



UNIVERSITY OF JAMMU

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

Academic Section

Email: academicsectionju14@gmail.com

NOTIFICATION

(23/June/Adp./43)

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 Studies in the subject of **Education of Semester IIIrd and IVth for Four Year Under Graduate Programme (FYUGP) under the Choice Based Credit System as per NEP-2020 (as given in the annexure)** for the examinations to be held in the years as per the details given below:

Subject	Semester	For the examinations to be held in the year
Education	Semester-III Semester-IV	December 2023, 2024 and 2025 May 2024, 2025 and 2026

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

Sd/-

DEAN ACADEMIC AFFAIRS

No. F. Acd/II/23/4128-4167

Dated: 5-6-2023

Copy for information and necessary action to:

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

Sumilashamo
Deputy Registrar (Academic)

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05/06/23

SS
5/6

Semester – III

In Case of Four Credits

S. No.	Course Type	Course No.	Course Title	Credits	Marks				Total Marks
					Theory		Practical/Tutorial		
1.	Major	301	Advanced Educational Psychology	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
2.	Major	302	Education in Modern India	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
3.	Minor	303	Psychology in Education	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100

In Case of Three Credits

S. No.	Course Type	Course No.	Course Title	Credits	Marks		Total Marks
					Theory		
1.	Multidisciplinary	304	Introduction to Education	3	Mid semester: 15 marks	End Exam: 60 marks	75

In Case of Two Credits

S.No.	Course Type	Course No.	Course Title	Credits	Marks		Total Marks
					Theory		
1.	Skill Enhancement	305	Methodology of Teaching Learning Process	2	Mid semester: 10 marks	End Exam: 40 marks	50



University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – III

(Examination to be held in December 2023, 2024, 2025)

Major Course

Course Code: UMJEDT-301

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Advanced Educational Psychology

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES

On completion of the course, learners will be able to:

- Describe the concept, objectives and nature of Educational Psychology.
- Apply Observation and Experimental method in studying behaviour.
- Illustrate the concept and types of Motivation.
- Infer the role of Physiological and Psychological Needs as well as primary & secondary Drives in Motivation.
- Apply techniques of enhancing Motivation in teaching learning process.
- Illustrate the concept and types of Personality.
- Apply Objective and Projective Techniques of Personality Assessment.
- Elaborate the concept of Mental Health and Hygiene, Adjustment, Maladjustment and Adjustment Mechanisms.
- Demonstrate the ability to compute the Measures of Variability.

UNIT-I

EDUCATIONAL PSYCHOLOGY

- Concept of Educational Psychology
- Nature of Educational Psychology
- Objectives of studying Educational Psychology

METHODS OF STUDYING HUMAN BEHAVIOUR

- **Observation Method:** Concept, types -controlled and uncontrolled, steps involved during observation, merits and limitations.
- **Experimental Method:** Concept, characteristics, steps involved in experimental method, merits and limitations.

UNIT-II

EDUCATION AND MOTIVATION

- Concept of Motivation
- Types of Motivation-intrinsic and extrinsic
- Physiological and Psychological Needs, Drives-primary & secondary
- Techniques of enhancing learner's motivation



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Major Course

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Credits: 4 (Theory 03, Tutorial 01)

Course Title: Advanced Educational Psychology

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

EDUCATION AND PERSONALITY

- Concept of Personality
- Types of Personality

Assessment of Personality

- Objective Techniques- Interview and Rating Scales
- Projective Techniques-Thematic Apperception Test (TAT) and Rorschach Inkblot Test

UNIT III

EDUCATION FOR MENTAL HEALTH AND HYGIENE

- Concept of Mental Health and Hygiene
- Characteristics of Mentally Healthy person
- Need and Importance of Mental Health and Hygiene
- Role of Education in achieving good Mental Health

EDUCATION AND ADJUSTMENT

- Concept of Adjustment and Maladjustment in context of Education
- Characteristics of well-adjusted person/student
- Concept and types of adjustment mechanisms
- Role of Education in promoting adjustment

UNIT-IV

STATISTICS IN EDUCATION

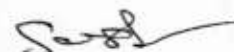
Measures of Variability

Concept, Merits and Computation of following measures of Variability:

- Mean Deviation
- Standard Deviation
- Quartile Deviation



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Syllabi of Education at FYUP under CBCS as per NEP-2020

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Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern.

The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

SECTION A: Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

SECTION B: Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for *Tutorial* component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – III

(Examination to be held in December 2023, 2024, 2025)

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Course Title: Advanced Educational Psychology

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

1. Feldman, R. S., & Garrison, M. (1996). Understanding Psychology. New York: McGraw-Hill.
2. Feldman, R. S., Green, J., & Collins, J. E. D. (1997). Essentials of Understanding Psychology. New York, NY: McGraw-Hill.
3. Garrett, H. E. (1953). Statistics in Psychology and Education (4th ed.). Longmans, Green.
4. Garrett, H. E., & Woodworth, R. S. (1966). Statistics in Psychology and Education. New York: David
5. Guilford, J. P. (1950). Fundamental Statistics in Psychology and Education. (2nd ed.). New York, NY: McGraw-Hill.
6. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
7. Mayer, R. E. (1999). The Promise of Educational Psychology: Learning in the content areas (Vol. 1). Pearson Education.
8. McConnell, J. V. (1974). Understanding Human Behavior: An Introduction to Psychology. Holt, Rinehart & Winston.
9. Murphy, G., & Klüver, H. (1999). An historical introduction to modern psychology (Vol. 22). Psychology Press.
10. Bharti, R. (2020). A Comprehensive Text-book of Education. Jammu: Narendra Publishing House.

