

**CURRICULUM FRAMEWORK FOR THREE YEAR UG DEGREE/FOUR
YEAR UG DEGREE (HONOURS WITHOUT RESEARCH)/ FOUR YEAR
UG DEGREE (HONOURS WITH RESEARCH) IN EDUCATION**

(As per NEP 2020)



**DEPARTMENT OF EDUCATION
RAJIV GANDHI UNIVERSITY
RONO HILLS, DOIMUKH – 791112
PAPUM PARE
ARUNACHAL PRADESH
w.e.f. 2023-24**

Signature
19/06/2023
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राजीव गांधी विश्वविद्यालय
Jt. Registrar (Acad. & Cont.)
Rajiv Gandhi University
Rono hills, Doimukh (A.P.)

CURRICULUM FRAMEWORK FOR THREE YEAR UG DEGREE/FOUR YEAR UG DEGREE (HONOURS WITHOUT RESEARCH)/ FOUR YEAR UG DEGREE (HONOURS WITH RESEARCH) IN EDUCATION

(As per NEP 2020)

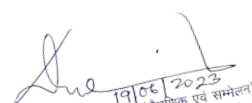
Part I

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. 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.


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- **4-year UG Degree (Honours with Research):** A four year UG Degree in Honours with Research will be awarded to those Students who complete a four-year degree programme with 160 credits, including 12 credits from a research project/dissertation in the major discipline.

1.2. 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 it has to be mandatorily completed by the 5th semester. 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.
- **Research at UG Programme:** Students who secure 75% marks and above in the first six semesters can undertake research at the undergraduate level/in the fourth year.
- **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.

1.3. Structure of the Four Year Undergraduate Programme in Education

- *1 credit for lecture = 15 hours in a semester (15 weeks)
- **1 credit for tutorial = 15 hours in a semester (15 weeks)
- ***1 credit for practicum = 30 hours in a semester (15 weeks)

**STRUCTURE OF THREE YEAR UG DEGREE/FOUR YEAR UG DEGREE
WITHOUT RESEARCH)/FOUR YEAR UG DEGREE
(HONOURS WITH RESEARCH) IN EDUCATION**

(HONOURS
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**Semester – I
BA in Education**

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-1110	Foundation of Education	4	3	1	0	20	80	100
EDU-MC-1110	Introduction to Education	4	3	1	0	20	80	100
EDU-MD-1110	Foundation of Education	3	2	1	0	20	80	100
ENG-AE-1110	Ability Enhancement Compulsory Course							
EDU-SB-1110	Teaching Skills	3	1	0	2	20	80	100
VAC 1-0010	Compulsory Value Added Course							

**Semester – II
BA in Education**

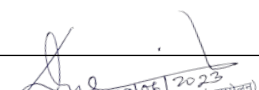
Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-1210	Educational Psychology	4	3	1	0	20	80	100
EDU-MC-1210	Understanding Adolescent	4	3	1	0	20	80	100
EDU-MD-1210	Measurement and Evaluation	3	2	1	0	20	80	100
HIN-AE-1210	Ability Enhancement Compulsory Course 2							
EDU-SB-0020	Vocational Education	3	1	0	2	20	80	100
VAC 2 - 0020	Compulsory Value Added Course							
EDU-INT-CO-0010	Internship*	4	0	0	4			100

* 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 it has to be mandatorily completed by the 5th semester.

**Semester – III
BA in Education**

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-2310	Guidance and Counseling	4	3	1	0	20	80	100
EDU-CC-2320	Introduction to Curriculum	4	3	1	0	20	80	100
EDU-MC-2310	Indian Education and Its Problems	4	3	1	0	20	80	100
EDU-MD-2310	Education in Contemporary India	3	2	1	0	20	80	100
EDU-SB-0030	Environmental Education	3	1	0	2	20	80	100
VAC 3	Compulsory Value Added Course 3							

**Semester – IV
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Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-2410	Educational Technology	4	3	1	0	20	80	100
EDU-CC-2420	Environmental Education	4	3	1	0	20	80	100
EDU-CC-2430	Gender and Education	4	3	1	0	20	80	100
EDU-CC-2440	School Education	4	3	1	0	20	80	100
EDU-MC-2410	Inclusive Education	4	3	1	0	20	80	100
EDU-INT-CO-0010	Internship*	4	0	0	4			100

*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 it has to be mandatorily completed by the 5th semester.

