



# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A ++' GRADE UNIVERSITY)  
Baba Sahib Ambedkar Road, Jammu-180006 (J&K)

Academic Section

Email: [academicsectionju14@gmail.com](mailto:academicsectionju14@gmail.com)

## NOTIFICATION (25/June/Cont./03)

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 Continuation of the existing Syllabi and Courses of Studies of the following subjects for semester **I, II, III, IV, V and VI at Undergraduate Level under the Non-CBCS Scheme for the Regular and Re-appear Candidates** of the CD&OE for the examinations to be held in the Academic Session 2025-2026, 2026-2027 and 2027-2028:-

S.No.	Subject	Semester
1.	English	Semester I to VI
2.	English Literature	Semester I to VI
3.	Hindi	Semester I to VI
4.	Urdu	Semester I to VI
5.	Punjabi	Semester I to VI
6.	Political Science	Semester I to VI
7.	Sociology	Semester I to VI
8.	History	Semester I to VI
9.	Business Management	Semester I to VI
10.	Marketing Management	Semester I to VI
11.	Economics	Semester I to VI
12.	Education	Semester I to VI
13.	Dogri	Semester I to VI
14.	Environment Science	Semester III and IV

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

No. F. Acd/II/25/2854-70

Dated: 09/06/2025

Copy for information and necessary action to:

1. Dean, Faculty of Arts and Social Science
2. Director, CD &OE, University of Jammu.
3. Convener, Board of Studies in English, English Literature, Hindi, Urdu, Punjabi, Political Science, Sociology, History, Business Management, Marketing Management, Economics, Education, Dogri and Environmental Science
4. Course Coordinators of Concerned Subjects of CD&OE (Urdu)
5. Sr. P.A. to the Controller of Examinations
6. Director, Centre for IT Enabled services and Management, University of Jammu for information and for uploading on University Website.
7. Confidential Assistant to the Controller of Examinations
8. I/C Director, Computer Centre, University of Jammu
9. Deputy Registrar/Asst. Registrar (Conf. /Exams. UG/Exam. Non.Prof.)

Angu Bhasin  
DEAN ACADEMIC AFFAIRS

Sumit 06/06/25 92M 106/06/25



# UNIVERSITY OF JAMMU

## NOTIFICATION (14/Sept./Adp<sup>9</sup>)

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 following subjects at Undergraduate level under Semester System (I and II Semester) for the examinations to be held in the years as under:-

<u>Subject</u>	<u>Semester</u>	<u>For the Examinations to be held in the year</u>
BBA	Semester-I	Dec. 2014, 2015 and 2016
BBA	Semester-II	May 2015, 2016 and 2017
BBA(HT)	Semester-I	Dec. 2014, 2015 and 2016
BBA(HT)	Semester-II	May 2015, 2016 and 2017
Business Mgt	Semester-I	Dec. 2014, 2015 and 2016
Business Mgt	Semester-II	May 2015, 2016 and 2017
Marketing Mgt	Semester-I	Dec. 2014, 2015 and 2016
Marketing Mgt	Semester-II	May 2015, 2016 and 2017
History	Semester-I	Dec. 2014, 2015 and 2016
History	Semester-II	May 2015, 2016 and 2017
Mathematics	Semester-I	Dec. 2014, 2015 and 2016
Mathematics	Semester-II	May 2015, 2016 and 2017
Chemistry	Semester-I	Dec. 2014, 2015 and 2016
Chemistry	Semester-II	May 2015, 2016 and 2017
Indian Music	Semester-I	Dec. 2014, 2015 and 2016
Indian Music	Semester-II	May 2015, 2016 and 2017
Education	Semester-I	Dec. 2014, 2015 and 2016
Education	Semester-II	May 2015, 2016 and 2017

Sd/-  
REGISTRAR

No. F.Acd/II/14/ 10295-10394

Dated: 11-09-2014

Copy for information and necessary action to:

1. Special Secretary to Vice-Chancellor, University of Jammu.
2. Sr. P.A. to Registrar/Controller of Examinations
3. All Deans of the Faculties Concerned
4. All Convener, Board of Studies concerned
5. Members of the Board of Studies concerned/College Concerned
6. C.A. to Controller of Examinations.
7. Asst. Registrar (Conf./Exams. P/G /U.G Inf./Pub.)
8. Incharge, University Website for necessary action
9. S.O (Confidential)

Assistant Registrar (Acad.)