SUGGESTED READINGS

1. Aggarwal, J. C. (2010). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Chauhan, S. S. (2009). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
3. Howitt, D., & Cramer, D. (2008). Introduction to statistics in psychology. Pearson education.
4. King, B. M., & Minium, E. W. (2003). Statistical reasoning in psychology and education. New York: Wiley.

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5. Kour, D. (2021). Psychological Foundations of Education. New Delhi: Wisdom Press.
6. Kuppaswamy, B. (1991). Advanced Educational Psychology. Noida: Sterling Publishers Pvt.Ltd.
7. Mangal, S. K. (2002). Advanced educational psychology. New Delhi: PHI Learning Pvt.Ltd..
8. Sharma, R. N. & Sharma, R. K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers &Dist.
9. Verma, L. K., & Sharma, N. R. (2011). Statistics in Education and Psychology. Jammu: Narendra Publishing House.
10. Sharma, R. A. (1996). Fundamentals of Educational Psychology. Meerut: Lal Bok Depot.
11. Bharti, R. and Sharma, A.K. (2019). Statistics in Education. Jammu: Narendra Publishing House.



University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – III

(Examination to be held December 2023, 2024, 2025)

Major Course

Course Code: UMJEDT-302
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education in Modern India
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100
Theory: 75
Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Describe the concept, structure, objectives and main features of Higher Education as per NEP 2020.
- Illustrate the concept, types, importance and main features of Professional Education as per NEP 2020.
- Predict need and remedial measures for the promotion of Women Education to minimise problems of Women Education
- Infer the consequences of Overpopulation and role of media in controlling Overpopulation.
- Illustrate need and importance of Environmental Education as per the recommendations of NEP 2020.
- Evaluate the need and importance of promoting Indian Value system as per NEP 2020 in present context.
- Describe the concept, scope, need and importance and features of Adult Education and Lifelong Learning as per NEP 2020.
- Evaluate the scope of Distance and Open Learning in the light of recommendations of NEP 2020.

UNIT-I

HIGHER EDUCATION AS PER NEP -2020

- Concept of Higher Education
- Structure of Higher Education
- Objectives of Higher Education
- Main Features of Higher Education as per NEP-2020

PROFESSIONAL EDUCATIONAL AS PER NEP-2020

- Concept of Professional Education
- Types of Professional Education
- Importance of Professional Education
- Main Features of Professional Education as per NEP- 2020



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Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)
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Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education in Modern India
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100
Theory: 75
Practical/Tutorial: 25

UNIT-II

WOMEN EDUCATION

- Concept of Women Education
- Need and importance for prioritizing Women Education
- Problems of Women Education and role of Education in Empowering Women
- Remedial measures for the promotion of Women Education

POPULATION EDUCATION

- Concept of Population Education
- Need and importance of Population Education
- Consequences of Overpopulation in India
- Role of Education in controlling Overpopulation

UNIT-III

ENVIRONMENTAL EDUCATION

- Concept of Environmental Education
- Objectives of Environmental Education
- Need and Importance of Environmental Education
- Recommendations of NEP -2020 for Environmental Education

VALUE EDUCATION

- Concept of Value Education
- Types of Values-social, moral and religious
- Need and importance of Value Education in present context
- Promotion of Indian Value System as per NEP 2020

UNIT-IV

ADULT EDUCATION AND LIFELONG LEARNING

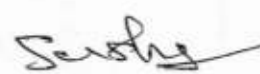
- Concept of Adult Education and Lifelong Learning
- Need and Importance of Adult Education and Lifelong Learning
- Scope of Adult Education and Lifelong Learning
- Features of Adult Educations and Lifelong Learning as per NEP -2020

OPEN AND DISTANCE LEARNING (ODL)

- Concept of Open and Distance Learning
- Modes of Open and Distance Learning
- Scope of Open and Distance Learning
- Recommendations of NEP- 2020 regarding Open and Distance Learning



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Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
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THEORY (75 MARKS)

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The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

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Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)
Major Course

Course Code: UMJEDT-302
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education in Modern India
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100
Theory: 75
Practical/Tutorial: 25

CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

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2. Hall. C.M. (1992). Women and Empowerment. London: Hemisphere Publishing Corporation.
3. Kumar. L.L. (1996). Educational Technology. New Delhi: New Age International Pvt. Ltd. Publishers.
4. Pradeep K., Sinha, P.K. and Sinha, P. (2016). Information Technology: Theory and Practice. New Delhi: PHI Learning Private Limited.
5. Ramaswamy, B. and Sethi, D. (2020). Source Book of National Education Policy 2020: A Comprehensive Overview. New Delhi: Kanishka Publishers, Distributors.
6. Reddy K. P. and Reddy D.N. (2002). Environmental Education. New Delhi: Neel Kamal Publications Pvt. Ltd.
7. Sahay, S. (1980). Women and Empowerment: Approaches and Strategies. New Delhi: Discovery Publishing House.
8. UGC, New Delhi (n.d.). Salient features of NEP 2020: Higher education https://www.ugc.ac.in/pdfnews/5294663_Salient-Featuresofnep-Eng-merged.pdf.
9. UGC, New New Delhi (July, 2021). Guidelines for Internationalisation of Higher Education. https://www.education.gov.in/sites/upload_files/mhrd/files/upload_docume nt/int_he.pdf.
10. UGC, New New Delhi (July, 2021). Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions <https://www.ugc.ac.in/e-book/GL%20Multiple%20Entry%20Exit/mobile/index.html>
11. UGC, New New Delhi (March, 2022). Draft Guidelines for Transforming Higher Education Institutions (HEIs) into Multidisciplinary Institutions. https://www.ugc.ac.in/pdfnews/4885262_Draft-Guidelines-for-Transforming-HEIs-multidisciplinary-Institutions.pdf

