



UNIVERSITY OF JAMMU

NOTIFICATION (17/Dec./Adp/80)

It is hereby notified for the information of all concerned that the Vice-Chancellor, in anticipation of the approval of the Academic Council, is pleased to authorize the adoption of the Syllabi and Courses of Study in the subject of **Education** of **B.A.** for the I, II, Vth and VIth Semester, under the **Choice Based Credit System** (as given in the Annexure) for the Examinations to be held in the years indicated against each semester as under:-

Subject	Semester	For the examinations to be held in the year
Education	Semester-I	December 2018, 2019 and 2020
	Semester-II	May 2019, 2020 and 2021
	Semester-V	December 2018, 2019 and 2020
	Semester-VI	May 2019, 2020 and 2021

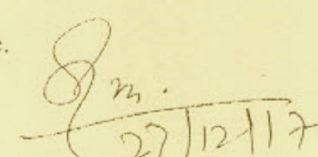
The Syllabi of the courses is available on the University website: www.jammuuniversity.in

Sd/-
DEAN ACADEMIC AFFAIRS

No. F. Acd/II/17/14094-14152. ..
Dated: 28-12-2017

Copy for information and necessary action to:

1. Special Secretary to the Vice Chancellor, University of Jammu for the kind information of the Worthy Vice-Chancellor please
2. Sr. P.A. to the Dean Academic Affairs/ Dean Research Studies
3. Sr. P.A. to the Registrar/Controller of Examinations
4. Dean, Faculty of Education
5. HOD/Convener, Board of Studies in Education
6. All members of the Board of Studies
7. C.A to the Controller of Examinations
8. I/c Director, Computer Centre, University of Jammu
9. Asst. Registrar (Conf. /Exams. UG/ Inf./Pub.)
10. Incharge, University Website for necessary action please.
11. S.O (Confidential)


27/12/17
Assistant Registrar (Academic)

85
27/12/17
27/12/17

UNIVERSITY OF JAMMU

SYLLABI FOR BACHELOR DEGREE PROGRAMME IN EDUCATION

The following Courses of Study are prescribed for 1st /2nd / 5th to 6th Semester/s BDP (UG) Programme under CBCS in the subject of **Education**:

SEMESTER	COURSE NO.	TITLE	CREDITS	NATURE OF COURSE
1st	UEDTC-101	EDUCATION AND SOCIETY	6	CORE
2nd	UEDTC-201	EDUCATIONAL PSYCHOLOGY AND STATISTICS	6	CORE
5th	UEDTE-501	PRINCIPLES AND ISSUES OF EDUCATION	6	DISCIPLINE SPECIFIC ELECTIVE (DSE)
	UEDTS-502	SPECIAL EDUCATION	4	SKILL ENHANCEMENT COURSE (SEC)
	UEDTE-503	BASICS OF EDUCATION	6	GENERIC ELECTIVE COURSE (GE)
6th	UEDTE-601	DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA	6	DISCIPLINE SPECIFIC ELECTIVE (DSE)
	UEDTS-602	STATISTICS IN EDUCATION	4	SKILL ENHANCEMENT COURSE (SEC)
	UEDTE-603	FUNDAMENTALS OF EDUCATION	6	GENERIC ELECTIVE COURSE (GE)

(For the examinations to be held in the year December 2018, 2019 & 2020)

**B.A.SEMESTER-I
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)**

CORE COURSE-UEDTC-101	CREDITS: 6
TITLE: EDUCATION AND SOCIETY	CONTACT HOURS: 6 hours per week
MAX.MARKS:100	MINIMUM PASS MARKS:
1) External (University exam):80	External :29
2) Internal assessment: 20	Internal: 07

DURATION OF EXAMS:

- 1) External: 2 ½ hours
- 2) Internal :1 hour

OBJECTIVES OF THE COURSE

- To enable the students to understand the basic concepts, functions aims and its agencies.
- To make the students to understand the basic concepts of society & Indian society, identify the social and economic problems of Indian society and elaborate upon its major features.
- To enable the students to understand the concepts of sociology, educational sociology and the relationship between them.
- To acquaint the students with the concept, process and factors of socialization.
- To enable the students to understand the concept of social change, factors responsible for social change and role of education in bringing about social change.
- To help the students understand the concept of curriculum, its types and basic principles of curriculum construction.
- To help the students understand the concept of curricular, co-curricular activities and the importance of organizing various types of co-curricular activities in the educational institutions keeping students' developmental needs in mind.
- To enable the students to understand the concept of culture, its types, characteristics and find its relationship with Education.
- To enable the students to understand the concepts of national & emotional integration, barriers in the way of national integration and role of education in bringing about national integration.

