

Curriculum for Master of Education (M.Ed.) Programme

(Revised)

With effect from Session 2026-2027



NAAC Re-Accredited – 'A'

RAMAKRISHNA MISSION SIKSHANAMANDIRA

(A NCTE recognized Autonomous Govt. Aided (WB) Post-Graduate College under the University of Calcutta)

**College with Potential for Excellence (CPE), College of Teacher Education (CTE) &
Swami Vivekananda Centre for Multidisciplinary Research in Educational Studies**

BELUR MATH, HOWRAH - 711202, WEST BENGAL

""Education, education, education alone! Travelling through many cities of Europe and observing in them the comforts and education of even the poor people, there was brought to my mind the state of our own poor people, and I used to shed tears. What made the difference? Education was the answer I got."

– Swami Vivekananda

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Purpose, Vision, Mission and Objectives of Ramakrishna Mission Sikshanamandira, Belur Math

PURPOSE:

The emblem of Ramakrishna Mission, conceived and designed by Swami Vivekananda, is an eloquent expression of Ramakrishna Mission's purpose. To put it simply, the message conveyed by the emblem is – through the harmonious combination of knowledge (*jnana*), devotion (*bhakti*), work (*karma*) and concentration (*yoga*), one attains life's fulfilment. This synthesis of four yogas means that there should be a *harmonious blend of heart, head and hand* – which in fact, should be the purpose of all education and training: the making of a complete human being, the development of a perfect character. This development is possible through a manifestation of a person's innate perfection, harmonising the best elements of Eastern and Western values.

VISION:

Sikshanamandira aspires to be a pioneer teacher education institution actualizing Swami Vivekananda's educational vision by making competent and committed teachers and teacher educators and also to be a research institute that continuously responds to the changing social needs through the discovery, development and application of knowledge. The Vision of Sikshanamandira which is established, administered and run by Ramakrishna Mission Saradapitha, a branch organisation of Ramakrishna Mission, the worldwide organisation started by Swami Vivekananda, with headquarter at Belur Math, Howrah, West Bengal is a corollary of the motto of Ramakrishna Mission, '*atmano mokshartham jagaddhitaya cha*' which means: attainment of one's own freedom and doing good to the world.

MISSION:

1. Making such teachers who are equipped with a modern outlook in the tools and techniques of education and yet, are rooted in Indian cultural, moral and spiritual values.
2. Facilitation of autonomous research and dissemination of knowledge.
3. Support discovery or development of knowledge through strong M.Phil. & Ph.D. programmes and post-doctoral projects.
4. Inoculate interdisciplinary approach in academic and research programmes and courses.
5. Develop partnership with national & international institutions.

GRADUATE ATTRIBUTES:

1. Truth – in the pursuit, generation, dissemination, and application of knowledge.
2. Freedom – of thought and expression
3. Respect – for diversity and the dignity of the individual
4. Responsibility – as towards the environment and citizens of the world.
5. Excellence – in intellectual, personal, and operational endeavours.
6. Integrity – in character.
7. Innovation – in thinking and application.

PROGRAMME LEARNING OUTCOMES:

After completion of the Master of Education (M.Ed.) course the students will -

1. Have a deeper understanding of the educational philosophy of Swami Vivekananda and they will be able to apply the knowledge in every part of their life.
2. Be able to understand and critically analyse the curriculum of different levels, both school and higher education level and give their inputs to standardise it to a global standard.
3. Possess the ability to conduct research on various educational issues and analyse data by using software as well as guide various research projects to be carried out in educational research.
4. Be able to perform well as teachers in various teacher education institutes.
5. Be able to conduct an internship programme and guide the teacher-trainee in the teacher education institute.
6. Gain the ability to contribute to the society as a whole and specifically the field of education in terms of policy framing, execution of planning, and managing the administrative jobs undertaken in the school or Higher Education Department of the State or Central Government.
7. Have a deeper understanding of the present scenario of inclusive education in India and abroad and lead the society to ensure the environment of inclusivity in educational institutions in its totality.
8. Become a sensitive person to ensure better mental health of students and counsel them in their various academic or other life problems.

Curriculum Structure and Semester-wise Distribution of Courses

Semester – 1					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
211	Education as an Independent Discipline	70	30	100	4
212	Philosophy of Education	70	30	100	4
213	Psychology of Learning and Development	70	30	100	4
214	Introduction to Research Methodology	70	30	100	4
215	Sociology, Politics and Economics of Education	70	30	100	4
Total of Semester – 1		350	150	500	20

Semester – 2						
Course Code		Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)						
221		History of Education in India	70	30	100	4
222		Advanced Research Methods: Data Collection and Analysis	70	30	100	4
223		Teacher Education	70	30	100	4
B) Specialisation						
224	224A	Language Education	70	30	100	4
	224B	Mathematics Education				
	224C	Science Education				
	224D	Social Science Education				
C) Core Course Practicum (Compulsory)						
225		Project on Community Participation	0	50	50	2
226		Proposal for Dissertation	0	50	50	2
Total of Semester – 2			280	220	500	20

Semester – 3					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
231A	Guidance and Counseling	35	15	50	2
231B	Inclusive Education	35	15	50	2
232	Education in International Perspective	35	15	50	2
233	Educational Technology and ICT	35	15	50	2
234	Yoga Education	35	15	50	2
235	Visual and Performing Arts in Education	35	15	50	2
B) Core Course Practicum (Compulsory)					
236	Data Analysis in Educational Research (Practical)	0	50	50	2
237	Communication and Expository Writing	0	50	50	2
238 A	Psychology Practical	0	25	25	1
238 B	Progress on Dissertation Work	0	25	25	1
239	Internship (1st Part)	0	50	50	2
Total of Semester – 3		210	290	500	20

Semester – 4					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
Specialisation (students have to opt. for either A or B for all three papers)					
	A. Elementary Education B. Secondary Education	210	90	300	12
241A Or 241B	Structure, Curriculum and Assessment in Elementary Education Or, Structure, Curriculum and Assessment in Secondary Education	70	30	100	4
242A Or 242B	Administration, Management and Policy Perspective in Elementary Education Or, Administration, Management and Policy Perspective in Secondary Education	70	30	100	4

243A Or 243B	Contemporary Issues and Economics of Elementary Education Or, Contemporary Issues and Economics of Secondary Education	70	30	100	4
244	Internship (2nd Part)	0	50	50	2
245	Final Dissertation	0	100	100	4
246	Education in the perspective of Swami Vivekananda and Ramakrishna Mission	35	15	50	2
Total of Semester – 4		210	290	500	20

M.Ed. Curriculum - At a Glance				
	Theory	Practicum	Full Marks	Credits
Semester – 1	350	150	500	20
Semester – 2	280	220	500	20
Semester – 3	210	290	500	20
Semester – 4	210	290	500	20
Grand Total	1050	950	2000	80

Semester - 1

Semester – 1					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
211	Education as an Independent Discipline	70	30	100	4
212	Philosophy of Education	70	30	100	4
213	Psychology of Learning and Development	70	30	100	4
214	Introduction to Research Methodology	70	30	100	4
215	Sociology, Politics and Economics of Education	70	30	100	4
Total of Semester – 1		350	150	500	20

Course 211: Education as an Independent Discipline

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

CO 211.1: Understand the nature of education as a discipline/ an area of study.

CO 211.2: Examine issues related to education as interdisciplinary knowledge.

CO 211.3: Understand the socio-cultural context of education.

CO 211.4: Reflect on the multiple contexts in which the school and teacher education institutions are working.

CO 211.5: Understand the basic concepts/issues of education.

CO 211.6: Discuss the emerging dimensions of school and teacher education.

Unit I- Theoretical Perspectives of Education as a Discipline

- a. School education: Contemporary challenges, Need for developing a vision of school education and teacher education
- b. Prioritising the aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- c. Procedure of linking :
 - i. Content knowledge with Pedagogy knowledge
 - ii. School knowledge with community knowledge
 - iii. Theoretical knowledge and practical knowledge
- d. Vision derived from synthesis of different schools of Philosophy and Psychology
 - i. Integrative and elective view points
 - ii. Open flexible rather than prescriptive
 - iii. Liberal and humanistic nature of school and teacher education.

Unit II- Approaches and Issues in Education

- a. Critical analysis of education as a discipline/area of study.
- b. Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.
- c. Contribution of science and technology to education and challenges ahead.
- d. Peace and other values, aesthetics in Education; Recommendation of Kothari Commission and Delors Commission.

Unit III- Changing Socio-cultural Context of Education

- a. Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity.
- b. Process of socialisation and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.
- c. Teachers' autonomy, academic freedom and accountability.
- d. Concept of Education for All: Universalization of Education
- e. Education and politics, culture and Democracy with special reference to Paulo Friere, Ivan Illich.

Unit-IV: Education in the context of Indian Constitution

- a. Constitutional provisions of education
- b. Fundamental Rights and Directive Principles of Indian Constitution, Right to Education

- c. National Values as enshrined in the Indian Constitution - Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.

Unit V- Emerging Dimensions of School and Education

- a. Introduction to elementary education: Concept, Need and importance and objectives.
- b. Status of elementary education in India.
- c. Introduction to secondary education: Concept, Need and importance and objectives.
- d. Status of secondary education in India.
- e. Different agencies related to Education

Practicum:

Visit a school, observe activities and prepare a report in a group. [Using a framework to collect data]

Or, Assignment and presentation on relevant topics.

Suggested Readings:

1. Bruner, J S (1996) The culture of education Cambridge, MA :Harvard University press.
2. Broudy, H.S (1977) Types of knowledge and purpose of education In R.C. Anderson, R.J Spiro and W.E Montanaque (eds) schooling and acquisition of knowledge (P.P. Hildale, N J : Erlbaum
3. Dearden, R. F (1984. Theory and practice in education. Routledge K. Kegan & Paul
4. Dewey, J (1916/1977) Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
5. Peters, R.S (ed), (1975). The philosophy of education. Oxford University press, London
6. Peters R.S 1967). The concept of education. Routledge: United Kingdom.
7. Pandey, R.S. Preface to Indian philosophy of Education. S.K Publishers & Distribution, Aligrah.
8. Curtis, S.J (1968) Introduction to the philosophy of education. London University, Tutorial Press.
9. Kneller, G.F (1971) Introduction to the philosophy of Education. New York, John Willey & Sons.

Course 212: Philosophy of Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 212.1: *Develop an understanding about the contribution of Philosophy to education as a discipline;*
- CO 212.2: *Develop capacity to grasp the Indian Philosophy of Education*
- CO 212.3: *Acquaint themselves with the educational contributions of some great thinkers (both Western & Indian on education)*
- CO 212.4: *Understand, interpret and evaluate the concepts related to social philosophy of education; Develop knowledge about Education & Society.*
- CO 212.5: *Enable learners to correlate Education & Sociology;*
- CO 212.6: *Understand sociological theories and its practices in our educational system.*

Unit-I: Philosophy and Education: Interrelation and Interdependence

- a. Concept and Nature of Philosophy and Education
- b. Philosophy and Education: Human Science perspective
- c. Scope of Philosophy and Education, their Relation.