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SUGGESTED READINGS

1. Aggarwal J.C. (1987). Modern Indian Education and its Problem. New Delhi: Arya Book Depot.
2. Bhatnagar, S. 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. New Delhi: Surjeet Publications.
4. Chauhan C.P.S (2004). Modern Indian Education: Policies, Progress and Problem New Delhi :Kanishka Publisher, Distributors.
5. Mohanty, J. (2000). Current Trends in Higher Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
6. Nayak A.K. and Roa V.K. (2002). Primary Education. New Delhi: APH Publishing Corporation.
7. Singha H.S. (1991). School Education in India: Contemporary Issues and Trends New Delhi : Sterling Publishers Pvt. Ltd.
8. Shrivastava K.K. (2004). Environmental Education: Principles, Concepts and Management. New Delhi :Kaniska Publishers, Distributors.'
9. Sharma R.A. (2001). Technological Foundation of Education: Theory, Practice and Research. Meerut : R. Lall Book Depot.
10. Bharti, R. (2019).A Comprehensive text-book of Education. Jammu: Narendra Publishing House.



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Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – III

(Examination to be held December 2023, 2024, 2025)

Minor Course

Course Code: UMIEDT-303
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Psychology in Education
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES

On completion of the course, learners will be able to:

- Describe the concept, objectives and nature of Educational Psychology.
- Apply Observation and Experimental method in studying behaviour.
- Elaborate the concept of Mental Health and Hygiene, Adjustment, Maladjustment and Adjustment Mechanisms.
- Illustrate the concept and types of Motivation.
- Infer the role of Physiological and Psychological Needs as well as primary & secondary Drives in Motivation.
- Apply techniques of enhancing Motivation in teaching learning process.
- Illustrate the concept and types of Personality.
- Apply Objective and Projective techniques of Personality Assessment.
- Demonstrate the ability to compute the Measures of Variability.

UNIT-I

EDUCATIONAL PSYCHOLOGY

- Concept of Educational Psychology
- Nature of Educational Psychology
- Objectives of studying Educational Psychology

METHODS OF STUDYING HUMAN BEHAVIOUR

- Observation - Meaning and definitions, types -controlled and uncontrolled, steps involved during observation, merits and limitations.
- Experimental - Meaning and definitions, characteristics, steps involved in experimental

UNIT-II

EDUCATION FOR MENTAL HEALTH AND HYGIENE

- Concept of Mental Health and Hygiene
- Characteristics of Mentally Healthy person
- Need and Importance of Mental Health and Hygiene for students
- Role of Education in achieving good Mental Health

EDUCATION AND ADJUSTMENT

- Concept of adjustment
- Concept of Maladjustment
- Characteristics of well Adjusted person/student and role of Education
- Concept and types of Adjustment Mechanisms



University of Jammu
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Semester – III
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Minor Course

Course Code: UMIEDT-303 Course Title: Psychology in Education
Credits: 4 (Theory 03, Tutorial 01) No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100
Theory: 75
Practical/Tutorial: 25

UNIT-III

EDUCATION AND MOTIVATION

- Concept of Motivation
- Types of Motivation-intrinsic and extrinsic
- Physiological and Psychological Needs, Drives-primary & secondary
- Techniques of enhancing learner's Motivation

EDUCATION AND PERSONALITY

- Concept of Personality
- Types of Personality

Assessment of Personality

- Objective Techniques-Interview and Rating Scales
- Projective Techniques-Thematic Apperception Test (TAT) and Rorschach Inkblot Test

UNIT-IV

STATISTICS IN EDUCATION

Measures of Variability

Concept, Merits, Computation and implications of following measures of Variability:

- Mean Deviation
- Standard Deviation
- Quartile Deviation

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

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In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

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5. Guilford, J. P. (1950). Fundamental Statistics in Psychology and Education. (2nd ed.). New York, NY: McGraw-Hill.
6. Mangal, S. K. (2007). Essentials of Educational Psychology. New Delhi: PHI Learning Pvt. Ltd.
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10. Bharti, R. (2020). A Comprehensive Text-book of Education. Jammu: Narendra Publishing House.

