

**CURRICULUM FRAMEWORK FOR UNDER GRADUATE PROGRAMME IN EDUCATION
(ODL MODE)**

AS PER NATIONAL EDUCATION POLICY (NEP) 2020



**RAJIV GANDHI UNIVERSITY - A CENTRAL UNIVERSITY
INSTITUTE OF DISTANCE EDUCATION
DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH – 791112
ARUNACHAL PRADESH**

WITH EFFECT FROM ACADEMIC YEAR: 2024-25

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(As per NEP 2020)

Part I

1.0. Introduction

The National Education Policy (NEP) 2020 stated that higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution – a democratic, just, socially conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. This policy, hence, recommended that higher education should allow the opportunity to experience the full range of holistic and multidisciplinary education in addition to a focus on the chosen major and minors as per the choices of the students. So that every graduate would possess the graduate attributes that include capabilities that help in broadening the current knowledge base and skills, gain and apply new knowledge and skills, undertake future studies independently, perform well in a chosen career, and play a constructive role as a responsible citizen in society. To actualize this, therefore, this policy further recommended that curricular components of the undergraduate programme should consist of major stream courses, minor stream courses, multidisciplinary courses (courses from other disciplines), ability enhancement courses, skills enhancement courses (SEC), value-added courses (VAC), and a set of environmental education, understanding India, Digital and Technological solutions, Health & Wellness, Yoga education, and sports and fitness.

1.1 Programme Learning Outcomes (PLOs)

The Graduates will be able to:-

PLO1: Foundational Knowledge

Understand and capable of demonstrating core ideas of Education in interdisciplinary and multidisciplinary contexts.

PLO2: Critical Thinking and Problem Solving

Employ the tools of critical thinking and methods of enquiry in identifying, formulating, analysing, and evaluating complex problems and issues for arriving at effective solution from first principles.

PLO3: Community Engagement & Service

Demonstrate the capability to participate in community-engaged services/activities for promoting the well being of society.

PLO4: Indian Context and Good Citizenship

Take a critical, informed, and action-oriented approach towards India's diversity encompassing its social, economic, political, historical, environmental, and cultural aspects among others by enhance the capacity to apply knowledge and skills to contribute positively to the creation of just, inclusive, tolerant, and environmentally sustainable communities, and demonstrate, by doing, the importance of participating in the governance structures of one's profession and society.

PLO5: Coping with Real Life Situation

Demonstrate the capability to solve different kinds of problems in familiar and non-familiar contexts and apply the learning to real-life situations.

PLO6: Creativity

Demonstrate the ability to create, perform, or think in different and diverse ways about the same objects or scenarios; deal with problems and situations that do not have simple solutions; innovate and perform tasks in a better manner; view a problem or a situation from multiple perspectives; thin 'out of the box' and generate solutions to complex problems in unfamiliar context; adopt innovative, imaginative, lateral thinking, interpersonal skills and emotional intelligence.

PLO7: Communication Skills

Demonstrate the skills that enable them to listen carefully, read texts and research papers analytically and present complex information in a clear and concise manner to different groups/audiences; express thoughts and ideas effectively in writing and orally and communicate with other using appropriate, media, confidently, share views and express herself/himself, construct logical arguments using correct technical language related to a field of learning, work/vocation, or an area of professional practice, and convey ideas, thoughts, and argumetns using language that is respectful and sensitive to gender an other minority groups.

PLO8: Analytical Reasoning and Thinking

Demonstrate the capability to evaluate the reliability and relevance of evidence; identify logical flaws in the arguments of to others, analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and address opposing viewpoints.

PLO9: Research Related Skills

Demonstrate a keen sense of observation, inquiry, and capability for asking relevant/appropriate questions, the ability to problematize, synthesize, and articulate issues and design research proposals, the ability to define problems, formulate appropriate and relevant research questions, formulate hypotheses, test hypotheses using quantitative and qualitative data, establish hypotheses, make inferences based on the analysis and interpretation of data, and predict cause-and-effect relationships, the capacity to develop appropriate methodology and tools for data collection, the appropriate use of statistical and other analytical tools and techniques, the ability to plan, execute and report the results of an experiment or investigation, the ability to acquire the understanding of basic research ethics and skills in practising/doing ethics in the fields/in personal research work, regardless of the funding authority or field of study.

PLO10: Leadership Qualities

Demonstrate the capability for mapping out the tasks of a team, or an organization and setting direction; formulating an inspiring vision and building a team that can help achieve the vision, motivating and inspiring team members to engage with that vision; using management skills to guide people to the right destination.

1.2 Programme Specific Outcomes (PSOs)

After completion of the undergraduate programme in Education, the Students will be able will be able to:

PSO-1 : Understand basic theoretical framework of education, educational psychology, educational philosophy and educational sociology.

PSO-2: Foster the skill of design and developing curriculum, administrative abilities , teaching learning process and evaluation.

PSO-3:Apply the use of technology, statistical techniques , sustainability and values in solving the problems.

PSO-4: Understand the emerging trends and their impact on education, society, environment, national integrity and human rights

1.3. Certification Criteria

- **UG Certificate:** Students exiting the programme after securing 40 credits will be awarded UG Certificate in the relevant discipline/subject provided they secure 4 credits in work-based vocational courses offered during the summer term or internship/apprenticeship in addition to 6 credits from skill-based courses earned during the first and second semester.
- **UG Diploma:** Students exiting the programme after securing 84 credits will be awarded UG Diploma in the relevant discipline/subject. Out of 84 credits, students will have to secure 4 credits in skill-based vocational courses offered during the first year or second year summer term.
- **3-year UG Degree:** Students who wish to undergo a 3-year UG programme will be awarded UG Degree in the Major discipline after successful completion of three years, securing 120 credits.
- **4-year UG Degree (Honours):** A four-year UG Honours degree in the major discipline will be awarded to those who complete a four-year degree programme with 160 credits.

1.4 Other Key Criteria for UG Programme

- **Summer Internship/Apprenticeship:** Summer internship/apprenticeship is mandatory for all the Education students; UG certificate, UG Diploma, 3-year UG Degree, 4-year UG Degree (Honours), and 4-year UG Degree (Honours with Research). However, for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits. The students will select a vocational course for internship from the basket of vocational courses provided in the common structure.
- **Selection of Minor course:** Students of Education major will opt for minor courses from other majors. Minor courses of Education will be offered to Non-Education Major Students.
- **Selection of Multidisciplinary course:** Students in Education have to select a multidisciplinary course from the basket of multi-disciplinary courses provided in the

common structure. However, students of education cannot select multidisciplinary course of education.

- **Selection of Compulsory Value-based Course:** Students in Education have to select a compulsory Value-based course from the basket of value-based courses provided in the common structure.
- **For Honours students not undertaking Dissertation in VIII semester:** Students in Education not undertaking research project/dissertation work will have to do 3 courses of 12 credits in lieu of research project/dissertation.
- **Exit and re-entry:** Exit and re-entry option in the degree programme in Education will be allowed at 2nd (first year) and 4th semester (second year) to those students who have awarded UG Certificate and UG Diploma, respectively. However, these students will be allowed to re-enter the degree programme within 3 years after their exit and will have to complete the degree programme within the stipulated maximum period of seven years.

1.5 Structure of the Four Year Undergraduate Programme in Education

***1 credit = 30 Learning Hours.**

Semester – I						
BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-1110	Foundation of Education	4	120	30	70	100
IDE-EDU-001-MC-1110	Introduction to Education	4	120	30	70	100
IDE-EDU-001-MD-1110	Principles of Education	3	90	30	70	100
AEC 1	IDE-ENG-AE-1110/HIN-AE-1110	4	120	30	70	100
IDE-EDU-001-SE-0010	Teaching Skills	3	90	30	70	100
VAC 1	IDE-EVS-001-VA-1110	2	60	30	70	100
Total Credits		20				

Semester-II BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-1210	Educational Psychology	4	120	30	70	100
IDE-EDU-001-MC-1210	Understanding Adolescent	4	120	30	70	100
IDE-EDU-001-MD-1210	Measurement and Evaluation	3	90	30	70	100
AEC 2	IDE-ENG-AE-1210/HIN-AE-1210	4	120	30	70	100
IDE-EDU-001-SE-0020	Vocational Education	3	90	30	70	100
VAC 2	IDE-EVS-001-VA-1120	2	60	30	70	100
Total Credit		20				
IDE-EDU-INT-CO-0010	Internship*	4	120	20	80	100
<p>* for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits</p>						
Semester-III BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-2310	Guidance and Counseling	4	120	30	70	100
IDE-EDU-001-CC-2320	Introduction to Curriculum	4	120	30	70	100
IDE-EDU-001-MC-2310	Indian Education and Its Challenges	4	120	30	70	100
IDE-EDU-001-MD-2310	Education in Contemporary India	3	90	30	70	100
IDE-EDU-001-SE-0030	Environmental Education	3	90	30	70	100
VAC 3	XYZ-VA-2310/MOOC/	2	60	30	70	100
Total Credit		20				

Semester – IV						
BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-2410	Educational Technology	4	120	30	70	100
IDE-EDU-001-CC-2420	Environmental Education	4	120	30	70	100
IDE-EDU-001-CC-2430	Gender and Education	4	120	30	70	100
IDE-EDU-001-CC-2440	School Education	4	120	30	70	100
IDE-EDU-001-MC-2410	Inclusive Education	4	120	30	70	100
Total		20				
Credits						
IDE-EDU-INT-CO-0010	Internship*	4	120	20	80	100
<p>*for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits</p>						
Semester – V						
BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-3510	Educational Assessment	4	120	30	70	100
IDE-EDU-001-CC-3520	Early Childhood Care and Education	4	120	30	70	100
IDE-EDU-001-CC-3530	Teacher Education	4	120	30	70	100
IDE-EDU-001-CC-3540	Educational Administration and Planning	2	60	30	70	100
IDE-EDU-001-MC-3510	Population Education	4	120	30	70	100
XYZ-IN-5112	Internship (Compulsory)	2				
Total Credit		20				
<p>* for UG certificate it has to be completed during the summer break at the end of 2nd semester, for UG Diploma it has to be completed either during the summer break at the end 2st semester or 4th semester, and for other (Three Year and Four Year UG Students) it has to be mandatorily completed by the 5th semester, however, their Summer internship/apprenticeship will be of 2 credits and students can do it from anywhere, however, their internship should be of 2 credits anyhow.</p>						

Semester – VI BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-3610	Adult and Continuing Education	4	120	30	70	100
IDE-EDU-001-CC-3620	Philosophical & Sociological Foundation of Education	4	120	30	70	100
IDE-EDU-001-CC-3630	Teaching Learning Process	4	120	30	70	100
IDE-EDU-001-CC-3640	Elementary Statistics in Education	4	120	30	70	100
IDE-EDU-001-MC-3610	Human Right Education	4	120	30	70	100
Total Credits		20	300			

Semester – VII BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-4710	Vocational Education	4	120	30	70	100
IDE-EDU-001-CC-4720	Quantitative and Qualitative Research in Education	4	120	30	70	100
IDE-001-CC-4730	Value Education	4	120	30	70	100
IDE-EDU-001-CC-4740	Preparation of Research Proposal/ Synopsis	4	120	30	70	100
IDE-EDU-001-MC-4710	Abnormal Psychology	4	120	30	70	100
Total Credits		20				

Semester – VIII Four Year UG Degree in Education with Honors BA in Education						
Course Code	Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
IDE-EDU-001-CC-4810	Tool Construction and Standardization	4	120	30	70	100
IDE-EDU-001-CC-4820	Higher Education in India	4	120	30	70	100
IDE-EDU-001-CC-4830	Economics of Education	4	120	30	70	100
IDE-EDU-001-CC-4840	Education in North East India	4	120	30	70	100
IDE-EDU-001-MC-4810	Comparative Education	4	120	30	70	100
Total Credits		20				

1.4 Structure of Semester Wise Minor Courses of Education

Note: Minor courses of Education will be offered to Non-Education Major Students. Students of Education major will opt for minor courses from other department as per the Rajiv Gandhi University guidelines .

Semester and Course Code		Course Title	Total Credits	Learning Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem. -I	IDE-EDU-001-MC-1110	Introduction to Education	4	120	30	70	100
Sem.-II	IDE-EDU-001-MC-1210	Understanding Adolescent	4	120	30	70	100
Sem.-III	IDE-EDU-001-MC-2310	Indian Education and Its Problems	4	120	30	70	100
Sem.-IV	IDE-EDU-001-MC-2410	Inclusive Education	4	120	30	70	100
Sem.-V	IDE-EDU-001-MC-3510	Population Education	4	120	30	70	100
Sem.-VI	IDE-EDU-001-MC-3610	Human Right Education	4	120	30	70	100
Sem.-VII	IDE-EDU-001-MC-4710	Abnormal Psychology	4	120	30	70	100
Sem.-VIII	IDE-EDU-001-MC-4810	Comparative Education	4	120	30	70	100

1.5 Structure of Semester wise Multidisciplinary Courses of Education

Note: Education students will have to select a multidisciplinary course from the basket of multi-disciplinary courses as per the Rajiv Gandhi University guidelines.

Semester and Course Code		Course Title	Total Credits	Contact Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem.-I	IDE-EDU-001--MD-1110	Principles of Education	3	90	30	70	100
Sem.-II	IDE-EDU-001-MD-1210	Measurement and Evaluation	3	90	30	70	100
Sem.-III	IDE-EDU-001-MD-2310	Education in Contemporary India	3	90	30	70	100

1.6 Structure of Semester wise Skill Enhancement Courses in Education

Semester and Course Code		Course Title	Total Credits	Contact Hours	Internal Marks	External Examination (Theory/Practical)	Total Marks
Sem.-I	IDE-EDU-001-SE-0010	Teaching Skills	3	90	30	70	100
Sem.-II	IDE-EDU-001-SE-0020	Vocational Education	3	90	30	70	100
Sem.-III	IDE-EDU-001-SE-0030	Environmental Education	3	90	30	70	100

PART – II

**BA (EDUCATION) I SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-1110
PAPER TITLE: FOUNDATION OF EDUCATION**

Course objectives:

CO-1: To enable students familiar with the concept and aims of education.

