

H. N. B. GARHWAL UNIVERSITY, SRINAGAR (GARHWAL)

(A Central University)

UNDER GRADUATE CURRICULUM FRAME WORK-2022

FROM ACADEMIC SESSION - 2022 ONWARDS

AS PER NATIONAL EDUCATION POLICY 2020

For

B.A (Program)

EDUCATION (SHIKSHASHASTRA)

IMPLEMENTED FROM SESSION 2022 ONWARDS

**H. N. B. GARHWAL (A Central University) UNIVERSITY, SRINAGAR
(GARHWAL)**

UTTARAKHAND

By University

Abbreviations:

N.E.P- New Education Policy

B.C.C- Birla Constituent College, Srinagar Campus

B.G.R- Bezawada Gopala Reddy, Pauri Campus

S.R.T- Swami Ram Tirth, Tehri Campus

CUET- Central University Entrance Test

U.G. – Undergraduate

P.G. – Postgraduate

S.E.C- Skill enhancement course

A.C.- Additional Course

I.D.C- Interdisciplinary Course

M.D.C- Multidisciplinary Course

V.A.C- Value Addition Course

I.K.S- Indian Knowledge System

L.B.C- Language based Course

S.S.D.C- Self and social Development Course

C.C.C- Community connect course

S.T.S.C.- Short term Skill course

Descriptions related to the contents:

Credit: Number of Credits measure the course work on the basis of minimum time required to be devoted for a course in the form of teaching and practical or tutorial. One credit is equivalent to one hour of teaching in a week and two hours of practical work. **The total number of credits will be 20 in each semester.** Each student has to earn these credits through passing the exam for successful completion of any particular semester.

Core Subjects: Any student can enrol in U.G. program with any two core subjects. The core subjects could only be selected from the subject combinations offered by the University. Students will have to opt two core subjects under U.G. program.

Note: Student looking for admission in UG program will have to give a preference of four core subjects. The student will be offered core subjects as per score secured by him/her in the CUET-2022.

Core: Denotes the compulsory paper/course selected under the Core subject.

Core Elective: Under Core Elective, Student under core subject will be provided a pool of papers/courses from which student will have the option to select the paper/course of his/her preference.

Additional course: This course is apart from the two core subjects which are already selected by the student while enrolling for a U.G. Program. Additional courses offered are of two types: An interdisciplinary course will be of 4 semesters (semester 1- 4) and the multidisciplinary course will be of two semesters for each subject as selected by the student (semester 1-2 or semester 3-4).

I.D- Subjects which provide Additional courses as Interdisciplinary courses will offer the student an opportunity to pursue the same subject as additional course from first to fourth semester. It means student selecting I.D subject in first semester will have to pursue the same subject till 4th semester of U.G. Program.

M.D- Subjects which opt for additional course as multidisciplinary courses will offer the student an option to study multidisciplinary course of one subject in one year (1st and 2nd semester) and that of other subject in another year (3rd and 4th semester).

Skill Enhancement Course: SEC focuses on enhancing the skills of the students related to the two selected core subjects. Students can opt for any one SEC from one core subject in first year (1st and 2nd semester) and SEC of second core subject in second year (3rd and 4th semester).

Value Addition course: These are the courses which are apart from any discipline related courses and aims to add value to the overall personality and development of an individual while focusing on areas such as Life skills, personality development,

Communication skills, connecting to environment and community, Culture, traditional and moral values, etc. It is compulsory to study all these value-added courses as offered by the University in different semesters.

Language courses: The language courses are meant to help the student to learn new languages of his/her choices. Student will be provided a pool of languages from which student may opt to study one language in any one semester and the other language in another semester for 2 credits each (5th or 6th semesters).

