

Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS41: Environmental Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> • <i>Understand the concept of population and environmental education.</i> • <i>Know the objectives and methods of teaching environmental and population education.</i> • <i>Be aware of population and environmental education policies.</i> • <i>Help teachers' and students analyse the various issues related to population and environmental education.</i> • <i>Help social groups and individuals to acquire a set of values for environmental protection.</i> • <i>Develop skill, acquire skills for identifying environmental problems.</i>
Syllabus	<p>MODULE1 (30 Marks)</p> <p>Unit I: Introduction to Environmental Education</p> <ul style="list-style-type: none"> • Meaning, Importance and Scope

	<ul style="list-style-type: none"> • Aims and Objectives • Guiding Principles and Foundations • Developing environmental awareness • Environmental attitude, values & pro-environmental behaviour • Environmental ethics: Issues and possible solutions <p>Unit II: Environmental Concepts</p> <ul style="list-style-type: none"> • Concept of Environment and Ecosystem • Man Made Disasters: Population growth, technological system-industrial growth, scientific and technological inventions and their impact on the environmental system. • Natural Disasters • Environmental awareness and attitude change <p>Unit III: Environmental Degradation</p> <ul style="list-style-type: none"> • Environmental Pollution: Air; Water; Soil • Extinction of flora and fauna, deforestation, soil erosion • Global Environmental Issues: Climate change, Ozone Layer Depletion, Green House Effect, Acid Rain, Nuclear Accidents and Holocaust, Melting of Polar Ice Caps • Water conservation, Rain-water harvesting, watershed management. Resettlement and rehabilitation of people; its problems and concerns • Need for conservation, preservation and protection of rich environmental heritage <p>Unit IV: Approaches and Methods of Environmental Education</p> <ul style="list-style-type: none"> • Approaches to Environmental Education: Interdisciplinary and Multidisciplinary • Methods: Discussion, Seminar, Workshop, Problem solving and Field survey • Features of curriculum for environmental education • Programmes of environmental education for primary, secondary and higher education institute <p>MODULE 2 (30 Marks)</p> <p>Unit V: Concept of Population Education</p> <ul style="list-style-type: none"> • Meaning, characteristics and scope • Population growth, variation among nations • Methodology of population education and its importance • Population explosion ó Family Welfare Programmes, Effect on environment • Role of Information Technology in Environment and Human Health <p>Unit VI: Population Education Policies</p> <ul style="list-style-type: none"> • Population policy of the government of India (2000)
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	<ul style="list-style-type: none"> • Implementation programmes, population control • Population dynamics in the context of India • Population distribution, urbanization and migration <p>Unit VII: Sustainable development</p> <ul style="list-style-type: none"> • Concept of sustainable development and education for sustainable development • Urban problems and related to energy • Agenda 21 • United Nations Decade of education for sustainable development, programmes on environmental management. • The United Nations Environment Programme and the 2030 Agenda: Global Action for People and the Planet • Significance of Environmental Education for sustainable development • Sustainable life-style • NEP 2020 and Sustainable Development <p>Unit VIII: Social Issues and the Environment</p> <ul style="list-style-type: none"> • Wasteland reclamation, Consumerism and waste products. • Environmental Protection Act.; Air (Prevention and Control of Pollution) Act., Water (Prevention and control of Pollution) Act., Wildlife Protection Act., Forest Conservation Act. • Issues involved in enforcement of environmental legislation Public awareness. • Quality of life, Ecofeminism, Empowerment of women, Social pollution, and Adolescent reproductive health.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Documentation
Practicum	Documentation of any one of the following: <ul style="list-style-type: none"> • Educational visit to a nearby locality in order to prepare a documentation of environmental assets such as sea/river/forest/hill etc. • Educational visit to any one of the polluted sites in a rural, urban, industrial or agricultural setup • Urban Agriculture, Rainwater Harvesting, Renewable Energy in student's residential vicinity
Readings	<ul style="list-style-type: none"> • Asthana, D. K. (2006). Text Book of Environmental Studies. S. Chand Publishing. • Basu, M., Xavier, S. (2016). Fundamentals of Environmental Studies, Cambridge University Press, India. • Basu, R. N., (Ed.) (2000). Environment. University of Calcutta, Kolkata. • Bharucha, E. (2013). Textbook of Environmental Studies for Undergraduate Courses. Universities Press.