Unit-II: Indian Schools of Philosophy

Contribution with special emphasis on Nyaya, Sankhya, Yoga, Vedanta, Jainism, Buddhism and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

Unit-III: Western Schools of Philosophy

Contribution with special emphasis on Idealism, Realism, Naturalism, Marxism, Pragmatism and Existentialism and their contribution to Education with special reference to information, knowledge and wisdom.

Unit-IV: Some Eminent Philosophers of the West and their Contribution in the Field of Education

Socrates, Plato, Aristotle, Rousseau, Dewey, Russell, Paulo Freire, Froebel, Whittall, Wollstonecraft, Nel Noddings.

Unit-V: Some Eminent Philosophers of the India and their Contribution in the Field of Education

Swami Vivekananda, Rabindranath Tagore, M. K. Gandhi, Sri Aurobindo, J. Krishnamurthy, Savitribai Phule, Sister Nivedita.

Practicum:

Two term papers on philosophical bases of education. Or, Seminar presentation on a given topic.

Suggested Readings:

1. Foundation of Education : O.P. Dhiman
2. An Introduction to Indian Philosophy S.C. Chatterjee and D.M. Dutta
3. Four Philosophies and their practice in Education : D.J. Butler
4. Philosophy of Education : Rupert Lodge
5. Philosophical Bases of Education : R.R. Rusk
6. Studies in Philosophies of Education: V, Verma.
7. Outlines of Indian Philosophy: J. Sinha.

8. Philosophical Foundations of Education: K.K. Shrivastava.
9. Educational Thoughts and Practice: V.R. Taneja.
10. Great Educators: R.R. Rusk
11. Chaube, S. P: Philosophical & Sociological foundation of Education, Vinod Pustak Mandir, Agra, 1981.
12. Sharma, S. N : Philosophical & Sociological foundations of education, Kanishka Publishers, New Delhi, 1995.
13. Sharma, Y. K: Philosophical & Sociological foundations of Education
14. Bandopadhyaya Archana. Shiksha Darshan. B.B. Kundu Publication Kolkata

Course 213: Psychology of Learning and Development

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 213.1: *Understand the process of development of a child.*
- CO 213.2: *Understand the theories of Learning and their Utility in the Teaching Learning Process.*
- CO 213.3: *Understand the Changing Concept of Intelligence and its application.*
- CO 213.4: *Enable the learner to understand the implication of Psychological theories for education.*
- CO 213.5: *Develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality*

Unit I - How children learn and their suitable Learning Environment

- a. Various modes of knowledge transmission (Knowledge centeredness). Who learns and how? (Learner- centeredness). What kind of environment enhances learning? (Environment centeredness).
- b. How to decide whether effective learning is really occurring? (Assessment of Learning)
- c. The physical environment and the instructional time.
- d. Neuroscience perspective of learning and development.

Unit II - Learners and their Development

- a. Intelligence: Nature and Evaluation of the concept.
- b. Theories of intelligence: Psychometric Theory: Guilford's SOI Model, Information processing approach: Sternberg's Triarchic Theory, Multiple Intelligence Theory: Howard Gardner.
- c. Measurement of Intelligence: Individual & Group; Verbal, Non-verbal & Performance Tests.
- d. Creativity, Psycho-social Development: Erikson, Moral Development: Kohlberg, Gilligan
- e. Language development: language before and into the school, Meta-linguistic awareness; home language vs. school language.

Unit III - The Process of Learning & Transfer of Learning

- a. Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.
- b. Learning as construction of knowledge; learning as cognitive and socio-culturally meditative process: Metacognition, understanding constructivist nature of knowing, Theories of Piaget, Bruner and Vygotsky with reference to school contexts of India.
- c. Transfer of Learning – theories of transfer of learning – how to maximise transfer.

Unit IV- Emotion, Motivation and Attention

- a. Instincts and Emotions, Emotional Intelligence (special reference to Daniel Goleman), Relationship between Intelligence and EI.
- b. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach (Maslow); cognitive approach (attribution theory-Weiner), McClelland's Need Theory.
- c. Attention and Interest, their classroom implication.

Unit V- Influence of Culture and Diversity on Learning

- a. Significance of contextualising education; linking of child's existing knowledge and skills with the learning process in school.
- b. Implications of society, culture and diversity for learning and development.
- c. Implications of culture and diversity for designing learning experiences.
- d. Diversity in learning contexts – classroom size; language; ethnic and social diversities and different types of disadvantages that the children suffer from.
- e. Role of parents and community: identification of barriers, strategies for strengthening partnership between school and parents and community.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Ausubel D.P. and Robison F.G.: School learning: An introduction to Educational Psychology, New York Holt, Rinehart & Winston Inc 1969.
2. Bandura, A. (1977). Social Learning Theory. New York: General Learning Press.
3. Baron, R.A (2002) Psychology, Fifth Edition. Singapore, Pearson Education Asia.
4. Berk L. E. (2010): Child Development, Eighth Edition, PHI Learning Private Limited, New Delhi
5. Bernard H.W.: Psychology of learning & Teaching, New York McGraw Hill B.
6. Biehler R.F. and Jack Snowman: psychology Applied to Teaching Houghton
7. Mifflin Company, Boston, 1986.
8. Chakraborty Pranab Kumar (2006). Siksha Monobijnaner Ruprekha. K. Chakraborty Publications. Kolkata
9. C.L. Kundu: Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989.
10. Cloninger, S. C. (2008). Theories of Personality: Understanding Persons (5th ed.). Englewood Cliffs, NJ: Prentice Hall.
11. Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay. Jersey, 1989.
12. Mangal S.K.: Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd; 1993

Course 214: Introduction to Research Methodology

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 214.1: Develop the concept of research methodology and its importance in education*
- CO 214.2: Learn about different types of research and research design.*
- CO 214.3: Understand the various aspects of the research process under several designs.*
- CO 214.4: Understand the concepts of sample in research and frame different nature of sample following necessary procedure*
- CO 214.5: Develop understanding on identifying variables and also develop competencies in framing necessary hypotheses, skills in writing and reporting research.*

Unit I- Research in Education: Conceptual Issues

- a. Meaning, purpose and areas of educational research
- b. Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics

Unit II- Types of Research

- a. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies) and Retrospective; and classification by research objectives- Descriptive, Predictive and Explanatory
- b. Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source
- c. Mixed Research-meaning, fundamentals principles, strengths and weaknesses, types and, limitations

Unit III- Research Design

- a. Meaning, Definition, Purpose, Designs in educational research (Descriptive, Experimental and Historical)
- b. Experimental research designs: single-group pre-test post-test design, pre-test post- test control-group design, Solomon group design, Quasi-experimental designs
- c. Grounded Theory Designs (Types, characteristics, designs, Steps in conducting a Grounded Theory research, Strengths and Weakness of Grounded Theory)
- d. Narrative Research Designs (Meaning and key Characteristics, Steps in conducting Narrative Research design)
- e. Case Study (Meaning, Characteristics, Components of a Case Study design, Types of Case Study design, Steps of conducting a Case Study research, Strengths and weaknesses)
- f. Ethnography (Meaning, Characteristics, Underlying assumptions, Steps of conducting ethnographic research, Writing ethnographic account, Strengths and weaknesses),
- g. Mixed Method Designs: Characteristics, Types of Mixed Method designs (Triangulation, explanatory and exploratory designs), Steps in conducting a Mixed Method designs, Strengths and weakness of Mixed Method research.

Unit IV- Sampling in Qualitative, Quantitative and Mixed Research

- a. Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples, Characteristics of a good Sample, Techniques of Sampling (Probability and Non-probability Sampling)
- b. Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling

- c. Non-Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case
- d. Determining the sample size when using random sampling.

Unit V- Variables, Hypotheses and Report Writing

- a. Variables: Meaning of Concepts, Constructs and Variables
- b. Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)
- c. Hypotheses: Concept, Characteristics and Types (Directional, Non-directional, Null, Statistical and Question-form), Formulating Hypothesis, Characteristics of a good hypothesis
- d. Testing of Hypothesis (Type I and Type II Errors), Levels of Significance, Power of a statistical test and effect size, Parametric Techniques, Non- Parametric Techniques, Conditions to be satisfied for using parametric techniques, Concept of Triangulation.
- e. Report writing - Format, Chapterization, Citation, Referencing

Practicum:

Use of Microsoft Word : multi level numbering , use of heading, automatic content generation, table of diagrams/ table of figures, citation and referencing, automatic numbering for preparation of research proposal / research report / research papers.

Students are to submit the report of review of articles with the use of above mentioned skills in MS word.

Suggested Readings:

1. Best. J. W. & Kahn. J. V. (2008). Research in Education (10th edition). Delhi: Pearson.
2. Burns, R. B. (2000). Introduction to Research Methods. New Delhi: Sage Publication.
3. Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
4. Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
5. Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha Publishing House Pvt. Ltd.
6. Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.
7. Lunenburg, F. C. (2008). Writing a Successful Thesis. California: Corwin Press.
8. Machi, L. A. (2009). The Literature Review. California: Corwin Press.
9. McNiff, Jean. (2009). Doing and Writing Action Research. Lon Angles: Sage.
10. Mertens, D. M. (1997). Research Methods in Education and Psychology New Delhi: Sage
11. N.C.E.R.T. (1997). Fifth Survey of Educational Research: 1988 -92. Vol. I.
12. N.C.E.R.T. (2007). Sixth Survey of Educational Research: 1993 -2000. Vol. I. & Vol. II
13. Sax, Gilbert. (1979). Foundations of Educational Research. New Jersey: Prentice – Hall.
14. Schmuck, R. A. (2006). Practical Action Research. California: Corwin Press.
15. Seigal, Sydne, Y. (1978). Non-Parametric Statistics for Behavioral Science. New Delhi: McGraw Hill.
16. Singh, Arun Kumar. (1986). Test, Measurement and Research Methods in Behavioral Sciences. New Delhi: McGraw Hill.
17. Singh, S.P. (2002). Research Methods in Social Sciences. Kanishka: New Delhi.
18. Thomas, R. Murray. (2008). Thesis and Dissertation. California: Corwin Press.
19. Tuckman. B. W. (1979). Conducting Educational Research 2dn edition). New York: Harcourt Brace Javanovich Inc.
20. Van Dalen, D. B. & Meyer, W.J. (1979). Understanding Educational Research. New York: Mc-Grow-Hill Book Company.
21. Walford, Geoffrey. (2005). Doing Qualitative Research. London: Continuum.
22. Wiersma, W. & Jurs, S.G. (2009). Research Methods in Education. (9th Ed). Pearson.