CO-2: To make students understand the concept and scope of educational philosophy and western schools philosophy.

CO-3: To make the students familiar with the educational psychology and stages of human development.

CO-4: To acquaint the students analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

Course contents**Unit-I: Concept and Aims of education.**

- Concept, Nature and Scope of Education
- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit –II: Introduction to Educational Philosophy

- Concept and nature of Educational Philosophy
- Scope of Educational Philosophy
- Relationship between Education and Philosophy

Western Schools of Philosophy:

- Idealism and its impact on educational thoughts and practice.
- Naturalism and its impact on educational thoughts and practice.
- Pragmatism and its impact on educational thoughts and practice

Unit-III: Educational Psychology

- Concept 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

Unit –IV: Educational Sociology and Modernization

- Concept and nature of Educational Sociology
- Socialization: Concept and Process
- Agents of Socialization.
- Social change and factors responsible for Social change
- Education as an instrument of Social change

- School as a sub social system
- Modernization : Concept and characteristics

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept and aims of education.

CLO-2: Scrutinize the concept and scope of educational philosophy and western schools philosophy.

CLO-3: Explore the educational psychology and stages of human development.

CLO-4: Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	-	-	1	1	-	-	3	-	2	-
CLO2	3	2	-	1	-	-	1	1	-	-	3	-	-	3
CLO3	3	1	-	-	-	-	1	1	-	-	2	1	2	1
CLO4	3	1	-	-	-	-	-	1	-	-	3	-	-	-
Average	3	1.25	0	0.33	0	0	1	1	-	-	2.75	0.25	1	1

References:

1. Anand.C.L. et.al. (1983). The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
2. Aggarwal.J.C (2000). Land Marks in the History of Modern Indian Education, VikasPublishing House, New Delhi
3. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
4. Bhatia,K & Bhatia, B (1987), Philosophical and Sociological Foundations of Education, Doaba House, New Delhi
5. Brubacher,J.S (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
6. Hurlock. E.B (1980). Developmental Psychology, Mc Graw Hills Co., New York.
7. Mangal S.K. (2012). Advanced Educational Psychology, Prentice Hall of India, New Delhi
8. Nayak.B.K. (2014). Education in the Emerging Indian Society, Axis Publications, New Delhi
9. Pachuri, G (2010). Education in Contemporary Indian Society, R.Lall Books, Meerut
10. Ross. J.S (1981). Ground work of Educational Theory, Oxford University Press, London
11. Taneja. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi
12. Wingo, G.Max (1990). Major Philosophies of Education, Mac Millan, New York

**BA (EDUCATION) I SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC- 1110
PAPER TITLE: INTRODUCTION TO EDUCATION**

Credit = 4 Learning Hours= 120

Course Objectives:

CO-1: To acquaint the students with the concept, types and aims of education.

CO-2: To familiarize the students with the educational management and curriculum.

CO-3: To make the students understand the elements of educational psychology and learning.

CO-4: To enable the students apply approaches of Educational Technology.

Course Contents**Unit-I: Concept and Aims of education.**

- Concept, Nature and Scope of Education

Aims of Education:

- Individual aims of Education
- Social aims of Education
- Cultural aims of Education

Types of Education:

- Formal Education: Meaning, Agencies and functions
- Non-Formal: Meaning, Agencies and functions
- Informal Education: Meaning, Agencies and functions

Unit-II: Educational Management and Curriculum

- Educational Management: Meaning, Objectives and Principles.
- Salient features of educational Institution.
- Meaning and Nature of Curriculum
- Principles of Curriculum Construction.
- Philosophical Bases of Curriculum
- Sociological Bases of Curriculum
- Psychological Bases of Curriculum.

Unit-III: Educational Psychology

- Concept of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Learning: Concept and characteristics.
- Factors affecting Learning
- Concept and types of Transfer of learning.

Unit-IV: Educational Technology.

- Meaning and natures of Educational Technology
- Scope of Educational Technology
- Functions of Educational Technology
- Hardware Approaches of Educational Technology
- Software Approaches of Educational Technology
- System Approaches of Educational Technology
- Advantages of Educational Technology

Course Outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explain the concept, types and aims of education.

CLO-2: Distinguish between the educational management and curriculum.

CLO-3: Analyse the elements of educational psychology and learning.

CLO-4: Use the approaches of Educational Technology.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	2	-	1	1	-	-	-	3	2	-	-
CLO2	3	1	-	-	-	1	1	0	3	-	3	3	-	2
CLO3	3	1	-	1	1	1	-	1	-	-	3	-	1	1
CLO4	3	1	-	-	-	-	1	-	-	-	3	-	3	2
Average	3	1.25	0	.75	.25	.75	.75	.25	.75	-	3	1.25	1	1.25

References:

1. Aggarwal, J.C. (1973). Progress of Education in Free India, Arya Book Depot, New Delhi.
2. Brubacher, J.S (1969). Modern Philosophies of Education, Mc Graw Hill Co., New York.
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11. .S. Pandey (2020). Principles of Education Shri Vinod Pustak Mandir, Agra.
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13. arma, R.A. (2015). Technological Foundations of Education, R. Lall Book Depot, Meerut.
14. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi.
15. go, G. Max (1990). Major Philosophies of Education, Mac Millan, New York.

**BA (EDUCATION) I SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD- 1110
PAPER TITLE: PRINCIPLES OF EDUCATION**

Course objectives:

CO-1: To make students understand the concept of education and philosophical foundations of education.

CO-2: To acquaint the students with psychological foundations of education.

CO-3: To familiarize the students about the learning and its types.

CO-4: To acquaint the students with the concept of educational sociology, social change, social mobility and modernization.

Course Contents:**Unit –I: Education and Philosophical Foundations of Education**

- Meaning, Nature and Scope of Education

Types of Education:

- Formal Education: Meaning and Agencies
- Non-Formal Education: Meaning and Agencies
- Informal Education: Meaning and Agencies
- Concept, nature and scope of Educational Philosophy.
- Relationship between Education and Philosophy.

Indian Thinkers:

- M. K. Gandhi Philosophical thoughts on Education
- Vivekananda Philosophical thoughts on Education

Unit- II: Psychological Foundations of Education

- Conceptual framework of Educational Psychology: Meaning, Nature, and Scope
- Implication of Psychology in Education.
- Concept of Growth and Development.
- Meaning and characteristics of Learning.
- Factors affecting Learning.
- Principles of Learning
- Concept and types of Transfer of learning.
- Meaning and role of Motivation in Learning.

Unit –III: Sociological Foundations of Education

- Meaning, nature and scope of Educational Sociology.
- Society and its characteristics
- Concept and factors responsible for of Social change.
- Modernization: concept, characteristics and role of Education.
- Meaning and types of Social mobility
- Social Mobility and Education.
- Socialization: Concept and Process.
- Agents of Socialization.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Define the concept of education and philosophical foundations of education.

CLO-2: Understand the concept of psychological foundations of education.

CLO-3: Summarize the concept of learning and its types.

CLO-4: Explore the concept of educational sociology, social change, social mobility and modernization.

CLOs	PLOs										PSOs			
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PL O9	PLO1 0	PSO 1	PSO 2	PSO 3	PSO 4
CLO1	3	3	-	3	2	1	1	1	-	-	3	-	-	1
CLO2	3	2	0	3	1	1	1	1	-	-	3	2	1	-
CLO3	3	2	-	1	1	1	1	1	-	-	3	-	1	1
CLO4	1	-	-	-	-	-	-	1	-	-	1	-	-	-
Average	2.5	1.75	0	1.75	1	.75	.75	1	-	-	2.5	.5	.5	.5

References:

1. Aggarwal, J.C. (1973). *Progress of Education in Free India*, Arya Book Depot, New Delhi.
2. Aggarwal, J.C (2000), *Land Marks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi
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11. Mangal S.K. (2012), *Advanced Educational Psychology*, Prentice Hall of India, New Delhi.
12. Nayak, B.K. (2014), *Education in the Emerging Indian Society*, Axis Publications, New Delhi.
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15. Ross, J.S (1981), *Ground work of Educational Theory*. Oxford University Press.
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17. Wingo, G.Max (1990). *Major Philosophies of Education*. Mac Millan.

**BA (EDUCATION) I SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: IDE-EDU-001-SE- 0010
PAPER TITLE: TEACHING SKILLS**

Credit = 3 Learning Hours = 90

Course objectives:

- CO-1: To acquaint the students with the concepts of Teaching Skills, Micro –Teaching, Core Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.
- CO-2: To enable students to participate in preparation of micro-lesson plan, presentation of micro-teaching, and preparation of a report on it.
- CO3-: To allow students to participate in preparation of teaching aids and write a report on its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of preparing a Micro Lesson Plan.
2. The skill of presenting Micro-Teaching.
3. The skill of preparing the audio-visual record of course concerned practicum.
4. Exhibition of Teaching Skills.
5. The skill of preparing audio-visual teaching aids.
6. The Skill of writing report on course concerned practicum.

Course contents:**Part – I: Theory (1 Credit)****Unit –I: Teaching Skills and Teaching Aids**

- Meaning of Teaching Skills
- Meaning of Micro – Teaching
- Micro Teaching Skills: Skills of Explanation, Skill of Illustration with examples, skill of questioning, skill of using blackboard, skill of reinforcement, skill of stimulus variation, and skill of probing questions
- Meaning of Micro Lesson Plan and Macro Lesson Plan
- Meaning of Teaching Aids
- Types of Teaching Aids
- Importance of Teaching Aids

Part – II: Practicum (2 Credits)**Unit – II: Practicum – 1**

- Prepare 1 Micro- lesson plan on anyone topic from the major course undertaken.
- Using the prepared Micro – Lesson plan, deliver the micro lesson to a small group of 10 peers and prepare an audio-visual record of the same. The duration of the video should be 6 - 10 minutes.

Unit – III: Practicum – 2

- Prepare 2 teaching aids: 1 chart and 1 flashcard
- Write a report on teaching aids prepared

Course outcomes:

After the completion of the course, the students will be able to:

- CLO-1: Explain the meaning of Teaching Skills, Micro –Teaching, Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.

CLO-2: Prepare the micro-lesson plan, present micro-teaching skills, analyze and identify the teaching skills presented by the peer groups in the micro-teaching class and writing report on it.

CLO-3: Prepare teaching aids and write a report on its preparation.

CLOs	PLOs										PSO			
	PLO 1	PLO2	PLO3	PLO4	PLO 5	PLO6	PLO7	PLO8	PLO 9	PLO10	PSO 1	PSO 2	PSO 3	PSO4
CLO1	3	-	-	1	3	1	1	-	-	-	3	-	-	-
CLO2	3	-	-	1	3	2	2	1	-	1	3	-	-	-
CLO3	1	1	-	1	1	1	1	1	-	-	1	-	3	1
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	1.75	.25	-	.75	1.75	1	1	.5	-	.25	1.75	-	.75	.25

Evaluation Scheme:

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> ● Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. ● Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References:

1. Mangal, S.K. & Mangal, U. (2010): Essentials of Educational Technology, New Delhi: PHI Pvt. Ltd.
2. Pandey, K.P.: Dynamics of Teaching Behaviour, Amitash Prakashan, New Delhi-24.

**BA (EDUCATION) II SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-1210
PAPER TITLE: EDUCATIONAL PSYCHOLOGY**

Credit = 4 Learning Hours = 120

Course objectives

CO-1: To acquaint the students with the meaning, evolution and branches of Psychology

CO-2: To familiarize the students about growth and development

CO-3: To familiarize about theories of learning.

CO-4: To make the students understand personality and intelligence.

Course Contents

Unit-I: Introduction to Educational Psychology

- Meaning of Psychology
- Evolution of the term Psychology
- Definitions of Psychology
- Branches of Psychology
- Meaning, Nature and Scope of Educational Psychology
- Relationship between Education and Psychology
- Importance of Educational Psychology for a teacher

Unit-II: Human Growth and development

- Meaning of growth and development
- Principles of Development
- Stages of Human Growth and Development:- Infancy, Childhood and adolescence
- Developmental Characteristics and educational Implications of Infancy, childhood and adolescence stage

Unit-III: Theories of learning

- Stimulus Response Theories: Trial and Error Learning Theory
Meaning, Experiments, laws and Educational Implications
- Conditioned Response Theory – Meaning, Experiments and Educational Implications.
- Gestalt Field Theory:
Meaning, Experiments and Educational Implications.

Unit-IV: Personality and Intelligence

- Origin of the term Personality
- Definitions of personality
- Characteristics of Personality
- Determinants of personality
- Meaning of Intelligence
- Characteristics of Intelligence
- Measurement of intelligence
- Uses of intelligence Test

Course outcomes

After the completion of the course, the students will be able to:

CLO-1: Describe the meaning, evolution and branches of Psychology

CLO-2: Differentiate between growth and development

CLO-3: Explore theories of learning.

