


UG - EDUCATION

Rajkiya Mahavidyalaya Amori, Champawat.

Programme outcomes (POs):	
PO 1	<ul style="list-style-type: none">• This course will provide students the basic concept of Education• The student will be able to understand relation between education and society.• The student will be able to analyse Indian and western philosophy.
PO2	<ul style="list-style-type: none">• The student will be able to understand new trends and importance of ICT.• The student will be able to explain the importance of human rights, environment in our life.• The student will be able to explain the importance of values, mental health and hygiene.
PO 3	<ul style="list-style-type: none">• Students will be able to understand interdisciplinary nature of the subject.• Program will be helpful in conceptualization and synthesis of knowledge of life skill and sustainable education.
PO 4	<ul style="list-style-type: none">• Program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation.
PO 5	<ul style="list-style-type: none">• The student will be able to understand importance of research and statistics in education.
PO 6	<ul style="list-style-type: none">• The student will be able to analyse administration and management in education.• The student will be able to explain the glorious history of education.


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

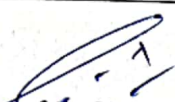
Class- B.A. I Sem.

PAPER NAME- Education & Society

Course learning outcomes: On completion of this course .learners will be able to :

1. To understand the meaning , nature, features & different branches of Indian Society.
2. Illustrate the meaning and nature of Education.
3. Compare how Education & Sociology are related to each other.
4. To understand meaning ,nature, and scope of Educational sociology.
5. Discuss the education as a social process.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Education: its meaning, nature, scope	6
2	Education as a social process and as a discipline	5
3	Functions and Aims of education	6
UNIT- II		
4	Meaning and definitions of Agencies of education	2
5	Formal	4
6	Informal	4
7	Non formal.	4
UNIT- III		
8	Sociology-meaning, nature and scope	6
9	Relation between sociology and education.	3
10	Educational Sociology- meaning, nature, scope and limitations.	6
11	Importance of sociology of education	2
12	Social responsibility.	2
UNIT- IV		
13	Education and society	2
14	Relation between education and society	2
15	Education as a process of social change, social stratification, social mobility	6
16	Equality and equity of educational opportunity.	6
TOTAL PERIODS		66


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

Class- B.A. II Sem.

PAPER NAME- Philosophical foundations of Education

Course Learning Outcomes: On completion of this course .learners will be able to :

1. To enable the students to understand the major Philosophies of education.
2. To recognize the specific needs and functions of education with regard to philosophy.
3. To explore the educational thoughts of Indian and Western educational thinkers.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Philosophy-meaning	2
2	Relationship between philosophy and education	4
3	Philosophy of education: meaning, nature and scope	5
4	Functions of educational philosophy	3
UNIT- II		
5	Schools of philosophy – approaches and their educational implications.	4
6	Naturalism, Idealism and Pragmatism with special reference to aims, curriculum, teaching methods, discipline.	12
UNIT- III		
7	Epistemological Basis of Education: Knowledge, Reason and Belief, Experience and Awareness, Values and Ideals.	15
UNIT- IV		
8	A critical study of Indian educational thinkers and their contribution. Swami Vivekananda, Mahatma Gandhi and Ravindra Nath Tagore	10
9	A critical study of contribution of western educational thinkers with special reference to aims and curriculum –Rousseau , John Dewey and Plato	10
TOTAL PERIODS		65


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education


Class- B.A.III Sem.

PAPER NAME- Development of Indian Education System

Course Learning Outcomes: On completion of this course learners will be able to :

1. To build up an understanding of the different Indian education system.
2. To critically analyse the recommendations of various commissions.
3. To promote sensitivity towards Indian Educational Heritage.
4. To explore the importance and utility of educational heritage in present scenario of education.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Meaning, Aims and Characteristics of- Vedic Education system, Buddhist Education system, Muslim Education system	14
UNIT- II		
2	Macaulay's Minute	4
3	Wood's dispatch.	4
4	Hunter Commission.	4
5	Indian University act (1904)	4
UNIT- III		
6	Gokhale bill 1911	4
7	Sadler Commission (Calcutta University commission, 1917	4
8	Wardha scheme of education 1937	4
UNIT- IV		
9	Radha Krishnan commission 1948	4
10	mudaliyar commission 1952-53	4
11	Kothari commission 1964-66.	6
UNIT- V		
12	NEP	4
13	Rammurti Review Committee	4
14	National Curriculum Framework	4
TOTAL PERIODS		64


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

Class- B.A. IV Sem.

