

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

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

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

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

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

### Structure for the M.Ed. Student

- a. Two Research Methods Courses: 200 marks
- b. Five Perspective Courses: 500 marks
- c. Three Specialization Courses (two from a cluster and one from any other): 300 marks
- d. Dissertation: 125 marks  
 Projects : 50 marks  
 Research Seminar: 25 marks.

## **M Ed Two Year Programme**

### **R.1 : Introduction to Research Methods in Education**

Maximum Marks: 100

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

#### **Course Objectives**

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

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

#### **Units of Study**

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

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

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

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

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

## **M Ed Two Year Programme**

### **R.2.1: Quantitative Methods in Educational Research**

Maximum Marks: 100

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

#### **Course Objectives**

The aim of this course is to focus on the foundations of positivist research approach and method in the light of the paradigms and processes of educational research engaged with in the first course on 'Approaches to Research in Education'. At the end of the course, students will be able to:

- Develop an understanding of the philosophical and epistemological basis of educational research as derived from positivist traditions.
- Identify the several components of research approaches that characterise quantitative research methods and the basis of choosing this form of research.
- Identify areas of enquiry and derive relevant questions for undertaking quantitative educational research.
- Identify and select appropriate theoretical and conceptual basis for undertaking a research problem.
- Design a study to address a research problem, including methods of data collection and analysis.
- Identify and analyse ethical issues present in a quantitative research study.
- Develop tools for critiquing components of a research study: the purpose, the problem, research questions or hypotheses, methods of conducting research and analysis.
- Engage with basic concepts necessary for understanding descriptive and inferential (parametric) statistics, including the assumptions behind parametric and non-parametric statistics
- Develop an understanding of techniques of data analysis in order to derive meaning from quantitative research studies and for conducting quantitative research
- Learn to apply statistical techniques to a body of data in an appropriate manner and interpret quantitative data subject to statistical analysis
- Review the statistical techniques used to analyse data in published researches

## **Units of Study**

*Unit 1: Quantitative Research:* The foundations of quantitative research in education; Positivist and post positivist paradigms; the research problem, the research question, theoretical frames and basis and review of empirical studies.

*Unit 2: Experimental Research Design:* hypothesis, variables that influence research and that are the object of study; sampling; measurement, testing, and observation; causation, validity, and experimentation; types of experimental approaches – inductive and deductive approaches, true experiment and quasi-experimental designs and their appropriateness for research problems in education; ex-post-facto research, co-relational studies, evaluation and impact studies.

*Unit 3: Data Sources and Tools of Data Collection:* sources of large sets of data, such as census data, school-based data (eg. DISE) and survey data; critical understanding of tools for collecting quantitative data: questionnaires, structured interview and observation schedules, Test instruments; examining the appropriateness of tool/(s) for the research purpose; concerns in data collection, analysis and interpretation; ethics in educational research.

*Unit 4: Inferential and Descriptive Statistics:* Hypothesis testing and sampling distributions; assumptions behind the model of descriptive and inferential statistics and their application in educational research; frequency distribution tables and graphs, measures of central tendency: mean, median, and mode, measures of variability: range, variance, and standard deviation, z-scores and the normal curve.

*Unit 5: Measures of Inferential Statistics:* Correlation and other measures of association; Regression analysis; Standard errors of measurement - Type I and II errors; t tests and the critical ratio; One-way Analysis of Variance (ANOVA) and Analysis of Co-variance (ANCOVA) and their applications.

*Unit 6: Nonparametric Statistics:* Assumptions behind models of non-parametric measures; appropriateness in terms of data types such as ratings, rankings and scores based on categorised data; Mann-Whitney and Chi-square tests and their applications; visual representation of continuous and discontinuous data: histograms, bar diagrams, pie-charts, line graphs.



## **M Ed Two Year Programme**

### **P.1 : Philosophy of Education**

Maximum Marks: 100

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

#### **I Understanding Philosophy of Education**

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

#### **II Understanding Man**

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

#### **III Understanding Knowledge**

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

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

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

#### **V Understanding Method**

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

#### **Readings.**

## Unit I

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

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

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

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

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

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

## Unit II

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

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

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

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

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

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

Is Metaphysics Needed?

## Unit III

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

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

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

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

#### Unit IV

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

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

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

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

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

#### Unit V

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

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

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

Readings from J.L. Austin & Nel Noddings

## **M Ed Two Year Programme**

### **P.2 : Sociology of Education**

Maximum Marks: 100

#### **Unit 1: Questions and Tools**

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

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

#### **Unit 2: Reading Classics:**

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

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

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

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

#### **Unit 4: Modernity and Education**

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

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

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

### **Practicum**

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

## **M Ed Two Year Programme**

### **P.3 : Personality, Learning and Cognition : A Foundational Perspective**

Maximum Marks: 100

#### ***Course Vision***

*This course aims to promote understanding of the major theoretical traditions in personality, learning and cognition, situating them in their socio-historical context. It examines the assumptions, debates, dialectics and shifting stance across these traditions. It builds a nuanced understanding of the developmental, contextual and cultural differences in the ways individuals think, learn, develop and experience the world. Finally, it provides perspective on the contributions of each tradition to educational inquiry, research and discourse building. The organic unity between personality, learning and cognition constitutes the running thread along which the course has been visualized.*

#### ***Unit I: Perspectives in Personality***

- The Psychoanalytic and Neo-Freudian Perspective: Sigmund Freud, Carl Jung and Alfred Adler
- The Dispositional Perspective: Hans J. Eysenck
- The Learning-Behavioral Perspective: B.F. Skinner
- The Humanistic-Existential Perspective: Abraham Maslow, Carl Rogers, Rollo May

*Each perspective will be discussed with reference to the basic assumptions about human nature, methodological stance, conceptualization of personality, the processes and dynamics of personality development and the notions of a healthy personality.*

#### ***Unit II: Perspectives on the Nature of Human Learning and Cognitive Development***

- The Behaviourist Perspective: ( Classical and Operant Conditioning)
- The Psychometric Perspective (Guilford's Structure of Intellect Model)
- The Piagetian and Neo-Piagetian Perspective
- The Cognitive Information Processing Perspective ( Sternberg's Triarchic Theory)
- The Social- Cognitive Perspective (Albert Bandura)
- The Contextualist Perspective (Vygotsky, Bruner and Howard Gardner)

*Each perspective will be critically analyzed in the context of its epistemological understanding, ways of inquiry; view of human mind, learner agency, learning; nature of knowledge and the ways in which this knowledge is transmitted, acquired or constructed; pedagogic beliefs, practices and possibilities.*

### ***Unit III: Contemporary Issues, Debates and Research Trends in Personality, Learning and Cognition***

- Significant Trends in Personality and Human Development Studies
- Research Trends in Learning and Cognition
- Methods, Strategies and Tools of Research
- Importance of Culture and Context
- Ethical Issues and Concerns

#### ***Suggested Readings***

Alexander, R. (2009) *Pedagogy, Culture and Power of Comparison*. In H. Daniels et al (Eds.), *Educational Theories, Culture and Learning: A Critical Perspective* (pp. 10-26). NY: Routledge.

Allen, Bem, P. (2000) *Personality Theories: Development, Growth and Diversity*, Boston: Allyn and Bacon.

Bandura, A. (1986) *Social Foundations of Thought and Action*. Englewood Cliffs, NJ: Prentice Hall.

Beilin, H. & Pufall, P. (1992) *Piaget's Theory: Prospects and Possibilities*. Hillsdale, NJ: Erlbaum.

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

Buss, Arnold (1995) *Personality: Temperament, Social Behaviour and the Self*. Massachusetts: Allyn and Bacon.

Cianciolo, A. T., & Sternberg, R. J. (2004) *Intelligence: A brief history*. Malden, MA: Blackwell Publishing.

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

Driscoll, M.P. (2004) *Psychology of Learning for Instruction*. (3rd Ed.). MA: Pearson Education.

Engler, Barbara (2006) *Personality Theories: An Introduction*. Boston: Houghton and Mifflin.

Flavell, J. H., Miller, P. H. & Miller, S.A. (2001) *Cognitive Development* (4<sup>th</sup> Ed.). Pearson Education.

Fox, Dennis, Prilleltensky I. & Austin, S. (2009) *Critical Psychology: An Introduction*. London: Sage.

Friedman, Howard, S. & Schustack, Miriam, W. (2003) *Personality: Classic Theories and Modern Research*. New Delhi: Pearson Education.

Gardner H. E. (1995) *Reflections on Multiple Intelligences: Myths and Messages*. (pp. 77, 200-209). Phi Delta Kappan International.

- Gardner, H. E. (2006) *Multiple Intelligences: New Horizons*, NY: Basic Books.
- Gardner, H.E. (2011) *The Unschooled Mind: How Children Think and How Schools Should Teach*. NY: Basic Books.
- Ginsburg, H. & Oppen, S. (1988) *Piaget's Theory of Intellectual Development*. Englewood Cliffs, NJ: Prentice Hall.
- Hall, Calvin & Lindzey, Gardner (2004) *Theories of Personality*. New Jersey: Prentice Hall.
- Hergenhahn, B. R. & Olson, M. H. (2003) *An Introduction to Theories of Personality*. New Jersey: Pearson.
- Hjelle, L. A. & Ziegler, D. J. (1992) *Personality Theories: Basic Assumptions, Research and Applications*. New York: McGraw Hill Inc.
- John, R., Grindstaff, L. & Cheng Lo, M. (2015) *Handbook of Cultural Sociology*. NY: Routledge.
- Kitayama, S. & Cohen, D. (2007) *Handbook of Cultural Psychology*. New York: The Guilford Press.
- Leach, Jemmy and Moon Bob (1999) *Learners and Pedagogy* (eds.). London: Paul Chapman Publication and The Open University.
- Miller, P. A. (2010) *Theories of Development Psychology* (5th Ed.). NY: Worth Publishers.
- Olson, David R. & Torrance, Nancy (1996) *The Handbook of Education and Human Development: New models of learning, teaching and schooling* (ed.). Cambridge: Blackwell.
- Pervin, L. A. & John, O. P. (2006) *Handbook of Personality: Theory and Research*, New York: Guilford Publications Inc.
- Robson, S. & Quinn, S.F. (2015) *The Routledge Handbook of Young Children's Thinking and Understanding* (Eds). NY: Routledge.
- Van Der Veer, R., & Valsiner, J. (1991) *Understanding Vygotsky: A quest for synthesis*. Oxford: Blackwell.
- Vygotsky, L.S. (1978) *Mind in Society*. Cambridge: Harvard University Press.



## **M Ed Two Year Programme**

### **P.4 : Teaching and Teacher Education: An Interdisciplinary Perspective**

Maximum Marks: 100

#### **Rationale**

The objective of the course is to enable students to develop an understanding of teacher education and the theoretical orientations and paradigms that describe it. Students are expected to engage with the discourse on teacher education, to understand the important concepts, issues and debates in teacher-education and relate these to real life settings. This requires building an inter-disciplinary perspective (based on the philosophical, sociological, psychological and historical aspects) on the processes of teacher education, including teaching, learning and learning how to teach. It will enable them to deepen their understanding of teacher education so that they can better analyse the practice, provisions and policy that are critical within the professional context. Such a study would enable the capacity of students to formulate responses to the realities of teacher education. An understanding of contemporary issues and discourses would enable students to further develop critical and evaluative skills and to explore avenues to undertake research in teacher education. Thus, teacher education, in this sense, may be understood both as a perspective as well as an area/field of inquiry.

The course will include selections from theoretical readings, analysis of data and personal field engagement through project work, survey and case study.

#### **Objectives**

To enable students

- To gain an insight and reflect on the concepts, debates, development and status of teacher education.
- To understand that there is knowledge related to Teacher–knowledge with its philosophical, sociological and psychological underpinnings.
- To understand the issues of initial teacher preparation and continued professional development of teachers.
- To critically examine the policy imperatives in teacher education and the role of agencies and regulatory bodies for quality, including the issue of governance in teacher education.

### **Unit I: Evolution and Development of Teacher Education**

- Studying Teacher Education: its Meaning, scope and significance; Teacher education as an interdisciplinary perspective
- Theoretical perspectives and paradigms in Teacher Education; Interface between Conceptual orientations and Evolving a coherent perspective on teaching, learning and learning to teach; Directions for educating teachers; Teachers' role ,Knowledge for teaching, and learning to teach in relation to it.
- Development of Teacher Education in India: Critical understanding of the dominant frameworks of pre service and in service teacher education including institutional structures, culture and programme design in a historical & contemporary perspective; Lessons drawn from other countries.

### **Unit 2: Perspectives on Teachers and Teaching**

- Examining the notions of a Teacher and Teaching in the ideas of thinkers/ writings of Dewey, Freire, Giroux, Hirst and Schon and Indian thinkers such as Gandhi and J. Krishnamurti,
- Teacher as Critical Pedagogue, Cultural worker, Intellectual, Reflective Practitioner
- Teachers and Knowledge: Critically examine teacher beliefs, values, assumptions about children, learners, learning, teaching and knowledge; understanding teacher knowledge in terms of subject content, pedagogical approaches, socio-cultural context of children and diversity in society and its interface with the classroom.
- Teachers and their Identity: Theoretical perspectives; Historical and contemporary perspectives; Multiple identities of teachers in India; Changing notion of teachers in India (from Guru to Professional); understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher

### **Unit 3: Understanding Teacher Education in a Social Context**

- Socio-cultural context of teachers: Status of teachers in Society; examining the position of teachers within the socio-psychological, cultural, economic and political context in a historical and contemporary perspective and its impact on teacher education
- Understanding teachers and teaching within the larger education system: the school system; social and work status; teacher professionalism; teacher control and agency; and the changing profiles of teachers' work and working conditions.
- The contemporary social demands from a teacher; studying the changing demography of teachers including the feminisation of the teaching profession and the gendering of school teaching.