UNIT-I:

EDUCATION AND ITS FUNCTIONS:

- Concept of Education
- Functions of Education

AIMS OF EDUCATION:

- Concept of Aims of education
- Concept of Individual Aims
- Concept of Social Aims
- Synthesis of Individual and Social Aims

AGENCIES OF EDUCATION:

- Concept of Agencies of Education
- Types of Agencies of Education (Formal, Informal and Non-formal)
- Home as an agency of imparting education in a society
- School as an agency of imparting education in a society

UNIT-II:**INDIAN SOCIETY:**

- Concepts of Society
- Concept of Indian Society
- Problems of Indian Society ó Social and Economic
- Features of Indian Society

EDUCATION AND SOCIOLOGY:

- Concept of Sociology
- Concept of Educational Sociology
- Relationship between Education and Sociology

UNIT-III**SOCIALIZATION:**

- Concept of Socialization
- Process of Socialization
- Factors facilitating the process of socialization

EDUCATION AND SOCIAL CHANGE

- Concept of Social Change
- Factors responsible for bringing about social change
- Role of Education in bringing about social change

UNIT-IV:**CURRICULUM:**

- Concept of Curriculum
- Types of Curricula - Subject Centred and Learner Centred
- Basic Principles of Curriculum Construction

CURRICULAR AND CO-CURRICULAR ACTIVITIES:

- Concept of Curricular Activities
- Concept of Co-curricular Activities
- Types of Co-curricular Activities
- Importance of Organizing Co-curricular Activities in Educational Institutions

UNIT-V:**EDUCATION AND CULTURE:**

- Concept of Culture
- Characteristics of Culture
- Types of Culture
- Relationship between Education and Culture

EDUCATION AND NATIONAL INTEGRATION

- Concept of National Integration
- Concept of Emotional Integration
- Barriers in way of achieving National Integration
- Role of Education in Promoting National Integration

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED

- Aggarwal J.C, (2000): "Land marks in the History of Modern Indian Education" Vikas Publishing House Pvt. Ltd. New Delhi
- Ahiya Ram (1997): "Social Problems in India, Jaipur" Rewat Publications
- Brubacher, J.S. "Modern Philosophies of Education"
- Chaube, SP and A Chaube (1999): "Education in Ancient and Medieval India" Vikas Publishing Housing Pvt. Ltd. New Delhi
- D. Conner, D.J. "Introduction to the Philosophy of Education"
- Dewey John "Democracy and Education"
- Gupta, Dipankar "Social Stratification (Ed.)" Oxford University Press, New York
- Gupta NL, (2000): "Human Values in Education", Concept Publishing Company, New Delhi
- Haralambos, M. Heald R.M. (1980): "Sociology ó Themes and Perspectives". Oxford University Press, New Delhi
- Kilpatric, W.H. "Philosophy of Education"
- Kneller, George F. "Philosophy of Education"
- Lindzay, G.A. "Handbook of Social Psychology"
- Naik, J.P. Syed Nurullah (1974): "History of Education in India (1800-1973)", Mac Millan India Ltd. New Delhi
- Ramachandran Padma and Vasantha Ramkumar (2005): "Education in India", National Book Trust, India. New Delhi:
- Ravindernath Tagore "The Centre of Indian Culture"
- Raymont, T. "Modern Education"
- Ross, James S. "Ground Work of Educational Theory"
- Rao, Shanker: "Sociology.": S Chand and Company, New Delhi

(For the examinations to be held in the year May 2019, 2020 & 2021)

**B.A.SEMESTER-II
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)**

CORE COURSE-UEDTC-201

CREDITS: 6

**TITLE: EDUCATIONAL PSYCHOLOGY AND
STATISTICS**

CONTACT HOURS: 6 hours per week

MAX.MARKS:100

MINIMUM PASS MARKS:

1) External (University exam):80

External :29

2) Internal assessment: 20

Internal: 07

DURATION OF EXAMS:

1) External: 2 ½ hours

2) Internal :1 hour

OBJECTIVES OF THE COURSE:

- To enable the students to understand the meaning of education, psychology & educational psychology and relationship between education and psychology.
- To enable the students to understand the meaning, biological & environmental factors and basic principles of growth and development.
- To acquaint students with basic concept and approaches of learning and elaborate upon the trial & error and gestalt learning theories of learning.
- To understand the concept of transfer of learning, its forms and role of teacher in the transfer of learning.
- To enable the students to understand the meaning, components, types of memory and signs of good memory.
- To enable the students to understand the meaning of forgetting, its causes and various methods of memorising.
- To acquaint the students with understanding of the concepts of intelligence, intelligence quotient, mental age, chronological age, intelligence tests and the theories of intelligence.
- To acquaint the students with use of statistics in educational situations and develop in them the skills of graphical representation of data and its types and computation of measures of central tendency.