Self and social Development Course: University will offer two courses under SSD that are **(1) Community Connect & Service (2) Extracurricular activities**. Student will have the choice to complete anyone of the two course work. The course objective is to promote student participation in extracurricular activities for their self-development along with increasing their participation and developing within them a responsibility towards social development. Student along with attaining the required credits (160 credits- for 4-year Program/120 credits for 3-year Program) will have to secure additional 2 credits under SSD for completing four-year U.G. course or same 2 credits under SSD if he/she opts to exit after completing 3 years U.G. course. Student will have to take at least one time in any one semester such SSD credits in entire U.G. Program.

Community connect & service Coursework: This course is aimed to connect students with community with the objective of understanding their issues and delivering their valuable inputs for the welfare of society. Student will have to offer a minimum of 30 hours of service for completing the course. This mandatory service of 30 hours may be completed in any one semester (from 1st to 8th) through any social activity organised under the banner of “Swaach Bharat”, “Ek Bharat Shrestra Bharat”, “NSS”, “NCC”, “NamamiGange” or social activities organised by the Campus or Departments. Student will have to produce a certificate in this regard from the organizers of the event(s).

Extracurricular activities coursework: This course work required student participation in university demarcated activities such as (1) Participation/representation of institution in Intercollegiate activities/State level activities/National level activities.

Additional Multidisciplinary Skill course (AMSC) courses: Under the AMS course the University will provide student a choice to acquire skill in multidiscipline.

Short term Skill course (STSC): The University will also offer **short term Skill course (STSC)**, which will be open to the local community, dropouts, college education candidates not having college education and other aspirants who can do them fulfilling minimum eligibility required for the course for admitting in the course. These courses will be of short duration for target groups and will not be for students undergoing four-year U.G. program.

GENERAL INSTRUCTIONS

The course structure for B.A. UG classes will be as follow-

Admission will be based on the rules laid down by the University/ State Government/ Central Government.

Reservation for SC/ST/OBC / EWS & PH categories will be applicable as per norms of University/ State Government/ Central Government.

Student has to study core papers in different semester as offered by the department.

Each Question Paper will be of 100 Marks with 30 Marks for Sessional Exams and 70 Marks for University Examination End of Semester. There will be only one Sessional exam of one duration.

The End Semester University Examination will also be of two hours. The question paper will consist of two sections **“A” and “B”**. The Section **“A”** will consist of questions of short answered (within fifty words) nature and examinee will have to attempt five questions out of seven carrying **“05”** marks each. In Section **“B”** the examinee will have to attempt three questions out of eight. The questions will be of descriptive nature of **“15”** marks each.

The candidate will have to attempt all the questions in the given Answer Sheet (A). Additional Answer Sheet (B Copy) will not be provided as per instructions of the University.

Each Additional Multidisciplinary course will only be of two semester. The course opted by a student in first semester will be continued in the second semester. The student will have the choice to select another Additional Multidisciplinary course in third semester which will again be continued in fourth semester.

In case of exit after completion of First year – (I&II) Semester, students will be awarded certificate on the basis of core and vocational papers studied by them. Nomenclature will be given with syllabus of each subject. Award of certificate is subject to fulfillment of the conditions as laid down in NHEQF

NOTE: After completion of 2 years of study, if student opts exit then a Diploma will be awarded subject to fulfillment of the conditions as laid down in NHEQF. Nomenclature of Diploma Course will be given in syllabus of each subject. (Nomenclature to be decided by the school)

NOTE : In case of exit after 3 year Graduate Degree will be awarded.

(credits 120) .

NOTE : After completing requirements of a 3-years Bachelor's Degree(120 credits) candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the Undergraduate Programme leading to the four year Bachelor Degree **with Research or Honours.**

Community connect & service Coursework: This course is aimed to connect students with community with the objective of understanding their issues and delivering their valuable inputs for the welfare of society. Student will have to offer a minimum of 30 hours of service for completing the course. This mandatory service of 30 hours may be completed in any one semester (from 1st to 8th) through any social activity organised under the banner of “Swaach Bharat”, “Ek Bharat Shrestha Bharat”, “NSS”, “NCC”, “NamamiGange” or social

activities organised by the Campus or Departments. Student will have to produce a certificate in this regard from the organizers of the event(s).