- Role of socio-political-economic factors in teacher education: Teacher education in the Neo-liberal context

#### **Unit 4: Perspectives in Teacher Preparation and Teacher Development Programmes**

- Programme Structure and Curriculum Framework- Paradigms/Themes that underlie the structure of teacher education programmes; Structural and Conceptual Alternatives
- Curriculum Orientations and Models – Behaviouristic, Personalistic, Traditional-craft and Inquiry – oriented; Approaches to development of Curriculum of pre-service teacher-education –Student-teacher centered, Teaching centered / Situation based, Society – centered; Transacting the curriculum – challenges and alternatives; Inter-play between generic and subject – specific issues in curriculum; Pedagogy and Assessment; Best teaching practices
- Processes of teacher education – Training within teacher preparation; Technology and teacher education; Student- teaching, its supervision and assessment; Student – teaching- Issues of Length, Activities and Site; Patterns--Practice teaching , Intermittent Teaching, Block Teaching and Internship
- Planning and Organizing Teacher Education at different levels of school education, Role of SCERT, DIETs, BRCs & CRCs in Teacher Support (i.e. National, State and regional bodies)
- Professional Development of Teachers- Meaning, Nature and Scope; Place of professional knowledge, understanding, skills, values and attitudes, Ethics of Teaching; Transition from being a student-teacher to a beginning teacher-understanding the process by taking up case studies and teacher narratives; In-service Teacher Education – Concerns, Issues and Challenges; Shift in perspectives ,practice & approaches; Innovative programmes for practitioners

#### **Unit 5: Policy Imperatives in Teacher Education**

- Study and Analysis of documents from the post-independence and the contemporary period such as the National Policies on Education; the National Curriculum Frameworks on Teacher Education; the National Commission on Teachers; the RTE Act and the Justice Verma Commission
- How National Policies on Education have viewed teacher education : a Critique
- Quality and Regulatory Dimension – Strengthening the regulatory framework of teacher education ;Genesis of NCTE; Role and functions of NAAC as a body; Other Apex agencies
- Future Development of Teacher Education in India – Building a Vision of an Institution of Teacher Education; Policy Directions and Programmatic Thrusts

- Policy Making and Teacher Education, including issues of financing; Issues of governance and maintaining standards

*Enabling students to understand the crisis in Teacher Education (TE), especially in the Indian context, and engaging with problems/critical questions would be an important part of this unit. Readings and discussions would focus on issues such as, Why did TE need a Regulator? Why does development in TE not lead to a corresponding development / reforms in school education, thereby, leaving a huge gap between the two?*

### **Unit 6: Research in Teacher Education**

- Integrating inter-disciplinary knowledge through researches in Teacher education
- Teacher Education as a field of inquiry ; Grounding in theoretical and methodological understanding of the field of teacher education through research; Identifying Themes and Issues for research
- Philosophical and Sociological inquiry in teacher education; Historical studies of teacher education; Implications of psychological research on student learning and teaching for teacher education; Research in Curricular Areas, Areas of Inclusive Education, Gender, ICT, Art and Craft etc.
- Research to foster teachers' knowledge, understanding and practice;
- Future research and strategic planning in Teacher Education :Profiling the Teacher: Some conceptual issues;; Studying biographies of teachers ,Understanding the professional demands & personal needs of teachers, Developing the profile of a teacher to inform the design of teacher education curriculum

### **Practicum**

The students undertake the following tasks- Study Biographies of Teachers and Develop Teacher Profiles within historical and contemporary perspectives, Design material for education of future teachers and research an aspect of teaching in their subject, Take up an in-depth case study of a Teacher education Institution.

## LIST OF READINGS

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol. 6, No.2 pp 151-182.
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- Bartolome, L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. *Harvard Educational Review*, 64,173-194.
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- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing a Research Agenda. *Education as change*, Vol. 18,S5- S 18.
- Behari, A. & Menon, S. (2009). National Curriculum Framework 2005: Implications for Teacher Education. In M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds), *Teacher Education: Reflections towards Policy Formulation*. New Delhi: NCTE.
- Beijaard, D., Meijer, P. C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Elsevier: *Teaching and Teacher Education*, 20, pp. 107-128.
- Cochran- Smith, M. (Ed) (2008). *Handbook of Research on Teacher Education: Enduring questions in changing contexts* (3rd ed.). New York: Routledge.
- Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company.
- Fives, H. & Gill, M. Gregoire (Ed.) (2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge.

### **Articles:**

- Relationship between Teachers' Beliefs and Teachers' Practices-M. M. Buehl & Jori S. Beck
- Teachers' Beliefs about Teaching ( and Learning)- H. Fives, N. Lacatena & L. Gera
- Giroux, H. (1988). *Teachers as Intellectuals* .USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). Paulo Freire and the Pedagogy of Bearing Witness *in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education- Major Themes in Education*. London: Routledge.

### **Articles:**

- Teachers –made not born? –John F. Fulton
- Teaching student-teachers to reflect- K. Zeichner and D. Liston
- Teacher Professionalism in New Times- G. Whitty
- The theory-practice relationship in teacher training- Paul Hirst
- Rival conceptions of practice and teaching- David Carr
- Constructivism Examined- R. Fox

- Houston, W. R. (Ed)(1990). Handbook of Research on Teacher Education, Macmillan Public Co.

**Articles:**

- Philosophical Inquiry in Teacher Education- R.F. Floden & M. Buchmann
- Foundations of Education in Teacher Education-K. M. Borman
- Student-teaching and School Experiences-E. Guyton and D. J. McIntyre
- Korthagen, Fred A. J. & Kessels, Jos P.A.M. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, Vol. 28, No. 4, pp. 4-17.
- Krishnamurthy, J. (1974). On Education. New Delhi: Orient Longman.
- Kumar, K. (2005). Political Agenda of Education: A study of colonialist and nationalist ideas (2<sup>nd</sup> ed.)New Delhi: Sage Publications.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 & 3.
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- NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.
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- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. *American Journal of Education*, Vol. 100, No.3, pp.354-395
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- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. *Harvard Educational Review*, 63,Pp 163-182.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.

## **M Ed Two Year Programme**

### **P.5.1 : Education and Society in South Asia**

Maximum Marks: 100

#### **Unit 1: Education as a System**

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

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

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

#### **Unit 2: Historical Character of Present-day National Systems**

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

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

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

#### **Unit 3: Education, Culture and Social Movements**

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

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

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

#### **Unit 4: Language, Religion and Education**

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

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

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

#### **Unit 5: Education under Globalisation**

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

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

#### **Practicum:**

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



## **M Ed Two Year Programme**

### **P.5.2: Revisiting Psychology in Education**

Maximum Marks: 100

#### **Aim and Rationale**

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

#### **Objectives**

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

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

#### **Units of Study**

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

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

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

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

## **Essential Readings**

### **Unit 1**

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

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

### Advanced Readings

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

### Unit 2

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

### Unit 3

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

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

### Advanced Readings

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

### Unit 4

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

## Advanced Readings

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

## **M Ed Two Year Programme**

### **P.5.3 : Economy, Politics and Education**

Maximum Marks: 100

#### **Course Objectives**

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

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

#### **Units of Study**

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

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

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

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

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

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

### **Suggested Readings**

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

- \* Geetha Nambissan. Poverty, Markets and Elementary Education in India. Working Papers of the Max Weber Foundation's Transnational Research Group India "Poverty Reduction and Policy for the Poor between the State and Private Actors: Education Policy in India since the Nineteenth Century"
- \* Giroux, H. 2005. *The Terror of Neoliberalism: Cultural Politics and the Promise of Democracy*. Boulder: Paradigm Publishers.
- \* Harvey, D. 2005. *A Brief History of Neoliberalism*. New York: Oxford University Press.
- \* Hayek, F. A. 1979: *Law, Legislation and Liberty: A new Statement of the Liberal Principles and Political Economy. Volume III: The Political Order of a Free People*. London: Routledge.
- \* Henry Levin, 1987. "Education as a Public and Private Good". Journal of Policy Analysis and Management, Summer.
- \* Milton Friedman, Capitalism and Freedom, Ch. 6, "The Role of the Government in Education".
- \* Naik, J.P.1975.Equality, Quality and Quantity. The Elusive Triangle in Indian Education. Allied: Bombay.
- \* Oreopoulos, Philip, and Kjell Salvanes. 2011. "Priceless: The Nonpecuniary Benefits of Schooling," Journal of Economic Perspectives 25(1), pp. 159-184
- \* Palley, T.I. 2005. 'From Keynesianism to Neoliberalism: shifting paradigms in economics,' in A. Saad-Filho& D. Johnston (eds.,) *Neoliberalism: A critical Reader*. Ann Arbor, MI: Pluto Press: 20-30
- \* Prakash, Ved and K. Biswal.2008. Perspectives on Education and Development, NUEPA: Delhi.
- \* Psacharopolous, G. 1985."Planning of Education: Where Do We Stand?" World Bank: Washington
- \* Psacharapoulos, George.1996. "The Profitability of Investment in Education: Concepts and Methods," Human Development and Operations Policy Working Paper No. 15280, The World Bank, Washington, DC.
- \* Saad-Filho, A. & D. Johnston. (eds.) 2005. *Neoliberalism: A Critical Reader*. Ann Arbor, MI: Pluto Press
- \* Schultz, T.W. 1961. Investment in Human Capital, American Economic Review.
- \* Sen, Amartya and Dreze.1996.India: Economic Development and Social Opportunity. Oxford University Press.
- \* Tilak, Jandhyala B. G. 2002. "Education and Poverty". 3 (2) Journal of Human Development (New York: UNDP).July. 191-207.
- \* Tilak, Jandhyala B.G.2006. "Economics of Human Capital in India". Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.
- \* Tilak, Jandhyala B.G.2008. "Education, Growth and Development, Keynote Address". Indian Economic Journal (91st IEA Annual Conference Volume): 705-19.



## **M Ed Two Year Programme**

### **P.5.4: Perspectives in History and History of Education**

Maximum Marks: 100

#### **Rationale of Course**

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

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

#### **Units of Study**

##### **Unit I Primacy of History**

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

## **Unit II Trajectory of Indian Education System**

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

## **Unit III Historical Contexts, Contestations and Challenges**

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

## **Unit IV Post Colonial Patterns in Indian Education System**

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

## **Unit V Deconstructing Colonial and Post Colonial Histories**

### ***(Through Term Paper/Seminar Presentation)***

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

## **Suggested Readings**

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- Habib,Irfan (1995).Essays in Indian History – Towards a Marxist Perception. Tulika Books,Delhi
- Hobsbawm, Eric(1992).Nations and nationalism since1780:Programme,Myth, Reality. Cambridge Press.
- Ilaiah,Kancha (1996).Why I Am Not a Hindu: A **Sudra** critique of hindutva philosophy, culture and political economy.Samya, Calcutta (Also available in Hindi as Main Hindu kyon nahi- translated by Om Prakash Valmiki and published by Bhatkal and Sen).
- Jafa, Navina (2012).Performing Heritage-.Sage,New Delhi.
- Khilnani,Sunil (1999).The idea of India. Farrar,Straus and Giroux,New York (also available in Hindi as Bharatnama published by Rajkamal Prakashan in 2009).
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- Kumar, Krishna (1991), Political Agenda of Education – a study of colonialist and nationalist ideas: Sage, New Delhi.
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- Thapar, Romila (1975). The Past and Prejudice (Sardar Patel Memorial Lectures), National Book Trust, New Delhi.
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## **M Ed Two Year Programme**

### **P.5.5 : Curriculum Research and Development**

Maximum Marks: 100

#### **Course Vision**

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

#### **Unit 1 Theoretical Foundations of Curriculum Development**

##### **(i) Changing concept of Curriculum and its Contextual trajectory**

###### **Major Orientations in Curriculum Study**

###### **(a) The Content of Education**

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

###### **(b) Teaching -Learning Process in Curriculum development**

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

###### **(c) The Evaluation of Curriculum**

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

## **Unit 2: Research Problems in Curriculum Development**

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

## **Unit 3: Trends in Curriculum Development in India**

Basic education, Mudaliar and Kothari Commissions, National Curricular

Framework of 1970's, 1986, NCF 2005

### **Research Oriented Work:**

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

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- Beyer, L., & Liston, D. (1996). Chapter 2: The new right: Individualism, free markets, and character, Curriculum in conflict: Social visions, educational agendas, and progressive school reform (pp. 29-64). New York: Teachers College.
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- Slaughter, S. (1997). Class, race, and gender and the construction of postsecondary curricula in the United States: Social movement, professionalization, and political economic theories of curricular change. *Journal of Curriculum Studies*, 29, 1-30
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## M Ed Two Year Programme

### P.5.6 : Marginalization, Schooling, and Education

Maximum Marks: 100

#### Course Vision

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

This Course can also include a practical component.

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

- *Define and analyse the concept of diversity and marginalization in the context of education and schooling.*
- *Understand the need to appreciate and respond to difference and its implications for children.*
  - I. Understanding Exclusion and Marginality.  
Social, cultural, political, and economic dynamics of Exclusion  
Language and Marginalization: Education and language, politics and language
  - II. The Learner's Profile: Recognition of Diversity, appreciation of difference and differing perspectives, Examining the differences based on social, cultural, political, and economic factors.
  - III. Culture of Schools and Classrooms. Assumptions about students' backgrounds. Differential participation and achievement in schools.

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

- IV. Understanding Diversity in the School  
Discounting Diversity, transition from home to school Possibilities of Exclusion.  
Construction of the ‘Other’ – Assumptions, Stereotypes, Prejudice, Humiliation  
Forms of discrimination and ‘de-valuation’  
Schooling and its meaning for the ‘Other’  
Resistance and Counter School Culture
  - V. The Silenced Dialogue : Power and Pedagogy  
Classroom Processes and School Texts  
Schooling and the Hidden Curriculum
  - VI. Towards a Culturally Responsive Pedagogy - Addressing diversity in schools.  
Multicultural Issues in Education – Shaping curriculum for Diversity  
Communicating across cultures.  
The language Issue – Lost in translations  
Need for Segregated schooling – Inevitable or avoidable
- Internship in a diverse school setting – linguistic/religious/caste/rural
  - Seminars - Designed to explore and reflect upon issues that arise during their internship.

#### Essential Readings:

- Christine Sleeter, Shashi Bhushan Upadhyay, Arvind K. Mishra & Sanjay Kumar ( Edited). School Education, Pluralism and Marginality. Comparative Perspectives. Orient BlackSwan, 2012
- Geetha B. Nambissan. Equity in Education? Schooling of Dalit Children in India.EPW, April 20-27,1996
- Geetha B. Nambissan. Exclusion and Discrimination in Schools: Experiences of Dalit Children. Working Paper Series, Vol.1 No.1. Indian Institute of Dalit Studies and UNICEF, 2009
- Herbert Kohl. I Wont Learn from You. The New Press, New York. 1994
- James A. Banks and Cherry A. McGee Banks (Edited): Multicultural Education. Issues and Perspective. John Wiley & Sons, NJ, 2010.
- John Ogbu
- Jonathan Kozol. Savage Inequalities. Harper Perennial, 1992
- Kancha Iliah. Why I am Not a Hindu, Samya, 2003
- Kaushalya Baisantri

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

#### Suggested Readings

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

## M Ed Two Year Programme

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

Maximum Marks: 100

#### Course Vision

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

#### Unit 1: Essence of Doing Mathematics

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

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

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

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

#### Unit 2: Learning Mathematics

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

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

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

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

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

### **Unit 3: Mathematics, Language and linguistics**

*Issues and related to nature of language of mathematics and how linguistics affect learning of mathematics will dealt in this section.*

Mathematical notations, Nature of Mathematical language: precision; graphical and symbolic logic and expressions; underpinnings of language of mathematics: as qualifiers, implication, equivalence, quantifiers.

Nature of mathematical discourse: including specialist syntax; use of mathematical symbols; specialised ways of talking including written and spoken forms of mathematical explanation; word problems

Social dimensions: particular ways in which students and teachers talk in mathematics classes that are not specifically mathematical, but that are associated with mathematics.

Issues with bilingual and multilingual mathematics learners.

### **Unit 4: Research in Mathematics Education**

*This section will introduce key areas that are being researched in Mathematics education.*

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

History, issues and current trends pertaining to design and methodologies that have contributed in this area.

Research in policy making, teaching, student-learning in mathematics.

