

U. P. Rajarshi Tandon Open University, Prayagraj

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 arises 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.

Academic Year 2023 Detailed Programme Structure & Syllabus
Year wise Structure of B.A. in Education

Discipline Centric Course

Year	Semester	Course Code	Title of paper	Type of Course	Max. Marks	Credits	
One	01	UGED-101(N)	Principal of Education	Theory	100	04	
		VCED-101(N)	Skill Enhancement Course on Science and Teaching	Theory	100	04	
		AECEG or AECHD	Ability Enhancement Course in Hindi Or Ability Enhancement Course in English	Theory	100	04	
		1st semester credits/ Max. Marks				300	12
	02	UGED-102(N)	Philosophical and Sociological bases of Education	Theory	100	04	
		VCED-102(N)	Skill Enhancement Course on Indian Culture & Truism	Theory	100	04	
		AEC Human Rights & Duties Or AEC Health & Hygiene	Ability Enhancement Course in Hindi Or Ability Enhancement Course in Health & Hygiene	Theory	100	04	
		2nd semester credits/ Max. Marks				300	12
	Two	03	UGED-103(N)	Educational Psychology	Theory	100	04
			VCED-103(N)	Vocational Education and Work Education	Theory	100	04
AECEA Or AECWM (N)			Ability Enhancement Course in Environmental Awareness Or Ability Enhancement Course in Wastage Management	Theory	100	04	
3rd semester credits/ Max. Marks				300	12		
04		UGED-104(N)	Dimensions of Indian Education	Theory	100	04	
		VCED-104(N)	Language and Curriculum	Theory	100	04	
		AECNC Or AEDM (N)	Ability Enhancement Course in nutrition for Community Or Ability Enhancement Course in Disaster Management	Theory	100	04	
		4th semester credits/ Max. Marks				300	12
Three		05	DCEED-101(N)	Assessment in Education	Theory	100	03
			DCEED-102(N)	Technology in Education	Theory	100	03
	VCED-105(N)		Institutional Environment and Leadership	Theory	100	04	
	UGEDPW-01(N)		Project Work-01 Development of an Achievement Test	Practical	100	04	
	5th semester credits/ Max. Marks				400	14	
	06	DCEED-103(N)	Open and Distance Education	Theory	100	03	
		DCEED-104(N)	Inclusive Education	Theory	100	03	
		VCED-106(N)	Vocational Guidance	Theory	100	04	
		UGEDPW-02(N)	Project Work-02 field work Visit of any Village are slam area and prepared data Report Regarding Education	Practical	100	04	
		6th semester credits/ Max. Marks				400	14

COURSE CONTENTS

UGED-101 : Principles 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	Aims of Social & Individual Education
UNIT-3	Other Aims of Education.
UNIT-4	Agencies or Instrument of Education.
Block -2	Learning of Psychology
UNIT-5	Meaning ,Type 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 Area 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 Foundation of Education

Objective:

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

Course Out comes:

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, 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 & Russo
 - UNIT -6 John Dewey, Montessori & Frobel
 - UNIT -7 Swami Vivekanand & Shri Arbindo Ghosh
 - UNIT -8 Ravindra Nath 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

Block -1 Basis of Educational Psychology

UNIT -1 Meaning, objectives & Importance of Educational Psychology

UNIT -2 Educational Psychology: Main Methods of Study

UNIT -3 Heredity & Environment

UNIT -4 Concept & Stages of Growth & Development

Block -2 Psychology of Learning

UNIT -5 Learning & Principles of Learning

UNIT -6 Motivation

UNIT -7 Transfer of Learning

UNIT -9 Memory & Forgetting

Block -3 Learner

UNIT -9 Psychology of Intelligence

UNIT -10 Personality

UNIT -11 Measurement of Personality

UNIT -12 Individual Differences

Block -04 Special Abilities

UNIT -13 Creativity

UNIT -14 Mental Health

UNIT -15 Psychology of Group & Group Dynamics

UNIT -16 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 Policy 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 Concepts of Testing

UNIT -3 Test Reliability

UNIT -4 Test Validity & Practibility

Block -02 Test

UNIT -5 Testing 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 Measurement 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 System Approach

UNIT -08 Multi-Dimensional Approach

Block -03 Communication & Instruction

UNIT -09 Teaching & Instruction

UNIT -10 Means of Communication in Instruction

UNIT -11 Audio Device of Instruction in audio aids of Communication in instruction

UNIT -12 Visual Device of Instruction in audio-video aids of Communication in instruction

Block -04 Educational Administrations on Various Stage

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 Technology in 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 Perspective & Concept of Open & Distance Education

UNIT -01 Need & Form of Open & Distance Education

UNIT -02 Development of Open & Distance Education

UNIT -03 Distance Teacher

UNIT -04 Distance Learner

Block -02 Student Support Services in Open & Distance Education

UNIT -05 Self Learning Material

UNIT -06 Counseling Services

UNIT -07 Assignment

UNIT -08 Information & Communication Technology

Block - 03 Organizational Structure of Open & Distance Education

UNIT -09 National Open University

UNIT -10 State Open University

UNIT -11 Structure of National Open University

UNIT -12 Distance Education Bureau

Block - 04 Challenges & Evaluation in Open & Distance Education

UNIT -13 Problems of Open & 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 Commission

Block -03 Inclusive Academic Instructions

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

VCED- 103:
Vocational Education and Work Education

Objective:

To Import Knowledge & skills about the Vocational Education & work Education among the Learner

Course Outcomes:

After completion of this course the learner will be able –

- CO1 :** To understand of vocational education & its relevance.
- CO2 :** To analyse vocational assessment and make vocational training plan.
- CO3 :** To explain plan for transition from School to job.
- CO4 :** To classify various avenues for job placement.
- CO5 :** To facilitate in making choice of vocational trades.
- CO6 :** To acquire the concept of independent living and empowerment.