Extracurricular activities coursework: This course work required student participation in university demarcated activities such as (1) Participation/representation of institution in Intercollegiate activities/State level activities/National level activities.

Different stages of Four Year U.G. Program (W.e.f.) Academic

Session 2022-23)

As per the UGC Guidelines Multiple Entry and Exit options will be available for Students.

First Year

- **Certificate Program-** (for those who exit the Bachelors program after successfully completing **First year (2 Semesters I & II) of the U.G. program i.e., securing 40 credits.**

Second Year

- **Diploma Program-**(for those who exit the Bachelors program after successfully completing **Second year (4 semesters–I,II, III & IV) of the U.G. program i.e., securing 80 credits.**

Third Year

- **3-year Bachelor's Program-**(for those who exit the Bachelors program after successfully completing **Third years (6 semesters–I, II, III, IV, V & VI) of the U.G. program i.e., securing 120 credits** along with additional 2 credits under self and social Development Course work (SSD).

After completing the requirements of a three years Bachelor's Degree, candidates who secure a minimum CGPA of 7.5 shall be allowed to continue studies in the fourth year of the Undergraduate Programme to pursue and complete the Bachelor's Degree with Research/Honours(4 Year).

Fourth Year

- 4-year Bachelor's (With Research) Program- (for those students who are inclined towards research and thus extended and continue Bachelor's course to 4th year) and complete total **8 Semesters**.
- U.G. Degree with Research will be focused more on Research specific studies (Research Methodology, Research writing and Ethics, Research paper presentation skills, Dissertation and Research-based field work, etc.) apart from some core and elective papers.
- 4-year Bachelor's (With Honours) Program-(for those students who have specific inclination towards advanced knowledge in 2 Subjects (Major and Minor papers) and thus extend and continue Bachelor's course in 4th year) and completes total 8 semesters.
- 4-year Bachelor's Program-(8semester-I to VIII) of the program, i.e., securing 160) credits along with additional 2 credits under Self and social Development course work (SSD)

U.G. degree with Honours along with delivering the basic knowledge of Research will focus on delivering knowledge in two subjects of which one will be a major subject and another will be a minor subject.

BACHELOR'S DEGREE PROGRAMME (3 YEARS PROGRAM I to VI Semester)

SUBJECT: EDUCATION

NEW EDUCATION POLICY-2020

FIRST YEAR CERTIFICATE PROGRAMME (I & II SEMESTER)

SEMESTER-I

Major subject	CREDITS	Major PAPER (T)	Major Paper (P)
		CREDIT-04	CREDIT-02
CO RE-SUBJECT SOHSS/EDU/C-I	6 or (4+2)	EDUCATION AND SOCIETY	PRACTICAL
ADDITIONAL MULTIDISCIPLINARY SOHSS/EDU/AMD-1	4	PHILOSOPHY AND EDUCATION	----- (This course will be opted by those students who don't have Education as core subject.)
SKILL COURSE/VOCATIONAL COURSE SOHSS/EDU/SKILL-1	2	COMPUTER APPLICATION IN EDUCATION PART-I	
EXTRACURRICULAR COURSE/CC VALUE ADDED COURSE VAC-1	2	Understanding and connecting with Environment *	*Note: As per university curriculum for arts &humanities -----

SEMESTER-II			
Major subject	CREDITS	Major PAPER (T) CREDIT-04	Major Paper (P) CREDIT-02
CORE-SUBJECT SOHSS/EDU/C-2	6 or (4+2)	EDUCATION AND HUMAN DEVELOPMENT	PRACTICAL
ADDITIONAL MULTI DISCIPLINARY SOHSS/EDU/AMD-2	4	DEVELOPMENT OF LEARNER	----- This course will be opted by those students who don't have Education as core subject.)
SKILL COURSE/VOCATIONAL COURSES SOHSS/EDU/skill-2	2	COMPUTER APPLICATION IN EDUCATION PART-II	
LIFE SKILLS AND PERSONALITY DEVELOPMENT/CC VAC-2	2	LIFE SKILLS AND PERSONALITY DEVELOPMENT	As per university curriculum

NOTE: In case of exit after completion of first year /second semester, student will be awarded certificate on the basis of core and vocational papers studied by them. Nomenclature will be given with syllabus of each subject. Award of certificate is subject to fulfilment of the conditions as laid down in NHEQF.