SUGGESTED READINGS

1. Aggarwal, J. C. (2010). Essentials of Educational Psychology. New Delhi: Vikas Publishing House.
2. Chauhan, S. S. (2009). Advanced Educational Psychology. New Delhi: Vikas Publishing House.
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4. King, B. M., & Minium, E. W. (2003). Statistical reasoning in psychology and education. New York: Wiley.
5. Kour, D. (2021). Psychological Foundations of Education. New Delhi: Wisdom Press.
6. Kuppaswamy, B. (1991). Advanced Educational Psychology. Noida: Sterling Publishers Pvt.Ltd.
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8. Sharma, R. N. & Sharma, R. K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers & Dist.
9. Verma, L. K., & Sharma, N. R. (2011). Statistics in Education and Psychology. Jammu: Narendra Publishing House.
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University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)
Multidisciplinary Course

Course Code: UMDEDT-304
Credits: 03

Course Title: Introduction to Education
No. of Contact Hours: Theory-45 hours

Maximum Marks: Theory: 75

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Differentiate between Education & Training, Education & Literacy and Education & Instruction.
- Describe and classify various types of Agencies of Education.
- Predict the various guiding principles for the construction of different types of curriculum.
- Assess the importance of organizing different types of Co-curricular activities in the Educational Institutions.
- Explain the concept and types of learning and transfer of learning and examine the role of teacher in the transfer of learning
- Evaluate the use of techniques of enhancing Motivation in teaching learning process.
- Analyze the structure of education from Foundation to Secondary level as per NEP 2020.
- Describe the structure, objectives and main features of Higher Education as per NEP 2020.

UNIT I

NATURE AND FUNCTIONS OF EDUCATION

- Nature of Education
- Distinction between Education and Training, Education and Literacy and Education and Instruction.
- Functions of Education

AGENCIES OF EDUCATION

- Agencies of Education
- Types of Agencies of Education
- Concept and functions of Family and School.

UNIT-II

CURRICULUM

- Concept of Curriculum
- Types of Curricula: Subject-centered and Learner-centered
- Guiding Principles for Curriculum Construction

CO-CURRICULAR ACTIVITIES

- Concept of Co-curricular activities
- Types of Co-curricular activities
- Importance of organizing the Co-curricular activities in the Educational Institutions



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University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)
Multidisciplinary Course

Course Code: UMDEDT-304
Credits: 03
Maximum Marks: Theory: 75

Course Title: Introduction to Education
No. of Contact Hours: Theory-45 hours

UNIT III

LEARNING AND TRANSFER OF LEARNING

- Concept of Learning and Transfer of Learning
- Types of Learning and Forms of Transfer of Learning
- Role of Teacher in facilitating the process of Transfer of Learning.

EDUCATION AND MOTIVATION

- Concept of Motivation
- Types of Motivation-intrinsic and extrinsic
- Techniques of enhancing learner's Motivation

UNIT IV

SCHOOL EDUCATION AS PER NEP 2020

School Education in the light of NEP 2020:

- Concept
- Structure
- Objectives
- Main Features

HIGHER EDUCATION AS PER NEP 2020

Higher Education in the light of NEP 2020:

- Concept
- Structure
- Objectives
- Main Features

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern. The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.



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University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)
Multidisciplinary Course

Course Code: UMDEDT-304
Credits: 03

Course Title: Introduction to Education
No. of Contact Hours: Theory-45 hours

Maximum Marks: Theory: 75

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

SECTION A: Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

SECTION B: Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be *03 hours*.

ESSENTIAL READINGS

1. Aggarwal, J.C. (2001). Theory and Principles of Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Dhiman, O.P. (2008). Foundations of Education: New Delhi: A.P.H. Publishing Corporation.
3. Samuel, R.S. (2015). Education in Emerging India. New Delhi: PHI Learning Pvt. Ltd.
4. Saxena, N.R.S. and Chaturvedi, S. (2005). Education in Emerging Indian Society. Meerut: R.Lall Book Depot.
5. Barnes, B. (2005). Psychology in India. In The Handbook of International Psychology. Routledge.
6. Feldman, R. S., & Garrison, M. (1996). Understanding Psychology. New York: McGraw-Hill.
7. Feldman, R. S., Green, J., & Collins, J. E. D. (1997). Essentials of understanding psychology. New York, NY: McGraw-Hill.
8. Mangal, S. K. (2007). Essentials of educational psychology. PHI Learning Pvt. Ltd.
9. Ramaswamy, B. and Sethi, D. (2020). Source Book of National Education Policy 2020: A Comprehensive Overview. New Delhi: Kanishka Publishers, Distributors.

SUGGESTED READINGS

1. Aggarwal, J. C. (2010). Essentials of educational psychology. Vikas Publishing House.
2. Chauhan, S. S. (2009). Advanced educational psychology. Vikas publishing house.
3. Kour, D. (2021). Psychological Foundations of Education. New Delhi: Wisdom Press.
4. Kuppaswamy, B. (Ed.). (1991). Advanced educational psychology. Sterling publisherspvt.Ltd.



5. Mangal, S. K. (2002). Advanced Educational Psychology. New Delhi: PHI Learning Pvt.Ltd
6. Sharma, R. N., & Sharma, R. K. (2006). Advanced Educational Psychology. New Delhi: Atlantic Publishers & Dist.
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9. UGC, New New Delhi (July, 2021). Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions <https://www.ugc.ac.in/e-book/GL%20Multiple%20Entry%20Exit/mobile/index.html>
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University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – III

(Examination to be held December 2023, 2024, 2025)

Skill Enhancement Course

Course Code: USEEDT-305 Course Title: Methodology of Teaching Learning Process
Credits: 2 No. of Contact Hours: 30 hours

Maximum Marks: 50

COURSE OUTCOMES:

After the completion of the course, the learners will be able to:

- Apply the Principles of Teaching in Lesson Planning.
- Demonstrate the skill to plan a lesson by following Maxims of Teaching.
- Practice Project Method and Problem Solving Method in teaching learning process.
- Infer the general and specific objectives of Teaching.
- Demonstrate the skill to plan lessons by using the steps of Herbartian Approach.

