

**B.A.SEMESTER-IV**  
**SUBJECT: EDUCATION**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**CORE COURSE-UEDTC-401**  
**TITLE: Psychological Foundations of Education**  
**CREDITS: 6**  
**CONTACT HOURS: 6 hours per week**  
**MAX.MARKS:100**  
**1) External (University exam):80**  
**2) Internal assessment: 20**  
**MINIMUM PASS MARKS:**  
**1) External :29**  
**2) Internal: 7**  
**DURATION OF EXAMS:**  
**1) External: 2 ½ hours**  
**2) Internal :1 hour**

**The Examinations to be held in the year May, 2018, 2019, 2020**

**Objectives of the course:**

To help the students to:

- To help the students to understand concept of educational psychology and its objectives
- To help the students to understand the methods of studying human behaviour
- To acquaint the students with various types of special children and educational provisions for these children
- To enable the students to understand motivation, adjustment and adjustment mechanisms
- To enable the students to understand personality ad its assessment
- To develop competence among students about uses and computation of measures of variability

**UNIT-I**

**Educational Psychology and Methods of Studying Behaviour**

Concept and objectives of studying educational psychology

**Methods of studying human behavior**

**Introspection** - Meaning and definitions, process involved in introspection, merits and limitations of the method

**Observation** - Meaning and definitions, types -controlled and uncontrolled, steps involved during observation, merits and limitations.

**Experimental** - Meaning and definitions, characteristics, steps involved in experimental method, merits and limitations

## UNIT-II

### **Special Children, Categories and Educational Provisions**

#### **Special Children**

Concept, Types

#### **Gifted and Creative Children**

Meaning and definitions of gifted and creative children

Difference between gifted and creative children

Characteristics, identification and educational provisions for the gifted children

#### **Delinquent Children**

Concept, causes responsible for delinquent acts among children

Measures to prevent and treat delinquent children

## UNIT-III

### **Motivation and Adjustment**

**Motivation** Concept, Types of motivation (intrinsic and extrinsic), Bases of motivation-needs (physiological and psychological) and drives (primary and secondary drives)

**Adjustment:** Concept of adjustment and adjustment mechanism, Types of adjustment mechanism (Rationalization and Sublimation)

## UNIT-IV

### **Personality and its Assessment**

Concept & Types of personality

Assessment of Personality

**Subjective Techniques** (Anecdotes, Autobiography and Case Study)

**Objective Techniques** (Interview and Rating Scale)

**Projective Techniques** (Thematic Apperception Test-TAT and Rorschach Inkblot Test)

## UNIT-V

### **Statistics in Education**

#### **Measures of Variability**

**Mean Deviation:** Concept, Merits and computation

**Standard Deviation:** Concept, Merits and computation

**Quartile Deviation:** Concept, Merits and computation

## 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**

1. Aggarwal, J.C. (2001): Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Bhatia, H.R. (1968) : Elements of Educational Psychology. 3<sup>rd</sup> Edition, Calcutta, Orient Longman.
3. Bhatnagar, Suresh (2001). Advanced Educational Psychology. Meerut : R. Lal Book Depot.
4. Bower, Gordon and Hillgard, R. Earnst (1986): Theories of Learning Eastern Economy Edition. New Delhi : Prentice Hall of India.
5. Carlson, Neil, R. (1996): "Psychology : The Science of Behaviour" New York : Allyn and Bacon.
6. Chauhan, S.S. (1978): Advanced Educational Psychology. New Delhi: Vikas Publishing House Pvt. Ltd.
7. Dutt, N.K. (2003). Psychological Foundations of Education. New Delhi: Doaba House.
8. Garrett, H.E. (1979): Statistics in Psychology and Education. Bombay, Vakils, Feffer and Simons Ltd.
9. Guiford JP Fruchter Benjamin (1978) : Fundamental Statistics in Psychology and Education. Singapore : McGraw Hill Company.

10. Hurlock, B. Elizabeth (1981). *Developmental Psychology - A Life Span Approach*. New Delhi : TATA McGraw Hill.
11. Kuppaswamy (1988). *Advanced Educational Psychology*. New Delhi : Sterling Publishers.
12. Kulshreshtha, S.P. (2001). *Educational Psychology*. Meerut : R. Lal Books Depot.
13. Mangal, S.K. (1999): *Advanced Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
14. Morgan, C.T. (1961). *An Introduction to Psychology*. New York : McGraw Hill.
15. Sharma, R.A. (2001). *Fundamentals of Educational Psychology*. Meerut : R. Lal Book Depot.
16. Sharma, R.N. (1987). *Advanced Educational Psychology*. Meerut : Rastogi Publications.
17. Verma, L.K. and Sharma N.R. (2007). *Statistics in Education and Psychology*. Jalandhar : Narindra Publications.
18. Woolfolk, Anita (2004). *Educational Psychology*. 2004 Ninth Ed Indian Reprint Edition (2005) New Delhi: Pearson Education Inc.