UNIT-I:

PSYCHOLOGY AND EDUCATION:

- Meaning and definitions of : i) Education ii) Psychology iii) Educational Psychology
- Relationship between Education and Psychology
- Difference between Psychology and Educational Psychology

HUMAN GROWTH AND DEVELOPMENT:

- Meaning and Definitions of Growth and Development
- Difference between Growth and Development
- Factors affecting Growth and Development (Biological and Environmental)
- Basic Principles governing the process of human growth and development

UNIT-II:

LEARNING AND ITS APPROACHES:

- Meaning and Definitions of Learning
- Approaches to Learning ó Behaviouristic and Cognitive

THEORIES OF LEARNING

- Thorndike's Trial and Error Theory ó Concept, Experiment, Laws of Learning based on the theory and Educational Implications of the theory
- Gestalt Theory of Learning by Wolfgang Kohler, Concept, Experiment and Educational Implications

UNIT-III

TRANSFER OF LEARNING/TRAINING:

- Meaning and Definitions of Transfer of Learning/Training
- Forms of Transfer of learning
- Role of Teacher in facilitating the process of transfer of Learning/ Training

MEMORY AND FORGETTING:

- Meaning and Definitions of Memory
- Meaning and Definitions of Forgetting
- Components of Memory - Learning, Retention, Recall and Recognition
- Types of Memory
- Signs of good Memory
- Methods of memorizing
- Factors responsible for causing Forgetting

UNIT-IV:

INTELLIGENCE AND ITS THEORIES

- Meaning and Definitions of Intelligence
- Two Factor Theory by Charles Spearman, Description of the Theory, Characteristics of g factor and s factor and Educational Implications of the Theory
- Primary Mental Abilities Theory by LL Thurstone: Description of the Theory and Educational Implications of the Theory

INTELLIGENCE TESTS:

- Concept of Intelligence Tests
- Uses of Intelligence Tests
- Concept of I.Q. (Intelligence Quotient)
- Concepts of MA (Mental age) and CA (Chronological age)

UNIT-V:

STATISTICS AND ITS USE IN EDUCATION

- Meaning and Definitions of Statistics
- Importance of Statistics for students in Education

DATA

- Concept of Data
- Types of Data (Primary & Secondary data and Grouped & Ungrouped data)

- Graphical Representation of the Data - Histogram and Frequency Polygon

MEASURES OF CENTRAL TENDENCY:

- Concepts of Mean, Median and Mode
- Computation of Mean, Median, and Mode of grouped and ungrouped data
- Uses of various Measures of Central Tendency in Educational Situations

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED

Aggarwal, J.C. (2001): *Essentials of Educational Psychology* Vikas Publishing House, New Delhi:

Bhatia, H.R. (1968): *Elements of Educational Psychology* 3rd Edition, Orient Longman, Calcutta

Bhatnagar, Suresh (2001): *Advanced Educational Psychology* R. Lal Book Depot, Meerut

Bower, Gordon and Hillgard, R. Earnst (1986) : *Theories of Learning Eastern Economy Edition* Prentice Hall of India, New Delhi

- Carlson, Neil, R. (1996) *Psychology: The Science of Behaviour* Allyn and Bacon, New York
- Chauhan, S.S. (1978): *Advanced Educational Psychology* Vikas Publishing House Pvt. Ltd, New Delhi:
- Dutt, N.K. (2003): *Psychological Foundations of Education* Doaba House, New Delhi:
- Garett, H.E. (1979): *Statistics in Psychology and Education* Vakils, Feffer and Simons Ltd. Bombay
- Guiford JP Fruchter Benjamin (1978): *Fundamental Statistics in Psychology and Education* McGraw Hill Company, Singapore
- Hurlock, B. Elizabeth (1981): *Developmental Psychology - A Life Span Approach*. TATA McGraw Hill, New Delhi
- Kuppaswamy (1988) : *Advanced Educational Psychology*. Sterling Publishers, New Delhi
- Kulshreshtha, S.P. (2001): *Educational Psychology*. R. Lal Books Depot, Meerut
- Mangal, S.K. (1999) : *Advanced Educational Psychology* Prentice Hall of India Pvt. Ltd. New Delhi
- Morgan, C.T. (1961): *An Introduction to Psychology* McGraw Hill, New York
- Sharma, R.A. (2001) : *Fundamentals of Educational Psychology*. R. Lall Book Depot, Meerut
- Sharma, R.N. (1987): *Advanced Educational Psychology* Rastogi Publications, Meerut
- Verma, L.K. and Sharma N.R. (2007): *Statistics in Education and Psychology* Narendra Publications, Jalandhar
- Woolfolk, Anita (2004): *Educational Psychology Ninth Ed Indian Reprint Edition (2005)* Pearson Education Inc. New Delhi

(For the examinations to be held in the year December 2018, 2019 & 2020)

