

**PROGRAMME PROJECT REPORT**

**Bachelor of Art in Education Programme**

**(03 Year Programme in accordance with NEP-2020)**



**School of Education**

**U. P. Rajarshi Tandon Open University,  
Prayagraj**

## PPR

# **U. P. Rajarshi Tandon Open University, Prayagraj**

## **Structure of UG Program to Implement NEP-2020 in**

### **Reference to NHEQF**

### **Discipline (Subject): B.A. Education**

#### **Discipline Objectives**

To enable the student to understand:

- (i) General aims of education along with nature, scope functions types and principles of Education.
- (ii) Philosophical, Sociological and psychological foundations of education
- (iii) Meaning and importance of educational measurement and evaluation.
- (iv) Problems of modern Indian Education.
- (v) Develop basic skills in the field of education.

#### **Discipline Outcomes :**

After completion of this Programme the learner will be able –

- DO1:** To understand and analyze bases of education.
- DO2:** To know Philosophical, Sociological and psychological variables.
- DO3:** To understand and analyze development of Education and various issues of present education.
- DO4:** To explain the principles of education and different concepts related to education.
- DO5:** To measure and emulate the academic, social and psychological variables.
- DO6:** To understand the basic skills of various areas of education.
- DO7:** To use basic skills of various areas of education in his/her life.

#### **Utility of the Discipline:**

- Required Skills and values may be provided to students being Graduates in the field of general Education.
- The opportunities may be raised for further Higher Education to all.

#### **Job Opportunities**

In the field of all the jobs where eligibility is graduate or education as subject at graduation level.

#### **Social Effect**

It is a popular Subject in the society but more popular in Girls.

**Detailed Programme Structure & Syllabus of Bachelor of Arts (B.A.) in Education  
(Academic Year 2023 Onward)**

Year	Semester	Course Code	Title of paper	Type of Course	Max. Marks	Credits
One	01	UGED-101	Principle of Education	Theory	100	04
		SETP-01	Skill Enhancement Course in Translation Practice	Theory	100	04
		AECEG or AECHD	Ability Enhancement Course in English or Ability Enhancement Course in Hindi	Theory	100	04
		<b>1<sup>st</sup> semester credits/ Max. Marks</b>				<b>300</b>
	02	UGED-102	Philosophical and Sociological bases of Education	Theory	100	04
		SECT-02	Skill Enhancement Course in Computer Technology	Theory	100	04
		AECHRD or AECHH	Ability Enhancement Course in Human Rights and Duties or Ability Enhancement Course in Health & Hygiene	Theory	100	04
		<b>2<sup>nd</sup> semester credits/ Max. Marks</b>				<b>300</b>
Two	03	UGED-103	Educational Psychology	Theory	100	04
		SEST-03	Skill Enhancement Course in Science & Technology	Theory	100	04
		AECEA or AESWM	Ability Enhancement Course in Environmental Awareness or Ability Enhancement Course in Solid Waste Management	Theory	100	04
		<b>3<sup>rd</sup> semester credits/ Max. Marks</b>				<b>300</b>
	04	UGED-104	Dimensions of Indian Education	Theory	100	04
		SEICT-04	Skill Enhancement Course in Indian Culture & Tourism	Theory	100	04
		AECNC or AECDM	Ability Enhancement Course in Nutrition for Community or Ability Enhancement Course in Disaster Management	Theory	100	04
		<b>4<sup>th</sup> semester credits/ Max. Marks</b>				<b>300</b>
Three	05	DCEED-101	Assessment in Education	Theory	50	03
		DCEED-102	Technology in Education	Theory	50	03
		SESP-05	Skill Enhancement Course in Secretarial Practice	Theory	100	04
		UGEDPW-1	Project Work- 01: Based on Development of Achievement Test	Practical	100	04
		<b>5<sup>th</sup> semester credits/ Max. Marks</b>				<b>300</b>
	06	DCEED-103	Open and Distance Education	Theory	50	03
		DCEED-104	Inclusive Education	Theory	50	03
		SEINS-06	Skill Enhancement Course in Insurance	Theory	100	04
		UGEDPW-2	Project Work- 02: Based on field work visit of any village or slum area & prepared data report regarding education	Practical	100	04
		<b>6<sup>th</sup> semester credits/ Max. Marks</b>				<b>300</b>
<b>Total Marks &amp; Credit</b>					<b>1800</b>	<b>76</b>

# COURSE CONTENTS

## UGED-101 : Principle of Education

### Objective:

To Impart the Knowledge & Understanding about the education and related concepts among the learners