	<ul style="list-style-type: none"> • De, A.K., (2006). Environmental Chemistry, 6th Edition, New Age International, New Delhi. • Mahapatra, R., Jeevan, S.S., Das, S. (Eds) (2017). Environment Reader for Universities, Centre for Science and Environment, New Delhi. • Masters, G. M., &Ela, W. P. (1991). Introduction to environmental engineering and science. Englewood Cliffs, NJ: Prentice Hall. • Odum, E. P., Odum, H. T., & Andrews, J. (1971). Fundamentals of ecology. Philadelphia: Saunders. • Samuel, R. S. (2019). Environmental Education (1st edition). Atlantic Publishers and Distributors Pvt Ltd, New Delhi. • Sharma, P. D., & Sharma, P. D. (2005). Ecology and environment. Rastogi Publications. • Vijayalatha, R., & Krishnamacharvulu, V. (2020). Environmental Education. Neelkamal Publications, Hyderabad.
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS42: Guidance and Counselling
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	The students will be able to

	<ul style="list-style-type: none"> • <i>Develop an understanding of the concepts of guidance and Counselling.</i> • <i>Know about different areas of Counselling.</i> • <i>Create awareness about working of guidance organizations.</i> • <i>Know about the basic needs of guidance services.</i> • <i>Know about the necessity of Career Guidance & Counselling</i> • <i>Know about Mental Health & Hygiene</i> • <i>Develop an understanding of the concepts of guidance and Counselling.</i> • <i>Acquire the skills necessary for Counselling.</i> • <i>Develop the knowledge about different fields of Guidance & Counselling.</i>
<p>Syllabus</p>	<p>Module 1: (30 marks)</p> <p>Unit I: Basic concept of Guidance and Counselling</p> <ul style="list-style-type: none"> • Concept, nature and Scope of Guidance and Counselling • Difference and Relation between Guidance and Counselling • Basic principles of Guidance and Counselling, • Ethical issues in Guidance and Counselling • Counselling and Psychotherapy • Types of Guidance and Counselling • Career and Vocational guidance • Quality of a good counsellor <p>Unit II: Essential information for Effective Guidance and Counselling</p> <ul style="list-style-type: none"> • Steps in Guidance and Counselling • Different types of Guidance - Educational, Vocational & Personal. • Guidance and Counselling - Individual and Group • Guidance and Counselling at different stages of education. • Essential information for Guidance and Counselling • Personal information - information about physical, intellectual, personality & academic achievement. • Educational information ó scope and opportunities available • Occupational information- scope and opportunities for employment, Career prospects. <p>Unit III: Approaches of Guidance and Counselling</p> <ul style="list-style-type: none"> • Freudian viewpoint • Neo-Freudian viewpoint (Eriksonø, Adlerian, Meyerø and C. G. Jungø viewpoint) • Moralistic viewpoint (Kohlberg) • Classical Conditioning (Pavlov) • Behaviouristic viewpoint (Skinner) • Humanistic viewpoint (Maslowø and Rogerø viewpoint)

- Positive Psychology

Unit IV: Tools and Techniques

- Concept of Testing & Non-testing tools
- Tests to measure- Personality, Attitude, Aptitude, Interest, Intelligence, Case study, Questionnaire, Opinionnaire, Interview, Observation, ARC & CRC

Module 2: (30 marks)

Unit-V: Mental Health and Hygiene

- Concept, Nature, and Scope of Mental Health and Hygiene
- Role of home and School
- Mental health of a teacher
- Stress- Nature, Type, Causes, and Consequences, Coping Strategies
- Concepts of Conflicts, Frustration, Complex and Anxiety

Unit VI: Adjustment & Maladjustment

- Concept
- Purpose
- Techniques
- Criteria of good adjustment
- Causes, Prevention and Remedies of Maladjustment
- Maladjusted behaviours- Truancy, Lying, Timidity, Stealing, Anxiety, Excessive Shyness Phobia, Hysteria, OCD, Depression, Suicidal tendency, Substance Abuse Disorder, Antisocial Behaviour

