


RAJIV GANDHI UNIVERSITY

SYLLABUS FOR BACHELOR OF ARTS IN EDUCATION PROGRAMME (CHOICE BASED CREDIT SYSTEM)



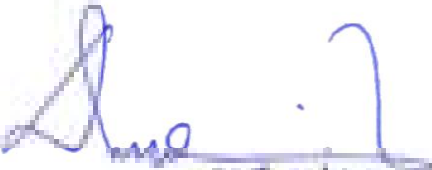
**RAJIV GANDHI UNIVERSITY
RONO HILLS: DOIMUKH
ITANAGAR
ARUNACHAL PRADESH**


05/7/2021
राजु गजरीन (अधीन) (अधीन)
A. Registrar (Acad. & Coord.)
Rajiv Gandhi University
Rono Hills, Doimukh (A.P.)

B.A (Education) Honours
(Under CBCS)

PREAMBLE

The closing decade of the last millennium witnessed quite a few significant developments in the study of education, including teacher education. The Reports of the Curriculum Development Center in Education set up by University Grants Commission appeared in 1989 and 1990. “The Programme of Action, 1992” based on modified National Policy on Education–1986, attempted to give a concrete shape and practical thrust to the recommendations of the CAGE Committee on Policy (July 1991) and the Janardhana Reddy Committee (January, 1992). The National Council of Educational Research and Training (NCERT) released in January 2000 a ‘Discussion Document’ on “National Curriculum Framework”. The debate initiated by this Discussion Document led to a variety of reactions as well as suggestions that resulted in the final document, “National Curriculum Framework for School Education” in November, 2000. The NCERT Framework – 2000 views curriculum as a device to achieve national goals through the medium of educational experiences. While it tried to grapple with various curricular issues, it took stock of instructional time and the Open Learning System that was meant to take education to the learners’ doorsteps. Needless to say that translating the recommendations of the NCERT’s National Curriculum Framework and attainment of the societal and educational vision that informs it throughout would be impossible without due support from the education system. Our formal education system has been essentially a reactive rather than a proactive one. Instead of visualizing the future and providing for it, Indian education has been content to be a follower of changes in various sectors in India as well as elsewhere. Newer technologies like internet, telematics, World Wide Web, e-mail and now e - commerce are impacting education. Private initiative in higher education is readily willing to embrace what the formal system has so far been skeptical about. The challenges and problems of harnessing India’s pluralism for national development also await our attention. ‘Unity in diversity’ is yet to become a living faith in our society. Our rich social collage should not only strengthen ‘Unity in diversity’ but also allow a thousand flowers to bloom through socio-emotional unity underlying our social psyche.



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Rajiv Gandhi University
Roorkee Hills, Coimbatore (A.P.)

**B.A (Education) Honours
(Under CBCS)**

Programme Objectives:

After completion of the programme, the learner will be able to:

1. Understand the basic elements of Education and development of education in North East India.
2. Familiarize with the foundations of Education and elements of educational psychology with a view to modify the behavior in desired manner.
3. Enhance the abilities in communicative English/Hindi or Environmental Science
4. Analyze various component of teaching learning process and problems of Indian education.
5. Enhance skills in language education and teaching at elementary level.
6. Acquaint with various approaches and trends of educational technology and understand the development of curriculum as well as tools and techniques of educational measurement and evaluation.
7. Develop strategies for assessment and computational skills in elementary statistics.
8. Analyze challenges and issues in higher education
9. Know the concept, services and techniques of Guidance and Counseling
10. Analyze gender issues and promote gender equality in the domain of education.
11. Develop eco-friendly attitude and strengthen environmental values.
12. Develop desired behavior holistically in all domains of education.



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प्रो. राजेश (अधीन) (सं. सं. सं.)
J. Rajesh (Asst. & Cont.)
Rajiv Gandhi University
Roni Hills, Dibrugarh (A.P.)

B.A (Education) Honours
(Under CBCS)

Programme Outcomes:

After completion of the programme, the learner will be able to:

1. Explain the basic elements of Education and development of education in North East India.
2. Elucidate the foundations of Education and elements of educational psychology with a view to modify the behavior in desired manner.
3. Enhance the abilities in communicative English/Hindi or Environmental Science
4. Analyze various component of teaching learning process and problems of Indian education.
5. Enhance skills in language education and teaching at elementary level.
6. Analyze various approaches and trends of educational technology and explain the development of curriculum as well as tools and techniques of educational measurement and evaluation.
7. Develop strategies for assessment and computational skills in elementary statistics.
8. Analyze challenges and issues in higher education
9. Discuss the concept, services and techniques of Guidance and Counseling
10. Analyze gender issues and promote gender equality in the domain of education.
11. Develop eco-friendly attitude and strengthen environmental values.
12. Develop desired behavior holistically in all domains of education.


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A. Rajaguru (Asst. Prof.)
A. Rajaguru (Asst. Prof.)
Rajiv Gandhi University
(Hons) B.A. Education (A.P.)

PROGRAMME STRUCTURE

B.A (Education) Honours

(Under CBCS)

Semester	Core Course(CC) 14 Papers	Ability Enhancement Compulsory Course(AECC) 2 papers	Skill Enhancement Course(SEC) 2 papers	Elective: Discipline Specific Elective(DSE) 4 Papers	Elective: Generic Elective(GE) 4 Papers	Semester wise Total credits
I	EDU-C-111 (6 Credit) EDU-C-112 (6 Credit)	ENG-A-111 or HIN-A-111 (4 Credit)			EDU G-113 (6 Credit) EDU G-114 (6 Credit)	22 Credit
II	EDU-C-121 (6 Credit) EDU-C-122 (6 Credit)	EVS-A-121 (4 Credit)			EDU G-123 (6 Credit) EDU G-124 (6 Credit)	22 Credit
III	EDU-C-211 (6 Credit) EDU-C-212 (6 Credit) EDU-C-213 (6 Credit)		EDU-S-214 (4Credit)		EDU G-215 (6 Credit) EDU G-216 (6 Credit)	28 Credit
IV	EDU-C- 221 (6 Credit) EDU-C- 222 (6 Credit) EDU-C-223 (6 Credit)		EDU-S-224 (4 Credit)		EDU G-225 (6 Credit) EDU G-226 (6 Credit)	28 Credit
V	EDU-C-311 (6 Credit) EDU-C-312 (6 Credit)			EDU-D-313 (6 Credit) EDU-D-314 (6 Credit) EDU-D-315 (6 Credit) EDU-D-316 (6 Credit)		24 Credit
VI	EDU-C- 321 (6 Credit) EDU-C- 322 (6 Credit)			EDU-D-323 (6 Credit) EDU-D-324 (6 Credit) EDU-D-325 (6 Credit) EDU-D-326 (6 Credit)		24 Credit

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Dr. Jyoti Chavhan (Assistant Prof. & Head)
Jyoti Chavhan (Assistant Prof. & Head)
A. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Pune-411, Maharashtra (M.P.)

BA(Education Honours) Semester-I

Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-111	Elements of Education	6	5:1:0	20	80	100
EDU-C-112	Development of Education in North East India	6	5:1:0	20	80	100
ENG-A-111/ HIN-A-111	Communicative English/Hindi Shikshan	4	3:1:0	20	80	100
EDU-G-113	Students Opt from other Discipline <i>Elements of Education</i> (For Other students)	6	5:1:0	20	80	100
EDU-G-114	Students Opt from other Discipline Development of Education in North East India (For Other students)	6	5:1:0	20	80	100

BA(Education Honours) Semester-II


Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-121	Foundations of Education	6	5:1:0	20	80	100
EDU-C-122	Educational Psychology	6	5:1:0	20	80	100
EVS-A-121	Environmental Studies	4	3:1:0	20	80	100
EDU-G-123	Students Opt from other Discipline <i>Foundations of Education</i> (For Other Students)	6	5:1:0	20	80	100
EDU-G-124	Students Opt from other Discipline Educational Psychology (For Other Students)	6	5:1:0	20	80	100

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BA(Education Honours) Semester-III						
Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-211	Teaching Learning Process	6	5:1:0	20	80	100
EDU-C-212	Indian Education and its Problem	6	5:1:0	20	80	100
EDU-C-213	Language Education	6	5:1:0	20	80	100
EDU-S-214	Teaching at Elementary Level	4	2:0:2	10	40	50
EDU-G-215	Students Opt from other Discipline <i>Teaching Learning Process</i> (For Other Students)	6	5:1:0	20	80	100
EDU-G-216	Students Opt from other Discipline Indian Education and its Problem (For Other Students)	6	5:1:0	20	80	100
BA(Education Honours) Semester-IV						
Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-221	Educational Technology	6	5:1:0	20	80	100
EDU-C-222	Curriculum Development	6	5:1:0	20	80	100
EDU-C-223	Educational Measurement and Evaluation	6	5:1:0	20	80	100
EDU-S-224	Human Rights	4	2:0:2	10	40	50
EDU-G-225	Students Opt from other Discipline <i>Educational Technology</i> (For Other Students)	6	5:1:0	20	80	100
EDU-G-226	Students Opt from other Discipline Curriculum Development (For Other Students)	6	5:1:0	20	80	100

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BA (Education Honours) Semester-V						
Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-311	Assessment for Learning	6	5:1:0	20	80	100
EDU-C-312	Elementary Statistics in Education	6	5:1:0	20	80	100
EDU-D-313/ EDU-D-314	(Opt any one from the given paper) Environmental Education Vocational education	6	5:1:0	20	80	100
EDU-D-315/ EDU-D-316	(Opt any one from the given paper) Gender Education Population education	6	5:1:0	20	80	100
BA(Education Honours) Semester-VI						
Course Code	Course Title	Credits	L:T:P	Internal Marks	External Examinations (Theory / Practical)	Total
EDU-C-321	Higher Education	6	5:1:0	20	80	100
EDU-C-322	Guidance and Counseling	6	5:1:0	20	80	100
EDU-D-323/ EDU-D-324	(Opt any one from the given paper) Adult and Continuing Education/ Educational Administration and Supervision	6	5:1:0	20	80	100
EDU-D-325/ EDU-D-326	(Opt any one from the given paper) Inclusive education Teacher Education	6	5:1:0	20	80	100


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 Raipur Santhi University

EDUCATION
B.A. Semester – I (Core Course)
Paper Code: EDU-C-111
Title of the Paper: Elements of Education
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the concept and aims of education.
2. To familiarize the students with the educational management.
3. To know the elements of educational psychology.
4. To understand the concept of educational technology and curriculum.
5. To understand the concept of environmental education and sustainable development.

Course Contents

Unit-I: Concept and Aims of education.

- Meaning, Nature and Functions of Education.
- Scope and Aims of Education
- Types of Education: Formal, Non-Formal and Informal Education

Unit-II: Educational Management

- Meaning, Nature and Scope of Management.
- Educational Management-Its Meaning, Objectives and Principles.
- Salient features of educational Institution.

Unit-III: Educational Psychology

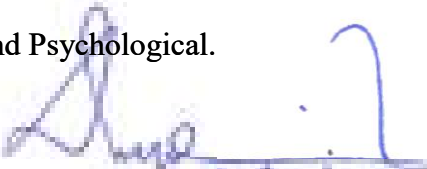
- Meaning, Nature and Scope of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Stages of Human Development- Infancy, Childhood, Adolescence and adulthood.

Unit-IV: Concept of Educational Technology.

- Meaning, nature and scope of Educational Technology.
- Approaches of Educational Technology: Hardware, Software and System Approach.
- Limitations of Educational Technology with reference to India.

Unit-V: Conceptual Framework of Curriculum.

- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Sociological and Psychological.


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Unit-VI: Environmental Education and Sustainable Development

- Concept and Types of Environment
- Meaning, Nature and Aims of Environmental Education
- Concept of Sustainable Development
- Relationship between Sustainable Development and Environmental Education
- Environmental Conservation: Public Awareness and Environmental Ethics

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept and aims of education.
2. Define the educational management.
3. Illustrate the elements of educational psychology.
4. List out the essential elements of educational technology and curriculum.
5. State the concept of environmental education and sustainable development

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any given topic from the syllabus.
2. Conduct awareness programme on any emerging environmental related issues and submit a report.

Evaluation Scheme:

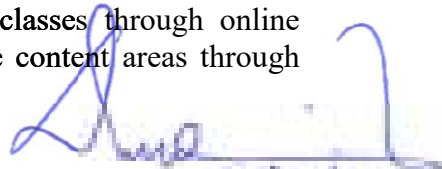
Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.


Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.


05/7/2021
संयुक्त प्रशासिक (शैक्षणिक एवं सम्बन्धी)
ज. प्रशासक (अ.प्र. & कॉ.प्र.)
महाराष्ट्र शासक
राजीव गांधी विश्वविद्यालय

References :

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Chauhan, S.S. (1978). Advanced Educational Psychology, Vikash Publishing, House Pvt. Ltd., New Delhi.
3. Kundu, C.L. & D.N. Tutto (1971). Educational Psychology, Sterling Publishers(P) Ltd., New Delhi.
4. R.S. Pandey (2020). Principles of Education Shri Vinod Pustak Mandir, Agra
5. Brubacher, J.S (1969), Modern Philosophies of Education, Mc Graw Hill Co., New York.
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7. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi
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05/7/2021
प्रमुख उपस्थिति (विद्यार्थी के सम्मेलन)
प्रमुख एवं प्रोफेसर
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Roorkee Hills, Dehradun (A.P.)

cept, need & problems.

- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.

Unit-V: Higher Education in North – East India

- Historical Development of Higher Education in North East India
- RUSA and Policies on Higher Education
- Equity, Excellence and Expansion in Higher Education in North East India
- Problems of Higher Education in North East India

Unit – VI: Current Trends of Education in North East India

- Basic features of Samagra Shiksha Abhiyan, RMSA, RUSA (Status of Implementation in North East India)
- RTE Act 2009, National Adult Education Programme (NAEP), National Literacy Mission (NLM), Beti Bacho Beti Padhao (BBBP)

Expected Learning Outcomes:

The learners will be able to:

1. Explain the educational development in India before and after independence.
2. Explore about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
3. Elucidate the status of elementary education in North-East India.
4. Summarise the status of secondary education in North-East India.
5. Reflect on the status of higher education in North-East India.
6. Analyse the current trends of Indian education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write assignment on any one topic given by the teacher from the syllabus
2. Visit one government schools from the locality and write a report on the problems faced by teachers and students.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each-carrying

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 05/7/2023
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15 marks. The duration of theory paper shall be three hours.