SECOND YEAR DIPLOMA PROGRAMME (III & IV SEMESTER)

SEMESTER-III			
Major subject	CREDITS	Major PAPER (T) CREDIT-04	Major Paper (P) CREDIT-02
CORE-SUBJECT	6 or (4+2)	EDUCATION AND INDIAN HISTORY	PRACTICAL
ADDITIONAL MULTIDISCIPLINARY	4	ENVIRONMENTAL PROBLEM	*Note :AMD-3 and AMD-4 will be opted by those students who opt education AMD in second year (Non Education students)
SKILL COURSE/VOCATIONAL COURSE	2	CREATIVITY AND EDUCATION	For students opting skill in 2nd year
VAC-3 (IKS)/ VAC-4* (AMDSC-1-6) <ol style="list-style-type: none"> 1. Nursery training course 2. Basic Yoga practices 3. Physical education/sports management 4. Folk and culture 5. Indian traditional music 6. Tour and travel operator 	2	IKS/ AMDSC (1-6) These courses are developed by university. Either IKS or any one additional multidisciplinary skill course	OPTION IN 3RD OR 4TH SEMESTER

SEMESTER-IV			
Major subject	CREDITS	Major PAPER (T) CREDIT-04	Major Paper (P) CREDIT-02
CORE-SUBJECT	6 or (4+2)	TECNOLOGY AND FUTUROLOGICAL CHANGES IN EDUCATION	PRACTICAL
ADDITIONAL MULTIDISCIPLINARY	4	MODERN SOCIAL PSYCHOLOGY	
SKILL COURSE/VOCATIONAL COURSE	2	EDUCATIONAL ADMINISTRATION AND DECISION MAKING	-----
VAC-3 (IKS)/ VAC-4* (AMDSC-1-6) 1. Nursery training course 2. Basic Yoga practices 3. Physical education/sports management 4. Folk and culture 5. Indian traditional music 6. Tour and travel operator	2	IKS/ AMDSC (1-6) These courses are developed by university. Either IKS or any one additional multidisciplinary skill course	OPTION IN 3RD OR 4TH SEMESTER

THIRD YEAR BACHELOR'S DEGREE PROGRAMME (V&VISEMESTER)

SEMESTER-V			
Major subject	CREDITS	Major PAPER (T) CREDIT-04	Major- PAPER (P) CREDIT-02
CORE-SUBJECT DISCIPLINE SPECIFIC ELECTIVE COURSE	6 or (4+2)	EXPERIMENTAL PSYCHOLOGY (DSE) PAPER	PRACTICAL
<u>SKILL TO BE REPLACED BY:</u> <u>VOCATIONAL COURSE/</u> <u>FIELD</u> <u>VISIT/ENTREPRENEURSHIP</u> <u>SKILL</u>	4	<u>SKILL/ VOCATIONAL COURSE/</u> <u>FIELD</u> <u>VISIT/ENTREPRENEURSHIP</u> <u>MENTION</u> <u>COURSES IN THE CURRICULUM</u>	Brief report submitted at the end of semester
EXTRACURRICULAR COURSE/COMPULSORY COURSE	2	Culture traditions and moral values	University will prepare the course
LANGUAGES-I	2	indian,modern,regional language-i hindi/sanskrit/english/any other language	AIM of course-to help student to learn new languages. Proposed By university
NOTE : Student will have the option to study one language(Indian, Modern or Regional as per his/her choice) in one semester and another language in the subsequent semester.			