### **Unit 5: Teachers' Preparation in Mathematics**

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

Teachers' knowledge and belief about the discipline of mathematics and its influence

Teacher's subject knowledge and its effect on her pedagogical decisions, with respect to promoting mathematical thinking in classroom, reflective teaching practices in mathematics

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

## List of Recommended Readings

AMT-01. Teaching Mathematics. IGNOU Series

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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LMT-01. IGNOU Series

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

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

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

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

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

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

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

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

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



## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Course Vision**

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

#### **Unit I: Philosophical Considerations of Learning Mathematics**

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

- Cognitive- constructivist theories

- Interactionist theory

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

- Mathematics for social justice and citizenry

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

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

#### **Unit 3: Contemporary Research in Construction and Development of Core Topics**

In this section evaluation and critical analysis of research done in the development of core topics in elementary/ secondary school mathematics curriculum will be done. Students will choose area/s of their choice and will focus on the contemporary researches being done in understanding pedagogical concerns, approaches that promote students' conceptual understanding and address anticipated learning difficulties; and teaching methods that provoke critical thought and foster inquiry-based learning in that area. Emphasis will on analyzing ways in which students make multiple representations, develop generalizations and give justification while developing understanding of these areas:

- Geometry Number sense and number theory

- Algebra Statistics Probability theory

- Elementary calculus

- Kinematics

- Language issues in mathematics

#### **Unit 4: Assessment in Mathematics:**

Perspectives related to assessment and learning mathematics will be studied as part of this section. Changing role of assessment, can assessment be seen as continuum to learning? Research related to contemporary issues related to assessing mathematical thinking. Assessment methods for linguistically, culturally and mathematically diverse students.

Critical analysis and comparison of large-scale mathematics tests such as TIMSS, PISA, Olympiads

#### **Unit 5: Meeting Diverse Needs in a Mathematics Classroom**

This section will discuss the theories and researches that ensure success of each child in an elementary mathematics classroom: Gender, socioeconomics, language, learning differences. Role of differentiated assessment, differentiated instruction and adapting curriculum to meet diverse learners will be considered.

#### **List of Recommended Readings**

AMT-01. Teaching Mathematics. IGNOU Series

Apple, M. (1992). Do the Standards Go Far Enough? Power, Policy, and Practice in Mathematics Education? Journal for Research in Mathematics Education.

Bharath. S., English, L. (2010). Theories in Mathematics education. Seeking new frontiers. Springer.

Boaler, J. (1998). Open and Closed mathematics: Students' experiences and understandings. Journal for Research in Mathematics Education. Vol. 29, No. 1, 41–62.

Butler, J. (1999). Gender trouble. New York: Routledge.

Chapman, A. (1995). Inter-textuality in school mathematics: The case of functions. Linguistics and Education, 7, 243-262.

Charalambous, C., Delaney, S., Hsu, A., & Mesa, V. (2010). The addition and subtraction of fractions in the textbooks of three countries: A comparative analysis. Mathematical Thinking and Learning, 12(2), 117-151.

Christensen, O. R., Skovsmose, O., and Yasukawa, K. (2008). The mathematical state of the world-Explorations into the characteristics of mathematical descriptions. ALEXANDRIA Revista de Educação em Ciência e Tecnologia, 1(1), 77–90.

Cogan, L., Houang, R., & Wang, H. C. The conceptualization and measurement of curriculum. College Press.

Cuoco, A., Paul Goldenberg, E., & Mark, J. (1996). Habits of mind: An organizing principle for mathematics curricula. Journal of Mathematics education. 15, 375-40

Devlin K. (2011). Introduction to Mathematical thinking. Ernest P. (1991). The Philosophy of Mathematics Education.

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

Frankenstein, M. (1989). Relearning mathematics: A different third R—Radical math. London, UK:Free Association Books.

Frankenstein, M. (1995). Equity in mathematics education: Class in the world outside the class. In W.G. G. Secada, E. Fennema, & L. B. Adajian (Eds.), *New directions for equity in mathematics*.

- Gutstein, E. (2006). Reading and writing the world with mathematics: Toward a pedagogy for social justice. New York: Routledge.
- Harwell, M. R., Herrick, M. L., Curtis, D., Mundfrom, D., & Gold, K. (1996). Evaluating statistics texts used in education. *Journal of Educational and Behavioral Statistics*, 21(1), 3-34.
- Herbel-Eisenmann B., Choppin J., Wagner D., Pimm D. (2012). *Equity in Discourse for Mathematics Education: Theories, Practices, and Policies*. Springer, New York.
- Herbel-Eisenmann, B. (2007). From intended curriculum to written curriculum: Examining the voice of a mathematics textbook. *Journal for Research in Mathematics Education*, 38, 344-369.
- Herbst, P. (1997). The Number-Line metaphor in the discourse of a textbook series. *For the Learning of Mathematics*, 17(3), 36-45. Howson, G. (1998). Some thoughts on constructing a curriculum. *Mathematics Teacher*, 16(5), 18-21.
- Herbst, P. (2002). Establishing a custom of proving in American school geometry: evolution of the two-column proof in the early twentieth century. *Educational Studies in Mathematics*. Springer. 49, 283-312.
- Howson, G., Keitel, C., & Kilpatrick, J. (1981). *Curriculum development in mathematics*. Cambridge: Cambridge University Press.
- Kazemi, E., & Stipek, D. (2001). Promoting conceptual thinking in four mathematics classrooms. *The Elementary School Journal*, 102(1), 59-80.
- Kilpatrick, J. (1993). The chain and the arrow: From the history of mathematics assessment. In M. Niss (Ed.), *Investigations into assessment in mathematics education: An ICMI study* (pp. 31-46). Dordrecht: Kluwer.
- Kilpatrick, J. (1995). Curriculum change locally and globally. In R. P. Hunting, G. E. Fitzsimons, P. C. Clarkson & A. J. Bishop (Eds.), *Regional collaboration in mathematics education 1995*. Melbourne, Australia: Monash University, Faculty of Education.
- Kline, M. (1973). *Why Johnny can't add*: Random House
- Lakatos, I. (1976). *Proof and Refutations: The Logic of Mathematical Discovery*, ed. J. Worrall and E. Zahar. Cambridge: Cambridge
- Lampert, M. (1990). When the Problem is Not the Question and the Solution is not the Answer: Mathematical Knowing and Teaching. *American Education Research Journal*. 27(1), 29-63.
- Lithner, J. (2004). Mathematical reasoning in calculus textbooks exercises. *Journal of Mathematical Behavior*, 23, 405-427.
- Lloyd, G. and M. Wilson (1998). Supporting innovation: The impact of a teacher's conceptions of functions on his implementation of a reform curriculum. *Journal for Research in Mathematics Education* 29(3): 248-274.
- LMT-01. IGNOU Series
- McBride, M. (1994). The theme of individualism in mathematics education: An examination of mathematics textbooks. *For the Learning of Mathematics*, 14(3), 36-24.
- McCaffrey, D., F., Hamilton, L. S., Stecher, B. M., Klein, S. P., Bugliari, D., & Robyn, A. (2001). Interactions among instructional practices, curriculum and student achievement: The case of standards-based high school mathematics. *Journal for Research in Mathematics Education*.
- Mesa, V (2004). Characterizing practices associated with functions in middle school textbooks: An empirical approach. *Educational Studies in Mathematics*, 56, 255-286
- Mesa, V. (2010). Strategies for controlling the work in mathematics textbooks for introductory calculus. *Research in Collegiate Mathematics Education*, 16, 235-265.
- MESE -001(2003). *Teaching and Learning Mathematics*. IGNOU series

- Mewborn, D. S. (2000). Learning to teach elementary mathematics: Ecological elements of a field experience. *Journal of Mathematics Teacher Education*, 3, 27-46.
- Mukhopadhyay, S., & Greer, B. (2001). Modeling with purpose: Mathematics as a critical tool. In B. Atweh, H. Forgasz, & B. Nebres (Eds.), *Sociocultural Research on mathematics education: An international*
- Murrell, Peter C. Jr. (1994). In Search of Responsive Teaching for African American Males: An Investigation of Students' Experiences of Middle School Mathematics Curriculum. *The Journal of Negro Education*, 63, (4), 556-569
- Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus
- Newton, D. P., & Newton, L. D. (2006). Could elementary mathematics textbooks help give attention to reasons in the classroom? *Educational Studies in Mathematics*, 64, 69-84.
- Noddings, N. (1994). Does everybody count? *Journal of Mathematical Behavior* 13(1): 89-106.
- Polya, G. (1954). Induction in solid geometry. In *Mathematics and plausible reasoning* (Vol. 1, pp. 35-41). Princeton: Princeton
- Schmidt, W. H., Houang, R. T., & Cogan, L. (2002). A coherent curriculum: The case of mathematics. *American Educator*, 26(2), 10-26,47.
- Schoenfeld, A. (1988). When good teaching leads to bad results: The disasters of "well taught" mathematics courses. *Educational Studies in Mathematics*, 56, 255-286
- Schoenfeld, A. H. (2004). The Math Wars. *Educational Policy*, 18(1), 253.
- Skemp, R. (1978). Relational understanding and instrumental understanding. *Arithmetic Teacher* 26 (3), 1-16.
- Steen, L. A. (1998). Core curriculum in context: History, goals, models, challenges. In J. Dossey (Ed.), *Confronting the core curriculum* (Vol. 45, MAA Notes, pp. 3-13). Washington, DC: Mathematical Association of America.
- Stein, M. K., & Lane, S., (1996). Instructional tasks and the development of student capacity to think and reason: An analysis of the relationship between teaching and learning in a reform mathematics project. *Educational Research and Evaluation*, 2, 50-80.
- Stigler, J. W., Fuson, K. C., Ham, M., & Kim, M. S. (1986). An analysis of addition and subtraction word problems in American and Soviet elementary mathematics textbooks. *Cognition and Instruction*, 3, 153-171.
- Stodolsky, S. S. (1989). Is teaching really by the book? In P. W. Jackson & S. Haroutunian-Gordon (Eds.), *From Socrates to software: The teacher as text and the text as teacher*.
- Tarr, J. E., Reys, R. E., Reys, B. J., Chavez, O., Shih, J., & Osterlind, S. J. (2008). The Impact of Middle-Grades Mathematics Curricula and the Classroom Learning Environment on Student Achievement. *Journal For Research In Mathematics Education*, 39(3), 247.
- Timothy Gowers (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
- Wheeler D (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).
- Wu, H. (1997). The mathematics education reform: Why you should be concerned and what you can do. *The American Mathematical Monthly*, 946-954.

## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Rationale**

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

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

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

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

#### **Objectives**

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

**Unit 1.** Evolution of Educational Technology: Continuum from audio-visual, educational technology to information and communication technologies

Practicum: Revisiting the B.Ed. syllabi related to ET and ICT

**Unit 2.** Classroom and Ubiquitous Communication: Continuum from teaching to learning in the light of face to face and virtual communication

Practicum: Studying elements of classroom communication with reference to models of communication

**Unit 3.** Instructional Theories and Procedures: Theories and procedures with special reference to Bruner and Ausubel

Practicum: Preparation of instructional material for teaching of concepts

**Unit 4.** Models of Teaching: Conceptual understanding of models with special reference to Bruner and Ausubel

Practicum: Development of teaching material based on models given by Bruner and Ausubel

**Unit 5.** Recent Trends in Educational Technology and Information and Communication Technologies: Researches and priority areas

Practicum: Paper/article writing based on recent trends viz. open educational resources, web 2.0, social networking, cyber-bullying, etc.

### **Suggestive Readings**

#### ***Print resources:***

Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? *Computers in the Schools*, 8(2), 59-81.

Apple, M. (1995): *Education and Power*. New York: Routledge.

Barron, A.E., Orwig, G.W., Ivers, K. S. & Lilavois, N. (2002). *Technologies for Education: A Practical Guide*, Reference Sources in Science and Technology Series, (Edition 4). New York: Libraries Unlimited.

Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in Education: Adaptive Learning and Testing*. New Jersey: World Scientific Pub Co Inc.

Collins, J., Hammond, M. & Wellington, J.J. (1997). *Teaching and Learning with Multimedia*. London: Routledge.

Dale, E. (1969). *Audiovisual Methods in Teaching*, (Edition 3). New York: Dryden Press.

D'Antoni, S. & Savage, C. (eds) (2009). *Open Educational Resources: Conversations in Cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.

Ehlers, U.D. & Schneckenberg, D. (eds) (2010). *Changing Cultures in Higher Education: Moving Ahead to Future Learning*. London: Springer.

Goswamy, B. P. (2006): *ShaikshikTaknikiEvamKaksha-KakshPrabandh*. Delhi: Swati Publication.

Jonassen, D.H. (ed) (2003). *Learning to Solve Problems with Technology: A Constructivist Perspective*, (Edition 2). California: Merrill.

Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with Technology: A Constructivist Perspective*. California: Merrill.

Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of Teaching, Alternative eText Formats Series*, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.

Kanvaria, V. K. (2014). *A Comprehension on Educational Technology and ICT for Education*. GBO: Delhi.

Ledford, B.R. & Sleeman, P.J. (2001). *Instructional Design: A Primer*. Greenwich: Information Age Publishing.

Leonard, D.C. (2002). *Learning theories: A to Z*. Westport: Greenwood Publishing Group.

Mayer, R.E. (2009). *Multimedia Learning*, (Edition 2). New York: Cambridge University Press.

McQuail, D. (1984). *Communication, Aspects of Modern Sociology: Social Processes*, A.O.M.S. Social Processes Series, *Surveys in Economics*, (Edition 2). New York: Longman.

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

OET (2000). E-learning : Putting a World-class Education at the Fingertips of all Children : The National Educational Technology Plan. Office of Educational Technology, US Department of Education. New York: DIANE Publishing.

Pathak, R. P. (2007): ShaikshikProdyogikiKeinNayeAayaam. Delhi: S. M. Books.

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

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

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

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

Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). Education Technology: Teaching Learning. New Delhi: APH Publishing.