Unit VII: Outlook of Psychopathology & Bio Psychology

- Meaning & Concept of normality and abnormality
- Casual factors of Abnormal Behaviour ó Biological & Psychological
- Classification of Abnormal Behaviour (DSM-V & ICD-10 and Assessment)
- Personality Disorders- Paranoid, Schizophrenia, Histrionic, Anti-Social, Border Line Personality Disorder, Schizoid Personality Disorder, Mood Disorders and others) - Symptoms, Causes, Treatment

Unit VIII: Therapeutic Approaches in Psychology

- Cognitive and Behavioural Therapy viz. RET, CBT, ACT, CAT etc.
- Psychoanalytic Therapy (Sigmund Freud)
- Humanistic Therapy / Rogerø Client Centered Therapy
- Existential Therapy
- Indian Psychotherapy

Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Observation, Critical Review
Practicum	<p>Prepare a file on any one of the following:</p> <ul style="list-style-type: none"> • A critical review of an institution (Educational/NGO/Health/Government) providing mental health services to adolescence • Observation and critical reflection of a career counselling services provided by any government or non-government organization
Readings	<ul style="list-style-type: none"> • Aggarwal, J.C. (1989). <i>Educational and Vocational Guidance and Counselling</i>, Doaba House, Delhi • Aggarwal, J.C. (1998). <i>Career Information in Career Guidance: Theory and Practice</i>, Doaba House, Delhi. • Bond, Tim (2010). <i>Standards and Ethics for Counselling in Action</i>, SAGE Publications. • Burnard, Philip (2002). <i>Counselling Skills Training (A Sourcebook of Activities for Trainers)</i>, Viva Books Private Limited. • Cochran, Larry (1997). <i>Career Counselling: A Narrative Approach</i>, SAGE Publications • Dev, Kapil (2006). <i>Educational Counselling</i>, Pragun Publications, New Delhi • Gibson, Robert L. & Mitchell, Marianne H. (2012). <i>Introduction to Guidance and Counselling</i>, Prentice Hall of India, New Delhi. • Gupta, Manju (2003). <i>Effective Guidance & Counselling modern Methods and Techniques</i>, Mangal Deep Publications, India. • Kinra, Asha K. (2012). <i>Guidance and Counselling</i>, Pearson Publication. • Kochhar, S.K. (2010). <i>Educational and Vocational Guidance in Secondary Schools</i>, Sterling Publishers, New Delhi. • Kottler, Jeffery A. & Shepard, David S. (2009). <i>Counselling Theories and Practices</i>, CENGAGE Learning. • Lakshmi, K. S. (2006). <i>Encyclopaedia of Guidance and Counselling (Part– I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)</i>, A Mittal Publications, New Delhi. • McLeod, John (2008). <i>An Introduction to Counselling</i>, RawatPublications.

	<ul style="list-style-type: none"> • McLeod, John (2013). <i>Person - Centered Counselling in Action</i>, SAGE Publications. • Nag, Dr. Subir (2012-13). <i>Counselling and Guidance</i>, Rita Publication, Kolkata. • Nathan, Robert & Hill, Linda (2012). <i>Career Counselling</i>, SAGE Publications. • Nelson-Jones, Richard (2008). <i>Basic Counselling Skills, A Helper's Manual</i>, SAGE Publications India Pvt. Ltd. • Rao, S. Narayana & Sahajpal, Prem (2013). <i>Counselling and Guidance</i>, McGraw Hill Education, New Delhi. • Sharma, Ramnath and Sharma, Rachana (2007). <i>Guidance and Counselling in India</i>, Atlantic Publishers and Distributors, New Delhi. • Srivastava, Sushil Kumar (2007). <i>Career Counselling</i>, ATLANTIC Publishers & Distributors (P) LTD. • Choudhury, Mohamad & Islam, Mo. Aminul (2014). <i>Counselling Psychology</i>, Mostafa Prakashani, Dhaka. • Ghosh, Dr. Sanat Kumar, <i>Shikshay Sangati- Apasangati Ebong Nirdeshana</i>, • Nag, Dr. Subir & Datta, Dr. Gargi. <i>Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)</i>, Rita Book Agency. • Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. <i>Byatikramdharmi Shishu</i>, Maola Brothers, Dhaka. • Pal, Debashis (2001). <i>Shikshay O Brittite Nirdeshana</i>, Central Library. • Pal, Debashis. <i>Nirdeshana O Paramarsha</i>, Central Library, Kolkata
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours</p> <p>Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p>