SEMESTER-VI			
Major subject	CREDITS	Major PAPER (T) CREDIT-04	Major PAPER (P) CREDIT-02
CORE-SUBJECT DISCIPLINE SPECIFIC ELECTIVE COURSE	6 or (4+2)	EDUCATIONAL MEASUREMENT AND EVALUATION PAPER (DSE)	PRACTICAL
<u>SKILL TO BE REPLACED BY:</u> <u>VOCATIONAL COURSE/</u> <u>FIELD</u> <u>VISIT/ENTREPRENEURSHIP</u> <u>SKILL</u>	4	<u>SKILL/ VOCATIONAL COURSE/</u> <u>FIELD</u> <u>VISIT/ENTREPRENEURSHIP</u> <u>MENTION</u> <u>COURSES IN THE CURRICULUM</u>	Brief report submitted at the end of semester
COMMUNICATION SKILL/CC	2	COMMUNICATION SKILL COURSE(BASED ON DEVELOPING SOFT SKILL)	UNIVERSITY WILL PREPARE
LANGUAGES-II	2	INDIAN,MODERN,REGIONAL LANGUAGE-II HINDI/SANSKRIT/ENGLISH/ANY OTHER LANGUAGE	Aim of course- to help student to learn new languages. (Student will have the option to study any two languages in two semester separately) Proposed By university

NOTE : Student will have the option to study one language(Indian, Modern or Regional as per his/her choice) in one semester and another language in the subsequent semester.

In case of exit after 3 year Graduate Degree will be awarded (credits 120) .

**Certificate –Course: AS PER NATIONAL POLICY OF EDUCATION -
2020**

B.A. FIRST YEAR

B.A. SEMESTER – I

CORE PAPER- Credit 04

SOHSS/EDU/C-

EDUCATION AND SOCIETY

Course Objectives: To enable the students to understand the goal according to the New National Education Policy 2020.

General aims of education along with nature, types and scope of Education.

- 1- Meaning of society,
- 2- Meaning of curriculum and its planning and construction.
- 4- Specific aims of education as per the present day needs.

UNIT-I Nature and scope of education, education as a science, education as a social process, factors of education. Relationship between school and society.

Aims of education - Social, Vocational and Democratic.

Functions of education – General, National functions of education.

Agencies of Education – Formal, Informal and Non-formal

- (i) Active formal agencies – School,
- (ii) Informal agencies – Family.
- (iii) Non formal agencies – T.V., Radio, Open school, (meaning, aims, characteristics, functions, merits and demerits)

UNIT-II Education and Society- Meaning of society. Relationship of Education and Society.

- i. Impact of society on Education, Impact of Education on Society, Duties of Society towards Education, Duties of Education towards Society. Education from sociological point of view
- ii. Education and Social Mobility, School as a sub social system, and in present era New Education Policy 2020 is a tool of social change to achieve globalization aim.

UNIT-III i. Curriculum- Definition, types of curricula, Principles of curriculum construction, ii. Child centered and life centered curricula, co-curricular activities.

UNIT-IV i. Sociology and Education- Meaning, scope of educational sociology, Impact of Educational Sociology on Education.

- ii. Aims and limitations Education and Society- Education and social change, Socialization of the child. Value education and national integration

Books Recommended:-

1 Philosophical and Sociological Functions of Education	S.P. Chube
2 Philosophy of Education	Rousseau
3 शिक्षा सिद्धान्त	एम. एल. मित्तल
4 शिक्षा के सामान्य सिद्धान्त	पाठक और त्यागी

B.A. SEMESTER PAPER-I

PAPER PRACTICALS Credit-02

PRACTICALS

1. Vividness of imaginary.
2. Recognitions
3. Colour Preferences on the basis of paired comparison method (6 Colours) with manual.
4. Human Maze(Simple Aluminum Make) with stylus-manual.
5. Rank Order Method
6. Rating Method
7. Retroactive Inhibition Effect of Interpolated Activities on Previous Learning

B.A. Semester-I

ADDITIONAL MULTY DICIPLINARY COURSE - 04 credits

2- SOHSS/EDU/AMD-1

PAPER- Philosophy And Education

Course Objectives: To enable the students to understand the -

- 1- Philosophical aspect of Education
- 2- Process and Curriculum – Idealism, Naturalism and Pragmatism.
- 3-To know about the Indian Thinkers and western Thinker's Ideology Of Education.