**Semester – V
BA in Education**

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-3510	Educational Assessment	4	3	1	0	20	80	100
EDU-CC-3520	Early Childhood Care and Education	4	3	1	0	20	80	100
EDU-CC-3530	Teacher Education	4	3	1	0	20	80	100
EDU-CC-3540	Educational Administration and Planning	2						
EDU-MC-3510	Population Education	4	3	1	0	20	80	100
EDU-INT-CO-0010	Internship	2						

* 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 it has to be mandatorily completed by the 5th semester.

**Semester – VI
BA in Education**

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-3610	Education in North-East India	4	3	1	0	20	80	100
EDU-CC-3620	Philosophical & Sociological Foundation of Education	4	3	1	0	20	80	100
EDU-CC-3630	Teaching Learning Process	4	3	1	0	20	80	100
EDU-CC-3640	Elementary Statistics in Education	4	3	1	0	20	80	100
EDU-MC-3610	Human Right Education	4	3	1	0	20	80	100

Semester – VII

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BA in Education

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-4710	Research Methodology in Education	4	3	1	0	20	80	100
EDU-CC-4720	Quantitative Research	4	3	1	0	20	80	100
EDU-CC-4730	Qualitative Research	4	3	1	0	20	80	100
EDU-CC-4740	Preparation of Research Proposal/ Synopsis	4	0	0	4	50	50	100
EDU-MC-4710	Vocational Education	4	3	1	0	20	80	100

Semester – VIII – For Four Year UG Degree in Education with Honors
BA in Education

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-4810	Tool Construction and Standardization	4	3	1	0	20	80	100
EDU-CC-4820	Higher Education in India	4	3	1	0	20	80	100
EDU-CC-4830	Economics of Education	4	3	1	0	20	80	100
EDU-CC-4840	Continuing Education	4	3	1	0	20	80	100
EDU-MC-4810	Value Education	4	3	1	0	20	80	100

Semester – VIII – For Four Year UG Degree in Education with Research
BA in Education

Course Code	Course Title	Total Credits	Credits			Internal Marks	External Examination (Theory/Practical)	Total Marks
			L	T	P			
EDU-CC-4810	Tool Construction and Standardization	4	3	1	0	20	80	100
EDU-DD	Dissertation	12	0	0	12			300
EDU-MC-4810	Value Education	4	3	1	0	20	80	100

Programme Objectives:

1. To introduce the learners about the foundation and Introduction to Education.

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2. To make the learners understand the concept of Educational Psychology and Adolescents Psychology.
3. To make the students analyze the areas of educational Assessment and principles of Guidance and Counselling in education.
4. To familiarize the students about the concept, bases and introduction to Curriculum and the problems of Indian Education system.
5. To make the learners appreciate the Education in Contemporary India and various areas of Educational Technology.
6. To make the learners aware of the concept and importance of Environmental Education and about Gender Education.
7. To familiarize the learners about the various dimensions of school education and Inclusive education.
8. To make the learners analyze the Educational Assessment and its relevance in present context.
9. To familiarize learners about the Early Childhood Care and Education as well as Teacher Education in India.
10. To make the learners understand the concept of Population Education and Education in North-East India.
11. To introduce the learners about Philosophical & Sociological Foundation of Education and Teaching Learning Process.
12. To make learners use Elementary Statistics in Education in daily life and to analyze the concept of Human Right Education.
13. To make learners understand the concept of Research Methodology in Education.
14. To familiarize learners about the Quantitative Research and Qualitative Research in education.
15. To make learners learn to Prepare a Research Proposal/ Synopsis and introduce them about the Vocational Education
16. To make learners know about Construction and Standardization of tools for educational research.
17. To introduce the learners about the Higher Education in India and Continuing Education and to make them understand the Economics of Education.
18. To make learners carry out the Internship programme and analyze various areas of research for dissertation in the undergraduate programme.

Programme Outcomes:

After completion of the programme the learners will be able to:

1. Know about the concept, bases and areas of Education.
2. Understand the concept of Educational Psychology and Understanding Adolescents Psychology.
3. Analyze the areas of educational Assessment and principles of Guidance and Counselling in education.
4. Familiarize with the concept, principles and bases of Curriculum and the problems of Indian Education system.
5. Appreciate the Education in Contemporary India and various areas of Educational Technology.
6. Aware of the concept and importance of Environmental Education and Gender Education.
7. Familiarize with the various dimensions of school education and Inclusive education.
8. Acquaint with the Educational Assessment and its relevance in present context.
9. Understand about the Early Childhood Care and Education as well as the Teacher Education in India.
10. Comprehend the concept of Population Education and Education in North-East India.
11. Know about Philosophical & Sociological Foundation of Education and Teaching Learning Process among the learners.