	<p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	MAEDDS43: Teacher Education
Theory/ Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • <i>To understand the conceptual framework of teacher education;</i> • <i>To understand the concept of Professional ethics and objectives of teacher education;</i> • <i>To acquaint the students with emerging issues and problems of Teacher Education particularly in India.</i> • <i>To equip the students with a comprehensive knowledge of agencies of Teacher Education</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Meaning and Scope of Development of Teacher Education</p> <ul style="list-style-type: none"> • Concept and scope of Teacher Education • Aims and objectives of Teacher Education at-Primary, Elementary and Secondary level • Changing context of Teacher Education in the Indian scenario • A brief review of the historical perspective of the development of teacher Education • A critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teachers Education in the post-independence era (with special reference to Kothari Commission and the various National Policies of Education and with special emphasis on NEP 2020. <p>Unit II: Conceptual Framework</p> <ul style="list-style-type: none"> • Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit III: Types of Teaching Education programs

- In-service Teacher Education
- Pre-service Teachers Education
- Distance Education and refresher course
- Training of Educational Administrators, Class test/tutorial
- Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Issues, concerns and problems of pre-service & in-service teacher education
- 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.
- Split Model followed in in-service training of teachers under SSA

Unit IV: Teachers and Teaching Profession

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

Module 2: (30 marks)

Unit-V: Teacher Education Curriculum

- Teacher Education curriculum at different stages.
- Patterns of student teaching ó Internship, Block teaching, teaching practice
- Techniques of Teachersø Training ó Core teaching,
- Microteaching and intersection Analysis
- Evaluation of student teaching
- Taxonomy of teacher Education
- NCFTE 2014

	<p>Unit VI: Assessment and Evaluation in Pre-Service and In-Service Teacher Education</p> <ul style="list-style-type: none"> • 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. • Assessment in Andragogy of Education - Interaction Analysis: FlandersøInteraction analysis, Gallowayø 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). • CCE in Teacher Education, CBCS in teacher education • Evaluation of school experience/internship programmes, Assessment of teaching proficiency: criterion, tools and techniques. • 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 <p>Unit VII: Issues in Teacher Education</p> <ul style="list-style-type: none"> • Issues and problems of Teacher Education • Suggestions for improving the conditions of Teacher Education with special reference to NPE-1986 and NCFTE-2009, 2014 • Total Quality Management (TQM) • Teacher effectiveness- concept and components <p>Unit VIII: Agencies of Teacher Education</p> <ul style="list-style-type: none"> • National Agency: UGC (University Grants Commission), NIEPA, NCTE, RIE and NCERT, Human Resource Development Centers (HRDCs) • State level Agencies- DIET and SCERT, State Institute of Education (SIEs), IASEs.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Project, Observation
Practicum	<ul style="list-style-type: none"> • A survey of the different types of educational research conducted in the area of Teacher Education during the last three years on any one of the following: <ul style="list-style-type: none"> É Schoolteachers É higher education teachers É teacher educators • An evaluative report on the role of NCTE in

	<p>improving the standards and quality of teacher education</p> <ul style="list-style-type: none"> • A project on the correlation between professional competencies of a secondary school teacher and the application of any one of the skills of teaching: <ul style="list-style-type: none"> É Introduction É Explanation É Use of Blackboard É Use of other teaching aids É Questioning É Closer • Prepare and use a Peer Group Observation Proforma on a teaching skills of a peer during a micro-teaching session and provide suggestions and feedback
<p>Readings</p>	<ul style="list-style-type: none"> • Aggarwal, J.C. (1989). <i>Educational and Vocational Guidance and Counselling</i>, Doaba House; Delhi • Aggarwal, J.C. (1998). <i>Career Information in Career Guidance: Theory and Practice</i>, Doaba House, Delhi. • Bond, Tim (2010). <i>Standards and Ethics for Counselling in Action</i>, SAGE Publications. • Burnard, Philip (2002). <i>Counselling Skills Training (A Sourcebook of Activities for Trainers)</i>, Viva Books Private Limited. • Cochran, Larry (1997). <i>Career Counselling: A Narrative Approach</i>, SAGE Publications • Crow, Lester D. & Crow, Alice (1962). <i>An Introduction to Guidance: basic principles and practices</i>, Eurasia publishing House (p) LTD, New Delhi. • Dev, Kapil (2006). <i>Educational Counselling</i>, Pragun Publications, New Delhi • Gibson, Robert L. & Mitchell, Marianne H. (2012). <i>Introduction to Guidance and Counselling</i>, Prentice Hall of India, New Delhi. • Gupta, Manju (2003). <i>Effective Guidance & Counselling modern Methods and Techniques</i>, Mangal Deep Publications, India. • Kinra, Asha K. (2012). <i>Guidance and Counselling</i>, Pearson Publication. • Kochhar, S.K. (2010). <i>Educational and Vocational Guidance in Secondary Schools</i>, Sterling Publishers, New Delhi. • Kottler, Jeffery A. & Shepard, David S. (2009). <i>Counselling Theories and Practices</i>, CENGAGE Learning.