### Course Outcomes

After completion of this course the learner will be able –

**CO1:** To know the concept, aims, sources and agencies of education.

**CO2:** To understand the process of Curriculum Development and co-curricular activities.

**CO3:** To aware about the concepts like Community, Democracy, Socialism, Social change etc.

**CO4:** To understand the Nationalism and Internationalism.

**CO5:** To analyze the relationships between Education and Globalization.

### Course Content

#### **Block -1 Principles of Education**

**UNIT-1** Concept of Education

**UNIT-2** Social & Individual Aims of Education

**UNIT-3** Other Aims of Education

**UNIT-4** Agencies or Instruments of Education

#### **Block -2 Psychology of Learning**

**UNIT-5** Meaning, Types and Principles of Curriculum

**UNIT-6** Process of Curriculum Development

**UNIT-7** Curriculum- Importance of Different Subjects

**UNIT-8** Co-Curricular Activities

#### **Block -3 Values of Education in Different Areas of Life**

**UNIT -9** Democracy and Education

**UNIT -10** Community and Education

**UNIT -11** Social Change and Mobility

**UNIT -12** Socialism and Education

#### **Block -4 Globalization & Education**

**UNIT -13** State and Education

**UNIT -14** Education for Nationality

**UNIT -15** Education for International Understanding

**UNIT -16** Education for Emotional Integration

# **UGED-102:**

## **Philosophical and Sociological Bases of Education**

### **Objective:**

To Develop the Understanding about the Philosophical and Sociological Foundation of Education

### **Course Outcomes:**

After completion of this course the learner will be able –

**CO1:** To understand the concept of educational philosophy and their bases of Education.

**CO2:** To understand the concept of Sociological bases of Education.

**CO3:** To aware about the major educationists.

**CO4:** To explain the meaning and concept of culture, religion, values and freedom.

**CO5:** To analyze the role of education in social change.

### **Course Content**

#### **Block -1                    Philosophical Basis of Education**

**UNIT -1**    Education, Philosophy & Educational Philosophy

**UNIT -2**    Naturalism

**UNIT -3**    Idealism

**UNIT -4**    Pragmatism & Realism

#### **Block -2                    Major Educationists**

**UNIT -5**    Plato & Rousseau

**UNIT -6**    John Dewey, Montessori & Frobel

**UNIT -7**    Swami Vivekanand & Shri Aurobindo Ghose

**UNIT -8**    Rabindranath Tagore & Mahatma Gandhi

#### **Block -3                    Educational Problems Under Philosophical Point of View**

**UNIT -9**    Person & Society in Education

**UNIT -10**    Religion & Education

**UNIT -11**    Educational Values

**UNIT -12**    Freedom & Discipline

#### **Block -4                    Sociological Basis of Education**

**UNIT -13**    Socialization of the Child & Contribution of Sociology in Education

**UNIT -14**    Culture & Education

**UNIT -15**    School & Community

**UNIT -16**    Social Change & Education

# UGED-103:

## Educational Psychology

### Objective:

To Impart the Knowledge & to develop Understanding among the learners about the Educational Psychology

### Course Outcomes

After completion of this course the learner will be able –

**CO1:** To understand the bases of educational psychology.

**CO2:** To know about the process of stages of human development.

**CO3:** To aware about principles and procedures of learning, motivation, memory and forgetting.

**CO4:** To measure intelligence, personality, creativity and individual differences.

**CO5:** To understand the group psychology

### Course Content

<b>Block -1</b>	<b>Basis of Educational Psychology</b>
<b>UNIT -1</b>	Meaning, objectives & Importance of Educational Psychology
<b>UNIT -2</b>	Educational Psychology: Main Methods of Study
<b>UNIT -3</b>	Heredity & Environment
<b>UNIT -4</b>	Concept & Stages of Growth & Development
<b>Block -2</b>	<b>Psychology of Learning</b>
<b>UNIT -5</b>	Learning & Principles of Learning
<b>UNIT -6</b>	Motivation
<b>UNIT -7</b>	Transfer of Learning
<b>UNIT -9</b>	Memory & forgetting
<b>Block -3</b>	<b>Learner</b>
<b>UNIT -9</b>	Psychology of Intelligence
<b>UNIT -10</b>	Personality
<b>UNIT -11</b>	Measurement of Personality
<b>UNIT -12</b>	Individual Differences
<b>Block -04</b>	<b>Special Abilities</b>
<b>UNIT -13</b>	Creativity
<b>UNIT -14</b>	Mental Health
<b>UNIT -15</b>	Psychology of Group & Group Dynamics
<b>UNIT -16</b>	Education for special Children

# UGED-104

## Dimensions of Indian Education

### Objective:

To Impart the Knowledge & development of Understanding among learners about the various Dimensions of Indian Education

### Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To understand the development of education in India.
- CO2:** To aware the policies and constitutional provisions on education.
- CO3:** To know the present status of primary, secondary, higher and teacher education.
- CO4:** To explain different dimensions of education.
- CO5:** To analyze major issues of education.