CLO-4: Assess personality and intelligence.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	1	1	1	1	1	-	-	3	-	-	-
CLO2	3	1	-	-	1	1	1	1	-	1	3	3	-	1
CLO3	3	1	-	-	1	-	-	2	-	-	3	-	1	1
CLO4	3	1	-	-	1	1	1	1	-	1	1	3	1	1
Average	3	1.25	-	.25	1	.75	.75	1.25	-	.5	2.5	1.5	.5	.75

References:

1. Chauhan, S. S. (2004). *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd,
2. Chatterjee, S. K. (2017). *Advanced Educational Psychology*, Books and allied Pvt. Ltd.
3. Dandapani, S. (2013): *A textbook of Advanced Educational Psychology*, Anmol Publications Pvt. Ltd.
4. Mangal, S. K., *Advanced Educational Psychology*, Prentice hall of India, Pvt. Ltd.
5. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
6. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
7. Bronfenbrenner, U., & Evans, G. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development*, 9, 115–125.
8. Martha Lally, M and Valentine,S (2019). *Lifespan Development: A Psychological Perspective* Second Edition This textbook can be found at: <http://dept.clcillinois.edu/psy/LifespanDevelopment.pdf>
9. Hurlock, E.B. (2007). *Developmental Psychology: A life-span approach*.
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**BA (EDUCATION) II SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC- 1210
PAPER TITLE: UNDERSTANDING ADOLESCENT**

Course objective:

- CO-1: To familiarize students about concept of adolescence psychology.
CO-2: To enable students know emotional and social development of adolescents.
CO-3: To acquaint students with cognitive and moral development in adolescence.
CO-4: To promote well being and resilience among students.

Course contents

Unit- I: Introduction to Adolescent Psychology

- Meaning of Adolescence
- Physical Development: Puberty and hormonal changes and its impact
- Meaning of Self-Concept and Self-Esteem
- Role of self-esteem in adolescent well-being.
- Peer relationships and Adolescents
- Cultural values and norms
- Impact of cultural values and norms on adolescents' behaviours.

Unit -II: Emotional and Social Development in Adolescence

- Meaning of Emotion
- Types of Emotions
- Identity formation and challenges
- Peer Pressure and Risk-Taking Behaviour:
- Meaning of Substance abuse
- Prevalence of Substance Abuse
- Factors contributing to substance addiction.

Unit - III: Cognitive and Moral Development in Adolescence

- Meaning of Cognitive and Moral Development
- Role of family and society in moral development.
- Kohlberg's stages of moral development
- Piaget's stages of cognitive development
- Meaning of Learning Styles
- Types of learning styles
- Factors influencing learning style

Unit- IV: Well-being and Resilience in Adolescence

- Meaning of Resilience and Well-being
- Factors that contribute to resilience in adolescence.
- Factors that contribute to wellbeing in adolescence.
- Body Image issues and societal pressures
- Concept of Media
- Types of Media
- Role of media in promoting wellbeing.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Understand the concept of adolescence psychology.

CLO-2: Explain the emotional and social development of adolescents.

CLO-3: Analyze cognitive and moral development in adolescence.

CLO-4: Apply the skills of well being and resilience among students.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	1	1	1	-	-	1	-	-	3	-	2	1
CLO2	3	1	-	1	1	-	-	1	-	-	3	-	1	1
CLO3	3	1	-	-	1	1	-	1	-	-	1	3	-	2
CLO4	3	1	-	1	1	1	1	-	-	-	2	1	-	1
Average	3	1	.25	.75	1	.50	.25	.75	-	-	2.25	1	.75	1.25

References:

1. Arnett, J. J. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.
2. Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 65, 187-207.
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6. Harlock, E. B.(2001) *Developmental Psychology*, 5th edition, Mc-Graw hill education, India.
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BA (EDUCATION) II SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD- 1210
PAPER TITLE: MEASUREMENT AND EVALUATION

Credit = 3 Learning Hours = 90

Course objectives

- CO-1: To enable the learners to understand the concept of measurement and evaluation in education.
- CO-2: To acquaint the learners about the various types and tools of evaluation in education.
- CO-3: To familiarize the learners understand the characteristics of good test and new trends of evaluation.

Course contents

Unit–I: Concept of Measurement, Evaluation

- Concept and nature of Measurement and Evaluation in Education
- Scope of Educational Measurement and Evaluation.
- Relationship between Measurement and Evaluation
- Functions of Measurement and Evaluation in Teaching Learning Process

Scales of Measurement and their Uses:

- Nominal
- Ordinal
- Interval
- Ratio

Unit–II: Types and Tools of Evaluation in Education

Types of Evaluation:

- Placement Evaluation
- Formative Evaluation
- Diagnostic Evaluation
- Summative Evaluation

Tools of Evaluation in Education:

- Essay type test
- Objective type test
- Written test
- Oral test

Unit-III: Characteristics of a Good Test and New Trends of Evaluation

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

New Trends of Evaluation

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

Course outcomes

After the completion of the course, the students will be able to:

CLO-1: Differentiate the concept of measurement and evaluation in education.

CLO-2: Explain various types and tools of evaluation.

CLO-3: List out the characteristics of good test and new trends of evaluation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	-	-	-	1	-	-	3	3	1	1
CLO2	1	-	-	-	-	-	-	-	-	-	2	3	1	1
CLO3	3	1	-	1	1	1	-	1	-	-	2	1	1	1
-														
Average	2.33	.66	-	.33	.33	.33	-	.66	-	-	2.33	2.33	1	1

References:

1. Aggarwal, Y.P. (2004). *Statistical Methods; Concept, Application and Computation*. Sterling Publication Pvt.Ltd.
2. ArchLewy (1977). *Handbook of Curriculum Evaluation*. Paris, UNESCO.
3. Avibash Chandra (1999). *Curriculum Development and Evaluation in Education*. Sterling Publishers.
Blook, B.S.J. (1956). *Taxonomy of Educational objectives*. Longmans.
4. Bhatnagar, A.B. & Bhatnagar, A. (2011). *Measurement & Evaluation (Tyranny of Testing)*. RLal IBookDepot.
5. Ebel, R.L. & Frisble, D. A. (1991). *Essentials of Educational Measurement*. Prentice Hall of India Pvt.Ltd.
6. Eggleston, J. (1977). *The sociology of school curriculum*. Routledge and Regan Paul.
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8. Garret, H.E. (1779). *Statistics in Psychology and Education*. Vakels, Feffer & Simon.
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11. Guilford, J.P. (1956). *Fundamental Statistics in Psychology and Education*. McGrandHill.
12. Lindemar, R.H. (1971). *Educational Measurement*. D.B.T.sons & Co.Pvt.Ltd.
13. Patel, R.N. (1978). *Educational Evaluation Theory and Practices*. Himalaya Publishing House.
14. Swain, S.K. et al. (2005). *Educational Measurement, Statistics & Guidance*. Kalyani Publisher.
15. Singh, A. K. (2018). *Tests, Measurement and Research Methods in Behavioural Sciences*. Bharti Bhawan Publisher.
16. Hench, G.E. (1965). *Strategies of Curriculum Development*. Ohio Charles G Merrill Columbus.
17. Kapla, R.M. & Saccuzzo, D.P. (2013). *Psychological Assessment and Theory*. Wardworth CENAGGE Learning.
18. Linn, R.L. & Miller, M.D. (2013). *Measurement and Assessment in Teaching*. Pearson Prentice Hall, New Delhi

BA (EDUCATION) II SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: IDE-EDU-001-SE-0020
PAPER TITLE: VOCATIONAL EDUCATION

Credit = 4 Learning Hours = 120

Course objectives:

- CO-1: To acquaint students with the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.
- CO-2: To enable the students to know about the local, national, and international successful entrepreneurs.
- CO-3: To familiarize the students with various local handicrafts and cuisine and gain the knowledge of its preparation.

Skills to learn:

The students will be able to learn:

1. The skill of conducting face-to-face interview.
2. The skill of preparing local handicrafts.
3. The skill of preparing/cooking a local cuisine.
4. The skill of preparing the audio-visual record of course concerned practicum.
5. The skill of writing case study report.

Course Contents

Part – I: Theory (1 Credit)

Unit - I: Vocationalisation of Education, Vocational Education and Training in India

- Concept of Vocationalisation of Education
- Need of Vocationalisation of Education.
- Introduction to Vocational Education and Training
- National Skills Qualification Framework of India
- National Policy on Skill Development and Entrepreneurship 2015
- NEP 2020 and Vocational Education in School
- Lok Vidya
- Problems of Vocational Education

Part – II: Practicum (2 Credits)

Unit – II: Practicum – 1:

- Carry out a case study on any one local entrepreneur through face-to-face interview and prepare a case study report.
- Carry out an online review of any one successful local/national/international entrepreneur and prepare a case study report.

Unit – III: Practicum – 2:

- Prepare anyone local handicraft, record it audio-visually and submit it.
- Prepare/cook anyone local cuisine, record it audio-visually and prepare a report on its preparation.

Course outcomes:

After the completion of the course, the students will be able to:

CLO-1: Explore the concept of vocationalisation of education and its needs, concept of vocational education and training, some major policies relating to vocation education and training, and trends and challenges of VET.

CLO-2: Conduct case study on local, national, and international successful entrepreneurs and write a report on it.

CLO-3: Prepare local handicrafts and cuisine and write a report on preparation of cuisine.

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	3	3	3	1	1	1	2	-	2	1	1	1
CLO2	1	-	1	-	-	-	-	1	1	-	1	-	-	-
CLO3	-	1	2	1	1	1	-	-	-	-	1	-	-	1
-														
Average	1	.66	2	1.33	1.33	.66	.33	.66	1	-	1.33	.33	.33	.66

Evaluation Scheme

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> ● Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. ● Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References

1. Agrawal J.C & Agrawal S.P.(1999). *Vocational Education in India, Why, What and How*. Doaba House.
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3. Sherlock, D. & Perry, N. (2008). *Quality Improvement in Adult Vocational Education and Training: Transforming Skills for the Global Economy*. Springer Netherlands.
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5. Stevenson, J. (2007). *Developing Vocational Expertise: Principles and Issues in Vocational Education*. Springer Netherlands.
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7. Mays, A.B. (1992). *Principals and Practices of Vocational Education*. McGraw Hill Book co, inc.
8. Roberts, R.W.(2009). *Vocational and Practical Arts Education- History, Development and Principles*. Harper & Persther Publishers.
9. Sharma, S.R. (2002). *Vocational Education and Training*. Mittal Publishers.
10. Thimmaiah, S. et.al.(1998). *Vocational Education- Problems and Prospects*. Himalaya Publishing House, Bombay.
11. Thakur,D. &Thakur D.N. (eds). *Vocational and Technical Education*. Deep and Deep Publication.

BA (EDUCATION) II SEMESTER
INTERNSHIP
PAPER CODE: IDE-EDU-INT-CO- 0010
PAPER TITLE: INTERNSHIP

Credit = 4 Practicum Hours= 120

NEP 2020 envisions integrating actual work situation as key aspect of the Under Graduate Programme. All the students pursuing UG Degree in Education will have to do internship/ Apprenticeship in an organization(Government, Semi Government or Private) / institution / NGO / Firm/ Artist / Craft person/Self Help Group/any other similar entity/educational organization or teacher training institution/ Firm dealing in educational practices/ industry to gain knowledge about practical aspects of education/ working during summer season.

Credits and Time Duration

Credits = 4 Marks: 100 Duration= 4 weeks / 1 Month Preferably Summer Season

Course Objectives:

CO-1: To provide real situation exposure to learner.

CO-2: To provide opportunity to work or learn from same/ allied or completely new field of study.

CO-3: To provide training to learner outside campus in real environment.

Procedure:

Role of Internship in getting Certificate/ Diploma Course in Education

1. Learner who opt to exit after completion of first year (Two Semesters) and have secured minimum grades, as specified by RGU ordinance to qualify for Certificate in Education (UG certificate), will be awarded a UG certificate in Education, provided S/he successfully completes his/her internship. Those students, who exit the course after one year, are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
2. Learner, who opt to exit after completion of two years (four Semesters) and have secured minimum grades, as specified by RGU to qualify for Diploma in Education (UG Diploma), will be awarded a UG diploma in education, provided s/he successfully completes her internship either at the end of the fourth semester or at the end of the second semester. Those students, who exit after fourth semester, are allowed to re-enter the degree programme within three years and complete the degree programme within the stipulated maximum period of seven years.
3. The learner must pass the apprenticeship/ internship. Re-appearance for the failed/uncompleted apprenticeship / internship is must. Without successful

completion of Internship neither certificate nor diploma certificate shall be issued to the learner.

Pre-Internship Activities

1. Head of the Department/ Principal of the affiliated college of RGU shall take an initiative to conduct an orientation session to familiarize learners with the objectives, expectations, and guidelines of the internship/work-based vocational course/ apprenticeship.
2. Learner shall identify the area in which s/he is interested to do internship.
3. Learner shall prepare a list of the organisations/ institutions/ NGOs/ Firms/ Artists / Craft persons or Industry in which s/he wants to do internship.
4. Head of the Department of Education/ Principal of the affiliated college of RGU shall permit and give his/her consent after discussing the outcome of the training with the learner in that particular organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry any other similar entity/educational organisation or teacher training institution/ Self Help Group / Firm dealing in educational practice/ industry etc.(*Organisation mean any Government, Semi Government or Private, Educational, Non-profit organisation or commercial etc. , Institution mean any institute of national Importance like IITs etc., Firm mean any firm like banking firm, etc., Industry/ factory mean any industry working with a capacity of more than 100 persons etc., Artist or Craft Person any renowned person in a particular area at least at district level etc.*)

or

Department/ college may sign internship/ apprenticeship contract with organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry any other similar entity/educational organisation or teacher training institution/ Self Help Group / Firm dealing in educational practice/ industry etc. and direct learners to opt any one of them as per their interest.

5. Learner shall sign an internship agreement outlining the roles, responsibilities, and expectations of both the student intern and the host organization.
6. Head of the department/ Principal of the affiliated college shall request the host organisation to appoint one person to guide the learner.

Activities during Internship

1. Head of the Department/ Principal of the affiliated college shall develop a mechanism to monitor the progress of the learner, provide feedback, and address any concerns or challenges.
2. Learner shall join the organisation/ institution/ NGO/ Firm/ Artist / Craft person or Industry another similar entity/educational organisation or teacher training institution / Firm dealing in educational practice/Self Help Group and industry etc. and work there as per their programme and what the organisations/ institutions/ NGOs/ Firm or Industry thinks is basic to learn about organisations/ institutions/ NGOs/ Firm or Industry in a duration of one month.
3. To evaluate the progress of the learning experiences gained by the learner at the host organisation, Head of the Department/ Principal of the affiliated college shall develop an on-site visit mechanism.