**B.A.SEMESTER-V
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
DISCIPLINE SPECIFIC ELECTIVE COURSE (DSE)**

DSE COURSE-UEDE-501

TITLE: PRINCIPLES AND ISSUES OF EDUCATION

MAX.MARKS:100

1) External (University exam):80

2) Internal assessment: 20

CREDITS: 6

CONTACT HOURS: 6 hours per week

MINIMUM PASS MARKS:

External :29

Internal: 07

DURATION OF EXAMS:

1) External: 2 ½ hours

2) Internal :1 hour

OBJECTIVES OF THE COURSE

- 1. To enable the students to understand the bases of education.**
- 2. To help the students to understand the concept and major philosophies of education.**
- 3. To enable the students to understand the contributions made by educational thinkers.**
- 4. To appraise the students with major issues in education.**
- 5. To enable students to understand new trends in education.**
- 6. To enable the students to understand the concept, characteristics and applications of Normal Probability Curve.**

UNIT –I

BASES OF EDUCATION AND PHILOSOPHY

- Bases of Education: Philosophical, Psychological and Sociological
- Concept of Philosophy and Educational Philosophy, Relationship between Education and Philosophy
- Concept of Knowledge, Reality and Values in context of Indian Educational Philosophy

UNIT –II

EDUCATIONAL PHILOSOPHIES

Idealism:

Concept, Salient features, Educational Implications with Reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher

Naturalism:

Concept, Salient features, Educational Implications with Reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher

Pragmatism:

Concept, Salient features, Educational Implications with Reference to Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher

UNIT –III**EDUCATIONAL THINKERS**

Educational Contribution of the following thinkersó with reference to Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline and Role of Teacher

J.J.Rousseau

John Dewey

Swami Vivekananda

UNIT –IV**ISSUES IN EDUCATION****Socialistic Pattern of Society:**

Nature, Objectives, Role of Education for Promoting Socialistic Pattern of Society

Community and Education:

Meaning of Community, Role of Education for Upliftment of Community, Mass Media as a Social Means of Education

UNIT –V**NEW TRENDS IN EDUCATION AND STATISTICS****Inclusive Education:**

Meaning, Significance and Scope of Inclusive Education

Role of Teacher in Inclusive Education

Normal Probability curve:

Concept and Characteristics of Normal Probability Curve

Applications of Normal Probability Curve:

- i) Calculating standard scores
- ii) Determining percent of cases against given standard scores
- iii) Determining percent of cases/Number of scores falling between given score limits
- iv) Determining percent of cases against above and below given score
- v)

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED:

Brubacher J.S. (1970): *Modern Philosophies of Education* Tata McGraw Hill Publishing Company Ltd. New Delhi

Chandra S.S. & Sharma (2002): *Philosophy of Education* Atlantic Publishers, New Delhi

Garett, H.E. (1979): *Statistics in Psychology and Education* Vakils, Feffer and Simons Ltd. Bombay

Mathur S.S. (1998): *A Sociological Approach to Indian Education* Vinod Pustak Mandir, Agra

Sharma R.N. (1991): *Contemporary Indian Philosophy* Atlantic Publishers, New Delhi

Sharma Yogindra K. (2003): *Foundation in Sociology of Education* Kanishka Publishers, New Delhi:

Taneja V.R. (1998): *Educational Thinkers* Atlantic Publishers, New Delhi

Taneja V.R. (1998): *Socio-Philosophical Approach to Education* Atlantic Publishers, New Delhi

Verma, L.K. and Sharma N.R. (2007): *Statistics in Education and Psychology* Narendra Publications, Jalandhar

(For the examinations to be held in the year December 2018, 2019 & 2020)

**B.A.SEMESTER-V
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
SKILL ENHANCEMENT COURSE**

SEC-UEDTS-502

TITLE: SPECIAL EDUCATION

MAX.MARKS:100

1) External (University exam):80

2) Internal assessment: 20

CREDITS:4

MAXIMUM PASS MARKS:

External :29

Internal:07

DURATION OF EXAMS:

External:2 ½ hours

Internal :1 hour

OBJECTIVES OF THE COURSE

- 1. To enable the students to understand the nature of special education.**
- 2. To make students understand the concept and types of different types of special children.**
- 3. To enable the students to understand the nature of orthopedically handicapped children and educational provisions for them.**
- 4. To acquaint the students with the educational needs of mentally retarded children.**
- 5. To enable the students to understand the visually and hearing impaired children with a view to arrange educational provisions for them.**
- 6. To make the students understand the educational needs of gifted, slow learner and learning disabled students.**
- 7. To make the students to understand the delinquent children along with remedial measures.**