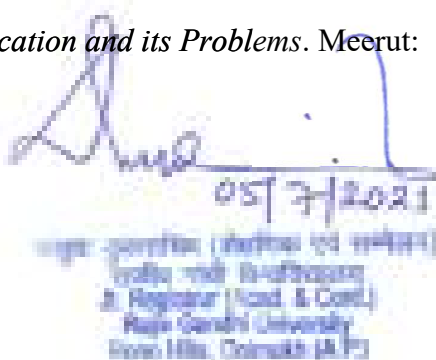
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Note:

3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.


References:

1. Altekar (1957). *Ancient Indian Education*, Varansi: Nanda Kishore Bros.
2. Agarwal, J.C. and Agarwal, S.P. (1987). *Vocational Education in India: Why What and How*, New Delhi: Doaba House.
3. Biswas, A. and Agarwal, S.P. (1986). *Problems of Indian Education*. Agra: Vinod Pustak mandir.
4. Chaube, S.P. (1987). *Problems of Indian Education*, Agra: VinodPustakMandi.
5. Das, S.KI. *Educational system of the Ancient Hindus*, Gian Pub. House, N. Delhi.7.
6. Debi, Renu (1987). *Progress of Education in Assam*, Guwahati: Omsons Pub.
7. Lal & Sinha (2007). *Development of Indian Education and Its Problems*, Meerut: Lall Book Depot
8. Jaffar, S.M (1972). *Education in Muslim India*, Delhi.
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10. Mukherjee, S.N.(1955). *History of Education in India*, Baroda: Acharya Book Depot.
11. National Policy on Education, 2020, MHRD, Govt. of India
12. Nurullah and Naik (1951). *History of Indian Education* (large edition) McMillan & Co.
13. Parulekar, R.V. *A source of History of Education*.
14. Raman B.L. Sinha. G.N. *Development of Indian Education and its Problems*. Meerut: R.L. Book Depot.
15. RTE Act, 2009. Govt. of India.



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16. Sharma, I. & Sharma N.R. *History and Problems of Indian Education*, Agra: Vinod Pushtak Mandir.
17. Shivarundrappa, G. (1988). *Vocationalisation of Education*, Bombay: Himalaya Publishing House.
18. Shukla, P.D. (1984). *Towards New Pattern of Education in India*, N. Delhi: Sterling Publishers.
19. Sen, J.M. *History of Elementary Education in India*
20. Tiwari, R.P. *Problems of education of Education in North Eastern Region*, Ludhiana: Prakash Brothers.
21. Vedmitra (1967). *Education in Aancient India*, New Delhi: Arya Book Depot, Kerolbag.


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Dr. Jyoti Chavhan (Ph.D. in Education)
Asst. Prof. & Head of Department
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Rajawade Sanshodhan Mandal
Pune-411 004, Maharashtra (India)

EDUCATION
B.A. Semester – I (Generic Elective Course)
Paper Code: EDU-G-113
Title of the Paper: Elements of Education
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the concept and aims of education.
2. To familiarize the students with the educational management.
3. To know the elements of educational psychology.
4. To understand the concept of educational technology and curriculum.
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Unit-III: Educational Psychology

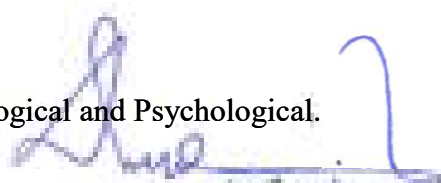
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Unit-VI: Environmental Education and Sustainable Development

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- Environmental Conservation: Public Awareness and Environmental Ethics

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Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any given topic from the syllabus.
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Evaluation Scheme:

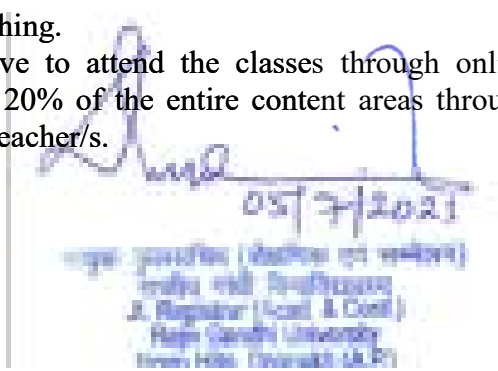
Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.


Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.


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References :

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Chauhan, S.S. (1978). Advanced Educational Psychology, Vikash Publishing, House Pvt. Ltd., New Delhi.
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राधा गान्धी विश्वविद्यालय
ए. रेजिस्ट्रार (अकाद. & कौशल)
राधा गान्धी विश्वविद्यालय
फ्लोर-III, टोलुका (A.P.)

EDUCATION
B.A. Semester – I (Generic Elective Course)
Paper Code: EDU-G-114
Title of the Paper: Development of Education in North East India
(Under CBCS)

Learning Objectives:

7. To acquaint students with educational development in India before and after independence.
8. To familiarize the students about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
9. To know the status of elementary education in North-East India.
10. To know the status of secondary education in North-East India.
11. To understand the status of higher education in North-East India.
12. To analyse the current trends of Indian education.

Course Content:

Unit – I: Educational Development in India and North East India

- Educational Development in India before and after independence
- Educational development in North East India before and after Independence
- Educational development in Arunachal Pradesh.


Unit – II: Diversity of North-East India and Demand for Education

- Nature of diversity (regional, language, religion, caste and tribes)
- Demand of Education and diverse nature of society.
- Constitutional provisions for education: constitutional values related to discrimination, rights, duties, special provisions for marginalized groups and concurrent listed program.

Unit – III: Elementary Education in North-East India

- Universalisation of Elementary Education (UEE) and SSA.
- Educational Commissions, Policies and reports with a focus on elementary education (Secondary Education Commission, Kothari Commission and NPE – 2020).

Unit – IV: Secondary Education in North-East India


05/7/2021
A. Prasad (Head & Co-Ord.)
A. Prasad (Head & Co-Ord.)
A. Prasad (Head & Co-Ord.)

- Vocationalisation of Education at secondary stage: concept, need & problems.
- RMSA and policies on secondary education
- Problems of secondary education in North-East India.
- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.

Unit-V: Higher Education in North – East India

- Historical Development of Higher Education in North East India
- RUSA and Policies on Higher Education
- Equity, Excellence and Expansion in Higher Education in North East India
- Problems of Higher Education in North East India

Unit – VI: Current Trends of Education in North East India

- Basic features of Samagra Shiksha Abhiyan, RMSA, RUSA (Status of Implementation in North East India)
- RTE Act 2009, National Adult Education Programme (NAEP), National Literacy Mission (NLM), Beti Bacho Beti Padhao (BBBP)

Expected Learning Outcomes:

The learners will be able to:

7. Explain the educational development in India before and after independence.
8. Explore about diversity of North-East India and constitutional provisions for education in general and for marginalized groups/communities in particular.
9. Elucidate the status of elementary education in North-East India.
10. Summarise the status of secondary education in North-East India.
11. Reflect on the status of higher education in North-East India.
12. Analyse the current trends of Indian education.

Mode of Transaction: Lecture, Lecture cum Discussion

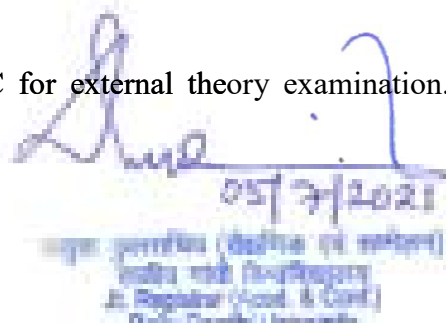
Practicum/ Assignment (Any one):

1. Write assignment on any one topic given by the teacher from the syllabus
2. Visit one government schools from the locality and write a report on the problems faced by teachers and students.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination.


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Registrar (Exam. & Eval.)
J. Registrar (Exam. & Eval.)
M. Registrar (Exam. & Eval.)

Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

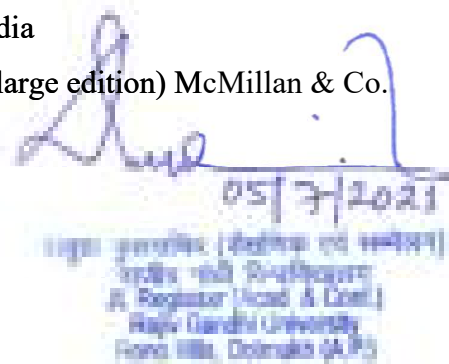
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Altekar (1957). *Ancient Indian Education*, Varansi: Nanda Kishore Bros.
2. Agarwal, J.C. and Agarwal, S.P. (1987). *Vocational Education in India: Why What and How*, New Delhi: Doaba House.
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14. Raman B.L. Sinha. G.N. *Development of Indian Education and its Problems*. Meerut: R.L. Book Depot.
15. RTE Act, 2009. Govt. of India.
16. Sharma, I. & Sharma N.R. *History and Problems of Indian Education*, Agra: Vinod Pushtak Mandir.
17. Shivarundrappa, G. (1988). *Vocationalisation of Education*, Bombay: Himalaya Publishing House.
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20. Tiwari, R.P. *Problems of education of Education in North Eastern Region*, Ludhiana: Prakash Brothers.
21. Vedmitra (1967). *Education in Aancient India*, New Delhi: Arya Book Depot, Kerolbag.


05/7/2021
Dr. Jyoti Chavhan (Ph.D.)
Vedika Veda, Khandagiri
A. Registrar (Acad. & Comm.)
Raja Gandhi University
Hono Hills, Odisha (A.P.)

EDUCATION
B.A. Semester – II (Core Course)
Paper Code: EDU-C-121
Title of the Paper: Foundations of Education
(Under CBCS)

Learning Objectives:

1. To make students understand the philosophical foundations of education.
2. To make the students know about the philosophical thoughts of western and Indian thinkers.
3. To acquaint the students with the concept of education, social change and modernization.
4. To make the students analyze the contemporary sociological issues in education and the relation between education and society.
5. To acquaint the students with the concept of learning.

Course content

Unit –I: Philosophical Foundations of Education

- Meaning and nature of Philosophy
- Concept, nature and scope of Educational Philosophy,
- Relationship between Education and Philosophy.
- Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.

Unit –II: Philosophical thoughts of Western and Indian Thinkers

- M. K. Gandhi
- Vivekananda
- John Dewey
- J.J. Rousseau

With special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit –III: Education, Social Change and Modernization


- Concept of Social change.
- Factors responsible for Social and Cultural change.
- Education as an instrument of Social change.
- Modernization : concept, characteristics and role of Education

Unit –IV: Education and Society

- Social stratification and Education.
- Social mobility and Education.
- Socialization: Concept and Process
- Agents of Socialization.

Unit -V: Contemporary Sociological Issues and Education

- Value Education


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HOD, Department of Education (Under CBCS)
A. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Roorkee Hills, Dehradun (U.P.)

- Education for National Integration
- Equalisation of Educational Opportunity
- Women empowerment and Education

Unit VI: Concept of Learning.

- Meaning and Laws of Learning.
- Factors affecting Learning
- Concept and types of Transfer of learning.
- Meaning and Role of Motivation in Learning

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of philosophy and Educational Philosophy.
2. Explain the relationship between Philosophy and Education
3. Compare and Contrast the educational implications of Western and Indian Schools of Philosophy
4. Analyse the contributions of Western and Indian Philosophers to modern theory and practice of Education.
5. Define the meaning and identify the factors responsible for social and cultural Change.
6. Describe the role of Education in Modernization and Culture
7. Assimilate the diverse Sociological issues and their remedies.
8. State the meaning and laws of Learning.
9. Examine critically educational implications of Motivation and Transfer of Learning.

Mode of Transaction: Lecture, Lecture cum Discussion

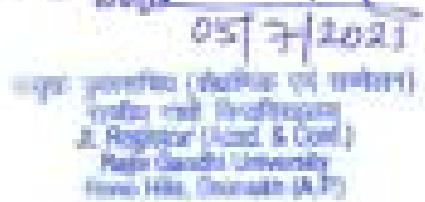
Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.



Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

5. 10-20% of the course to be based on online teaching.
6. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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2. Aggarwal.J.C (2000), Land Marks in the History of Modern Indian Education, Vikas Publishing House, New Delhi
3. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
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5. Brubacher,J.S (1969), Modern Philosophies of Education, Mc Graw Hill Co., New York.
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7. Mangal S.K. (2012), Advanced Educational Psychology, Prentice Hall of India, New Delhi
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प्रमुख कुलपति (वैद्यार्थी एवं स्नातकोत्तर)
राष्ट्रीय मातृ विश्वविद्यालय
A, Registrar (Hodt. & Cont.)
Rajiv Gandhi University
Goregaon, Colaba (A.P.)

EDUCATION
B.A. Semester – II (Core Course)
Paper Code: EDU-C-122
Title of the Paper: Educational Psychology

Learning Objectives:

1. To understand the concept, nature, scope and methods of educational psychology
2. To analyze various theories and types of learning and determinants of personality.
3. To understand the developmental processes.
4. To know the concept and theories of intelligence.
5. To follow appropriate steps for maintaining good mental health.
6. To reflect on individual differences.

Course Contents:

Unit– I: Concept of Educational Psychology

- Meaning, Nature and Scope of Educational Psychology
- Methods of studying Human Behavior: Introspection, Observation and Case Study (Meaning, Types, Steps, advantages and disadvantages)

Unit – II: Learning and Personality

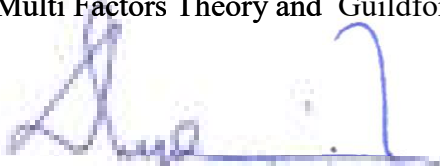
- Meaning and Types of Learning
- Theories of Learning: Trial and Error, Classical conditioning, Operant conditioning and Insightful learning.
- Meaning, Characteristics and Determinants of Personality

Unit III: Developmental Processes

- Piaget's cognitive development
- Kohlberg's stages of moral development
- Erikson's theory of Psychosocial development
- Freud's psychosexual development

Unit – IV: Intelligence

- Concept of Intelligence
- Theories of Intelligence- Two Factor Theory, Multi Factors Theory and Guildford's Structure of Intelligence (New Structure)
- Measurement of Intelligence
- Types of Intelligence Test
- Uses of Intelligence Tests


05/7/2021
Registrar (Acad. & Cont.)
Rajiv Gandhi University
Rono Hills, Dibrugarh (A.P.)

Unit – V: Mental Health

- Concept and Significance of Mental Health
- Wholesome and Abnormal Personality
- Concept and Process of Adjustment
- Causes of Maladjustment
- Adjustment Mechanism

Unit – VI: Individual Difference

- Meaning, Types, and Determinant of Individual Differences
- Individual differences: Aptitude and Creativity.
- Characteristics of Gifted and Slow learner, Physically, Mentally and Socially Challenged Children.

Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope and methods of educational psychology
2. Analyze various theories and types of learning and determinants.
3. Identify the various developmental processes among learners.
4. Define the meaning of Intelligence and analyze theories of intelligence.
5. Follow appropriate steps for maintaining good mental health.
6. Reflect on individual differences with respect to creativity and aptitude.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three

05/7/2021
संयुक्त प्रशासन (शैक्षणिक एवं सम्बन्धन)
राष्ट्रीय माहिती (प्रशिक्षण)
A. Registrar (Acad. & Coord.)
Rajiv Gandhi University
Gurgaon, Haryana, India

hours.

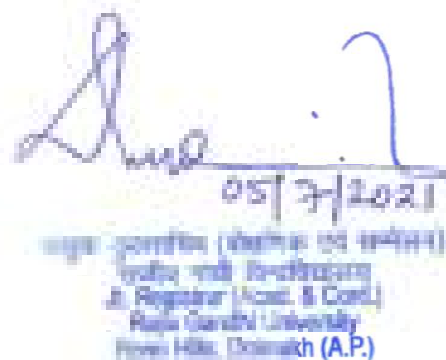
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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References

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14. Waha, J.S. (1977). Foundation of Educational Psychology, Jalandher, Publishers.



05/3/2021
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P.D. Gandhi University
Raigarh (A.P.)

EDUCATION
B.A. Semester – II (Generic Elective Course)
Paper Code: EDU-G-123
Title of the Paper: Foundations of Education
(Under CBCS)

Learning Objectives:

1. To make students understand the philosophical foundations of education.
2. To make the students know about the philosophical thoughts of western and Indian thinkers.
3. To acquaint the students with the concept of education, social change and modernization.
4. To make the students analyze the contemporary sociological issues in education and the relation between education and society.
5. To acquaint the students with the concept of learning.

Course content

Unit –I: Philosophical Foundations of Education

- Meaning and nature of Philosophy
- Concept, nature and scope of Educational Philosophy,
- Relationship between Education and Philosophy.
- Western Schools of Philosophy: Idealism, Naturalism, Pragmatism, and their impact on educational thoughts and practice.

Unit –II: Philosophical thoughts of Western and Indian Thinkers


- M. K. Gandhi
 - Vivekananda
 - John Dewey
 - J.J. Rousseau
- With special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit –III: Education, Social Change and Modernization

- Concept of Social change.
- Factors responsible for Social and Cultural change.
- Education as an instrument of Social change.
- Modernization : concept, characteristics and role of Education

Unit –IV: Education and Society

- Social stratification and Education.
- Social mobility and Education.
- Socialization: Concept and Process
- Agents of Socialization.


05/7/2021
Head of Institution (College of Education)
Dr. Rajendra Prasad & Co. (P)
Rajendra Prasad University
Kannur, District (A.P.)

Unit -V: Contemporary Sociological Issues and Education

- Value Education
- Education for National Integration
- Equalisation of Educational Opportunity
- Women empowerment and Education

Unit VI: Concept of Learning.

- Meaning and Laws of Learning.
- Factors affecting Learning
- Concept and types of Transfer of learning.
- Meaning and Role of Motivation in Learning

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of philosophy and Educational Philosophy.
2. Explain the relationship between Philosophy and Education
3. Compare and Contrast the educational implications of Western and Indian Schools of Philosophy
4. Analyse the contributions of Western and Indian Philosophers to modern theory and practice of Education.
5. Define the meaning and identify the factors responsible for social and cultural Change.
6. Describe the role of Education in Modernization and Culture
7. Assimilate the diverse Sociological issues and their remedies.
8. State the meaning and laws of Learning.
9. Examine critically educational implications of Motivation and Transfer of Learning.

Mode of Transaction: Lecture, Lecture cum Discussion

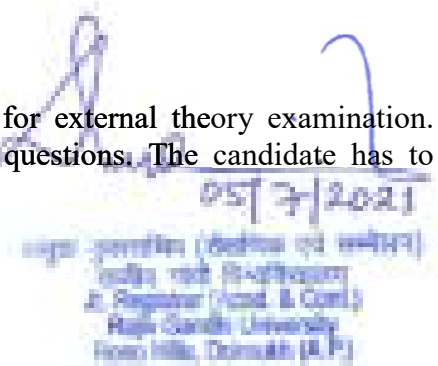
Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
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Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to



attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.


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Note:

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8. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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A. Registrar (Acad. & Cont.)
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New Hill, Dehra Dun (U.P.)

05/3/2021
A. Raghav (Head & Conf.)
Bharat Garments Ltd.

Unit – V: Mental Health

- Concept and Significance of Mental Health
- Wholesome and Abnormal Personality
- Concept and Process of Adjustment
- Causes of Maladjustment
- Adjustment Mechanism

Unit – VI: Individual Difference

- Meaning, Types, and Determinant of Individual Differences
- Individual differences: Aptitude and Creativity.
- Characteristics of Gifted and Slow learner, Physically, Mentally and Socially Challenged Children.

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9. Identify the various developmental processes among learners.
10. Define the meaning of Intelligence and analyze theories of intelligence.
11. Follow appropriate steps for maintaining good mental health.
12. Reflect on individual differences with respect to creativity and aptitude.

Mode of Transaction: Lecture, Lecture cum Discussion

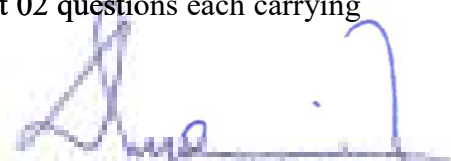
Practicum/ Assignment (Any one):

1. Write an assignment on any topic from the given by a teacher from the syllabus.
2. Make a profile of any one Indian / Western thinker with regard to achievements and contribution towards education.

Evaluation Scheme:

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External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.


05/7/2021
मुख्य प्रमुख (अधीनस्थ एवं समेत)
मुख्य एवं निदेशिका


Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

9. 10-20% of the course to be based on online teaching.
10. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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28. Waha, J.S. (1977). Foundation of Educational Psychology, Jalandher, Publishers.


05/7/2021
प्रमुख, परीक्षा (विशेष) एवं सम्मेलन
उप-मुख्य, परीक्षा (विशेष) एवं सम्मेलन
A. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Roorkee, Uttarakhand (U.P.)

EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-211
Title of the Paper: Teaching Learning Process

Objectives:

13. To understand the concept, functions and scope of teaching learning process.
14. To analyze maxims, levels, phases, variables and operations of teaching.
15. To apply suitable method in teaching learning process.
16. To follow relevant approach of teaching.
17. To use proper teaching aid during teaching learning process.
18. To understand the principles of classroom management.

Course Content

Unit– I: Introduction to Teaching-Learning Process

- Concept of Teaching-Learning Process
- Functions of Teaching-Learning Process
- Scope of teaching learning process
- Teaching Learning as a Three Way Communication Process

Unit– II: Teaching-Learning Process

- Maxims of teaching
- Levels of teaching –learning
- Phases of teaching
- Variables of teaching
- Operations of teaching

Unit –III: Methods of Teaching


- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method
- Play Way Method
- Demonstration

Unit – IV: Approaches of Teaching

- Concept and Features of Approach of Teaching
- Difference between method and approach
- Bloom's Mastery Learning Approach
- Revised Blooms' Taxonomy

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids
- Characteristics of good Teaching Aids


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- Types of Teaching Aids
- Improvised Teaching Aids

Unit – VI: Classroom Management

- Concept of Classroom Management
- Principles of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others
- Effectiveness and Productivity of Teacher in Classroom Management

Learning Outcomes:

The learner will be able to:

1. To define and explain the functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To select and follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):


1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of teaching aids

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.



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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Bloom, B.S. (1971, ed.): Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S.A. (1978): Text book of Programmed Instruction, New Delhi, Sterling.
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16. Smith, B.O. et al. : Foundations of Curriculum Improvement, Yonders, N.V.
17. World Book Co.
18. Walia, J.S. (1977) : Foundation of Educational Psychology, Jalandhar Publishers.


05/7/2021
Dr. Jyoti Chavhan (Assistant Prof. & HOD)
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EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-212
Title of the Paper: Indian Education and Its Problems
(Under CBCS)

Learning Objectives:

- To make students understand the education in ancient and medieval India.
- To analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- To understand the relation between education and national development.
- To analyse the problems of Indian Education.

Course Content:

Unit-I: Education in Ancient and Medieval India:

- Ancient Education System: Vedic System of Education,
- Buddhist System of Education.
- Medieval Education System: Islamic System of Education.

Unit-II: Committees and Commissions' Before Independence: (Objectives, Recommendations and implications)

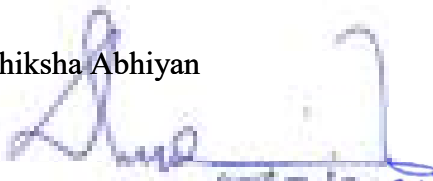
- Macaulay's Minute Report(1835)
- The Wood's Despatch (1854)
- Hunter Commission (1882)
- Saddler Commission (1917)

Unit-III : Committees and Commissions after Independence(Objectives, Recommendations and Implications)

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- Programme of Action (1992)
- NCFSE(2005)

Unit-IV : Recent Trends in School Education:

- Basic features of SSA, RMSA, Samagra Shiksha Abhiyan
- Right to Education Act-2009


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- Features and Structures of National Education Policy (2020) on ECCE and School Education.

Unit-V: Education and National Development:

- Provisions of Education in Indian Constitution.
- Role of Education in National Development
- Educational Development in Arunachal Pradesh.
- Functions and responsibilities of SCERTs & DIETs.

Unit-VI: Problems of Indian Education:

- Problems Education at Foundation Stage
- Problems of Education at Preparatory Stage
- Problems of Secondary Education
- Problems of Higher Education

Expected Learning Outcomes:

The learners will be able to:

- Distinguish the status of education between ancient and medieval India.
- Analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- Explain the relation between education and national development.
- Discuss the problems of Indian Education.

Mode of Transaction: Lecture, Lecture cum Discussion

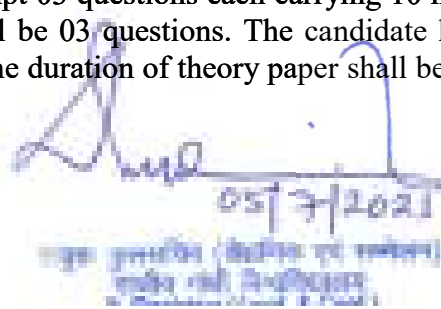
Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of trend analysis report on Indian education

Evaluation Scheme:

Internal Assessment : 20 marks
 External Examination : 80 marks
 Duration : 03 hours
 Pass Marks : 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three


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 Arunachal Pradesh
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hours.

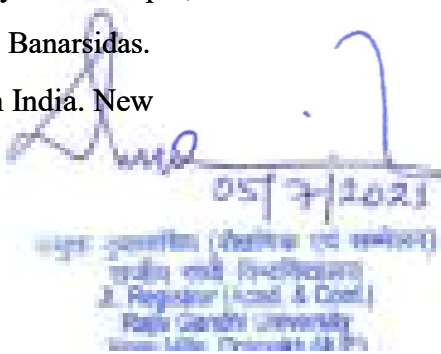
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Altekar : Ancient Indian Education, Varanasi, Nanda Kishore Brothers, 1957.
2. Aggrawal, J.C.: Landmarks in the history of modern Indian education. New Delhi: Vikash Publishing Pvt Ltd, 2010.
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7. Jaffar, S.M. : Education in Muslim India, Delhi, 1972.
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12. Mookharjee, R.K.: The Gupta Empire. Delhi: Motilal Banarsi Dass Publishers Pvt Ltd. Mukherji, 1989.
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05/7/2021
राष्ट्रिय प्रशिक्षण (शिक्षण एवं प्रशासन)
एन.ए.सी. (एन.ए.सी. & कॉन्ट.)
राष्ट्रिय प्रशिक्षण (एन.ए.सी.)
राष्ट्रिय प्रशिक्षण (एन.ए.सी.)

EDUCATION
B.A. Semester – III (Core Course)
Paper Code: EDU-C-213
Title of the Paper: Language Education

Learning Objectives:

1. To know the concept and features of language.
2. To understand the functions of language.
3. To analyze the role of language teacher and theories on language development.
4. To analyze language development with social interaction, culture and brain.
5. To develop language learning skills with regard to listening, speaking, reading and writing along with study skills, reference skills and presentation skills.
6. To know the concept and types of language based learning disabilities

Course content

Unit- I: Introduction to Language

- Concept and features of Language
- Functions of language
- Place of language in curriculum
- Role of language teacher

Unit- II: Theories on Language Development

- Chomsky's theory on language development
- Piaget's theory on language development
- Vygotsky's theory on language development

Unit- III: Language Acquisition and Learning


- Language Diversity and multilingualism
- Language and Society
- Language and Culture
- Language and Brain

Unit- IV: Language Learning Skills (LSRW)

- Listening skill- Process, types and Strategies
- Speaking Skill- Process and activities
- Reading skill- Process, types, methods and Strategies
- Writing skill- Process, types and Strategies

Unit- V : Language learning: Supplementary Skills

- Study skills and Reference skills
- Presentation skills and Social skills
- Language learning through Constructivist Approach
- Language learning through ICT


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Kavayitri Narayan (K.N.)

Unit- VI Language Based Learning Disabilities

- Concept and Characteristics Language Based Learning Disabilities
- Types: Broca's Aphasia, Wernike's Aphasia, Conduction Aphasia and Global Aphasia
- Intervention for Language Based Learning Difficulties

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept and features of language.
2. Illustrate the functions of language.
3. Analyze the role of language teacher and theories on language development.
4. Correlate language with social interaction, culture and brain.
5. Develop language learning skills with regard to listening, speaking, reading and writing.
6. Enhance study skills, reference skills and presentation skills.
7. Define and list out the various language based learning disabilities

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on given topic
2. Practices for language learning skills

Evaluation Scheme:

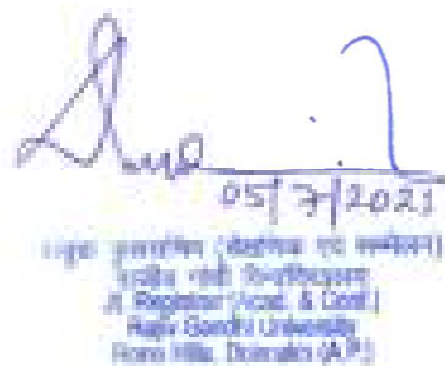
Internal Assessment : 20 marks
External Examination : 80 marks
Duration : 03 hours
Pass Marks : 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.



