BOARD OF STUDIES IN EDUCATION – MEETING

As per the proceedings issued by the Vice-Chancellor of Krishna University, the members of the Board of Studies in Education (UG) met online on **23rd July 2026 and 28th July 2026** to prepare and finalize the syllabi for **Adult Education and Continuing Education at the Undergraduate level** and the **Post Graduate Diploma in Teaching at the Postgraduate level**.

Members Present

The following members were present at the online meetings:

1. Dr. V.V. Sailaja, Principal
   S.P.M.H. College of Education Machilipatnam V.V.Sailaja 28/07/2026
2. Dr. S. Seshasree, Principal
   Y.V. Rao Siddartha College of Education Vijayawada. S Seshasree 28/07/202
3. Dr. M. Pichhi Reddy. Principal
   Meenakshi College of Education Tiruvuru 28/7
4. Dr. A. Srinivasa Murthy, Principal
   S.V. college of Special Education Kotturu 28/07/20
5. Dr. J. Nagaraju. Principal
   K.G. Reddy Rao & A.N.R College of Education Mylavaram. (J. Nagaraju) 28/07/2026

Resolutions of the Board of Studies

After detailed discussion and deliberation, the members of the Board of Studies arrived at the following resolutions:

1. **Practical Approach:**
   Both diploma programmes should have a strong practical orientation. The teaching-learning process should include practical activities and field-based experiences wherever appropriate.
2. **Duration of Diploma in Adult Education and Continuing Education:**
   The **Diploma in Adult Education and Continuing Education** should be of **six months' duration**.
3. **Eligibility:**
   Candidates who have successfully completed **Intermediate (10+2) or an equivalent qualification** should be eligible for admission to the Diploma in Adult Education and Continuing Education.

4. **Objectives of the Diploma:**
   The major objectives of the programme should include:
   - Preparing trained manpower to work in **Adult Education Centres**.
   - Developing the capacity to organize and conduct **continuing education programmes**.
   - Providing learners with the knowledge and skills required for effective adult education practices.
   - Supporting the objectives and implementation of **NEP 2020** through continuing and lifelong learning initiatives.
5. **Duration of PG Diploma in Teaching:**
   The **Post Graduate Diploma in Teaching** should be of **one-year duration**.
6. **Objectives of the PG Diploma in Teaching:**
   The programme should be flexible and designed to meet the needs of different categories of learners, including:
   - **College teachers and prospective teachers** seeking to improve their teaching skills and professional competence.
   - Persons engaged in **corporate training and instructional activities**.
   - Developing effective **teaching skills and competencies**.
   - Developing an understanding of **student psychology** and learner diversity.
   - Promoting the effective **use of technology in education and teaching-learning processes**.
7. **Overall Approach:**
   The syllabi of both programmes should be designed to be **relevant, skill-oriented, practical, flexible and aligned with contemporary educational needs**, with due consideration to the objectives of **NEP 2020**.

1 V.V. Sailaja 28/07/2026
2 S. Sekhar 28/07/2026
3 28/7/26
4 28/7/26
5 (Jayaprakash) 28/07/2026

KRISHNA UNIVERSITY

(A State University established by Govt. of A.P.)
Dr. NTR PG Center for Higher Education
PG Diploma in Teaching (1Year Duration)

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1. Programme Objectives & Outcomes

- Develop professional teaching competencies.
- Understand educational psychology and pedagogy.
- Prepare effective lesson plans and assessments.
- Integrate ICT in teaching-learning.
- Promote reflective practice and lifelong learning.

2. Eligibility, Duration & Course Structure

Eligibility: Bachelor's Degree.
Duration: 1 Year (2 Semesters).
Mode: Regular as approved by the institution.

