

B.A.SEMESTER-III
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
For the examination to be held in the year Dec., 2017, 2018, 2019
CORE COURSE-UEDTC-301
TITLE: EDUCATION IN MODERN INDIA
CREDITS: 6
CONTACT HOURS: 6 hours per week
MAX.MARKS:100
1) External (University exam):80
2) Internal assessment: 20
MINIMUM PASS MARKS:
1) External :29
2) Internal: 7
DURATION OF EXAMS:
1) External: 2 ½ hours
2) Internal :1 hour

Objectives of the course:

- To understand the stages at which education is imparted.
- To acquaint students with basic concepts and relevance of Elementary, Secondary and Higher Education.
- To enable the students to understand the concepts and importance of Women Education and Population Education.
- To familiarize the students with concepts and need of Adult Education and Distance Education.
- To acquaint the students with the concepts and relevance of Environmental Education and Educational Technology at different stages of education.
- To help students to understand the concepts and relevance of Teacher Education, Evaluation, Assessment and Certification in quality education.

Unit –I

STAGES OF EDUCATION:

- **Elementary Education:** Concept, Objectives of Elementary Education. Concept of Universalization of Elementary Education (UEE), Promotion of UEE through Sarva Shiksha Abhiyan (SSA).
- **Secondary Education:** Concept, Objectives of Secondary Education. Main problems of Secondary Education and remedial measures to solve the problems.

- **Higher Education:** Concept, Objectives of Higher Education as per National Policy on Education. Main problems of Higher Education and remedial measures to solve the problems.

Unit-II

IMPORTANT ISSUES IN INDIAN EDUCATION

- **Women Education:** Concept of Women Education, Need for prioritizing Women Education, Problems of Women Education and suggestive remedial measures.
- **Population Education:** Concept of Population Education, Need and Objectives of Population Education.

Unit-III

IMPORTANT ISSUES IN INDIAN EDUCATION (CONTINUED)

- **Adult Education:** Concept of Adult Education, Functions of Adult Education. National Adult Education Programme (NAEP)-Meaning and its features, National Literacy Mission (NLM)-Objectives and importance.
- **Distance Education:** Concept of Distance Education, Scope of Distance Education in India. Modes of Distance Education viz.; Correspondence Courses and Open Learning System.

Unit –IV

ISSUES RELATED TO ENVIRONMENTAL EDUCATION AND EDUCATIONAL TECHNOLOGY

- **Environmental Education:** Concept of Environmental Education, Need for prioritizing Environmental Education at various stages of education. Recommendations of National Policy on Education-1986 on Environmental Education.
- **Educational Technology:** Concept of Educational Technology, Various approaches to implement Educational Technology towards Quality Education. Role of ICT in Education.

Unit –V

ISSUES RELATED TO TEACHER EDUCATION, EVALUATION, ASSESSMENT AND CERTIFICATION

- **Teacher Education:** Concept of Teacher Education, Objectives of Teacher Education in India. Problems of Teacher Education, Role of NCTE in improving the quality of Teacher Education in India.
- **Evaluation, Assessment and Certification:** Concepts of Evaluation, Assessment and Certification, Need for evaluation in Education. Shortcomings in the present system of Evaluation and Suggestive remedial measures. Continuous and Comprehensive Evaluation (CCE)-concept, functions and problems.

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

Books recommended

- Aggarwal J.C. (1987). Modern Indian education and its problem New Delhi : Arya Book Depot.
- Bhatnagar Suresh and Saxena A. (2002). Modern Indian education and its problem. Meerut : R. Lall Book Depot.

- Bhatia R. L and Ahuja B.N. (2000). Modern Indian education and its problem. Delhi: Surjeet Publications.
- Chauhan C.P.S (2004). Modern Indian education: Policies, progress and problem New Delhi : Kanishka Publisher, Distributors.
- Mohanty Jaganath (2000). Current trends in higher education. New Delhi : Deep and Deep Publications Pvt. Ltd.
- Mohanty Jagannath (2002). Primary and elementary education New Delhi: Deep and Deep Publications Pvt. Ltd.
- Nayak A.K. and Roa V.K. (2002). Primary education. New Delhi :APH Publishing Corporation.
- Reddy K. P. and Reddy D.N. (2002). Environmental Education. New Delhi: Neel Kamal Publications Pvt. Ltd.
- Singha H.S. (1991). School education in India : Contemporary issues and trends New Delhi : Sterling Publishers Pvt. Ltd.
- Shrivastava K.K. (2004). Environmental education: Principles, concepts and management New Delhi : Kaniska Publishers, Distributors.’
- Sharma R.A. (2001). Technological foundation of education : Theory, practice and research. Meerut : R. Lall Book Depot.

B.A.SEMESTER-III
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
For the examination to be held in the year Dec., 2017, 2018, 2019
SKILL ENHANCEMENT COURSE-UEDTS-302
SKILL ENHANCEMENT COURSE TITLE: GUIDANCE AND COUNSELING
CREDITS: 4
CONTACT HOURS: 4 hours per week
MAX.MARKS:100
1) External (University exam):80
2) Internal assessment: 20
MINIMUM PASS MARKS:
3) External :29
4) Internal: 7
DURATION OF EXAMS:
3) External: 2 ½ hours
4) Internal :1 hour

Course objectives

- To enable the students to understand the concept of Guidance and Counseling.
- To enable the students to understand the difference between Guidance and Counseling.
- To acquaint the students with types of Guidance and Counseling.
- To enable the students to acquire skills in Counseling.
- To acquaint the students with the Guidance and Counseling services.

Unit-I

- Meaning and definitions of Guidance, Need and importance of Guidance
- Principles and functions of Guidance, Relationship between Education and Guidance.

Unit-II

- Meaning, objectives and importance of Counseling, Difference between Guidance and Counseling.
- Types of Counseling: Directive and Non-directive, Role of teacher as counselor.

Unit-III

Types of Guidance

- Educational Guidance: Meaning, need and importance
- Vocational Guidance: Meaning, need and importance

- Personal Guidance: Meaning, need and importance

Unit-IV

- Skills in Counseling
(Listening/questioning/responding)
- Role of Counselor, Professional ethics of a Counselor

Unit-V

Guidance and Counseling services

- Pre-admission Services: Meaning, aims and objectives
- Admission services: Meaning, aims and objectives
- Orientation Services: Meaning, aims and objectives

Note for Paper Setting

Theory Examination

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / College

INTERNAL ASSESSMENT TEST 20 MARKS

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

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The external examination in theory shall consist of 3 sections:

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comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory).The duration of each question is approximately 12 minutes.

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Books recommended

- Aggarwal, J.C (2005): Career Information in Career Guidance Theory and Practice, Meerut: R-Lal Book Depot
- Aggarwal, J.C. (1995): Educational vocational Guidance and Counseling, Delhi: Doaba House
- Chouhan, S.S.(1982) : Principles and Techniques of Guidance , New Delhi:Vikas Publication House
- Dash, M (2005): Educational of Exceptional Children, New Delhi: Atlantic Publishers and Distributors
- Kochhar, S.K. (2000): Guidance and Counseling in Colleges and Universities, New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. and Sharma, R. (2004): Guidance and Counseling in India, New Delhi:: Atlantic Publishers and Distributors