UNIT-I

PRINCIPLES AND MAXIMS OF TEACHING

- Principles of Teaching
- Maxims of Teaching

Mode of Transaction: Lecture-cum demonstration, Illustrating concepts from Foundation to Middle stage of education by using Maxims of Teaching, performance approach, teaching performance in any language offered by the institution.

UNIT-II

METHODS OF TEACHING

- Project Method
- Problem Solving Method

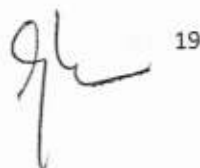
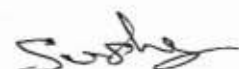
Mode of Transaction: Assisting the learners in their construction of knowledge by using project and problem based learning, engaging students in real-world and developing meaningful projects, involving students in designing, developing, and constructing hands-on solutions to a problem, generating multiple ideas to solve a given problem, integrating real-world problem solving with critical thinking and practical application.

UNIT-III

LESSON PLANNING

- Concept of Lesson Planning
- Herbartian Approach of Lesson Planning

Mode of Transaction: Lecture-cum-demonstration, preparation of lesson plans on topics/concepts of foundational to middle stage of education, planning the specific learning activities, using different ways of explaining the content (real-life examples, analogies, audio-visual aids, etc.) presentation and performance analysis in simulation conditions, assessment of understanding, feedback.

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University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – III
(Examination to be held December 2023, 2024, 2025)

Skill Enhancement Course

Course Code: USEEDT-305 Course Title: Methodology of Teaching Learning Process
Credits: 2 No. of Contact Hours: 30 hours
Maximum Marks: 50

MODE OF ASSESSMENT:

The evaluation of the skill courses will be internal.

MID-TERM ASSESSMENT TEST (10 MARKS)

Theory (05 marks): Eight (08) short answer type questions (**Five to be attempted**) from 50 % syllabus. Each question carries 01 mark. Time allotted 01 hour. The medium of examination shall be English.

Performance (05 marks): Demonstrate proficiency in maxims of teaching and methods of teaching under simulated conditions covering 50% syllabus. Performance on any topic/concept of subjects from foundational to middle stage.

FINAL END SEMESTER ASSESSMENT (40 MARKS)

Theory (20 marks):

Section-A: Five (05) short answer type questions of 02 marks selecting at least one from each unit (All compulsory). Each question shall be of 02 marks. The medium of examination shall be English.

Section B: Two (02) long answer type questions (One to be attempted) covering 100% syllabus. Each question shall be of 10 marks. The examiner will set up two questions selecting at least one from any two units. The medium of examination shall be English.

Time allotted 02 hours

Performance (20 marks)

Performance (20 marks): Demonstrate proficiency in the acquired skills in maxims of teaching, methods of teaching, preparation and presentation of lesson plan under simulated conditions. Performance on any topic/concept of subjects from foundational to middle stage.

ESSENTIAL READINGS

1. Aggarwal, J.C. (1995).Essentials of Educational Technology. Noida: Vikas Publishing House Pvt. Ltd.
2. Mangal,S.K. &Mangal, U. (2013).Essentials of Educational Technology. New Delhi: PHI Learning Private Limited.
3. Mangal,S.K. &Mangal, U. (2019). Learning and Teaching. New Delhi: PHI Learning Private Limited.

SUGGESTED READINGS

1. Aggarwal, J.C. (2009). Principles, Methods & Techniques of Teaching. Noida: Vikas Publishing House Pvt Limited.
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7. Bhatnagar, A.B. and Bhatnagar, A (2016). Educational Technology and ICT. Meerut: R-Lall Book Depot



Semester – IV

In Case of Four Credits

S. No.	Course Type	Course No.	Course Title	Credits	Marks				Total Marks
					Theory		Practical/Tutorial		
1	Major	401	Sociological Perspectives of Education	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
2	Major	402	Educational Technology	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
3	Major	403	Educational Measurement and Evaluation	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
4	Major	404	Equitable and Inclusive Education	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100
5.	Minor	405	Education and Society	3Th+1P/T	Mid semester: 15 marks	End Exam: 60 marks	Assessment 10 marks	Exam : 15 marks	100

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University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-401

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Sociological Perspectives of Education

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Describe the concept, features and problems of Indian Society.
- Develop relationship between Education and Sociology.
- Evaluate the Role of Education in the Socialization of the child and in bringing about Social Change.
- Explain the concept, characteristics and types of Culture.
- Analyze the relationship between Education and Culture.
- Justify the need and importance of National Integration for the development of Nation.
- Identify the barriers in the way of National Integration.
- Evaluate the role of Education in promoting National Integration
- Assess the importance of Democratic Values and Role of Education in realizing these Values
- Infer the role of Education in promoting Socialistic Pattern of Society.