Block -01 Vocational Education

- UNIT -1** Vocational Education Nature, Relevance and Types
- UNIT -2** Scope and Need for Vocational Education
- UNIT -3** Agencies for Vocational Education

Block -02 Vocational and Work Educations

- UNIT -7** Identification of Vocation and Work
- UNIT -8** Selection of Vocation and Work
- UNIT -9** Follow –up

Block -03 Role of School in vocational & work Education

- UNIT -7** Career Information
- UNIT -8** Career Guidance
- UNIT -9** Training for Special Groups

Block -04 Recent Trends of Vocational and Work Education

- UNIT -7** Role of other Agencies
- UNIT -8** Employment Bureau/Schemes of self employment/ Placement Services
- UNIT -9** Recent trends of Vocation and Work Education

VCED- 104

Language and Curriculum

Objective:

To development skills about the origin and development of language and curriculum

Course Outcomes:

After completion of this course the learner will be able –

- CO1:** To understand the Origin and Development of Language
- CO2:** To understand various medium of instruction of language
- CO3:** To differentiate Various Language issues in classroom
- CO4:** To generalized Various Skills of Language diversity in classroom.
- CO5:** To analyse the nature of classroom interaction.

Block -01 Language and Curriculum

- UNIT -1** Origin of Indian Language
- UNIT -2** Development of Language
- UNIT -3** Norms of Standard Language

Block -02 Instructional Languages

- UNIT -4** National and Regional Language
- UNIT -5** Medium of Instruction
- UNIT -6** Three Language formula

Block -03 Understanding the Language

- UNIT -7** Language diversity in classroom
- UNIT -8** Language Proficiency
- UNIT -9** Language issues in schools

Block -04 Skills of Language

- UNIT -10** Reading and Writing Skills
- UNIT -11** Listening and Speaking Skills
- UNIT -12** School of Writing

Block -05 Understanding the nature of classroom interaction

- UNIT -10** Communication Skills in Language
- UNIT -11** Classroom Interaction
- UNIT -12** Use of ICT in Classroom

Institutional Environment and Leadership

Objective:

To development skills about the Institutional Environment and Leadership

Course Outcomes:

After completion of this course the learner will be able –

CO-1:To understand the concepts and principles of developing educational Organizations.

CO-2:To explain the innovations and changes in Educational organizations.

CO-3: To discuss the educational supervision.

CO-4:To develop their leadership capabilities.

Course Content

Block - 01 Principles of Educational Organization & Educational Control

UNIT -1 From of Educational Organization

UNIT -2 Major Principles of Educational Organization

UNIT -3 Role of Educational Control

UNIT -4 Types of Educational Control

Block - 02 Innovation in Educational Organization

UNIT -5 Administration Environment

UNIT -6 Effective Drivers of Educational Innovation

UNIT -7 Educational Organization & Change

UNIT -8 Modern India & Planned Innovation

Block - 03 Educational Supervision

UNIT -9 Importance & Need of Educational Supervision

UNIT -10 Features of Educational Supervision

UNIT -11 Types of Supervision

UNIT -12 Sources of Supervision

Block - 04 Educational Leadership

UNIT -13

Concept of Leadership

UNIT -14 Principle of Leadership

UNIT -15 Leadership in Educational Administration

UNIT -16 Expectation from the Principles Leadership

VCED- 106:

Vocational Guidance

Objective:

To develop skills about the Vocational Guidance

Course Outcomes:

After completion of this course the learner will be able –

CO1: To understand the nature, need and history of vocational guidance.

CO2: To classify the vocations.

CO3: To develop the vocational training plan.

CO4: To identify various jobs and placement areas.

CO5: To evaluate vocational guidance.

Course Content

Block -01 History of Vocational Instruction, Need, and Nature & Types of Vocational Instruction

UNIT -01 History of Vocational Instruction

UNIT -02 Need of Vocational Instruction

UNIT -03 Nature of Vocational Instruction

UNIT -04 Types of Vocational Instruction: Vocational Instruction on Various Stages

Block -2 Opportunity of Vocation & Classification of Vocation

UNIT -05 Types of Vocation

UNIT -06 Important Points for Vocation Selection

UNIT -07 Process of Vocational Instruction

UNIT -08 Classification of Vocation

Block- 3 Job Analysis, Vocation Transition, Work Efficiency & Follow-UP Services

UNIT -09 Job Analysis.

UNIT -10 Job Transition.

UNIT -11 Vocational Maladjustment

UNIT -12 Follow-UP Services

Block- 4Evaluation of Vocational Instruction

UNIT -13 Vocational Instruction

UNIT -14 Vocational Selection

UNIT -15 Vocational Satisfaction

UNIT -16 Mental Health

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		%			%			%			%			%			%		%
Total		%			%			%			%			%			%		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

4: Conclusions

5: Educational Implication

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**

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