- Learner shall maintain reflective journals to document his/her experiences, insights, and challenges encountered during the summer internship/work-based vocational course/ apprenticeship.

Post Internship Activity

- Learner shall prepare a report supported by relevant/ verified/ certified documents of his/her work done during internship and submit it to the Head of the Department of Education/ Principal of the affiliated College of the RGU.
- Head of the Department/ Principal of the affiliated college shall make an arrangement to evaluate the work of the learner as per given procedure of evaluation.
- The Marks/ Credits secured by the learner in the apprenticeship/ internship shall be reflected in the semester and final grade sheet issued by the controller of examination of RGU.

Course Outcomes:

After internship learners are expected:

CLO-1: To acquire basic skills of a specific profession and develop work culture attitude in him and ready to work with people in an organisation.

CLO-2: To be able to get a primary level job in an organisation or may start their own small scale work.

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	-	-	-	-	3	1	1	-	-	-	-	-	2	-
CLO2	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Average	-	-	-	-	1	.33	.33	-	-	-	-	-	.66	-

Evaluation Scheme:

Total Marks	100
Evaluation by Host Organization	50 Marks
Evaluation of work at Department/ College level	50 Marks

- 50% Weightage (Out of 50 Marks) by organisation/ institution/ NGO/ Firm or Industry wherein learner was doing Internship. Organisation/ institution/ NGO/ Firm / Self Help Group or Industry Head or the person appointed by him shall award Marks to the learner out of maximum 50 Marks.
- 50 % weightage (Out of 50 Marks) by the board of Examiners constituted by the head of the Educational Organisation. Board of Examiners shall evaluate the internship work of the learner at educational organisation level. Board of Examiners shall award marks to the learner.

3. Board of Examiners shall compile the result (Marks given by Organisation/ Institution/ NGO/ Firm or Industry Head or the person appointed by him and Board of Examiners) and convert it to grades as per rule of RGU.
4. The final Grade shall be submitted to the controller of examination, RGU by the Board of Examiners through the head of the organisation.

Board of Examiners: Controller of the examination of the Rajiv Gandhi University shall constitute a board of examiners on the recommendation of the head of the institution to evaluate the report of internship work of the learner through presentation supported by relevant document. The board shall consist of one external examiner and one internal examiner.

BA (EDUCATION) III SEMESTER

Credit = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-2310****PAPER TITLE: GUIDANCE AND COUNSELLING****Course objectives**

- CO-1: To familiarize the students about the concepts, nature and principles of Guidance and Counselling.
- CO-2: To enable the students to understand the guidance services, tools and techniques of Guidance and Counselling.
- CO-3: To acquaint 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.
- Different Types of Guidance: Educational, Vocational, Personal, and Group Guidance

Unit –II: Counseling

- Meaning, Nature and its importance
- Principles of Counselling
- Elements of Counselling
- Different types of counseling: Directive, Non-Directive, and Eclectic.
- Importance of Counselling at school level

Unit-III: Tools, Techniques, and Organization of Guidance Services

- Meaning and types of Psychological Test.
- **Testing Techniques:** Intelligence, Interest and Aptitudes.
- **Non Testing Techniques:** Cumulative Record Card, Interview, observation, Orientation Service, Individual–Inventory Service, Pupil-information Service, Counselling service, Placement and follow–up Service.
- Guidance Service in Schools Planning Resources, Role of School Head, Teachers, Counsellor, and Parents.

Unit-IV: Occupational Information and Agencies of Guidance Services

- Meaning and importance of Occupational Information
- Sources of Occupational Information
- Factors affecting occupational choice and career Choice
- Selection of a Job, Job Analysis, Job Satisfaction.
- 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 Counselling in India.

Course outcomes:

The students will be able to:

CLO-1: Explain the concepts, nature and principles of Guidance and Counseling.

CLO-2: Describe the guidance services, tools and techniques of Guidance and Counseling

CLO-3: Analyze the occupational information and agencies of guidance services.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	-	-	-	-	-	-	-	2	1	-	1
CLO2	2	-	1	1	1	-	-	2	-	-	1	3	1	1
CLO3	2	-	1	1	-	-	-	-	-	-	-	1	-	1
-														
Average	1.33	-	.66	.66	.33	-	-	.66	-	-	1	1.66	.33	1

References:

1. Aggarwal, J.C(1989). Educational and Vocational guidance, Doaba House, Delhi
2. Bhatia C.M. (2005) performance Tests of Intelligence Under Indian Constitution Doaba House, Delhi.
3. Dosajh N.L. (1969). Guidance Services in India, New Delhi Agra Book Deptt.
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,
6. Kochar S.K. (1986). Educational and Vocational Guidance in Secondary Schools, New Delhi, Sterling Publishers.
7. Pradipta , K.M. (2001). Rudiments of Guidance and Management in Education, Kalyani Publishers, New Delhi
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**BA (EDUCATION) III SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2320
PAPER TITLE: INTRODUCTION TO CURRICULUM**

Credits = 4 Learning Hours = 120

Course objectives:

CO-1: To acquaint the students with the basic concepts, principles and foundations of Curriculum.

CO-2: To familiarize the students understand the process of curriculum planning and development.

CO-3: To enable the students know the process of curriculum transaction

CO-4: To acquaint the students understand Curriculum Evaluation.

Course content

Unit-I: Introduction to Curriculum

- Concept of Curriculum, Textbook, and Syllabuse
- Nature of Curriculum
- Scope of Curriculum
- Elements of curriculum
- Bases of Curriculum: Philosophical, Psychological, Sociological, and Historical Bases

Unit-II: Curriculum Planning and Development

- Meaning of curriculum planning
- Curriculum planning at National level
- Curriculum planning at State level
- Principles of Curriculum Construction.
- Steps of Curriculum Development
- Types of Curriculum: Subject Centred & Learner Centred curriculum

Unit-III: Curriculum Transaction

- Concept of curriculum transaction
- Factors affecting the transaction of a curriculum
- Resources for the effective transaction of curriculum
- Meaning of Lesson planning and preparation
- National Curriculum Framework for School Education (2023): Foundational Stage

Unit - IV: Curriculum Evaluation

- Concept of Curriculum Evaluation.
- Nature of curriculum evaluation
- Purpose of curriculum evaluation
- Sources of curriculum evaluation
- Tools and Techniques of Curriculum Evaluation.
- Methods of Curriculum Evaluation : Evaluation during curriculum development & Evaluation during curriculum implementation

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Explain the basic concepts, principles and foundations of Curriculum.

CLO-2: Describe curriculum planning and the process of curriculum development.

CLO-3: Describe the process of curriculum transaction

CLO-4: Explain Curriculum Evaluation and different models of curriculum evaluation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	-	1	1	-	2	-	-	-	3	1	1
CLO2	2	-	-	1	1	1	1	1	-	-	-	3	1	1
CLO3	2	1	-	1	1	1	1	1	-	-	-	1	1	1
CLO4	2	-	-	-	1	1	1	1	-	-	-	3	2	1
Average	2.5	.25	-	.50	1	1	.75	1.25	-	-	-	2.5	1.25	1

References:

1. Hunkins.F.P and Ornstein.A.C (2005), Curriculum: Foundations, Principles and Issues, Allyn and Bacon, Boston
2. Krug. E.A (1956), Curriculum Planning, Harper and Collins, New York
3. Mrunalini.T. (2009), Curriculum Development, Neelkamal Publishers, Hyderabad.
4. Nayak, B.K (2012), Education in the Emerging Indian Society, Axis publishers, New Delhi
5. NCFSE(2005), National Curriculum Framework for School Education, NCERT, New Delhi
6. NCFTE (2009), National Council for Teacher Education, New Delhi,
7. Oliva. Peter.F (2001), Developing the Curriculum- Basic Principles, NY Longman, New York
8. Taba, Hilda (1962), Curriculum Development – Theory and Practice, Brace and world, New York.

MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-2310
PAPER TITLE: INDIAN EDUCATION AND ITS
CHALLENGES

Credits = 3 Learning Hours = 90

Course objectives:

CO-1: To acquaint the students know about Vedic education system.

CO-2: To enable the students understand Buddhist education system.

CO-3: To familiarize the students understand about Medieval Education in India.

CO-4: To acquaint the students with education in modern period.

Course Content:

Unit-I: Education in Ancient India with special reference to Vedic Education System

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit-II: Education in Ancient India with special reference to Buddhist System

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit-III: Education in Medieval India

- Administration and finance of Education
- Structure of Education
- Aims of Education
- Curriculum
- Teaching Methods and Medium of Teaching
- Examination
- Teacher-Taught Relationship and Discipline
- Women Education

Unit – IV: Education in Modern India

A. Education during pre-independence period

- Charter Act 1813
- Oriental and Occidental controversy
- Macaulay's Minutes, 1835
- Wood Dispatch, 1854

B. Education during post independence period

- University Education Commission, 1948-49

- Secondary Education Commission, 1952-53
- Kothari Commission – 1964-66
- National Policy on Education, 1986: Major Recommendations
- National Education Policy – 2020; School Education, Higher Education, Teacher Education

Course outcomes:

The students will be able to:

CLO-1: Explain about Vedic education system

CLO-2: Explore Buddhist education system

CLO-3: Explore Medieval Education in India

CLO-4: Discuss education in modern period

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO2	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO3	2	-	-	1	-	-	-	-	-	-	-	2	1	0
CLO4	2	-	-	1	-	-	-	-	-	-	-	2	1	0
Average	2	-	-	1	-	-	-	-	-	-	-	2	1	-

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.
3. Basu, A.N.: Education in India, Calcutta, Modern Publishers, 1947.
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12. Ministry of Education, Government of India. Ministry of Human Resource Development : Learning without Burden: Report of the National Advisory Committee. New Delhi: Min. of HRD, 2004.
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**BA (EDUCATION) III SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: IDE-EDU-001-MD-2310
PAPER TITLE: EDUCATION IN CONTEMPORARY
INDIA**

Credit = 3 Learning Hour= 90

Course objectives

CO-1: To acquaint the students with the basic concepts, principles, bases of Curriculum, and steps of curriculum development.

CO-2: To enable the students know about National Educational Policy (NEP), 2020.

CO-3: To make the students aware about major National Educational Schemes;

Course contents

Unit-I: Introduction to Curriculum

- Meaning of Curriculum
- Nature of Curriculum
- Elements of Curriculum
- Scope of Curriculum
- Principles of Curriculum Construction.

Unit –II: National Education Policy (NEP), 2020

- Principles of NEP, 2020
- School Education: Structure, Early Childhood Care and Education: The Foundation of Learning, Equitable and Inclusive School Education
- Higher Education: Restructuring and Consolidation of Higher Education, Transforming the Regulatory System of Higher Education
- Teacher Education
- Vocational Education

Unit-III: National Education Schemes

- Sarva Shiksha Abhiyan (SSA): Objectives and Interventions
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA): Objectives and Interventions
- Samagra Shiksha Abhiyan (Integrated Scheme for School Education); **Objective and Features**
- Kasturba Gandhi Balika Vidyalaya (KGBV): Objectives and features
- Rashtriya Uchchar Shiksha Abhiyan (RUSA): Salient features
- Performance Assessment, Review, and Analysis of Knowledge and Holistic Development (PARAKH): Main features
- Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM): Main features
- Digital Infrastructure for Knowledge Sharing (DIKSHA): Main features

Course outcomes

After completion of the course, the students will be able to:

- Explain the basic concepts, principles, elements of Curriculum, and Contemporary issues of Curriculum in Education

CLO-2: Discuss National Educational Policy (NEP), 2020 with reference to school and higher education.

CLO-3: List out the major National Educational Schemes

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	-	-	-	1	-	-	-	3	-	1
CLO2	2	-	-	3	-	-	-	-	-	-	-	1	1	1
CLO3	3	-	-	3	-	-	-	-	-	-	1	1	-	2
-														
Average	2	-	-	2.33	-	-	-	.33	-	-	.33	1.75	.3	1.3

References:

1. AICTE. (2021). *PARAKH*. <https://aslapapi.aicte-india.org/api/downloadsHomepage?id=3>
2. DIKSHA. <https://www.india.gov.in/spotlight/diksha-national-digital-infrastructure-teachers>
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11. SWAYAM Cell. https://www.aicte-india.org/sites/default/files/FAQ_SWAYAM.pdf
12. SWAYAM. <https://swayam.gov.in/about>
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BA (EDUCATION) III SEMESTER**SKILL ENHANCEMENT COURSE (SE)****Paper: IDE-EDU-001-SE-0030****ENVIRONMENTAL EDUCATION**

Credit = 3 Contact Hours = 90

Course objectives

CO-1: To enable the students understand concept and importance of environmental education.

CO-2: To create awareness among students about life of human beings as an integral part of environment.

CO-3: To inculcate the skills among students required to protect environment from all sides.

CO-4: To familiarize students with the various threats that could damage the biodiversity.

Skills to learn:

The students will be able to learn:

1. The skill of performing skit.
2. The skill of creating awareness about environment and its issues.
3. The skill of environmental protection and preservation.
4. The skill of waste management.
5. The skill of writing report on concerned course practicum.

Part – I: Theory (1 Credit)**Unit1: Environmental Education, Biodiversity and Environmental Crisis**

- Meaning, importance and Scope Environmental Education.
- Multidisciplinary nature of Environmental Education.
- Relationship between Man and Environment.
- Brief account of land, forest and rivers in North East India with special reference to Arunachal Pradesh.
- Concept Types, Importance of Biodiversity
- Threats to biodiversity: Natural calamities, habitat destruction and fragmentation, over exploitation, hunting and poaching, introduction of exotic species, pollution
- Deforestation: Causes and effects due to expansion of agriculture, firewood, mining, forest fires and building of new habitats.
- Environmental Crisis: Pollution, Soil erosion, Greenhouse effect (Global warming), Acid rain, Extinction of Species. Energy crises.