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

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

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

***Web resources:***

[http://en.wikipedia.org/wiki/Educational\\_technology](http://en.wikipedia.org/wiki/Educational_technology)

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=1657&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[http://wikieducator.org/Educational\\_Technology](http://wikieducator.org/Educational_Technology)

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

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

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

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

## **M Ed Two Year Programme**

### **S.Et. 2 (b): Advanced Educational Technology**

Maximum Marks: 100

#### **Rationale**

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

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

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

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

#### **Objectives**

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

**Unit 1.** Basics of Educational Technology: Concept and evolution of educational technology and information and communication technologies

Practicum: Revisiting syllabi of Basic Educational Technology and ICT

**Unit 2.** Instruction, Communication and Media: Changing trends from face to face to virtual/online interaction, significance of virtual and mass media

Practicum: Paper/article writing on media and instruction

**Unit 3.** Instructional Designs: Programmed instruction, Keller's plan, mastery learning, collaborative instruction, cooperative instruction, large group instructions

Practicum: Developing instructions for a course using any one design



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

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

### **Suggestive Readings**

#### ***Print resources:***

- Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? *Computers in the Schools*, 8(2), 59-81.
- Apple, M. (1995): *Education and Power*. New York: Routledge.
- Barron, A.E., Orwig, G.W., Ivers, K. S. & Lilavois, N. (2002). *Technologies for Education: A Practical Guide, Reference Sources in Science and Technology Series*, (Edition 4). New York: Libraries Unlimited.
- Cheng, I., Safont, L.V. & Basu, A. (2009). *Multimedia in Education: Adaptive Learning and Testing*. New Jersey: World Scientific Pub Co Inc.
- Collins, J., Hammond, M. & Wellington, J.J. (1997). *Teaching and Learning with Multimedia*. London: Routledge.
- Dale, E. (1969). *Audiovisual Methods in Teaching*, (Edition 3). New York: Dryden Press.
- D'Antoni, S. & Savage, C. (eds) (2009). *Open Educational Resources: Conversations in Cyberspace*. New York: United Nations Educational, Scientific and Cultural Organization.
- Ehlers, U.D. & Schneckenberg, D. (eds) (2010). *Changing Cultures in Higher Education: Moving Ahead to Future Learning*. London: Springer.
- Goswamy, B. P. (2006): *ShaikshikTaknikiEvamKaksha-KakshPrabandh*. Delhi: Swati Publication.
- Jonassen, D.H. (ed) (2003). *Learning to Solve Problems with Technology: A Constructivist Perspective*, (Edition 2). California: Merrill.
- Jonassen, D.H., Peck, K.L. & Wilson, B.G. (1999). *Learning with Technology: A Constructivist Perspective*. California: Merrill.
- Joyce, B.R., Weil, M. & Calhoun, E. (2009). *Models of Teaching, Alternative eText Formats Series*, (Edition 8). Boston: Pearson/Allyn and Bacon Publishers.
- Kanvaria, V. K. (2014). *A Comprehension on Educational Technology and ICT for Education*. GBO: Delhi.
- Ledford, B.R. & Sleeman, P.J. (2001). *Instructional Design: A Primer*. Greenwich: Information Age Publishing.
- Leonard, D.C. (2002). *Learning theories: A to Z*. Westport: Greenwood Publishing Group.
- Mayer, R.E. (2009). *Multimedia Learning*, (Edition 2). New York: Cambridge University Press.
- McQuail, D. (1984). *Communication, Aspects of Modern Sociology: Social Processes*, A.O.M.S. Social Processes Series, *Surveys in Economics*, (Edition 2). New York: Longman.
- Mishra, S. & Sharma, R.C. (eds) (2005). *Interactive Multimedia in Education and Training*. London: Idea Group Inc (IGI).
- OET (2000). *E-learning : Putting a World-class Education at the Fingertips of all Children : The National Educational Technology Plan*. Office of Educational Technology, US Department of Education. New York: DIANE Publishing.

Pathak, R. P. (2007): ShaikshikProdyogikiKeinNayeAayaam. Delhi: S. M. Books.

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

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

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

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

Singh, Y.K., Sharma, T. K. & Upadhyay, B. (2008). Education Technology: Teaching Learning. New Delhi: APH Publishing.

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

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

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

**Web resources:**

[http://en.wikipedia.org/wiki/Educational\\_technology](http://en.wikipedia.org/wiki/Educational_technology)

[http://portal.unesco.org/ci/en/ev.php-URL\\_ID=1657&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/ci/en/ev.php-URL_ID=1657&URL_DO=DO_TOPIC&URL_SECTION=201.html)

[http://wikieducator.org/Educational\\_Technology](http://wikieducator.org/Educational_Technology)

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

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

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

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

## **M Ed Two Year Programme**

### **S.Ss. 1 (c) : Epistemological and Conceptual Framework of Social Science Education**

Maximum Marks: 100

#### **Course Objectives**

The aim of this course is to engage students with historical contexts and debates within which the social sciences emerged under the shadow of ‘methods of science’; how this shaped the nature of early social science; evolving perspectives and contemporary debates. It would also engage students with the epistemological basis of the disciplines of social science and how these were constructed as school subjects. Students will explore questions related to social science knowledge in diverse socio-political and economic contexts; methods of social science enquiry and inter-disciplinary perspectives. At the end of the course, students should be able to:

- Develop a perspective on the nature of social science and methods of enquiry
- Develop a rational understanding of the epistemological basis of social sciences and distinguish it from the natural sciences
- Analyse the changing trajectories of social science knowledge through the lens of subaltern and feminist studies
- Understand the evolution of social science knowledge as school subjects and their relevance in the contemporary context of a globalised world
- Identify key social sciences researches that can form an interdisciplinary frame to develop an approach to the teaching of social science in schools

#### **Units of Study**

*Unit 1:* Emergence of modern science and its influence on the development of social science knowledge, disciplines and method of enquiry; nature of social science and scientific inquiry in social sciences; social science as a body of knowledge and method of generating knowledge; distinction and dichotomies between natural sciences and social sciences.

*Unit2:* Epistemological bases of social science: intuition, reason, observation and interpretation; debates on: subjectivity and objectivity - empiricism, rationality, individual opinion and social facts; influence and role of context; theory building in social science.

*Unit 3:* Emergence of social sciences and the history of social science education in schools: the need to study societies; individual-social interface; social science education in the context of developing nation-states, differing political and economic systems, and the historical and contemporary context of a globalised world; historical development of the various disciplines of school social science; linkage of history and civics to the development of the nation-state; geography in relation to exploration-discovery, colonialism and imperialism; social science and citizenship.

*Unit 4:* Diverse societies and the changing trajectories of social science: Eurocentric, orientalist, subaltern and gender perspectives and constructs; role of social sciences towards understanding and engaging with plural societies and social institutions.

*Unit 5:* Research in social science education: study of key researches undertaken in India and other countries; possible areas of research in social science education; inter-disciplinary nature of social science research.

## **M Ed Two Year Programme**

### **S.Ss. 2 (c) : Social Science Learning in Elementary School**

Maximum Marks: 100

#### **Course Objectives**

The overall objective of this course is to enable students to understand the contents of social science as school subjects in terms of their nature and purposes. It aims to examine the different visions and understanding of school subjects as reflected in school curriculum, syllabi and textbooks; how social sciences can provide a critical perspective of society and social reality with reference to the past, space and power structures and institutions, and processes of social relationships. At the end of the course students should be able to:

- Develop knowledge and the capacity to critically analyse the society we live in and the individual-society interface by drawing upon the disciplines of sociology, history, geography, political science and economics
- Build skills and capacities to gather, analyse and interpret data
- Critically analyse school social science curriculum, syllabus and textbooks
- Draw upon and evolve appropriate pedagogies to transact the curriculum in a manner that enhances curiosity of students to enquire about social phenomenon; develop their capacities to critically reflect on social realities, its institutions and practices
- Develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

#### **Units of Study**

*Unit 1:* Aims of teaching social science at different levels of school education: Positioning the role of social science education in the larger context of the Indian nation and Indian society - Constitutional values and commitment to equality, social justice, common good, plurality, liberty, fraternity and citizenship; the role of social science in enhancing children's understanding of their immediate social context and larger social realities, in building an analytical perspective of society, appreciation and expression of social change and social justice.

*Unit 2:* Children's understanding of social reality: concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of children's understanding of social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding children's conceptualisation and cognitive processes for social science pedagogy and curriculum.

*Unit 3:* Social science curriculum at the elementary level: issues of curriculum selection and design; examining the relationship between knowledge, ideology, state power, politics of knowledge production, patriarchy, diversity and curriculum; critical review of the curriculum of social sciences in schools - curriculum frameworks of 1975, 1988, 2000 and 2005, including appropriate position papers; critical review of national policy and commission documents with regard to social science curriculum and educational practice; a detailed historical and contemporary study of EVS as a primary school social science; and any one

domain knowledge within middle school social science – history, political science (social and political life), geography.

*Unit 4:* Pedagogical concerns and contexts for the teaching of social science at the elementary level: classroom processes and teaching-learning resources; comparative study of different approaches to social science curriculum for different age groups of children; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting differing perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); understanding how texts are transacted in the classroom.

*Unit 5:* National and international discourse on school social science: curricular innovations in social science education; critical review of national policy and commission documents: Mudaliar Commission, Kothari Commission, 1968, 1986 policy, with regard to social science curriculum and educational practice; a detailed study of any one social science curriculum across the world.

## **M Ed Two Year Programme**

### **S.Ss. 3 (c) : Social Science in Secondary and Senior Secondary School**

Maximum Marks: 100

#### **Course Objectives**

This course focuses on the aims of teaching social sciences in secondary and senior secondary schools by engaging students with Constitutional provisions and values and its interface with the realities of Indian society. It would assist students in understanding how young people evolve their understanding of society from their immediate to the national context. It would provide them hands-on engagement with school curriculum and pedagogic approaches. It would enable a deep engagement with knowledge of different disciplinary domains with a view to derive pedagogical principles of teaching social sciences in secondary and senior secondary school. At the end of the course students should be able to:

- Develop capacities to draw upon social science knowledge to help school students develop an analytic perspective of society and the disposition towards social justice.
- Develop a critical understanding of school social science curriculum and pedagogy and the debates around it.
- Develop an in-depth analytical understanding of specific social science disciplinary knowledge and the need for developing an interdisciplinary lens to examine social realities.
- Engage in the design of curriculum and text materials for teaching specific social science concepts – disciplinary as well as interdisciplinary.
- Develop capacity to identify critical questions for enquiry in school social science.

#### **Unit 1: A. Nature of Social Sciences:**

- a) Dimensions of Spatial, Temporal and Political Economy
- b) Recent Debates in Social Sciences

**B. Aims of Teaching Social Science at Different Levels of School Education:** Positioning the role of social science education in the larger context of the Indian nation and Indian society - Constitutional values and commitment to equality, social justice, common good, plurality, liberty, fraternity and citizenship; the role of social science in enhancing student's understanding of their immediate social context and larger social realities, in building an analytical perspective of society, appreciation and expression of social change and social justice.

**Unit 2: Young People's Understanding of Social Reality:** concept formation in relation to age, socio-cultural-political-economic settings; empirical studies of how young people understand social phenomena and concepts; relationship of everyday concepts with abstractions characteristic of social sciences; importance of understanding learners' conceptualisation and cognitive processes for social science pedagogy and curriculum.

**Unit 3: Social Science Curriculum at the Secondary and Senior Secondary Level:** issues of curriculum selection and design; examining the relationship between knowledge, ideology, state power, politics of knowledge production, patriarchy, diversity and curriculum; critical review of the curriculum of social sciences in schools - curriculum frameworks of 1975, 1988, 2000 and 2005, including appropriate position papers; critical review of national policy and commission documents with regard to social science curriculum and educational practice; a detailed historical and contemporary study of any one domain knowledge within secondary and senior secondary school social science – history, political science, geography, economics, sociology.

**Unit 4: Pedagogical Concerns and Contexts for the Teaching of Social Science at the Secondary and Senior Secondary level:** comparative study of different approaches to social science curriculum for different age groups; analysis of social science textbooks used in different schools, taking samples from across the world – for example examining the rationale for presenting different perspectives of a common past: comparing school histories of India, Pakistan (post-1947), Bangladesh (post-1971); Germany and Poland (Period of Nazi Germany); understanding how texts are transacted in the classroom.

**Unit 5: The Role of Various Social Science Disciplines in Constructing Secondary and Senior Secondary School Curricula:** the notion of citizenship and the needs of nation-states that defined the scope of civics in the 19<sup>th</sup> and 20<sup>th</sup> centuries, the evolution in the citizen-state dynamics in contemporary times, the interface of civics with other disciplines in social science; broadening of the scope of civics to include sociological, political and economic perspectives and constructs; interface between civic life, state institutions and institutions outside the state such as in the sphere of economic production, circulation and exchange as well as interdependence of people in various processes and social relationships.

**Unit 6: Survey of recent Researches and Investigating Practices in Social Sciences at Secondary and Senior Secondary Level,** detailed study of any one domain knowledge within the Social Sciences: History, Political Science, Sociology, Geography, Economics with specific reference to national and international discourse and curricular innovations in social science education across the world.

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#### **Suggested Readings:**

- Arora, P (2014). Exploring the Science of Society. *Journal of Indian Education*. NCERT, New Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). *Europe – A Challenge to the Social Sciences*. *International Social Science Journal* (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York. O.U.P.
- Mayor, F. (1992). *The role of the Social Sciences in a changing Europe*. *International Social Science Journal* (vol. 44).
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialogue with Nature*. Bantam Books.



- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, New Delhi.
- Williams, M. (2000). *Science and Social Science: An introduction*. Routledge, London and New York.

#### Online Articles:

- *Is chaos Theory Postmodern Science?* By: J. Linn Mackey.
- *Behaviorism: Origins of the Concept*. By: Erkki Berndtson.
- *Chaos and Causality in complex Social Dynamics*. By: T.R. Young.
- *Categories for the Systems Analysis of Politics*. By: David Easton.
- *Karl Popper*. From Stanford Encyclopedia of Philosophy.
- *Science, Pseudo-Science, and Falsifiability*. By: Karl Popper, 1962.
- *Chaos Theory and Social Dynamics: Foundations of Postmodern Social Science*. By: T.R. Young.
- *The Philosophy of Logical Positivism*. By: Murzi Mauro ([http: www.murzim.net/lp/lp.pdf](http://www.murzim.net/lp/lp.pdf))

**M Ed Two Year Programme**  
**S.Ll. 1 (d) : Language Education**

Maximum Marks: 100

**Unit I - Language and Linguistics**

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

**Unit II :Language Learning and Language Acquisition**

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

**Unit III :Language Learning: Multilingual Context**

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

**Unit IV: Language Education Programmes , Curriculum Development and Research**

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

## References

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

## **M Ed Two Year Programme**

### **S.LI. 2 (d) : Foundations of Reading and Writing**

Maximum Marks: 100

#### **Rationale**

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

#### **Unit I : Reading: Processes and Purposes**

Changing definitions of reading

Purposes and processes of reading (examining reading process with the help of miscue analysis)

New Literacy

#### **Unit II : Engaging with Reading: Reading Comprehension**

Definition of reading comprehension

Examining the complex and dynamic processes of reading comprehension: Cognitive theories about how readers construct meaning; strategic reading.

Socio-cultural influences on reading comprehension

Debates related to comprehension instruction

Reading in the content area: text structure and reading strategies

Vocabulary

Reading comprehension in India

#### **Unit III : Engaging with Reading: Response to Literature**

Transactional theory of reading

Reading for different purposes: Efferent and aesthetic reading

Socio-cultural aspects of response to literature

Children's response to literature

Response-based curriculum

Literature instruction in Indian schools

#### **Unit IV : Engaging with Writing**

Cognitive process of writing: The view of writing as a problem solving and decision making process.

Planning, transcribing/drafting, and , reviewing/revising; recursive nature of writing

Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence; role and responsibilities of the writing teacher.

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader

Review of writing instruction in India

## **Unit V : Reading in the Second Language**

Comparing first and second language reading

Biliteracy

Examining second language reading in India

## **Unit VI : Literacy Assessment**

Purposes and processes of literacy assessment

Alternative assessment

Review of current literacy assessment practices in India

## **Reading List**

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

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

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

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

Flower, L., & Hayes, J. R. (1981). A Cognitive process theory of writing. *College Composition and communication*. Vol 32. 365-386.

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

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

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

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

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

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

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

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

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

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1:1. 22- 26.

Sinha, S. (2009), Rosenblatt's theory of reading: Exploring literature, *Contemporary Educational Dialogue*, 6:2, 223-237.