UNIT-I

NATURE OF INDIAN SOCIETY

- Concept of Society
- Concept of Indian Society
- Features of Indian Society
- Problems of Education in Indian Society

EDUCATION AND SOCIOLOGY

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

UNIT-II

EDUCATION AND SOCIALIZATION

- Concept of Socialization
- Types of Socialization
- Factors affecting Socialization
- Role of Education in the Socialization of the child

EDUCATION AND SOCIAL CHANGE

- Concept of Social Change
- Nature of Social Change in India
- Factors affecting Social Change in India
- Role of Education in bringing about Social Change



University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-401

Course Title: Sociological Perspectives of Education

Credits: 4 (Theory 03, Tutorial 01)

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

UNIT-III

EDUCATION AND CULTURE

- Concept of Culture
- Characteristics of Culture in India context
- Types of Culture
- Relationship between Education and Culture

EDUCATION AND NATIONAL INTEGRATION

- Concept of National Integration
- Need and Importance of National Integration in India
- Barriers in the way of achieving National Integration in India
- Role of Education in Promoting National Integration

UNIT-IV

EDUCATION FOR DEMOCRACY

- Concept of Democracy
- Democratic Values in context of India Society
- Need for promoting democratic values among children
- Role of Education in Promoting Democratic ideals

SOCIALISTIC PATTERN OF SOCIETY

- Concept of Socialistic Pattern of Society
- Characteristics of Socialistic Pattern of Society
- Need and importance of Socialistic Pattern of Society
- Role of Education in promoting Socialistic Pattern of Society

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern. The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.

University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-401
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Sociological Perspectives of Education
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

SECTION A: Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

SECTION B: Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for *Tutorial* component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

1. Aggarwal, J.C. (2000). Land marks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Aggarwal, J.C. (2001) Theory & Principles of Education. New Delhi: Vikas Publication House Pvt Ltd.



3. Ahuja, R. (1999). Society in India: Concepts, Theories, and Changing Trends. Jaipur: Rawat Publications.
4. Ahuja, R. (2001) Social Problems in India. Jaipur: Rawat Publications.
5. Dhiman O.P. (2009). Foundation of Education. New Delhi: A.P.H Publishing Corporation.
6. Dube, S.C. (1992). Understanding Change: Anthropological and Sociological Perspectives. New Delhi: Vikas Publications.
7. Hasnain, N.& Hasnain, A. (2021) Indian Society: Themes and Social Issues. New York: McGraw Hill.
8. Kuppaswamy, B. (2006). Social Change in India. New Delhi: Vikas Publications
9. MacIver, R.M., & Page, C.H. (2018). Society: An Introductory Analysis. Delhi: Surjeet Publications.
10. Sharma, O. P. (2019). Education and Society. Jammu: Malhotra Book Depot.
11. Srinivas, M.N. (1995). Social Change in Modern India. London: University of California Press.
12. Taneja V.R (2005). Socio-Philosophical Approval to Education. New Delhi: Atlantic Publishers & Distributors.

SUGGESTED READINGS:

1. Arulsancy, S. (2013) .Philosophical and Sociological Perspective on Education. Delhi: Neelkamal Publications.
2. Shawn, J.K. (2002). Sociological Philosophy of Education .New Delhi: Kanishka Publishers.
3. Shanker, R. (2018). Sociology of Indian Society. New Delhi: S Chand and Company.
4. Shankar, Rao. (2021). Sociology: Primary Principles. New Delhi: S. Chand & Company.
5. Walia, J.S. (2017). Education and Society. Jalandhar. Ahim Paul Publishers.

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University of Jammu
Syllabi of Education at FYUP under CBCS as per NEP-2020
Semester – IV
(Examination to be held May 2024, 2025, 2026)
Major Course

Course Code: UMJEDT- 402
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Educational Technology
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100
Theory: 75
Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Describe the concept and scope of Educational and Instructional Technology and spell out the comparison between the two.
- Illustrate the concept, characteristics and role of Hardware Approach, Software Approach and System Approach of Educational Technology.
- Analyze and comprehend the scope of Information and Communication Technology in Education.
- Infer the challenges in integrating ICT in Education.
- Predict the uses of Traditional ICTs and Modern ICTs in teaching-learning process.
- Describe the concept, characteristics and uses of latest trends in Educational technology in terms of Smart Classroom and Learning Management System.
- Evaluate the growing importance of MOOCs in the present scenario.

UNIT I

EDUCATIONAL TECHNOLOGY

- Concept of Educational Technology
- Objectives of Educational Technology
- Scope of Educational Technology
- Role of Educational Technology in teaching learning process

INSTRUCTIONAL TECHNOLOGY

- Concept of Instructional Technology
- Nature of Instructional Technology
- Scope of Instructional Technology
- Difference between Educational and Instructional Technology

UNIT II

APPROACHES TO EDUCATIONAL TECHNOLOGY

Concept, Characteristics and Role of following approaches:

- Hardware Approach
- Software Approach
- System Approach



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Semester – IV
(Examination to be held May 2024, 2025, 2026)
Major Course

Course Code: UMJEDT- 402
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Educational Technology
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

UNIT III

INFORMATION AND COMMUNICATION TECHNOLOGY

- Concept of Information and Communication Technology
- Scope of Information and Communication Technology in Education
- Challenges in integrating ICT in Education

APPLICATION OF ICT IN EDUCATION

- Traditional ICTs: Concept and uses of Television and Newspaper
- Modern ICTs: Concept and uses of Smart displays and Internet
- Role of ICT in teaching-learning process

Unit IV

MODERN TRENDS IN EDUCATIONAL TECHNOLOGY

Concept, Characteristics and Uses of:

- Smart Classroom
- Learning Management System

MOOCs

- Concept of MOOCs/SWAYAM
- Types of MOOCs
- Importance of MOOCs/SWAYAM

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern.

The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.