### Course Content

- Block -01    Development of Indian Education**
  - UNIT -1**    History of Indian Education
  - UNIT -2**    Constitutional Provisions of Education
  - UNIT -3**    Main Commission and committees of Education
  - UNIT -4**    National Policies of Education
- Block -02    Present System of Education**
  - UNIT -5**    Primary Education and Sarva Siksha Abhiyan (SSA)
  - UNIT -6**    Secondary Education
  - UNIT -7**    Higher Education
  - UNIT -8**    Teacher Education
- Block -03    Various Dimensions of Education**
  - UNIT -9**    Vocational & Technical Education
  - UNIT -10**    Women Empowerment & Education
  - UNIT -11**    Environmental Education
  - UNIT -12**    Population Education
- Block -04    Problems of Education**
  - UNIT -13**    Equality of Educational Opportunities
  - UNIT -14**    Education of Weaker Sections
  - UNIT -15**    Human Right Education, Value Education & Peace Education
  - UNIT -16**    Special Education

# DCEED-101

## Assessment in Education

### Objective:

To acquaint the Learners about the assessment in Education

### Course Outcomes

After completion of this course the learner will be able –

**CO1:** To know about educational measurement and Evaluation\

**CO2:** To cognizant of key concepts such as formative and summative assessment, measurement, evaluation, test and examination.

**CO3:** To select and develop an appropriate measuring tool.

**CO4:** To evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

**CO5:** To calculate measures of central tendency, deviation and correlation.

### Course Content

#### **Block -01 Educational Measurement**

**UNIT -1** Concept of Measurement & Evaluation

**UNIT -2** Concept of Test

**UNIT -3** Test Reliability

**UNIT -4** Test Validity & Practicality

#### **Block -02 Test**

**UNIT -5** Test Norms

**UNIT -6** Test Construction & Test Administration

**UNIT -7** Achievement Test

**UNIT -8** Aptitude Test

#### **Block -03 Mental Measurements**

**UNIT -9** Intelligence & its Measurement

**UNIT -10** Attitude & its Measurement

**UNIT -11** Creativity & its Measurement

**UNIT -12** Measurement of Personality

#### **Block -04 Statistical Methods**

**UNIT -13** Statistics: Introduction

**UNIT -14** Measures of Central Tendency

**UNIT -15** Measures of Variability

**UNIT -16** Correlation



# **DCEED-102 :**

## **Technology in Education**

### **Objective:**

To Introduce the learner about educational technology & develop the ability to use the technology in Education

### **Course Outcomes:**

After completion of this course the learner will be able –

**CO1:** To understand the meaning, scope and components of Educational Technology.

**CO2:** To comprehend with designing of instructional strategies and approaches.

**CO3:** To perceive knowledge with use of information communication technology.

**CO4:** To manage and evaluate the Educational Technology.

**CO5:** To use the Technology in Education.

### **Course Content**

- Block -01    Educational Technology: Meaning & Subject Area**
  - UNIT -01**    Technology & Educational Technology: Meaning & Nature
  - UNIT -02**    Development of Educational Technology
  - UNIT -03**    Importance & Areas of Educational Technology
  - UNIT -04**    Educational Technology as Approaches of Education system
- Block -02    Approaches of Educational Technology**
  - UNIT -05**    Hardware Approach
  - UNIT -06**    Software Approach
  - UNIT -07**    Systems Approach
  - UNIT -08**    Multi-Dimensional Approach
- Block -03    Communication & Instruction**
  - UNIT -09**    Teaching & Instruction
  - UNIT -10**    Means of Communication in Instruction
  - UNIT -11**    Audio means/aids of Communication in instruction
  - UNIT -12**    Audio- visual means/aids of Communication in instruction
- Block -04    Educational Administration on Various Stages**
  - UNIT -13**    Selection & Integration of Communication Mediums
  - UNIT -14**    Innovations in Educational Technology
  - UNIT -15**    Management in Educational Technology
  - UNIT -16**    Evaluation of Educational Technology

# **DCEED-103:**

## **Open and Distance Education**

### **Objective:**

To introduce the learner about Open & Distance Learning & Develop Understanding about the ODL.