Semester I

Paper I: Foundations of Teaching & Learning

- Philosophy and Education
- Cognitive and Socio-Psychological Aspects of Adult/Higher Education Learners
- Motivation, Diversity and Individual Differences in Learning Styles

Paper II: Curriculum Planning & Development

- Principles of Curriculum Construction
- New Trends in Curriculum Planning
- Approaches to Curriculum Construction and Unit Planning

Paper III: Core Teaching Skills & Pedagogy

- Approaches, Methods and Techniques of Teaching
- Instructional Design
- Models of teaching
- Lesson Planning
- Bloom's Taxonomy
- Micro Teaching Techniques and Reflective Teaching Practice

V.V. Sailaja

Semester I – Teaching Practice

1. Practice of at least 5 Micro teaching skills and submission of Record (50 marks)
2. Observation of 5 lessons in each pedagogy taught by regular school teacher (25 Marks)
3. Submission of Project Work (Related to Subjects) (25 Marks)

Semester II

Paper IV: Institutional Planning & Higher Education Policy

- Structure, Policies & Quality Assurance Mechanisms in Education
- Ethics, Leadership & Classroom Management

Paper V: Educational Technology & E-Learning

- Integrating ICT
- LMS (Canvas, Moodle) and Blended Learning Environment.
- Flipped classroom methodologies and Digital Content Creation

Paper VI: Assessment & Evaluation

- Formative vs Summative Assessment – Strategies
- Constructing Rubrics
- Diagnostic Tests
- Question Banks

Semester II – Teaching Practice

1. Teaching Practice for at least 15 days/45 Hours
2. Internship for 20 days.

Scheme of Examination

Internal: 30 Marks
External: 70 Marks
(Duration: 3 Hours)

KRISHNA UNIVERSITY

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Dr. NTR PG Center for Higher Education

PG Diploma in Teaching (1Year Duration)

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1. Programme Objectives

- Develop professional teaching competencies.
- Understand educational psychology and pedagogy.
- Prepare effective lesson plans and assessments.
- Integrate ICT in teaching-learning.

Programme Structure

Semester	Paper	Title
I	I	Paper I – Foundations of Teaching & Learning
I	II	Paper II – Curriculum Planning & Development
I	III	Paper III – Core Teaching Skills & Pedagogy
I		Teaching Practice and Micro Skills and Observation Records (Practical)
II	IV	Paper IV – Institutional Planning & Higher Education Policy
II	V	Paper V – Educational Technology & E-Learning
II	VI	Paper VI – Assessment & Evaluation
II		Teaching Practice and Internship

I. V. V. Sailaja

KRISHNA UNIVERSITY

PG Diploma in Teacher Education

Model Question Paper – Paper I

Foundations of Teaching & Learning

Time: 3 Hours Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE of the following. (5 × 5 = 25 Marks)

1. Explain the relationship between Philosophy and Education.
2. Discuss the characteristics of adult and higher education learners.
3. Explain the importance of educational psychology in teaching.
4. Describe motivation and its role in the teaching-learning process.
5. Explain individual differences in learning styles.
6. Discuss cognitive aspects of learning.
7. Explain socio-psychological aspects of learners.
8. Describe the objectives of teacher education.

Section – B (15 Marks)

Answer any THREE of the following. (3 × 15 = 45 Marks)

1. Explain the philosophical foundations of education and their relevance to teaching.
2. Discuss the cognitive and socio-psychological aspects of adult and higher education learners in detail.
3. Explain motivation, diversity and individual differences and their implications for effective teaching.
4. Discuss the role of educational psychology in improving classroom teaching and learning.
5. Explain the aims, objectives and importance of teacher education in the present educational system.

KRISHNA UNIVERSITY

PG Diploma in Teaching

Model Question Paper – Paper II

Curriculum Planning & Development

Time: 3 Hours | Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE questions. (5 × 5 = 25 Marks)

1. Explain the meaning and scope of curriculum.
2. Discuss the principles of curriculum construction.
3. Describe the objectives of curriculum planning.
4. Explain the need for curriculum revision.
5. Discuss new trends in curriculum planning.
6. Explain the concept of unit planning.
7. Describe different approaches to curriculum construction.
8. Explain the role of teachers in curriculum development.

Section – B (15 Marks)

Answer any THREE questions. (3 × 15 = 45 Marks)

1. Explain the principles of curriculum construction with suitable examples.
2. Discuss the process and importance of curriculum planning and development.
3. Explain the new trends in curriculum planning in the context of higher education.
4. Describe the various approaches to curriculum construction and their educational significance.
5. Explain unit planning, its components and its role in effective teaching-learning.