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5/8/14

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## Education

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SEMESTER-I ~~EDU 101~~ ED-101

Education and Society

Total Marks: 800

Course objectives

Theory 80

To enable students to :

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- Understand basic concepts of Education, Sociology and identify sociological issues concerning education with special reference to Indian society;
- Identify, list and elaborate major functions of Education in a given society to be carried out by the members through different agencies – Formal, Non-formal and Informal;
- Identify, list and elaborate upon major aims that educational institutions, set up by the society should achieve;
- Understand the concept of curriculum, categorize it into different types, plan and construct suitable curricular, co-curricular activities for students as per their developmental needs.
- Understand the need and importance of organizing various types of co-curricular activities in the educational institutions keeping students' developmental needs in mind
- Understand the concept of culture and find its relationship with Education;
- Understand the basic concept of Indian society, identify, enlist and elaborate upon its major features.
- Understand the concept of social change, identify, list and elaborate upon relevant causes responsible for social change, give role of education in bringing about social change; and
- Identify, list and elaborate upon educational provisions envisaged in the constitution of India for socio-economic upliftment of weaker sections of the Indian Society.

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M. M.

B. C.

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Weightage: 20%  
Marks : 16

**Unit-I:**

**Education : Concept, Aims and Agencies.**

Concept of Education, Functions of Education

**Aims of Education :**

Concept of Aims, Individual Aims, Social Aims,  
Individual Vs Social Aims.

**Agencies of Education :**

Concept of Agencies of Education, Types, Home and  
School as major agencies imparting education in a  
society.

Weightage: 20%  
Marks : 16

**Unit-II:**

**Education and Sociology.**

**Indian Society :** Concept of Indian Society, Problems –  
Social and Economic, Features of Indian Society,

Meaning and Definitions of Sociology, Meaning and  
Definitions of Educational Sociology, Relationship  
between Education and Sociology.

**Socialization :** Concept, Process, Factors facilitating  
the process of socialization.

Weightage: 20%  
Marks : 16

**Unit-III:**

**Curriculum and its Development**

**Curriculum :** Meaning and Definitions.

**Types of Curricula** - Subject Centred, Learner  
Centred.



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Basic Principles of Curriculum Construction.

**Curricular and Co-curricular Activities :**

Concepts, Types of Co-curricular Activities, Importance of Organizing Co-curricular Activities in Educational Institutions.

Weightage: 20%  
Marks : 16

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**Unit-IV:**

**Education and Culture-** Meaning and Definitions of Culture, Relationship between Education and Culture.

**Education and Social Change :** Meaning and Definitions of Social Change, Factors responsible for bringing about social change, Role of Education.

Weightage: 20%  
Marks : 16

alt

**Unit-V:**

**Educational Provisions envisaged in the Indian Constitution.**

Concept of Constitutional Provisions, Implications of Constitutional Provisions in bringing about Socio-economic Upliftment of the Masses with special reference to Article Nos. 21-A, 24, 29, 30, 45, 46; and entry 16 of the Concurrent List (List III – Seventh Schedule of the Indian Constitution).

**Education and National Integration** – Concept of National and Emotional Integration.

Barriers in way of achieving National Integration.

Role of Education in Promoting National Integration.

**Question Paper Setting**

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

Revised  
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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 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 **unit wise** in the question paper, separately.