Part – II: Practicum (2 Credits)**Unit - II: Practicum: Any one of the following**

- Performing a street play to aware people about Global warming and write a report.
- Conducting plantation programme in the premises of any educational institution and write a report.

Unit-III: Practicum: Any one of the following

- Collect information from the local community about the indigenous knowledge system in preservation of environment and write a report.
- Conduct awareness programme on waste management and write a report

Course outcomes

After completion of the course, the students will be able to

CLO-1: Explain the concept and importance of environmental education

CLO-2: Discuss human life as an integral part of environment

CLO-3: Apply skills to protect environment

CLO-4: Examine the threats that could damage the biodiversity

CLOs	PLOs										PSO			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	1	-	-	-	-	-	-	-	3	3
CLO2	1	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO3	1	-	1	1	-	-	-	-	-	-	1	-	1	4
CLO4	1	-	-	-	-	-	-	-	-	-	-	-	1	1
Average	1.25	-	.25	.5	.25	-	-	-	-	-	.25	-	1.25	2

Evaluation Scheme:

Internal = 30 Marks	External = 70 Marks (Theory 50 Marks + Practicum 20 Marks)
<p>Note:</p> <p>Internal marks will be given based on the written assignment.</p>	<ul style="list-style-type: none"> ● Part - I: Theory (50 Marks) <ul style="list-style-type: none"> ➤ External Examination: 30 Marks ➤ Duration : 02 Hours ➤ Pass Marks : 35% Note: There shall be two sections, i.e., A and B, for the external theory examination. Section A consists of 20 marks. There will be 05 questions; the candidate has to attempt 04 questions, each carrying 05 marks. Section B consists of 30 marks. There shall be 03 questions; the candidate has to attempt 02 questions, each carrying 15 marks. ● Part - II: Practicum (20 Marks) <ul style="list-style-type: none"> ➤ Minimum two Activities and the report writing (20 Marks)
Total Marks = 30 + 70 = 100 Marks	

References

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2. Dash, M. & Dash, S. (2009). Fundamentals of Ecology (3rd ed.). McGraw Hill Education.
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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2410
PAPER TITLE: EDUCATIONAL TECHNOLOGY

Credits = 4 Learning Hours = 120

Course objectives

CO-1: To enable the students understand the concept of educational technology.

CO-2: To acquaint the students with teaching-learning process

CO-3: To analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).

CO-4: To familiarize the students with various teaching models.

Course contents

Unit-I: Introduction to Educational 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.
- Simulated teaching

Unit-II: Teaching-Learning Process and Modification of Teaching Behaviour

- Concept and Objectives of Teaching Learning Process
- Levels and Variables of Teaching
- Phases and Operations of Teaching
- Concept and Types of Teaching Skills.
- Micro Teaching- Concept, Steps of Micro Teaching.
- Simulated and Social Skill Training (SSST): Meaning and Procedure.

Unit-III: Teaching Models. Innovations in Educational Technology

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

Unit-IV: Research in Educational Technology and E- Learning

- Concept and uses of ICT in Education
- National Mission in Education through ICT, National Knowledge Network (NKN), Smart class
- Artificial Intelligence and Educational Software
- ICT in Education: DIKSHA, ePathshala, SWYAMPARBHA, OER, INFLIBNET, Shodhganga
- Learning Management Systems: Concept and Assessment Tools (MOODLE)

- Online Learning: MOOC, Blended Learning, Flipped Classroom, SWAYAM
- Priorities of research in educational technology

Course outcomes

After completion of the course, the students will be able to:

CLO-1: Describe the concept of educational technology.

CLO-2: Explain teaching-learning process

CLO-3: Analyze the teaching behavior with regard to Micro-Teaching and Simulated and Social Skill Training (SSST).

CLO-4: Analyse various teaching models.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	3	1	-	-	1	2	2	1
CLO2	2	-	-	1	3	1	1	1	-	-	-	2	-	1
CLO3	2	2	1	-	-	-	-	-	-	-	-	1	1	-
CLO4	1	-	-	-	1	1	-	-	-	-	-	2	3	1
Average	1.75	.5	.25	.25	1	.50	1	.50	-	-	.25	1.75	1.5	.75

References:

1. Chauhan, S. S. (1978). *A Text book of programmed instruction*, New Delhi: Sterling.
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9. Packiam, S. (1986). *Curricular innovations and educational technology*, New Delhi: Doba House.
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11. Pandey, K.P. *Dynamics of teaching behaviour*, N. Delhi: Amitash Prakashan.
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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2420
PAPER TITLE: ENVIRONMENTAL EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To familiarize students about environment and its allied problems.
 CO-2: To enable students understand environmental processes and human interference.
 CO-3: To enable students understand sustainable development.
 CO-4: To acquaint students with curricular methods in environmental education.

Course contents

Unit– I: Environment and Education

- Concept of Environment: Meaning and Nature
- Components and Importance of Environment
- Types of Environment: Physical, Biological and Cultural
- Environmental Education: Meaning, Nature and Objectives
- Scope of Environmental Education
- Indigenous Knowledge and Conservation Practices in Local Context

Unit – II: Environmental Pollution, Hazards and Disasters

- Environmental Pollution: Causes, Effects and Control Measures
- Types of Pollution: Air, Water, Soil, and Noise Pollution
- Role of Community in Prevention of Pollution
- Concept of Hazard and Disaster
- Natural Disasters: types, causes and impact on environment
- Man Made Disasters: types, causes and impact on environment

Unit – III: Curriculum and Methods in Environment Education

- Environmental Curriculum: Meaning and Importance
- Methods in Environment Education: Echo Clubs, Exhibition, Observation/Survey, Field Trips
- Multidisciplinary Approach to Environmental Education
- Environmental Legislations in India: Wild Life Protection Act 1972, Forest Act 1980
- Schedule Tribes and their Traditional Forest dwellers act 2006
- Environmental Movements: Chipko Movement, Silent Valley Movement, Namami Gange Programme, Swachh Bharat Abhiyan

Unit – IV: Environment and Sustainable Development, Research in Environmental Education

- Need of Research in Environmental Education
- Concept of Sustainable Development
- Environmental Conservation: Public Awareness and Environmental Ethics
- Relationship between Sustainable Development and Environment
- Green Practices
- Sustainable Practices: Bio-Diesel, Solar energy, E-Vehicle.
- Climate change and Global Initiatives

- NEP 2020 Recommendations for sustainability

Course outcomes

After completion of the course, the students will be able to:

CLO-1: Discuss environment and its allied problems.

CLO-2: Explain environmental processes and human interference.

CLO-3: Understand sustainable development.

CLO-4: Apply curricular methods in environmental education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	-	-	2	2
CLO2	1	-	-	-	-	-	-	-	-	-	-	-	2	2
CLO3	2	-	1	1	1	-	-	-	-	-	-	-	2	2
CLO4	1	-	1	1	1	-	-	-	-	-	-	2	1	2
Average	1.5	-	.50	.50	.50	-	-	-	-	-	-	.5	1.75	2

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2430
PAPER TITLE: GENDER AND EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To enable the students understand the concept of Gender, Sex, Masculinity, Femininity, Patriarchy and Matriarchy.
- CO-2: To familiar the students about the characteristics, kinds, factors, consequences, and measures to address Gender Stereotyping.
- CO-3: To enable the students understand concepts of gender disparity, gender equality, gender equity, gender gap and gender bias.
- CO-4: To acquaint the students with the concept of women empowerment in relation to political, educational, economical and cultural perspectives.

Course contents

Unit-I: Introduction to Gender

- Sex and Gender: Meaning and Concept
- 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
- Consequences of Gender Stereotyping
- Measures to Combat Gender Stereotyping

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
- Role of Teacher in developing Gender Sensitivity in Education

Unit – IV: Gender Sensitization and Women Empowerment

- 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
- Concept and Dimensions of Women Empowerment

Course Outcomes

After completion of the course, the students will be able to:

CLO-1: Differentiate between Gender and Sex, Masculinity and Femininity, Patriarchy and Matriarchy.

CLO-2: Analyze gendered experiences in their daily lives.

CLO-3: Identify gender inequality in education..

CLO-4: Analyse the concept of women empowerment.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	-	1	-	-	-	-	-	-	-	2	1
CLO2	1	-	-	-	1	-	-	1	-	-	1	-	1	1
CLO3	2	-	-	1	1	-	-	-	-	-	1	-	1	1
CLO4	2	-	-	1	1	-	-	-	-	-	-	-	1	1
Average	1.5	-	-	.5	1	-	-	.25	-	-	.50	-	1	1

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BA (EDUCATION) IV SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-2440
PAPER TITLE: SCHOOL EDUCATION

Credits = 4 Learning Hours = 120

Course Objectives

- CO-1: To familiarize the learners about the NEP 2020 Structure of school education and its curricular areas at different stages of school education.
- CO-2: To acquaint students about the relationship between school and society.
- CO-3: To make the students understand the various curricular areas of school and goals of school education.
- CO-4: familiarize the students about the Quality Concern for school Education and functions of various agencies in quality assessment of schools.

Unit-I: Structure and Stages of School Education in India

A. New Structure of School Education (NEP 2020) in India:

- Foundation Stage: Significance, Objectives and Curricular Areas
- Preparatory Stage: Significance, Objectives and Curricular Areas
- Middle Stage: Significance, Objectives and Curricular Areas
- Secondary Stage: Significance, Objectives and Curricular Areas
- Opportunities and Challenges of School Education in India

B. Curriculum and school education boards:

- NCERT : functions and objectives
- CBSE: functions and objectives
- CISCE : functions and objectives

Unit-II: School and Society

- Relationship between school and society
- Functions of School Disposition of Social Values: Ethical Values, Democratic Values, Positive Work Ethics, Epistemic Values.
- Role of School in Capacity development of Learners: Inquiry approach, Communication skills, Problem Solving abilities, Social Engagement skills.

Unit- III: Curricular Areas of School

- Languages: Concept and advantages
- Science: concept and its relevance to the present context
- Social Science: Concept and its relevance to the present context
- Arts: concept and its importance in School Education.
- Physical Education: Meaning and its role in maintaining physical and mental health.
- Vocational Education: Concept and its role in economic reliance.

Unit-IV: Quality Concern for school Education

- Quality monitoring of School education: SARTHAQ, Quality Indicators and Challenges
- Role of National Achievement Survey (NAS) and Pratham's Annual Status of Education Report (ASER)
- Challenges in School Supervision.

- Privatization of School Education: Issues and Challenges
- Role of Stakeholders in School supervision: Head of the School, Teachers, SMC, Parents and Community Members

Course outcomes

After completion of the course, the students will be able to:

- CLO-1: Explore the NEP 2020 Structure of school education and its curricular areas at different stages of school education.
- CLO-2: List out various boards of school education and its functions.
- CLO-3: Differentiate between school and society.
- CLO-4: Identify Quality Concern for school Education and functions of various agencies in quality assessment of schools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	-	-	3	-	-	-	-	-	-	2	1	-	-
CLO2	2	-	-	3	-	-	-	-	-	-	-	3	-	1
CLO3	1	-	2	1	-	-	2	-	-	-	1	1	-	1
CLO4	1	-	1	3	-	-	-	-	-	-	-	3	-	2
Average	1.5	-	.75	2.5	-	-	.50	-	-	-	.75	2	-	1

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**BA (EDUCATION) IV SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-2410
PAPER TITLE: INCLUSIVE EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To enable the students understand the concept of Disability.
 CO-2: To familiarize the students with the concept of Special and Inclusive education.
 CO-3: To enable the students understand the Spectrum of Human abilities.
 CO-4: To acquaint the students with Social Context for Special Education & Legal Provisions.

Course contents

Unit-I: Special and Inclusive Education

- Education: Meaning, Concept, Nature and Scope
- Integrated: Meaning, Concept, Nature and Scope
- Inclusive Education: Meaning, Concept, Nature and Scope
- World view on disability & Disability rights
- Educational policies and programmes for PWDs in India

Unit-II: Introduction to Disabilities

- Concept of Disabilities: Impairment, Disability and Handicap
- Models of Disability & ICDH classification
- Prevalence of various disabilities in India
- Disability and Exclusion issues
- Social context of Disabilities
- Habilitation and Rehabilitation: Concept & issues
- Role of Teachers and Rehabilitation Professionals in Inclusive Education

Unit-III: Spectrum of Human Disabilities

- Visual disability: Causes, Characteristics and Education
- Hearing & Speech disability: Causes, Characteristics and Education
- Orthopaedic/Locomotor Disability: Causes, Characteristics and Education
- Intellectual disability & Multiple disabilities: Causes, Characteristics and Education
- Learning disability: Causes, Characteristics and Education
- Gifted & Creative children: Characteristics and Education

Unit- IV: Legal Provisions and Role of Agencies for the Disables

- National Disability Policy - 2006
- RCI Act, 1992 : Introduction and salient features
- PWD Act, 1995: Introduction and salient features
- RPD Act 2016: Introduction and salient features
- National Institutions for various disability in India
- Role of Various Agencies in the Education of Special Children
- Working with Parents, Family and Community in rehabilitation

Course outcomes

After completion of the course, the students will be able to:

- CLO-1: Explain the concept of Disability.
 CLO-2: Understand the concept of Special and Inclusive education.

CLO-3: Understand the Spectrum of Human abilities.