## **M Ed Two Year Programme**

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

Maximum Marks: 100

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

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

#### **Unit 1 The Process of Science**

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

#### *Readings and Resources*

- Derry, G.N. (1999). *What Science is and How it Works*. Princeton, New Jersey: Princeton University Press.  
Chapters I-VIII
- Conner, C. (2005) *A People's History of Science: Miners, Midwives and 'Low Mechanics'*. p 1-22, 276-294. Nation Books, New York.
- Feynman, R. (1999) *The Pleasure of Finding Things Out*. Penguin, London. p 1-25, 53-96, 141-149, 171-188. Interview video at <https://www.youtube.com/watch?v=FXiOg5-l3fk>;

- Bronowski, J. (1981). *The Ascent of Man*. London: Macdonald Futura Publishers. Chapters VI, VII, VIII, X, XII and the film series on DVD
- Hellman, H. (1998) *Great Feuds in Science: Ten of the liveliest disputes ever*. John Wiley & Sons. ('Urban VIII vs Galileo' p.1-20; 'Evolution Wars' p. 81-103; 'Wegener vs Everybody' p. 141-158)
- Ramachandran, V.S. (2010) *The Tell-Tale Brain*. Random House India, (p163-212)
- Miller, J. *Going Unconscious*. In R.B. Silvers, R.B. (1997) (ed.) *Hidden Histories of Science*. Granta, London, (p 1-34)
- Gould, S.J. (1964). *The Mismeasure of Man*. New York: W.W. Norton. Chapter V; also 'Ladders and Cones: Constraining evolution by canonical icons'. In Silvers, R.B. (1997) (Ed.) *Hidden Histories of Science*. Granta, London, (p 40-67)
- Carey, J. Ed. (2003) *The Faber Book of Science*. Penguin Books India and Faber & Faber. Selections: 'The colour of radium', Eve Curie (p. 191-201); 'The secret of the mosquito's stomach', Ronald Ross (204-210); 'The man who mistook his wife for a hat', Oliver Sacks (p. 460-466); 'The story of a carbon atom', Primo Levi (p 338-344); 'The discovery of X-rays', W. Roentgen and others (p 181-187)
- Kuhn, T. (1964). *The Structure of Scientific Revolutions*. University of Chicago Press. Chapters IV, VI, VII, VIII, IX, X
- Boudanis, D. (2000) *E=mc<sup>2</sup>: A biography of the world's most famous equation*. Pan Books. p11-54, 195-203 (on Chandrasekhar). Film available at: Part I <https://www.youtube.com/watch?v=jqiRoKy0Gyo> Part II <https://www.youtube.com/watch?v=jbmFcGhTnS0>
- BBC Documentary *The Voyage of Charles Darwin* (Parts 1-7) Part I <https://www.youtube.com/watch?v=1hoDaxVIVPE> Part VI & VII <https://www.youtube.com/watch?v=zXY-EWZU5qo>

## Unit 2 Development of Modern Science

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

### Readings and Resources

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

### Unit 3 Democratising Science and its Education

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

### Readings and Resources

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



- Maddox, B. (2002) *Rosalind Franklin: The Dark Lady of DNA*. Harper Collins, London. p165-213.
- Lee, O. and Buxton, C. (2010) *Diversity and Equity in Science Education*. Teachers College Press. p23-35 (chapter 2- Conceptual grounding and policy context)
- Hodson, D. (1988). 'Science curriculum change in Victorian England: A Case Study of the Science of Common Things.' In *International Perspectives in Curriculum History*. London, Routledge
  - Rampal, Anita, & Mander, H. (2013) Lessons on Food and Hunger: Pedagogy of Empathy for Democracy. *Economic & Political Weekly*, 48(28), 51–57.
  - Slaton, A. And Calabrese Barton, A. (2011) 'Respect and Learning'. In B. Fraser, K.G. Tobin and C.J. McRobbie, (Eds.) *The Second International Handbook of Science Education*, Springer. p513-526

## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Rationale**

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

#### **Objectives of the Course:**

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

#### **Unit 1: Understanding Environmental Education: Review and Prospects**

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

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

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

## **Unit 3: Environmental Education in Schools: Theory to Practice**

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

## **Unit 4: Teacher Preparation: Trends & Issues**

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

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

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

## **References**

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

6. SAUVEÂ , L. (1999) Environmental education-between modernity and postmodernity-searching for an integrating education framework, *Canadian Journal of Environmental Education*, 4, pp. 9-35
7. Grace M. & Sharp, J. (2000) Exploring the Actual and Potential Rhetoric-reality Gaps in Environmental Education and their Implications for Pre-service Teacher Training. *Environmental Education Research*. Vol. 6(4) pp.331-45. Routledge
8. Kaushik,A. and Kaushik, C.P.(2004). Perspectives in Environmental studies, New Age International (P) Ltd. Publishers, New Delhi
9. Kim, M. and Diong, C.H. (Eds.) (2012). Biology Education for Social and Sustainable Development. Sense Publishers. The Netherlands.
10. Lovelock, James (1979), *Gaia: A New Look at Life on Earth*, Oxford: Oxford University Press.
11. NCERT (2004) *Environmental Education in Schools*, NCERT, New Delhi, Pp.112.
12. NCERT (2011). *Teachers' Handbook on Environmental Education for the Higher Secondary Stage*, DESM, NCERT, New Delhi, Pp.316.
13. Powers, A.L. (2004) Teacher Preparation for Environmental Education: Faculty Perspectives on the Infusion of Environmental Education into Preservice Methods Courses. *The Journal of Environmental Education*. Taylor & Francis Ltd.
14. Palmer, J. (1998). *Theory of Environmental Education*. Routledge.
15. Rathore, H.C.S., Bhattacharya, G. C.,Singh, S.K., Singh, M. and Gardia,A.(2008) *Society and Environmental Ethics*, Seema Press, Varanasi, Pp. 242.
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## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Concept Note**

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

#### **Objective:**

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

#### **Unit I : Inclusion: Homogeny or Diversity**

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

#### **Unit II: School: Changing Perspectives**

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

#### **Unit III : Pedagogy: Implicit and Dynamic Processes**

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

#### **Unit IV: Teacher: The Pivotal Focus**

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

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

## Unit V : Research Perspectives

- Paradigms that Shape research in Inclusion
- Methodological debates and Challenges

### References

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## **M Ed Two Year Programme**

### **S.Inc. 2 (f) : Diverse Abilities: Issues and Perspectives**

Maximum Marks: 100

#### **Rationale**

Inclusion requires acknowledging and theoretically understanding the diversity amongst learners and their needs. This entails a critical analysis of various discourses with respect to children with diverse abilities from a socio-cultural perspective and accordingly creating spaces for them in educational institutions specifically in a school set up. As a result, this would require developing pedagogical insights, specific interventions and other educational provisions for addressing the diverse yet unique individual needs of learners in inclusive settings.

#### **Objectives of the Course:**

1. To develop theoretical understanding related to diversity amongst learners and their needs.
2. To develop abilities to critically examine various discourses on 'disability'.
3. To facilitate them to acquire a comprehensive understanding of children and their diverse needs through various discourses.
4. To help them acquire an understanding of the educational provisions for children with diverse needs in an inclusive set up.
5. To help them acquire a critical understanding of an effective teacher preparation programme.

#### **Unit 1: Theoretical Underpinnings**

- a. Historical Perspective
- b. The Politics of Special Educational Needs and Disability
- c. Contemporary Trends

#### **Unit 2: Discourses on 'Disability'- A Critical Overview**

- a. Evolving Concepts of Disability
- b. Socio-cultural Perspectives of Disability
- c. Deconstructing Disability

#### **Unit 3: Understanding Children with Diverse Needs- Multiple Discourses**

- a. Educational Needs: Special or Diverse
- b. Children with Specific learning Disabilities
- c. Children with Low Incidence Disabilities
- d. Children with Sensory Impairments
- e. High ability learners and Creative learners

#### **Unit 4: Educational Provisions- In an Inclusive set up**

- a. Teaching children with Diverse needs in an Elementary School
- b. Teaching children with Diverse needs in a Secondary School
- c. Role of Community Involvement and parental participation

## Unit 5: Teacher Preparation, Policy Perspective and Research trends

- a. Teacher Preparation: Critical Discourses on teacher education programmes
- b. Policy perspective: Role of various governmental and non governmental organizations
- c. Research trends in this area

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## **M Ed Two Year Programme**

### **S.St. 1 (g) : Social Theory of Education: Conceptual Issues And Debates**

Maximum Marks: 100

#### **The course will provide opportunities to:**

Explore and develop a comprehensive and critical understanding about the relationship among individual, school, society and state.

Elaborate and conceptualize the process of knowledge construction with reference to emerging trends in social theory

Understand and evaluate the role of culture, ethos and education in re-contextualizing the prevailed perspectives, knowledge and practices

Engage with the concept and process of educational opportunities with reference to Individual, liberty and equality

Explore and understand the emerging issues and concerns in industrial world with reference to education, development and Social movement.

#### **Unit--- I**

##### ***Understanding and Conceptualizing Social Theory with Reference to School, State, Society and Individual:***

Classical approaches (consensus, reproduction and conflict), Contemporary approaches (Multilineal evolution social theories: neo-evolutionism, theory of modernization, theory of post-industrial society, Post-modern feminist), Emerging approaches: Rational Choice Theory and Symbolic Interactionism

#### **Unit –II**

##### ***Construction and Development of Knowledge and Social Reality:***

Sociology of Knowledge, The role of Ideology and Media in knowledge construction, Indigenous system of knowledge, Liberalization and globalization, National system of education, Cultural Relativism

### **Unit –III**

#### ***Culture, Ethos and Education:***

Modernity and postmodernity, Re-contextualization of knowledge and pedagogy, Social anthropology, Cultural capital and pedagogy, Identity development and culture

### **Unit – IV**

#### ***Individual, Liberty and Equality:***

Concept and Processes of educational opportunities, Exploration of Hierarchy, status and power system with reference to caste system, Education and women struggle for equality, Critical reviewing School curriculum and necessary knowledge, Inclusion and exclusion in term of availability, accessibility and approachability of education for children, Individual and experience

### **Unit—V**

#### ***Education, Development and Social Movement:***

Understanding the impasse and third world industrialization, the role of state in the context of Welfare social change, Understanding social movements with reference human rights perspective: caste, women and child rights, Teacher and student union and organizations

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Anand, P. (1993).Foundations of Rational Choice under Risk, Oxford University Press: Oxford.

Amadae, S.M.(2003). Rationalizing Capitalist Democracy: The Cold War Origins of Rational Choice Liberalism, University of Chicago Press:Chicago

## **Articles**

‘Seed and Earth ‘ (LeelaDube: Anthropological Explorations in Gender)

‘Sociology for the Educator and Sociology of Education’ (Karl Mannheim)

‘Children and the Past’ ( From Prejudice and Prideand ‘ Litter in Lahore’ from Battle for Peace (Krishana Kumar)

‘The concept of Equality of Educational Opportunity’ (Coleman)

‘The subjection of Women” and “ On Liberty’ (Johan Stuart Mill) ( Hindi by PragatiSazena)

‘Individual and Experience’ ( Johan Dewey)

‘Pedagogizing Knowledge: Studies in Re-contextualizing’ ( Basil Bernstein)

Bourdieu’s concept of ‘Habitus’ (The Phenomenological Habitus and its Construction’ (Nick Crossley: Theory and Society;30:1:2001;pp.81-220)

Few parts from ‘Division of Labour’ (Durkheim)

‘Post Liberal Democracy?’ (C. B. Macpherson, Democratic Theory

‘The Theoretical Impasse’ (Sociology and Development By Ray Kiely)

‘Hierarchy and Difference: an introduction’ (Dipankar Gupta)

‘Caste in a south Indian Village’ ( AndreBeteille)

‘Neo-liberal capitalism and Education’ (Ravi Kumar and Dave Hill)

‘What is Ethnomethodology?’ (Harold Grafinkel )

‘Post- postmodernism? Theorizing Gender’ ( SylviaWalby)

## **M Ed Two Year Programme**

### **S.St. 2 (g) : Social Theory of Education: Emerging Issues and Trends**

Maximum Marks: 100

#### **The course will provide opportunities to:**

*Develop theoretical understanding about the social theory of education systems with reference to critical reviewing of various approaches.*

*Explore the social solidarity and social practices with reference to diverse socio-culture context and its relation with education.*

*Engage critically with the discourse of right based approach with reference to feminism, gender, education and human rights.*

*Understand the changing forms of Democracy, Modernity, Postmodernity and Education and their interrelatedness with reference to national and internal level.*

#### **Unit1- Education and Relevant Schools of Social Theory:**

Critical review of capitalism and socialism with reference to the dialogue of Weber and Marx, social and political thought and role education, problems of determination with reference to Althusser, Hermeneutics and research in social theory of education.

#### **Unit2- Instruction, Solidarity, Social Practice and Education**

Understanding ethnomethodology, rituals and solidarity in social life. institutional reflexivity and modernity, social space and symbolic power, rational choice perspective or theory.

#### **Unit3- Critical Theory of Modernity and Education**

Understanding ideology with reference to modern culture, institutions and power structure. Normative content of modernity, the role of critical theory in social life and education, critical revisiting Habermas and Lyotard with reference to knowledge and human interest.

#### **Unit4- Education, Gender, Feminism and Subjectivity**

Exploration of the feminism and the body with reference to Foucault. Habermas perspective and gender, critical revisiting feminism and modernism along with postmodernism for theorizing gender, feminism as psycho analytical theory.

### ***Unit5- Rights Perspective, Education and Contemporary Debates***

Understanding intellectual property, human rights and globalization with reference to representation of cultural variation, reviewing the consequences of a constructed universal: democracy and civil rights in modern state and its influence on education, the politics of culture and human rights, localizing human rights in Era of globalization, rethinking on the obstacles on the road to an overlapping consensus on human rights and education.

### ***Unit6- Democracy, Postmodernity and Education***

Future of democracy and how do we understand it today with reference to from city state to a cosmopolitan order, understanding modernity and ambivalence in a consumer society with reference to education, critical review of postmodern as a transparent society, modernity and the holocaust.

### **References**

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Bartky, L. S. (1988) *Foucault, Femininity and the Modernisation of Patriarchal Power*, In *Feminism and Foucault*, ed. I. Diamond and L. Quinby, Northeastern University Press: Boston.

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Riley, Denise (1988) *Am I that Name?*, Verso: London.

Weber, M. (1968) *Economy and Society*, Bedminster: New York.

Weber, Max(1949) *The Methodology of the Social Sciences*, Free Press

Wittgenstein, L. (1972) *Philosophical Investigations*, Blackwell: Oxford

## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Course Objectives**

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

#### **Units of Study**

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

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

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

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



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

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

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

## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Concept Note**

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

#### **Objectives**

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

#### **Course -**

##### **UNIT I – Art :**

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

##### **UNIT II - Art, Education and Art-Education :**

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

##### **UNIT III – Art Appreciation :**

Significance of art appreciation and understanding the constituents and elements of pictorial art.

##### **UNIT IV – Interrelatedness Among the Arts:**

The relationship among the different arts – dance, drama, music, literature and visual arts.