12. Use Elementary Statistics in Education in daily life and analyze the concept of Human Right Education.
13. Understand the concept of Research Methodology in Education.
14. Familiarize with the Quantitative Research and Qualitative Research in education.
15. Prepare a Research Proposal/ Synopsis and introduce them about the Vocational Education
16. Prepare Construction and Standardization of tools for educational research.
17. Know the Higher Education in India and Continuing Education and understand the Economics of Education
18. Carry out the Internship programme and analyze various areas of research for dissertation in the undergraduate programme.

PART – II

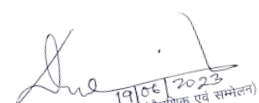
Credit = 4

Teaching Hours= 60

Tutorial = 1 Hrs/per week

Lectures = 3Hrs/per week

Full Marks =100


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

Course objectives:

1. To make students familiar with the concept, types and aims of education.
2. To make students understand the concept and scope of educational philosophy.
3. To acquaint the students about the western schools of philosophy.
4. To make the students familiar with the educational psychology and stages of human development.
5. To make 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 Individual aims of Education
- Cultural Individual 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:

The students will be able to:

1. Familiar with the concept, types and aims of education.
2. Understand the concept and scope of educational philosophy.
3. Acquaint with the western schools of philosophy.
4. Familiar with the educational psychology and stages of human development.
5. Analyze the concept of Educational Sociology, factors of Socialization and characteristics of Modernization.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

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

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

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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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: EDU-MC- 1110

PAPER TITLE: INTRODUCTION TO EDUCATION

Credit = 4

Teaching Hours= 60

Tutorial = 1 Hrs/per week

Lectures = 3Hrs/per week

Full Marks = 100

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Course Objectives:

1. To acquaint the students with the concept, types and aims of education.
2. To familiarize the students with the educational management and curriculum.
3. To acquaint the students about the bases of curriculum.
4. To make the students understand the elements of educational psychology and learning.
5. To make the students appreciate the concept, approaches and functions 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 Individual aims of Education
- Cultural Individual 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:

The students will be able to:

1. Acquaint with the concept, types and aims of education.
2. Familiarize with the educational management and curriculum.

3. Acquaint with the bases of curriculum.
4. Understand the elements of educational psychology and learning.
5. Appreciate the concept, approaches and functions of Educational Technology.

Mode of Transaction: Lecture, Lecture, Discussion

Evaluation Scheme:

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3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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11. R.S. Pandey (2020). Principles of Education Shri Vinod Pustak Mandir, Agra
12. Ross. J.S (1981), Ground work of Educational Theory, Oxford University Press, London
13. Sharma, R.A. (2015). Technological Foundations of Education, R. Lall Book Depot, Meerut
14. Taneja. V.R (2000). Educational Thought and Practice, Sterling Publishers, New Delhi
15. Wingo, G. Max (1990). Major Philosophies of Education, Mac Millan, New York.

BA (EDUCATION) I SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: EDU-MD- 1110
PAPER TITLE: FOUNDATION OF EDUCATION

Credit = 3

Teaching Hours= 45

Tutorial = 1 Hrs/per week

Lectures = 2 Hrs/per week

Full Marks =100

Course objectives:

1. To make students understand the term education and its foundations of education.

philosophical

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2. To familiarize the students about the educational thoughts of Indian thinkers
3. To introduce the students about the educational psychology.
4. To acquaint the students with the concept of growth and development.
5. To familiarize the students about the learning and its types.
6. 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 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:

The learners will be able to:

1. Understand the term education and its philosophical foundations of education.
2. Familiarized about the educational thoughts of Indian thinkers
3. Acquainted about the educational psychology.
4. Understand with the concept of growth and development.
5. Familiarized about the learning and its types.
6. Develop understanding with the concept of educational sociology, social change, social mobility and modernization.