UNIT-I

SPECIAL EDUCATION

Concept, Objectives, Need and Scope

SPECIAL CHILDREN

Concept and Types

UNIT-II

ORTHOPAEDICALLY HANDICAPPED CHILDREN

Meaning, Characteristics, Types and Educational provisions

MENTALLY RETARDED CHILDREN

Concept, Characteristics, Identification and Educational provisions

UNIT-III

VISUALLY IMPAIRED CHILDREN

Meaning, Characteristics, Identification and Educational provisions

HEARING IMPAIRED CHILDREN

Meaning, Characteristics, Causes and Educational provisions

UNIT-IV**GIFTED CHILDREN**

Meaning, Characteristics, Identification and Educational provisions

SLOW LEARNERS

Meaning, Characteristics, Problems, Identification and Educational provisions

UNIT-V**LEARNING DISABLED CHILDREN**

Meaning, Characteristics, Identification and Educational provisions

DELINQUENT CHILDREN

Meaning, Causes, Treatment and Prevention

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED

- Balsara, M: ðInclusive Education for Special Childrenö Knishka Publishers, New Delhi
- Chadha A: ðSpecial Educationö APH Publishing House, New Delhi
- Chadha, Anupriya: ðEducating Children with Special Needsö APH Publishing Corporation, New Delhi
- Chintamanikar : ðExceptional Children-their Psychology and Educationö Sterling Publishers, New Delhi
- Dash, B.N.: ðSpecial Education: An integrated Education for children with special needsö Dominant Publishing and Distribution House New Delhi
- Dash, Neena : ðEducation of Children with Special Needsö Atlantic Publishers and Distributors, New Delhi
- Desai, Anju): ðEducation of Exceptional Childrenö Alpha Publication, New Delhi
- Kotwal P: ðSpecial Educationö Authors Press Jaipur
- Kour, Rajpal): ðSpecial Education-New trends and innovationsö Deep and Deep Publications, New Delhi
- Mahdi, A: ðSpecial Educationö Alpha Publications,New Delhi
- Panda K.C: ðEducation of Exceptional Childrenö Vikas Publishing House, New Delhi
- Rajkumari M.A: ðSpecial Educationö Discover Publishing House, New Delhi
- Rao V.K.: ðSpecial Educationö APH Publishing House, New Delhi
- Rohnika Sharma: ðInclusive Educationö N.R.Books International Jammu
- Sahu B.K. : ðEducation of the Exceptional ChildrenöKalyani Publishers New Delhi
- Sharma A : ðSpecial Education: A practical approach with special needsö Ancient Publishing House,New Delhi
- Singh, Mubarak): ðEducation of Children with Special Needs ö Knishka Publishers, New Delhi
- Singh,K.S. ðSpecial Education: Challenges,Strategies and Interventionsö Swastic Publishers, New Delhi
- Venkataish: ðSpecial Educationö Anmol Publishers, New Delhi
- Umadevi M.R. ðSpecial Educationö Neel Kamal, New Delhi
- Walia G.S. ðSpecial Educationö Vinod Publications Ludhiana
- Ysseldyke: ðSpecial Education: A Practical Approach for Teachersö ö Knishka Publishers, New Delhi

(For the examinations to be held in the year December 2018, 2019 & 2020)

**B.A.SEMESTER-V
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
GENERIC ELECTIVE COURSE**

(GE)-UEDTE-503	CREDITS: 6
TITLE: BASICS OF EDUCATION	CONTACT HOURS: 6 hours per week
MAX.MARKS:100	MINIMUM PASS MARKS:
1) External (University exam):80	External :29
2) Internal assessment: 20	Internal: 07

DURATION OF EXAMS:

External: 2 ½ hours

Internal :1 hour

OBJECTIVES OF THE COURSE

1. To enable the students to understand the basic concepts of education and its general functions.
2. To help the students understand the nature of the curriculum and co-curricular activities.
3. To make the students understand the nature of psychology, educational psychology and methods of studying behaviour.
4. To acquaint the students with the understanding of the concepts of sociology and socialization and their relation with education.
5. To help students to understand the concept of philosophy and its relationship with education.
6. To enable the students to understand the contribution made by Gandhi Ji in the field of education.
7. To acquaint the students with the use of statistics in the educational situations and develop the skill of graphical representation among them.

UNIT-1

EDUCATION, ITS FUNCTIONS AND AIMS

- Concept and general functions of Education
- Concept of Aims of Education, Synthesis of Individual and Social Aims of Education

CURRICULUM AND CO-CURRICULAR ACTIVITIES

- Concept of Curriculum, Basic principles of curriculum construction
- Concept of Co-curricular activities, Importance of organising co-curricular activities

UNIT-II

PSYCHOLOGY AND EDUCATION

- Concept of Psychology and Educational Psychology
- Relationship between Education and Psychology

METHODS OF STUDYING BEHAVIOUR

- **Introspection Method:** Concept and merits
- **Observation Method:** Concept and merits

UNIT-III**SOCIOLOGY AND EDUCATION:**

- Concept of Sociology and Educational Sociology
- Relationship between Education and Sociology

