Webliography

Semester - 2

Compiled by
Dr. Shilpa Waghchoure

SEMESTER II

Course	Subject	Inst.hrs	Credits	Internal	External	Total
4	Knowledge And Curriculum	60	4	30	70	**100**
5	Learning And Teaching	60	4	30	70	**100**
6	Assessment For Learning	60	4	30	70	**100**
EPC -2	Drama And Art In Education	30	2	50	-	**50**
	TOTAL	**210**	14	**140**	**210**	**350**

Course 4 - KNOWLEDGE AND CURRICULUM

Module 1. Epistemological bases of Education

Unit 1: Understanding Broad Perspective of Education

   a) Concept of Knowledge:-
      i. Meaning, definition and characteristics,
      http://www.businessdictionary.com/definition/knowledge.html
      http://www.jsu.edu/depart/psychology/sebac/fac-sch/rm/pdfs/Ch4v4.pdf
      ii. Types of knowledge –philosophical: personal, procedural and propositional
      http://www.qcc.cuny.edu/SocialSciences/ppecorino/INTRO_TEXT/Chapter%205%20Epistemology/Types_of_knowledge.htm
      iii. Sources of Knowledge-education: situational, conceptual, and strategic
      http://www.jsu.edu/depart/psychology/sebac/fac-sch/rm/pdfs/Ch4v4.pdf

   b) Distinctions between 'knowledge' and 'skill', 'teaching' and 'training', 'knowledge' and 'information', and 'reason' and 'belief',
      https://www.hrbartender.com/2013/recruiting/the-difference-between-knowledge-skills-and-abilities/
      http://www.differencebetween.com/difference-between-teaching-and-vs-training/
      http://www.differencebetween.net/language/difference-between-knowledge-and-information/
      http://www.jimpryor.net/teaching/courses/epist/notes/belief.html

   c) Concept of Education – Etymological meaning of Education, Characteristics of Education.
      http://www.studylecturenotes.com/foundation-of-education/etymological-meaning-of-education
      http://be-human.org/2012/04/05/characteristics-of-education/

Unit 2. : Basis of modern child-centered education

   a) Concept, need and significance of activity, discovery and dialogue in Education
      http://faculty.education.illinois.edu/burbules/papers/dialogue.html
   b) Activity based learning- Mahatma Gandhi, Rabindranath Tagore, Discovery learning - John Dewey
      https://en.wikipedia.org/wiki/Activity-based_learning_in_India
   c) Need and significance of dialogue in education - Plato and Paulo Freire
      http://www.hermes-press.com/dialogues_teach.htm
      http://www.ijonte.org/FileUpload/ks63207/File/12.durakoglu1.pdf

Module 2: Social Bases of Education

Unit 3: Social context of education
a) Concept of society, culture and modernity;
http://assets.cambridge.org/97805216/59970/excerpt/9780521659970_excerpt.pdf
b) Historical changes with respect to education due industrialization & Democracy, leading individual autonomy and reason.
http://www.yourarticlelibrary.com/industries/essay-on-industrialization-its-impact-on-politics-education-religion-and-family/8535/
http://www.iep.utm.edu/aut-norm/
c) Influence of modern values like equity and equality, individual opportunity and social justice and dignity for educational development of the individual and society. W.r.t. Dr Ambedkar (Rodrigues, 2002)
http://shodhganga.inflibnet.ac.in/bitstream/10603/18391/7/07_chapter%202.pdf

Unit 4: Cultural Context of Education
a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system (Applein & Beane, 2006; Parekh, 2000)
https://en.wikipedia.org/wiki/Multicultural_education
b) Practices to promote multiculturalism' & 'Democratic education' in school and classroom.
http://www.macalester.edu/educationreform/publicintellectualessay/CarolineM.pdf
c) Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore (2003) and J. Krishnamurti (Krishnamurty 1992).
http://www.parabaas.com/rabindranath/articles/pContemporaryTagore.html
http://www.unipune.ac.in/snc/cssh/ipq/english/IPQ/26-30%20volumes/29-4/PDF/29-4-9.pdf