	<ul style="list-style-type: none"> ● Lakshmi, K. S. (2006). <i>Encyclopaedia of Guidance and Counselling (Part– I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling / Part – III: Social Guidance and Counselling / Part – IV: Personal and Vocational Counselling)</i>, A Mittal Publications, New Delhi. ● McLeod, John (2008). <i>An Introduction to Counselling</i>, Rawat Publications. ● McLeod, John (2013). <i>Person - Centered Counselling in Action</i>, SAGE Publications. ● Nag, Dr. Subir (2012-13). <i>Counselling and Guidance</i>, Rita Publication, Kolkata. ● Nathan, Robert & Hill, Linda (2012). <i>Career Counselling</i>, SAGE Publications. ● Nelson-Jones, Richard (2008). <i>Basic Counselling Skills, A Helper's Manual</i>, SAGE Publications India Pvt. Ltd. ● Rao, S. Narayana & Sahajpal, Prem (2013). <i>Counselling and Guidance</i>, McGraw Hill Education, New Delhi. ● Sharma, Ramnath and Sharma, Rachana (2007). <i>Guidance and Counselling in India</i>, Atlantic Publishers and Distributors, New Delhi. ● Srivastava, Sushil Kumar (2007). <i>Career Counselling</i>, ATLANTIC Publishers & Distributors (P) LTD. ● Choudhury, Mohamad & Islam, Mo. Aminul (2014). <i>Counselling Psychology</i>, Mostafa Prakashani, Dhaka. ● Ghosh, Dr. Sanat Kumar, <i>Shikshay Sangati-Asangati Ebong Nirdeshana</i>, ● Nag, Dr. Subir & Datta, Dr. Gargi. <i>Sangati Bidhane Nirdeshana O Paramarshadan (Guidance and Counselling in Adjustment)</i>, Rita Book Agency. ● Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. <i>Byatikramdharmi Shishu</i>, Maola Brothers, Dhaka. ● Pal, Debashis (2001). <i>Shikshay O Brittite Nirdeshana</i>, Central Library. ● Pal, Debashis. <i>Nirdeshana O Paramarsha</i>, Central Library, Kolkata
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions:

	<ul style="list-style-type: none"> Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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Semester	IV
Paper Number	
No. of credits	6
Paper Title	MAEDCR44: Dissertation Report
Theory/ Composite	PRACTICUM
No. of periods assigned per week	6
Course descriptive/ objective	<p>On completion of this course, the students will be able to:</p> <ul style="list-style-type: none"> <i>To orient students to develop a positive attitude towards educational research.</i> <i>To enable students to identify the research problem/topic.</i> <i>To help students to formulate research questions, objectives, hypotheses etc.</i> <i>To enable students to make a research design or an actual plan of work.</i> <i>To orient students with the techniques of field survey and collecting information from different sources.</i> <i>To enable students to analysis data/information quantitatively and qualitatively and to interpret the same</i>

