

**Govt. College for Women,
Parade Ground, Jammu
Autonomous College under University of
Jammu**



Bachelors of Arts (Education)
(Effective from academic year 2022,2023,2024
)

CONTENTS

1. Course Structure	
1.1 Alignment with CBCS	
1.2 Semester-wise Courses	
1.3 Learning Outcome-based Approach	
1.4 Graduate Attributes	
1.5 Qualification Description	
1.6 Programme Objectives	
1.7 Programme Learning Outcomes	
1.8 Teaching Learning Process	
1.9 Assessment Methods / Evaluation Scheme	

Preamble

The endeavour of any college programme is to prepare its students to be upright and productive citizens. Accordingly, GCW Parade Ground Jammu is moulding its undergraduate programmes to a Learning Outcome-based Curriculum Framework (LOCF).

The LOCF approach is envisioned to provide a focussed, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and lifelong learning.

The new curriculum of B.A. (programme) in Education offers a rigorous basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, private, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government and many other fields. The programme is consistent with national standards in the Education discipline. It offers training that is comparable to that of an undergraduate student at the national level.

GCW Parade, Jammu hopes that the LOCF approach of the B.A. (programme) in Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

1. Course Structure

1.1 Alignment with CBCS

The B.A. Education programme is aligned with Choice Based Credit System (CBCS) adopted by G C W Parade, Jammu..

1.2 Types of Courses

The following types of courses are offered under CBCS:

Core Courses (CC). A core course is a compulsory course. A student of B.A. Education has to take ten such Education courses over six semesters.

1. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types:

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialised areas of Education. A set of four, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the B.A programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of four courses.

Generic Electives (GE). These courses, in disciplines other than Education, are intended to broaden the training of a student in the Education B.A programme. A student of Economics will take one such course, offered by another department, in each of Semesters V to VI.

2. **Skill Enhancement Course (SEC).** A student is to take one such course in Semester III,IV,V,VI,

1.3 Number of Courses and Credits

1. Core Courses (CC): 4 (6 credits each)
2. Discipline Specific Electives (DSE): 2(6 credits each)
3. Generic Electives (GE): 2 (6 credits each)
4. Skill Enhancement Courses (SEC): 4 (4 credits each)

Total number of courses (credits) taken by a student: 12(64)

Learning Outcome-based Approach

The B.A. Education provides a firm basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for modelling and interpreting various educational policies, educational practices and government institutions.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government, and many other fields.

Graduate Attributes

Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major educational phenomena.

A student will be able to analyse educational policies and regulations, and demonstrate their significance. Knowing how education functions, and how decisions are made by educational administrators, educational managers, teachers and other stakeholders, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of educational theory and the opportunity to learn how to process and analyse educational theories and practices based on sound statistical principles, in order to arrive at educationally meaningful conclusions.

Qualification Description

Upon successfully completing the programme, a student will be able to move to the next semester.

Programme Objectives

The programme aims to:

1. Train students in basic theory of Guidance and Statistics.
2. To develop in the students basic skills in guidance and counselling and statistics.
3. Equip students with the guidance and statistical techniques necessary for a proper understanding of the subject.
4. To train the students to understand and compute the measures of central tendency.
5. Enable students to how to design, develop and administer various tools of data collection.
6. To train the students to conduct surveys and case studies.

Programme Learning Outcomes

Students will:

1. Get a basic understanding of guidance and statistics.
2. Develop basic skills regarding statistics and guidance.
3. Learn the guidance and statistical techniques necessary for a proper understanding of the discipline.
4. Get an introduction to statistical problems and their computation.
5. Gain an understanding of various tools of data collection and their development.
6. Get trained to administer different tools of data collection and collect primary data.
7. Learn to use survey method and case studies in different settings.

Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student.