PAPER NAME- NEW TRENDS IN EDUCATION

Course Learning Outcomes: On completion of this course .learners will be able to :

1. To develop analytical skills to question and appraise Integration and practices at national & international levels .
2. To analyse critically the effect of globalization and Vocationalization in education.
3. To understand the need of distance education in present scenario.
4. To understand the main Purpose of NEP.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Distance education: its meaning, objectives, need and purpose.	5
2	Difference between distance education and traditional education.	5
3	Current trends in the field of distance learning.	5
4	Use of ICT in distance education.	5
UNIT- II		
5	National Integration -- Meaning and concept	4
6	International Understanding – Meaning and concept	4
7	Factors of National Integration and International Understanding	4
8	Role of education in promoting National Integration and International Understanding	4
UNIT- III		
9	Globalization- Meaning, Nature and Causes	5
10	Impact of globalisation on education	4
11	Impact of Globalization in India	4
12	Vocationalization of Education (Primary, Secondary, Highereducation)	6
UNIT- IV		
13	NEW EDUCATION POLICY- 2020	15
TOTAL PERIODS		70


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TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

Class- B.A.VSem.

PAPER NAME- Psychological Foundations of Education

Course Learning Outcomes: On completion of this course, learners will be able to:

1. To understand the relation between Education and Psychology.
2. To understand the learning theories and laws of learning.
3. To explore the importance of transfer of learning.
4. To understand the theories of intelligence and laws of learning.
5. To understand the concept of intelligence and personality.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Psychology- Meaning, Definition	2
2	Educational psychology: Meaning, definition	2
3	Nature , scope and functions of Educational psychology.	5
4	Relation between education and psychology	4
5	Methods Of Psychology	4
UNIT- II		
6	Human growth and development	4
7	Difference between human growth and development	2
8	Individual difference : meaning & types	4
9	Stage of development (Infancy, Childhood, Adolescence)- Meaning , Definition and characteristics.	8
UNIT- III		
10	Learning: meaning, definition and Characteristics.	4
11	Theories of learning.- Classical conditioning theory, Skinner's operant theory,	4
12	Thorndike's theory of learning and Kohler's Insight Theory	5
13	Transfer of Learning.	4
UNIT- IV		
14	Personality: Meaning, Nature, Definition and characteristics.	5
15	Types of personality.	4
16	Intelligence: Meaning, Definition and scope	4
17	Types of Intelligence	2
18	Theories of intelligence and their implications.	4
TOTAL PERIODS		71

Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education Class- B.A.VSem. PAPER NAME- Teacher Education

Course Learning Outcomes: On completion of this course .learners will be able to :

- 1- To acquaint the student with Objectives and aims of teacher education at different levels.
- 2- To develop an understanding of Teacher Education programmes.
- 3- To analyze the historical background of teacher education.
- 4- To understand Need and significance for Teacher Education at higher education Level.
- 5- To explore the Problems in Teacher Education in India.
- 6- To develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Teacher Education- meaning, nature and scope.	6
2	Aims and objectives of Teacher Education in Elementary andSecondary levels.	8
UNIT- II		
3	Functions of teacher, characteristics of an ideal teacher, role ofteacher at present context.	8
4	Definition and characteristics of teaching, teaching as a profession.Ethics of a teacher.	6
UNIT- III		
5	Development of Teacher Education in pre independent India: Wood's Dispatch to Wood-Abbot Report	10
6	Development of Teacher Education in post – independence period:Recommendations of various Commission and Committee for the Development of Teacher Education.	10
UNIT- IV		
7	Agencies of Teacher education and their functions andresponsibilities	10
8	NCERT , NUEPA, SCERT, UGC, NCTE	10
TOTAL PERIODS		68


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

Class- B.A.VSem.

PAPER NAME- Regulatory bodies of education in India

Course Learning Outcomes: On completion of this course, learners will be able to:

1. To develop scientific understanding of Research in Education.
2. Develop an stronger view towards research.
3. Understand basics of research.
4. Develop attitude towards research.
5. Collect and analyze data.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Regulatory Bodies Of Education In India UGC, NCERT, NCTE, AICTE, NUEPA, DIET, SCERT, NIOS, etc. (To Prepare Detail Project Report Any one Regulatory bodies of Education specially objectives, Structure, administration, management and functions)	60
TOTAL PERIODS		60

Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education

Class-B.A VI Sem.