CLO-4: Explore the Social Context for Special Education & Legal Provisions.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	1	1	1	-	-	-	-	-	-	-	2	1
CLO2	1	-	-	3	-	-	-	-	-	-	-	1	-	2
CLO3	1	-	-	-	1	-	-	1	-	-	-	-	1	1
CLO4	1	1	2	3	1	1	-	1	-	-	-	-	1	2
Average	1.25	.25	.75	1.75	.75	.25	-	.50	-	-	-	.25	1	1.50

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BA (EDUCATION) V SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3510****PAPER TITLE: EDUCATIONAL ASSESSMENT****Course objectives****CO-1:** To acquaint the students with the basics of assessment.**CO-2:** To enable the students understand assessment for learning in classroom situation.**CO-3:** To enable the students understand assessment as learning in classroom situation.**CO-4:** To acquaint the students with examination reforms related to assessment.**Course Contents****Unit-I: Basics of Assessment**

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

Unit-II: Assessment for Learning

- Meaning and Nature of Assessment for learning
- Approaches of Assessment in Constructivist Paradigm
- Concept mapping and Portfolios
- Rubrics and Reflective Journals
- Self-Assessment process
- Peer Assessment Process
- Collaborative Assessment Process
- Role of the teacher in Assessment for Learning

Unit-III: Assessment of Learning

- Meaning and Nature of Assessment of Learning
- Role of the teacher in Assessment of Learning
- Observation as a tool of Assessment of Learning
- Interview as a tool of Assessment of Learning
- Focused Group Discussion for Assessment of Learning
- Checklist as an inquiry form of Assessment of Learning
- Rating Scale in Assessment in Learning
- 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
- Collaborative Learning
- Cooperative learning
- Transformative learning
- Socio-metric technique

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Define the concept of measurement, evaluation, and assessment. students with the basics of assessment.

CLO-2: Understand assessment for learning in classroom situation.

CLO-3: Explain assessment as learning in classroom situation.

CLO-4: Analyse examination reforms related to assessment.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO2	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO3	2	-	-	1	1	1	-	1	-	-	1	1	1	1
CLO4	2	-	-	1	1	1	-	1	-	-	1	1	1	1
Average	2	-	-	1	1	1	-	1	-	-	1	1	1	1

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BA (EDUCATION) V SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-3520
PAPER TITLE: EARLY CHILDHOOD CARE AND
EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

CO-1: To familiarize students about the concept of ECCE

CO-2: To enable students know various policies of ECCE and roles of stakeholders.

CO-3: To acquaint the students about the various approaches and methods of ECCE

Course Contents

Unit-I: Early childhood Care and Education:

- Meaning and significance of ECCE
- Objectives of ECCE
- Components of ECCE
- Common characteristics of children (3-8 years)
- Goals of Pre-school Education
- Principles of Early learning and Development

Unit-II: Policies and Programmes of ECCE:

- The Kothari commission (1964-66)
- The National Policy on Education (NPE, 1986)
- The National Curriculum Framework (NCF, 2005)
- The National ECCE Curriculum Framework (2013)
- The National Curriculum Framework for Foundational Stage (2022)
- Policy of ECCE and NEP-2020

Unit-III: Approaches and Method curriculum transaction

- Play based approach
- Activity based approach
- Inquiry based approach
- Interactive method

Unit-IV: ECCE and Role of stakeholders

- Role of ECCE teachers with children
- Role of ECCE teachers with parent
- Role of ECCE teachers with community
- Involvement of parents in ECCE activity
- Involvement of community in ECCE activity

Course outcomes

After completion of the course, the students will be able to:

CLO-1: **Explain** the concept of ECCE

CLO-2: Understand various policies of ECCE and roles of stakeholders.

CLO-3: Apply various approaches and methods of ECCE

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	1	2	1	-	-	1	-	-	1	1	1	-
CLO2	2	-	-	3	-	-	-	1	-	-	-	1	1	3
CLO3	1	-	-	1	1	1	1	1	-	-	1	2	1	2
-														
Average	1.66	-	.33	2	.75	.33	.33	1	-	-	.66	1.33	1	1.66

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BA (EDUCATION) V SEMESTER**MAJOR COURSE****PAPER CODE: IDE-EDU-001-CC-3530****PAPER TITLE: TEACHER EDUCATION**Credits = 4
Learning Hours = 120**Course objectives**

CO-1: To enable students understand the history of teacher education in India

CO-2: To acquaint the students with Pre-service & in-service teacher education

CO-3: To familiarize students with Professional growth of Teachers

CO-4: To make the student understand Teacher effectiveness and research in Teacher Education

Unit-I: Teacher Education

- History of Indian teacher education
- Meaning , Nature, Aims and importance of Teacher Education
- Objectives of Teacher Education at Middle and Secondary Stage
- Levels of Teacher Education: Foundational, Preparatory, Middle, and Secondary

Unit-II: Pre-service Teacher Education Programme

- Pre-service Teacher Education: Meaning and importance
- Aims and objectives of Pre-service Teacher Education
- Curriculum structure of the Pre-service Teacher Education Programme.
- Strategies for Modification of teacher behaviour: Micro Teaching, Practice Teaching, Internship

Unit-III: In-service Teacher Education Programme

- In-Service Teacher Education: Meaning, objectives and importance
- Agencies for organizing in-service teacher education programmes, DIETS, CTEs, IASEs, SCERT and NCERT
- Programmes of In-Service Teacher Education
- Challenges for in-service Teacher Education Programmes.

Unit-IV: Teacher Effectiveness and Professional Growth.

- Teacher Effectiveness: Concept and Components
- Characteristics associated with effective teachers
- Professional Development and Research in Teacher Education: Meaning, Purposes, and Strategies of Professional Growth
- NEP 2020: ITEP
- NCFTE 2009

Course outcomes

After completion of the course, the students will be:

CLO-1: Explain the history of teacher education in India in detail.

CLO-2: Differentiate between both Pre-service & In-service Teacher Education Programme

CLO-3: Describe in detail about Professional Growth of Teachers

CLO-4: Analyse Teacher effectiveness and research in Teacher Education

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	-	-	-	-	-	-	1	1	-	-
CLO2	3	-	2	2	1	1	-	1	-	-	1	2	2	2
CLO3	1	-	1	-	-	-	-	-	-	-	-	1	-	3
CLO4	1	-	1	-	-	-	-	-	-	-	-	1	-	3
Average	1.5	-	1	.75	.25	.25	-	.25	-	-	.50	1.25	.5	2

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BA (EDUCATION) V SEMESTER

Credit = 2 Learning Hours = 60

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3540****PAPER TITLE: EDUCATIONAL ADMINISTRATION AND PLANNING****Course objectives**

CO-1: To enable students understand the concept of Administration and educational administration, principles, factors affecting educational administration and role of teachers in educational administration.

CO-2: To familiarize the students theoretical framework of educational planning and its approaches.

Course Contents**Unit-I: Introduction to Educational Administration**

- Administration : Meaning, Nature and Scope
- Educational Administration : Meaning, Nature and Scope
- Principles of Educational Administration
- Factors affecting Educational Administration
- Role of teachers in Educational Administration

Unit -II: Educational Planning

- Educational Planning: Meaning, Nature and Scope
- Assumptions of Educational Planning
- Principles of Educational Planning
- Approaches of Educational Planning: Manpower, Rate of return & Social-demand Approach
- Institutional Planning: Meaning, Nature and Procedure

Course outcomes:

After completion of the course the students will be able to:

CLO-1: Explore the concept of Educational Planning, Administration and supervision in India.

CLO-2: Analyse the administrative structure in India and contemporary issues.

CLO-3: Summarize the concept of Education planning and Institutional Planning.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	2	1	-	-	-	-	1	-	3	1	1
CLO2	1	0	-	3	1	-	-	1	-	-	-	2	1	2
CLO3	1	-	-	-	-	-	-	-	-	-	-	2	-	2
-														
Average	1.33	-	-	1.66	.66	-	-	.33	-	.33	-	2.33	.66	1.75

References:

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**BA (EDUCATION) V SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-CC-3510
PAPER TITLE: POPULATION EDUCATION**

Course objectives

CO-1: To acquaint students about the concept of population education, population dynamics, policies and programmes.

CO-2: To enable students know about the population education policies and programmes in India.

CO-3: To enable the students know family life education and recreation skills.

CO-4: To familiarize the students with approaches of teaching population education.

Course Contents

Unit-I: Introduction to Population Education, Dynamics, Policies and Programmes.

- Meaning, Concept, Nature & Objectives of Population Education.
- State wise Population Distribution & Density in India.
- Population Control Policies and Programmes in India.
- Role of NGOs for conducting population control activities.

Unit-II: Population and Quality of Life

- Impact of population growth on Educational, Social and Economic Developments.
- Population migration and its impact on family and society.
- Population and quality of life, effects on life span.
- Concepts & Definition of Health (WHO), Concept of Good Health.
- Major & Minor Goals of Health Education.
- National Health Mission: Objectives and Programmes in India.
- Mission Indradhanush for Health.

Unit-III: Family Life Education

- Concept and Types of Families
- Family Life Education: Meaning, Nature, and Needs
- Various Methods of Family Planning
- Concepts and importance of Balance Diet and Exercise.
- Importance of Carbohydrates, Proteins, Minerals & Vegetables in food components.
- Sex Education: Meaning and Importance.
- Sexually Transmitted Diseases (STD).

Unit-IV: Approaches and Techniques of Teaching Population Education.

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

Course outcomes:

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

CLO-1: Understand the concept of population education and population dynamics,

CLO-2: Explore population education policies and programmes in India.

CLO-3: Understand the family life education and recreation skills.

CLO-4: Apply approaches of teaching population education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	1	3	1	1	1	1	-	-	-	1	1	2
CLO2	2	1	1	3	1	1	1	1	-	-	-	1	1	2
CLO3	3	1	2	3	1	-	1	1	-	-	-	1	2	2
CLO4	2	-	2	2	-	-	2	-	-	-	-	1	2	3
Average	2.25	.75	1.5	2.75	.75	.50	1.25	.75	-	-	-	1	1	2.25

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BA (EDUCATION) VI SEMESTER

Credit = 4 Learning Hours= 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3610****PAPER TITLE: ADULT AND CONTINUING EDUCATION****Course objectives**

CLO-1: To enable the students to know the meaning & scope of adult education.

CLO-2: To understand the importance of adult and continuing education for personal empowerment and national development.

CLO-3: To acquaint the students with recent trends of adult education programmes.

CLO-4: To sensitize about the local problems and resources available for the programme of Adult Education.

Course Contents**Unit- I: Introduction to Adult Education and Continuing Education**

- Concept, nature and scope of adult education.
- Role of Adult Education in economic development of an individual and of a nation in social mobility and social change
- Meaning, Scope and types of continuing Education
- Role of Local Bodies, Community and Individuals in implementing Adult and Continuing Education

Unit- II: Forms of Adult and Continuing Education

- Non-formal and informal: Purposes and distinguishing features.
- Extension education and distance education: concept and scope
- Open and Distance learning: Characteristics
- Non-formal education: concept, objectives, and strategies

Unit- III: Recent Trends in Adult and Continuing Education

- New India Literacy Programme: Objectives, Implementation and Importance
- Role of Youth Club and Mahila Mandals for Adult Education
- Sakshar Bharath Mission-Objectives, strategies, Goals, Programmes
- Scheme of Jana Sikshana Sansthan: Concept, objectives, and functions

Unit- IV: Adult learning, Use of Mass-Media in Adult Learning and Methods

- Andragogy
- Functional Literacy.
- Use of Mass - Media in Adult Learning and Locally Available Resources
- Methods of Teaching Adults: Individual, Group and Mass Methods.

Course outcomes

After completion of the course, the students will be able to:

CLO-1: Write the meaning & scope of adult education.

CLO-2: Explain the importance of adult and continuing education for personal empowerment and national development.

CLO-3: Discuss the recent trends in adult education programmes.

CLO-4: Discuss the local problems and resources available for the programme of Adult Education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO2	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO3	2	-	2	2	-	-	-	-	-	-	-	-	-	1
CLO4	2	-	2	2	-	-	1	-	-	-	-	-	-	1
Average	2	-	2	2	-	-	.25	-	-	-	-	-	-	1

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BA (EDUCATION) VI SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3620****PAPER TITLE: PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION****Course objectives:**

CO-1: To make students to understand Philosophy and Educational Philosophy.

CO-2: To familiarize the students about the Philosophy of Western Schools and Indian Thinkers.

CO-3: To acquaint the students with the concept of Sociology & Educational Sociology.

CO-4: To acquaint the students with the concept of social stratification and culture.

Course contents:**Unit-I: Philosophical Foundations of Education**

- Philosophy: Meaning, Concept and Nature.
- Educational 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: Indian Thinkers in India**B. Indian Thinkers on Education:**

-**Swami Vivekananda** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

-**M.K. Gandhi** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

- **Tagore** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline.

- **Sri Aurobindo Ghosh** with special reference to (a) Aims of Education (b) Curriculum (c) Methods of teaching (d) Role of the teacher (e) Discipline

Unit-III Sociological Foundations of Education

- Sociology: Meaning, Nature and Importance
- Educational Sociology: Meaning, Nature and Scope of Educational Sociology
- Society: Characteristics and its importance
- Difference between Sociology of Education and Educational Sociology

Unit-IV: Social Mobility; Social Stratification, Culture & Modernization

- Social mobility: Meaning, types and constraints of
- Social Stratification: Meaning, Nature and Types
- Culture: Meaning, nature, determinants and dimensions
- Cultural Lag: Concept and its factors

- Modernization: Meaning, and Role of Education in modernization

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Explain the meaning of Philosophy and Educational Philosophy.

CLO-2: Discuss about western schools of philosophy and Indian Thinkers.

CLO-3: Explain the concept of Sociology and Educational Sociology.