KRISHNA UNIVERSITY

PG Diploma in Teaching

Model Question Paper – Paper III

Core Teaching Skills & Pedagogy

Time: 3 Hours | Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE questions. (5 × 5 = 25 Marks)

1. Explain the concept and importance of Instructional Design.

2. What are the essential steps in Lesson Planning?

3. Explain Bloom's Taxonomy and its educational significance.

4. Describe the cognitive, affective and psychomotor domains of learning.

5. Explain the concept and objectives of Micro Teaching.

6. Discuss the characteristics of an effective teacher.

7. Explain Reflective Teaching Practice and its importance.

8. Describe the role of teaching skills in effective classroom instruction.

Section – B (15 Marks)

Answer any THREE questions. (3 × 15 = 45 Marks)

1. Explain the principles, components and applications of Instructional Design in teaching.

2. Discuss the process of Lesson Planning and explain its importance with suitable examples.

3. Describe Bloom's Taxonomy in detail and explain its application in classroom teaching.

4. Explain the concept, phases and advantages of Micro Teaching and its role in teacher preparation.

5. Discuss Reflective Teaching Practice and explain how it contributes to professional development of teachers.

KRISHNA UNIVERSITY

PG Diploma in Teaching

Model Question Paper – Paper IV

Institutional Planning & Higher Education Policy

Time: 3 Hours Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE questions. (5 × 5 = 25 Marks)

1. Explain the objectives of institutional planning.

2. Discuss the structure of higher education in India.

3. Explain educational policies and their significance.

4. Describe quality assurance mechanisms in education.

5. Explain the role of NAAC in quality enhancement.

6. Discuss ethics in the teaching profession.

7. Explain leadership qualities of an effective educational administrator.

8. Describe the importance of classroom management.

Section – B (15 Marks)

Answer any THREE questions. (3 × 15 = 45 Marks)

1. Explain institutional planning, its objectives, process and importance in educational institutions.

2. Discuss the structure of higher education in India and explain major educational policies for quality improvement.

3. Explain quality assurance mechanisms in education with special reference to accreditation and institutional development.

4. Discuss ethics, leadership and their role in effective educational administration and classroom management.

5. Explain the principles and strategies of classroom management with suitable examples.

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PG Diploma in Teaching

Model Question Paper – Paper V

Educational Technology & E-Learning

Time: 3 Hours Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE questions. (5 × 5 = 25 Marks)

1. Explain the concept and scope of Educational Technology.

2. Discuss the role of ICT in teaching-learning.

3. Explain the features of Learning Management Systems (LMS).

4. Describe Moodle and Canvas as LMS platforms.

5. Explain the concept of Blended Learning.

6. Discuss the principles of Flipped Classroom methodology.

7. Explain the importance of Digital Content Creation in education.

8. Describe the advantages and challenges of E-Learning.

Section – B (15 Marks)

Answer any THREE questions. (3 × 15 = 45 Marks)

1. Explain Educational Technology and discuss the integration of ICT in the teaching-learning process.

2. Discuss Learning Management Systems (Canvas and Moodle) and explain their role in blended learning.

3. Explain the concept, features, advantages and limitations of Blended Learning Environment.

4. Describe Flipped Classroom methodology and explain its educational significance with suitable examples.

5. Discuss the process, tools and importance of Digital Content Creation in modern education.

KRISHNA UNIVERSITY

PG Diploma in Teaching

Model Question Paper – Paper VI

Assessment & Evaluation

Time: 3 Hours Max. Marks: 70

Section – A (5 Marks)

Answer any FIVE questions. (5 × 5 = 25 Marks)

1. Differentiate between formative and summative assessment.

2. Explain the purpose of formative assessment.

3. Describe the characteristics of a good rubric.

4. Explain the steps involved in constructing rubrics.

5. What is a diagnostic test? State its importance.

6. Explain the role of question banks in assessment.

7. Discuss the principles of educational evaluation.

8. Describe the characteristics of a good achievement test.

Section – B (15 Marks)

Answer any THREE questions. (3 × 15 = 45 Marks)

1. Discuss formative and summative assessment, highlighting their objectives, merits and limitations.

2. Explain the process of constructing effective rubrics with suitable examples.

3. Describe the concept, purpose and educational significance of diagnostic tests.

4. Discuss the importance of question banks in improving teaching, learning and evaluation.

5. Explain the principles and techniques of educational assessment and evaluation in higher education.

. References

- Aggarwal, J.C. Principles, Methods and Techniques of Teaching.
- Mangal, S.K. Educational Psychology.
- NEP 2020.
- NCF 2023.