Mode of transaction: Lecture and Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 Marks
Pass Marks	: 35%

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

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

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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
3. Anand, C.L. et.al. (1983), The Teacher and Education in the Emerging Indian Society, NCERT, New Delhi
4. Bhatia, K& Bhatia, B (1987), Philosophical and Sociological Foundations of Education, Doaba House, New Delhi
5. Bhattanagar, A.B et. al (2012), Advanced Educational Psychology, Tandon Publications, Ludhiana
6. Brubacher, J.S (1969), Modern Philosophies of Education, Mc Graw Hill Co., New York.
7. Chaudhary, V. M. and Chaudhary, B. (2008). Educational Studies, R.Lall Books, Meerut
8. Chauhan, S.S. (1978). Advanced Educational Psychology, Vikash Publishing, House Pvt. Ltd., New Delhi.
9. Hurlock. E.B (1980), Developmental Psychology, Mc Graw Hills Co., New York.
10. Kundu, C.L. & D.N. Tutto (1971). *Educational Psychology*. Sterling Publishers(P) Ltd.
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
13. Pachuri, G (2010), Education in Contemporary Indian Society, R.Lall Books, Meerut
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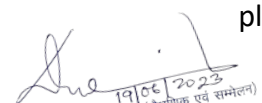
BA (EDUCATION) I SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: EDU-SB- 0010
PAPER TITLE: TEACHING SKILLS

Credit = 3
 Teaching Hours= 75
 Tutorial = 4 Hrs/per week
 Lectures = 1 Hrs/per week
 Full Marks =100

Course objectives:

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.
2. To allow students to participate in preparation of micro-lesson presentation of micro-teaching, and preparation of a report on it.

plan,


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- 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:

- The skill of preparing a Micro Lesson Plan.
- The skill of presenting Micro-Teaching.
- The skill of preparing the audio-visual record of course concerned practicum.
- Exhibition of Teaching Skills.
- The skill of preparing audio-visual teaching aids.
- 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 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:

The students will be able to

- Explain the meaning of Teaching Skills, Micro –Teaching, Micro Teaching Skills, lesson plan and its types, teaching aids, its types and importance.
- 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.
- Prepare teaching aids and write a report on its preparation.

Mode of transaction: Lecture, Discussion, Presentation, Hands-on Experience

Evaluation Scheme:

Note:

- Evaluation scheme has divided into two parts namely external and internal.
- Question for end semester theory examination will be set by the affiliated university.
- The practicum will be evaluated by the Board of External and Internal Expert examiners. The proper record book of all the practicum will be made by the students and will be displayed on the day of Viva-Voce.
- To conduct the Viva - Voce external examiner(s) should be from the cognate department.

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cognate

5. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

1. External Examination Evaluation Scheme:

Part – I: Theory:

External Examination	: 50 Marks
Duration	: 02 hours
Pass Marks	: 35%

Part – II: Practicum:

Activities and report writing	: 20 Marks (for four activities)
Viva – Voce	: 10 marks (for four activities)
Pass Marks	: 35%

There shall be three sections i.e. A, B, and C for external theory examination. Section – A consists of 15 marks. There shall be 04 questions. The candidate has to attempt 03 questions each carrying 05 marks. Section – B consists of 20 marks. There shall be 03 questions, the candidate has to attempt 02 questions each carrying 10 marks. Section-C will consist of 15 marks. There shall be 02 questions. The candidate has to attempt 01 question carrying 15 marks. The duration of theory paper shall be two hours.

2. Internal Examination Evaluation Scheme

Internal Examination	: 20 Marks (Students attendance and participation in activities related to the concerned paper)
Pass Marks	: 35%

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: EDU-CC-1210
PAPER TITLE: EDUCATIONAL PSYCHOLOGY

Credit = 4
Teaching Hours= 60
Tutorial = 1 Hrs/per week
Lectures = 3Hrs/per week
Full Marks =100

Course objectives

1. To understand the meaning, evolution and branches of Psychology
2. To understand the meaning, nature, scope and the importance of educational psychology.
3. To understand the meaning and stages of human growth and development
4. To analyze the various theories of learning and their educational implications
5. To understand the meaning and characteristics of personality and intelligence.

