

**Govt. College for Women,
Parade Ground, Jammu
Autonomous College under University of Jammu**



Bachelors of Arts (Education)
(Effective from academic year 2022,2023, 2024)

CONTENTS

1. Course Structure	
1.1 Alignment with CBCS.....	
1.2 Semester-wise Courses.....	
1.3 Learning Outcome-based Approach.....	
1.4 Graduate Attributes.....	
1.5 Qualification Description.....	
1.6 Programme Objectives.....	
1.7 Programme Learning Outcomes	
1.8 Teaching Learning Process	
1.9 Assessment Methods / Evaluation Scheme	

Preamble

The endeavour of any university programme is to prepare its students to be upright and productive citizens. Accordingly, GCW Parade Ground Jammu is moulding its undergraduate programmes to a Learning Outcome-based Curriculum Framework (LOCF).

The LOCF approach is envisioned to provide a focussed, outcome-based syllabus at the undergraduate level with an agenda to structure the teaching-learning experiences in a more student-centric manner. The LOCF approach has been adopted to strengthen students' experiences as they engage themselves in the programme of their choice. The undergraduate Programmes will prepare the students for both, academia and employability.

Each programme vividly elaborates its nature and promises the outcomes that are to be accomplished by studying the courses. The programmes also state the attributes that it aims to inculcate at the point of graduation. These attributes encompass values related to wellbeing, emotional stability, critical thinking, social justice and skills for employability. In short, each programme prepares students for sustainability and lifelong learning.

The new curriculum of B.A. (programme) in Education offers a rigorous basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for conceptualising and interpreting the behaviour and interactions of households, private, and government institutions. The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government and many other fields. The programme is consistent with national standards in the Education discipline. It offers training that is comparable to that of an undergraduate student at the national level.

G C W Parade, Jammu hopes that the LOCF approach of the B.A. (programme) in Education will help students in making an informed decision regarding the goals that they wish to pursue in further education and life.

1. Course Structure

1.1 Alignment with CBCS

The B.A. Education programme is aligned with Choice Based Credit System (CBCS) adopted by G C W Parade, Jammu..

1.2 Types of Courses

The following types of courses are offered under CBCS:

Core Courses (CC). A core course is a compulsory course. A student of B.A. Education has to take ten such Education courses over six semesters.

1. **Elective Courses (EC).** An elective course is a course that is to be chosen from a specified set of courses. These courses are of two types:

Discipline Specific Electives (DSE). These are elective courses that provide advanced undergraduate training in specialised areas of Education. A set of four, semester-specific, courses of this kind are offered in the fifth and sixth semesters of the B.A programme. In each of these semesters, a student has to take two such courses from the relevant semester's set of four courses.

Generic Electives (GE). These courses, in disciplines other than Education, are intended to broaden the training of a student in the Education B.A programme. A student of Economics will take one such course, offered by another department, in each of Semesters V to VI.

2. **Skill Enhancement Course (SEC).** A student is to take one such course in Semester III,IV,V,VI,

1.3 Number of Courses and Credits

1. Core Courses (CC): 4 (6 credits each)
2. Discipline Specific Electives (DSE): 2(6 credits each)
3. Generic Electives (GE): 2 (6 credits each)
4. Skill Enhancement Courses (SEC): 4 (4 credits each)

Total number of courses (credits) taken by a student: 12(64)

Learning Outcome-based Approach

The B.A. Education provides a firm basis for much of the advanced thinking in the Education discipline. It provides the student with a logical paradigm for modelling and interpreting various educational policies, educational practices and government institutions.

The curriculum allows students to choose elective courses from a set of courses with contemporary relevance, thereby offering students the flexibility to prepare for careers in academia, government, and many other fields.

Graduate Attributes

Upon completion of this programme, a student will have the necessary skills to understand and analyse in a logical manner all major educational phenomena.

A student will be able to analyse educational policies and regulations, and demonstrate their significance. Knowing how education functions, and how decisions are made by educational administrators, educational managers, teachers and other stakeholders, the student will have the necessary skills to identify, analyse, and solve problems in a logical and efficient way. The programme provides the basic ingredients of educational theory and the opportunity to learn how to process and analyse educational theories and practices based on sound statistical principles, in order to arrive at educationally meaningful conclusions.

Qualification Description

Upon successfully completing the programme, a student will be awarded the degree of B.A.

Programme Objectives

The programme aims to:

1. Help the students to gain knowledge about the various stages of education.
2. Discuss real world educational issues that exist in the Indian society.
3. Equip the students with various processes related to assessment.
4. Enable students to understand proper policy responses to educational problems.
5. Enable the students to understand various aspect of psychology that are a part of the educational process.
6. Equip the students with the concept of different statistical method and their computation, that are useful in educational settings,.