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2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Agnihotri, R. K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn & P. Piuddemann (Eds.). *Multilingual Education for South Africa* (pp 3-7), Heinemann Education Books.
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15. Nunan, D. (1991). *Language Teaching Methodology*, London: Prentice Hall.
16. Oller, J. (1981): *Testing at School level*, New York: Longman.
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18. Packiam, S. *Curricular innovations and educational technology*, Delhi, Doba House, 1986.
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EDUCATION
B.A. Semester – III (Skill Enhancement Course)
Paper Code: EDU-S-214
Title of the Paper: Teaching at Elementary Level
(Under CBCS)

Learning Objectives:

1. To make the students know about concept of teaching and teaching skills.
2. To acquaint the students with the various methods of teaching, teaching aids and techniques for managing the classroom.
3. To allow the students participate in any one activity from unit 3 (Practicum).
4. To allow the students participate in any other one activity from unit 4 (Practicum).

Part-I Theory (2 Credit)

Unit	Title/Content	Lectures
1	Concept of Teaching and Teaching Skills - Concept and Functions of Teaching-Learning Process - Levels and Phases of Teaching-Learning - Teaching Skills and its Importance - Micro Teaching	1 Hour/week
2	Methods of Teaching, Teaching Aids & Classroom Management - Concept of Lesson Plan and preparation Method of Teaching: Inductive and Deductive, Play Way Method, Demonstration - Meaning and Significance of Teaching Aids - Types of Teaching Aids, Improvised Teaching Aids - Concept, Principles and Factors affecting Classroom Management	1 Hour/week

Part-II Practicum (2 Credit): Do any two activities from each group

3	1. Analysis of Teaching Behavior of School Teachers in a Subject (10 periods) using Ned A. Flanders Techniques 2. Prepare an Improvised Teaching aid for delivering content and present it in the class. 3. Presentation of Micro Teaching skills in the college by dividing students in different groups after identifying four teaching skills.	2 hours/week
4	1. Prepare 5 Model Lesson Plans on any school subjects and deliver the any one Lesson Plan in schools. (The concerned college authority should arrange the school for teaching). 2. Perform 5 classroom observations, write a report. 3. Visit virtually and write a report on DIET/NCTE/SCERT/RIE in Teacher Education	2 hours/week

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 सहायक कुलपति (प्रशिक्षण एवं सम्मेलन)
 राष्ट्रीय माध्यमिक शिक्षा बोर्ड
 J. Registrar (Acad. & Conf.)
 Rashtriya Sanshodhan University
 Hoshiarpur, Chhimani (H.P.)

Learning Outcomes:

The learner will be able to:

1. Explain functions, levels and phases of teaching - learning process.
2. Apply appropriate methods, suitable teaching aids and necessary techniques in teaching- learning process and for managing the classroom effectively.
3. Enhance skills in analyzing teaching behavior using FIACS, in preparing teaching aids and in presenting Micro-Teaching skills.
4. Enhance skills in preparing Model Lesson Plans, in performing classroom observation and writing reports, and in visiting virtually as well as writing reports on DIET/NCTE/NCERT/SCERT in Teacher Education.

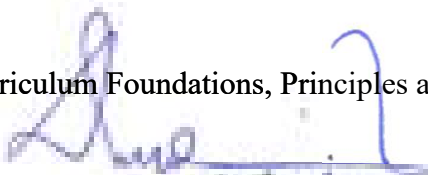
Mode of Transaction: Lecture cum Discussion, Activity and Practicum

Evaluation Scheme:


Internal Assessment (Students attendance and participation in activities related to the concerned paper)	: 10 marks (For two Activities)
Activity and report writing (External)	: 30 marks (For Two activities) (15x2=30)
Viva Voce (External)	: 10 Marks(For Two activities)
Pass Marks	: 45%

References:

1. Bloom, B.S. (1971, ed.) : Handbook of formative and summative Evaluation, McGraw Hill.
2. Chauhan, S.S.A. (1978) : Text book of Programmed Instruction, New Delhi, Sterling.
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11. Pandey, K.P. : A First Course in Instructional Technology, AmitashPrakashan, Delhi-24.
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05/7/2021
राधा गुरुकुल (शैक्षणिक एवं सामाजिक)
ग्रंथालय एवं प्रशिक्षण
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राधा गुरुकुल विश्वविद्यालय
हनुमानगढ़, जयपुर (R.A.P.)

EDUCATION
B.A. Semester – III (Generic Elective)
Paper Code: EDU-G-215
Title of the Paper: Teaching Learning Process

Objectives:

1. To understand the concept, functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Course Content

Unit– I: Introduction to Teaching-Learning Process

- Concept of Teaching-Learning Process
- Functions of Teaching-Learning Process
- Scope of teaching learning process
- Teaching Learning as a Three Way Communication Process

Unit– II: Teaching-Learning Process

- Maxims of teaching
- Levels of teaching –learning
- Phases of teaching
- Variables of teaching
- Operations of teaching

Unit –III: Methods of Teaching


- Concept and Features of Method of Teaching
- Inductive and Deductive method
- Analytic and Synthetic method
- Project Method
- Play Way Method
- Demonstration

Unit – IV: Approaches of Teaching

- Concept and Features of Approach of Teaching
- Difference between method and approach
- Bloom's Mastery Learning Approach
- Revised Blooms' Taxonomy

Unit – V: Teaching Aids

- Meaning and Significance of Teaching Aids
- Characteristics of good Teaching Aids


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- Types of Teaching Aids
- Improvised Teaching Aids

Unit – VI: Classroom Management

- Concept of Classroom Management
- Principles of Classroom Management
- Factors affecting Classroom Management: Teachers, Students and Others
- Effectiveness and Productivity of Teacher in Classroom Management

Learning Outcomes:

The learner will be able to:

1. To define and explain the functions and scope of teaching learning process.
2. To analyze maxims, levels, phases, variables and operations of teaching.
3. To apply suitable method in teaching learning process.
4. To select and follow relevant approach of teaching.
5. To use proper teaching aid during teaching learning process.
6. To understand the principles of classroom management.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

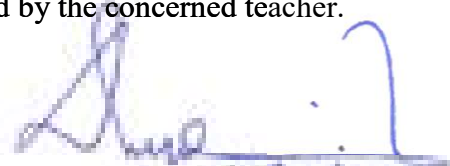
1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of teaching aids

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

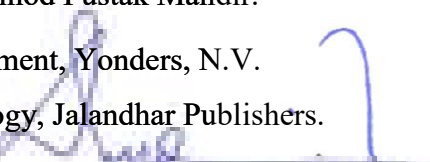

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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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12. Pandey, K.P. : Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.
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EDUCATION
B.A. Semester – III (Generic Elective)
Paper Code: EDU-G-216
Title of the Paper: Indian Education and Its Problems
(Under CBCS)

Learning Objectives:

- To make students understand the education in ancient and medieval India.
- To analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- To understand the relation between education and national development.
- To analyse the problems of Indian Education.

Course Content:

Unit-I: Education in Ancient and Medieval India:

- Ancient Education System: Vedic System of Education,
- Buddhist System of Education.
- Medieval Education System: Islamic System of Education.

Unit-II: Committees and Commissions' Before Independence: (Objectives, Recommendations and implications)


- Macaulay's Minute Report(1835)
- The Wood's Despatch (1854)
- Hunter Commission (1882)
- Saddler Commission (1917)

Unit-III : Committees and Commissions after Independence(Objectives, Recommendations and Implications)

- University Education Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- Programme of Action (1992)
- NCFSE(2005)

Unit-IV : Recent Trends in School Education:

- Basic features of SSA, RMSA, Samagra Shiksha Abhiyan
- Right to Education Act-2009


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प्रमुख, परीक्षा (सहयोग एवं समन्वय)
विद्यापीठ शिक्षा प्रशासक
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- Features and Structures of National Education Policy (2020) on ECCE and School Education.

Unit-V: Education and National Development:

- Provisions of Education in Indian Constitution.
- Role of Education in National Development
- Educational Development in Arunachal Pradesh.
- Functions and responsibilities of SCERTs & DIETs.

Unit-VI: Problems of Indian Education:

- Problems Education at Foundation Stage
- Problems of Education at Preparatory Stage
- Problems of Secondary Education
- Problems of Higher Education

Expected Learning Outcomes:

The learners will be able to:

- Distinguish the status of education between ancient and medieval India.
- Analyze objectives, recommendations and implications of various committees and commissions before and after independence.
- Explain the relation between education and national development.
- Discuss the problems of Indian Education.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Assigning any of the topic for seminar/discussion/assignment
2. Preparing of trend analysis report on Indian education

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three

05/07/2021
 महाप्रमुख (अधीनस्थ एवं संयोजक)
 शिक्षा एवं प्रशिक्षण
 A. Registrar (Acad. & Cont.)
 महात्मा गांधी विश्वविद्यालय
 पटना-800 005, बिहार (A.P.)

hours.

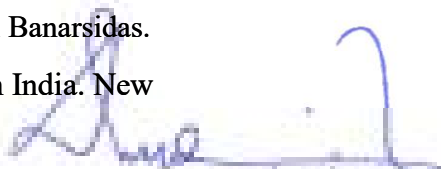
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


3. 10-20% of the course to be based on online teaching.
4. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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Rono Hills, Dornah (A.P.)

EDUCATION
B.A. Semester – IV (Core Course)
Paper Code: EDU-C-221
Title of the Paper: Educational Technology
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of educational technology.
2. To make the students to understand the classroom communication and instructional technology.
3. To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
4. To familiarize the students with various teaching models.
5. To enable the students know about priorities of research in Educational Technology.
6. To enable the students apply new innovations in Educational Technology.

Course Content

Unit-I : Introduction to Educational Technology

- Meaning, Nature and Scope of Educational Technology.
- Objectives of Educational Technology
- Approaches of Educational Technology- Hardware, Software and System Approach

Unit-II : Classroom Communication and Instructional Technology.


- Classroom Communication: Concept, Process, Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.

Unit-III : Modification of Teaching Behaviour

- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Principles and Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST)- Meaning and Procedure.

Unit-IV : Teaching Models.

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching


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Unit-V : Research in Educational Technology.

- Concept and need of research.
- Process of Research
- Priorities of research in educational technology
- Relevance and feasibility of researches in educational technology.

Unit-VI: Innovations in Educational Technology

- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education
- Distance and Open Education

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope, objectives and approaches of Educational Technology.
2. Elucidate concept, process, types and barriers of communication.
3. Analyze the classroom interaction process using FIACS and steps for developing instructional materials under programmed learning.
4. State the meaning, principles and steps of Micro-Teaching and list out various teaching skills.
5. Describe the procedure Simulated and Social Skill Training (SSST).
6. Categorize models of teaching.
7. Reflect on feasibility of researches and innovative practices in the field of Educational Technology.

Mode of Transaction: Lecture, Lecture cum Discussion

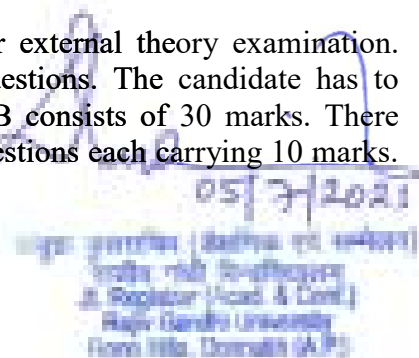
Practicum/ Assignment (Any one):

1. Prepare a report on school visit having smart class room.
2. Preparation of instructional materials by selecting a unit from school curriculum content.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.



Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

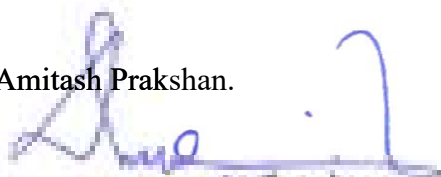
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


11. 10-20% of the course to be based on online teaching.
12. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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राष्ट्रीय शिक्षण (शिक्षण एवं प्रशिक्षण)
मन्त्रालय, नई दिल्ली (India)
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12. Sampath, S. P. & Santhanam, S. (1987). *Introduction to education technology*, N. Delhi: Sterling Publications.
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संयुक्त-प्रशासनिक (संशोधन एवं सम्मेलन)
महोदय, राष्ट्रीय विद्यापीठम्
B. विभाग (Acad. & Cont.)
Rajiv Gandhi University
Rono Hills, Dehra Dun (A.P.)

Learning Objectives:

- um Transaction with special ref
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- 05/7/2021
- राष्ट्रीय प्रशासिक (विशेषज्ञ एवं सम्पत्ति)
राष्ट्रीय एवं विनियमित
A. Registrar (Acad. & Conf.)
Rajya Gandhi University
Road 11th, Dhamra (A.P.)

- Cognitive Educational Objectives and their classification.

Unit V : Curriculum Planning and Implementation

- Meaning and Nature of Curriculum Planning
- Curriculum Planning at different Levels: National, State and Local.
- Types of Curriculum: Subject Centred, Learner Centred and Experience Centred.
- Role of NCERT, SCERT, in Curriculum Implementation.

Unit - VI : Curriculum Evaluation

- Meaning and Nature of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.
- Textbook Analysis in Curriculum.
- Current Schemes of Curriculum Evaluation at School Level: CBCS

Expected Learning Outcomes:

The learners will be able to:

1. Explain the basic concepts, principles and foundations of Curriculum.
2. Analyze the process of curriculum development.
3. Elucidate the curriculum framework and policies.
4. Describe the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. Explain the concept of curriculum planning and its implementation.
6. Define Curriculum Evaluation.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on a given topic
2. Practices for language proficiency

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to

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 P. V. Gandhi University

attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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Rajiv Gandhi University
Sonitpur, Assam (A.P.)

EDUCATION
B.A. Semester – IV (Core Course)
Paper Code: EDU-C-223
Title of the Paper: Educational Measurement and Evaluation

Learning Objectives

1. To enable the learners understand the concept of measurement, evaluation and assessment.
2. To acquaint the learners about tools and techniques of evaluation and assessment.
3. To familiarize the students with instructional objectives in educational evaluation and assessment.
4. To enable the students understand characteristics of good test.
5. To enable the students know the process of construction and standardization of achievement test.
6. To enable the students analyze the new trends of evaluation and assessment.