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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:

The students will be able to:

1. Describe the concept psychology, human growth and development. (Remembering)
2. Explain various theories related to human development and its factors. (Understanding)
3. Elaborate the theories related to human development. (Application)
4. Assess the common developmental characteristics of an individual. (Analysis)

Mode of transaction: Lecture and Discussion

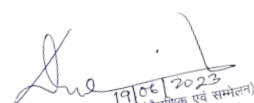
Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks


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Pass Marks : 35%

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

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

Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
3. The questions in the theory will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

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.
5. Mangal, S. K., *Advanced Educational Psychology*, Prentice hall of India, Pvt. Ltd.
6. Morgan, C.T (1961): *Introduction to Psychology*, McGraw-Hill.
7. Crain, W. (2010). *Theories of Development: Concepts and Applications* (6th Ed.). Englewood Cliffs, NJ: Pearson Prentice Hall
8. 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.
9. 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>

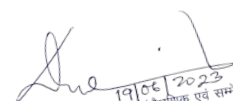
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BA (EDUCATION) II SEMESTER
MINOR COURSE
PAPER CODE: EDU-MC- 1210
PAPER TITLE: UNDERSTANDING ADOLESCENT

<p>Credit = 4</p> <p>Teaching Hours= 60</p> <p>Tutorial = 1 Hrs/per week</p> <p>Lectures = 3Hrs/per week</p> <p>Full Marks =100</p>

Course objectives:

1. To introduce students to the concept of adolescence and its significance in psychological development.
2. To explore the physical and cognitive changes that occurs during adolescence.
3. To examine the impact of brain development on adolescent behaviour and decision-making.
4. To understand the psychosocial challenges faced by adolescents in the identity formation process.


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5. To analyze the influence of self-esteem, and social factors on adolescents' psychological well-being.
6. To examine the role of peer relationships and social media in shaping adolescents' psychological development.
7. To promote critical thinking and discussion on the complexities of adolescence and its psychological implications.

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' behaviors.

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.

Practicum:

- Conduct interviews with adolescents to understand their experiences and perspectives on identity formation.
- Analyze media content targeting adolescents to identify the influence of cultural factors on beliefs and behaviors.

- Engage in discussions and role-playing activities to explore the impact of peer pressure on decision-making.
- Explore online platforms and social media to understand the role they play in shaping adolescent behavior.
- Reflect on personal experiences and cultural influences that have shaped one's own identity during adolescence.
- Design and implement a small-scale research project to investigate the relationship between self-esteem and academic performance among adolescents.
- Visit a school or community organization that works with adolescents to gain insights into their challenges and support systems.

Course outcomes:

- Define adolescence and explain its significance in psychological development.
- Describe the physical and cognitive changes that occur during adolescence.
- Understand the challenges faced by adolescents in the identity formation process.
- Assess the influence self-esteem, and social factors on adolescents' psychological well-being.
- Evaluate the role of peer relationships and social media in shaping adolescents' psychological development.
- Analyze the social factors that influence adolescents' beliefs, attitudes, and behaviors.
- Critically reflect on the complexities of adolescence and its psychological implications.
- Analyze the contemporary issues of education in North East India.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

Internal Assessment	: 20 marks
External Examination	: 80 marks
Duration	: 03 hours
Full Marks	: 100 marks
Pass Marks	: 35%

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

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Note:

1. 10-20% of the course to be based on online teaching.
2. In each paper of the course, the students have to attend the classes through online platform like Google classroom or Google meet. 20% of the entire content areas through online classes to be provided by the concerned teacher/s.
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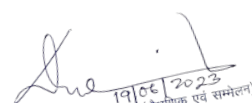
- Arnett, J. J. (2019). Adolescence and emerging adulthood (6th ed.). Pearson.
- Blakemore, S. J., & Mills, K. L. (2014). Is adolescence a sensitive period for sociocultural processing? *Annual Review of Psychology*, 65, 187-207.
- Brown, B. B., & Larson, J. (2009). Peer relationships in adolescence. *Handbook of adolescent psychology*, 3, 74-103.
- Elkind, D. (2016). *All grown up and no place to go: Teenagers in crisis* (Rev. ed.). Da Capo Press.
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- Harlock, E. B.(2001) *Developmental Psychology*, 5th edition, Mc-Graw hill education, India
- Santrock, J. W. (2020). *Adolescence* (17th ed.). McGraw-Hill Education.
- Steinberg, L. (2014). *Adolescence* (11th ed.). McGraw-Hill Education.

BA (EDUCATION) II SEMESTER
MULTIDISCIPLINARY COURSE
PAPER CODE: EDU-MD- 1210
PAPER TITLE: MEASUREMENT AND EVALUATION

Credit = 3
Teaching Hours= 45
Tutorial = 1 Hrs/per week
Lectures = 2 Hrs/per week
Full Marks =100

Course objectives:

1. To enable the learners to understand the concept of measurement and evaluation in education.
2. To acquaint the learners about the various types of evaluation in education.
3. To enable the learners understand the relationship between measurement and evaluation.
4. To familiarize the students with the various tools of evaluation and characteristics of good test in education.
5. Explain new trends of evaluation in education.


