

# EDUCATION

## Semester III

(For the examination to be held in the year 2015, 2016 & 2017)

**Course No. : ED-301 (Theory)**  
**Duration of Exam.: 3 Hrs.**

**Title : Education in Modern India**  
**Total Marks : 100**  
**Theory Examination. : 80**  
**Internal Assessment : 20**

### Objectives of the course:

To help the students to :

- Understand the stages at which education is imparted.
- Understand the important issues of education in Modern India (Post- Independence Period)
- Understand the process of development and problems of education in J&K State at all levels (Post- Independence Period).
- Acquaint students with basic concepts of Elementary Education
- Understand the concept and relevance of Secondary Education and Higher Education.
- To enable the students to understand the concept and relevance of Women Education, Population and Adult Education.
- To familiarize the students with concept and relevance of distance education, Environmental Education, Educational Technology and Teacher Education.

### Unit –I

#### Stages of Education:

**Elementary Education:** concept, objectives of elementary education. Concept of Universalization of Elementary Education (UEE), Promotion of UEE through Sarva Shiksha Abhiyan (SSA).

**Secondary Education:** Concept, objectives of secondary education. Organizational Pattern as suggested by Kothari Commission of Education (1964-66). Main problems of secondary education and remedial measures to solve the problems.

**Higher Education:** Concept, objectives of higher education as per National Policy on Education. Problems being faced in higher education with emphasis on problem of selective admission, autonomy & examination and their remedial measures.

### Unit-II

#### Important Issues in Indian Education

**Women Education:** Concept of women education, Need for prioritizing women education, Problems of women education and suggestive remedial measures.

**Population Education:** Concept of Population Education, Need and Objectives of Population Education.

**Adult Education:** Concept of adult education, functions of adult education. National Adult Education Programme (NAEP)-Meaning and its features, National Literacy Mission (NLM) objectives and importance.

### Unit-III

#### Important Issues in Indian Education (Continued)

**Distance Education:** Concept of distance education, scope of distance education in India. modes of distance education viz.;

- Correspondence Courses and
- Open Learning System.

**Environmental Education:** Concept of environmental education, Need for prioritizing environmental education at various stages of education. Recommendations of National Policy on Education-1986 on environmental education.

**Educational Technology:** Concept of educational technology, Various approaches to implement educational technology towards Quality Education. Role of ICT in education.

### Unit –IV

**Teacher Education:** Concept of teacher education, objectives of teacher education in India. problems of teacher education, Role of NCTE in improving the quality of teacher education in India.

**Evaluation, Assessment and Certification:** Concepts of evaluation, assessment and certification, need for evaluation in Education. Shortcomings in the present system of evaluation and suggestive remedial measures. Continuous and Comprehensive Evaluation (CCE)-concept and problems.

### Unit-V

#### Development of Education in the State of Jammu and Kashmir (Post-independence Period)

**Elementary Education:** Growth of elementary education in the State since Independence. Specific problems of elementary education and remedial measures taken to deal with the problems.

**Secondary Education:** Growth of secondary education in the State since Independence. Specific problems of secondary education and remedial measures taken to deal with the problems.

**Higher Education:** Growth of higher education in the state since Independence. Specific problems of higher education and remedial measures to deal with the problems.

### Question Paper Setting

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unit wise.**

Similarly, there would be **two short answer type questions**, set from each unit. The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **Sixty marks (12 marks, each question)**; and

Short answer type questions would carry **fifteen marks** for five questions (**3 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

**(Answer to short answer type question should not be more than 100 words, each question).**

### **Internal Assessment (Total Marks : 20)**

20 marks for theory paper in a subject reserved for internal assessment shall be distributed as under :

(i)	Class Test	:	10 marks
(ii)	Two Written Assignments/ Project reports	:	10 marks (05 marks each)