Contents:

Unit– I: Concept of Measurement, Evaluation and Assessment

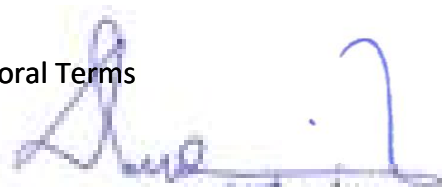
- Meaning of Measurement , Evaluation and Assessment
- Types of Measurement and Assessment
- Concept and nature of Educational Measurement and Evaluation
- Difference between Educational Measurement and Evaluation
- Functions of Measurement and Evaluation in Teaching Learning Process
- Scales of Measurement and their Uses

Unit – II: Tools and Techniques of Evaluation and Assessment

- Types of Evaluation: Placement, Formative, Diagnostic and Summative Evaluation,
- Maximum performance VS Typical Performances
- Techniques: Testing Technique –Tests(Personality Test and Intelligence Test)
- Non-Testing Technique: Observation, Interview and Questionnaire

Unit – III: Instructional Objectives in Educational Evaluation and Assessment

- Concept and Nature of Instructional Objectives
- General objectives and Specific Objectives
- Formulation of Instructional Objectives in Behavioral Terms
- Outcome Based Learning


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Dr. Jyoti Chavhan (Assistant Professor)
In-charge of Acad. & Cont.
Rajiv Gandhi University
Kandhwa, Dahanu (A.P.)

Unit-IV: Characteristics of a Good Test

- Validity: Concept, types and factors
- Reliability: Concept, nature, methods and factors affecting Reliability co-efficient
- Objectivity: Meaning and determinants for Objectivity
- Usability/Practicability: Objectives and Conditions

Unit-V: Achievement Test Construction and Standardization

- Achievement Test: Meaning and Types
- Difference between Teacher- made Test and Standardized Test
- Steps of Construction of an Achievement Test
- Preparation of Blue-Print

Unit-VI: New Trends of Evaluation & Assessment

- Grading System
- Credit System
- Semester System
- Continuous External and Internal Evaluation
- Portfolios and Rubrics

Learning Outcomes:

The learner will be able to

1. Define measurement, evaluation and assessment
2. List out various forms of measurement and assessment.
3. Differentiate among measurement assessment and evaluation.
4. Explain various functions of measurement and evaluation
5. Use Suitable Scales of Measurement at the time of data analysis.
6. Construct and develop tools like Questionnaire, Achievement Test Observation Schedule and Interview Schedule

Signature: _____
Date: 05/7/2023
Registrar (Academic & Research)
J. Registrar (Acad. & Res.)
Rajya Ganga University
Rana Hills, Domkhal (A.P.)

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

- 1) Preparation of an Achievement Test on any subject of School Curriculum
- 2) Construct and develop of a questionnaire on any topic.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

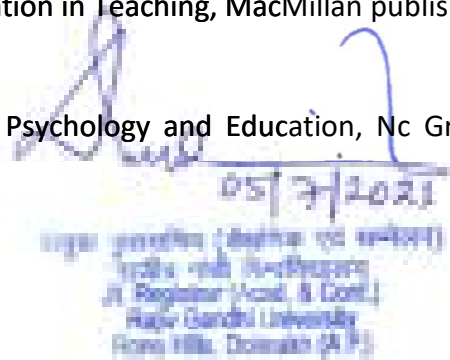
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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

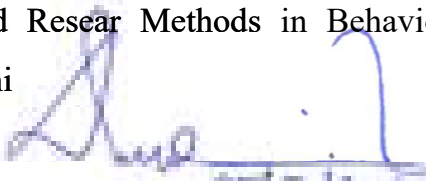
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Hill, New York.

5. Lindemar, R.H. (1971). Educational Measurement, D.B.T. sons & Co. Pvt. Ltd. Bombay.
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EDUCATION
B.A. Semester – IV (Skill Enhancement Course)
Paper Code: EDU-S-224
Title of the Paper: Human Rights
(Under CBCS)

Learning Objectives:

1. To make students understand the concept of human rights.
2. To familiarize students with the rights of the children.
3. To allow the students participate in any one activity from unit 3 (Practicum)
4. To allow the students participate in any other one activity from unit 4 (Practicum).

Course contents

Unit– I: Introduction to Human Rights

- Concept and Significance of Human Rights
- Evolution of Human Rights
- Rights and Duties

Unit – II: Human Rights in Indian Context

- The Indian Constitution and Human Rights
- Discharge of Human Rights in India
- Agencies of Human Rights in India
- Human Rights Violation by State Agencies

Unit- III Practicum

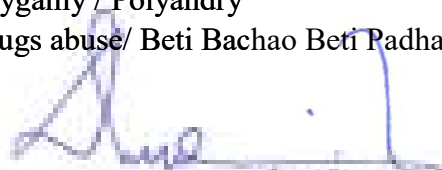
Any one activity of the following

1. Visiting Police station and district court and enquire about various cases related with human rights violation
2. Visiting Women rights commission office and recording hearing of any one case
3. Performing a street play to aware people about human rights
4. Performing 4 hours traffic guiding duty with state department personals

Unit- IV Practicum

Any one activity from the following

1. Preparing a report on cases related with domestic violence in your colony/ community
2. Organising community awareness programme on Polygamy / Polyandry
3. Organising Community awareness programme on Drugs abuse/ Beti Bachao Beti Padhao Abhiyan


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राष्ट्रीय मानवाधिकार आयोग (राष्ट्रीय मानवाधिकार आयोग)
ज. प्रोफेसर (सोशल & कॉम)
महात्मा गांधी विश्वविद्यालय
नवी मुंबई, ठाणे जिल्हा (M.A.)

4. Pick up 5 human rights Violation pictures and prepare a Collage / Newspaper cutting and write a brief summary about human rights

Learning Outcomes: After completion of the course, students are expected to:

1. Understand the Human rights and duties.
2. Analyze the human rights in Indian Context.
3. Enhance skills in performing street play to aware people about human rights, in performing 4 hours traffic guiding duty with state department personnel, in enquiring about various cases related to human rights violation by visiting police station and district court and in recording of particular case by visiting Women Rights Commission office.
4. Enhance skills in organizing community programme in polygamy / polyandry / Drug Abuse / Beti Padhao and Beti Bachao Abhiyan, in preparing Collage related to five human rights cartoons and in preparing report on cases related to domestic violence in respective colony or community.

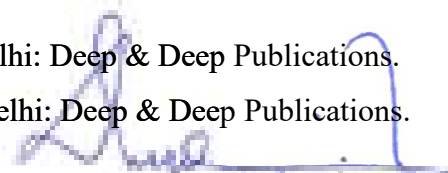
Mode of Transaction: Lecture cum Discussion, Activity and Practicum

Evaluation Scheme:

Internal Assessment (Students attendance and participation in activities related to the concerned paper)	: 10 marks (For two Activities)
Activity reporting and presentation (External)	: 30 marks(For Two activities) (15x2=30)
Viva Voce (External)	: 10 Marks(For Two activities)
Pass Marks	: 45%


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Dr. Jyoti Chavhan (Assistant Prof. & Head)
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J. Chavhan (Head & Conf.)
Dr. Jyoti Chavhan

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A. Registrar (Acad. & Cont.)
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Pirbright, Ghazipur (A.P.)

EDUCATION
B.A. Semester – IV (Generic Elective)
Paper Code: EDU-G-225
Title of the Paper: Educational Technology
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of educational technology.
2. To make the students to understand the classroom communication and instructional technology.
3. To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).
4. To familiarize the students with various teaching models.
5. To enable the students know about priorities of research in Educational Technology.
6. To enable the students apply new innovations in Educational Technology.

Course Content

Unit-I : Introduction to Educational Technology

- Meaning, Nature and Scope of Educational Technology.
- Objectives of Educational Technology
- Approaches of Educational Technology- Hardware, Software and System Approach

Unit-II : Classroom Communication and Instructional Technology.


- Classroom Communication: Concept, Process, Types and Barriers of Communication.
- Class-room Interaction: FIACS (Flander's Interaction Category System)
- Programmed Learning: Concept and Principles.
- Steps in the development of a Programme Instructional Material.

Unit-III : Modification of Teaching Behaviour

- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Principles and Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST)- Meaning and Procedure.

Unit-IV : Teaching Models.

- Concept and Importance of models of teaching
- Assumptions, Sources and Elements of Models of teaching.
- Bruner's Concept of Attainment model and its importance
- Glasser Models of Teaching


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Rajiv Gandhi University
Rons Hills, Dornah (A.P.)

Unit-V : Research in Educational Technology.

- Concept and need of research.
- Process of Research
- Priorities of research in educational technology
- Relevance and feasibility of researches in educational technology.

Unit-VI: Innovations in Educational Technology

- Team teaching, Computer Assisted Instruction: Their Meaning and features
- Personalized System of Instruction
- ICT and Education
- Distance and Open Education

Expected Learning Outcomes:

The learners will be able to:

1. Explain the concept, nature, scope, objectives and approaches of Educational Technology.
2. Elucidate concept, process, types and barriers of communication.
3. Analyze the classroom interaction process using FIACS and steps for developing instructional materials under programmed learning.
4. State the meaning, principles and steps of Micro-Teaching and list out various teaching skills.
5. Describe the procedure Simulated and Social Skill Training (SSST).
6. Categorize models of teaching.
7. Reflect on feasibility of researches and innovative practices in the field of Educational Technology.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Prepare a report on school visit having smart class room.
2. Preparation of instructional materials by selecting a unit from school curriculum content.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C

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will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

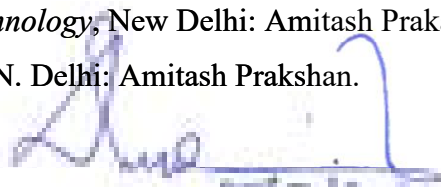
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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05/7/2021
राधा गोखले (राधाजी जी गोखले)
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J. Registrar (Acad. & Cont.)
Rajawade Sanshodhan Mandal
Pune Hills, Colaba (A.P.)

EDUCATION
B.A. Semester – IV (Generic Elective)
Paper Code: EDU-G-226
Title of the Paper: Curriculum Development
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the basic concepts, principles and foundations of Curriculum.
2. To familiarize the students with the process of curriculum development.
3. To enable the students understand the curriculum framework and policies.
4. To enable the students know the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. To acquaint students with the curriculum planning and its implementation.
6. To acquaint the students understand Curriculum Evaluation.

Course content

Unit –I : Introduction to Curriculum

- Meaning, Nature and Scope of Curriculum.
- Principles of Curriculum Construction.
- Bases of Curriculum: Philosophical, Psychological and Sociological.

Unit – II : Curriculum Development and Its Process.

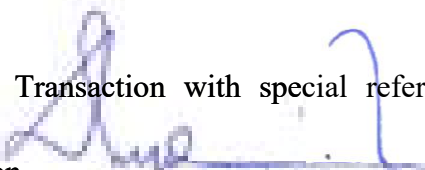
- Concept of curriculum Development.
- Process of Curriculum Development
- Assessment of Educational needs
- Formulation of objectives.
- Selection of content and learning experiences.
- Organisation of content and learning experiences.
- Evaluation.

Unit –III : Curriculum Framework and Policies.

- Features of National Curriculum Framework (2005).
- National Curriculum Framework for Teacher Education (2009)
- Core Curriculum

Unit – IV : Holistic Education and Curriculum

- Meaning, Strategies of Curriculum Transaction with special reference to Constructivist Approach.
- Role of ICT in Curriculum Transaction.


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Rajiv Gandhi University
Kannur Hill, Tirumala (A.P.)

- Cognitive Educational Objectives and their classification.

Unit V : Curriculum Planning and Implementation

- Meaning and Nature of Curriculum Planning
- Curriculum Planning at different Levels: National, State and Local.
- Types of Curriculum: Subject Centred, Learner Centred and Experience Centred.
- Role of NCERT, SCERT, in Curriculum Implementation.

Unit - VI : Curriculum Evaluation

- Meaning and Nature of Curriculum Evaluation.
- Tools and Techniques of Curriculum Evaluation.
- Textbook Analysis in Curriculum.
- Current Schemes of Curriculum Evaluation at School Level: CBCS

Expected Learning Outcomes:

The learners will be able to:

1. Explain the basic concepts, principles and foundations of Curriculum.
2. Analyze the process of curriculum development.
3. Elucidate the curriculum framework and policies.
4. Describe the process of curriculum transaction and analyze the role of ICT in curriculum transaction.
5. Explain the concept of curriculum planning and its implementation.
6. Define Curriculum Evaluation.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Making content analysis on a given topic
2. Practices for language proficiency

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04

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 Head, Examinations (Schools & Colleges)
 A. Registrar (Acad. & Comm.)
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 Kono Hills, Coimbatore (K.A.P.)

questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

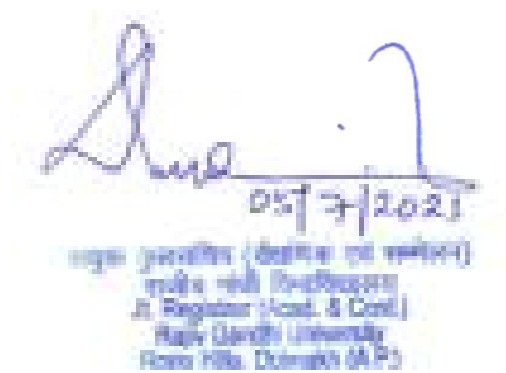
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston
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Raju Gandhi University
Dindurhi (A.P.)

EDUCATION
B.A. Semester – V (Core Course)
Paper Code: EDU-C-311
Title of the Paper: Assessment for Learning
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the basics of assessment.
2. To enable the students understand assessment for learning in classroom situation.
3. To enable the students understand assessment of learning in classroom situation.
4. To enable the students understand assessment as learning in classroom situation.
5. To acquaint the students with examination reforms related to assessment.
6. To enable the students analyze the emerging practices in assessment.

Course Content

Unit -I Basics of Assessment

- Interrelation among Assessment, Evaluation and Measurement
- Purposes and Principles of Assessment
- Scope of Educational Assessment
- Types of Assessment: Formative and Summative

Unit – II Assessment for Learning in Classroom

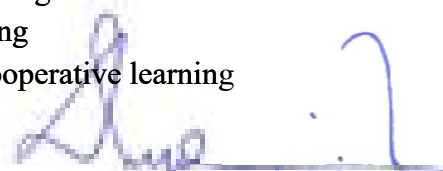
- Meaning and nature of Assessment for learning
- Approaches of Assessment in Constructivist Paradigm
- Concept mapping, Portfolios, Rubrics, Reflective Journals
- Assessment Process: Self Assessment, Peer Assessment and Collaborative Assessment.
- Role of the teacher in Assessment For Learning

Unit –III Assessment of Learning in classroom

- Meaning and Nature of Assessment of Learning
- Role of the teacher in Assessment of Learning
- Tools of Assessment of Learning: Observation, Focussed Group Discussion, Interview, Checklist, Rating Scales
- Performance Based Assessment

Unit – IV Assessment as Learning in Classroom

- Meaning and Nature of Assessment as Learning
- Role of the teacher in Assessment as Learning
- Team Teaching, Collaborative Learning, Cooperative learning
- Sociometric technique


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Unit - V Examination Reforms and Assessment (Features, advantages and Limitations)

- Open Book Examination
- Flipped Classroom
- Blended Learning
- MOOCs

Unit VI Emerging Practices in Assessment

- Online Examination and Assessment
- Online Tools of Assessment
- NEP (2020) and 360 degree Assessment

Expected Learning Outcomes:

The learners will be able to:

1. Define the concept of measurement, evaluation and assessment.
2. Establish the relationship between evaluation and assessment.
3. Differentiate between formative and summative assessment.
4. Explain different approaches of assessment for learning
5. Describe the role of the teacher in assessment for learning.
6. Elucidate the various tools of assessment of learning.
7. Define the concept of assessment as learning.
8. Examine critically the examination reforms in assessment.
9. Distinguish between synchronous and asynchronous mode of E learning
10. State the reforms envisaged in NEP 2020 with regard to assessment.