University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT- 402
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Educational Technology
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

SECTION A: Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

SECTION B: Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for Tutorial component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

1. Aggarwal, D.D. (2004). Educational Technology. New Delhi: Sarup & Sons.
2. Aggarwal, J.C. (1995). Essentials of Educational Technology. Noida: Vikas Publishing House Pvt. Ltd.

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6. Gehlawat, M. (2012). Information Technology in Education. New Delhi: Pearson Education
7. Singh, C.P. (2006). Introduction to Educational Technology. New Delhi: Lotus Press.

SUGGESTED READINGS

1. Mangal, S.K. and Mangal, U. (2013). Essentials of Educational Technology. Delhi PHI Learning Private Limited.
2. Sharma, M (2017). Fundamentals of Educational Technology. New Delhi: Arjun Publishing House.
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University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-403

Course Title: Educational Measurement and Evaluation

Credits: 4 (Theory 03, Tutorial 01)

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Describe the concept and role of measurement in education.
- Employ various scales of Measurements to evaluate the performance or achievement level in teaching learning process.
- Compare and contrast between Formative and Summative evaluation in education.
- Prepare Achievement Tests, Criterion Referenced Tests and Norm Referenced Tests.
- Demonstrate the skills to calculate measures of relative standing with special reference to Percentile and Percentile rank.
- Demonstrate the skills to calculate measures of relationship by using Pearson's Product Moment Method and Spearman's Rank Difference Method.
- Apply the characteristics of Normal Probability Curve in Measurement and Evaluation.

UNIT I

MEASUREMENT IN EDUCATION

- Concept of Measurement in Education
- Scales of Measurement-Nominal, Ordinal, Interval and Ratio Scales
- Role of Measurement in Education

EVALUATION IN EDUCATION

- Concept of Evaluation
- Approaches to Evaluation: Formative and Summative Evaluation
- Relationship between Measurement and Evaluation

UNIT II

ACHIEVEMENT TESTS

- Concept of Achievement Tests
- Types of Achievement Tests-Standardized and Teacher Made
- Uses of Achievement tests.

MEASURES OF RELATIVE STANDING

- Meaning and Computation of Percentiles
- Meaning and Computation of Percentile Ranks

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Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

UNIT III

CRITERION AND NORM REFERENCED TESTS

- Concept of Criterion Referenced Tests and Norm Referenced Tests
- Characteristics and uses of Criterion Referenced Tests
- Characteristics and uses of Norm Referenced Tests

MEASURES OF RELATIONSHIP

Concept and Computation of Correlation using

- Pearson's Product Moment Method
- Spearman's Rank Difference Method

UNIT IV

NORMAL PROBABILITY CURVE

- Concept of Normal Probability Curve
- Characteristics of Normal Probability Curve

APPLICATIONS OF NORMAL PROBABILITY CURVE

- Determination of Standard scores (Z) from the raw scores.
- Determination of percentage of cases falling between the given Standard Score and Mean
- Determination of percentage of cases falling between the given limits of scores
- Determination of percentage of cases falling above the given scores
- Determination of percentage of cases falling below the given scores

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern.

The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks.

The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.

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Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

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Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

The external end semester university examination in theory to be conducted by university shall consist of the following.

SECTION A: Four (4) short answer questions having one question from each unit. The students are required to attempt all questions. Each question shall be of 3 Marks.

SECTION B: Eight (8) long answer questions having two questions from each unit. The students are required to attempt one question from each unit. Each question shall be of 12 Marks.

The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for Tutorial component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

CONTINUOUS ASSESSMENT (10 MARKS):

In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

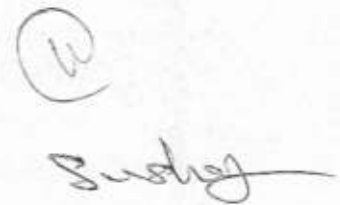
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Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-404

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Equitable and Inclusive Education

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Illustrate the concept of Equitable and Inclusive Education.
- Categorize the types of children with special needs.
- Describe the concept, characteristics, types and educational provisions for Orthopedically Handicapped Children
- Predict the educational needs of Intellectually Disabled Children.
- Explain the concept, characteristics, types and educational provisions for Visually Impaired Children and Hearing Impaired Children
- Infer the educational needs of Gifted and Learning Disabled Children.

UNIT-I

INCLUSIVE EDUCATION

- Concept of Equitable and Inclusive Education
- Types of Children with Special Needs
- Need and importance of Inclusive Education
- Scope of Inclusive Education
- Recommendations of NEP- 2020 regarding Equitable and Inclusive Education

UNIT-II

ORTHOPAEDICALLY HANDICAPPED CHILDREN

- Concept
- Characteristics and causes
- Types
- Educational Provisions through constitution

INTELLECTUALLY DISABLED CHILDREN

- Concept
- Characteristics and causes
- Types
- Educational Provisions

UNIT-III

VISUALLY IMPAIRED CHILDREN

- Concept
- Characteristics
- Causes of Visual Impairment
- Educational Provisions

University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-404

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Equitable and Inclusive Education

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

HEARING IMPAIRED CHILDREN

- Concept
- Characteristics
- Causes of Hearing Impairment
- Educational Provisions

UNIT-IV

CHILDREN WITH LEARNING DISABILITIES

- Concept
- Characteristics
- Types
- Educational Provisions

GIFTED CHILDREN

- Concept
- Characteristics
- Identification
- Educational Provisions

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

-Theory paper/course shall be of 75 marks.

-20% of which i.e. 15 marks shall be reserved for mid-term assessment test (internal assessment).