NCTE Teacher Education Guidelines

KRISHNA UNIVERSITY

PG Diploma in Teaching

Credit Structure & Scheme of Examination

Scheme of Examination

Semester	Course	Credits	External	Internal	Total
I	Paper I – Foundations of Teaching & Learning	4	70	30	100
I	Paper II – Curriculum Planning & Development	4	70	30	100
I	Paper III – Core Teaching Skills & Pedagogy	4	70	30	100
I	Teaching Practice (50 M) and Micro Skills (25M) and Observation Records (25M) (Practical)	4		100	100
II	Paper IV – Institutional Planning & Higher Education Policy	4	70	30	100
II	Paper V – Educational Technology & E-Learning	4	70	30	100
II	Paper VI – Assessment & Evaluation	4	70	30	100
II	Teaching Practice(50M) and Internship (50M)	4		100	100

Grand Total

Theory Papers: 6 × 100 = 600 Marks
Practical Components: 2 × 100 = 200 Marks
Total Marks: 800
Total Credits: 32

Internal Assessment (30 Marks)

Assignment – 10 Marks
Seminar / Presentation – 10 Marks
Internal Test – 10 Marks

I. V. V. Sailaja

KRISHNA UNIVERSITY

(A State University established by Govt. of A.P.)
Dr. NTR PG Center for Higher Education
Diploma in Adult & Continuing Education (6 Months Duration)

Programme Objectives

- Develop knowledge of Adult and Continuing Education.
- Promote lifelong learning and community development.
- Prepare learners to plan, implement and evaluate adult education programmes.
- Develop skills in extension activities, literacy and ICT.

Programme Structure

Semester	Paper	Title
I	I	Foundations of Adult & Continuing Education
I	II	Continuing and Lifelong Learning
I	III	Adult Learning Psychology
II	IV	Literacy Programmes & Educational Policies
II	V	ICT in Adult & Continuing Education
II		Project Work / Internship

1. V.V. Sailaja
2. S Sekhar
3.

Paper I: Foundations of Adult & Continuing Education

- Unit I: Meaning, Scope, Aims and Objectives
- Unit II: History and Development of Adult Education in India
- Unit III: National Policies, Literacy Missions and Current Issues
- Unit IV: Role of Universities, NGOs and Community Organizations

Paper II: CONTINUING AND LIFE LONG LEARNING

- Unit I: Concept, Nature and Scope of Lifelong Learning
- Unit II: Principles and Characteristics of Non-Formal Education
- Unit III: Understanding rural and Urban community structures
- Unit IV: National and International Agencies Promoting Lifelong Learning
- Unit V: Emerging Trends and Challenges in Non-Formal Education

Paper III: Adult Learning Psychology

- Unit I: Meaning and Principles of Adult Learning
- Unit II: Characteristics and Needs of Adult Learners
- Unit III: Motivation and Learning Theories
- Unit IV: Teaching–Learning Strategies for Adults
- Unit V: Guidance, Counselling and Evaluation of Adult Learning

Semester II

Paper IV: Literacy Programmes & Educational Policies

- Unit I: Concept and Types of Literacy
- Unit II: National Literacy Mission and Government Programmes
- Unit III: Educational Policies Related to Adult Education
- Unit IV: Functional Literacy and Skill Development
- Unit V: Monitoring and Evaluation of Literacy Programmes

Paper V: ICT in Adult & Continuing Education

- Unit I: ICT – Concept and Importance
- Unit II: Extension Activities
- Unit III: Online Learning Platforms and Communication Tools
- Unit IV: ICT Applications in Adult Education
- Unit V: Future Trends in Educational Technology

Project Work / Internship

- Project Selection and Proposal Writing
- Extension activates Gender Equality, Health, Environment
- Data Analysis and Report Preparation
- Internship and Community Engagement
- Viva Voce and Project Presentation

Suggested References

- UNESCO publications on Adult Education
- NCERT/UGC resources on Adult & Continuing Education
- Government of India literacy mission documents

KRISHNA UNIVERSITY

Diploma in Adult & Continuing Education (6 Months Duration)