##### **UNIT V – The meaning of Integration in Art Education:**

The integrated Experience, Integration of art and society, Integration and learning.

##### **UNIT VI – Self Identification Through Arts :**

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

### Reading List:

- Read, Herbert : *Education Through Art*. Faber and Faber, London. 1967
- Ray, Niharranjan : *An Approach to Indian Art*. Publication Bureau, Punjab University, Chandigarh. 1984
- Barkan, Manuel : *A Foundation for Art Education*. The Ronald Press Company, New York. 1955.
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- Anderson, T. And Milbrandt, M.K. “*Art For Life : Authentic Instruction In Art*”, McGraw Hill, ISBN-0072508647, 2004
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- Prasaad, Devi : *Art : The Basis of Education*. National Book Trust, Delhi. 1998.
- Shukla, Ram Prasad : *Navin Bhartiya Chitrakala*,. Kitab Mahal, Allahabad.
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- Peter Abbs “*Teaching Arts a Joyous Experience : Arts in Child Education*.” Published in School : Journal of Education, July 1993
- Sibia, Anjum; “*Aesthetics in Education : A Psychological Perspective*”. Included in the Journal of Indian Education. Vol. XXV, NO.3, Nov. 1999, NCERT.

## **M Ed Two Year Programme**

### **S.Art. 2 (i) : Art Education : Child, School and Pedagogy**

Maximum Marks: 100

#### **Concept Note**

This course intends to develop an understanding of the contribution of Art Education in child's growth and development and other functions in Education. It is imperative to acquire a conceptual understanding of the key ideas in Art Education. This includes developing insight to appreciate the relevance of art from the childhood to the entire life. The primary concern is to develop the understanding of the different stages of children art expression and pertinent pedagogic concerns. It also focuses on the policy perspective and the research trend in this area..

#### **Objectives:**

- Acquire a conceptual understanding of the key ideas in Art Education.
- Develop an understanding of the contribution of Art Education in child's growth and development and other functions in Education.
- Get sensitized/appreciate the relevance of Art from the childhood to the entire life .
- Develop an understanding about Stages of children art expression and Pedagogical concerns.
- Develop the understanding/analyse the problems and issues in Art Education.
- Develop knowledge about the historical development of Art Education and the place of Art Education in school curriculum since independence
- Develop an overview of research trends in Art Education

#### **UNIT I – A perspective on Art and Art Education**

Meaning of Art, The Need for Art Education and historical concerns in Indian context, role of art activities in child's growth and development. A rationale for teaching arts. Reading into the writings of pioneers of modern concept of Art Education.

#### **UNIT II - Place of Art Education**

Across the different level of school- Primary, Upper Primary, Secondary and Senior Secondary; in Higher Education and in teacher Education Programmes.

#### **UNIT III – Psychogenesis of Child Art**

Stages of children art expression - developmental methods, selection of content, motivation, evaluation at different stages . The teacher's need for knowing the different stages. Meaning of creative activity in child's work of art: self expression, self adjustment

#### **UNIT IV – Evaluation of the Creative Products**

Purpose and processes of Evaluation, Dilemmas in Evaluation of meaningfulness of creative product.

## **UNIT V- Problems and issues in Art Education**

Introduction to current conception of the function of Art Education within the cultural milieu. Contemporary trends in Art Education as related to school curriculum. A critical study of the selection of content, instructional methods and evaluation system in Art in relation to the recent developments in contemporary Arts. Aesthetic basis for teaching of arts in schools.

## **UNIT VI - Policy Perspective and Research trend in Art Education**

Historical development of Art Education and place of Art Education in the Indian school curriculum - Commissions and policies after independence. Research trend in art education

### **Suggested Practicum :**

Case studies of the children's' work of art and their understanding of the concept of Art.

### **Reading List**

- Mago, P.N. : *Contemporary Art in India - A Perspective*. National Book Trust, New Delhi, India. 2000.
- Barkan, Manuel : *A Foundation for Art Education*. The Ronald Press Company, New York. 1955
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- Shukla, Ram Prasad : *Navin Bhartiya Chitrakala*,. *Kitab Mahal*, Allahabad.
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- Lakhyani, Susmita : Paper titled “Nurturing Creativity Through Art Appreciation” European Scientific Journal (ESJ) ISSN: 1857 - 7881 (Print) ISSN: 1857 - 7431 (Online), 2014.
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- Sen, Arati : "*Moral Art and Aesthetic Education*". Chapter 22, included in the *Fifth Survey of Educational Research* (1982-92), Volume 1, NCERT.
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- A Country Report (2010), Art Education in India, ,Department of Education in Art and Aesthetics, National Council of Educational Research and Training.

## **M Ed Two Year Programme**

### **S.CInt. 1 (j) : Epistemological and Conceptual Framework of Comparative and International Education**

Maximum Marks: 100

#### **Rationale of Course**

The aim of this course is to engage students with Comparative and International Education as a field of study that bears in its very name a methodological approach and enables them to develop comparative perspectives on not only the foreign systems of education but also on the contemporary trends of examining diverse issues and concerns in education across political borders. Many students who undertake comparative study of education find not only that they learn more about other cultures and societies but also that they learn more about their own. Comparison, after all, brings out the uniqueness of each variable under study. Today, globalization processes and global forces as international/regional, governmental organizations, international NGOs and global education networks undermine the 'traditional' comparative methods and approaches. It is in this context that students would get an opportunity to rethink and develop insights in new comparing strategies, transfer, post comparison approaches and shifting trans-national scenarios and evolve cross cultural perspectives. This Paper shall focus on the epistemological and conceptual framework to construct the field of Comparative and International Education. At the end of the course, students should be able to meet the following Objectives:

- Engage with critical analysis of the intellectual histories and discourses about the epistemological boundaries of comparative and international education.
- Develop an understanding from the perspectives of Foucault and Bourdieu. The historical contingencies and power relations that led to the institutionalisation of comparative education as a stable set of heterogeneous discourses in different times and places.
- Foster depth of reflection and equip with the conceptual basis and skills of comparative inquiry to enable systematic exploration of key issues affecting educational policies, practices, and reforms at home and abroad.
- Understand the multi-disciplinary and applied strengths of the field; the complexities of this kind of study; the dangers of the misapplication of findings; the importance of theoretical analysis and methodological rigour; and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole.
- Evolve global outlook and cross-cultural sensitivities on educational concerns and nurture capacities to critically reflect on the social realities and in a study of the solutions attempted.

## **Unit I Conceptualising Comparative and International Education**

- Cultural Awareness, Intercultural communications, Socialisation
- Identifying the field of Comparative Education- meaning, purposes & scope
- The Field's Historical Development and Paradigms
- Comparative Education as Foundational in Education
- A multidisciplinary field of enquiry
- An issue-oriented approach to Comparative Education

## **Unit II Theoretical and Methodological Concerns in Comparative Education**

- Grand theories and mid range theories; consensus/conflict/critical theories
- Structural-Functionalist Perspectives in Comparative Education; Modernization Theory; Human Capital Formation Theory.
- Marxist Perspectives in Comparative Education; Dependency Theory; Liberation Theory.
- Postmodernism and Poststructuralism: Theoretical Challenges to the Modern; Influences in Comparative Education.

## **Unit III World Systems Theory to Globalisation/Localisation Dialectic**

- Comparative perspectives of Kandel ; Bereday's Area Studies
- Bray and Thomas Cube-multi level analysis
- Globalisation-Localisation
- Macro-Micro levels of comparison
- Professional Societies-WCCES and Regional Organisations

## **Unit IV Construction of Comparative Frameworks for Interpreting Educational Issues**

- Foucault and Bourdieu- Discursive formations; Critique of Knowledge Fields
- Comparison and the use of Analytic Frameworks
- Hofstede's Framework; Harvey and Knight's Framework; Frank's Framework; Thomas's Framework
- Bridging the Frameworks to other Dilemmas in Education
- The Value of Comparative Education

## **Unit V International Agencies and Organisations**

- Education-an intercultural task
- Education Funding
- International Agencies of Education- Policy oriented, Country specific, Academic Organisations
- WCCES (World Council of Comparative Education Societies) and the Regional Organisations

## **Term Paper and Seminar Presentation**

- \* Comparative Education-A Discipline, A Field, A Method or A Perspective ?
- \* Mapping the intellectual discourse on Comparative Education
- \* Contemporary trends in Comparison
- \* Reconstructing Comparative Education



## Suggested Readings

- Altbach, P.G. (1998). *Comparative Higher Education: Knowledge, the University and Development*. Springer; Comparative Education Research Centre, University of Hongkong.
- Apple, M. (1978). Ideology, Reproduction and Educational Reform. *Comparative Education Review*, 28(4), 550-562.
- Arno, R.P. & Torres, C.A. (ed.). (1999). *Comparative Education: The Dialectic of the Global and the Local*. Lanham, MD; Rowman & Littlefield.
- Bereday, G.Z.F. (1964). *Comparative Method in Education*. Holt, Rinehart & Winston; New York.
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- Bray, M. & Adamson, B. & Mason, M. (ed.). (2007). *Comparative Education Research- Approaches and Methods*. Springer; Comparative Education Research Centre, University of Hongkong.
- Choube and Choube (1986). *Tulnaatmak shiksha ka adhyayan*: Vikas Publishing House, Agra (in Hindi)
- Cowen, R. & Kazamias, A.M. (ed.). (2009). *International Handbook of Comparative Education-Part One and Two*. London. Springer; New York.
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- Foucault, M. (1972). *The Archaeology of knowledge*. Tavistock Publications, London.
- Foucault, M. (1980). *Power/Knowledge: Selected interviews and other writings. 1972-1977*, Harvester Press, London.
- Freire, P. (1973). *Education for critical consciousness*. Seabury: New York.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press; London.
- Hans, N. (1967). *Comparative Education: A Study of Educational Factors and Traditions*. Routledge & Kegan Paul; London.
- Hall, S. (1996). When was the post-colonial? Thinking at the Limit. In I. Chamber & L. Curtis (Eds). *The Post Colonial Question: Common Skies, Divided Horizons* (pp. 242-260). Routledge; London.
- Husen, T.T. & Postlethwaite, T.N. (eds.). (1994). *The International Encyclopedia of Education* (2<sup>nd</sup> edn.). Pergamon; Oxford.
- Jones, P.E. (1971). *Comparative Education: Purpose and Method*. University of Queensland Press; St. Lucia, Queensland.
- Kandel, I.L. (1962). *The New Era in Education-A Comparative Study*. George G. Harrap & Co. Ltd; London.
- Kubow, P.K. & Fossum, P.R. (2003). *Comparative Education-Exploring Issues in International Context*. Merrill Prentice Hall; New Jersey.

- Manzon,M.(2011).Comparative Education:The Construction of a Field.:Springer;Comparative Education Research Centre,University of Hongkong.
- Masemann,Vandra & Welch,Anthony(ed.)(1997).Tradition,Modernity and Post-Modernity in Comparative Education:UNESCO Institute for Education,Hamburg.
- Masemann,Vandra &Bray,Mark &Manzon,Maria(ed.).Common interests,Uncommon goals.Histories of the World Council of Comparative Education Societies and its Members.Springer;Comparative Education Research Centre,University of Hongkong.
- Noah,H.&Eckstein,M.A.(1998).Doing Comparative Education:Three Decades of Collaboration.Springer;CERC,University of Hongkong.
- Postlethwaite,T.N.(1999). International Studies of Educational Achievement: Methodological Issues.Springer; CERC,University of Hongkong.
- Wulf,Christoph(Ed.)(1993).Education in Europe:An Intercultural Task. in European Studies in Education,Vol.7:Waxmann Munster/Berlin,NewYork.
- Wulf,Christoph(Ed.)(1996).Education for the 21<sup>st</sup> Century:Commonalities and Diversities.in EuropeanStudiesin Education,Vol.7:Waxmann Munster / Berlin, NewYork.

#### **Journals:**

- Comparative Education Review,The University of Chicago
- Compare : A Journal of Comparative Education,Routledge
- International Review of Education,Springer,Netherlands
- Comparative Education:Taylor and Francis Online

## **M Ed Two Year Programme**

### **S.CInt. 2 (j) : Issues in Comparative and International Education**

Maximum Marks: 100

#### **Rationale of Course**

The aim of this course is to engage students with the field of Comparative and International Education and develop comparative perspectives on the foreign systems of education as well as on the contemporary issues and public policy around education across political borders. It shall give multi-level exposure to the students through a diversity of voices as possible, from geographic, cultural and ideological standpoints. It shall enable the student to focus upon current issues and controversies in a field that is undergoing changes as profound as the geopolitical and economic forces that are reshaping our worlds. It would provide opportunities to probe into a range of methodologies associated with comparative and international education which would be both exemplified and opened up for debate. It is intended that students specially those from settings and locations not frequently part of the "developed" contexts would be able to meet the following Objectives:

- Understand the processes through which educational changes occur.
- Compare the organisation of education at different levels across the globe and identify similarities and differences to adapt and appropriate changes in one's own educational context.
- Engage and reflect with the tools of comparison for the integration of an individual effectively into a society so that the individual can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific cultural and technological progress.
- Foster depth of reflection and equip with the skills of comparative inquiry to enable systematic exploration of key issues affecting educational policies, practices, and reforms at home and abroad.
- Widen one's conceptual lenses to see how seemingly similar issues manifest themselves in diverse settings.
- Improve understanding both of the forces which shape education systems and processes in different settings, and of the impact of education systems and processes on social and other developments.
- Understand the multi-disciplinary and applied strengths of the field; the complexities of this kind of study; the dangers of the misapplication of findings; the importance of theoretical analysis and methodological rigour; and the enduring centrality of the concepts of cultural context and educational transfer for the field as a whole.
- Evolve with a global outlook and cross-cultural sensitivities on educational concerns and nurture capacities to critically reflect on the social realities and in a study of the solutions attempted.

## **Unit I Globalisation and Mapping the Intellectual Discourse on Comparative Education**

- Comparative Education as Foundational in Education
- Mapping the intellectual discourse-Broad Survey
- An issue-oriented Approach to Comparative Education
- Globalisation and the rescaling of Education Politics and Policy
- A survey of recent innovations and changes in education in India and across the Globe.

## **Unit II Comparative Perspectives on Organisation of Education**

- Early Childhood Care and Education in select Indian States
- Primary School Education in India, Russia, UK and USA
- Secondary School Education in India, Russia, UK and USA
- Higher Education in India, Russia, UK and USA.

## **Unit III Comparing Issues in International Context: Experiences from Asia-Africa-South America**

- Purposes of Schooling; Curriculum as a mechanism of social and cultural reproduction
- Inequality in Education; Educational Access and Opportunity
- Education Accountability and Authority
- Demographic Planning
- Adult and Social Education
- Teacher Education in China, India and Japan
- Blending Work with Education-Experiences from China, India and Japan.

## **Unit IV Comparing Status of Education through Public Reports**

- Reports on status of Children and Education-UNESCO ,World Bank
- Budget Provisions to Social Sector and Projections in India's Economic Survey
- Schooling in the Government (Public) schools: insights from PROBE and ASER
- Role of NGOs and Private Interventions in Education.
- Funding in Education

## **Unit V Interpreting Children's Experiences**

- Differently abled Children in Schools
- Educating the girl child
- Children's Attitudes to other Nationalities
- Children's perception of histories of partition or displacement.