Course 215: Sociology, Politics and Economics of Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 215.1: *Develop understanding on the sociological perspective of education with respect to the approaches to sociology of education and theories of social movement.*
- CO 215.2: *Understand the socialisation process and the role of education in it.*
- CO 215.3: *Develop a grasp of political perspectives of the Indian system of education and understand the approaches to politics, relationship between education and democracy.*
- CO 215.4: *Learn about group diversity and its implication to education.*
- CO 215.5: *Understand the economics of education in the Indian context.*
- CO 215.6: *Acquire the knowledge of implication of Human Resource and Human Development in Education and role of Finance in Education.*

Unit-I: Sociological Perspective of Education

- a. Educational Sociology: Nature, Scope, Function and Its Importance.
- b. Education for Peaceful Coexistence.
- c. Education for Socially and Economically Disadvantaged Section of Society with Special Reference to Scheduled Caste, Scheduled Tribes, Women and Rural Population.
- d. Approaches to Sociology of Education (symbolic Interaction, Structural Functionalism and Conflict Theory).
- e. Theories of Social Movements (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)

Unit-II: Role of Education in Socialization

- a. Concept and Nature of Socialization
- b. Role of Education in the Process of Socialization
- c. Agents of Socialization: Community, Politics, Culture and Economy
- d. Education as a Social System, as a Social Process and a Process of Social Progress.
- e. Hindrances of Socialization: Communalism, Regionalism and Sub-nationalism.

Unit-III: Democracy, LPG, Social mobility and allied issues

- a. Education and Democracy: Concept of secularism and its Educational implications
- b. Globalisation and privatisation: Concept, Overview of their impact on education and society
- c. Politicisation of education: political control, interference in the institutional administration
- d. Education as a potential equalising social force: Equality of educational opportunities
- e. Social Mobility-Meaning, factors and types. Role of education in social mobility.

Unit-IV: Political perspective of Education

- a. Relationship between Politics and Education, Perspectives of Politics of Education-Liberal, Conservative and Critical. Aims of Indian Education in the Context of Democratic, Secular, Egalitarian and Humane Society.
- b. Relationship between Education and Democracy, Education and Political Development, Education for Political Development and Political Socialisation
- c. Role of State and Civil Society in Education, Education and National Integration, Education for Citizenship Building
- d. Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice)

Unit-V: Economic Perspective of Education

- a. Concept and Scope of Economics of Education, Public & Private Goods, Basic Need, Human Rights
- b. Education as Investment, Education as Social Production, Economic Growth & Economic Development, Poverty, Inequality.
- c. Education and Human Development
- d. Concept of Educational Finance; Educational finance at Micro and Macro Levels, Concept of Budgeting

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Anand, C. L. et. al. 1983). The Teacher and Education in Emerging Indian society, NCERT, New Delhi.
2. Bhattacharya and Srinivasan. 1962). Society and Education. Calcutta: Academic Publishers.
3. Blackledge, David and Hunt, Barry. 1985). Sociological Interpretations of Education. London: Croom Helm.
4. Bowen, J and Hobson, P.R. 1974). Theories of Education. London: John Wiley and sons. Brookoner, W.B. and Gottlieb, D. 1964). A Sociology of Education. New York: American Book Company.
5. Brown, S. I. (1947). Educational Sociology. New Delhi: Prentice Hall.
6. Bruner, J. S. (1964). The Process of Education. Delhi: Atmaram and Sons.

Semester - 2

Semester – 2						
Course Code		Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)						
221		History of Education in India	70	30	100	4
222		Advanced Research Methods: Data Collection and Analysis	70	30	100	4
223		Teacher Education	70	30	100	4
B) Specialisation						
224	224A	Language Education	70	30	100	4
	224B	Mathematics Education				
	224C	Science Education				
	224D	Social Science Education				
C) Core Course Practicum (Compulsory)						
225		Project on Community Participation	0	50	50	2
226		Proposal for Dissertation	0	50	50	2
Total of Semester – 2			280	220	500	20

Course 221: History of Education in India

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 221.1: *Develop understanding and skills in preparation and standardisation of tools and also skills in using various quantitative and qualitative techniques of data collection*
- CO 221.2: *To understand the nature and development of education in mediaeval India.*
- CO 221.3: *To gain knowledge about the milestones of educational development in India in the British period.*
- CO 221.4: *To understand the educational provisions of the Indian Constitution.*
- CO 221.5: *To know the Important recommendations as given by various education commissions in post-independent India*
- CO 221.6: *To understand recent initiatives in Indian education like SSA, RMSA, RUSA, NCFTE, NEP2020 etc.*

Unit I – Education System in Ancient India

- a. Special features of Brahmanic Education
- b. Special features of Buddhist Education
- c. Chatuspathi / Gurukul-centric education system (Tapovan system) of ancient India
- d. Education system of early medieval India

Unit II – Education System in Medieval India

- a. Special features of Islamic education
- b. Development of education in Sultani period
- c. Development of education in Mughal period
- d. Tolls and Pathshalas

Unit III – Education System during British Period

- a. Early Missionary Activities
- b. Charter Act of 1813, Oriental Occidental controversy
- c. Macaulay's Minute -1835
- d. Adam's report – 1835-38
- e. Education Despatch of 1854
- f. Stanley's Despatch - 1859
- g. Education Commission of 1882
- h. Lord Curzon with reference to University Commission of 1902, University Act 1904
- i. Calcutta University Commission of 1917
- j. Hartog Committee Report – 1929
- k. Wood Abbott Report – 1937
- l. Wardha Scheme -1937
- m. Sargent Committee Report - 1944

Unit IV – Education System in Post-independent India

- a. Education in Indian Constitution
- b. University Education Commission
- c. Secondary Education Commission

- d. Hansa Mehta Committee
- e. Bhaktavatsalam Committee
- f. Kothari Commission
- g. National Commission on Teachers - 1985
- h. NPE - 68, NPE - 86 and POA - 92

Unit V- Initiatives of Recent Past in Education (India)

- a. SSA, RMSA, RUSA
- b. National Curriculum Framework, 2005
- c. Right to Education Act, 2009
- d. Yashpal Committee Report (2009)
- e. National Knowledge Commission 2009 (in brief)
- f. National Curriculum Framework for Teacher Education (2009)
- g. Justice Verma Committee Report (2012)
- h. NEP 2020 - Higher Education and other key areas of focus

Practicum:

State or District-wise Project on Development of Secondary / Higher Secondary Education.

Suggested Readings:

- 1. Milestones in Ancient, Mediaeval Education in India – B.R. Purkait
- 2. Milestones in Modern Indian Education – B.R. Purkait
- 3. Ancient Indian Education – Nrisingha Prasad Mukhopadhyay
- 4. Ancient Indian Education – R.K. Mukherjee
- 5. Landmarks in Modern Indian Education – J.C. Aggarwal
- 6. Milestones in Modern Indian Education – B.R. Purkait.
- 7. Modern Indian Education – Planning & Development – B.B. Bhatt
- 8. History of Education in India – B. N. Dash
- 9. Modern India Education: Policies, Progress & Problems – C.P.S. Chauhan
- 10. Educational reforms in India for the 21 st century – J.C. Aggarwal

Course 222: Advanced Research Methods: Data Collection and Analysis

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 222.1: *Develop understanding and skills in using various quantitative and qualitative techniques of data analysis.*
- CO 222.2: *Develop understanding and skills to examine the nature of quantitative data and thereby analyse through appropriate statistical techniques and interpret the results.*
- CO 222.3: *Develop understanding and skills in analysing qualitative data with reference to various steps and processes.*

Unit I- Development and Standardization of Tools for Data Collection

- Research tools preparation and standardisation, Validity and Reliability.
- Types of Tools-Rating Scale, Attitude Scale, Opinionnaire, Questionnaire, Aptitude Test, Check List, Achievement Test, Inventory, Sociogram.
- Techniques of Research (Observation, Interview and Projective Techniques)

Unit II- Descriptive Analysis of Quantitative Data

- Types of Measurement Scale (Nominal, Ordinal, Interval and Ratio), Data Tabulation, Graphical representation of data tabulation.
- Measures of central tendencies – Mean, Median, Mode
- Measures of Variability - S.D., Q.D. (uses and interpretation)
- Percentile (Rank, Point)

Unit III- Examining the Nature of Quantitative Data

- Normal distribution: theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications.
- Examining relationships: Scatter plots and their interpretation. Interpretation of Linear Correlation. Correlation Coefficient: product moment, rank diff.

Unit IV- Inferential Analysis of Quantitative Data

- Estimation of a parameter-Concept of parameter and statistics, sampling error.
- Distribution of the mean, standard error of mean.
- Meaning of Null Hypothesis, Testing the significance of differences between the means of independent samples (by t-test). Z-scores.
- Analysis of variance and Covariance (ANOVA)-concept and uses
- Meaning of Non-parametric statistics: Chi-square- Chi-square as test of goodness of fit and test of independence, contingency coefficient and its uses.

Unit V- Data Analysis in Qualitative and Mixed Research

- Research Methods in Qualitative Research: Philosophical Methods, Case Study as a Method, Ethnography as a method.
- Data reduction, data display, coding, categorization, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, triangulation, establishing credibility, criticism. Analytical Induction and Constant Comparison

Practicum:

Construction of qualitative and quantitative data collection tools.

Suggested Readings:

1. Best, J. W. & Kahn, J. V. (2008). Research in Education (10th edition). Delhi: Pearson Education.
2. Burns, R. B. (2000) Introduction to Research Methods. New Delhi : Sage Publication.
3. Flick, U. (2009). An introduction to Qualitative Research. Lon Angles: Sage.
4. Kerlinger, F. N. (1978). Foundation of Behaviour Research, Delhi: Surjeet Publication.
5. Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha Publishing House Pvt. Ltd.
6. Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage.