Credits and Marks Structure

Semester	Paper	Course Title	Credits	Internal	External	Total
I	I	Foundations of Adult & Continuing Education	4	30	70	100
I	II	Continuing and Lifelong Learning	4	30	70	100
I	III	Adult Learning Psychology	4	30	70	100
II	IV	Literacy Programmes & Educational Policies	4	30	70	100
II	V	ICT in Adult & Continuing Education	4	30	70	100
II	VI	Extension Activities	4	100	-	100

Programme Summary

Semester I: 12 Credits, 300 Marks
Semester II: 12 Credits, 300 Marks
Total Credits: 24
Total Marks: 600

I. V. V. Sailaja
2- Secretary

Model Question Paper

Paper I: Foundations of Adult & Continuing Education

Time: 3 Hours **Total Marks: 70**

Section A

Answer all questions. Each question has an internal choice (**OR**). Each question carries **5 marks**.

(8 x 5 = 40 Marks)

1. **A)** Differentiate between *Andragogy* and *Pedagogy* with suitable examples.

   Or

   B) Explain the meaning and scope of *Continuing Education* in the current job market.
2. **A)** Define the concept of *Lifelong Learning* and its relevance in modern society.

   Or

   B) Outline the primary aims and objectives of Adult Education programs.
3. **A)** Briefly explain the significance of the National Adult Education Programme (NAEP) of 1978.

   Or

   B) Highlight the major adult education initiatives undertaken during the pre-independence era in India.
4. **A)** Discuss the impact of the Farmers Functional Literacy project on rural India.

   Or

   B) Explain how the concept of "Social Education" evolved during the early Five-Year Plans.
5. **A)** Highlight the core objectives of the Saakshar Bharat Mission.

   Or

   B) Discuss the role and achievements of the National Literacy Mission (NLM) launched in 1988.
6. **A)** What are the major challenges faced by the New India Literacy Programme (NILP) today?

   Or

   B) Explain the growing importance of *Digital Literacy* over traditional print literacy.
7. **A)** Explain the role of Panchayati Raj Institutions (PRIs) in mobilizing learners at the grassroots level.

   Or

   B) Discuss how Corporate Social Responsibility (CSR) funds can support adult literacy centers.
8. **A)** How do University Departments of Adult and Extension Education contribute to community outreach?

   Or

   B) Analyze the advantages of using local NGOs over government agencies for reaching marginalized learners.

Section B

Answer all questions. Each question has an internal choice (**OR**).
Each question carries **15 marks**.

(2 x 15 = 30 Marks)

9. **A)** Define Adult Education. Discuss its core meaning, scope, aims, and objectives in the context of a developing nation like India.

Or

B) Trace the historical evolution and development of Adult Education in India from the pre-independence era to the post-independence period.

10. **A)** Critically analyse the provisions and structural framework made for adult education under the National Education Policy (NEP) 2020.

Or

B) Evaluate the combined roles and contributions of Universities, Non-Governmental Organizations (NGOs), and Community Organizations in promoting lifelong learning.

Model Question Paper

Paper II: Continuing and Lifelong Learning

Time: 3 Hours **Total Marks: 70**

Section - A

Answer all **eight** questions. Each question carries **5 marks**. Every question has an internal choice.

(8 × 5 = 40 Marks)

1. (a) Differentiate between lifelong learning and traditional formal education.

Or

(b) Briefly explain the scope of lifelong learning in the context of a changing job market.

2. (a) Explain how lifelong learning promotes social inclusion and personal development.

Or

(b) Define informal learning and provide two practical examples of how it occurs.

3. (a) Highlight any four core characteristics of Non-Formal Education (NFE).

Or

(b) Why is non-formal education considered more cost-effective than formal education?

4. (a) Explain the principle of flexibility in designing a curriculum for adult learners.

Or

(b) Discuss the importance of voluntary participation in non-formal education programs.

5. (a) Compare the primary educational needs of rural communities with those of urban communities.

Or

(b) How do caste and class dynamics act as barriers to learning access in rural areas?

6. (a) Describe the role of local Panchayats or community leaders in promoting rural literacy.

Or

(b) Explain the unique challenges faced by urban migrants in accessing continuing education.

7. (a) Summarise the role and initiatives of UNESCO in promoting "Global Learning Cities."

Or

(b) Explain the contribution of the Directorate of Adult Education in implementing literacy frameworks.

8. (a) What is the "digital divide," and how does it impact learners in non-formal education?

Or

(b) Analyse the challenge of certification and recognition of non-formal education by employers.