## **Term Paper and Seminar Presentations**

- Comparative study of curriculum policies/documents and curriculum frameworks across Educational Boards
- New trends and issues in the Indian schools in the context of pedagogy and assessment.
- Implementation and impact of public policies-comparative insights
- Mobility, Migration and Minorities in Education
- ICT and Education
- Comparisons and the search for a "modern self"
- New thinking in Comparative Education

## Suggested Readings:

- Alexander, Robin, J. (2001). Culture and Pedagogy-International Comparisons in Primary Education: Wiley-Blackwell; UK
- Altbach, P. G. (1998). Comparative Higher Education: Knowledge, the University and Development. Springer; Comparative Education Research Centre, University of Hongkong.
- Apple, M. (1978). Ideology, Reproduction and Educational Reform. Comparative Education Review, 28(4), 550-562.
- Apple, M. W., & Smith, C. L. (ed.) (1991). The Politics of the Textbook. Routledge; New York.
- Barrett, M. (2007). Children's Knowledge, Beliefs and Feelings About Nations and National Groups-Essays in Developmental Psychology. Psychology Press; Sussex
- Benavot, A. & Braslavsky, C. (ed.) (2006). School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Springer; Comparative Education Research Centre, University of Hongkong
- Bray, M. & Adamson, B. & Mason, M. (ed.) (2007). Comparative Education Research- Approaches and Methods. Springer; Comparative Education Research Centre, University of Hongkong.
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- Cowen, R. & Kazamias, A. M. (ed.) (2009). International Handbook of Comparative Education-Part One and Two. London. Springer; New York.
- Geetha, T. (ed.) (2009). A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards, Project Report of The International Baccalaureate; Singapore
- Giroux, H. (1981). Ideology, Culture and the Process of Schooling. Falmer Press; London.
- Gupta, Nina (2001). 'The Development of Higher Education in India and China since the 1950s in The 11<sup>th</sup> Congress of WCCES (World Council of Comparative Education Societies), Korean National University of Education, Chungbuk, South Korea.
- Hall, S. (1996). When was the post-colonial? Thinking at the Limit. In I. Chamber & L. Curtis (Eds). The Post Colonial Question: Common Skies, Divided Horizons (pp. 242-260). Routledge; London.
- Holsinger, D. B. & Jacob, W. J. (ed.) (2008). Inequality in Education; Comparative and International Perspectives. Springer, CERC, University of Hongkong.
- Husen, T. T. & Postlethwaite, T. N. (eds.) (1994). The International Encyclopedia of Education (2<sup>nd</sup> edn.). Pergamon; Comparative Education and International Education Organisation and Institution, Oxford.
- Kubow, P. K. & Fossum, P. R. (2003). Comparative Education-Exploring Issues in International Context. Merrill Prentice Hall; New Jersey.
- Kumar, K. (2001). Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan. Penguin; New Delhi (Also available in Hindi as Mera Desh Tumhara Desh published by Rajkamal in 2007).
- Larsen, Marianne A. (2010). New thinking in Comparative Education-Honouring Robert Cowen. Rotterdam; Sense Publishers

- Manzon, M. (2011). *Comparative Education*: Springer; The Construction of a Field. Comparative Education Research Centre, University of Hongkong.
- Masemann, Vandra & Welch, Anthony (ed.) (1997). *Tradition, Modernity and Post-Modernity in Comparative Education*: UNESCO Institute for Education, Hamburg
- Noah, H. & Eckstein, M. A. (1998). *Doing Comparative Education: Three Decades of Collaboration*. Springer; Comparative Education Research Centre, University of Hongkong.
- Postlethwaite, T. N. (1999). *International Studies of Educational Achievement: Methodological Issues*. Springer; Comparative Education Research Centre, University of Hongkong.
- Wulf, Christoph (ed.) (1993). *Education in Europe: An Intercultural Task*. in *European Studies in Education*, Vol. 7: Waxmann Munster/Berlin, New York.
- Wulf, Christoph (ed.) (1996). *Education for the 21<sup>st</sup> Century: Commonalities and Diversities*. in *European Studies in Education*, Vol. 7: Waxmann Munster / Berlin, New York.

## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Course Rationale and Objectives:**

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

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

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

**Unit III : Critical Literacy and Pedagogy:** Examining cultural politics that undergird traditional notions of writing, reading, language experiences; Understanding critical

literacy and orality as it exists in its multiple forms, as linked to the diverse cultural and linguistic identities; Indigenous Knowledge and School knowledge; Folk psychology and folk pedagogy; Visible and invisible pedagogy (deconstructing interplay of pedagogic assumptions, stereotypes and ideologies in a socially & culturally diverse classroom).

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

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

### **Suggested Basic Readings**

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

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

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

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

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

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

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



- Moll, L. C. (1992). *Vygotsky and Education : Implications and Applications of Socio-historical Psychology*. New York : Cambridge University Press.
- Olson, David R. and Torrance, Nancy (ed.). *The Handbook of Education and Human Development : New models of learning, teaching and schooling*, Blackwell : Cambridge, 1996.
- Robson, S. and Quinn, S.F. (Eds) (2015). *The Routledge Handbook of Young Children's Thinking and Understanding*. NY: Routledge
- Rogoff, B. (1981). *Schooling and Development of Cognitive Skills*. In H. C. Triandis, and A Heron (eds.), *Handbook of Cross-cultural Psychology*, Vol. IV. Boston : Allyn and Bacon.
- Saraswati, T. S. (ed.). *Culture Socialisation and Human Development : Theory, Research and Application in India*, Sage : New Delhi, 1999.
- Scribner, S. (1984). *The Practice of Literacy : Where Mind and Society Meet*. *Annals of the New York Academy of Sciences*, 433.
- Serpell, R. (1993). *Interface between socio-cultural and psychological aspects of cognition*. In E. Forman, N. Minick, & A. Stone (Eds.), *Contexts for Learning : Socio-cultural dynamics in Children's development*. New York : Oxford University Press.
- Shore, B. (1996) *Culture in Mind*. New York: Oxford University Press
- Shweder, R. A. (1990). *Cultural Psychology : What is it ?* In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural Psychology*. Cambridge, U.K. : Cambridge University Press.
- Sinha, Durganand (1986). *Psychology in a Third World Country : The Indian Experience*.
- Sternberg R. J. and Wagner, R. K. (1994). *Minds in Context : Interactionist Perspective on human intelligence*. New York : Cambridge University Press.
- Tryphon, A. and Voneche, J. (1996). *Piaget-Vygotsky: The Social Genesis of Thought*. Sussex: Psychology Press.
- Van Der Veer, R., & Valsiner, J. (1991). *Understanding Vygotsky : A quest for synthesis*. Oxford : Blackwell.
- Wertsh, J. V. (1991). *Voice of the mind : A socio-cultural approach to mediated action*. Cambridge University Press.

## **M Ed Two Year Programme**

### **S.Exp.1 (I) : Educational Evaluation and Psychometry**

Maximum Marks: 100

#### **Rationale**

An expert in the field of education can't be a real expert without having knowledge of measurement and evaluation. For having an in-depth knowledge and understanding of the field of evaluation, one needs to develop critical understanding of the concept and designs of test items and test along with their applications for various purposes of evaluation. In addition to ensuring good characteristics of test items and test, it is essential to learn about statistical techniques which can take place by using these tests based upon various situations, focusing upon their specific advantages and applications.

#### **Objectives**

1. To develop critical understanding about the concept of measurement and evaluation in a broad and contemporary educational framework
2. To analyze and comprehend various types of items and their development with reference to their objective domains and applications
3. To critically look into various characteristics of test items and tests and develop procedural understanding for standardizing a test
4. To develop an in-depth understanding about higher level statistical techniques focusing upon their application in various situations based upon their advantages

#### **Unit 1. (a) Educational Measurement & Evaluation:**

Types of Evaluation, Taxonomy of Educational Objectives (with special reference to Bloom's, NCERT and other contemporary ideas); Scales of Measurement

#### **(b) Types of tests:**

Theoretical description of tests in different domains: (i) Psychological tests, (ii) Educational tests (iii) Sociological measurements

#### **Unit 2. Achievement Tests test items & Item Analysis:**

Construction of different Objective items, Short Answer and Essay questions, Guidelines and scoring thereof Psychosocial Tests & test items: Construction of Attitude, Aptitude and Personality test items & Item Analysis thereof Other issues in Test construction: Criterion-oriented approach, Homogenous tests, Bi-polar domains of items, and tests for Special Purposes

#### **Unit 3. Reliability & Validity:**

Concepts, types and different procedures; Latent Trait Theory, ICC and ROC curves; and current developments in Measurement Norms: Concept, types (age, grade, percentile, sigma scores, T-scores, Sten scores and Stanines) and their preparation

**Unit 4. Standardization of an Achievement Test:** Concept, significance and procedure

**Unit 5. Statistical techniques:**

- (a) Correlation : Concept and methods- Bi-serial, Point bi-serial, Tetrachoric, Phi coefficient, Correlation ratio, tau, partial and multiple correlation, Non-parametric Tests of Association
- (b) Regression: Concept and methods: least squares, Bi-variate and Multi-variate regression analysis
- (c) Factor Analysis, Discriminant Analysis, Path Analysis: Concepts and analysis data using relevant Softwares such as Excel,SPSS, STAT, R, and other available softwares
- (d) Structural Equation Modelling: Concept & analysis

***Practical Work:***

1. *Developing a test and developing appropriate norms*
2. *Interpretation of computer output pertaining to Multiple regression, Factor analysis, Discriminant analysis, Path analysis, Structural Equation Modelling*

**Suggestive Readings**

Allen, M.J. & Yen, W.M. (2004). Introduction to Measurement Theory. Illinois: Waveland Press, INC.

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

Guba, E.G. & Lincoln, Y.S. (1989). Fourth Generation Evaluation. London: Sage Publications.

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

Guilford, J.P. (1979). Psychometric Methods. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

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

Hinkle, D.E., Wiersma, W. & Jurs, S.G. (1994). Applied Statistics for Behavioural Sciences. Boston: Houghton Mifflin Company.

Kanvaria, V. K. (2011). Developing a Standardized Achievement Test. Germany: LAP.

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

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

- Nunnally, J.C. (1981). *Psychometric Theory* (Second Edition). New Delhi: Tata McGraw-Hill Publishing Company Ltd.
- Popham, J.W. & Sirotnik, K.A. (1996). *Understanding Statistics in Education*. Illinois: F.E. Peacock Publishers, Inc.
- Robson, C. (1994). *Experiment, design and statistics in psychology* (3rd ed.). England: Penguin Books.
- Sani, F. & Todman, J. (2006). *Experimental design and statistics for psychology: A first course*. MA, USA: Blackwell Publishing.
- Sharma, R. A. (2004). *Essentials of scientific behavioural research*. Meerut: Surya Publication.
- Singh, A. K. (1992). *Research methods in psychology, sociology and education*. Delhi: Motilal Banarashidhas.
- Singh, A. K. (2001). *Test, measurements and research methods in behavioural sciences*. Delhi: Bharati Bhawan.
- Singh, K. (2007). *Quantitative social research methods*. Los Angeles: SAGE Publications.
- Thorndike, R. L. (1951). Reliability. In E. F. Lindquist (Ed), *Educational measurement*. Washington DC: American Council on Education.
- Wiersma, W. (1991). *Research methods in education*. Boston: Allyn and Bacon.

## **M Ed Two Year Programme**

### **S.Exp.2 (I) : Experimental Research in Education**

Maximum Marks: 100

#### **Rationale**

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

#### **Objectives**

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

#### **Unit 1 Experimental Education:**

Concept, significance and scope Experimental Method: Nature, steps in Experimental methods

#### **Unit 2 Experimental Designs:**

Pre-experimental, Quasi-experimental, True Experimental, Factorial, Latin Square designs and current developments in Experimental designs  
Critique about Experimental Research in Education

#### **Unit 3. Sampling Designs:**

Traditional designs and current developments in Sampling  
Statistical techniques appropriate to analyze various designs studied in Unit-2

#### **Unit 4. Parametric Statistical techniques:**

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

## **Unit 5. Non-parametric Statistical techniques:**

Concept, significance and scope

Run test, Kolmogorov-Smirnov tests (One sample & two samples), Sign test, Wilcoxon-Signed Rank test, Median test, Mann-Whitney U-test, Non-parametric ANOVA (One-way & Two-way)

### ***Practical Work:***

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

### **Suggestive Readings**

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

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

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

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

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- Kerlinger, F. N. (1978). Foundations of behavioural research. Delhi: Surjeet Publications.
- Koul, L. (1993). Methodology of educational research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mangal, S. K. (2009). Statistics in psychology and education. New Delhi: PHI Learning Pvt. Ltd.
- McGuigan, F. G. (1990). Experimental Psychology: Methods of Research. PHI Private Ltd, New Delhi, pp. 270-282.
- Monge, P. & Williams, F. (2001). Reasoning with statistics: How to read quantitative research (5th ed.). Orlando, Florida, USA: Harcourt College Publishers.
- Morrow, J. R., Jackson, A. W., Disch, J. G. & Mood, D. P. (1995). Measurement and evaluation in human performance. Illinois: Human Kinetics.
- Muijs, D. (2004). Doing quantitative research in education. London: SAGE Publications.
- Opie, C. (2005). Doing educational research: A guide to first time researchers. New Delhi: Vistaar Publications.
- Robson, C. (1994). Experiment, design and statistics in psychology (3rd ed.). England: Penguin Books.
- Sani, F. & Todman, J. (2006). Experimental design and statistics for psychology: A first course. MA, USA: Blackwell Publishing.
- Sharma, R. A. (2004). Essentials of scientific behavioural research. Meerut: Surya Publication.
- Siegl, S. & Castellan, N.J. (1988). Nonparametric Statistics for Behavioural Sciences (2nd Ed.). New York: McGraw-Hill Book Company.
- Singh, A. K. (1992). Research methods in psychology, sociology and education. Delhi: Motilal Banarasingh.
- Singh, A. K. (2001). Test, measurements and research methods in behavioural sciences. Delhi: Bharati Bhawan.
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- Wiersma, W. (1991). Research methods in education. Boston: Allyn and Bacon.

## **M Ed Two Year Programme**

### **S.Ic.1 (m) : Information and Communication Technologies in Education : Theoretical Bases**

Maximum Marks: 100

#### **Rationale of the Course**

This course deals with critical perspectives on Technology / ICT in Education, perspectives of modern, post-modern, critical pedagogy, feminist theories on ICT; national policies and curriculum frameworks on education and ICT related specific policies and frameworks, and its relevance to education. The paper aims to provide understanding on media and new literacies in education. It also aims to develop an understanding on open access, IPR and OER and their importance in the contemporary educational system.