COURSES OFFERED FOR B.A. EDUCATION

SEMESTER	CORE COURSE	D. S. E.	SKILL	G.E
I	EDUCATION AND SOCIETY	X	X	X
II	EDUCATIONAL PSYCHOLOGY AND STATISTICS	X	X	X
III	EDUCATION IN MODERN INDIA	X	GUIDANCE AND COUNSELLING	X
IV	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	X	STATISTICS IN EDUCATION	X
V	X	1.DEVELOPMENT OF EDUCATION SYSTEM IN INDIA	PEDAGOGY OF TEACHING LEARNING PROCESS	FOUNDATIONS OF EDUCATION
VI	X	1.EDUCATIONAL THINKERS	SPECIAL EDUCATION	EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION
	4	2	4	2

SCHEME FOR INTERNAL ASSESSMENT AND EXTERNAL EXAMINATION

Examination(Theory)	Syllabus to be covered in the examination	% Weightage (Marks)
Internal Assessment Test	Upto 50% (after 45 days)	30 % (30)marks
External End Semester University Examination	Upto 100 % (after 70 days)	65% (65marks)
Attendance=5 marks(5%)		
Total=100		

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. Question paper shall have three (A, B and C)sections :-
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the prescribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.
2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.



EDUCATION

Semester-V

**Title: Pedagogy of Teaching Learning Process
(Skill Enhancement Course)**

Course code: UEDTS-501

Duration of Theory Exam.: 1 ½ hrs

Credit :4

Total marks

:100

External Semester

End Examination : 65

Internal Assessment marks: 35

Objectives of the Course:

1. To provide information to the students how pedagogy is important part of teaching-learning process
2. To help the students to develop a
3. To help the students to understand how teaching and learning are related
4. To help the students to understand the general principles and maxims of teaching

5. To assist the students in understanding different methods and strategies of Teaching
6. To help the students to develop and understanding about devices of teaching

Unit-I: Pedagogy and Teaching-Learning

- Meaning and Concept of: Pedagogy, Teaching, Learning
- Relationship between teaching and learning
- General Principles of Teaching
- Maxims of Teaching

Unit-II: Teaching methods and Strategies

- Project Method: Meaning, steps, merits and demerits
- Problem Solving method: Meaning, steps, merits and demerits
- Teaching Strategies: Concept, characteristics and types (Lecture and Group Discussion)
- Devices of teaching: Concept and types

Unit-III: (Practical)

- Concept, meaning and importance of microteaching
- Enacting Microteaching among the peers on any three different skills.
- Enacting the Microteaching among the students by the use of mobile technology
- Developing the profile of 2-3 students and making the impact assessment

Unit-IV: Use of Modern ICTs (Practical)

- Concept, meaning and uses of modern ICTs
- Preparation and presentation of 2 PPT's of 7-8 slides with all the formatting(theoretical, graphical based on the curriculum)

- Preparation of a Google form and publishing the form and compiling the responses in the excel sheet
- Preparation of video (2 mins. Max.) based on the free video software

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.
2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.
2. **Question paper shall have three (A, B and C)sections :-**
 - i) **Section A** shall comprise of 4 questions of 2 marks each.
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section B** shall comprise of 4 questions of 5 marks each
 - ii) 2 questions shall be set from each unit of the prescribed course content.
 - iii) All questions shall be compulsory.
 - i) **Section C** shall comprise of 3 questions of 12 marks each.
 - ii) 1.5 questions shall be set from each unit of the prescribed course content.
 - iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2
2. Maximum marks 50 (Internal 25, External 25)
3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.

2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical courses.

Books Recommended:

- Kourilsky M., & Quaranta L. (1987): Effective Teaching : Principles and Practice, Scott, Foresman & Company Illinois.
- McNell, J.D., & Wiles, J. (1990): The Essentials of Teaching : Decisions, Plans, Methods. New York: Macmillan Pub. Co.
- Chauhan, S.S. (1979). Innovations in Teaching Learning Processes. New Dehi: Vikas Publishing House Pvt.Ltd.
- Mangal, S.K., & Mangal, U. (2009). Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.
- School of Education, ES-343: Teaching of Social Studies, Block-1, Pedagogyλ of Teaching Social Studies, New Delhi: IGNOU.
- Kulkarni, S.S (1986): Introduction to Educational Technology, New Delhi: Oxford & IBH Publishing Co
- Romiszowski, A.I. (1981): The Selection and Use of Instructional Media, London, Kogan Page.
- Mishra, P., and Koeher, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record. 108(6), 1017-1054.
- IGNOU (2007). Unit-12: Media Selection and Integration in ES-361: Educational Technology, IGNOU: New Delhi.