Course 223: Teacher Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 223.1: Gain insight the context of teacher professionalism and concept, need & objectives of teacher education*
- CO 223.2: Acquaint with the policy perspectives in Teacher Education*
- CO 223.3: Acquaint with organisational patterns of teacher education*
- CO 223.4: Develop in student- teachers the teaching and administrative skills during Internship Programme.*
- CO 223.5: Familiarise with the functions of various agencies of Teacher Education*
- CO 223.6: Study the best practices of assessment and evaluation in different teacher education programmes*

Unit I- Teachers and Teaching Profession

- a. Teaching as a profession. Concept of Profession and Professionalism, Professional ethics for teachers
- b. Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education
- c. Teachers changing roles and responsibilities, Teacher Appraisal and accountability
- d. Roles and responsibilities of teacher educators. Preparation of teacher educators
- e. Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism

Unit II- Nature, Objectives and Structure of Teacher Education in India

- a. Meaning, Nature and Scope of Teacher Education; Types of Teacher Education Programs, The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels
- b. Development of teacher education in India and post independence period; recommendations of various commissions and committees concerning the teacher education system. Impact of NPE, 1986 and its POA on teacher education system
- c. Roles and functions of UGC, NCERT, NCTE, NIEPA, IASEs, CTE, DIETs and SCERTs etc.
- d. Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

Unit III- Curriculum transaction in Teacher Education

- a. Concept of School Experience Programme (SEP)/Internship, Planning and organisation of SEP/ Internship, Monitoring and supervision of SEP
- b. Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning
- c. Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching, Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit IV- Continuing Professional Development of the Teachers

- a. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope
- b. Components of pre-service teacher education: foundational component, specialisation areas, practicum internship, co-curricular activities, working with the community and work experience

- c. Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SSA, RMSA, SCERT, NCERT, DIKSHA, NCTE and UGC), RUSA, Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)
- d. Issues, concerns and problems of pre-service & in-service teacher education
- e. Modes of INSET: face to face, distance mode, eclectic mode. Planning and Organisation of INSET-assessment of training needs, formulation of training curriculum, preparation of course materials
- f. Continuous Professional Development (CPD) for school teachers according to NEP 2020
- g. Strategies of professional development: seminars, symposium, panel discussion, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes

Unit V – Assessment and Evaluation in Pre-Service and In-Service Teacher Education

- a. Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources
- b. Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction)
- c. CCE in Teacher Education, CBCS in teacher education
- d. Evaluation of school experience/internship programmes, Assessment of teaching proficiency: criterion, tools and techniques

Practicum:

Project / Workshop / Symposium on Identification of Research Areas in Education.

Suggested Readings:

1. Bose, K., and Srivastava, R.C. (1973). Theory and Practice. Teacher Education in India. Allahabad: Chug Publication.
2. Chaurasia, G. (1977). Challenges and innovations in Education. New Delhi: Sterling Publications (Pvt.) Ltd.
3. J. S. Rajput & Walia, K. (2002). Teacher Education in India. Sterling Publishers Private Limited: New Delhi.
4. National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers
5. Sharma, S. P. (2003). Teacher Education. New Delhi: Kanishka Publishers (Pvt.) Ltd.

Course 224: (Special Paper) - Any one

Theory - 70 + Practicum - 30 = 100 Marks

Course 224A: Language Education

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 224A.1: *Gain an understanding of the nature, functions and the implications of planning for teaching language/languages*
- CO 224A.2: *Understand about the psychology of language learning*
- CO 224A.3: *Examine the pedagogy of language learning and language teaching.*
- CO 224A.4: *Study and analyse different approaches, methods and techniques for differentiating between teaching language in the context of first language and second language*
- CO 224A.5: *Identify and reflect on factors which shape language planning and policy*

Unit I- Conceptual Issues Language Learning

- a. Language acquisition and language learning -- factors affecting language acquisitions and communication and language learning.
- b. Linguistic, psychological and social processes involved in learning languages.
- c. Development of basic language skills as well as advanced language skills at primary, secondary and senior secondary levels.
- d. Innovative techniques for teaching grammar, reading comprehension and written expression

Unit II- Pedagogy of Language

- a. First language
- b. Seconded language

Unit III- Teaching Learning of Languages

- a. At referent stage of school education-primary upper primary secondary, and higher secondary
- b. Pedagogical study of languages.

Unit IV- Contextual Problem in Language Learning

- a. Multilingual classroom - curriculum
- b. Medium of instruction: Recommendation of NPE 1986/1992, NEP 2020, NCF (2005), NCFTE 2009, Mother tongue vs other language in school
- c. Preservation of heritage language
- d. Home language & school language-problem of tribal dialects

Unit V- Recent Trends in language Education

- a. Chomsky's LAD & Generative Grammar
- b. Theory of deconstruction: J. Derrida
- c. Constructivism in language education with reference to Piaget & Vygotsky
- d. Language and Identity
- e. Language and Culture

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Suggested Readings:

1. Byrnes (2006), Advanced Language Learning: The contribution of Halliday and Vygotsky, Continuum International Publishing Group
2. Chomsky Noam (2003) On language, Penguin Books , India
3. Halliday (1968) The Linguistics, Science and Language Teaching, London, Longmans
4. Krashen, Stephen (1988), Second Language Acquisition and Second Language Learning, Prentice Hall International
5. Vygotsky, L.S. (1978), Mind and Society, Cambridge, M.A: The MIT Press

Course 224B: Mathematics Education

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 224B.1: *Understand the nuances of development of mathematics as a discipline. delineates main assumptions behind a range of theoretical perspectives on the nature of mathematics.*
- CO 224B.2: *Conceptualise and analyse the processes that promote learning of mathematics from a disciplinary perspective.*
- CO 224B.3: *Understand the issues related to the nature of mathematics curriculum in a global context.*
- CO 224B.4: *Develop knowledge on structures of Mathematics and forms of evaluation in mathematics.*

Unit I- Nature, Development and significance of Mathematics

- a. The nature of mathematics : abstract nature, pure and applied mathematics
- b. The aesthetic and utilitarian aspect of mathematics.
- c. Historical development and foundation of mathematics and the contribution of some great mathematicians like Ramanujan, Aryabhata, Bhaskara, Pythagoras, Euclid, Archimedes etc.

Unit II- Approaches to Teaching-learning of Mathematics

- a. Constructivist approach in teaching of mathematics
- b. Discovery approach in mathematics teaching learning
- c. Problem solving approach in mathematics teaching
- d. Competence based approach
- e. Collaborative learning approach
- f. Pedagogical issues in mathematics teaching
- g. Mathematical communication
- h. Resources in mathematics teaching-learning
- i. Recreational mathematics
- j. ICT and its impact on mathematics education

Unit III- Curriculum of mathematics at different stages

- a. An overview in global context –
 - i. Upper primary,
 - ii. Secondary and
 - iii. Higher Secondary

Unit IV- Structure of Mathematics

- a. Proofs and verification in mathematics and distinction between them.
- b. Types of theorems: existence and uniqueness of a theory.
- c. Type of proofs: direct proof, indirect proof, proof by contradiction, proof by mathematical induction.
- d. Role of examples, non examples and counterexamples in mathematics.
- e. Scope and limitations of intuition in mathematics.

Unit V- Evaluation in Mathematics

- a. The significance of evaluation in mathematics in the teaching-learning process.
- b. Taxonomy of instructional objectives interpreted in terms of mathematics. Planning and construction of test items (very short answer type, short answer type, long answer type) and precautions taken while constructing test items.
- c. Formative & Summative Evaluation

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Suggested Readings:

1. AMT - 01. Teaching Mathematics. IGNOU Series
2. Borba, M., & Skovsmose, O. (1997). The ideology of certainty in mathematics education. *For the Learning of Mathematics*, 17(3), 17–23
3. 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.
4. Wu, H. (1997). The mathematics education reform: Why you should be concerned and what you can do. *The American Mathematical Monthly*, 946-954.

Course 224C: Science Education

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 224C.1: *Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour;*
- CO 224C.2: *Understand the difference and complementarity between Science and Technology;*
- CO 224C.3: *Understand the need to evaluate curricula and evaluate the same on the basis of different validities;*
- CO 224C.4: *Know about and critically study innovative curricular efforts in India and abroad;*
- CO 224C.5: *Understand diversity of instructional materials, their role and the need for contextualization in science education;*
- CO 224C.6: *Appreciate the role of co-curricular activities in science education;*
- CO 224C.7: *Understand the Constructivist approach to science instruction;*
- CO 224C.8: *Understand the role of assessment in the teaching – learning process in science;*
- CO 224C.9: *Familiarise with new, innovative trends in assessment;*
- CO 224C.10: *Analyse the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.*

Unit I – Nature, Significance of Science & Development

- a. Nature, Development & Significance.
- b. Importance of Science.
- c. History of Development of Science Education.
- d. Aims and Objectives of Science Teaching.

Unit II -Curriculum of Science Education

- a. Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical.
- b. Taxonomy for curriculum development in Science Education.
- c. Science curriculum in India and abroad.
- d. Integrating co-curricular activities with science education.

Unit III- Approaches to Teaching-Learning of Science

- a. Programmed learning and Instructional Module.
- b. Constructivist paradigm and its implications for science learning:
- c. Constructivist approaches to science learning.
- d. Instructional approaches to Science Learning: Inquiry method, problem solving strategies, concept development investigatory approach, discovery and heuristic approach.

Unit IV- Issues in Science Education

- a. Scientific Method, Scientific attitude and Science Temperament
- b. Innovations and Creativity in Science.
- c. Use of ICT and its impact on teaching learning science.
- d. Science laboratory.
- e. Contribution of women in science
- f. Ethical aspects of science.

Unit V-Assessment in Science Education

- a. CCE in science education.
- b. Assessment of affective measures in science: use of tools and techniques such as inventories and internets.
- c. Self-assessment by students and by teachers, peer assessment by students.
- d. Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Practicum:

Planning, Organizing & Participation in a Field study concerning environmental condition or perspective and Making a Report / Two term papers on relevant topics / Seminar presentation on a given topic.

Suggested Readings:

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k 12 science curriculum. Kraus International Publications
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
3. Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. Falmer Press, London.
4. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
5. Chalmers, A. (1999). What is the thing called Science.3rd Ed.Open University Press, Buckingham.
6. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Open University Press, Buckingham.
7. Gipps, C.V. (1994). Beyond Testing. Falmer Press, London.
8. International Journal of Science Education; Taylor & Francis.
9. Journal of Research in Science Teaching (Wiley-Blackwell).
10. Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, garland science. New York. Pp.1-32. Biology: Science & Ethics.
11. Minkoff, E.C. and Pamela J. Baker (2004). Biology Today: An Issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
12. NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
13. NCERT, (2005). 'Focus Group Report' Teaching of Science NCERT New Delhi.
14. Novak, J.D. & Gowin, D.B. (1984). Learning how to learn; Cambridge University Press.

Course 224D: Social Science Education

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 224D.1: Develop an understanding of the meaning, nature, scope of social sciences and social science education*
- CO 224D.2: Conceptualise the processes of development of curricular materials in Social Science*
- CO 224D.3: Understand the role of various methods and approaches of teaching social sciences Employ appropriate techniques of curriculum transaction*
- CO 224D.4: Effectively use different media, materials and resources for teaching social sciences*
- CO 224D.5: Construct appropriate assessment tools for teaching social sciences and undertake evaluation*

Unit I – Conceptualization of Social Science Education

- a. Concept, nature, objectives and scope of social sciences: existing approaches of teaching learning of social sciences; Social Science education for democracy and citizenship. Social Science Education for international & intercultural understanding.
- b. Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- c. Place and organisation of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education
- d. Research trends and prospects in social science education.

Unit II –Social Science Curriculum

- a. Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes
- b. Comprehensive guidelines and syllabus of various subjects of social sciences: History, Geography, Civics.