Mode of Transaction: Lecture, Lecture cum Discussion

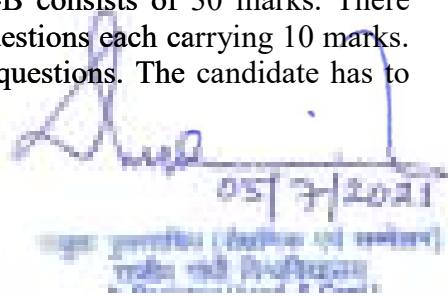
Practicum/ Assignment (Any one):

1. Conduct Focus Group Discussion
2. Preparing a list of OERs

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to


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attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

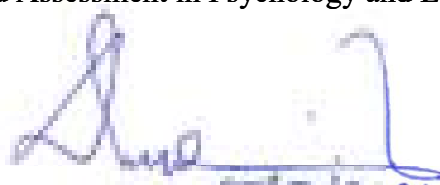
Out of 20 marks of internal assessment, 15 marks will be given based on 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References

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मुख्य प्राध्यापक (सैद्धांतिक एवं सम्मेलन)
राष्ट्रीय, राजीव गान्धी विश्वविद्यालय
J. Registrar (Acad. & Cont.)
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Korori Hills, Domkal (A.P.)

EDUCATION
B.A. Semester – V (Core Course)
Paper Code: EDU-C-312
Title of the Paper: Elementary Statistics in Education
(Under CBCS)

Learning Objectives:

1. To enable students know about organization and presentation of data
2. To enable the students understand functions of measures of Central Tendency.
3. To enable the students understand functions of measures of dispersion.
4. To acquaint students with transformed course and concept of normal probability curve.
5. To familiarize students about correlation.

Course Content

Unit –I : Data Organization and Presentation

- Statistics : Meaning , Importance and use in Education
- Data: Group and Ungroup
- Tabulation of Scores (Different form of Class Intervals)
- Histogram, Polygon, Pie charts and Ogive

Unit –II : Measures of Central Tendency

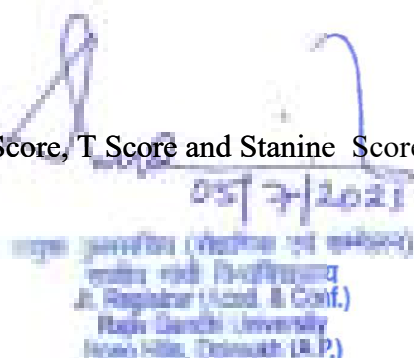
- The Mean (Arithmetic Mean) : Calculation of mean using grouped and ungrouped data, Merits and Demerits of Mean
- The Median: Calculation of median using grouped and ungrouped data, Merits and Demerits of Median
- The Mode: Empirical Mode and True Mode, Merits and Demerits of Mode

Unit –III : Measures of Dispersion

- Range: Meaning, illustration with example, uses and limitations
- Quartile deviation: Definitions, Computation of Quartile
- Average Deviation: Meaning, Computation, merits and demerits
- Standard Deviation: Meaning, computation (Grouped and Ungrouped data), use, merits and demerits

Unit –IV : Transformed Scores

- Raw Scores and Derived scores: Standard Score, T Score and Stanine Scores



- Percentiles
- Percentile ranks
- Deciles

Unit –V : Normal Probability Curve

- Concept of NPC
- Features of NPC
- Measuring divergence from Normality

Unit –VI : Correlation

- Concept and its Application
- Types of Correlation
- Ranges of Correlation
- Coefficient of correlation by Rank Difference Method

Expected Learning Outcomes:

The Learners are expected to:

1. Arrange data systematically.
2. Manipulate data using Measures of Central Tendency.
3. Manipulate data using Measures of Variability.
4. Transform raw scores into derived scores such as Standard Scores, T-scores, Stanine Scores, Percentiles and Deciles.
5. Explain features and divergence of Normal Probability Curve.
6. Calculate coefficient of correlation using Rank difference method and Product Moment Method.

Mode of Transaction: Lecture, Lecture cum Discussion

Practicum/ Assignment (Any one):

1. Collect data related with any activity and prepare a pie chart/ histogram
2. Write a report on grouped and ungrouped data with example (event) from your class activity

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There

[Signature]
 Head, Department of Education
 J. Registrar (Acad. & Cont.)
 Pooja Gandhi University
 Pooja Hills, Dehradun (U.P.)

shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Barma, John, B. *Educational Research for classroom teacher*, Aruzova State University. 1960.
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Roorkee Hills, Dehradun (U.P.)

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05/7/2021
राष्ट्रीय प्रशासकीय (शैक्षणिक) सेवा आयोग
राष्ट्रीय शिक्षा प्रशासकीय
J. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Korai Hills, Dehradun (A.P.)

EDUCATION
B.A. Semester – V (Discipline Specific Elective Course)
Paper Code: EDU-D-313
Title of the Paper: Environmental Education
(Under CBCS)

Learning Objectives:

1. To make the students aware and sensitive towards environment and its allied problems.
2. To develop understanding of environmental processes and human interferences.
3. To develop values of sustainable development.
4. To enable the learners to acquire the skills for identifying and solving environmental problems.

Course Content

Unit– I: Environment and Education

- Concept of Environment: Meaning, Components and Importance
- Types of Environment: Physical, Biological and Cultural
- Meaning, Nature and Objectives of Environmental Education
- Scope of Environmental Education
-

Unit-II: Hazard and Disaster


- Concept of Hazard and Disaster
- Natural Disasters: types, causes and impact on environment
- Man Made Disasters: types, causes and impact on environment

Unit – III: Environmental Pollution

- Environmental Pollution: Causes, Effects and Control Measures of Air, Water, Soil, Noise Pollution
- Pollution Case Studies in India and Abroad
- Role of Community in Prevention of Pollution

Unit – IV: Curriculum and Methods in Environment Education

- Environmental Curriculum: Meaning and Importance


05/7/2023
प्रमुख प्रशिक्षक (अधीनस्थ शिक्षक)
महोदय, राष्ट्रीय शिक्षण
अ. प्रशिक्षण (अधीनस्थ शिक्षक)
राष्ट्रीय शिक्षण
पटना-800 001, पटना (A.P.)

- Components of Curriculum: Environmental Education
- Methods in Environment Education: Echo Clubs, Exhibition, Observation/Survey, Field Trips Multidisciplinary Approach to Environmental Education

Unit – V: Environment and Sustainable Development

- Concept of Sustainable Development
- Environmental Conservation: Public Awareness and Environmental Ethics
- Relationship between Sustainable Development and Environment

Unit – VI: Research and Evaluation in Environmental Education

- Concept of Research
- Need of Research in Environmental Education
- Evaluation in Environmental Education: tools and techniques

Expected Learning Outcomes:

The learners will be able to:

1. Explain the various components of the environment.
2. Explain the concept of hazard and disaster and their types.
3. Elucidate the relationship between sustainable development and environment.
4. Organize environmental awareness programme.
5. Conduct research on environmental components.

Mode of Transaction


- Lecture cum discussion
- Discussion
- Seminar and discussion
- Case Study and Comparative Study

Practicum/ Assignment (Any one):

1. Celebrate environmental day and write a report on it
2. List various agencies that are responsible for environmental pollution in your area

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%


 05/7/2021
 जगदीश कुमार (विभागाध्यक्ष एवं अध्यक्ष)
 शिक्षा - उच्च शिक्षा विभाग
 J. Registrar (Acad. & Cont.)
 Pusa Gandhi University

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

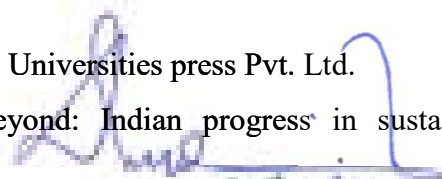
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

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05/3/2021
Dr. Jyoti Chavhan (Assistant Prof. & HOD)
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12. Panneerselvam, A. & Ramakrishna, Mohana (2005): Environmental science Education (Revised Edition). Sterling publishers Pvt. Ltd, New Delhi.
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05/7/2021
Dr. Jyoti K. Chavhan (Ph.D.)
Jyoti K. Chavhan
J. Registrar (Acad. & Cont.)
Raja Gandhi University
Karni Hills, Dahanu (A.P.)

EDUCATION
B.A. Semester – V (Discipline Specific Elective Course)
Group A
Paper Code: EDU-D-314
Title of the Paper: Vocational Education
(Under CBCS)

Learning Objectives:

1. To acquaint students about Vocational Education and Training (VET) systems in India.
2. To enable the students know about various Committees and Commissions on VET.
3. To familiarize the students about policies schemes in India about Vocational Education in India.
4. To enable the students know planning and management of Vocational Education and Training.
5. To analyze innovative models and challenges in Vocational Education and Training.

Course Contents

Unit- I: Vocational Education and Training in India: An Overview


- Introduction to Vocational Education and Training
- Committees and Commissions on Work Based Education
- Place of VET in the Current Education System in India
- Socio-economic context of VET
- Policy Framework of VET in India

Unit – II: Committees and Commissions on VET & Their recommendations

- Secondary Education Commission 1952-53
- Kothari Commission (1964-66)
- Patel Review Committee (1977)
- Malcolm Adseshiah Committee (1978)
- NPE – 1986

Unit – III: Vocational Education: Policies, Schemes & Programs in India

- National Policies governing VET: National Policy on Skill Development and Entrepreneurship 2015
- NEP-2020 and Vocational Education in Schools
- Vocationalisation of Education in Schools: Concept, Need & Scope


05/7/2023
प्रमुख, परीक्षा (विद्यार्थी एवं शिक्षक)
राष्ट्रीय शिक्षा आयोग
अ. प्रोफेसर (विश्वविद्यालय)
राजीव गांधी विश्वविद्यालय
पटना-800 014, बिहार (आईआईटी)

- Continuing Vocational Education; Skill India (KaushalVikashYojana): Objectives & Scope
- Vocational Courses offered by government of India for its Education Programs

Unit – IV: Planning and Management of Vocational Education and Training

- National Skills Qualification Framework of India
- Role of International Agencies in VET
- Director of General Training (MOSDE, GoI): Functions & Schemes for Vocational Education & Training.
- Role of ITIs for Vocational Education & Training.
- Role of Stakeholders in Vocational Guidance Services

Unit – V: Innovative Models in Vocational Education and Training (VET)

- Introduction to innovation :Meaning, Distinguishing features and types of innovation
- Models of VET: Institution based model, Industry based model & Integrated model
- Lok Vidya
- Gandhian Model of Vocational Education
- Innovations in Teaching-Learning in VET: Role of Vocational Teachers in Innovations

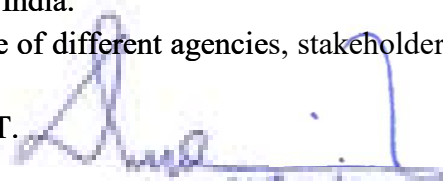
Unit – VI: Challenges in Vocational Education

- Social Stigma: Traditional & Modern System of VET
- Skill Mapping, Skills Mismatch, Skills Shortage
- Linkages with industry: lack of industries, involvement of industries & role of industry associations
- Training of teachers/trainers: Issues in training of teachers/trainer – lack of qualified teachers/trainers, lack of institutions for training, lack of involvement of industry in training, lack of employability skills

Expected Learning Outcomes:

The learners will be able to:

1. Describe the VET systems in India.
2. Analyze the recommendations of the various committees and commissions on VET.
3. Explain different schemes and programs of VET in India.
4. Reflect on the national framework, policies and role of different agencies, stakeholders in VET.
5. Identify and elaborate the major challenges in VET.


05/7/2021
Institution (Chairman of Board)
J. Registrar (Acad. & Conf.)
Rajiv Gandhi University
New Hill, Dornakal (A.P.)

Mode of Transaction:

- Lecture-Cum-Discussion
- Seminars, workshops, group activities and assignments
- Self study and library work

Practicum/ Assignment (Any one):

1. A Brief report on skill development programmes run in your district by the state govt.
2. A report on visit to a VET Institute

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

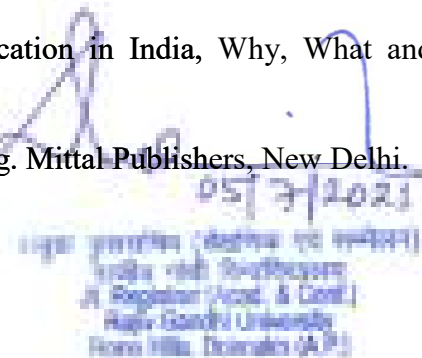
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. [TarunRashtriya](#) (2008). Vocational Education, APH Publishing. New Delhi.
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Rajarshi University (Rajarshi Education Society)
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 05/7/2021
 Raju Jeyaraj (Head of Library)
 A. Registrar (Acad. & Cont.)
 Raju Gandhi University
 Ponn Hills, Dornakal (A.P.)

EDUCATION
B.A. Semester – V (Discipline Specific Course)
(Group – A)

Paper Code: EDU-D-315
Title of the Paper: Gender and Education
(Under CBCS)

Learning Objectives:

1. To enable the students understand the concept of Gender, Sex, Masculinity, Femininity, Patriarchy and Matriarchy.
2. To enable the students know the characteristics, kinds and factors of Gender Stereotyping.
3. To enable the students understand concepts of gender disparity, gender equality, gender equity, gender gap and gender bias.
4. To acquaint the students with the concept of women empowerment in relation to political, educational, economical and cultural perspectives.
5. To enable the students analyze legal and constitutional provisions and special initiatives for women in India.
6. To enable the students analyze role of school, family, government and NGOs in gender sensitization.