SOCIALIZATION:

- Concept of Socialization
- Factors facilitating the process of socialization

UNIT-IV**PHILOSOPHY AND EDUCATION**

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

GANDHIJI: EDUCATIONAL THINKER

Educational Contribution: Concept of Education, Aims, Curriculum, Instructional techniques and Discipline

UNIT-V**STATISTICS AND EDUCATION**

- Concept of Statistics
- Importance of Statistics in Education

GRAPHICAL REPRESENTATION OF DATA

- Histogram
- Frequency Polygon

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A:Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

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Brubacher J.S. (1970): *Modern Philosophies of Education*. Tata McGraw Hill Publishing Company Ltd. New Delhi

Chaube, SP and A Chaube (1999): *Education in Ancient and Medieval India* Vikas Publishing Housing Pvt. Ltd. New Delhi

Bhatia, H.R. (1968): *Elements of Educational Psychology*. 3rd Edition Orient Longman, Calcutta

Bhatnagar, Suresh (2001): *Advanced Educational Psychology* R. Lal Book Depot, Meerut

Chauhan, S.S. (1978): *Advanced Educational Psychology* Vikas Publishing House Pvt. Ltd. New Delhi

Dutt, N.K. (2003): *Psychological Foundations of Education* Doaba House, New Delhi:

Garett, H.E. (1979): *Statistics in Psychology and Education* Vakils, Feffer and Simons Ltd. Bombay

Mathur S.S. (1998): *A Sociological Approach to Indian Education* Vinod Pustak Mandir, Agra

Rao, Shanker: *Sociology*. S Chand and Company, New Delhi

Mangal, S.K. (1999): *Advanced Educational Psychology* Prentice Hall of India Pvt. Ltd. New Delhi

Morgan, C.T. (1961): *An Introduction to Psychology* McGraw Hill, New York

Sharma, R.A. (2001) : *Fundamentals of Educational Psychology* R. Lall Book Depot, Meerut

Sharma, R.N. (1987): *Advanced Educational Psychology* Rastogi Publications, Meerut

Sharma R.N. (1991): *Contemporary Indian Philosophy* Atlantic Publishers, New Delhi

Sharma Yogindra K. (2003): *Foundation in Sociology of Education* Kanishka Publishers, New Delhi

Taneja V.R. (1998): *Educational Thinkers* Atlantic Publishers, New Delhi :

Taneja V.R. (1998): *Socio-Philosophical Approach to Education* Atlantic Publishers, New Delhi

Verma, L.K. and Sharma N.R. (2007): *Statistics in Education and Psychology* Narendra Publications, Jalandhar

(For the examinations to be held in the year May 2019 & 2020 and 2021)

**B.A.SEMESTER-VI
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
DISCIPLINE SPECIFIC ELECTIVE COURSE**

(DSE)-UEDTE-601

CREDITS: 6

TITLE: DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

CONTACT HOURS: 6 hours per week

MAX.MARKS:100

MINIMUM PASS MARKS:

1) External (University exam):80

External :29

2) Internal assessment: 20

Internal: 07

DURATION OF EXAMS:

External: 2 ½ hours

Internal :1 hour

OBJECTIVES OF THE COURSE:

To enable the students to gain knowledge about

- 1. The system of Indian Education during Vedic, Buddhist and Medieval periods.**
- 2. Britishers influence on Indian Education.**
- 3. Impact of British commission and committees on Indian education.**
- 4. Growth and development of Education in Post Independence Era.**
- 5. New Education Policy and Programme of Action.**
- 6. Role of National organizations in the field of education.**

UNIT-I:

EDUCATION DURING ANCIENT AND MEDIEVAL PERIOD:

- **Education during Vedic Period**

Concept of Education, Aims, Curriculum, Instructional techniques, Role and Status of Teacher

- **Education during Buddhist Period**

Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline, Role and Status of Teacher

- **Education during Muslim Period**

Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline, Role and Status of Teacher

UNIT-II:

EDUCATION DURING BRITISH PERIOD

- **Macalay's Minutes (1835)**

Brief Historical Perspective

- **Wood's Despatch (1854)**

Main Recommendations and its impact on Indian education

- **Sargent Report (1944)**

Main Recommendations and its impact on Indian education

UNIT-III:

EDUCATION IN POST- INDEPENDENCE ERA

- **University Education Commission (1948)**

Main Recommendations

- **Secondary Education Commission (1952-53)**

Main Recommendations

- **Indian Education Commission (1964-66)**

Main Recommendations

UNIT-IV:

NATIONAL POLICIES

- **National Policy on Education (NPE) 1986)**

Main features.