Unit III – Approaches to Pedagogy of Social Science

- a. Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; interdisciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- b. Critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, Socialised recitation method, Storytelling method, Supervised study method, Dictation Method, Source Method, Unit method, Deductive and Inductive Method, field survey problem solving, role-play, field visits and case studies; action research etc.
- c. pedagogical analysis of curricular components of social science

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science

- a. Effective use of print media and audio-visual materials for social science;
- b. Development of teaching-learning materials; workbook; activity book and self instructional materials and integration of ICT in the materials.
- c. Effective utilisation of resources for teaching social science textbooks and supplementary materials; literature and biographies models, environment and community resources;
- d. Development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education

- a. Evaluation devices, evaluation programme in social studies
- b. Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation, diagnose and remediation; construction of assessment tools like achievement test.
- c. Conducting standardised tests, types, evaluation of attitudes, interests & values.
- d. Knowledge and framing of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.

Practicum:

Two term papers on relevant topics / Seminar presentation on a given topic / Planning, Organizing & Participation in a Field Trip and Making a Report

Suggested Readings:

1. Dr. A. Hema Kameshwari (2016), Dr. S. Rathina Kumari (Author), Pedagogy Of Social Sciences
2. Sharma, B.A., Prasad, R.D. and Satyanarayan, P.: Research Method in Social Sciences. New Delhi : Sterling Publishers Pvt. Ltd., 1985.
3. Anastasi, Anne & Urbina, Susana (2007). Psychological Testing, PHI Learning Private Limited. New Delhi.
4. Gregory, Robert J. (2014). Psychological Testing (History, Principles and Applications), Pearson Education.
5. Freeman, Frank S. (1962). Theory and Practice of Psychological Testing, Oxford and IBH Publishing.
6. Mangal, S. K. (2002). Statistics in Psychology and Education, PHI Learning Pvt. Ltd.
7. J.C. Agrawal -Essentials of Educational Technology: Teaching – Learning Innovations in Education
8. Y.K. Sharma, Educational Technology and Management vol. I & II
9. Y.K. Sharma, Fundamental Aspect of Educational Technology
10. Prasad & Koushik, Advanced Educational Technology
11. Joyce, Well, Calhoun, Models of Teaching

Course 225: Project on Community Participation

Practicum - 50 Marks

- a. Participation in community activities
- b. Planning, Organizing, Supervising & Participation in Field Trip / Excursion
- c. Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- d. Cultural Programmes
- e. Celebration of National Festivals, Teachers Day etc.
- f. Aesthetic development activities-decoration of classrooms etc.
- g. Preparation of a report.

Course 226: Proposal for Dissertation

Practicum - 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 226.1: *Write research proposals on educational themes*
- CO 226.2: *Develop critical thoughts on educational research problems*
- CO 226.3: *Understand innovative practices and initiatives in the field of educational research*
Develop problem identification abilities in the field of education with the help of
- CO 226.4: *library and web-resources*
- CO 226.5: *Develop self-confidence and communication skills*
- CO 226.6: *Communicate their ideas to fellow researchers and experts in the field.*
- CO 226.7: *Develop the ability to write research proposals in a systematic format.*

This practical course is introduced to help students to write research proposals on educational themes. M.Ed. students need to enhance knowledge on educational problems, innovations, initiatives and practices in the field of education with reference to their research problem area. The theoretical background needed is provided in classrooms through research methodology course. Now they have to translate the theoretical knowledge into practical field through undertaking Project Work in their interested area of research. Proposal preparation is the first step in this process. In addition students also develop reading and writing abilities through referencing. They are initiated into the research field through developing ideas on problem identification, conceptualization of problems, designing research processes and writing bibliography. This practical paper also enhances students' self confidence and writing ability. Methodology

Students will select an area of research in education according to their interest/ teaching methods / M. Ed. specialisation area. With the assistance of a teacher guide they prepare the research proposal in the systematic format and submit it in print for evaluation. Students will be graded on the basis of relevance of the idea or concept for research, logical way of writing the paper and following the systematic format for writing the proposal.

Semester - 3

Semester – 3					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
A) Core Course (Compulsory)					
231A	Guidance and Counseling	35	15	50	2
231B	Inclusive Education	35	15	50	2
232	Education in International Perspective	35	15	50	2
233	Educational Technology and ICT	35	15	50	2
234	Yoga Education	35	15	50	2
235	Visual and Performing Arts in Education	35	15	50	2
B) Core Course Practicum (Compulsory)					
236	Data Analysis in Educational Research (Practical)	0	50	50	2
237	Communication and Expository Writing	0	50	50	2
238 A	Psychology Practical	0	25	25	1
238 B	Progress on Dissertation Work	0	25	25	1
239	Internship (1st Part)	0	50	50	2
Total of Semester – 3		210	290	500	20

Course 231A: Guidance and Counseling

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 231A.1: *Understand the nature, basic principles and underlying assumptions in guidance.*
- CO 231A.2: *Understand and appreciate the need for guidance and Counselling in our present day*
- CO 231A.3: *Understand the factors influencing Educational and vocational development*
- CO 231A.4: *Know, understand and practice different types of Guidance*
- CO 231A.5: *Know, understand and able to plan and organise various activities in all the services of Guidance*
- CO 231A.6: *Understand various approaches of Counselling.*
- CO 231A.7: *Understand various behavioural problems of students and provide necessary guidance.*

Unit I- Understanding Guidance and prospect of Guidance in School

- a. Meaning, Definitions and Need for guidance
- b. Objectives of guidance: self-understanding, self-discovery, self-reliance, self- direction, self-actualization
- c. Scope of guidance programme
- d. Needs for Guidance at various levels of education/schooling: School and Career Guidance
- e. School Guidance: Characteristics and Organisation of Guidance programmes in schools

Unit II- Types of Guidance

- a. Types of Guidance: Educational, Vocational/Career and Personal
- b. Individual guidance and group guidance; advantages and disadvantages.
- c. Career development needs of students, class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III- Types of Counselling

- a. Meaning, nature & Scope of Counselling
- b. Objectives of Counselling: resolution of problems, modification of behaviour, promotion of mental health
- c. Relationship between guidance and counselling, Stages of the Counselling process
- d. Counselling Techniques: person centred and group centred, cognitive interventions, behavioural interventions and systematic interventions strategies.
- e. Skills and qualities of an effective counsellor; Professional ethics

Unit IV- Areas of Counselling

- a. Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups.
- b. Peer counselling: Its concept and the relevance to the Indian situation.
- c. Steps and skills in group counselling process
- d. Approaches to counselling – Cognitive-Behavioural (Albert Ellis – REBT) & Humanistic, Person-centred Counselling (Carl Rogers)
- e. Theories of Counselling (Behaviouristic, Rational, Emotive and Reality)

Unit V- Guidance and Assessment of Students with behavioural Problems

- a. Nature and causes of behavioural problems; guidance of students
- b. Underachievement; guidance of students

- c. School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.-guidance of students
- d. Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills
- e. Promoting psychological well-being and peace through school based guidance programmes.

Practicum: (any one of the following)

Visit an institution to observe and report on the counselling facilities provided. Or. Use any counselling method on school students and make a report on it.

Suggested Readings:

1. Choudhary Monisha (2015) Educational Counselling, Wisdom Press New Delhi
2. Narayana Rao, S (1989) Counselling Psychology, New Delhi: Tata McGraw Hill Publishing co.
3. Sharma, Y. K. (2005). Principles of Educational and Vocational Guidance. New Delhi: Kanishka Publishers and Distributors.
4. Vashist, S. R. (1993). Perspectives in Educational and Vocational Guidance (vol. 1 - 5).New Delhi: Anmol Publications (Pvt.) Ltd.

Course 231B: Inclusive Education

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 231B.1: To understand the background ideas of inclusive education, its dimensions and educational placement of special children.*
- CO 231B.2: To understand the Policies, legislation and provisions in contemporary India & abroad with regard to inclusive education.*
- CO 231B.3: To know the preparation of Inclusive setting in Education*
- CO 231B.4: Inclusive in operation.*

Unit I- Introduction to Inclusive Education

- a. Difference between special education, integrated education and inclusive education.
- b. Advantages of inclusive education for the individual and society.
- c. Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations
- d. National and International initiatives for inclusive education with reference to policy and law.

Unit II-Preparation for Inclusive Education

- a. Concept and meaning of diverse needs.
- b. Building inclusive learning friendly classrooms: overcoming barriers for inclusion, concept of LRE.
- c. Role of teachers, resource teachers, family and other community members for supporting inclusion of children with diverse needs.
- d. Role of different national and international agencies (institutions, universities) in promoting inclusive education.

Unit III- Children with Diverse Needs and Utilisation of Resources

- a. Definition, characteristics, identification and teaching strategies of children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and children mentally challenged children) and developmental disabilities (autism, learning disabilities).
- b. Adaptations in instructional objectives. IEP for meeting diverse needs of children from sensory disabilities, intellectual disabilities, learning disabilities; children of rural, tribal, SC, ST and linguistic and other minority groups.
- c. Role of technology for meeting diverse needs of learners.

Unit IV-Teacher Preparation for Inclusive Education

- a. Review existing educational programmes offered in secondary school (general, special education).
- b. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- c. NCF 2005 and curriculum for teacher preparation and transaction modes.
- d. Roles, responsibilities and professional ethics of teacher and teacher educators towards inclusive approach of teaching.

Unit V- Socially Disadvantaged Children in India: Status and Provisions

- a. Meaning of socially disadvantaged children: socially disadvantaged section in India- the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- b. Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA (1992), National Curriculum Framework (2005).
- c. Relevance of International perspectives: Dakar framework of action (2000), millennium development goals (2000) in Indian Context.
- d. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational, Current Status and Ethical Issues of inclusive education in India, Research Trends of Inclusive Education in India

Practicum:

Visit an institution to observe and report on the inclusive facilities available.

Suggested Readings:

1. Educating Exceptional Children – S.K. Mangal
2. Inclusive Education – Loreman, Deppeler & Harvey
3. Inclusive Education for children with special needs – Neena Dash
4. Byatikromi Sishu – Bishnupada Nanda & Sarawata Jaman

Course 232: Education in International Perspective

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 232.1: *Understand and analyse the Global Perspectives of Secondary and Higher Secondary Education*
 CO 232.2: *Enumerate the ways of developing global consciousness*
 CO 232.3: *To discuss the protection of environment through education*
 CO 232.4: *To make students aware of the global illiteracy issues*
 CO 232.4: *Understand the meaning and definitions of comparative education*

Unit I- Principles of Comparative Education

- a. Meaning of Comparative Education.
- b. Factors affecting comparative Education.
- c. Methods and global trends of Comparative Education.

Unit II- International Perspective of Elementary and Secondary Education

- a. Elementary and Secondary Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Elementary and Secondary Education system of India.

Unit III- Higher Education of Different Countries

- a. Higher Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with the Higher Education system of India.

Unit IV- Teacher Education of Different Countries

- a. Teacher Education of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with the Teacher Education system of India.