Unit- I Philosophy and Education -

Meaning of Philosophy and Education, relation between Philosophy and Education.

Unit- II Essential aspects of major Philosophies of Education – with Special Reference to aims, process and curriculum – Idealism, Naturalism and Pragmatism.

Unit- III Indian Thinkers - Mahatma Gandhi, Ravindra Nath Tagore and

Swami Vivekananda.

Unit- IV Western Thinkers- Rousseau, Plato and John Dewey.

Books-

- | | |
|---|---------------------|
| 1 Philosophical and Sociological Functions of Education | S.P. Chube |
| 2 Philosophy of Education | Rousseau |
| 3 शिक्षा सिद्धान्त | एम. एल. मित्तल |
| 4 शिक्षा के सामान्य सिद्धान्त | पाठक और त्यागी |
| 5 शिक्षा के दार्शनिक एवं सामाजिक सिद्धांत सक्सेना | स्वरूप सक्सेना संजय |

B.A. Semester-I
Skill course/Vocational Course-I
02 credits

3. SOHSS/ EDU/ Skill -1

Paper- Computer Application in Education Part-I

Course Objectives- This course is beneficial in the field of Education. It provides the students to understand the-

- Importance of computer in Education
- Teaching process of computer in Education
- Computer knowledge is essential these days
- To know about function of micro soft office
- Preparation for all needed E-Learning material

Unit-I Concept of Computer

Computer in Education

Computer as- Non Print Media

Functions, Uses, Teaching Process, Scope, Online Importance

Limitations of Computer

Computer Literacy in schools and colleges

Unit-2 Internet System-

Importance of Internet system, Facilities by Internet Computer and Programming Languages. E-Mail, E-Commerce and Internet

Unit-3 Micro Soft Office-

MS Word, Spread Sheet and Website Design Power Point Presentation.

Unit-4 Preparation of Class Assignment Work

- A. Power Point Presentation in Different Subject
- B. Creating Google Class-Room
- C. Google Meet
- D. Developing E-Content

Books.

कंप्यूटर शिक्षा

मनीष शर्मा

शिक्षा में कंप्यूटर एवं संचार कौशलों का प्रयोग एवं विकास

रंजना अरोड़ा

B.A. Semester-I
Extracurricular Activities/CC,

02 credits

VAC-1 Understanding and connecting with Environment

***Note: As per university curriculum for arts & humanities -----**

B.A.SEMESTER – II

CORE- PAPER

Credits - 04

SOHSS/EDU/C-2

Education and Human Development

Course objectives: - To enable the students-

- 1 To understand the meaning, nature and scope of psychology and educational psychology.
- 2 To understand the growth of human development.
- 3 To understand the learning theories and transferred of learning.
- 4 To understand the measurement of personality intelligence.
- 5 To understand the heredity, environment and individual differences.

Unit-I Education and Psychology-Its meaning, nature and scope, relationship between education and psychology and meaning, nature scope of educational psychology and stage of adolescence, Utility of educational psychology for a teacher. Method of Educational Psychology- Subjective and objective methods

Unit-II Learning- Learning and maturation, meaning, definitions, Laws of learning. Theories of learning. Trial and error method, learning by insight, Skinner operant conditioning theory, Reinforcement Theory of Hull Transfer of learning-types, Teacher's role in transfer of learning, (New Add) Motivation and learning.

Unit-III Habit- meaning of habit and its role and implications in education.

Intelligence- concepts, definition, Test of intelligence and measurement.

Personality- concepts, definition, types, and measurement.

Unit-IV Heredity and environment, and their multiple cautions for education.

Individual differences- Causes of individuals differences, significance of Individual differences and Educational implications.