Module 3: Understanding Curriculum and its development

Unit: 5 Curriculum & its determinants
a Concept of Curriculum and their relationship with the aims of education (Kumar, 2004), Determinants of curriculum, and understanding of hidden and enacted Curriculum.
https://jyx.jyu.fi/dspace/bitstream/handle/123456789/7928/G0000628.pdf
b Role of Nation, State and school in curriculum construction.
public.mzos.hr/fgs.axd?id=14478

http://gurukulamofcommerceeducation.blogspot.in/2014/12/role-of-teacher-in-curriculum.html

c Conceptual linkages and distinctions between curriculum framework, curriculum , syllabus and notion of textbooks - Print and digital materials
file:///C:/Users/ABCD/Downloads/Conceptual%20and%20Theoretical%20Frameworks.pdf

Unit 6: Making of curriculum

a) Translation of curriculum into text books
http://epathshala.nic.in/wp-content/doc/NCF/Pdf/cst_final.pdf

b) Role of Representation and non-representation of various social groups in curriculum making
http://www.ankn.uaf.edu/curriculum/Articles/RayBarnhardt/CCC.html

c) Concerns for curriculum making in context to power embedded in various structures of society and knowledge.
http://www.slideshare.net/CarlRichardDagalea/curriculum-issues-and-concerns

Module 4: Transaction and assessment of curriculum

Unit 7: Engaging with the curriculum

a) Critically analyze existing school practices in the light of what is valued and devalued in commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table
https://eppi.ioe.ac.uk/cms/LinkClick.aspx?fileticket=XHbLcIohFq0%3D&tabid=3437

b) Understanding of hidden curriculum and children's resilience w. r. t the above. (Unit 7a)
http://pdxscholar.library.pdx.edu/cgi/viewcontent.cgi?article=1006&context=lse_comp

c) Strategies for making curriculum contextually responsive
http://nzmaths.co.nz/sites/default/files/Numeracy/References/Comp05/comp05_higgins_tait-mccutcheon.pdf

Unit 8: Evaluating curriculum

a) Indicators of effective curriculum construction
http://www.nap.edu/read/988/chapter/8#127

b) Evaluation of the effectiveness of curriculum content, existing pedagogies and instructional approaches, teacher training, textbooks and instructional materials.
http://www.ibe.unesco.org/fileadmin/user_upload/COPs/Pages_documents/Resource_Packs/TTCD/sitemap/Module_8/Module_8.html

c) Agencies of evaluation of curriculum at national/ state level-National Ministry of Education, regional education authorities –Functions of NCERT, SCERT,
http://www.teachers.ab.ca/About%20the%20ATA/Governance/PolicyandPositionPapers/Position%20Papers/Pages/Curriculum%20Student%20Assessment%20and%20Evaluation.aspx

Course 5- LEARNING & TEACHING

Module 1: Understanding Learning

Unit 1: Concept of Learning:
1. Learning & Teaching: Meaning & Characteristics
   https://en.wikipedia.org/wiki/Constructivist_teaching_methods
2. Factors affecting Learning:

   Attention (Meaning, Types & Educational Implications)

   Motivation (Meaning, Types & Educational Implications), Maslow's Theory of Hierarchy of Needs
   http://www.yourarticlelibrary.com/learning/7-important-factors-that-may-affect-the-learning-process/6064/
   http://study.com/academy/lesson/the-importance-of-motivation-in-an-educational-environment.html
   http://www.simplypsychology.org/maslow.html
3. Learning Styles (Kolb's Classification) & Multiple Intelligences (Gardener's Classification): Concept & Educational Implications
   http://psychology.about.com/od/educationalpsychology/a/kolbs-learning-styles.htm
   http://ojs.academypublisher.com/index.php/jltr/article/viewFile/jltr030612331241/5757