-80% of which i.e. 60 marks shall be reserved for external end semester university examination to be conducted by the University.

MID-TERM ASSESSMENT TEST (INTERNAL ASSESSMENT TEST): 15 MARKS

Mid-term assessment test shall be conducted by course coordinator as per following pattern. The duration of the test shall be 1½ hours.

SECTION -A: Eight (08) short answer questions (**Five to be attempted**) covering 50% syllabus (two units) i.e. four questions from each unit. Each question shall be of 01 mark.

SECTION-B: Two (02) long answer questions (**One to be attempted**) covering 50% syllabus (two units) i.e. one question from each unit. Each question shall be of 10 marks. The Mid Semester Assessment marks awarded to the students in the course shall be displayed on the notice board at least one week before the commencement of end semester examination.

University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Major Course

Course Code: UMJEDT-404

Credits: 4 (Theory 03, Tutorial 01)

Course Title: Equitable and Inclusive Education

No. of Contact Hours: Theory: 45 hours

Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

EXTERNAL END SEMESTER UNIVERSITY EXAMINATION: 60 MARKS

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The duration of the exam shall be 03 hours.

TUTORIAL (25 Marks)

Tutorial in Major/Minor course is an extension of the theory programme and is an inbuilt (3+1) credit course i.e. 3 credits of theory and 1 credit of tutorial. The purpose is individualized engagement to give students a space to engage more actively with the course content. In tutorials, students have to take part in *Group discussion, small group work, feedback, question and answer sessions, academic skills such as like- critical reading, critical writing, dialogue, debating, peer tutoring, oral presentations, demonstration, public speaking, brainstorming* and so on covering all the four units of theory part. Every student need to be an active contributor in the tutorial. There shall be continuous assessment and final examination based on the activities mentioned for Tutorial component in the course. The tutorial will be conducted by the *Course Coordinator*. Continuous assessment of 10 marks and final examination of 15 marks for tutorial component will be awarded by the *Course Coordinator* itself. The scheme of assessment in tutorial shall be as under:

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In tutorial component there is a continuous assessment part of 40% i.e. 10 marks on the basis of daily evaluation.

FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.

ESSENTIAL READINGS

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2. Mani, M.N.G. (2000). *Inclusive Education*. Coimbatore: Ramakrishna Vidyalaya.

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SUGGESTED READINGS

1. Advani, L. (2002). Education A Fundamental Right of Every Child Regardless of His/ Her Special Needs". Journal of Indian Education; Special issue on Education of Learners with Special Needs. New Delhi: NCERT.
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University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Minor Course

Course Code: UMIEDT-405
Credits: 4 (Theory 03, Tutorial 01)

Course Title: Education and Society
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

LEARNING OUTCOMES:

On completion of the course, learners will be able to:

- Describe the concept, features and problems of Indian Society.
- Develop relationship between Education and Sociology.
- Explain the concept, characteristics and types of Culture.
- Analyze the relationship between Education and Culture.
- Justify need and importance of National Integration for the development of Nation.
- Identify the barriers in the way of National Integration.
- Evaluate the role of Education in promoting National Integration in India
- Evaluate the Role of Education in the Socialization of the child and in bringing about Social Change.
- Assess the importance of Democratic Values and Role of Education in realizing these Values
- Infer the role of Education in promoting Socialistic Pattern of Society.

UNIT-I

NATURE OF INDIAN SOCIETY

- Concept of Society
- Concept of Indian Society
- Features of Indian Society
- Educational Problems of Indian Society

EDUCATION AND SOCIOLOGY

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

UNIT-II

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
- Need and Importance of National Integration
- Barriers in the way of achieving National Integration in India
- Role of Education in Promoting National Integration

University of Jammu

Syllabi of Education at FYUP under CBCS as per NEP-2020

Semester – IV

(Examination to be held May 2024, 2025, 2026)

Minor Course

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Course Title: Education and Society
No. of Contact Hours: Theory: 45 hours
Practical/Tutorial: 15 hours

Maximum Marks: 100

Theory: 75

Practical/Tutorial: 25

UNIT-III

EDUCATION AND SOCIALIZATION

- Concept of Socialization
- Types of Socialization
- Factors affecting Socialization
- Role of Education in the Socialization of the child

EDUCATION AND SOCIAL CHANGE

- Concept of Social Change
- Nature of Social Change
- Factors affecting Social Change
- Role of education in bringing Social Change

UNIT-IV

EDUCATION FOR DEMOCRACY

- Concept of Democracy
- Democratic Values
- Need for promoting democratic values among children
- Role of Education in Promoting Democratic ideals

SOCIALISTIC PATTERN OF SOCIETY

- Concept of Socialistic Pattern of Society
- Objectives of Socialistic Pattern of Society
- Need and importance of Socialistic Pattern of Society
- Role of Education in promoting Socialistic Pattern of Society

INSTRUCTIONS FOR PAPER SETTERS AND CANDIDATES

THEORY (75 MARKS)

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University of Jammu

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The duration of the exam shall be 03 hours.

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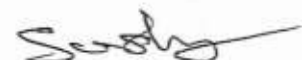
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FINAL EXAMINATION (15 MARKS):

Assessment part in Final examination has 60% weightage i.e. 15 marks covering 100% syllabus.



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2. Aggarwal, J.C. (2001) Theory & Principles of Education. New Delhi: Vikas Publication House Pvt Ltd.
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