- **Programme of Action 1992**

Main features

- **Right of Children to Free and Compulsory Education Act (2009) (RTE)**

Main implications

UNIT-V:

NATIONAL ORGANIZATIONS IN EDUCATION

- **Central Advisory Board of Education (CABE)**

Meaning, Composition and Functions

- **National Council of Educational Research and Training (NCERT):**

Meaning, Composition and Functions

- **University Grants Commission (UGC):**

Meaning, Composition and Functions

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

-80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A: Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered). A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED:

Aggarwal, J.C. (2000) : "Landmarks in the History of Modern Indian Education" Vikas Publishing House Pvt. New Delhi

Chauhan, C.P.S. (2004): "Modern Indian Education Policies, Progress and Problems" Kanishka Publishers, New Delhi

Ministry of Human Resource Development (1986) : National Policy on Education, 1986.

Ministry of Human Resource Development (1992) : National Policy on Education, 1986 (Revised).

Ministry of Human Resource Development (1992) : Programme of Action (NPE, 1992), New Delhi, Govt. of India.

Sharma, Y.K. (2003) : "Sociological Philosophy of Education" Kanishka Publishers, New Delhi

(For the examinations to be held in the year May 2019, 2020 & 2021)

**B.A.SEMESTER-VI
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
SKILL ENHANCEMENT COURSE**

(SEC) UEDTS-602

CREDITS:4

TITLE: STATISTICS IN EDUCATION

MAXIMUM PASS

MAX.MARKS:100

MARKS:

1)External (University exam):80

External :29

2)Internal assessment: 20

Internal: 07

DURATION OF EXAMS:

External:2 ½ hours

Internal :1 hour

OBJECTIVES OF THE COURSE

- 1. To enable the students to understand the elementary statistics in education.**
- 2. To help the students to understand the measures of central tendency.**
- 3. To equip the students with the knowledge and understanding of measures of variability.**
- 4. To enable the students to understand the measures of relative standing and relationships.**
- 5. To enable the students to understand various applications of normal probability curve.**
- 6. To develop the computation skills of students.**

UNIT-1

STATISTICS AND ITS USE IN EDUCATION:

Concept of Statistics, Importance of Statistics in the field of Education

DATA:

Concept of Data, types of Data (primary& secondary and grouped &ungrouped), frequency distribution of data, graphical representation of data: Histogram and frequency polygon

UNIT-2

MEASURES OF CENTRAL TENDENCY

MEAN:

Concept, Uses and Computation of Mean (grouped and ungrouped data)

MEDIAN:

Concept, Uses and Computation of Median (grouped and ungrouped data)

MODE:

Concept, Uses and Computation of Mean (grouped and ungrouped data)

UNIT-3

MEASURES OF VARIABILITY

MEAN DEVIATION (M.D.)

Concept, Uses and Computation of Mean Deviation (M.D.)-Grouped and ungrouped data

STANDARD DEVIATION (S.D.)

Concept, Uses and Computation of Standard Deviation (S.D.)-Grouped and ungrouped data

QUARTILE DEVIATION (Q.D.)

Concept, Uses and Computation of Quartile Deviation (Q.D)-Grouped and ungrouped data

UNIT-4:**MEASURES OF RELATIVE STANDING AND RELATIONSHIPS****MEASURES OF RELATIVE STANDING:**

Meaning and Computation of Percentiles and Percentile ranks

MEASURES OF RELATIONSHIP:

Concept of Correlation and Computation of Correlation using

- a) Pearson's Product Moment Method
- b) Spearman's Rank Difference Method

UNIT-5:**NORMAL PROBABILITY CURVE**

Meaning and characteristics of Normal Probability curve

Applications of Normal Probability curve:

- a) Determination of Standard scores (Z) from the raw scores
- b) Determination of percentage of cases falling between the given standard scores and mean
- c) Determination of percentages of cases falling between the given limits of scores.
- d) Determination of percentages of cases falling above the given scores.
- e) Determination of percentages of cases falling below the given scores.

QUESTION PAPER SETTING

There shall be one written theory paper of 100 marks. 20% marks shall be reserved for the internal assessment (20 marks). 80 % of marks (80 marks) shall be reserved for external examination to be conducted by the college/university.

INTERNAL ASSESSMENT TEST (20 MARKS)

The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

PART-A: Total weight age of part-A will be 10 marks and shall comprise of 8 short answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt any 5 questions each carrying 2 marks.

PART-B: Total weight age of part-B will be 10 marks and shall comprise of 2 long answer type questions selecting at least from 2 to 3 units (50% of syllabus covered) . A candidate will have to attempt only 1 question of marks 10.

EXTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS

The external examination in theory shall consist of 3 sections:

SECTION-A: Section-A shall be of 15 marks and will comprise of 5 short answer type questions, one from each of the units and carrying 3 marks each. Answer should be precise having 70 to 80 words only and without any detailed explanation (All Compulsory). The duration of each question is approximately 6 minutes.