**B.A.SEMESTER-IV**  
**SUBJECT: EDUCATION**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**SKILL ENHANCEMENT COURSE SEC-UEDTS-402**  
**SKILL ENHANCEMENT COURSE TITLE: METHODOLOGY OF TEACHING-  
LEARNING PROCESS**  
**CREDITS: 4**  
**MAX.MARKS:100**  
**1) Internal (University exam):80**  
**2) Internal assessment: 20**  
**MAXIMUM PASS MARKS:**  
**3) Internal :29**  
**4) Internal: 7**  
**DURATION OF EXAMS:**  
**3) Internal:2 ½ hours**  
**4) Internal :1 hour**

**The Examinations to be held in the year May, 2018, 2019, 2020**

### **OBJECTIVES OF THE COURSE**

1. To enable the students to develop understanding of teaching and learning process.
2. To help the students to understand the various Principles and Maxims of teaching.
3. To equip the students with the knowledge and understanding of different methods of teaching.
4. To enable the students to understand the different teaching strategies and devices.
5. To equip the students with the knowledge and use of ICT in the teaching-learning process.

### **UNIT-1 TEACHING-LEARNING PROCESS**

- 1.1. Teaching: Concept and Characteristics
- 1.2. Learning: Concept and Characteristics
- 1.3. Relationship between teaching and learning

### **UNIT-2 PRINCIPLES & MAXIMS OF SUCCESSFUL TEACHING**

- 2.1. General Principles of teaching
- 2.2. Psychological Principles of teaching
- 2.2. Maxims of teaching

### **UNIT-3: METHODS OF TEACHING**

- 3.1. Project Method: Meaning, steps merits and demerits
- 3.2. Heuristic Method: Meaning steps, merits and demerits
- 3.3. Problem Solving Method: Meaning, steps, merits and demerits

### **UNIT-4: TEACHING STRATEGIES AND DEVICES**

- 4.1. Teaching Strategies: Concept, Characteristics and Types (Lecture, Group discussion and Demonstration)
- 4.2. Devices of teaching: Concept and types
- 4.3. Distinguish between teaching strategies and teaching devices

## **UNIT-5-USE OF INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING-LEARNING**

5.1. ICT: Meaning and role of ICT in teaching learning process

5.2. Traditional ICTs: Meaning, uses and limitations of Television, Newspaper and textbooks

5.3. Modern ICTs: Meaning, uses and limitations of Internet, Multimedia projector and computer Laptop

### **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 internal 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.

### **INTERNAL END SEMESTER EXAMINATION (UNIVERSITY EXAMINATION): 80 MARKS**

The internal 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.

### **SUGGESTED READINGS**

Chauhan S.S. (2004): Innovation in Teaching Learning process. Vikas publishing House Delhi

Dash B.C. (2011): A Text book of Educational Technology .Wisdom Press Delhi

James M.(1970): Psychology of Learning and Techniques of teaching. University Press London.

Kuppuswami B. (1976): Communication and social development in India. Sterling Publisher New Delhi

Mangal S.K.(2010): Essentials of Educational Technology.PHI Learning Private limited New Delhi

Sharma R.A.(2004): Educational Technology: Surya Publication Merrut

Sharma, Yogendra (2002) Fundamental Aspects of Educational Technology. Kanikshka Publishers New Delhi  
Verma, Ramesh and Sharma Suresh (1997): Modern Trends in Teaching Technology. Anmol Publishers New Delhi



## 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

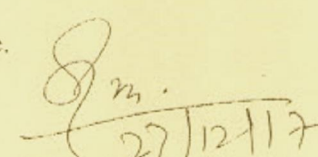
The Syllabi of the courses is available on the University website: [www.jammuuniversity.in](http://www.jammuuniversity.in)

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 1<sup>st</sup> /2<sup>nd</sup> / 5<sup>th</sup> to 6<sup>th</sup> Semester/s BDP (UG) Programme under CBCS in the subject of **Education**:

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

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

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

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

**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.

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

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

**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.

**BOOKS RECOMMENDED:**

Aggarwal JC, (2000): *Land marks in the History of Modern Indian Education* Vikas Publishing House Pvt. Ltd. New Delhi

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

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*. 3<sup>rd</sup> 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
- Mangal S.K. (2009): *Statistics in Psychology and Education*. PHI Learning Private limited, New Delhi
- 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.

-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 JC, (2000): *Land marks in the History of Modern Indian Education* Vikas Publishing House Pvt. Ltd. New Delhi

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

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. 3<sup>rd</sup> 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