Section - B

Answer any **two** questions. Each question carries **15 marks**. Every question has an internal choice.

(2 × 15 = 30 Marks)

9. (a) Define Lifelong Learning. Discuss its evolving nature, philosophy, and shift toward self-directed learning in the 21st century.

Or

(b) Elaborate on the principles, characteristics, and management structure of Non-Formal Education. Explain how it fulfils the gaps left by the formal education system.

10.(a) Analyze the structural differences between rural and urban communities. Propose a strategic framework to utilize local community resources and NGOs for adult literacy programs.

Or

(b) Critically examine the emerging trends in non-formal education, focusing on the rise of digital learning (MOOCs). Discuss the major funding and retention challenges faced by these programs.

Model Question Paper

Paper III: Adult Learning Psychology

Time: 3 Hours **Total Marks: 70**

Section - A

Answer all **eight** questions. Each question carries **5 marks** Each question contains an internal choice.

(8 × 5 = 40 Marks)

1. A) Differentiate between Andragogy and Pedagogy with suitable examples.

Or

B) Explain how an adult's self-concept influences their readiness to learn.

2. A) Discuss the significance of a learner's experience as a resource in adult education.

Or

B) Describe the "Problem-Centered Orientation" to learning in adulthood.

3.A) Highlight the physical characteristics of adult learners that educators must accommodate.

Or

B) Explain the difference between fluid and crystallized intelligence in adult cognitive development.

4.A) Identify the major socio-economic barriers faced by working adults pursuing higher education.

Or

B) How can an instructor address the psychological need for safety and self-esteem in an adult classroom?

5.A) Elaborate on the primary intrinsic motivators that drive adults to return to learning.

Or

B) Explain the concepts of "Autonomy, Competence, and Relatedness" in Self-Determination Theory.

6. A) Briefly outline the four stages of Kolb's Experiential Learning Cycle.

Or

B) What is a "disorienting dilemma" in Jack Mezirow's Transformative Learning Theory?

7. A) Explain the shifting role of an instructor from a "lecturer" to a "facilitator" in adult classrooms.

Or

B) Describe how Case Studies and Simulations can be used as active learning strategies for adults.

8 A) Distinguish between Formative Evaluation and Summative Evaluation in the context of adult learning.

Or

B) Why is psychological counselling necessary to address learning anxiety and imposter syndrome in adults?

Section - B

Answer any **two** questions. Each question carries **15 marks**. Every question has an internal choice.

(2 × 15 = 30 Marks)

9. **A)** Critically analyze Malcolm Knowles' Principles of Andragogy. Discuss how these principles address the unique psychological characteristics and needs of adult learners.

Or

B) Evaluate Jack Mezirow's Transformative Learning Theory. Design a Framework showing how adults critically reflect upon and alter their deeply ingrained assumptions.

10. **A)** Design a comprehensive teaching-learning strategy for a group of diverse adult learners. Incorporate active methodologies, collaborative learning, and blended learning tools.

Or

B) Discuss the scope and challenges of Guidance, Counselling, and Evaluation in adult education. Propose a plan for implementing non-threatening, andragogical self-assessment methods.

MODEL QUESTION PAPER

Paper IV: Literacy Programmes & Educational Policies

Time: 3 Hours **Total Marks: 70**

Section - A

Answer all **eight** questions. Each question carries **5 marks** Each question contains an internal choice.

(8 × 5 = 40 Marks)

1. **A)** Explain the key features of **Traditional Literacy** and discuss its limitations in the modern world.

   Or

   (B) Differentiate between **Mass Literacy** and **Selective Literacy** approaches with suitable examples.

2. **A)** Define the concept of **Functional Literacy** and explain its relevance to daily life.

   Or

   B) Discuss the growing importance of **Digital and Financial Literacy** in adult education today.

3. **A)** Highlight the core objectives and target age groups of the **National Literacy Mission (NLM, 1988).**

   Or

   B) Explain the significance of the **Saakshar Bharat Mission** in addressing female illiteracy in rural areas.

4. **A)** Describe the role of **Total Literacy Campaigns (TLC)** as a strategy for eradicating illiteracy.

   Or

   B) Briefly outline the structure and purpose of the **New India Literacy Programme (NILP).**

5. **A)** Analyze the key recommendations of the **National Policy on Education (NPE, 1986)** regarding adult education.