Programme Learning Outcomes

Students will:

1. Get an understanding of various stages of education.
2. Learn the educational and statistical techniques necessary for a proper understanding of the subject.
3. An introduction to real world educational issues and problems that exist in the country.
4. Gain an understanding of proper responses to educational problems.
5. Get trained to solve basic statistical problems.

6. Learn to use various psychological methods in the educational settings for the benefits of the students.

Teaching Learning Process

Teaching and learning in this programme involves classroom lectures as well tutorials. The tutorials allow a closer interaction between the students and the teacher as each student gets individual attention. In tutorials, the teacher can keep track of each student.

COURSES OFFERED FOR B.A. EDUCATION				
SEMESTER	CORE COURSE	D. S. E.	SKILL	G.E
I	EDUCATION AND SOCIETY	X	X	X
II	EDUCATIONAL PSYCHOLOGY AND STATISTICS	X	X	X
III	EDUCATION IN MODERN INDIA	X	GUIDANCE AND COUNSELLING	X
IV	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	X	STATISTICS IN EDUCATION	X
V	X	DEVELOPMENT OF EDUCATION SYSTEM IN INDIA	PEDAGOGY OF TEACHING LEARNING PROCESS	FOUNDATIONS OF EDUCATION
VI	X	EDUCATIONAL THINKERS	SPECIAL EDUCATION	EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION
	4	2	4	2

SCHEME FOR INTERNAL ASSESSMENT AND EXTERNAL EXAMINATION

Examination(Theory)	Syllabus to be covered in the examination	Time allotted	% Weightage (Marks)
Internal Assessment Test	Upto 50% (after 45 days)	1hour	15 % (15marks)
External End Semester University Examination	Upto 100 % (after 70 days)	3hour	80% (80marks)
			Attendance= 5 marks(5%)
Total			100

Scheme for Internal assessment Test: The question paper would comprise of five short answer type questions of 3 marks each. Total marks for assignment test is 15.

Scheme for End Semester Examination: The question paper comprises of three sections section A, B and C.

Section A contains 05 short answer type questions (one from each unit) carrying 3 marks each. All the questions in this section are compulsory.(15 Marks).

Section B contains 05 medium answer type questions (one from each unit) and each question carries 7 marks. (35 Marks).

Section C contains 05 long answer type questions each carrying 15 marks one from each unit and the candidate is required to attempt any two questions. (30 Marks).



EDUCATION

Semester-V

Title: Foundations of Education

Course code: UEDTGE-501

Duration of Exam: 3 hrs

Credit: 4

Total marks: 100

External Semester End Examination: 80

Internal Assessment marks: 20

OBJECTIVES OF THE COURSE

- To make the students understand about the basic concept of education and its agencies
- To help the students to understand the concept of social change and the role of education in bringing about social change
- To help the student to comprehend the concept and salient features of culture
- To make the students aware about the concepts of psychology and educational psychology
- To make the students aware about transfer of learning and how it is an important part of learning
- To help the students understand the basic concept of learning

Unit-I

Education and its Agencies

- Concept and Meaning of Education
- Functions of Education
- Concept of Aims of Education
- Agencies of Education
 - a) Role of School as an agency of Education
 - b) Role of Family as an agency of Education

Unit-II

Culture and Social Change

- Concept of Social change and factors affecting social change
- Role of education in bringing out social change
- Culture: Concept and types of culture
- Salient features of Indian culture

Unit-III

Psychology and Educational Psychology

- Psychology: Meaning and definitions of Psychology, types of Psychology
- Relationship between Education and Psychology
- Educational Psychology: Meaning, definitions and scope of Educational Psychology
- Difference between Psychology and Educational Psychology

Unit-IV

Learning

- Learning: Meaning and concept of learning, laws of learning
- Approaches to learning: Behaviouristic and Cognitive
- Transfer of learning: Meaning, concept and forms of transfer of learning
- Role of teacher in facilitating the process of transfer of learning

QUESTION PAPER SETTING –

Each theory paper/course shall be of 100 marks -20% of which shall be reserved for internal assessment. -80% of which shall be reserved for external examinations to be conducted by the University / Colleges

INTERNAL ASSESSMENT TEST (20 MARKS): The internal assessment test under choice based credit system shall be of 1 hour duration and shall comprise two parts.