Unit V- Educational Administration of Different Countries

- a. Educational Administration of different countries: U.K., U.S.A., Russia, Japan & SAARC countries.
- b. Comparison with Educational Administration of India.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Chaube A. & Chaube S.P. (2004) Comparative education, Vikas publishing house PVT Ltd, Delhi.
2. Getao F.N. (1996) International Education Systems, LECTERN publications, Nairobi.
3. Kelly, G.P. (eds). New Approaches to Comparative Education. Chicago: The University of Chicago Press: 153-165.
4. Noah, H.J and Eckstein, M.A. (1993). Secondary School Examinations: International Perspectives on Policies and Practice, New Haven: Yale University Press.
5. Sodhi, T.S. (2006) Text Book of Comparative Education, Sixth edition, Vikas publishing house, Delhi.

Course 233: Educational Technology and ICT

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 233.1: *Develop the concept of Educational Technology.*
- CO 233.2: *Appreciate various technological developments.*
- CO 233.3: *Apply the knowledge of ET in teaching and learning.*
- CO 233.4: *Employ various approaches in Education.*
- CO 233.5: *Empower with Educational Technology.*
- CO 233.6: *Adapt ET for Children with Special Needs.*

Unit I- Nature, Scope, Researches in Educational Techniques

- a. Educational technology-concept, product Vs process;
- b. Forms of educational technology: teaching technology, instructional technology and behaviour technology; Approaches of educational technology: Hardware and Software;
- c. Transactional usage of educational technology: integrated, complementary, supplementary, standalone (independent);
- d. Historical development – programmed learning stage; media application stage and computer application stage;
- e. Major institutions of educational technology in India – CIET, IGNOU, Consortium for Educational Communication (CEC), UGC, their role in education.
- f. Applications of Educational Technology in formal, non formal (Open and Distance Learning), informal and inclusive education systems,

Unit II- Systems Approach to Education and Communication

- a. Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- b. Instructional Strategies
- c. Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.

Unit III- Instructional Design

- a. Instructional Design: Concept, Views
- b. Process and stages of Development of Instructional Design
- c. Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's)
- d. Gagne's Nine Events of Instruction and Five E's of Constructivism, Nine Elements of Constructivist Instructional Design
- e. Instructional Design for Competency Based Teaching: Models for Development of Self Learning Material
- f. Overview of Behaviourist, Cognitive and Constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)

Unit IV- Audio Visual Media in Education

- a. Audio-visual media – meaning, importance and various forms.
- b. Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.

- c. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.
- d. E-content creation: Script writing, pre-production and post-production process
- e. Use of Artificial Intelligence in Teaching-Learning; Advantages and disadvantages

Unit V- Information and Communication Technologies – in education

- a. Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications, Professional development and ICT; School management and ICT.
- b. Critical analysis of Teaching aids and their applications in instruction and learning;
- c. Classroom and ICT; Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e-learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- d. Use of ICT in Evaluation, Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) – Concept and Development.
- e. Application of Computers in Education: CAI, CAL, CBT, CML, Concept, Process of preparing ODLM, Concept of e learning, Approaches to e learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning)
- f. Emerging Trends in e-learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, video conferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application),
- g. E Inclusion - Concept of E Inclusion, Application of Assistive technology in E learning , Quality of E Learning – Measuring quality of system: Information, System, Service, User Satisfaction and Net Benefits (D&M IS Success Model, 2003), Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research

Practicum:

Either (A) or (B)

- A. Google Classroom based project on:- Audio learning material, Audio-visual learning material.
- B. Completion of any one course from Swayam / edx /MOOC/ Teach u comp/ IOA/ Udemy/ NPTEL/ Coursera

Suggested Readings:

1. Mamidi, Malla Reddy and S. Ravishankar (eds.), Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt. Ltd.
2. Mamidi, Malla Reddy and S. Ravishankar (eds.), Curriculum Development and Educational Technology, New Delhi: Sterling Publishing Pvt. Ltd.
3. Rothwell, W. J., & Kazanas, H. C. (1998). Mastering the instructional design process: A systematic approach. San Francisco, CA: Jossey-Bass Publishers.
4. Pandey, V.C (2012) Educational Technology, Delhi: Isha Books
5. Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
6. Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities, Florida: Harcourt Brace and Company

Course 234: Yoga Education

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 234.1: *Understand the self and its power*
- CO 234.2: *Know the methods to develop the self to the highest level*
- CO 234.3: *Develop the overall self (body, mind & spirit)*
- CO 234.4: *Criticise the self and accept the others*
- CO 234.5: *Understand the importance of yoga and make it an integral part of daily life*
- CO 234.6: *Work on consistent personal development of the self*
- CO 234.7: *Master the basic skills of yoga*

Unit I- Introduction to Yoga and Personality Development

- a. Introduction
- b. Learning objectives
- c. Yogic concepts of personality
- d. Dimensions of integrated personality
- e. Yoga for integrated personality development

Unit II- Yoga and Stress Management

- a. Concept of stress
- b. Stress - a yogic perspective
- c. Yoga as a way of life to cope with stress
- d. Cyclic meditation for stress management

Unit III- Yoga and Self Development

- a. Concept and Nature of Self Development
- b. The Concept of Values and Value Education
- c. Spirituality and its role in human self development--- *yamas* and *niyamas*
- d. Helping Children develop values
- e. Yoga and Human Excellence

Unit IV- Yoga for Management of Depression and Anxiety

- a. Concept, Meaning and Definition of Depression and Anxiety
- b. Causes, Symptoms, Consequences of Depression and Anxiety
- c. Tackling ill-effects of Depression and Anxiety

Unit V Yoga and Diversity in Religion

- a. Concept of Religion; meaning and significance
- b. Yoga in relation to Hinduism, Buddhism, Islam and Christianity
- c. The Concept of Yoga enshrined in Bhagavad Gita.

Practicum:

Practice of different Yogic Postures and Asanas.

Suggested Readings:

1. Feuerstein G (2002): The Yoga tradition, New Delhi: Bhavana Books and prints
2. Visharadananda Swami (2007), human values, Bangalore, Swami Vivekananda Yoga Prakashana

3. B.k.s Iyengar:the light of yoga (harper Collins publications india pvt ltd, New Delhi
4. Prajapati brahma kumaris (2009), moral values, attitudes and modes, mount abn: Prajapati brahma kumares ishwariya vishwa-vidyalaya.
5. Karmanada Swami (2008), Yogic management of common disease, Munger, Yoga publication trust
6. Kuvalananda Swami and Vinegar S. L: (1963) yogic therapy: Its basic principles and methods, Pub: Ministry of health, Govt. of india, New Delhi
7. Singh S J. “History and Philosophy of nature and cure”
8. Chandrasekaran, (1999) Sound Health Through Yoga, Prem kalian publication, Seapatti,
9. Madurai Swami Kuvalayananda and Dr. S.L Vinekar Yogic Therapy Kaivalyadham, lonavala
10. N.Muruges, Basic Anatomy and Physiology, Madurai
11. Raman. K, A (1998) Matter of Health, East west books, Chennai
12. Gathore M.L: Applied yoga Kaivaladhama, Lonavala
13. Yoga Mimamsa Journal Pub: Kaivalyadhama, Lonavala

Course 235: Visual and Performing Arts in Education

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 235.1: Know about your own regional art forms
- CO 235.2: Understand how art helps learning creatively
- CO 235.3: Comprehend the scope of art education
- CO 235.4: Understand the relationship between curricular experience and art activities
- CO 235.5: Analyse different parts of art to make use in education

Unit I- Drawing and Painting

- a. Basic idea of colours , strokes and sketching
- b. Different forms of Painting (Indian): Worli, Madhubani, Glass and Fabric Painting, other forms
- c. Use of Drawing and Painting in Education: Chart-making, Poster-making, Colouring models etc.

Unit II- Creative Art

- a. Creative writing (story, poetry), use in Education
- b. Model-making : clay model, origami, other forms of model use in Education
- c. Designing: Computer graphics, use in Education

Unit III- Drama

- a. General concept and different forms
- b. Drama as tool of learning
- c. Use in Education : Role play and Simulation, Voice and Speech, Mime and Movements, Improvisation, Imitation and Observation
- d. Use of Drama for Educational and Social Change

Unit IV- Music

- a. Basic concept of Sur, Taal and Laya
- b. Vocal: Folk songs, Poems and Prayers
- c. Integration of Music in Educational Practice

Unit V- Art of Dance

- a. Various Dance forms of India : Bharat Natyam, Kathakali, Manipuri, Kuchipuri, Mohiniattam, Kathak, Odissi
- b. Folk Dance: Garba, Bhavai, Bhangada, Bihu, Raibeshe, other folk forms.
- c. Integration of Dance in Educational Practices.

Practicum:

Individual seminar presentation on topic of relevance.

Suggested Readings:

1. Gardner, H. (1988). Toward more effective arts education. Journal of aesthetic education, 22 (1), 157-167.
2. Kalidas, C. S.(2014). Drama: A tool for learning. Procedia-social and Behavioural Science 123 (2014). Science Direct.
3. Langer, S. (1954). Feeling and form. London: Routledge.
4. Wallas,G.(1926). The art of thought. New York: Franklin Watts

Course 236: Data Analysis in Educational Research

Practicum - 50 Marks

- a. Analysis of Qualitative Data
- b. Analysis of Quantitative Data (using computer)

Course 237: Communication and Expository Writing

Practicum - 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 237.1: *Face the public and become confident in the classrooms.*
- CO 237.2: *Have sufficient mastery over academic writing especially conceptual papers, book reviews and technical documents.*
- CO 237.3: *Understand impacts of nonverbal communication in public speaking.*
- CO 237.4: *Enhance verbal communication for better understanding.*
- CO 237.5: *Create a conducive environment through effective communication.*
- CO 237.6: *Diagnose and give remedies to communication barriers both in spoken and written forms.*

The students will be evaluated on the basis of content, body language, delivery/expressions, semantics and presentation skills. Every student shall be required to participate in various activities mainly based on oral presentations on the topics drawn from current issues of national and international perspectives. The students will be provided with varied opportunities for the presentations of soft skills to exhibit his/her performance in Group Discussion.

- a. Exemplary illustrations or narrations or comprehensive pieces for reading and exercises.
- b. Group discussion on important issues related to education.

Suggested Readings:

1. Brown, Ralph: Making Business Writing Happen: A Simple and Effective Guide to Writing Well. Sydney: Allen and Unwin, 2004.
2. Freeman, Sarah: Written Communication. New Delhi: Orient Longman, 1977.
3. Hamp-Lyons, Liz and Ben Heasley. Second edition. Study Writing: A Course in Writing Skills for Academic Purposes. Cambridge: CUP, 2006
4. Jakeman, Vanessa and Clare McDowell. Cambridge Practice Test for IELTS 1. Cambridge: CUP, 1996.
5. Mohan Krishna & Banerji, Meera: Developing Communication Skills. New Delhi: Macmillan India, 1990.
6. Mohan Krishna & Singh, N. P. Speaking English Effectively. New Delhi: Macmillan India, 1995.