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

 ~~Note For~~ 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**

- |                      |  |
|----------------------|--|
| Aggarwal JC, (2000): | Land marks in the History of Modern Indian Education, New Delhi: Vikas Publishing House Pvt. Ltd.    |
| Ahiya Ram-(1997):    | Social Problems in India, Jaipur: Rewat Publications.  |
| Brubacher, J.S.:     | Modern Philosophies of Education.  |
| Chaube, SP and A:    | Education in Ancient and Medieval India, New Chaube (1999) Delhi: Vikas Publishing Housing Pvt. Ltd. |

14/8/14





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D. Conner, D.J.	Introduction to the Philosophy of Education.
Dewey John	Democracy and Education.
Gupta, Dipankar	Social Stratification (Ed.) New York. Oxford University Press.
Gupta NL, (2000):	Human Values in Education, New Delhi: Concept Publishing Company.
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)	A Students' History of Education in India (1800-1973), New Delhi: Mac Millan India Ltd.
Ramachandran: Padma and Vasantha	Education in India, New Delhi: National Book Trust, India.
Ram Kumar (2005)	
Ravindernath Tagore:	The Centre of Indian Culture.
Raymont, T.:	Modern Education.
Ross, James S.:	Ground Work of Educational Theory.
Sociology –	Themes and Perspectives. New Delhi. Haralambos, M. & Heald R.M. (1980): Oxford University Press.



SEMESTER-II

Edug of ED-201

Educational Psychology and Statistics

Total Marks: ~~80~~ 100

Objectives of the course:

Theory: 80  
Internal Assessment: 20

To help the students to :

- Understand Nature of Psychology as a scientific discipline and its use in the discipline of Education.
- Understand the Nature of Educational Psychology as a field of applied Psychology.
- Understand the process of Human growth and development through different sequential stages.
- Acquaint students with basic Concepts and Principles offered by different theories of Learning, and their implications to learning situations.
- Understand the concept of Transfer of Learning.
- Motivate themselves for efficient and effective learning by understanding basic principles of learning.
- Understand concept of Intelligence and Intelligence quotient.
- Acquaint themselves with use of statistics in Educational situations, and
- Develop in them the skills of graphical representation of data, classification of data, and computation of measures of Central Tendency.

Weightage: 20%

Marks : 16

Unit-I:

Psychology and Education :

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

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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.

Weightage: 20%  
Marks : 16

**Unit-II:**

**Learning :** Meaning and Definitions of Learning;

**Approaches to Learning** – Behaviouristic and Cognitive.

**Theories of Learning** – Thorndike's Trial and Error Theory – Concept, Experiment, Laws of Learning based on the theory. Educational Implications of the theory.

**Gestalt Theory of Learning** by Wolfgang Kohler, Concept, Experiment, Educational Implications.

**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.

Weightage: 20%  
Marks : 16

**Unit-III:**

**Intelligence :** Meaning and Definitions of Intelligence.

**Theories of Intelligence:**

**Two Factor Theory** by Charles Spearman. Description of the Theory, Characteristics of 'g' factor and 's' factors, Educational Implications of the Theory.

**Primary Mental Abilities Theory** by LL Thurstone :



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Description of the Theory. Educational Implications of the Theory.

**Intelligence Tests** : Concept of Intelligence Tests. Uses of Intelligence Tests.

Concepts of I.Q. (Intelligence Quotient) MA (Mental age) and CA (Chronological age)

**Classification of I.Q.** given by L.M. Terman.

Weightage: 20%  
Marks : 16

#### Unit-IV:

**Memory and Forgetting** : Meaning and Definitions of Memory and Forgetting.

**Components of Memory** : Learning, Retention, Recall and Recognition.

Types of Memory, Signs of good Memory, Methods of memorizing, Factors responsible for causing Forgetting.

**Emotions** : Meaning, and Definitions. Factors Influencing Emotional Development of the individual (Social and Psychological).