Unit 2: Theories of Learning: (Principles & Educational Implications)
1. Behaviorist Theories: Classical & Operant Conditioning
   http://www.simplypsychology.org/operant-conditioning.html
2. Cognitive Theories: Bruner & Ausubel
   http://www.theoryfundamentals.com/ausubel.htm
   http://www.simplypsychology.org/bruner.html
3. Social Learning Theories: Bandura & Vygotsky
   http://www.simplypsychology.org/bandura.html
   http://www.simplypsychology.org/vygotsky.html

Module 2: Learning and Teaching in Diverse Environments

Unit 3: Expanding Horizons of Learning:
1. Learning for Transfer: Concept, Types (Low-Road or Substantive Transfer & High-Road or Procedural Transfer) & Promoting Transfer
   https://en.wikipedia.org/wiki/Transfer_of_learning
2. Learning in and out of school: Concept and Implications
   Lauren Resnick's view on out-of-school learning versus in-school learning Out-of-school learning/experiences including 'Service Learning',

https://en.wikipedia.org/wiki/Out-of-school_learning

Life-Long, Life-Wide, & Life-Deep Learning & Four Principles for learning in formal and informal settings
http://www.llcq.org.au/01_cms/details.asp?ID=12
https://en.wikipedia.org/wiki/Lifewide_learning
http://www.ibparticipation.org/pdf/LearningInDiverseEnvironments.pdf
file:///C:/Users/ABCD/Downloads/5174_en.pdf

3. Bruce Tuckman's Revised Model for Group Development: Five Phases & Role of Teacher
http://salvos.org.au/scribe/sites/2020/files/Resources/Transitions/HANDOUT_-_Tuckmans_Team_Development_Model.pdf

Unit 4: Teaching for All

1. Educational needs of differently abled learners: Characteristics & role of education (strategies) in case of:
   Learners with Learning Disabilities
   Learners with Hyperactivity & Attention Disorders
   Gifted Learner
   http://ldaamerica.org/successful-strategies-for-teaching-students-with-learning-disabilities/
   http://www.helpguide.org/articles/add-adhd/teaching-students-with-adhd-attention-deficit-disorder.htm
   http://www.ri.net/gifted_talented/character.html

2. Differentiated Instruction: Concept, Characteristics / Key Features & Strategies
   https://en.wikipedia.org/wiki/Differentiated_instruction

3. Multi-Cultural Education Five Dimensions of MCE, Implications of MCE in the Indian Context
   https://en.wikipedia.org/wiki/Multicultural_education

Module 3: Teaching: The Act and The Profession:

Unit 5: Teaching for Effective Learning:

1. Reflective and Critical Thinking: Meaning & Educational Implication
   http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html

2. Creativity and Problem Solving: Meaning, Process & Promoting
   https://en.wikipedia.org/wiki/Creative_problem-solving

3. Meta-cognition: Meaning, Components & Strategies
   https://en.wikipedia.org/wiki/Metacognition

Unit 6: Teaching as a Profession:

1. Professionalism in Teaching: Concept & Principles; and Importance of Academic Freedom
http://www.aaup.org/sites/default/files/files/JAF/2010%20JAF/Gerber.pdf
2. Evolving Roles of Teacher: Instructional Expert, Manager, Counselor and Practitioner-Researcher
http://etoninstitute.com/blog/teacher-training/the-7-roles-of-a-teacher-in-the-21st-century
3. Professional Competencies   for Classroom Management: Prevention, Intervention & Remediation:
    a. Prevention: (Establishing   & Maintaining Effective Learning Environment)
    b. Intervention: (Rules and   Consequences of Stopping Misbehaviour, the Need to Stop & Train)
    c. Remediation:(Developing Student Responsibility & Self-Control, Remediating chronic Behavioural Problems, Gordon Model of Self-discipline)

http://www.district148.net/mentor/monthly%20meeting%20resources/oct%20classroom%20management/preventative%20strategies%20for%20classroom%20amnagement.pdf
http://www.apa.org/education/k12/classroom-mgmt.aspx
http://thepositiveclassroom.org/classroom-management-prevention-before-intervention/
http://reitegale.com/denaxaw9000.pdf