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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:

The students will be able to

1. Define the concept of measurement and evaluation in education.
2. List out various types of evaluation in education.
3. Understand the relationship between measurement and evaluation.
4. Familiarize with the various tools of evaluation and characteristics of good test in education.
5. Explain new trends of evaluation in education.

Mode of transaction: Lecture and Discussion

Evaluation Scheme:

Internal Assessment : 20 marks

External Examination : 80 marks

Duration : 03 hours

Full Marks : 100 marks

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Pass Marks : 35%

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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)*. RLallBookDepot.
5. Ebel, R.L. & Frisble, D. A. (1991). *Essentials of Educational Measurement*. Prentice Hall of India Pvt.Ltd.
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BA (EDUCATION) II SEMESTER
SKILL ENHANCEMENT COURSE
PAPER CODE: EDU-SB- 0020
PAPER TITLE: VOCATIONAL EDUCATION

Credit = 3

Teaching Hours= 75

Tutorial = 4 Hrs/per week

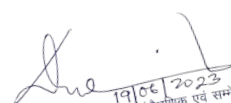
Lectures = 1 Hrs/per week

Full Marks =100

Course objectives:

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.
2. To enable the students to learn about local, national, and international successful entrepreneurs.
3. To familiarize the students with various local handicrafts and cuisine and gain the knowledge of its preparation.

Skills to learn:


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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:

The students will be able to

1. Discuss and write 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.
2. Conduct case study on local, national, and international successful entrepreneurs and write a report on it.
3. Prepare local handicrafts and cuisine and write a report on preparation of cuisine.

Mode of transaction: Lecture, Discussion, Presentation, Hands-on Experience

Evaluation Scheme:

Note:

1. Evaluation scheme has divided into two parts namely external and
2. Question for end semester theory examination will be set by the university.

internal.
affiliated

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3. The practicum will be evaluated by the Board of External and Internal Expert examiners. The proper record book of all the practicum will be made by the students and will be displayed on the day of Viva-Voce.
4. To conduct the Viva - Voce external examiner(s) should be from the cognate department.
5. The questions in the theory and the viva-voce will intend to develop various skills such as problem-solving, critical thinking, creativity, communication, analytical reasoning/thinking, coordinating/collaborating with others, leadership, digital and technological, multicultural competence and inclusive spirit, and value inculcation.

1. External Examination Evaluation Scheme

Part – I: Theory:

External Examination	: 50 Marks
Duration	: 02 hours
Pass Marks	: 35%

Part – II: Practicum:

Activities and report writing	: 20 Marks (for four activities)
Viva – Voce	: 10 marks (for four activities)
Pass Marks	: 35%

There shall be three sections i.e. A, B, and C for external theory examination. Section – A consists of 15 marks. There shall be 04 questions. The candidate has to attempt 03 questions each carrying 05 marks. Section – B consists of 20 marks. There shall be 03 questions, the candidate has to attempt 02 questions each carrying 10 marks. Section-C will consist of 15 marks. There shall be 02 questions. The candidate has to attempt 01 question carrying 15 marks. The duration of theory paper shall be two hours.

2. Internal Examination Evaluation Scheme

Internal Examination	: 20 Marks (Students attendance and participation in activities related to the concerned paper)
Pass Marks	: 35%

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

<p>Credit = 4</p> <p>Practicum Hours= 120</p> <p>Practicum =30 Hrs/per week</p> <p>Full Marks =100</p>
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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

Learning Objectives:

1. To provide real situation exposure to learner.
2. To provide opportunity to work or learn from same/ allied or field of study.

completely new

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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

4. 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.
5. Learner shall identify the area in which s/he is interested to do internship.
6. Learner shall prepare a list of the organisations/ institutions/ NGOs/ Firms/ Artists / Craft persons or Industry in which s/he wants to do internship.
7. 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.

8. Learner shall sign an internship agreement outlining the roles, responsibilities, and expectations of both the student intern and the host organization.
9. 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

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10. 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.
11. 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.
12. 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.
13. 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

14. 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.
15. 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.
16. 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:

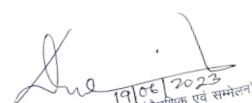
After internship learners are expected:

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

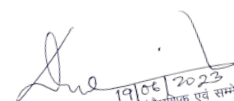
Evaluation Scheme:

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

1. 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.
2. 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.


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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.


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