Course 238 A: Psychology Practical

Practicum - 25 Marks

- a. Determination of Attention Span
- b. Determination of Memory Span
- c. Testing of Intelligence
- d. Testing of Emotional Intelligence
- e. Testing of Attitude
- f. Testing of Aptitude
- g. Testing of Interest
- h. Test of Emotional Maturity, Social Maturity and Personality (extroversion, neuroticism etc.)
- i. Testing for Stress
- j. Testing Anxiety (BAI) and Depression (BDI)
- k. Testing of Motivation

Course 238 B: Progress on Dissertation Work

Practicum - 25 Marks

Students are to submit a progress report pertaining to their dissertation work (Course - 245)

Course 239: Internship (1st Part) in Teacher Education

Institution:

Practicum - 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 239.1: *Help Teacher Educators to plan and administer teaching, extra-curricular and co-curricular activities in Teacher Education Institutions.*
- CO 239.2: *Understand the research and administrative activities existing in different bodies working closely with Teacher Education Institutions*

Practice Teaching and Peer Observation in a Teacher Education Institution

Semester - 4

Semester – 4					
Course Code	Course Name	Theory	Practicum	Full Marks	Credits
Specialisation (students have to opt. for either A or B for all three papers)					
	A. Elementary Education B. Secondary Education	210	90	300	12
241A Or 241B	Structure, Curriculum and Assessment in Elementary Education Or, Structure, Curriculum and Assessment in Secondary Education	70	30	100	4
242A Or 242B	Administration, Management and Policy Perspective in Elementary Education Or, Administration, Management and Policy Perspective in Secondary Education	70	30	100	4
243A Or 243B	Contemporary Issues and Economics of Elementary Education Or, Contemporary Issues and Economics of Secondary Education	70	30	100	4
244	Internship (2nd Part)	0	50	50	2
245	Final Dissertation	0	100	100	4
246	Education in the perspective of Swami Vivekananda and Ramakrishna Mission	35	15	50	2
Total of Semester – 4		210	290	500	20

Course 241A: Structure, Curriculum and Assessment in Elementary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 241A.1: *Understand the meaning and concept of curriculum*
- CO 241A.2: *Appreciate the role of philosophical, sociological and psychological bases of curriculum*
- CO 241A.3: *Understand different steps of curriculum development process at elementary level*
- CO 241A.4: *Know and Analyse different models of curriculum development*
- CO 241A.5: *Differentiate between different modes of curriculum transaction for elementary students*
- CO 241A.6: *Analyse different models of curriculum evaluation*
- CO 241A.7: *Analyse different types of curriculum research*
- CO 241A.8: *Discuss various types of curriculum issues*

Unit I: Administrative Structure of Elementary Education

- a. Administrative Framework for Elementary Education at national level.
- b. Administrative Framework for Elementary Education at state level.
- c. Administrative Framework for Elementary Education at regional level.

Unit II: Organisations, Institutions and Agencies of Elementary Education

- a. National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
- b. International Agencies – UNICEF, UNESCO, WHO, IBE
- c. NGOs, Civil Society and Advocacy groups.

Unit III: Principles of Curriculum Development at Elementary Level

- a. Essential Features and Components of Curriculum
- b. National Curriculum Framework, Common Core Curriculum, Undifferentiated and Differentiated Curriculum
- c. Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at elementary level.
- d. Pedagogy relevant at the elementary level.

Unit IV: Curriculum Evaluation

- a. Importance of evaluation of curriculum.
- b. Models of curriculum evaluation.
- c. Interpretation of evaluation results and method.

Unit V: Assessment and Evaluation in School

- a. Types of Evaluation in Elementary Education.
- b. School based assessment: preparation of scheme and guidelines.
- c. CCE at elementary stage.
- d. CRC

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Aggrawal, J. C., & Gupta, S. (2005). Curriculum Development. New Delhi: Shipra Publisher.
2. Hassrin, M. (2004). Curriculum Planning for elementary education. New Delhi: Anmol Publishers.
3. Nigam, B. K., & Khan, I. M. (1993). Evaluation and research in Curriculum Construction. New Delhi: Kanishka Publishers
4. Satyanarayan, P.V. (2004). Curriculum development and management. New Delhi: DPH.

Course 241B: Structure, Curriculum and Assessment in Secondary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 241B.1: Understand the meaning and concept of curriculum*
- CO 241B.2: Appreciate the role of philosophical, sociological and psychological bases of curriculum*
- CO 241B.3: Understand different steps of curriculum development process at secondary level*
- CO 241B.4: Know and Analyse different models of curriculum development*
- CO 241B.5: Differentiate between different modes of curriculum transaction for secondary students*
- CO 241B.6: Analyse different models of curriculum evaluation*
- CO 241B.7: Analyse different types of curriculum research*
- CO 241B.8: Discuss various types of curriculum issues*

Unit I: Administrative Structure of Secondary Education

- a. Administrative Framework for Secondary Education at national level.
- b. Administrative Framework for Secondary Education at state level.
- c. Administrative Framework for Secondary Education at regional level.

Unit II: Organisations, Institutions and Agencies of Secondary Education

- a. National level – Ministry of Human Resource Development (CABE, NIEPA, NCERT & RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
- b. International Agencies – UNICEF, UNESCO, WHO, IBE
- c. NGOs, Civil Society and Advocacy groups.

Unit III: Principles of Curriculum Development at Secondary Level

- a. Essential Features and Components of Curriculum : Language Curriculum, Science Curriculum, Mathematics Curriculum, Social Science Curriculum and Commerce Curriculum
- b. National Curriculum Framework, Common Core Curriculum, Undifferentiated and Differentiated Curriculum
- c. Relevance, integration, flexibility, contextuality and plurality determinants of curriculum at secondary level.
- d. Pedagogy relevant at the secondary level.

Unit IV: Curriculum Evaluation

- a. Importance of evaluation of curriculum.
- b. Models of curriculum evaluation.
- c. Interpretation of evaluation results and method.

Unit V: Assessment and Evaluation in School

- a. Types of Evaluation in Secondary Education.
- b. School based assessment: preparation of scheme and guidelines.
- c. CCE at secondary stage.
- d. CRC

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Alexander, W. M., & Saylor, J. G. (1966). Curriculum Planning for modern schools. New York: Holt, Rinhart and Winston Inc.
2. Candra, A. (1977). Curriculum Development and Evaluation in education. New Delhi: Sterling Publishers.
3. Darji, D. R., & Lulla, B. P. (1967). Curriculum development in secondary schools of Baroda. Baroda: Sadhana Press.
4. Tata, H. (1962). Curriculum development theory & practice. New York: Harcourt, Brace & World Inc.

Course 242A: Administration, Management and Policy Perspective in Elementary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 242A.1: Gain knowledge of the concept of Educational Administration and concepts underlying Educational Administration.*
- CO 242A.2: Get knowledge and understanding of development of thought in Administration in elementary.*
- CO 242A.3: Get acquainted with the concepts, nature, principles and procedures, approaches, administration and organisation of elementary educational planning.*
- CO 242A.4: Understand the importance of finance in education*
- CO 242A.5: Get acquainted with the theory and practices of finance.*
- CO 242A.6: Understand the different concepts of finance in education.*
- CO 242A.7: Aware about the recent trends in educational management*

Unit I: Concept of School Administration at Elementary Level

- a. Educational Administration- It's what, why, how.
- b. Aims and Objectives of School Administration, Principles of School Administration.
- c. Controlling Authorities of Elementary Education.
- d. Democratic administration in Elementary Education, its features, Authoritarian administration, Democratic versus authoritarian administration

Unit II: School Administration and Organization

- a. Concept of School Organization and its relation with School Administration
- b. Educational Ladder with respect to the Elementary Education System
- c. Administrative problems in Elementary Education
- d. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic
- e. Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit III: Concept of Educational Management

- a. Concept of Educational Management and its importance. Aspects of Educational Management - planning, organising, supervising, motivating and controlling, decision making
- b. Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach)
- c. Educational directives and other provisions in the Constitution of India with reference to elementary education
- d. The role of central, state and local bodies in educational management at elementary level
- e. Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in- Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs

- f. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

Unit IV: Management of Resources in Education

- a. Concept of Human Resource and Human Capital and its development.
- b. Teacher as resource: performance and professional development of teachers at elementary level.
- c. Management of Educational Finance and its budgeting. Grant-in-Aid.
- d. Modern techniques of management: TQM, SWOT, PPBS.
- e. Institutional building, POSDCORB, CPM, PERT, Management as a system, Taylorism

Unit V: Educational Policies for Elementary Education

- a. Education Commissions and Committees that influenced education policies for Elementary Education in India
- b. National Policy on Education 1968 & 1986/92
- c. Effect of Right to Education Act (2009) on Elementary Education
- d. Educational policies regarding Elementary Education in Five-year Plans with special reference to the current Five year Plan

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Coldaree, A. P. and Getzel, J. W.(1955) The Use of Theory in Educational Administration. Stanford University: University Press
2. Deota,N.P., An Insight Into Educational Philosophy--An Indian Perspective, Lap, Lambert Academic Publishing -2012
3. Deota, N.P, Effective Leadership Qualities, Lap Lambert Academic Publishing –2012
4. Deota,N,P, Kaleidoscopic Views On Education, Lap, Lambert Academic Publishing –2012

Course 242B: Administration, Management and Policy

Perspective in Secondary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 242B.1: Gain knowledge of the concept of Educational Administration and concepts underlying Educational Administration.*
- CO 242B.2: Get knowledge and understanding of development of thought in Administration in Secondary Education.*
- CO 242B.3: Get acquainted with the concepts, nature, principles and procedures, approaches, administration and organisation of secondary educational planning.*
- CO 242B.4: Understand the importance of finance in education Get acquainted with the theory and practices of finance.*
- CO 242B.5: Understand the different concepts of finance in education.*
- CO 242B.6: Aware about the recent trends in educational management*

Unit I: Concept of School Administration at Secondary Level

- a. Educational Administration- It's what, why, how.
- b. Aims and Objectives of School Administration, Principles of School Administration.
- c. Controlling Authorities of Secondary Education.
- d. Democratic administration in Secondary Education, it's features. Authoritarian administration. Democratic versus authoritarian administration.