EDUCATION

Semester-V

**Title: Special Education
(Skill Enhancement Course)**

Course code: UEDTS-601

Duration of Theory Exam.: 1 ½ hrs

Credit :4

Total marks

:100

External Semester

End Examination : 65

Internal Assessment marks: 35

OBJECTIVES OF THE COURSE

- To enable the students to understand about special education.
- To enable the students to identify the different types of special children.
- To acquaint the students with the educational provisions for gifted children, learning disabled children and delinquent children.
- To make the students able to understand about inclusive education
- To enable the students to understand the meaning and definitions of CBR.
- To make the students able to understand the strategies for promoting public participation in CBR.

UNIT-I

Special Education

- Nature and scope of Special Education
- Types of Special Children
- Recommendations of NPE 1986 and NEP 2020 regarding Special Education
- Educational provisions for Children with Special needs

UNIT-II

Special Children

- Concept and Characteristics of Gifted Children
- Educational provisions for Gifted Children,
- Concept and Characteristics of Delinquent Children
- Educational provisions for Delinquent Children

UNIT-III

Inclusive Education (Practicum)

- Inclusive Education: Meaning and Definitions
- Writing a report on the presence of inclusive setting in a school of your locality and highlighting the pedagogical practices being followed in the school
- Preparing a checklist for accessibility in Mainstream schools for children with disabilities
- Preparing a poster on Inclusive Education

UNIT-IV

Visually Impaired Children (Practicum)

- Visually Impaired Children: Meaning and Definitions
- Visit to a Visually Impaired School and writing an observational report on the pedagogies being followed in the school
- Preparation of a questionnaire on Visually Impaired Children
- Preparing a Power Point Presentation

SCHEME OF EVALUATION:

A) Internal assessment

1. Internal assessment (10 Marks) as per the adopted procedure for other courses.

2. No marks have been earmarked for attendance, however the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

1. Maximum Marks =40.

2. **Question paper shall have three (A, B and C)sections :-**

i) **Section A** shall comprise of 4 questions of 2 marks each.

ii) 2 questions shall be set from each unit of the prescribed course content.

iii) All questions shall be compulsory.

i) **Section B** shall comprise of 4 questions of 5 marks each

ii) 2 questions shall be set from each unit of the prescribed course content.

iii) All questions shall be compulsory.

i) **Section C** shall comprise of 3 questions of 12 marks each.

ii) 1.5 questions shall be set from each unit of the prescribed course content.

iii) Students shall be asked to attempt only one question of 12 marks from this section.

Skill Practical course

Guidelines for design:-

1. Total credits = 2

2. Maximum marks 50 (Internal 25, External 25)

3. The course content (Practical/ projects/ field survey etc) shall be set as per the requirements of the course/ or as adopted in other practical courses.

Evaluation strategy

A) Internal assessment

1. Internal assessment (25 Marks) as per the adopted procedure for other courses.

2. 5 marks have been earmarked for attendance, and the eligibility criterion for appearing in the end semester examination shall remain the same as is followed in other courses.

B) External end semester Examination

Maximum Marks =25.

Procedure of the external examination shall be same as is followed in other practical course.

BOOKS RECOMMENDED

- Evans, P. & Verma, V. (Eds) (1990). Special Education. Past Present and Future. Improving instruction. Allyn & Bacon, Boston.
- Loveday, M. (2006). The Help Guide for Community Based Rehabilitation Workers: A Training Manual. Global Help Publications, California
- Panda, K. C. (1997). Education of Exceptional Children. Vikas publications, New Delhi.
- Peat, M. (1997). Community Based Rehabilitation, W. B. Saunders Company
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications
- Westwood , P. (2006) Commonsense methods for children with special educational needs. 4th edition, London Routedledge Falmer: Taylor & Francis Group