	<ul style="list-style-type: none"> To acquaint students with the documentation procedure of the project report. 		
Syllabus	Preparation of Dissertation Report with Title, Significance of the study, brief review of related studies, research question/objectives/hypotheses, study design, analysis, interpretation, discussion, and educational implication (Follow APA).		
Evaluation		Internal	External
	Dissertation Report Preparation	25	25
	viva-voce	25	25
	Total	100	
	Dissertation: Guideline 1. Dissertation work shall commence from semester III and shall be completed by the end of semester IV. 2. The candidate shall have to carry out research study, under supervision of a faculty in the department as allotted by the Department of Education of the institute. 3. The candidate shall have to complete the dissertation on a research study characterized by discovery of facts from the area of his/her specialization. 4. The candidate shall have to submit 3 typed copies of the dissertation duly certified by the supervisor/Guide before commencement of their examination. 5. Each dissertation shall have declaration by the candidate that the dissertation consists of the result of his/her own work and a certificate from the supervisor to the effect that the dissertation is the candidates own work. 6. The dissertation shall be examined out of 100 marks by two examiners (internal and external) who shall conduct the viva voce jointly and submit the assigned marks to the Controller of Examinations		

Semester	IV
Paper Number	
No. of credits	6
Paper Title	MAEDGE45: Fundamentals of Education (for the students of departments of the college other than the Department of Education)
Theory/ Composite	Composite
No. of periods assigned per week	6

<p>Course descriptive/ objective</p>	<p>On completion of this course, it is expected that the students will be able to</p> <ul style="list-style-type: none"> • <i>Understand the concept, objectives and characteristics of teaching</i> • <i>Justify the requirement of teaching at different levels</i> • <i>Explain the characteristics of adolescent and adult learners</i> • <i>List the factors affecting teaching</i> • <i>Explain the basic features, merit and delimitations of the different methods of teaching</i> • <i>Understand the different types of evaluation systems</i> • <i>Understand the meaning, types and characteristics of communication</i> • <i>Understand and differentiate the various types and approaches of research</i> • <i>Write thesis/article maintaining the format and styles of referencing</i> • <i>Identify the source of data and classify the data</i> • <i>Choose the right graphical representation to be used</i> • <i>Recall and explain the aims of education</i> • <i>Understand the various issues related to Education</i> • <i>Explain the importance of Information and Communication Technology in education</i>
<p>Syllabus</p>	<p>Module 1</p> <p>Unit I: Teaching Aptitude- 1</p> <ul style="list-style-type: none"> • Teaching: Concept, objectives, levels of teaching (memory, understanding and reflective), characteristics and basic requirements • Learner's characteristics: Characteristics of adolescent and adult learners (academic, social, emotional and cognitive), individual differences • Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning environment and Institution <p>Unit II: Teaching Aptitude- 2</p> <ul style="list-style-type: none"> • Methods of teaching in institutions of higher learning: Teacher centred vs. learner centred methods; offline vs. online methods (Swayam, Swayamprabha, MOOCs etc.). • Teaching support system: Traditional, modern and ICT based • Evaluation systems: Elements and types of evaluation, evaluation in Choice Based Credit System in higher education, computer-based testing, innovations in evaluation systems <p>Unit III: Learning and Teaching</p>

	<ul style="list-style-type: none"> • Definition: Learning • Types of Learning, Types of Teaching • Transfer of Learning • Skills of Teaching <p>Unit IV: Communication</p> <ul style="list-style-type: none"> • Communication: Meaning, types and characteristics of communication • Effective communication: verbal and non-verbal, inter-cultural and group communications, classroom communication • Barriers to effective communication • Mass-media and society <p>Module 2</p> <p>Unit V: Research Aptitude</p> <ul style="list-style-type: none"> • Research: Meaning, types, and characteristics and post-positivistic approach to research • Methods of Research: Experimental, Descriptive, Historical, Qualitative and Quantitative methods • Steps of research • Thesis and article writing: Format and styles of referencing <p>Unit VI: Data Interpretation</p> <ul style="list-style-type: none"> • Sources, acquisition, and classification of data • Quantitative and qualitative data • Graphical representation (bar-chart, histograms, pie-chart, table-chart and line-chart) and mapping of data • Data interpretation <p>Unit VII: Sociological bases of Education:</p> <ul style="list-style-type: none"> • Aims of Education: Personal and Social aim • Social issues in Education óglobalization, multiculturalism, secularism, education for sustainable development. • Nationalism, universalism and secularism ó their interrelationship with education. <p>Unit VIII: Information and Communication Technology (ICT)</p> <ul style="list-style-type: none"> • ICT: General abbreviations and terminology • Basics of Internet, Intranet, E-mail, Audio and Video-conferencing • Digital initiatives in Higher Education • ICT and Governance
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Seminar, Observation
Practicum	A seminar on any one of the following topics: <ul style="list-style-type: none"> • The Personal and Social Aims of Education from the perspective of the PG Course the student is presently