### **Books recommended**

1. Aggarwal J.C. (1987). Modern Indian education and its problem New Delhi : Arya Book Depot.
2. Bhatnagar Suresh and Saxena A. (2002). Modern Indian education and its problem. Meerut : R. Lall Book Depot.
3. Bhatia R. L and Ahuja B.N. (2000). Modern Indian education and its problem. Delhi: Surjeet Publications.
4. Chauhan C.P.S (2004). Modern Indian education: Policies, progress and problem New Delhi : Kanishka Publisher, Distributors.
5. Mohanty Jaganath (2000). Current trends in higher education. New Delhi : Deep and Deep Publications Pvt. Ltd.
6. Mohanty Jagannath (2002). Primary and elementary education New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Nayak A.K. and Roa V.K. (2002). Primary education. New Delhi :APH Publishing Corporation.
8. Reddy K. P. and Reddy D.N. (2002). Environmental Education. New Delhi: Neel Kamal Publications Pvt. Ltd.
9. Singha H.S. (1991). School education in India : Contemporary issues and trends New Delhi : Sterling Publishers Pvt. Ltd.
10. Shrivastava K.K. (2004). Environmental education: Principles, concepts and management New Delhi : Kaniska Publishers, Distributors.?
11. Sharma R.A. (2001). Technological foundation of education : Theory, practice and research. Meerut : R. Lall Book Depot.

# EDUCATION

## Semester IV

(For the examination to be held in the year 2016, 2017 & 2018)

**Course No. : ED-401 (Theory)**

**Duration of Exam.: 3 Hrs.**

**Title : Psychological Foundations of Education**

**Total Marks : 100**

**Theory Examination. : 80**

**Internal Assessment : 20**

### Objectives of the course:

To help the students to :

- Understand concept of educational psychology and its objectives.
- Understand the methods of studying human behaviour.
- Understand the process of human growth and development through different sequential stages with reference to various changes and educational provisions.
- Acquaint students with various types of special children and educational provisions for these children.
- Understand the concept, types and bases of motivation.
- Understand the concept of adjustment and mechanisms of adjustment.
- Understand the concept of personality, its development and techniques of assessment of personality.
- Acquaint themselves with use of statistics in Education in terms of use and computation of statistical measures like variability, percentiles and correlation.

### UNIT-I

#### **Educational Psychology and Methods of Studying Behaviour**

Concept of educational psychology, 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.

#### **Stages of Human Growth and Development**

Infancy, childhood and adolescence with special reference to physical, intellectual, emotional and social changes, educational provisions for different stages.

### UNIT-II

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

##### **Special Children**

Concept , Types.

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

Meaning and definitions, difference between gifted and creative children

Characteristics of gifted children, identifying gifted children, 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**

Concept : Types of motivation (intrinsic and extrinsic), Bases of motivation-needs (physiological and psychological) and drives

**Adjustment:** Concept, mechanisms of adjustment; rationalization and sublimation

## **UNIT-IV**

### **Personality**

Concept & Types of personality

Assessment of Personality

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

**Objective Techniques** (Controlled Observation Structured Interview and Rating Scale)

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

## **Unit- V**

### **Statistics and Its Use in Education**

Measures of Variability: concept of measures of Variability, concepts and calculation of Range, Quartiles, Quartile Deviation (Q.D.), Mean deviation and Standard Deviation.

**Percentiles and Percentile Rank:** concepts and calculation of percentiles and percentile rank.

**Correlation:** Concept of correlation, computation of coefficient of correlation of ungrouped data by Rank Difference method (Spearman's method) and Product Moment (Karl Pearson's method)

### **Question Paper Setting**

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise.**

Similarly, there would be **two short answer type questions**, set from each unit. The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **Sixty marks for five questions (12 marks, each question);** and

Short answer type questions would carry **Twenty marks** for five questions (**4 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

**(Answer to short answer type question should not be more than 100 words, each question).**

**Internal Assessment (Total Marks : 20)**

20 marks for theory paper in a subject reserved for internal assessment shall be distributed as under :

- |      |   |   |                             |
|------|---|---|-----------------------------|
| (i)  | Class Test                                  | : | 10 marks                    |
| (ii) | Two Written Assignments/<br>Project reports | : | 10 marks<br>(05 marks each) |

### **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 : Allyon 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.

# EDUCATION

## Semester V

(For the examination to be held in the year 2016, 2017 & 2018)

**Course No. : ED-501 (Theory)**

**Title : Principles of Education**

**Duration of Exam.: 3 Hrs.**

**Total Marks : 100**

**Theory Examination. : 80**

**Internal Assessment : 20**

### Course Objectives

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 National concerns.
5. To enable students to understand various social and educational issues.