Course 6 - ASSESSMENT FOR LEARNING

Module I: Fundamentals of Assessment

Unit I : Concept of Assessment
  a) Meaning, Nature and Functions of Assessment
     https://sites.google.com/site/assess4learning/assessment-defined
     http://edglossary.org/assessment/
  b) Perspectives of Assessment: Assessment for learning, Assessment of learning
     & Assessment as learning.
     http://www.oecd.org/site/educeri21st/40600533.pdf
  c) Types of Assessment: Meaning & Features (Placement, Formative,
     Diagnostic and Summative)
     https://as.exeter.ac.uk/support/staffdevelopment/aspectsofacademicpractice/a
     ssessmentandfeedback/principlesofassessment/typesofassessment-definitions/
  d) Continuous and Comprehensive Assessment (Meaning, Characteristics and
     Significance)
     http://www.slideshare.net/missan/cfakepathassessment-cbse-1

Unit 2: Domains of Assessment
  a) Concept of learning outcomes
     Assessment of Cognitive, Affective and Psychomotor domains of learning
     https://www.lamission.edu/.../**Learning**%20**Outcomes**%20and%20sample
  b) Revised Blooms Taxonomy
     Cognitive domain -Anderson and Krathwohl
     Affective domain -Krathwohl
     Psychomotor domain - Dr. R.H.Dave
     http://www.homeofbob.com/pedagogy/theories/taxonomies/blomstax.html
     http://www.nwlink.com/~donclark/hrd/Bloom/affective_domain.html
     slo.sbcc.edu/wp-content/uploads/blooms-**psychomotor**-**domain**4.doc
  c) Areas of Assessment: Scholastic and Co-Scholastic
     http://www.tnscert.org/newsevents/76.pdf

Module II: Instruments of Assessment
Unit 3: Characteristics of Instruments of Assessment
  a) Validity - different methods of finding validity
     http://www.nicheconsulting.co.nz/validity_reliability.htm
  b) Reliability - different methods of finding reliability
     http://www.nicheconsulting.co.nz/validity_reliability.htm
  c) Objectivity
     http://www.thewisdomthatworks.com/targeting-objectivity-reliability-
     validity/

d) Interdependence of validity, reliability and objectivity
http://www.thewisdomthatworks.com/targeting-objectivity-reliability-validity/

Unit 4: Teacher made Achievement Tests

a) Relating test items and specific behavioural objectives
http://archive.tlt.psu.edu/learningdesign/objectives/assessment.html

b) Preparation of Blue Print
http://www.aspiringminds.com/research-articles/how-to-create-a-test-blueprint

c) Characteristics of a good test
https://eltguide.wordpress.com/2011/12/28/12-characteristics-of-a-good-test/

Module III: Assessment of Diverse learners
UNIT 5: Differentiated Assessment Strategies

a) Meaning and purpose of Teacher assessment, Self assessment and Peer assessment
http://assessment.uconn.edu/what/index.html
http://www.businessdictionary.com/definition/self-assessment.html
https://en.wikipedia.org/wiki/Peer_assessment

b) Criterion Referenced Tests and Norm Referenced tests (Meaning, Characteristics)
http://www.edpsycinteractive.org/topics/measeval/crnmref.html

c) Meaning, purpose & guidelines of development:

   i. Rubrics
https://web.njit.edu/~ronkowit/teaching/rubrics/guidelines.htm

   ii. Portfolios
http://www.uts.edu.au/current-students/current-students-information-faculty-law/graduate-attributes/guidelines-developing

   iii. Reflective Journal
http://www.racma.edu.au/index.php?option=com_content&view=article&id=549&Itemid=133