Course contents

Unit – I: Introduction to Gender

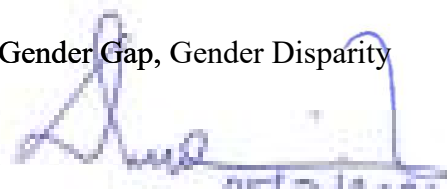
- Sex and Gender: Meaning and Concept
- Difference between Sex and Gender
- Masculinity & Femininity
- Patriarchy & Matriarchy
- Sex typing, Sex Role, Gender Role

Unit – II: Gender Stereotyping

- Characteristics & Kinds of Gender Stereotyping
- Family and Division of Labour
- Factors of Gender Stereotypes: Family, Peer Group, School & Society

Unit – III: Gender Disparity in Education

- Concept of Gender Equity, Gender Equality, Gender Bias, Gender Gap, Gender Disparity
- Gender Bias in Curriculum Materials
- Gender Bias in Teaching
- Gender and Hidden Curriculum


05/7/2021
Vidya Vahini Prashastya
A. Registrar (Acad. & Cont.)
Rajeev Gandhi University
Rono Hills, Dornakal (A.P.)

- Role of Teacher in developing Gender Sensitivity in Education

Unit – IV: Women Empowerment

- Concept of Women Empowerment
- Political Empowerment and its challenges
- Educational Empowerment and its challenges
- Economic Empowerment and its challenges
- Cultural empowerment and its challenges

Unit- V: Legal and Constitutional Provisions & Special Initiatives for Women in India

- Legal Provisions
- Constitutional Provisions
- Special Initiatives for Women: NCW, Reservation for Women in Local Self Government, The National Plan of Action for the Girl Child 1991-2000, National Policy for Empowerment of Women- 2001
- NEP – 2020 and Gender Equity
- Women and Sustainable Development Goals (SDGs 4 & 5)


Unit – VI: Gender Sensitization

- Gender Sensitization: Concept and Need
- Role of Family in Gender Sensitization
- Role of School in Gender Sensitization
- Role of Government & NGOs in Gender Sensitization
- Obstacles of Gender Sensitization

Expected Learning Outcomes:

The learners will be able to

1. Differentiate between Gender and Sex, Masculinity and Femininity, Patriarchy and Matriarchy.
2. Analyse gendered experiences in their daily lives.
3. Identify gender inequality in education.
4. Apply and assert the various legal and constitutional provisions for women empowerment.
5. Demonstrate gender sensitivity through their behaviour and decisions.


 05/7/2021
 सुषमा शर्मा (विभाग: एडु. एवं प्रशिक्षण)
 शिक्षा एवं प्रशिक्षण
 A. Registrar (Acad. & Conf.)
 Ram Gandhi University
 Rani Hills, Dehradun (A.P.)

Mode of Transaction:

- Lecture-Cum-Discussion
- Seminars, workshops, group activities and assignments
- Self study and library work

Practicum/ Assignment (Any one):

1. Prepare a Gender Biasness report on Family, Peer Group, School & Society
2. Organise a street play to sensitize people towards gender issues

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. 73rd and 74th Amendment. Planning Commission, GOI publication
2. Chaudhuri, Maitrayee (1996) "Citizens, Workers and Emblems of Culture: An Analysis of the First Plan Document on Women" in Patricia Uberoi (ed), *Social Reforms, Sexuality and the State*. New Delhi: Sage. Pp. 211-235
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05/7/2021
संयुक्त प्रशासकीय (सहायक एवं सम्बन्ध)
राज्यीय नवी शिक्षा विभाग
J. Registrar (Acad. & Cont.)
Punjab University
Hoshiarpur, District (A.P.)

4. Dube, Leela. (2001): Anthropological Explorations in Gender-Intersecting fields. New Delhi: Sage Publications.
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 05/7/2021
 Asst. Professor (History of India)
 Indian and World History
 A. Registrar (Acad. & Conf.)
 Raja Garhi University
 Hoshiarpur, District (A.P.)

EDUCATION
B.A. Semester – V (Discipline Specific Course)
Group -A
Paper Code: EDU-D-316
Title of the Paper: Population Education
(Under CBCS)

Learning Objectives:

1. To acquaint students know the concept of Indian population dynamics.
2. To enable students know about the population education policies and programmes in India.
3. To enable students understand the developmental perspective in connection with population. To know the public health and Hygiene.
4. To enable the students know the public health and hygiene.
5. To enable the students know family life education and recreation skills.
6. To familiarize the students with approaches of teaching population education.

Course Content

UNIT -I: Introduction to Indian Population Dynamics.

- Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Dynamics of India: Pre-Independence & Post-Independence.

UNIT -II: Population Education Policies and programmes.


- Population policies and programmes in India.
- Role of Government for population planning and control.
- Various implementing agencies of population education programmes in India

UNIT -III: Population & Development Perspective.

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on society.
- Population and quality of life.

UNIT -IV: Public Health and Hygiene.

- Concepts & Definition of Health (WHO), Concept of Good Health, Goals of Health Education.
- National Health Mission: Objectives and Programmes in India.
- Role & Responsibilities of World Health Organization for maintaining the Public Health in India.
- Concepts and importance of Balance Diet and Exercise


05/7/2021
Dr. Jyoti Chavhan (Assistant Professor)
J. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Roni Hills, Dornak (A.P.)

UNIT-V: Family life Education& Recreational Skills.

- Nature and need of family life education, Concepts& Types of Families in Society
- Sex Education: Meaning and Importance.
- Methods of Family Planning

UNIT-VI: Approaches of Teaching Population Education

- Value clarification, inquiry approach and modular approach of teaching population education.
- Informal methods of Population Education: Drama, Street Play, Painting, Slogan, exhibition and Literary Activities.

Expected Learning outcomes:

The learners are expected to:

1. Elucidate the concept of Indian population dynamics.
2. Explain about the population education policies and programmes in India.
3. Analyze the developmental perspective in connection with population. To know the public health and Hygiene.
4. Explain about public health and hygiene.
5. Follow the family life education and recreation skills.
6. Analyze approaches of teaching population education.

Mode of Transaction:

- Lecture cum Discussion method.
- Observational Studies.
- Survey method.
- Drama method.

Practicum:

Preparation of a report on any one of the below mentioned topic and its Presentation through seminar.

1. To make population survey near local areas or villages.
2. To study the problems relating to population education.
3. To study the government schemes relating to population awareness.

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to

attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

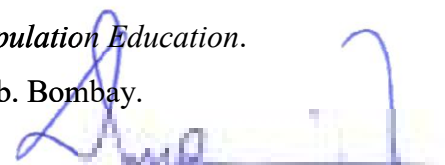
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Council for social development. *Aspects of population policy in India*, N. Delhi.
2. Govt. of India, Population Census Reports. N. Delhi.
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4. Gowarikar Vasant (ed), Science population and development. Unmesh Communications, N. Delhi.
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9. Population Education Unit, NCERT, Delhi. *Nutrition and Population Education - A source book for teachers.*
10. Population Education Unit, NCERT, Delhi. *Plug points for Population Education in School Curricula.*
11. Population Education Unit, NCERT, Delhi. *Proceedings of National Conference on Population Education.*
12. Population Education Unit, NCERT, Delhi. *Teaching Units on Population Education.*
13. Rao, V.K.R.V.(1968). *Employment and unemployment*. Allied Pub. Bombay.


05/07/2021
संयुक्त प्रमुख शिक्षक (विशेषज्ञ एवं समन्वयक)
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05/7/2021
मुख्य प्रोफेसर (सामाजिक एवं सामंजस्य)
श्रीमती जयदीप शर्मा
A. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Korwa Hills, Dehra Dun (A.P.)

Education
B.A. Semester – VI (Core Course)
Paper Code: EDU-C-321
Title of the Paper: Higher Education
(Under CBCS)

Learning objectives:

The objectives of this course is to –

1. Familiarize students with the developmental perspectives of Higher Education in India and abroad
2. Enable students to critically discuss the issues related to Higher Education
3. Acquaint students with the Regulatory mechanisms of Higher Education in India
4. Familiarize students with the Curriculum, E-resources and pedagogy in Higher education
5. Make students aware regarding quality parameters and reforms in Higher Education
6. Enable students analyze the problems of Higher Education in India and look forward for the solutions

Course content

Unit- I: Developmental perspectives of Higher education

- Higher education: Concept, definition, importance and scope
- Development of Higher Education in Pre and post independent India at College and University level
- Recommendations of Calcutta University Commission (1917), Radhakrishnan Commission (1948), Kothari Commission (1968), New Education Policy (1986), and National Education Policy (2020)

Unit- II: Issues related to Higher Education

- Privatization of Higher education in India
- Quality Perspectives of higher education: Equity, Access and Excellence
- Autonomy in higher education: Administrative, Academic and Financial.

Unit- III: Regulatory mechanisms of Higher Education in India

- UGC, MOE and their functions
- Role of State Governments in HE


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Koroi Hills, Deoria (A.P.)

- New regulatory bodies as per NEP 2020: Higher Education Commission of India, Higher Education Regulatory Authority.

Unit- IV: E-resources in Higher education

- INFLIBNET, NDL, Open access educational resources, ess, Shodhganga,
- Online and face-to-face interaction and learning: Issues and challenges
- Seminar / webinar fieldwork, outreach programmes

Unit- V: Quality parameters and reforms in higher education

- NAAC: Role and parameters for quality mandate
- NIRF Ranking: Role and parameters for quality mandate in HE
- Internationalization of HE

Unit- VI: Problems of Higher Education in India

- Problems of HE in NE India
- Employability issues vs. availability
- Digital Learning : Opportunities and Challenges

Expected Learning outcomes:


After completion of this course the students will be able to –

1. Summarize and narrate the developmental perspectives of Higher Education in India and abroad
2. Critically discuss the issues related to Higher Education for making an inclusive society
3. Analyze the Regulatory mechanisms of Higher Education in India
4. Use and apply the E-resources and pedagogy for Higher education in their daily and future learning
5. Make students aware regarding quality parameters and reforms in higher education
6. Analyze the problems of Higher Education in India and look forward for the solutions

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%


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 Poon Hills, Dehradun (A.P.)

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

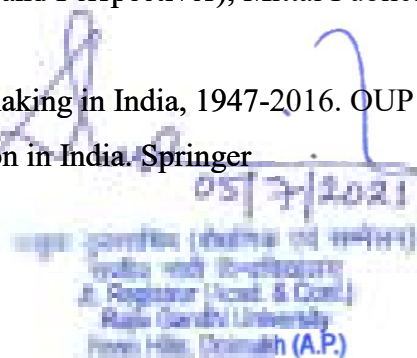
Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

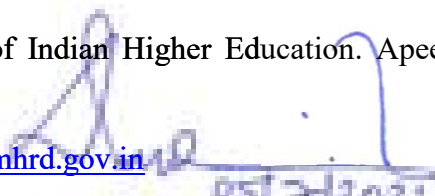
1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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 05/7/2023
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EDUCATION
B.A. Semester – VI (Core Course)
Paper Code: EDU-C-322
Title of the Paper: Guidance and Counselling
(Under CBCS)

Learning Objectives:

1. To familiarize the students about the concepts, nature and principles of Guidance and Counseling.
2. To enable the students to understand the guidance services, tools and techniques of Guidance and Counseling
3. To familiarize the students with the occupational information and agencies of guidance services.

Course Content:

Unit – I : Introduction to Guidance

- Guidance: Meaning, Principles and Scope of Guidance,
- Guidance Movement in India.
- Types of Guidance Educational Guidance, Vocational Guidance, Personal Guidance and Group guidance.

Unit- II: Counselling

- Meaning, Nature and Principles of Counselling
- Elements of Counselling
- Types of counseling : Directive, Non directive and Eclectic counselling.

Unit-III: Organization of Guidance Services


- Orientation Service, Individual–Inventory Service, Pupil-information Service Counselling service, Placement and follow–up Service.
- Guidance Service on Schools Planning Resources, Role of Headmaster, Teachers, Counselor, Career Master and Parents.

Unit-IV: Tools and Techniques in Guidance

- Meaning and types of Psychological Test.
- Testing Techniques: Intelligence, Interest and Aptitudes.
- Non Testing Techniques: Cumulative Record Card, Interview, observation,

Unit-V: Occupational Information

- Need and sources of Occupational Information
- Factors affecting occupational choice and career Choice
- Selection of a Job, Job Analysis, Job Satisfaction.


05/7/2023
प्रो. जयदीप (अध्यक्ष एवं संयोजक)
महोदय (अध्यक्ष)
A. Registrar (Acad. & Conf.)
Rajiv Gandhi University

Unit-VI: Agencies of Guidance Services

- Agencies of Guidance Services at centre level, state level and district level and NGO's
- Evaluation of guidance programme in a school and its importance.
- Recent trend in Guidance and Counseling in India.

Expected learning Outcomes:

The learners will be able to:

1. Explain the concepts, nature and principles of Guidance and Counseling.
2. Describe the guidance services, tools and techniques of Guidance and Counseling
3. Analyze the occupational information and agencies of guidance services.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.


Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Aggarwal, J.C(1989). Educational and Vocational guidance, Doaba House, Delhi
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05/7/2021
राष्ट्रीय शिक्षण (अध्ययन एवं प्रशिक्षण)
ए. ए. ए. (अध्ययन एवं प्रशिक्षण)
A. Registrar (Acad. & Cont.)

4. Gupta S.K.(1985). Guidance and counselling in India Education, Delhi, Mittal Pub. Co..
5. Indu Dave, (1987). Basic essentials of counselling New Delhi, Sterling Publishers,
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05/7/2021
संयुक्त प्रमुखता (संयुक्त एवं सम्पूर्ण)
राष्ट्रीय नदी नि-विकास
A. Registrar (Acad. & Conf.)
Rajiv Gandhi University
Nara Hills, Dehradun (A.P.)

EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-323
Title of the Paper: Adult and Continuing Education
(Under CBCS)

Learning Objectives:

1. To acquaint the students with the Concepts of Adult, Non-formal and Continuing education.
2. To acquaint the students with different components and agencies of adult and continuing education.
3. To enable the students analyze the approaches and methods of adult and Non Formal Education.
4. To look into recent development and innovation in Adult and Continuing Education.
5. To enable students analyze recommendations of committees and commissions of Adult Education.
6. To enable the students analyze problems of Adult Education programme.

Course content

Unit -I Adult and Continuing Education

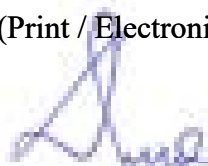
- Meaning, Importance and Scope of Adult Education
- Social Education, Non formal Education, Continuing Education and Life Long Education

Unit -II Components and Agencies of Adult and Continuing Education

- Components of Adult Education: 3Rs, Functional Literacy, General Education. Health and Vocational Education
- Role of Government and NGOs, Educational Institutions, Community Centre , Library and Panchayati Raj Institutions in Promotion of Adult and Continuing Education

Unit -III Approaches in Adult and Non-formal Education

- Expository method, Demonstration, Question Answer, Discussion,
- Media System in Adult and Non-formal Education: Uses of Local Resources.
- Uses of Mass Media (Print / Electronic/ Social) in Adult and Continuing Education.