### Unit –I

#### Education, Philosophy & its Bases

Concept of Education, Distinction between a) Education and Training, b) Education and Instruction, C) Education and Literacy. 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 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 thinkers– with reference to concept of Education, Aims, Curriculum, Instructional Techniques, Discipline and Role of Teachers.

J.J.Rousseau

John Dewey

Swami Vivekananda

**Unit –IV****Issues in Education**

Education and Democracy : Concept of Democracy, Role of Education in promoting democratic values

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 trend in Education and Statistics**

Inclusive Education: Meaning and Significance, Scope and Role of Teacher in inclusive education.

Normal Probability curve: Concept, characteristics and applications.

- 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.

**Question Paper Setting**

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions**.

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise**.

Similarly, there would be **two short answer type questions**, set from each unit. The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **Sixty marks for five questions** (**12 marks, each question**); and

Short answer type questions would carry **Twenty marks** for five questions (**4 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

**(Answer to short answer type question should not be more than 100 words, each question).**

**Internal Assessment (Total Marks : 20)**

20 marks for theory paper in a subject reserved for internal assessment shall be distributed as under :

- |      |   |   |                             |
|------|---|---|-----------------------------|
| (i)  | Class Test                                  | : | 10 marks                    |
| (ii) | Two Written Assignments/<br>Project reports | : | 10 marks<br>(05 marks each) |



**REFERENCES:**

- Brubacher J.S. (1970) Modern Philosophies of Education, New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Chandra S.S. & Sharma (2002) Philosophy of Education, New Delhi : Atlantic Publishers.
- Garett, H.E. (1979): Statistics in Psychology and Education. Bombay, Vakils, Feffer and Simons Ltd.
- Mathur S.S. (1998) A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
- Sharma R.N. (1991) Contemporary Indian Philosophy New Delhi, Atlantic Publishers.
- Sharma Yogindra K. (2003) Foundation in Sociology of Education, New Delhi: Kanishka Publishers.
- Taneja V.R. (1998) Educational Thinkers, New Delhi : Atlantic Publishers.
- Taneja V.R. (1998) Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers.
- Verma, L.K. and Sharma N.R. (2007) : Statistics in Education and Psychology. Jalandhar : Narindra Publications.

# EDUCATION

## Semester VI

(For the examination to be held in the year 2017, 2018 & 2019)

**Course No. : ED-601 (Theory)**

**Title : Development of Educational System in India**

**Duration of Exam.: 3 Hrs.**

**Total Marks : 100**

**Theory Examination. : 80**

**Internal Assessment : 20**

### Course Objectives:

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 organization 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

Brief Historical Perspective with reference to Charter Act (1813) & Macalay's (1835)

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

Main Recommendations of the following:

University Education Commission (1948)

Secondary Education Commission (1952-53)

Indian Education Commission (1964-66)

**Unit-IV:****National Policies**

National Policy on Education (NPE) 1986 and (1992) Main features.

Programme of Action 1992.

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

**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**

The question paper would contain two types of questions, that is, **Long Answer Type Questions and Short Answer Types Questions.**

There would be **two long answer type questions**, set from each unit; out of which one question will have to be attempted by the students, **unitwise.**

Similarly, there would be **two short answer type questions**, set from each unit. The student will have to attempt **one short answer type question** from each unit. In all, students will have to attempt **five long answer type questions** and **five short Answer type questions** out of five units.

Long answer type questions would carry **Sixty marks for five questions** (12 marks, each question); and

Short answer type questions would carry **Twenty marks** for five questions (**4 marks, each question**). These questions would be set **unitwise** in the question paper, separately.

**(Answer to short answer type question should not be more than 100 words, each question).**

**Internal Assessment (Total Marks : 20)**

20 marks for theory paper in a subject reserved for internal assessment shall be distributed as under :

(i)	Class Test	:	10 marks
(ii)	Two Written Assignments/ Project reports	:	10 marks (05 marks each)

**REFERENCES :**

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

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

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, New Delhi : Kanishka Publishers.