UNIT 6: Modes of Assessment

a) Performance Tests: Oral & Practical assessment (merits, limitations, suggestions for improvement, criteria for evaluation)
https://www.amtamassage.org/uploads/cms/documents/fa11_ceweb.pdf

b) Written Test- Essay & Objective type (merits, limitations, suggestions for improvement, criteria for evaluation)
http://citl.illinois.edu/teaching-resources/evaluating-student-performance/writing-good-test-questions/writing-essay-test-items

c) Open Book Examination (Merits & demerits)
https://careerjob2013.wordpress.com/2013/06/02/open-book-system-advantages-and-disadvantages/

d) Online Examination (Merits & demerits)
http://wp.lasalle.edu/blog/advantages-and-disadvantages-of-online-testing/

Module IV Reporting Evaluation Results
UNIT 7: Feedback Mechanism & Reporting

a) Concept & Criteria of Constructive feedback.
http://info.profilesinternational.com/profiles-employee-assessment-blog/bid/102602/How-To-Give-Constructive-Feedback-in-6-Easy-Steps

b) Reporting (Meaning and types of Reporting)
http://kalyan-city.blogspot.in/2010/11/what-is-report-meaning-features-or.html

c) Reflective practices to improvise assessments towards raising the standards of quality of instructions.
https://en.wikipedia.org/wiki/Reflective_practice

d) Statistical Application for interpretation and reporting : Mean, Median, Standard Deviation and Percentile Rank (Calculation and interpretation)
https://www.ltcconline.net/greenl/courses/201/descstat/mean.htm
https://en.wikipedia.org/wiki/Percentile

UNIT 8: Psycho-social concerns of Assessment

a) Implications on assessment:
   i. No detention Policy (RTEAct, 2009)
   https://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act
   ii. Competitive ranking of schools
   iii. Profiteering by private agencies
   http://www.thehindu.com/news/national/profiteering-in-education-by-private-sector-will-not-be-allowed-sibal/article104274.ece

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Drama and Art in Education (EPC 2)

MODULE 1: **Understanding drama and art in education**

Unit 1: Introduction to concepts of drama and art

Content:

a. Forms of Drama and Art.
   https://en.wikipedia.org/wiki/Performing_arts

b. Elements of Drama and Art.
   https://en.wikipedia.org/wiki/Drama

c. Understanding stagecraft and audience etiquettes.

   http://code.on.ca/resource/audience-etiquette
   http://www.musiccareer.com.au/index.php/Stagecraft_Skills

Unit 2: APPLICATION OF DRAMA AND ART IN ACADEMICS

Content:

a. Functions of Drama and Art

b. Integration of Drama and Art in the school curriculum
   http://ww2.kqed.org/mindshift/2015/01/13/how-integrating-arts-into-other-subjects-makes-learning-come-alive/

c. Developing aesthetic sensibility through Drama and Art
   http://www.academia.edu/15220810/Aesthetic_Sensibility_and_Creativity_in_Education._Through_the_experience_of_an_Arts_Integrated_Project

MODULE 2

DRAMA AND ART AS A MEDIUM FOR COMMUNICATION AND SOCIAL CHANGE

Unit 3:DRAMA AND ART FOR PEDAGOGY

Content:

a. Drama and Art for self realization
   http://shivyog.com/aosr/

b. Drama and Art for children with special needs
   http://www.artsonthemove.co.uk/education/secondary/specialneeds.php

c. Drama and Art for creative expression

   http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/approach/elof/ca_express.html

Unit 4: DRAMA AND ART FOR SOCIAL INTERVENTION

Content:

a. Understanding social and environmental issues through drama and art
   https://cnx.org/contents/xZfO2NPt@2.1:BGs2VuQU@1/Dramatise-social-cultural-or-e

b. Understanding local culture through drama and art
   http://epathshala.nic.in/wp-content/doc/NCF/Pdf/art_education.pdf

c. Understanding global culture through drama and art
   http://www.curriculum.org/arts/files/ArtsViewersGuide.pdf

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