   Or

   B) How does **National Education Policy (NEP, 2020)** re-brand adult education as a component of "Lifelong Learning"?

6. **A)** Discuss the institutional role played by **Jana Shikshan Sansthans (JSS)** in skill development for neo-literates.

   Or

   B) Explain how literacy can be integrated with agricultural development programs for rural farmers.

7. **A)** Elaborate on the administrative role played by the **State Literacy Mission Authorities (SLMA).**

Or

B) Distinguish between **Concurrent Evaluation** and **Summative Evaluation** in literacy programs.

8. **A)** What are the primary metrics used to measure the success of a regional literacy drive?

Or

B) Explain how decentralized bodies like the *Zila Saksharta Samitis* (ZSS) assist in monitoring programs at the grassroots level.

Section - B

Answer any **two** questions. Each question carries **15 marks**. Every question has an internal choice.

(2 × 15 = 30 Marks)

9. **A)** Tracing the evolution of literacy policies from NPE 1986 to NEP 2020, critically evaluate how India's strategic focus has shifted from basic literacy to digital skills and lifelong learning.

Or

B) Detailed analysis of the **National Literacy Mission (NLM)**: Discuss its three-pronged strategy (TLC, PLC, and CEP) and critically examine the reasons behind its successes and shortcomings.

10. **A)** "Literacy initiatives are unsustainable unless directly linked with economic productivity." Defend this statement by explaining how vocational training, life skills, and functional literacy are integrated into modern development models.

Or

B) Propose a comprehensive **Monitoring and Evaluation (M&E)** framework for a newly launched state-wide adult education program. Highlight the challenges faced during the third-party auditing of such campaigns.

MODEL QUESTION PAPER

Paper V: ICT in Adult & Continuing Education

Time: 3 Hours **Total Marks: 70**

Section - A

Answer all **eight** questions. Each question carries **5 marks** Each question contains an internal choice.

(8 × 5 = 40 Marks)

1. (a) Define the concept of ICT and explain its relevance in adult learning.

Or

(b) Discuss the major barriers adult learners face when adopting new educational technologies.

2. (a) Differentiate between pedagogy (child learning) and andragogy (adult learning) in the context of digital environments.

Or

(b) Explain how ICT can enhance lifelong learning opportunities for rural communities.

3. (a) Describe the role of community radio as an ICT tool for extension activities.

Or

(b) How can extension workers use mobile applications for field-based adult education?

4.(a) Explain how social media platforms can be used to mobilize community participation for literacy campaigns.

Or

(b) Describe the process of planning a technology-driven extension program for financial literacy.

5. (a) Briefly explain the structure and benefits of Massive Open Online Courses (MOOCs) for adult learners.

Or

(b) Compare the utility of synchronous (live) and asynchronous (self-paced) communication tools in adult education.

6. (a) Discuss the role of Learning Management Systems (LMS) like Moodle or Google Classroom in continuing education.

Or

(b) How do video conferencing tools facilitate collaborative learning among non-traditional students?

7. (a) Detail the application of ICT in tracking and monitoring the progress of adult literacy programs.

Or

(b) Explain how digital databases and management information systems (MIS) improve administration in continuing education.

8. (a) What is Mobile Learning (m-learning), and why is it crucial for the future of adult education?

Or

(b) Briefly explain how Virtual Reality (VR) can be used for vocational skill training in adult training centers.

Section - B

Answer any **two** questions. Each question carries **15 marks**. Every question has an internal choice.

(2 × 15 = 30 Marks)

9.(a) Critically analyze the importance of ICT in adult education. Design a comprehensive blueprint for using online learning platforms and extension activities to eradicate digital illiteracy in a semi-urban locality.

Or

(b) Evaluate the effectiveness of various digital communication tools in continuing education. Discuss the challenges of student engagement in online platforms and suggest strategies to overcome them.

10. (a) Elaborate on the practical applications of ICT in managing, executing, and evaluating adult education programs at a national level. Support your answer with existing case studies or government initiatives.

Or

(b) Discuss the future trends in educational technology, with specific focus on Artificial Intelligence (AI) and Gamification. How can these technologies be customized to suit the psychological needs of adult learners?

1. V. V. Sailaja
2. S Sekhar
3.