SECTION-B: Section-B shall be of 35 marks and will comprise of 5 medium answer type questions, one from each of the units and carrying 7 marks each. Answer should be comprehensive having 250 to 300 words only and with detailed explanation (All Compulsory). The duration of each question is approximately 12 minutes.

SECTION-C: Total weight age of section-C shall be 30 marks and will comprise of 5 long answer type questions one from each unit. A candidate will have to attempt only 2 questions from all the questions and will carry 15 marks each. Answer should be 500 to 600 words with detailed analysis/explanation/critical evaluation to the question. The duration of each question is approximately 30 minutes.

BOOKS RECOMMENDED

- Basotia Vijay (2009): *Fundamental of Statistics* Shree Niwas Publication, Jaipur
- Bhabagrahi Biswal & Pramod Chandra Dash (2009): *Statistics in Education and Psychology*. Dominant Publishers and Distributors, New Delhi
- Bhandarkar K.M. (2007): *Statistics in Education* Neel Kamal Publications Pvt. Ltd. New Delhi
- Bipin Asthana (2012): *Measurement and Evaluation in Psychology and Education* Shri Vinod Pustak Mandir Agra-2
- Guilford J.P. (1978): *Fundamental Statistics in Psychology and Education* Hill Book Company
- Gupta S.P. (2002): *Statistical Methods* Sultan Chand and Sons, Daryaganj New Delhi.
- Gupta S.C. (2008): *Fundamentals of Statistics* Himalyan Publishing House New Delhi
- Gupta S.P. (1969): *A textbook of Statistics* APH Publishing House New Delhi
- Henry E. Garrett (2011): *Statistics in Psychology and Education* Vishal publications Chandigarh
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- Nadeem N.A. & Faizan, F.A. (2014): *Statistics in Education and Psychology* Dilpreet Publishing House, New Delhi.
- Sharma R.A. (2000) *Advanced Statistics in Education and Psychology* Surya Publications, Merrut
- Verma L.K. and Sharma N.R. (1999) *Statistics in Education and Psychology* Narendra Publishing House, Jallander
- Yogesh S.N. (2007): *Statistical Methods* Mangaldeep Publications, Jaipur

(For the examinations to be held in the year May 2019, 2020 & 2021)

**B.A.SEMESTER-VI
SUBJECT: EDUCATION
CHOICE BASED CREDIT SYSTEM (CBCS)
GENERIC ELECTIVE COURSE**

(GE)-UEDTE-603

TITLE: FUNDAMENTALS OF EDUCATION

MAX.MARKS:100

1) External (University exam):80

2) Internal assessment: 20

CREDITS: 6

CONTACT HOURS: 6 hours per week

MINIMUM PASS MARKS:

External :29

Internal: 07

DURATION OF EXAMS:

External: 2 ½ hours

Internal :1 hour

OBJECTIVES OF THE COURSE

- 1. To enable the students to understand the concept and types of agencies of education.**
- 2. To enable the students to understand the stages of education viz. elementary, secondary and higher**
- 3. To acquaint the students with the understanding of the nature of learning, transfer of learning, memory and forgetting.**
- 4. To enable the students to understand the concepts of social change and culture and their relationship with education.**
- 5.To help the students to understand the role of National Organizations like NCERT and UGC in the field of education.**
- 6.To acquaint the students with the use of statistics in education and develop in them the skills of computation of measures of central tendency**

UNIT-1

AGENCIES OF EDUCATION

- Meaning of Agencies of Education
- Types of Agencies of Education (Formal, Non-formal and Informal)

STAGES OF EDUCATION

- **Elementary Education:**
Meaning and Objectives
- **Secondary Education:**
Meaning and Objectives
- **Higher Education:**
Meaning and Objectives

UNIT-II**LEARNING AND TRANSFER OF LEARNING/TRAINING**

- Concept of Learning
- Types of Learning
- Concept of Transfer of Learning/training
- Forms of transfer of Learning/training

MEMORY AND FORGETTING

- Concept of Memory and Forgetting
- Components of Memory
- Methods of memorizing
- Factors responsible for causing forgetting

UNIT-III**SOCIAL CHANGE AND EDUCATION**

- Concept of Social Change
- Role of Education in Social Change
- Factors responsible for bringing about Social Change

CULTURE AND EDUCATION

- Concept of Culture
- Relationship between Culture and Education

UNIT-IV**NATIONAL ORGANIZATIONS IN EDUCATION****National Council of Educational Research and Training (NCERT)**

Composition and Functions

University Grants Commission (UGC)

Composition and Functions

UNIT-V**STATISTICS IN EDUCATION****Measures of Central Tendency**

Mean: Concept and Computation

Median: Concept and Computation

Mode: Concept and Computation

QUESTION PAPER SETTING

-Each theory paper/course shall be of 100 marks

-20% of which shall be reserved for internal assessment.

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