Unit II: School Administration and Organization

- a. Concept of School Organization and its relation with School Administration.
- b. Educational Ladder with respect to the Secondary Education System.
- c. Administrative problems in Secondary Education.
- d. Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic,
- e. Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)

Unit III: Concept of Educational Management

- a. Concept of Educational Management and its importance. Aspects of Educational Management - planning, organising, supervising, motivating and controlling, decision making.
- b. Theories related to Educational Management (Classical, Behaviouristic, Humanistic and Systems Approach).
- c. Educational directives and other provisions in the Constitution of India with reference to Secondary education.
- d. The role of central, state and local bodies in educational management at Secondary level.
- e. Change Management: Meaning, Need for Planned change, Three-Step-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in- Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs

- f. Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI], International Network for Quality Assurance Agencies in Higher Education [INQAAHE])

Unit IV: Management of Resources in Education

- a. Concept of Human Resource and Human Capital and its development.
- b. Teacher as resource: performance and professional development of teachers at Secondary level.
- c. Management of Educational Finance and its budgeting. Grant-in-Aid.
- d. Modern techniques of management: TQM, SWOT, PPBS.
- e. Institutional building, POSDCORB, CPM, PERT, Management as a system, Taylorism

Unit V: Educational Policies for Secondary Education

- a. Education Commissions and Committees that influenced education policies for Secondary Education in India.
- b. National Policy on Education 1968 & 1986/92.
- c. Effect of Right to Education Act (2009) on Secondary Education.
- d. Educational policies regarding Secondary Education in Five-year Plans with special reference to the current Five year Plan.

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Griffiths ,D. E.(1959) Administrative Theory. New York: Appleton Century Crofts.
2. Halpin ,A. W.(1966). Theory and Research in Administration. London: MacMillan.
3. Harpinson, F. (1964) Education Manpower and Economic Growth. New York: McGraw Hill.
4. Harry,J. H.(1973) Educational Planning, Programming, Budgeting : A System Approach. New Jersey: Prentice Hall Inc
5. Introduction to Educational Planning. (1968) Asian Institute of Planning and Administration. New Delhi.

Course 243A: Contemporary Issues and Economics in Elementary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 243A.1: Know the present status and initiatives related to elementary education.*
- CO 243A.2: Understand the issues and concern about the preservice and in-service teacher education, Inclusive education and achieving UEE*
- CO 243A.3: Understand the perspective of economics in education with special reference to HDI, MDG, Human Capital and different theories.*
- CO 243A.4: Understand the concept of CBA and CEA, perspective of cost and benefits.*

Unit I: Status and Initiatives

- a. Recent Schemes and Activities of the Govt. of India in the field of Elementary Education
- b. Language formula and its implementation - medium of instruction, multilingual approach at elementary level.
- c. Status of Access, Enrolment and Retention at Elementary Level - Gender differences, Social Status, Poverty and Quality improvement in schools.
- d. Issues relating to Drop Out, Equity, Equality and Social Justice of students at Elementary Level.

Unit II: Issues and Concerns

- a. Issues and Concerns of Pre-Service and In-Service Teacher Education at Elementary Education
- b. Inclusive Education- Enrolment of CWSN, Resource Teachers, provisions for CWSN
- c. Child Rights
- d. Achieving UEE - Universal access, retention and success. Ensuring equity and equality.

Unit III: Education and Economics

- a. Education as Consumption; Recent Trends in Economics of Education.
- b. Education as a Prerequisite to Economic Development.
- c. Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)
- d. Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signalling Theory Vs Human Capital Theory

Unit IV: Education and Human Capital

- a. Process of Human Capital Formation;
- b. Quality of Life and Economic Growth.
- c. Investment Criteria on Education; Rate of Return.
- d. Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit V: Manpower Planning and Cost-Benefit Analysis of Education

- a. Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education
- b. Taxonomy of Cost of Education: Social & Private
- c. Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities)

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Agarwal J.C; Agrawal S.P, (1992), Educational Planning in India, Volume 1, Concept publishing Company, New Delhi.
2. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited.
3. Babalola, J B. (2003), Fundamentals of Economics of Education, University of Ibadan
4. Gramlich, E.M (1990), A guide to Benefit – Cost Analysis, Prospect Heights, IL: Waveland Press.
5. Hardwick, P; Khan B. and Langmead J (1994), An Introduction to Modern Economics, 4th edition, New York.

Course 243B: Contemporary Issues and Economics in Secondary Education

Theory - 70 + Practicum - 30 = 100 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 243B.1: Know the present status and initiatives related to elementary education.*
- CO 243B.2: Understand the issues and concern about the preservice and in-service teacher education, Inclusive education and achieving UEE*
- CO 243B.3: Understand the perspective of economics in education with special reference to HDI, MDG, Human Capital and different theories.*
- CO 243B.4: Understand the concept of CBA and CEA, perspective of cost and benefits.*

Unit I: Status and Initiatives

- a. Recent Schemes and Activities of the Govt. of India in the field of Secondary Education
- b. Language formula and its implementation - medium of instruction, multilingual approach at secondary level.
- c. Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty and Quality improvement in schools.
- d. Issues relating to Drop Out, Equity, Equality and Social Justice of students at Secondary and Higher Secondary Level.

Unit II: Issues and Concerns

- a. Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education
- b. Inclusive Education - Enrolment of CWSN, Resource Teachers, provisions for CWSN
- c. Child Rights
- d. National Vocational Education Qualification Framework (NVEQF)

Unit III: Education and Economics

- a. Education as Consumption; Recent Trends in Economics of Education.
- b. Education as a Prerequisite to Economic Development.
- c. Concepts of Human Development Index (HDI), Millennium Development Goals (MDG)
- d. Concept of Human Capital & Physical Capital, Schultz's Human Capital Theory of Education. Signalling Theory Vs Human Capital Theory

Unit IV: Education and Human Capital

- a. Process of Human Capital Formation; Human Capital Theory.
- b. Quality of Life and Economic Growth.
- c. Investment Criteria on Education; Rate of Return.
- d. Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.

Unit V: Manpower Planning and Cost-Benefit Analysis of Education

- a. Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to

Higher Education

- b. Taxonomy of Cost of Education: Social & Private.
- c. Opportunity Cost, Unit Cost (Average and Marginal Cost); Taxonomy of Benefits of Education: Direct Benefits (Social and Private); Indirect Benefits (Spill-Over and Externalities).

Practicum:

Two term papers on relevant topics.

Or, Seminar presentation on a given topic.

Suggested Readings:

1. Agarwal J.C; Agrawal S.P, (1992), Educational Planning in India, Volume 1, Concept publishing Company, New Delhi.
2. Blaug, M. (1970). Economics of Education. England: Penguin Books Limited.
3. Babalola, J B. (2003), Fundamentals of Economics of Education, University of Ibadan
4. Gramlich, E.M (1990), A guide to Benefit – Cost Analysis, Prospect Heights, IL: Waveland Press.
5. Hardwick, P; Khan B. and Langmead J (1994), An Introduction to Modern Economics, 4th edition, New York.

Course 244: Internship (2nd Part) (Teaching Observation)

Pr.-50

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 244.1: *Orient student teachers about innovative teaching activities.*
- CO 244.2: *Develop abilities to supervise activities in Teacher Education Institutions.*
- CO 244.3: *Understand the day to day activities of teacher educators, supervisors and administrators in Teacher Education Institutions.*
- a. Observation of B.Ed. trainees during their school internship.
 - b. Assessing performance of B.Ed. trainees during their school internship.
 - c. Producing a report on school internship observation and assessment of B.Ed. trainees.

Course 245: Final Dissertation

Pr.-100

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 245.1: *Be aware about the format of writing the dissertation report.*
- CO 245.2: *Develop the critical understanding about evaluation criteria of a dissertation.*
- CO 245.3: *Evaluate the given dissertation critically.*
- CO 245.4: *Understand the intricacies of the research methodology adopted in the given dissertation.*
- CO 245.5: *Develop the critical report writing ability in the students*

Course 246: Education in the perspective of Swami Vivekananda and Ramakrishna Mission

Theory - 35 + Practicum - 15 = 50 Marks

Course Learning Outcomes:

After completion of the course the students will be able to -

- CO 246.1: *Become conversant with Vivekananda's life and his unique contribution to educational thought and practice, in the context of the present age.*
- CO 246.2: *Grasp analytically the essential components of Vivekananda's educational thought.*
- CO 246.3: *Acquainted with Swami Vivekananda's thoughts on issues of contemporary Indian education.*
- CO 246.4: *Situate Swami Vivekananda's educational ideas within the spectrum of recent Indian educational thinking through a comparative study with other prominent Indian Educators.*

Unit I: Essential components of Swami Vivekananda's Educational thoughts

- a) Life and living of Swami Vivekananda - a brief sketch
- b) Practical Vedanta as the theoretical background to Swami Vivekananda's philosophy of education
- c) Aim of Education, Holistic development of Personality - Physical, Intellectual, Emotional and Spiritual development
- d) Curriculum - Science and Spirituality, values based on divinity of the soul, practical value of education, positive and strengthening ideas
- e) Method - Concentration, assimilation of ideas, service as a way of life
- f) Role of the Teacher - qualities of a good teacher, ideal of *Gurugrihava*

Unit II: Swami Vivekananda: National Education Perspective

- a) Swami Vivekananda's perspectives on the causes of India's downfall, way to regeneration, education - the panacea.
- b) Twin central Vedantic definition of education as directed by Swami Vivekananda
- c) Flaws in the prevailing system of education
- d) National roots for an educational philosophy

Unit III: Swami Vivekananda on issues of contemporary relevance

- a) Mass Education
- b) Women's Education
- c) Technical and Vocational Education
- d) Culture and Education
- e) UNESCO and Swami Vivekananda with reference to "learning the treasure within" - Delors' commission report

Unit IV: Ramakrishna Mission

- a) Vision and Mission of Ramakrishna Mission
- b) Ideals and educational activities of Ramakrishna Mission
- c) Sustainable educational progress of Ramakrishna Mission
- d) Educational ideas of monks of the order after Swami Vivekananda

Practicum:

- 1) Preparation of a brief outline going through the selected area of following texts in relation to above mentioned units.
 - a) Lectures from Colombo to Almora
 - b) Swami Shishya Sambad
- 2) Participation in a discourse on the above mentioned units (any topic) and submission of the writeup.
- 3) Preparation of current academic report on single educational institution (Secondary/H.S) of Ramakrishna Mission
- 4) Assignment and Presentation on -
 - a) Be and Make - Teaching of Swami Vivekananda
 - b) Man making and character building education of Swami Vivekananda

Suggested readings:

1. My India: My India Eternal - Swami Vivekananda: RKM Institute of culture, Golpark.
2. Sikshya Prasanga - Swami Vivekananda
3. Integral Education - Swami Vivekananda
4. Educational vision - Swami Bhajanananda
5. Practical Vedants - Swami Vivekananda
6. Lectures from Colombo to Almora
7. Swami Shishya Sambad
8. Vivekananda as the Turning Point: The Rise of a New Spiritual Wave edited Swami Shuddhidananda
9. Vedanta & Vivekananda: Swami Swahananda
10. Ramakrishna Math and Ramakrishna Mission - their History, Ideals and Activities: The General Secretary, Ramakrishna Math and Ramakrishna Mission, Belur Math, Howrah

----- The End -----