PAPER NAME-Basic concept of Educational Research and Statistics

Course Learning Outcome: On completion of this course, learners will be able to:

- 1- To explore the role of research in education .
- 2- To acquire a conceptual understanding of research in education.
- 3- To develop a critical understanding about the Measurement and Evaluation on the basis of statistics.
- 4- To acquaint the students with use of statistics.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Research – Meaning, Definition, Characteristics.	4
2	Educational Research – Meaning, Objectives, Types.	6
3	Functions and Characteristics of Educational research.	4
4	Steps in educational research.	2
UNIT- II		
5	Meaning and types of variables	4
6	Meaning, importance, characteristics and types of hypothesis	5
7	Data collection procedure - Sampling – concept, definition and types	6
UNIT- III		
8	Statistics –meaning, definition	3
9	Functions of statistics	2
10	Need and significance of statistics in education	4
11	Collection of Data	4
UNIT- IV		
12	Measures of central tendencies- Mean,Median,Mode	8
13	Measures of Variability- Mean Deviation, Standard deviation, Correlation	8
TOTAL PERIODS		60


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

Class-B.A.VI Sem.

SUBJECT-Education

PAPER NAME- Educational Administration and Management

Course Learning Outcome: On completion of this course, learners will be able to:

1. Describe different Educational Organizations.
2. Compare Administration, Management and Supervision.
3. Differentiate between inspection and supervision.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Meaning, Nature and Concept of Management	4
2	Nature, objective and scope of educational administration.	4
3	Concept of educational Management.	2
4	Characteristics Educational Management.	2
5	Nature and scope of educational management.	2
6	Educational management in India	2
7	Financial management.	2
UNIT- II		
8	Basic Functions of Administration.	2
9	Meaning ,Nature, needs and Importance of Educational Administration	6
10	Functions Of Educational Administration POSDCORB	4
11	Role and functions of Headmaster/Teacher.	2
UNIT- III		
12	Meaning & Nature of Educational Planning.	4
13	Need & Objectives for Educational Planning.	4
14	Approaches to Educational planning- Rate of Return approach, Social Demand Approach, Man Power Approach	5
15	Types of Educational Planning- Micro & Macro, Short Term & Long Term	6
16	Historical background of Education Panning in India	2
UNIT- IV		
17	Nature & Meaning of Educational Leadership.	2
18	Styles of Leadership- Autocratic, Democratic, Laissez-faire	6
19	Characteristics of a good Educational administrator	2
20	Characteristics of a good Leader	2
TOTAL PERIODS		65


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT-Education

Class-B.A.VI Sem.

PAPER NAME- Educational Guidance and counseling

Course Learning Outcomes On completion of this course, learners will be able to:

1. To develop scientific understanding of Research in Education.
2. Develop an stronger view towards research.
3. Understand basics of research.
4. Develop attitude towards research.
5. Collect and analyze data.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Educational Guidance and Counseling (To Prepare Detail Project Report Any one Vocational Or Carrier oriented Job Profile)	60
	TOTAL PERIODS	60


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education (Minor)

Class- B.A.II Sem.

PAPER NAME- Education for Sustainable Development

Course Learning Outcomes On completion of this course, learners will be able to:

1. To understand Concept of sustainable development.
2. To analyse the responsibilities of government.
3. The learner will understand the important role of education and lifelong learning opportunities for all.
4. The learner will also understand education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.
5. The learner will able to understand about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities.
6. The learner will understand that education can help create a more sustainable, equitable and peaceful world.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Concept of sustainable development	4
2	Meaning and evolution of the concept of sustainable development	4
3	Characteristics and scope of sustainable development	4
4	Need for sustainable development	2
5	Role of education for sustainable development	2
UNIT- II		
6	Goals and challenges of sustainable development	4
7	Challenges of sustainable development for India	2
8	Learning Objectives for education for sustainable development	4
9	Role of government agencies for sustainable development	4
10	Role of NGO's for sustainable development	4
TOTAL PERIODS		34


Signature of the Teacher

TEACHING ACTION PLAN

Rajkiya Mahavidyalaya Amori, Champawat.

TEACHER'S NAME & DESIGNATION – Mr Sanjay Kumar Gangwar (Assistant Professor)

SUBJECT- Education (Minor)

Class- B.A.III Sem.

PAPER NAME- Human Right Education

Course Learning Outcomes On completion of this course, learners will be able to:

1. To know the basic concept of human rights.
2. To know the role of United Nations and human rights .
3. To understand enforcement mechanism in India .
4. To know the role of advocacy groups.

TEACHING PLAN FORMAT		
UNIT- I		
S. N	NAME OF TOPIC	NUMBER OF PROPOSED PERIODS
1	Concept and Nature of Human Rights	4
2	Scope of Human Rights	4
3	Concept, objectives, principles of Human Rights Education	5
4	Needs and Significance of Human Rights Education in India	4
UNIT- II		
5	Universal Declaration of Human Rights (1948) by UN	3
6	UN and Promotion and Protection of Human Rights	4
7	Human Rights and Indian Constitution	4
8	Role of educational institutions, press, media and NGOs	6
TOTAL PERIODS		34


Signature of the Teacher