### **Course Outcome:**

After completion of this course the learner will be able –

**CO1:** To understand the concept, need and scope of distance education.

**CO2:** To evaluate the system of distance education.

**CO3:** To analyze the issues of distance education.

**CO4:** To know the role of various agencies in distance education.

**CO5:** To develop Self Learning Materials (SLMs).

### **Course Content**

#### **Block -01      Historical Perspectives & Concept of Open and Distance Education**

**UNIT -01**      Need & Forms of Open and Distance Education

**UNIT -02**      Development of Open and Distance Education

**UNIT -03**      Distance Teacher

**UNIT -04**      Distance Learner

#### **Block -02      Student Support Services in Open and Distance Education**

**UNIT -05**      Self-Learning Materials

**UNIT -06**      Counseling Services

**UNIT -07**      Assignment

**UNIT -08**      Information & Communication Technology

#### **Block -03      Organizational Structure of Open and Distance Education**

**UNIT -09**      National Open University

**UNIT -10**      State Open Universities

**UNIT -11**      Structure of National Open University

**UNIT -12**      Distance Education Bureau

#### **Block -04      Challenges & Evaluation in Open and Distance Education**

**UNIT -13**      Problems of Open and Distance Education

**UNIT -14**      Training in Distance Education

**UNIT -15**      Evaluation in Distance Education

**UNIT -16**      Research in Distance Education

# **DCEED-104:**

## **Inclusive Education**

### **Objective:**

To Impart Knowledge & Develop Understanding about the Inclusive Education among the Learner.

### **Course Outcomes:**

After completion of this course the learner will be able –

- CO1:** To explain the construct of inclusive education & the progression from segregation towards valuing & appreciating diversity in inclusive education.
- CO2:** To explicate the national & key international policies & frameworks facilitating inclusive education.
- CO3:** To enumerate the skills in adapting instructional strategies for teaching in mainstream classrooms.
- CO4:** To describe the inclusive pedagogical practices & its relation to good teaching.
- CO5:** To expound strategies for collaborative working and stakeholders support in implementing inclusive education.

### **Course Content**

#### **Block -01 Introduction to Inclusive Education**

- UNIT -01** Marginalization vs Inclusive Education, Segregation and Integrations
- UNIT -02** Principles of Inclusive Education and Diversity in Classroom
- UNIT -03** Barriers to inclusive Education

#### **Block -02 Policies & Frameworks Facilitating Inclusive Education**

- UNIT -04** Universal Declaration of Human Rights
- UNIT -05** International conventions and Frameworks
- UNIT -06** National Policies, Programmes, Acts and Commissions

#### **Block -03 Inclusive Academic Instructions**

- UNIT -7** Gifted Children
- UNIT -8** Family & Community support involvement for Inclusion
- UNIT -9** Resource Mobilization for Inclusive Education

## Guidelines for Field Work/Project Work/Dissertation

Course Code: B.A.

Code: UGEDPW-01 (N), UGEDPW-02 (N)

**Guidelines to Prepare Project Work/Field Work**

### ➤ Objectives of the Field Work/Project Work

- To facilitate the learner to independently formulate and solve a educational, social, philosophical, commercial, or technological problem and present the results in written and oral form.
- To render learners to the real-life problems.
- To provide opportunities to learners to interact with people and present them confidently.

### ➤ Types of Field Work/Project Work

The learners are expected to work on:

- (1) Application Oriented Report/ Project and
- (2) Research Oriented Project

However, it is not mandatory for a learner to work on a real-life project. The learner can formulate a project problem with the help of his Guide and submit the project proposal of the same. **Approval of the project proposal is mandatory.** If approved, the learner can commence working on it, and complete it. It is upon the learner to carry the same project of V semester to VI semester OR choose a new project for VI semester.

### ➤ Eligibility of the Counsellor

Counsellor should be a regular/contractual teacher of the University/College/Higher Education Institute.

### ➤ Introduction to the Project/Field Work

The project report should be documented with scientific approach to the solution of the problem that the learners have sought to address. The project report should be prepared in order to solve the problem in a methodical and professional manner, making due references to appropriate techniques, technologies and professional standards. The project report should contain enough details to enable examiners to evaluate the work. The important points should be highlighted in the body of the report, with details often referred to appendices.

### ➤ Title/cover page of Field Work/Project Work

Project/field work report has to be hard bound with printed cover. Project/Field work should be forwarded by the programme coordinator of the study center/HOD.