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

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

EXTERNAL END SEMESTER EXAMINATION (80 MARKS): The external examination in theory shall consist of 3 sections:

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

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

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

Books recommended

- Aggarwal, J.C. (2001): “Essentials of Educational Psychology” Vikas Publishing House, New Delhi
- Aggarwal J.C, (2000): “Land marks in the History of Modern Indian Education” Vikas Publishing House Pvt. Ltd. New Delhi
- Ahiya Ram (1997): “Social Problems in India, Rewat Publications
- Bhatia, H.R. (1968): “Elements of Educational Psychology” 3rd Edition, Orient Longman, Calcutta.
- Bhatnagar, Suresh (2001): “Advanced Educational Psychology”.
- Chaube, SP and A Chaube (1999): “Education in Ancient and Medieval India”, Vikas Publishing Housing Pvt. Ltd. New Delhi.
- Chauhan, S.S. (1978): “Advanced Educational Psychology” ,Vikas Publishing House Pvt. Ltd, New Delhi

- Ramachandran Padma and Vasantha Ramkumar (2005):” Education in India”, National Book Trust, India, New Delhi:
- Raymont, T: “Modern Education” Ross, James S. “Ground Work of Educational Theory”
- Rao, Shanker: “Sociology”, S Chand and Company, New Delhi



EDUCATION Semester-VI

**Title: Educational Evaluation and Statistics in Education
(Generic Course)**

Course code: UEDTGE-601

Duration of Theory Exams.: 3 hrs Credit: 4

Total marks :100

External Semester End Examination: 80

Internal Assessment marks: 20

OBJECTIVES OF THE COURSE

- To enable the students to understand about Measurement and evaluation.
- To enable the students to familiarize with the utility of Statistics and Educational Statistics.
- To make the students able to understand the concept of Central Tendency
- To enable the students to understand the concept of Coefficient of Correlation

Unit– I

Evaluation and Sampling

- Measurement and Evaluation : Concept and Scope
- Difference between Measurement and Evaluation
- Sampling: Concept and definitions
- Types of Sampling

Unit – II

Statistics

- Meaning and Definitions of Statistics
- Meaning, Nature and Scope of Educational Statistics
- Types of Data

- Scales of Measurement

Unit –III

Measures of Central Tendency

- Measures of Central Tendency: Concept
- Computation of Mean, Merits and Demerits of Mean
- Computation of Median, Merits and Demerits of Median
- Computation of Mode, Merits and Demerits of Mode

Unit– IV

Correlation

- Concept of Coefficient of Correlation
- Computation of Rank Difference method
- Computation of Product Moment method
- Difference between Product Moment method and Rank Difference method

Note for Paper Setting:

Internal Assessment marks: 20

The question paper will consist of two sections viz. A & B.

Section A will consist of two long answer questions from first two units covered out of which a candidate will be required to answer any one question. The question carries 10 marks.

Section B will consist of eight short answer type questions from the units 1st & 2nd covered, out of which candidates will be required to answer any five. The question will carry 2 marks (2x5=10)

External Semester End Examination: 80marks

The question paper of external examination in theory shall consist of three sections.

Section A shall consist of five (05) short answer type questions (70-80words) of three marks each covering all the units/entire syllabus. The candidate shall have to attempt all the questions (3x5=15).

Section B shall consist of five (05) medium answer type questions (250-300words) of seven marks each covering all the units/entire syllabus. The candidate shall have to attempt all the questions (7x5=35).

Similarly, **Section C** shall consist of five (05) long answer type questions (500-600 words) of fifteen marks each covering all the units/entire syllabus. The candidate shall have to attempt any two questions (15x2=30).

Books Recommended:

- Ban, A.S., Robert, A., Davis & Plainer, O. Johnson (1953): Mutational Research and Appraisal. Chicago: J.B. Lippincott.
- Best, John. W. and Kahn, James. V. (1995): Research in Education. 7th edition, New Delhi: Prentice Hall of India.
- Borg, Walter R. (1989): Applying Educational Research, A Practical Guide for Teachers. 2nd edition, New York: Longman.
- Evans, K. M. (1972): Attitudes and Interest in Education. London: Routledge and Kegan Paul.
- Keeves, John. P. (ed.) (1998): Educational Research. Methodology and Measurement, An International Handbook. London: Pergamon Press.
- Koul, Lokesh (1997): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Garrett, H.E. (1979): "Statistics in Psychology and Education" Vakils, Feffer and Simons Ltd. Bombay
- Guilford, J.P., & Fruchter Benjamin (1978): "Fundamental Statistics in Psychology and Education" McGraw Hill Company, Singapore Hurlock, B. Elizabeth (1981)
- Sukhia, S.P., Mehrotra, P.V., Mehrora, R.N. (1996): Elements of Educational Research. 2nd edition, New Delhi: Allied Publishers Pvt. Ltd.
- Siegal, S. (1956): Non-Parametric Statistics for Behavioural Sciences. Tokyo: Mcgraw Hill Hoga Kusna Ltd