	<ul style="list-style-type: none"> • pursuing • Digital initiatives in Higher Education from the perspective of the PG Course the student is presently pursuing • The importance of Quantitative and Qualitative Data from the perspective of the PG Course the student is presently pursuing • Educational implications of any one method of Educational Research (Experimental/Historical/Descriptive) on the study of a topic from the perspective of the PG Course the student is presently pursuing • Teaching the Adolescent a particular topic from the PG Course the student is presently pursuing
Readings	<ul style="list-style-type: none"> • Mohanty, J. (2001). <i>Educational Technology</i>. New Delhi: Deep & Deep Publication. • Pachauri, S. C. (2011). <i>Educational technology</i>. New Delhi: APH Publishing • Bhushan, A. & Ahuja, M. (2003). <i>Educational Technology; Theory & Practice (2nd Edition)</i>. Patiala: Bawa Publications. • Dahiya, S.S. (2008). <i>Educational technology: towards better teaches preference</i>. Delhi: Shirpa Publication. • Das, R.C. (1993). <i>Educational Technology: A Basic Text</i>. New Delhi: Sterling Publishers Private Limited. • Woolfolk, A (2009) <i>Educational psychology</i>, (12th Edition). Singapore: Pearson Education Inc. • Mangal, S.K. (2012). <i>Advanced Educational Psychology</i>. Prentice Hall India Learning Private Limited, India • Mangal, S.K. (2012). <i>Essentials of Education Psychology</i>. Prentice Hall India Learning Private Limited, India • Aggarwal, J.C. (1985). <i>Philosophical and sociological bases of education</i>. New Delhi: Vikas Publishing House Pvt. Ltd. • Aikara, J. (2004). <i>Education-Sociological Perspective</i>, New Delhi, Rawat Publications. • Dhiman, O.P. (2008). <i>Foundations of education</i>. Lucknow: Atma Ram & Sons. • Durkheim (1956). <i>Education and sociology</i>. The free Press • Hemalatha, T. (2002). <i>Sociological Foundations of Education</i>, New Delhi, Kanishka publications • Best, J. W. & Kahn, J.V. (2008). <i>Research in Education</i>, (10th edition), Prentice Hall Inc, New Delhi. • Kerlinger, F. N. (1978). <i>Foundation of Behavioural Research</i>, Surjeet Publications, Delhi. • Kothari, C. R. <i>Research methodology</i>: New Age Publications • Koul, Lokesh (1997). <i>Methodology of Educational Research</i>. (3rd revised edn). New Delhi: Vikas Publishing House.

	<ul style="list-style-type: none"> Garrett, H.E. (1982). Statistics in Psychology and Education. California, USA: Greenwood Press Guilford, J.P. (1965). Fundamental Statistics in Psychology and Education, New York: McGraw-Hill
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>

Semester	IV
Paper Number	
No. of credits	6
Paper Title	MAEDGE46: Scenario of Education in India (for the students of departments of the college other than the Department of Education)
Theory/ Composite	COMPOSITE
No. of periods assigned per week	6
Course descriptive/ objective	On completion of this course, it is expected that the students will be able to <ul style="list-style-type: none"> <i>Explain the federal structure of India and the responsibility of the government at different levels</i> <i>Explain the education pattern of India and status of different stages of Education</i> <i>Explain and justify the need of various types of education in India</i> <i>Evaluate the importance of different modes of education</i>