(All the text should be in Times New Roman) (Kruti Dev-10)

<TITLE OF THE PRACTICAL>  
(For Hindi 28, Bold, 24 BOLD, ALL CAPS)

UNIVERSITY LOGO

**A Practical Report (12 Bold) (For Hindi 28)**

**B.A. (14 BOLD, CAPS)**

Name of The Student (Size 15, title  
case) Enrollment Number (Size- 15) (For Hindi 28)  
Study Centre Name (Size- 15)

**SCHOOL OF EDUCATION (12 BOLD, CAPS)**  
(For Hindi 18 Bold)

**U. P. RAJARSHI TANDON OPEN UNIVERSITY,**  
(For Hindi 20 Bold)

**PRAYAGRAJ, 211013 (14 BOLD, CAPS) UTTAR  
PRADESH**

(For Hindi 14 Bold) **(12 bold, CAPS)**  
(For Hindi 14 Bold) **YEAR (12 bold)**

# Project Work - 01 Development of an Achievement Test

## Construction of Achievement Test

- 1) Planning of test
- 2) Preparation of a design for the test
- 3) Preparation of the blue print
- 4) Preparing Preliminary draft
- 5) Item analysis  
Editing the draft  
Try Out
- 6) Preparing the final draft
- 7) Standardization of Achievement Test

### (1) Planning of test

- Planning of a test is a first and very important step in the construction of an achievement test.
- For proper planning below points kept in mind
- Subject,
- Level of students,
- Content
- Objective
- Maximum time and Maximum marks

### (2) Preparation of a design for the test

- In this context, following decisions were taken by the investigator such as:
- Weightage to the objectives of test
- Weightage to Content
- Weightage to the type of questions
- Allotment of time and marking process

### (3) Blue print of achievement test

Objective	Knowledge			Understanding			Application			Analysis			Synthesis			Evaluation			Percentages
Type of Q	L	S	O	L	S	O	L	S	O	L	S	O	L	S	O	L	S	O	
Topic A		%			%			%			%			%			%		%
Topic B		%			%			%			%			%			%		%
Topic C		%			%			%			%			%			%		%
<b>Total</b>		%			%			%			%			%			%		100%

L-(Long types Items) S-(Short types Items) O-(Objective types Items)

#### (4) Preliminary draft

- Writing the Questions
- The paper setter write items according to the blue print.
- Make the instructions for each type of question simple and brief.
- It should also checked whether all the questions included can be answered within the time allotted.
- It is advisable to arrange the questions in the order of their difficulty level.

#### (5) Item Analysis

##### **Editing the Draft**

Then the item should be edited and reviewed by experts to check the errors in language and defect in words and the level of questions

##### **TRY OUT**

After drafting it is time to try out the question paper in actual conditions.

- Proper sitting arrangements.
- Proper light and ventilation and adequate space for invigilation
- Student are able to complete the test in time allotted
- Steps should be taken to reduce the anxiety of the students
- The answer sheets were scored with the help of scoring key which was already prepared by the investigator.

#### (6) Preparing the Final Draft

- After correcting the errors final draft of question paper is made in accordance with the analysis given by experts
- It is arranged in such a way that students easily read and understand the question paper.

#### (7) Standardization of Achievement Test

Achievement test was further standardized by experimental validation of the test that included establishing reliability and validity.

##### **Reliability**

Reliability refers to the consistency of a measure

Degree of consistency of test scores obtained by same individual when re-examined with same set of question paper under same environment

##### **Validity**

Test validity is the extent to which a test accurately measures what it is supposed to measure.

Validity tells you how accurately a method measures something. If a method measures what it claims to measure, and the results closely gives the real-world values, then it can be considered valid

##### ➤ **Evaluation:**

- During the Practical Work, its progress will be monitored, on monthly basis, by the Counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file and Viva

##### ➤ **Evaluation Components**

Type of evaluation	Max. Marks
Report file followed by Viva-Voce	100

# Project Work – 02 (Field Work)

Visit of any Village or Slam area and Prepared Data Report regarding Education

## **DETAIL OF CONTENTS (20bold, caps, centered)**

*Should be generated automatically using word processing software.*

1: Introduction  
2: Objectives 02(no bold)  
3: Detail of the theme

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-----  
4: Conclusions

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5: Educational Implication

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REFERENCES

### ➤ **Evaluation**

- During the Practical Work, its progress will be monitored, on monthly basis, by the Counsellor.
- The copy of Practical file Report to be submitted on study center.
- End Examination shall be based on Practical Work file and Viva.

### ➤ **Evaluation Components**

<b>Type of evaluation</b>	<b>Max. Marks</b>
Report file followed by Viva-Voce	100