CLO-4 Reason out the concept of social stratification and culture.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	2	-	-	-	2	-	2	-	-	3	2	1	1
CLO2	2	2	-	3	1	2	-	2	-	-	3	2	2	1
CLO3	2	1	-	-	1	-	-	-	-	-	3	1	1	1
CLO4	2	1	-	1	1	-	1	1	-	-	1	1	1	-
Average	2.25	1.5	-	1	.75	1	.25	1.25	-	-	2.5	1.50	1.25	.75

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BA (EDUCATION) VI SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3630****PAPER TITLE: TEACHING-LEARNING PROCESS****Course objectives**

CO-1: To acquaint students about concept of teaching learning process.

CO-2: To acquaint students about various methods in teaching learning process.

CO-3: To enable students plan for teaching and learning.

CO-4: To enable students to understand about teaching -learning resources.

Course contents**Unit– I: Introduction to Teaching-Learning Process**

- Concept and nature of Teaching
- Importance of Teaching
- Factors affecting Teaching
- Variables of Teaching
- Phases of Teaching
- Levels of Teaching – Learning

Unit –II: Methods of Teaching

- Criteria for selecting Method of Teaching
- Teacher Centred Method: Meaning and Types (Lecture Method, Demonstration Method), and advantages and disadvantages
- Learner Centred Method: Meaning and Types (Inquiry Approach, Problem Solving Method), and advantages and disadvantage
- Group Centred Method: Meaning, Types (Brain Storming, Cooperative Learning Method), and advantages and disadvantages

Unit -III: New Approaches to Lesson Planning

- Meaning of lesson plan
- Characteristics of a Good lesson plan
- Behaviorist Lesson Planning: Advantages and Disadvantages
- Development of a Behaviorist Lesson Plan
- Constructivist Lesson Planning (5-E Approach): Advantages and Disadvantages
- Development of a Constructivist Lesson Planning (5-E Approach)
- Meaning and Significance of Teaching Aids
- Types of Teaching Aids

Unit-IV: Teaching-Learning Resources

- Concept and Meaning of Teaching Learning Resources
- Importance of Teaching-Learning Resources
- Types of Teaching-Learning Resources: Audio, Visual, and Audio-Visual Teaching-Learning Resources
- Classroom as a learning resource

- ICT and Multimedia as Learning Resources
- Factors affecting the use of ICT and Multimedia

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Understand the concept of teaching learning process.

CLO-2: Apply various methods in teaching learning process.

CLO-3: Plan for teaching and learning.

CLO-4: Prepare and use teaching -learning resources.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	1	-	-	1	3	-	1	1	-	-	-	2	1	-
CLO2	2	-	-	2	3	2	3	2	-	-	-	3	1	1
CLO3	3	2	-	-	3	2	2	2	-	-	-	2	2	1
CLO4	2	1	-	1	2	1	2	2	-	-	-	-	2	1
Average	2	.75	-	1	2.75	1.25	2	1.75	-	-	-	1.75	1.5	.75

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BA (EDUCATION) VI SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-3640****PAPER TITLE: ELEMENTARY STATISTICS IN EDUCATION****Course objectives**

CO-1: To enable students know about organization and presentation of data

CO-2: To enable the students understand functions of measures of Central Tendency, variability, and Dispersion.

CO-3: To acquaint students with norms and relative position.

CO-3: To familiarize students about NPC and correlation.

Course contents**Unit –I: Statistics in Education**

- Statistics: Meaning, Importance and use in Education
- Data: Concept and Scales of Data
- Types of data
- Tabulation of Data (Different form of Class Intervals)
- Graphical Representation of Data: Histogram, Polygon, Pie charts, Ogive curve

Unit –II: Measures of Central Tendency and Variability

- Measures of Central Tendencies: Mean, Median, Mode and their Applications
- Measures of Variability: Range, Quartile Deviation, Average Deviation, Standard Deviation, Variance and their applications

Unit –III: Norms and Relative Standing

- Percentiles
- Percentile ranks
- Deciles
- Quartiles
- Raw Score and Derived Score: Meaning and Types
- Standard Score
- T-Score
- Stanine

Unit –IV: Normal Probability Curve (NPC) and Correlation

- Concept of Normal Probability Curve (NPC): Concept, Features, and Applications
- Divergence of Normality: Skewness and Kurtosis
- Concept of Correlation: Concept, Types, and Ranges
- Coefficient of Correlation by Rank Difference Method and Pearson's Product Moment Method

Course outcomes

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

CLO-1: Understand organization and presentation of data

CLO-2: Apply measures of Central Tendency, variability, and Dispersion.

CLO-3: Calculate norms and relative position.

CLO-3: Measure NPC and correlation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	-	1	1	2	-	-	-	-	1	1
CLO2	3	2	-	-	-	3	2	2	-	-	-	-	3	-
CLO3	3	2	-	-	-	2	-	3	-	-	-	-	3	-
CLO4	3	1	-	-	-	2	-	2	-	-	-	-	3	-
Average	3	1.5	-	-	-	2	.75	2.25	-	-	-	-	2.5	.25

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BA (EDUCATION) VI SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-3610
PAPER TITLE: HUMAN RIGHTS EDUCATION

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To make students understand the basics of Human Rights.
CO-2: To familiarize student with human rights in Indian context.
CO-3: To enable students understand the basics of Human Rights Education and its history in India.
CO-4: To enable students understand the various models of Human Rights Education and Right to Education.

Course contents

Unit– I: Introduction to Human Rights & Duties

- Concept and Significance of Human Rights
- Evolution of Human Rights
- UN Charter & UDHR
- 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: Human Rights Education

- Concept and Needs of Human Rights Education
- Objectives of Human Rights Education
- Principles of Human Rights Education
- History of Human Rights Education in India

Unit – IV: Models of Human Rights Education and Right to Education

- Values and Awareness Model
- Accountability Model
- Activism-Transformation Model
- Right to Education(RTE) Act, 2009 and Education for all (SDG 4)

Course outcomes

After completion of the course, the students will be able to:

- CLO-1: Explain the basics of Human Rights.
CLO-2: Discuss human rights in Indian context.
CLO-3: Summarize the basics of Human Rights Education and its history in India.
CLO-4: Identify various models of Human Rights Education and discuss Right to Education.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	-	-	-	-	-	-	-	1	2
CLO2	2	1	-	3	-	-	-	-	-	-	-	-	-	3
CLO3	2	1	-	1	1	-	-	-	-	-	-	-	1	3
CLO4	2	1	1	1	-	-	1	-	-	-	-	-	1	3
Average	2	1	.25	1.25	.25	-	.25	-	-	-	-	-	.75	2.75

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BA (EDUCATION) VII SEMESTER**MAJOR COURSE****PAPER CODE: IDE-EDU-001-CC-4710****PAPER TITLE: VOCATIONAL EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

CO-1: To acquaint students about Vocational Education and Vocationalisation of Education in India.

CO2: To enable the students, know about various Programs and Policies on Vocational Education.

CO-3: familiarize the students about Innovations in Teaching-Learning in VET in India.

CO-4: To enable the students understands Craft Centred Education and Wood Work

Course contents**Unit- I: Vocationalisation of Education**

- Vocationalisation of Education: Concept, Needs and Importance
- Vocational Education: Concept and types
- Problems of Vocationalisation of Education
- Factors for a successful Vocational Programme

Unit-II: Vocational Education: Program and Policies

- National Policies on Vocational Education
- NEP 2020 and Vocational Education in School and Colleges
- Skill India (Kaushal Vikash Yojana): Objectives, need & Scope
- Atmanirbhar Bharat Rojgar Yojana (ABRY), 2020
- National Vocational Education Qualification framework (NVEQF)

Unit – III: Issues and Challenges in Vocational Education in India

- Challenges in Vocational Education and Training (VET).
- Social Stigma: Traditional & Modern System of VET
- Issues Relating to Training of Teachers

Unit - IV: Craft Centered Education: Wood Work

- **Craft Centered Education:** Meaning, Nature, Types and Scope
- M.K. Gandhi and his recommendations on Craft Centered Education
- **Woodwork:** Need, importance and scope of woodwork
- **Workshop Activities:** Workshop discipline, safety, precaution, safe handling of tools, first aid, definition of push and pull saw, fret saw and saw sharpening.

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Describe Vocational Education and Vocationalisation of Education.

CLO-2: Analyze the Programs and Policies on Vocational Education.

CLO-3: Explain different schemes and programs of VET in India.

CLO-4: Describe Craft Centered Education and Wood Work

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	-	-	-	-
CLO2	3	1	-	2	-	1	-	-	-	-	-	-	1	-
CLO3	1	1	1	1	1	-	-	-	-	-	-	-	1	2
CLO4	2	2	1	3	2	3	1	2	-	-	-	-	1	2
Average	2	1	.50	1.5	.75	1	.25	.50	-	-	-	-	.75	1

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BA (EDUCATION) VII SEMESTER

Credits = 4 Learning Hours = 120

MAJOR COURSE**PAPER CODE: IDE-EDU-001-CC-4720****PAPER TITLE: QUANTITATIVE AND QUALITATIVE RESEARCH IN EDUCATION****Course objectives**

CO-1: To enable students know about methods of quantitative research..

CO-2: To enable the students apply and analyze parametric and non-paramatic statistics in quantitative research

CO-3: To familiarize students about the methods of qualitative research.

CO-4: familiarize students about qualitative data analysis techniques and reporting.

Course Contents**Unit-I: Methods of Quantitative Research**

- Concept of Quantitative Research
- Characteristics of Quantitative Research
- Importance of Quantitative research
- Types of Quantitative Research: Descriptive survey, Correlational study, Causal Comparative/Ex Post Facto Research, Developmental Research
- Experimental Research: Meaning, characteristics, and Types (Pre-Experimental Design, True Experimental Design and Quasi-Experimental Design, Factorial Design

Unit- II: Introduction to Qualitative Research

- Meaning and characteristics of Qualitative Research
- Advantages and Disadvantages of Qualitative Research
- Qualitative Research Designs; Phenomenological, Ethnographic, Historical Research, and Case Study Design
- Ethical Issues in Qualitative Research

Unit- III: Parametric Analysis of Quantitative Data Analysis**a) Parametric Analysis:**

- Meaning and Assumptions of Parametric Test
- t-test and ANOVA

b) Non-Parametric Analysis:

- Meaning and Assumptions of Non-Parametric test
- Chi-Square Test

Unit-IV: Data Analysis Techniques and Reporting in Qualitative Research

- Content analysis
- Thematic analysis
- Narrative analysis.
- Standards for Reporting Qualitative Research

Course outcomes

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

CLO-1: Enumerate various methods of quantitative and qualitative research.

CLO-2 Interpret quantitative data using parametric and non-parametric test.

CLO-3: Enumerate various methods qualitative research.

CLO-4: Write research report systematically.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO2	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO3	2	2	-	-	-	2	-	2	3	-	-	-	3	1
CLO4	2	2	-	-	-	2	-	2	3	-	-	-	3	1
Average	2	2	-	-	-	2	-	2	3	-	-	-	3	1

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**BA (EDUCATION) VII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4730
PAPER TITLE: VALUE EDUCATION**

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: Familiarize the students with the concept and scope of value education
 CO-2: Make students understand types and sources of value .
 CO-3: Aware the students with the process, methods and approaches of value education
 CO-4: Make the students analyze the concept of values for life long process through education

Course contents

Unit- I: Introduction to Value and Value Education

- Concept of Value
- Value Education: Meaning, Nature, and Scope
- Components and Characteristics of Value Education
- Objectives and Importance of Value Education in present world
- Contents and Hierarchy of Education

Unit-II: Nature Types, and sources of Value

- Nature and Types of Value
- Sources of Value: Biological, Psychological, Sociological, Spiritual

Unit-III: Process, Methods and Approaches of Value Education

- Process of Value Education
- Methods of Value Education
- Approaches of Value Education- Integrated and Value Clarification approach
- Role of Culture and Traditions in Value Education

Unit- IV: Values for Life Long Process through Education

- Role of Teacher in Value Education
- Synthesis between traditional and modern values
- Activities in inculcating values among students
- Resolving conflict among values and Evaluation of values

Course outcomes:

The students will be able to

- CLO-1: Explore concept and importance of value education
 CO-2: Understand types and sources of value .
 CO-3: Understand process, methods and approaches of value education
 CO-4: Analyze the concept of values for life long process through education

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO2	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO3	2	-	-	1	-	-	-	-	-	-	-	-	1	2
CLO4	2	-	-	1	-	-	-	-	-	-	-	-	1	2
Average	2	-	-	1	-	-	-	-	-	-	-	-	1	2

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**BA (EDUCATION) VII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4740**

PAPER TITLE: PREPARATION OF RESEARCH SYNOPSIS AND PRESENTATION

Course Objectives

CO-1: To enable students to learn the skill of writing a research synopsis.

CO-2: To enable students to learn the skill of preparing and presenting the prepared synopsis through a PowerPoint presentation.

Instructions

1. The department should develop a common format for preparing research synopsis.
2. Before starting the preparation of the research synopsis under the supervision of the concerned allotted faculty members, in a common class, the format should be delivered to the students.
3. After discussion with the concerned supervisors, students should prepare a research synopsis on any problem of interest from their concerned papers in education within 1500 words as per the provided format.
4. The students will present the synopsis in front of the board members during a seminar through a PowerPoint presentation on a fixed date.
5. board for the external examination will be comprised of two members. Out of the two members, one will be from the concerned department, and another will be from a **cognate department having research experience.**
6. The students will have to submit two copies of their synopsis to the department. They have to submit a copy of synopsis to the board members during the time of presentation and another copy has to submit to the concerned supervisor.
7. The students will have to pass both in internal and external examination.

Course outcomes

The students will be able to:

CLO-1: Design research proposal.