Attention and Perception-Meaning, Definition, experimental theory.

(New Add According New Education Policy2020 Social Learning Approach in Class Room Learning.)

Books Recommended-

1	Advance Educational Psychology	Suresh Bhatnagar
2	Educational Psychology	Dr. S.P. Kulshrestha
3	शिक्षा मनोविज्ञान	सुरेश भटनागर
4	शिक्षा मनोविज्ञान	आर. एस. माथुर
5	शिक्षा मनोविज्ञान	पी. डी. पाठक

B.A. – II SEMESTER

PAPER- PRACTICAL

Credit- 02

PRACTICALS

1. Me Dougall Disc. Division of Attention.
2. Level of Educational Aspiration Test
3. Span of Attention
4. Discrimination Learning
5. Perceptual Grouping or Organization
6. Effect of reward on learning
7. Substitution Method

B.A. Semester-II

ADDITIONAL MULTY DISCIPLINARY COURSE

04 credits

SOHSS/EDU/AMD-2

PAPER- Development of Learner

Course Objectives- This course is beneficial in the field of Education. It provides the students to understand the-

- 1- Heredity and laws of learner.
- 2- Importance of Heredity and Environment.
- 3- Characteristics of Reflex-Action
- 4-To know about sympathy and play and social learning process in class-room .

UNIT-I DEVELOPMENT OF LEARNER

Meaning, Definition, Heredity and laws of learner, Impact of heredity on

Child, Environment-meaning, definitions, Impact of environment on a Child. Importance of Heredity and Environment.

UNIT-II INSTINCT AND REFLEX ACTION

Meaning, Definition, Characteristics, Reflex-Action, Modification of Instinct, Importance and Use in Education and Criticism.

UNIT-III SYMPATHY AND PLAY

Meaning, Definition, Types, Importance Characteristics, Theories, Methods of sympathy and play, Merits and Demerit.

UNIT-IV SOCIAL LEARNING PROCESS IN CLASS-ROOM

Meaning, social learning process in class-room and Factors needed in social learning process. Learning Skill and Attitude.

Books.

शिक्षा मनोविज्ञान

उच्चतर शिक्षा मनोविज्ञान

शिक्षा मनोविज्ञान

अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया

मनोवृत्ति विज्ञान

शिक्षण एवं अधिगम का मनोसामाजिक आधार

डॉ संध्या अग्रवाल

रामनाथ शर्मा रचना शर्मा

पी डी पाठक

डॉ संगीता यादव सुनील कुमार

डॉ अजय कुमार श्रीवास्तव

डॉक्टर एल सी भारतीय प्रकाश

नारायण नाटाणी

B.A. Semester- II

Skill course/Vocational course-2

02 credits

SOHSS/EDU/skill-2

PAPER- Computer Application in Education Part-II

Course Objectives- This course is beneficial in the field of Education. It provides the students to understand the-

- 1-Importance of computer in Education.
- 2-Teaching process with animation.
- 3-Computer knowledge Insert Learning.
- 4- To know about functions of Photoshop and Corel Draw and Graphic Design
- 5-To make own You Tube channel and some other things

UNIT-I Theoretical Knowledge of Corel Draw

Starting of Corel Draw, Corel Draw window, Drawing Shape, Preparation of Graph, to Select the object and prepare duplicate copy, change of colour and Page set up.

UNIT-II Theoretical Knowledge of Photo Shop

Starting of Photo Shop, Photo Shop work space, tool box and all as requirement Needed.

UNIT-III Knowledge of Animation and Insert Learning and to prepare own

You Tube Channel, Jam Board and wiki page.

UNIT-IV Assignment-

Preparation of assignments of all above topics.