	<ul style="list-style-type: none"> • <i>Analyse the various problems related with education and prescribe remedies for the same</i> • <i>Acquire knowledge of recommendations of various commissions after independence, policies and monitoring agencies on education</i> • <i>Acquire knowledge of Government initiatives for improving quality and quantity of education and research</i>
<p>Syllabus</p>	<p>Module 1</p> <p>Unit I: Federal Structure in India and Education</p> <ul style="list-style-type: none"> • Parliamentary Democratic System • Shared Responsibility of Central and State Government • Role of Local Government and Institutions • Agencies of Education: Home, School, Media, Community <p>Unit II: National Education Pattern and Status of different Stages of Education</p> <ul style="list-style-type: none"> • National Education Pattern: Past and Present • Status of different Stages of Education: Elementary Education, Secondary Education, Higher Education <p>Unit III: Various Types and Modes of Education</p> <ul style="list-style-type: none"> • Various Types of Education: Academic, Professional and Vocational and Technical • Formal, Non-formal, Informal Education • Modes of Education: Regular Mode, Distance Mode with special emphasis to NIOS and IGNOU <p>Unit IV: Problems of Education in India and its remedies</p> <ul style="list-style-type: none"> • Quality and Quantity • Social Stratification and Education • Unemployment • Poverty • Population explosion <p>Module 2</p> <p>Unit V: Recommendations of Various Commissions after Independence</p> <ul style="list-style-type: none"> • Indian University Commission(1948-49) • Secondary Education Commission(1952-53) • Indian Education Commission(1964-66) • National Policy of Education(1986, POA 1992) • NEP 2020 <p>Unit VI: Policies on Education</p> <ul style="list-style-type: none"> • SSA • RTE (2009)

	<ul style="list-style-type: none"> • NCF (2005) • RMSA • RUSA <p>Unit VII: Monitoring agencies of Education</p> <ul style="list-style-type: none"> • UGC • NAAC • NCTE • NCERT • Recommendations of NEP-2020 on monitoring agencies <p>Unit VIII: Contemporary issues in Education</p> <ul style="list-style-type: none"> • Sustainable Development Goals and role of India • Globalisation and Privatisation of education • Government initiatives for improving quality and quantity of education and research: SWAYAM, SWAYAM PRABHA, IMPRINT, Uchhatar Avishkar Yojana (UAY) schemes, IMPRESS, STRIDE, Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT) and others
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Project, Observation
Practicum	<p>A report on any one of the following topics:</p> <ul style="list-style-type: none"> • Privatization of Education and its merits and demerits • The present role of the UGC in maintaining the standards and quality of Higher Education • The impact of the Right to Education, 2009 • A critical evaluation of NEP 2020 • Role of any one of the Agencies of Education on the learner
Readings	<ul style="list-style-type: none"> • Derek A. Neal (2018) Information, Incentives, and Education Policy. Harvard University Press. • J.C. Aggarwal (2019) Development of Education System in India. Shipra Publications, Delhi • J.C. Aggarwal (2016) Education Policy in India: 1992 and Review 2000 and 2005. Shipra Publications, Delhi • N V Varghese, Madhumita Bandyopadhyay(Ed.)-A NIEPA Publication Education, Democracy and Development: Equity and Inclusion. Shipra Publications, Delhi • Noushad Husain, MANUU College Right To Education: Retrospect and Prospects, Shipra Publications, Delhi • Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi • Naik J. P. (1997). The Education Commission and After. A. P. H Publishing Corporation. • Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi • Report of the Indian University Commission(1948-49) • Report of the Secondary Education Commission(1952-53)

	<ul style="list-style-type: none"> • Report of the Education Commission (1964-66). • Report on RMSA https://www.education.gov.in/hi/sites/upload_files/mhrd/files/upload_document/JRM1.pdf • Report on RMSA http://planipolis.iiep.unesco.org/sites/planipolis/files/ressources/india_scheme_secondary_education.pdf • Report on RUSA https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final090913.pdf • RTE ACT 2009: The Gadget of India https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf • National Policy of Education 1986/1992. • National Education Policy 2020 https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf • National Curriculum Framework on school education, 2005 • Pathak, Avijit (2002), Social Implications of Schooling, Rainbow Publishers, Delhi • NEUPA (2014) India: Education for All ó Towards Quality with Equity. NEUPA, MHRD, New Delhi
Evaluation	<p>Practicum: 20 Marks Continuous Internal Assessment: 20 marks End- Semester Theory Examination: 60 marks</p>
Paper Structure for End Semester	<p>Full Marks: 60 Time: 3 Hours Common Instructions:</p> <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 =10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>