#### **Objectives:**

At the end of the course the educational practioners will be able to

- Develop a critical understanding of various theoretical perspectives on computer and internet technologies in education
- Acquire a theoretical understanding of Media and new literacies in Education
- Develop abilities in identifying and using open access tools and materials in their educational purposes
- Analyse various educational policies and frameworks of India and other countries to develop adequate understanding on policies in relation to ICT

#### **Unit 1: Theoretical Perspectives on Computer and Internet Technologies in Education**

- Critical perspectives on Technology, Knowledge, Culture and Society in the Information and knowledge era
- Perspectives of Modern and Post-modern theories; Critical pedagogy; Feminist theories on Computer and Internet technologies
- Critical Issues in ICT: Gender and ICT; Globalisation, Education and ICT development
- Legal, Ethical, Socio-political, and environmental issues of ICT in education

#### **Unit 2: ICT: Media, and Meta / New Literacies in Education**

- Media Education: Concept of media education, media education and information and communication society; Media, Culture and Education
- New literacies in Education: Information Literacy , Media, Digital, Visual literacies etc. – Concepts, theoretical perspectives, standards



### Unit 3: ICT: Open Access

- Concept of Openness and open access; open access mandates and policies; issues related to open access
- Concept of IPR – copy right, trademarks, and patents; components of copy right and various legal instruments related to copy right; alternatives to copy right, open licences
- OER in Education – Conceptual Issues; Incentives, benefits and barriers

### Unit 4: ICT: Policies and Frameworks

- National Policies on Education, Policies on ICT in Education, curriculum frameworks, and other documents on ICT in School and Teacher Education: India and other countries

### References:

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- Carlson, C. B. (2009). *Guiding Students into Information Literacy: Strategies for Teachers and Teacher-Librarians*. Toronto: The Scarecrow Press, Inc.
- Dusek, V. (2006). *Philosophy of Technology: An Introduction*. Oxford: Blackwell Publishing.
- Feenberg, A. (2010). *Between Reason and Experience: Essays in Technology and Modernity*. London: MIT Press.
- Fuchs, C. (2008). *Internet and Society: Social Theory in the Information Age*. New York: Routledge.
- Hansson, T. (2008). *Handbook of Research on Digital Information Technologies: Innovations, Methods and Ethical Issues*. New York: Information science reference.
- Limberg, L. O. (2012). Three Theoretical Perspectives on Information Literacy. *HUMAN IT*, 11 (2), 93-130.
- McGreal, R. K. (Ed.). (2013). *Open Educational Resources: Innovation, Research and Practice*. Vancouver: Commonwealth of Learning.
- Nyberg, D. (Ed.). (2010). *The philosophy of open education*. London: Routledge & Kegan Paul.
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Stallman, R. M. (2010). *Free Software, Free Society : Selected Essays of Richard M. Stallman* (Second ed.). Boston: Free Software Foundation, Inc.

Tabachnick, D. K. (Ed.). (2004). *Globalization, Technology, and Philosophy*. Albany: State University of New York Press.

UNESCO. (2011). *Media and Information Literacy: Curriculum for Teachers*. Paris: UNESCO.

### **Web Links**

[http://mhrd.gov.in/sites/upload\\_files/mhrd/files/revised\\_policy%20document%20ofICT.pdf](http://mhrd.gov.in/sites/upload_files/mhrd/files/revised_policy%20document%20ofICT.pdf)

<http://opensource.org/osi-open-source-education>

<http://unesdoc.unesco.org/images/0021/002134/213475e.pdf>

<http://www.fsf.org/licensing/>

[http://www.ncert.nic.in/new\\_ncert/ncert/rightside/links/pdf/focus\\_group/educational\\_technology.pdf](http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf)

<http://www.teindia.nic.in/NCF.aspx>

[http://www.teindia.nic.in/Reports\\_New.aspx](http://www.teindia.nic.in/Reports_New.aspx)

[http://mhrd.gov.in/documents\\_reports?field\\_documents\\_reports\\_category\\_tid=19](http://mhrd.gov.in/documents_reports?field_documents_reports_category_tid=19)

## **M Ed Two Year Programme**

### **S.Ic.2 (m) : Information and Communication Technologies in Education : Approaches and Applications**

Maximum Marks: 100

#### **Rationale of the Course**

This course deals with critical understanding on ICT in Education, theoretical frameworks in ICT integration, pedagogical approaches and emerging technological trends and its implication to education. The paper aims to contribute to the intellectual and continued professional development of prospective teacher educators by using ICT in diverse educational settings and various ICT tools for educational researches. It designed to provide opportunities to experience the LMS (Learning Management System), developing e-content / learning objects, and other ICT applications in educational settings. The practical elements within the course are intended to illustrate the theoretical underpinnings which make up the course.

#### **Objectives:**

At the end of the course the educational practioners will be able to

- Develop a critical understanding of ICT in Education
- Acquire a theoretical perspectives on various pedagogical approaches, frameworks and their practical utility in the classroom contexts
- Develop an understanding and capabilities on engaging ICT for professional development and educational researches
- Develop an understanding on E-learning and its possibilities in Education

#### **1. Developing Critical Understanding of ICT in Education**

- Challenges of ICT in education: Access, equity and quality
- ICT integration in School and Teacher Education
  - Integrated Vs Outsourced approach (at school)
  - Skill development, Pedagogical integration, Subject Specific approaches (teacher education)

#### **2. ICT: Curriculum and Pedagogy**

- Web technologies in education: Evolution, possibilities, challenges and emerging trends
- Mobile and ubiquitous learning environment and emerging trends
- Theoretical and Guiding Frameworks (TPCK, SAMR, TIM, TIP etc.) for ICT integration in educational settings
- Critical perspectives on ICT based Pedagogical Approaches and Models
- ICT for assessment of/for learning at school and teacher education contexts

#### **3. ICT for Professional Development and Educational Research**

- Continuous Professional Development (CPD) of teachers and teacher-educators through professional networks, virtual communities, MOOC, webinar, webconferencing, etc.
- ICT in Educational Research: use of ICT tools in various research processes (locating literature; data collection, data analysis etc.).

#### 4. E – Learning and Learning Management Systems

- Nature and Types (online, blended); Elements of e –learning
- Developing e-content / learning objects: Design and technical aspects
- Learning Management Systems (LMS): Concept, standards, its application in education

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- Bates, A. (2015). Teaching in a digital age. Retrieved from <http://opentextbc.ca/teachinginadigitalage/>
- Brooks, D. W., & Nolan, D. E., & Gallagher, S. M. (2002). *Web-Teaching: A Guide to Designing Interactive Teaching for the World Wide Web* (Second ed.). New York: Kluwer Academic Publishers. (chap 1-6, 10, 15,16; pg 1-106, 169-182, 235-264)
- Dunn, L., Morgan, C., O'Reilly, M., & Parry, S. (2004). *The student assessment handbook: New directions in Traditional and online assessment*. London: Routledge Falmer, Taylor & Francis Group. (chap 6,13,16,17; pg 41-46,105-120,143-170)
- Fallows, S., & Bhanot, R. (2002). *Educational Development through Information and Communications Technology*. London: Kogan Page. (chap 1, 9, 11-13, 17,18; pg. 1-7, 100-112, 122-149, 182-209)
- Kats, Y. (2010). *Learning Management System Technologies and Software Solutions for Online Teaching: Tools and Applications*. New York: Information Science Reference. (chap 1-4,7,16; pg. 1-80, 120-137,291-313)
- Reddi, U. V. (Ed.). (2003). *Educational Multimedia: A Handbook for Teacher-Developers*. New Delhi: Commonwealth Educational Media Centre for Asia. (chap 5-9, pg. 27-62)
- Song, H. &. (2010). *Handbook of Research on Human Performance and Instructional Technology*. Hershey: Information Science Reference. (chap 7; pg. 119-130)
- Stallman, R. M. (2010). *Free Software, Free Society : Selected Essays of Richard M. Stallman* (Second ed.). Boston: Free Software Foundation, Inc. (chap 1,2,5,6,27-31; pg. 3-24,37-56,165-204)

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- Bracey, B., & Culver, T. (Eds.). (2005). *Harnessing the Potential of ICT for Education: A Multistakeholder Approach*. New York: The United Nations Information and Communication Technologies Task Force. (pg. 32-62, 153-158 & 185-190)
- Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework. *International Journal of Technology in Teaching and Learning*, 1(1), 25-44.
- Florian, L., & Hegarty, J. (Eds.). (2004). *ICT and Special Educational Needs: A tool for inclusion*. Berkshire: Open University Press. (chap 1; 7-20)
- Kasinathan, G. (2009). *ICTs in School Education - Outsourced versus Integrated Approach, Policy Brief*. Retrieved August 10, 2011, from IT for Change: [https://www.itschool.gov.in/pdf/Study\\_by\\_IT4Change\\_Bangalore1307.10.pdf](https://www.itschool.gov.in/pdf/Study_by_IT4Change_Bangalore1307.10.pdf)
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Kwan, R., Fox, R., Chan, F. T., & Tsang, P. (Eds.). (2008). *Enhancing Learning Through Technology: Research on Emerging Technologies and Pedagogies*. Singapore: World Scientific Publishing. (chap 1,13; pg. 1-16,201-216)

- Leask, M. (Ed.). (2001). *Issues in Teaching using ICT*. . London : Routledge Falmer. (chap 1,8; pg. 3-14, 105-115)
- Mishra, P., & Koehler, M. J. (2006). Technological Pedagogical Content Knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017-1054. doi: 10.1111/j.1467-9620.2006.00684.x.
- Monteith, M. (Ed.). (2004). *ICT for Curriculum Enhancement*. Bristol : Intellect Books. (chap 2,3,8,9; pg. 26-56, 113-139)
- Pritchard, A. (2007). *Effective Teaching with Internet Technologies: Pedagogy and Practice* . New Delhi : Sage Publications. (chap 1,2; pg. 1-27)

## **M Ed Two Year Programme**

### **S.Ee.1 (n) : Equality and Education – Sociological Perspectives**

Maximum Marks: 100

#### **Rationale of Course**

The concept of equality in Education is historically well established in our Educational discourse. The focus on this particular constitutional value is being increasingly felt in the contemporary times. Educational policies and reports of committees and commissions have time and again expressed their concerns on promoting equality for any progressive society. In fact, for teacher educators, public intellectuals and policy makers, it has acquired almost one of the most significant and unavoidable educational concern. The students engaging with this course, would get the opportunity and an academic space to comprehend and develop their perspectives around the idea of equality. At the end of engaging with this course, the students would have met the following **Objectives**:

- Engage with critical perspectives on the educational system and patterns in a democratic and secular country with a pluralistic social context and its relevance in the contemporary context of a globalised world.
- Examine how the quest for equality and self identity is a central concern in the processes of education.
- Nurture capacities to critically reflect on the socio- historical realities, cherish the human values of equity and tolerance and challenge the social forces that threaten these constitutional values.
- Promote democratic participation, challenge notions of patriarchy and the sociological discourse of equality in education.
- Investigate the policies of education and its praxis in the context of India and analyse the critics and alternatives generated by the exponents of equality in the Indian Society.

#### **Unit 1 Introduction: Sociological Perspectives**

Class, Status, Ethnicity, Sex, Caste and Religion as categories of analysis in the Sociology of Education.

#### **Unit 2 –Relation between Education, Mobility, Educational Opportunity and Social Change**

- "The Equality of Educational Opportunity" Debate in India with special reference to Muslims, Scheduled Castes/Tribes and Women.
- Alternatives in Education
- the De-schooling movement

### **Unit 3- Critical Perspectives in Education.**

The issues of representation in School Education and Higher Education.

- Qualitative and Quantitative representations.
- Religion, Caste and Gender.
- Equality and Inclusive Education.

### **Unit 4-The New Sociology of Education.**

### **Unit 5- Studying Dalit Literature as protest, liberating memories and assertion for Equality.**

Study of Dr. Ambedkar and Phule's writings.

- Assembly Debates
- New challenges

### **Unit 5- Studying Educational Experiences of Marginalised Groups**

- Autobiographies, novels, poetries and other forms of expression
- Documentaries and films

### **Term Paper and Seminar Presentations**

- Critical analysis of Dalit Literature
- Treatment of Deprived classes in Print and Electronic media

### **Suggested Readings**

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) The Politics of the Textbook, Routledge, New York.
- Bhasin, Kamla (1994). What is Patriarchy? Kali for Women, New Delhi
- Bhog, Dipta (2002), Gender and Curriculum, Review of Women Studies, Economic and Political Weekly, 37(17):1638-1642.
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- Giroux, H. (1981). Ideology, Culture and the Process of Schooling. Falmer Press, London
- Gupta, Ramanika (2012). Dalit Chetna, Navchetna Prakashan, Delhi
- Ilaiah, Kancha (1996). Why I Am Not a Hindu: A [Sudra](#) critique of hindutva philosophy, culture and political economy. Samya, Calcutta translated in hindi by Om Prakash Valmiki and published by Bhatkal and Sen).
- Illich, Ivan (1989). Deschooling Society (available in hindi also as Paathshala bhang kar do -translation by Indu Prakash Kanungo, Madhya Pradesh Hindi Granth Akademi)
- Kumar, Krishna (1992, 3<sup>rd</sup> edition in 2004). What is Worth Teaching, Orient Blackswan, Delhi
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- MHRD-Ramamurty Committee Report (1990)-Towards enlightened and humane society,Delhi
- NCERT-National Curriculum Framework for School Education 2000, N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 ,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no. 3.1 by National Focus Group on Problems of Scheduled Caste and Scheduled Tribe Children,N.C.E.R.T. New Delhi
- NCERT-National Curriculum Framework 2005 Position Paper no.3.2 by National Focus Group on Gender issues in Education, N.C.E.R.T. New Delhi
- Nirantar(April 2009).Textbook regimes:a feminist critique of nation and identity. New Delhi
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- Razzack,Azra(1994).Muslim hone ki pehchaan.Hans,Delhi



## **M Ed Two Year Programme**

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

Maximum Marks: 100

#### **Rationale of Course:**

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

#### **Course Objectives**

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

This paper shall promote democratic participation, challenge notions of patriarchy and unfold the sociological discourse of equality in education.

#### **Units of Study**

##### **Unit 1 Gender as the Basis of Inequality in Education**

Issue of patriarchy, hierarchy, power, dominance, subjugations and their relation to equality regarding Gender.

##### **Unit 2- Identification of Structures of Domination and Control:**

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

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

#### **Unit 4- Study of Public Policies from the Perspective of Gender**

State initiated policies and programmes in Education from the perspective of Gender Equality

#### **Unit 5- Routes towards Change:**

- Social Movements
- The role of Women's Studies in Education.
- Women's voices and agency
- Law and Social Justice

#### **Unit 6- Studying Educational Experiences of Women**

- Autobiographies, novels, poetries and other forms of expression
- b) Documentaries and films

#### **Term Paper and Seminar Presentations**

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

#### **Suggested Readings**

- Apple, Michael W. & Smith, Christian L. (ed.), (1991) The Politics of the Textbook, Routledge, New York.
- Anamika-Stritva ka maanchitra, Saaranish Prakashan
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- Ramabai,Pandita(2006),The High Caste Hindu Women.Samvad,
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- Shinde,Tarabai(1881).Stri purush tulna.Samvad
- Shukla,S.C. & Kumar,Krishna (2008):'Bharat me prathmik shiksha me laingik asamaanataa: manavaadhikar paripreksha'adhyay,dwara Karuna Chanana.Pustak-Shiksha ka samaaj shastriya sandarbha.Granth Shilpi.