CLO-2: Present the prepared synopsis through power point presentation.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	3	1	-	-	1	1	1	1	3	3	-	-	3	-
CLO2	3	1	-	-	1	1	1	1	3	3	-	-	3	-
-														
-														
Average	3	1	-	-	1	1	1	1	3	3	-	-	3	-

Evaluation Scheme:

Internal (30 marks)	External (70 marks)
<p>Preparation of synopsis : 20 Marks.</p> <p>N.B. To be given by the concerned supervisor</p>	<ul style="list-style-type: none"> ● Writing of Synopsis = 30 Marks ● Presentation of Synopsis = 20 Marks ● Viva-Voce =20 Marks
<p>Total Marks = 30 + 70 = 100 Marks</p>	

**BA (EDUCATION) VII SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-MC-4710
PAPER TITLE: ABNORMAL PSYCHOLOGY**

Credits = 4 Learning Hours = 120

Course Objectives:

- CO-1: To make the students understand the concept of Abnormal Psychology.
CO-2: To familiarize students with human behaviour.
CO-3: To familiarize students with substance related disorder.
Co-4: To acquaint students about the concept of mental health.

Unit- I: Abnormal Psychology

- Meaning, Scope and Importance of Abnormal Psychology
- Historical Background of Abnormal Psychology
- Perspectives of Abnormal Psychology: Psychoanalytic, Behavioural, Medical, and Cognitive
- Four D's of Abnormal Psychology

Unit - II: Normal And Abnormal Behaviour

- Concept of Normality and Abnormality
- Criterion of Abnormality
- Causes of Abnormal Behaviour
- Classification of Abnormal Behaviour

Unit- III: Substance Related Disorders

- Psychoactive Substance: Meaning and Types
- Addiction: Meaning, Symptoms, Causes, forms of Addiction (Substance Addictions and Non-Substance Addictions/Behavioural Addictions), and Treatment

Unit- IV: Mental Health

- Concept of Mental Health and Hygiene
- Principles of Mental Health and Mental Hygiene
- Characteristics of a Mentally Healthy Person
- Factors Affecting Mental health: Home, Society, and School.
- Addiction Withdrawal: Meaning and Symptoms of Addiction Withdrawal

Course Outcomes

At the end of the course, the students will be able to :

- CLO-1: Understand the concept of Abnormal Psychology.
CLO-2: Explore human behaviour.
CLO-3: Identify substance related disorder.
CLO-4: Understand the concept of mental health.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	2	-	1	1
CLO2	1	1	-	-	-	-	-	-	-	-	2	-	1	-
CLO3	2	1	-	-	1	-	1	-	-	-	2	-	-	-
CLO4	2	1	-	-	1	-	1	-	-	-	2	-	-	-
Average	1.75	.75	-	-	.50	-	.50	-	-	-	2	-	.50	.25

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**BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4810**

Credits = 4 Learning Hours = 120

PAPER TITLE: TOOL CONSTRUCTION AND STANDARDIZATION

Course objectives:

CO-1: To enable students know about research tools in educational research.

CO-2: To enable the students understand construction and development of questionnaire and rating scale in educational research.

CO-3: To enable the students understand construction and standardization of achievement test and attitude scale in educational research.

CO-4: To familiarize students about interview process and observational procedure.

Course contents

Unit I: Introduction to research tool

- Concept of research tool
- Importance of research tool in educational research
- Qualities of good research tool
- Types of research tools in educational research
- Testing tools in educational research
- Non-testing techniques in educational research

Unit-II: Construction of Rating Scale and Achievement Test

- Rating scale: Concept and Importance
- Types of Rating Scale: Descriptive Rating Numerical Scale, Graphical Scale, Standard Scale, Cumulative Rating Scale and Forced Choice Rating
- Construction of Rating Scale: Procedure
- Achievement Test: Concept and Importance
- Types of Achievement Test: Standardized and Teacher Made Test
- Construction and Standardization of Achievement test: Procedure
- Advantages and Limitations of Achievement Test

Unit-III: Construction of Questionnaire and Opinionnaire (Attitude Scale)

- Questionnaire: Concept, Classification, Construction, and importance of Questionnaire
- Attitude Scale: Concept, Assumptions, and Importance of Attitude Scale
- Construction of attitude scale as per Likert Method and Thurstone

Unit-IV: Observation and Interview

- Observation: Concept, Process and types of observation
- Reliability and validity of observational measurement
- Advantages and limitations of observation
- Interview: Concept, Process, and types of interview
- Reliability and Validity of interview
- Advantages and limitations of interview

Course outcomes:

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

CLO-1: Explain various tools and techniques in educational research.

CLO-2: Identify suitable research tool in research.

CLO-3: Analyze construction and development of research tools

CLO-4: Reason out advantages and limitations of various research tools.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO2	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO3	2	1	-	-	-	1	-	1	3	-	-	-	3	0
CLO4	2	1	-	-	-	1	-	1	3	-	-	-	3	0
Average	2	1	-	-	-	1	-	1	3	-	-	-	3	-

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BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4820
PAPER TITLE: HIGHER EDUCATION IN INDIA

Credits = 4 Learning Hours = 120

Course objectives

CO-1: To enable students to know the development status of higher education in India.

CO-2: To acquaint students with functions and management of different Higher education institutions.

CO-3: To enable the students understand problems and reforms in higher education in India.

Course Contents

Unit-I: Development of Indian Higher Education

- Aims of Higher Education
- Higher Education and Society
- Development of Higher Education in India during the Pre- Independence period
- Development of Higher Education in India during the Post-Independence period with special reference to recommendation of UEC (1948), IEC (1964-66), NPE-1986 and NEP-2020.

Unit-II: Higher Education Institutions

- Central Universities- Establishment, management and functions.
- State Universities- Establishment, management and functions.
- Deemed to be universities- Establishment, management and functions.
- Private Universities- Establishment, management and functions.
- Institute of National Importance- IIT, IIM, IISc, ICAR, AIIMS

Unit-III: Management of Indian Higher Education

- Autonomy, Accountability, Financing and Management of Indian Higher Education Institutions.
- Ministry of Education- Role and its functions
- State Department of Higher Education- Role and its functions
- New Regulatory Bodies of Higher Education in India: National Higher Education Regulatory Council (NHERC), National Accreditation Council (NAC), The Higher Education Grants Council (HEGC), and Professional Standard Setting Bodies (PSSBs)

Unit-IV: Problems and Reforms in Indian Higher Education

- Vocationalization of Higher Education in India - Problems and reforms.
- Role and functions - Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMMNMTT)
- Role and functions- Student Government
- Opportunities and Anomalies in Liberalization, Privatization, Internationalization of Higher Education.

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Explore the development status of higher education in India.

CLO-2: Understand the functions and management of different Higher education institutions.

CLO-3: Understand problems and reforms in higher education in India.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	3	-	-	-	-	-	-	-	-	-	2
CLO2	2	1	-	3	-	-	-	-	-	-	-	-	-	3
CLO3	2	-	-	3	-	-	-	-	-	-	-	-	-	2
-														
Average	2	.33	-	3	-	-	-	-	-	-	-	-	-	2.33

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**BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4830
PAPER TITLE: ECONOMICS OF EDUCATION**

Course objectives

- CO-1: To make students know the conceptual framework of economics of education, its importance and historical context.
- CO-2: To enable students to understand the meaning of cost of education, its types, and determinants. .
- CO-3: To enable students to know meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.
- CO-4: To enable students to understand the relationship between education and economic development.

Course contents

Unit-I: Introduction to Economics of Education

- History of Economics of Education
- Meaning and Nature of Economics of Education
- Scope of Economics of Education
- Importance of Economics of Education

Unit-II: Cost of Education

- Meaning of Cost of Education
- Types of Educational Cost; Direct Cost, Indirect Cost, Private Cost, Private Cost, Social Cost, Opportunity Cost
- Determinants of Educational Cost; Students, Teachers, Buildings and Equipments.
- Difference between Cost of Education and Expenditure on Education

Unit-III: Budgeting and Financing of Education in India

- Meaning of Budget and Need of Education Budget
- Preparation of Education Budget
- Mechanisms of Financing of Education in India
- Sources of Financing of Education in India

Unit-IV: Education and Economic Development

- Concept of Economic Development and Economic Growth
- Role of Education in Economic Development
- Education as an Investment
- Education as Consumption

Course outcomes

After completion of the course, the students will be able to:

- CLO-1: Explain the meaning of economics of education, its importance and historical context.
- CLO-2: Describe the meaning of cost of education, its types, and determinants. .
- CLO-3: Discuss the meaning of Budget, need and preparation of education budget, mechanisms and sources of financing of education in the country.

CLO-4: Examine the relationship between education and economic development.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	-	-	-	-	-	-	-	-	-	-	-	-	2
CLO2	2	-	-	-	-	-	-	-	-	-	-	-	-	2
CLO3	2	-	-	3	-	-	-	-	-	-	-	-	1	2
CLO4	2	-	-	-	-	-	-	-	-	-	-	-	-	2
Average	2	-	-	.75	-	-	-	-	-	-	-	-	.25	2

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**BA (EDUCATION) VIII SEMESTER
MAJOR COURSE
PAPER CODE: IDE-EDU-001-CC-4840
PAPER TITLE: EDUCATION IN NORTH EAST INDIA**

Credits = 4 Learning Hours = 120

Course objectives

- CO-1: To familiarize the students about diversity of North-East India and implementation of constitutional provisions for education in North East India.
- CO-2: To make the learners analyze the contemporary issues of education in North East India.
- CO-3: To know the status of school education in North-East India and Arunachal Pradesh.
- CO-4: To familiarize students about the organizational structure of higher education in Arunachal Pradesh

Course Contents

Unit – I: Diversity of North-East India and School Education

- Nature of diversity in North East India (regional, language, religion, caste and tribes).
- Demand of Education and diverse nature of society.
- Problems of Elementary Education in North East India.
- Problems of Secondary Education in North East India.
- Examination Reforms at School Level.
- Role of School Management and Development Committee.

Unit -II: Education in North-East India: Contemporary Issues

- Universalization of Elementary Education (UEE) and its related issues.
- Vocationalization of Education: concept, Needs and Problems.
- Problems of ensuring quality elementary and secondary education in North-East India.
- Problems of education among girls and marginalized groups.
- Problems of women teachers at different levels.
- Impact of diversity in school curriculum in North East India.
- Implementation of Educational Programme in North East India: Problems and Suggestions.
- Review of development of School Education in North East India.

Unit-III: Educational Development in North East India

- Development of Education in North East India before Independence.
- Development of Education in North East India after Independence.
- Indigenous System of Education in North East India.
- Missionary Contribution in the development of Education in North East India.
- Present Status of Education in North East India.
- Constitutional provisions for education and its implementation in the North East India
- Regional Issues and its impact on education in North East India
- Problems of Educational Administration and Management in School education with special reference to Arunachal Pradesh

Unit-IV: Education in Arunachal Pradesh

- Historical Development of Higher Education in North East India.
- Challenges of Higher Education in North East India: Access, Equity, Excellence and Privatization.
- Prospect and Status of Higher Education in North East India.
- Higher Education through Open and Distance Learning: Meaning, Opportunities, and Challenges
- Teacher Education: Types, Agencies and functions.
- Organizational Structure of Higher Education with special reference to Arunachal Pradesh.

Course outcomes:

After completion of the course, the students will be able to:

CLO-1: Understand the diversity of North-East India and implementation of constitutional provisions for education in North East India.

CLO-2: Analyze the contemporary issues of education in North East India.

CLO-3: Explore the status of school education in North-East India and Arunachal Pradesh.

CLO-4: Understand the organizational structure of higher education in Arunachal Pradesh

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	2	2	2	2	1	1	1	-	-	-	1	1	2
CLO2	2	1	2	2	1	-	1	1	-	-	-	1	1	2
CLO3	2	-	1	2	1	-	-	-	-	-	-	1	1	2
CLO4	2	1	-	2	1	-	1	1	-	-	-	2	1	2
Average	2	1	1.25	2	1.25	.25	.75	.75	-	-	-	1.25	1	2

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**BA (EDUCATION) VIII SEMESTER
MINOR COURSE
PAPER CODE: IDE-EDU-001-RC-4810
PAPER TITLE: COMPARATIVE EDUCATION**

Credits = 4 Learning Hours = 120

Course Objectives:

CO-1: To acquaint the students the conceptual framework of comparative education.

CO-2: To enable students to understand factors of comparative education.

CO-3: To acquaint students with structure and administration of education in India and western countries.

CO-4: To enable students to understand education system in in India and various western countries.

Course Content:**UNIT- I: Comparative Education**

- Development of the concept of Comparative Education.
- Meaning, Need and Importance of Comparative Education.
- Scope of Comparative Education.
- Methods of Comparative Education

UNIT- II: Factors of Comparative Education

- Geographical, Sociological and Philosophical Factors.
- Nationalism and Comparative Education.
- UNESCO – Its contribution towards Educational Development.
- Factors of National System of Education

UNIT-III: Structure and Educational Administration of

- United Kingdom (U.K).
- United States of America (U.S.A).
- India.
- Russia

UNIT- IV: A comparative Study of the Education System of U.K, U.S.A, India

- Primary education- UK, USA, India.
- Secondary Education- UK, USA, India.
- Higher Education- UK, USA, India.
- Teacher Education- UK, USA, India

Course Outcomes:

CLO-1: Understand conceptual framework of comparative education.

CLO-2: explore the factors of comparative education.

CLO-3: Understand structure and administration of education in India and western countries.

CLO-4: Understand education system in in India and various western countries.

CLOs	PLOs										PSOs			
	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10	PSO1	PSO2	PSO3	PSO4
CLO1	2	1	-	-	-	-	-	-	-	-	-	-	-	2
CLO2	2	1	-	-	-	-	-	-	-	-	-	-	-	2
CLO3	2	1	-	1	-	-	-	-	-	-	-	-	-	2
CLO4	2	1	-	1	-	-	-	-	-	-	-	-	-	2
Average	2	1	-	.5	--	-	-	-	-	-	-	-	-	2

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