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Unit -IV Recent Development and Innovations

- National Adult Education Programme (NAEP), NLM, JSN TLC, PLC: their Features, Significances, Strategies and the present status in India.
- Use of Modern Technology for the promotion of literacy in India

Unit -V Recommendations of Committees and Commissions on Adult Education

- Kothari Commission (1964-66)
- NPE (1986) and its Programme of Action
- World Conference of Education For All (1990)
- NEP 2020 and Continuing Education

Unit –VI Problems and Evaluation of Adult Education Programme

- Problems of Adult Education in India
- Problems of Adult Education in India
- Evaluation of Adult Education Programme
- Process and Product Evaluation in Adult Education

Learning Outcomes: After Completion of this Course, the learners will be able to:

1. Explain the Concepts of Adult, Non-formal and Continuing education.
2. Analyze the different components and agencies of adult and continuing education.
3. Analyze the approaches and methods of adult and Non Formal Education.
4. Elucidate recent development and innovation in Adult and Continuing Education.
5. List out the recommendations of committees and commissions of Adult Education.
6. Analyze problems of Adult Education programme.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks.

[Handwritten Signature]
05/7/2021
J. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Roorkee, Uttarakhand (U.P.)

Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

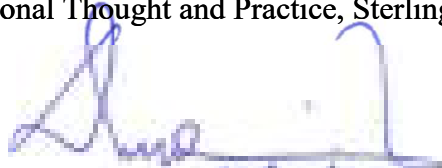
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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

References:

1. Anand.C.L. et.al. (1983), The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
2. Aggarwal.J.C (2010), Development and Planning of Modern education, Vikas Publishing House, New Delhi
3. Chandra. S.S (2019), Adult and Non-formal Education, Surjeet Publications, Delhi
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6. Nayak.B.K. (2014), Education in the Emerging Indian Society, Axis Publications, New Delhi
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Asst. Registrar (Acad. & Cont.)
H.N. Kaushik University
H.N. Kaushik, Dehradun (U.P.)

EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-324
Title of the Paper: Educational Administration and Supervision
(Under CBCS)

Objectives:

1. To enable students understand the concept of educational administration and supervision in India.
2. To familiarize the students understand the administrative structure and educational administration in India.
3. To acquaint the students with concept of Education planning and Institutional Planning.
4. To enable the students understand educational cost.
5. To enable the students understand the concept and characteristics of Educational Supervision and Leadership.

Course Contents

Unit I: Introduction to Educational Administration and Planning

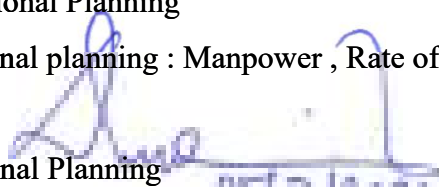
- Meaning, Nature and Scope of Administration
- Meaning, Nature and Scope of Educational Administration
- Principles of Educational Administration

Unit II: Administrative Structure and Educational Administration in India

- Educational Ladder and its importance
- Educational administrative structure as per Kothari Commission, NPE 1986, and NEP 2020.
- Educational administration at different levels : Central , State Level (special reference to Arunachal Pradesh).

Unit III: Educational Planning

- Meaning, nature and scope of educational planning
- Assumptions of Educational Planning
- Approaches of educational planning : Manpower , Rate of return & Social-demand approach
- Niti Ayog and Educational Planning


05/7/2021
Dr. Jyoti Chavhan (Ph.D. in Education)
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Unit IV: Institutional Planning

- Meaning , nature and procedure of institutional planning
- Types of institutional planning
- School Time Table : its types and importance
- Total quality management (TQM)

Unit V: Educational Cost

- Meaning and Types of Educational Cost: Direct Cost, Opportunity Cost and Unit Cost
- Analysis of Educational Expenditure
- Sources of Income
- Expenditure pattern at different Levels of Education

Unit VI: Educational Supervision and Leadership

- Educational supervision : concept , nature and scope
- Leadership : meaning , characteristics and its importance in education
- Styles of leadership
- Discipline in educational institutions: concept and its importance.


Expected Learning Outcomes:

1. Explain the concept, nature and scope of educational administration.
2. Describe about different levels of educational administration.
3. Analyse and interpret factors affecting educational planning and approaches of educational planning.
4. Apply practical ideas relating to the preparation of institutional planning and time table.
5. Explain the concepts of educational cost, supervision and leadership.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%


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Rajnagar, Raipur (C.P.)

There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.

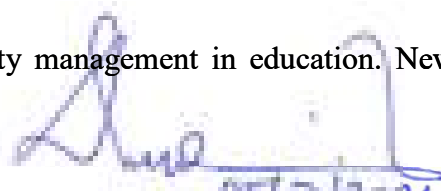
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Note:


1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.

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1. Ahuja, A.K. (2007): Educational Management, Planning and Finance. Guwahati: DVS Publishers and Distributors
2. Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi
3. Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
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9. NUEPA (1971) ; Modern Management Techniques in Educational Administration, New Delhi: Asian Inst. Of Educational Planning and Administration.
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05/7/2021
संयुता पुस्तकालय (संयुक्त एवं सम्पूर्ण)
राष्ट्रीय मातृ विश्वविद्यालय
A. Registrar (Acad. & Cont.)
Mahatma Gandhi University
Warananagar, Dehradun (U.P.)

EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-325
Title of the Paper: Inclusive Education
(Under CBCS)

Objectives:

1. To enable the students know the concept of Special Education and Inclusive Education.
2. To familiarize the students with the concept of disabilities.
3. To enable the students understand the causes and characteristics of physical disabilities.
4. To enable the students understand the causes and characteristics of neurological impairment.
5. To enable the students analyze the impact of social context on special education.
6. To familiarize the students with legal provisions for children with special needs.

Course Content:

UNIT-I Introduction to Special Education and Inclusive Education

- Concept, Nature and Scope of Special Education
- Disability and Exclusion, Integrated and Inclusive Education.
- Development of Special Education- National & International Perspective,

UNIT-II : Introduction to Disabilities

- Concept of Disabilities: Impairment, Disability and Handicap
- Classification of Disabilities (ICIDH Model of WHO)
 - Prevalence of various disabilities in India

UNIT-III : Physical Disability

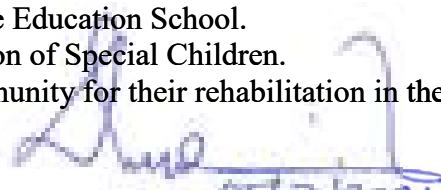
- Visual Impairment: Causes and Characteristics
- Hearing Impairment: Causes and Characteristics
- Orthopaedic/Locomotor Disability: Causes and Characteristics

UNIT-IV : Neurological Impairment

- Intellectual disability: Causes and Characteristics
- Learning disability: Causes and Characteristics
- Multiple disability: Causes and Characteristics

UNIT-V : Social Context for Special Education

- Role of a teacher in Special and Inclusive Education School.
- Role of Various Agencies in the Education of Special Children.
- Working with Parents, Family and Community for their rehabilitation in the Society.


05/7/2021
मुख्य प्रचारिका (विद्यार्थी एवं कर्मचारी)
ज्योति बाई (विश्वविद्यालय)
A. Registrar (Acad. & C.A.)
Rajiv Gandhi University

- RCI Act (1992, 1995, 2016)

UNIT-VI Legal Provisions for Children with Special Needs

- Mental Health Act (1987)
- RCI Act (1992)
- PWD Act (1995 and 2006)
- RPD Act 2016.

Learning Outcome:

After the delivery of the content, Students will be able to:

1. Explain the concept of Special Education and Inclusive Education.
2. Explain the concept of disabilities.
3. Analyze the causes and characteristics of physical disabilities.
4. Analyze the causes and characteristics of neurological impairment.
5. Analyze the impact of social context on special education.
6. List out the legal provisions for children with special needs.

Practicum: Preparation of a report on any one of the below mentioned topic and its Presentation through seminar.

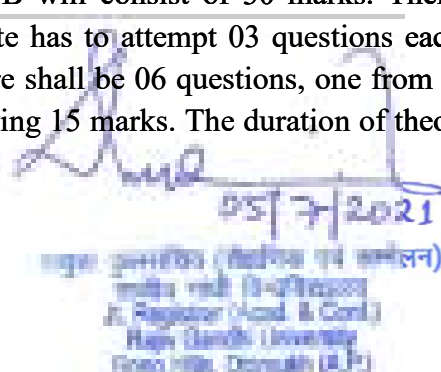
1. Study the problems of Visual Impairment & Hearing Impairment Children in your locality.
2. Characteristics of Deviant Children prevalent in the society and suggest curative measure for them.
3. Preparation of case study on Special Children or Special School.

Mode of Transaction: Lecture, Lecture cum Discussion.

Evaluation Scheme:

Maximum Marks	:	80
Internal Assessment	:	20
Time	:	03 Hours.
Pass marks	:	45% in internal and external separately

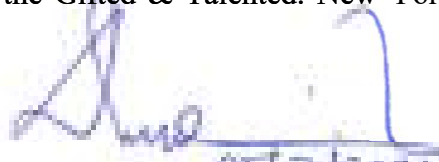
There shall be three sections i.e. A, B & C for external theory examination. Section A will be of 20 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 05 questions each carrying 04 marks. Section B will consist of 30 marks. There shall be 06 questions, one from each unit, and the candidate has to attempt 03 questions each carrying 10 marks. Section C will consist of 30 marks. There shall be 06 questions, one from each unit, and candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.


 05/7/2021
 राजर्षी विश्वविद्यालय (विश्वविद्यालय एवं कॉलेज)
 ज. रजिस्ट्रार (अकाद. & कंट्रोल)
 राजर्षी विश्वविद्यालय
 धुळे जिल्हा, ठाणे जिल्हा (अ.प.)

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests by taking the average of two best tests and 5 marks will be given on the basis of practicum/assignment decided by the concerned teacher.

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05/7/2021
मुख्य प्रशासक (विशेषज्ञता एवं सम्मेलन)
राष्ट्रीय पब्लिशिंग कॉरपोरेशन
A. Registrar (Acad. & Coll.)
Rajiv Gandhi University

EDUCATION
B.A. Semester – VI (Discipline Specific Elective)
Paper Code: EDU-D-326

Title of the Paper: Teacher Education

(Under CBCS)

Objectives:

1. To enable the students know the concept, importance, objectives and bases of Teacher Education.
2. To familiarize the students with the structure of Teacher Education in India.
3. To enable the students understand pre-service and in-service Teacher Education Programme.
4. To enable the students know the student teaching programme in Teacher Education.
5. To enable the students acquaint with professional ethics in Teacher Education.
6. To enable the students analyze the latest trend in Teacher Education in India.

Course Contents

Unit– I: Understanding Teacher Education

- Teacher Education: Meaning and Importance
- Objectives of Teacher Education
- Historical Development of Teacher Education with special reference to Post Independence Period in India
- Philosophical, Sociological and Psychological bases of Teacher Education

Unit – II: Structure of Teacher Education in India


- Teacher Education Structure at Pre-Primary Level: Objectives, Institutional Set-Up
- Structure of Teacher Education at Elementary and Secondary Level : Objectives, Types of Institution and Organization

Unit – III: Pre-Service and In-Service Teacher Education Programme

- Pre-Service Teacher Education at Elementary and Secondary level: Functions and Problems
- In-Service Teacher Education Programme at Elementary and Secondary Level: Concept, Importance and Types of Programmes
- Curriculum of Teacher Education at Elementary and Secondary Level: Theory and Practicum

Unit – IV: Student Teaching Programmes

- Practice Teaching: Concept and Importance
- Microteaching: Meaning, Steps and Importance
- Simulated Teaching: Concept, Organization and Limitations
- Internship Programme: Importance and procedure


05/7/2021
A. Rajaguru (Head & Conf.)
Raja Gandhi University
Kannur Hill, Chinnathur (K.P.)

Unit – V: Teacher Education and Professional Ethics

- Teaching as Profession: Determinants and Ethics
- Professional Hazards in Teaching and its Combating Measures
- Continuous Professional Development (CPD) for Teacher Education: Importance and Organisation

Unit-VI: Trends in Teacher Education in India

- NEP 2020 on Integrated Teacher Education Programme (ITEP)
- Teachers Role in 21st Century: Social Dynamics and Teaching Responsibilities
- Professional Standard Setting Body
- Teacher Education and Multidisciplinary approach and Regulatory Body
- Challenges in Implementation of Teacher Education Programme.

Expected Learning Outcomes:

The learners will be able to:

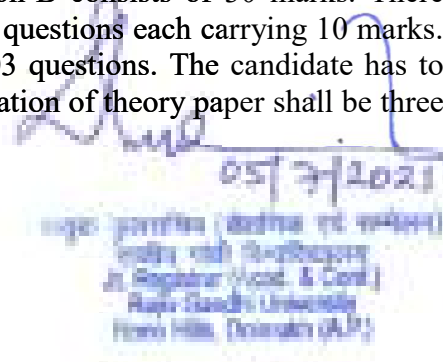
1. Explain the concept, importance, objectives and bases of Teacher Education.
2. Explain the structure of Teacher Education at elementary and secondary level in India.
3. Differentiate between pre-service and in-service Teacher Education Programme.
4. Enhance skills related to Micro-Teaching, Simulated Teaching and Internship in the light of student teaching programme.
5. Justify teaching as a profession and follow the professional ethics in Teacher Education.
6. Analyze the latest trend in Teacher Education in India.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Pass Marks	: 45%


There shall be three sections i.e. A, B & C for external theory examination. Section-A consists of 20 marks. There shall be 05 questions. The candidate has to attempt 04 questions each carrying 05 marks. Section-B consists of 30 marks. There shall be 04 questions, the candidate has to attempt 03 questions each carrying 10 marks. Section-C will consist of 30 marks. There shall be 03 questions. The candidate has to attempt 02 questions each carrying 15 marks. The duration of theory paper shall be three hours.


05/3/2021
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Pune Hills, Dindori (M.P.)

Out of 20 marks of internal assessment 15 marks will be given on the basis of 3 Sessional tests/Sessional assignments by taking the average of two best tests/assignments and 5 marks will be given on the basis of practicum/class assignment decided by the concerned teacher.

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom Google meet, 20% of the entire content areas through online classes to be provided by the concerned teacher/s.




05/7/2021

Dr. Jyoti K. Patil (Ph.D. in Education)
Vice-Chancellor (Acad. & Cont.)
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05/7/2021
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