Weightage: 20%  
Marks : 16

#### Unit-V:

##### Statistics and its use in Education

Meaning and Definitions of Statistics, Importance of Statistics for students in Education.

**Data** – Concept, Collection of Data, Types of Data (Grouped and Ungrouped), 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

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 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 **unit wise** in the question paper, separately.

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

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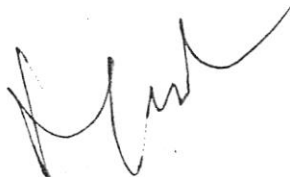
### ~~Now for~~ Internal Assessment (Total Marks: 20)

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

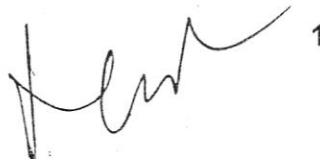
- |  |   |                             |
|--|---|-----------------------------|
| (i) Class Test                                   | : | 10 marks                    |
| (ii) Two Written Assignments/<br>project reports | : | 10 marks<br>(05 marks each) |

### Books recommended

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

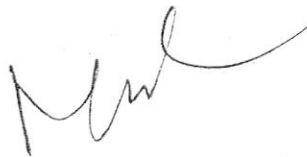


2. Bhatia, H.R. (1968) : Elements of Educational Psychology. 3rd Edition, Calcutta, Orient Longman.
3. Bhatnagar, Suresh (2001) : Advanced Educational Psychology. Meerut : R. Lal Book Depot.
4. Bower, Gordon and Hillgard, R. Earnst (1986) : Theories of Learning Eastern Economy Edition. New Delhi : Prentice 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. Guilford 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.

A handwritten signature in black ink, appearing to be 'R. A. Sharma', followed by a small number '1'.



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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.

A handwritten signature in black ink, appearing to be 'R.N. Sharma', is written below the list of references.

# UNIVERSITY OF JAMMU

(NAAC ACCREDITED 'A' GRADE UNIVERSITY)  
(Baba Sahib Ambedkar Road, Jammu-180006 (J&K))

Academic Section

Email: [academicsectionju14@gmail.com](mailto:academicsectionju14@gmail.com)

## NOTIFICATION

(23/August/Cont./ 33)

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 Continuation of the existing Syllabi and Courses of Study of the subject of Education of semesters Ist, IInd, IIIrd, IVth, Vth and VIth at the Undergraduate level under the Choice Based Credit System and (Non-CBCS Scheme) for the candidates of DD&OE for Regular, Re-appear and Failures Candidates for the examinations to be held in the years as per the details given below:-

Subject	Semester	For the examination to be held in the year
Education (CBCS)	Semester-I	December 2022, 2023 and 2024
	Semester-II	May 2023, 2024 and 2025
	Semester-III	December 2022, 2023 and 2024
	Semester-IV	May 2023, 2024 and 2025
	Semester-V	December 2022, 2023 and 2024
	Semester-VI	May 2023, 2024 and 2025

Education-DD&OE (Non-CBCS)

Academic Session 2023-2024, 2024-2025 and 2025-2026

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

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/23/ 8150-8164

Dated: 10-8-2023.

Copy for information and necessary action to:

1. Dean, Faculty of Education
2. Convener, Board of Studies in Education
3. Director, Directorate of Distance and Online Education, University of Jammu
4. Course Coordinator Education
5. Sr. P.A. to the Controller of Examinations
6. All members of the Board of Studies
7. Confidential Assistant to the Controller of Examinations
8. I/C Director, Computer Centre, University of Jammu
9. Deputy Registrar/Asst. Registrar (Conf. /Exams. UG/UG,DDE)
- ✓ 10. Incharge, University Website for Uploading of the notification.

*Sumita Sharma*  
Deputy Registrar (Academic) 10/8/23

*10/8/23* *10/8* *10/1*



# 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/ Project reports	:	10 marks (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.