BOOKS

कंप्यूटर शिक्षा

मनीष शर्मा

शिक्षा में कंप्यूटर एवं संचार कौशलों का

प्रयोग एवं विकास

रंजना अरोड़ा

B.A. Semester-II

Life Skills and Personality Development/cc

(02 Credits)

VAC-2

***Note: As per university curriculum for arts & humanities**

SECOND YEAR DIPLOMA COURSE

B.A. Semester-III

CORE SUBJECT

Credits-04

SOHSS/EDU/C-3

PAPER- Education and Indian History

Course objective – To enable the students –

- 1 To know the educational system in India during Vedic, Buddhist and Medieval periods.
- 2 To know the educational system in India during the British period.
- 3 To know the recommendations of various commission.
- 4 To know the problem of higher education.
- 5 To know about student unrest and wastage and stagnation.
- 6

UNIT – I Education in India during a) Vedic, b) Buddhist and c) Medieval period

UNIT-II Macaulay's minutes and Bentinck's resolution of 1835. Wood's Despatch-1854, Sargent report.

UNIT-III Recommendations of Indian Education Commission 1882, Essential features of the Sadler Commission report-1917. Wardha Scheme of education -1937, Radha Krishnan Commission-1948.

Mudaliar Commission -1952 - 53

Kothari Commission- 1964 - 66

UNIT-IV **Problems- Problems in higher Education-**

i Student unrest, ii Wastage & stagnation ,iii. Employment Problems

Books Recommended

- | | | |
|---|---|------------------|
| 1 | History and Problem of Indian Education | Suresh Bhatnagar |
| 2 | भारतीय शिक्षा का इतिहास | पाठक और त्यागी |
| 3 | भारतीय शिक्षा का इतिहास | रमन बिहारी लाल |

B.A. Semester-III

PAPER-PRACTICAL

02 Credits

PRACTICALS

1. Perseveration
2. General mental alertness test
3. Cognitive style Inventory
4. Reasoning ability test
5. Environment concept achievement test
6. Occupational aspiration scale
7. Comprehensive modernization inventory

B.A. Semester-III

ADDITIONAL MULTI DISCIPLINARY

Credits-04

SOHSS/EDU/AMD-3*

PAPER- ENVIRONMENTAL PROBLEM

Objectives of course- To enable the students –

- To Know about Environmental conditions
- Degradation of Environment and Disaster Management
- Causes and factors of Environment
-

UNIT-I Environment, factors, Man environment Inter-Relations

Need, Meaning, Structure and Factors.

UNIT-II Disaster Management -

Meaning and Types of Disaster Management

Earth Quake, Flood, Flood and Landslide

UNIT-III Environmental Problems –

Growth of Population, Deforestation and Global Warming

UNIT-IV Assignment- To make an assignment on to save Environmental

Problems on any one topic.

Books-

Resources and Environment Dr. Alka Gautum

Disaster Management Dr.P.S.Negi

Resources and Environment S.D.Maurya

B.A. Semester- III

Skill Course/Vocational Course

02 credits

SOHSS/EDU/SKILL-3*

PAPER - CREATIVITY AND EDUCATION

Objectives of course- To enable the students to understand the-

- Concept of creativity
- Spiritual Creative personalities
- Artistic Creativity, Literary Creativity
- Cultural activities

UNIT-I CONCEPT OF CREATIVITY

Meaning, Definition, Elements, scope and characteristics of creativity, Relation of Creativity with Interest, curiosity, attention, motivation, self-concept, maturity,

Intelligence, social and Economical level, and personality.

UNIT-II Spiritual Creative personalities – Gautama Buddha, Dayanand

Saraswati, Bal Gangadhar Tilak, Rabindranath Tagore, Raja Ram Mohan Roy and Vivekanand. (only spiritual creativity).

Unit-III TYPES OF CREATIVITY

Artistic Creativity, Literary Creativity and role of different activities – Games, Debates and Cultural activities.

Unit-IV Assignment for Creativity

Drawing and Painting, Writing story and Poems, Writing on Inner creative Feelings

BOOKS.	सृजनशीलता स्वरूप और विकास	डॉ गौरी शंकर गुप्ता
इलाहाबाद		एडवांस क्रिएटिव सर्विसेज
	शिक्षा मनोविज्ञान	कल्पना पांडे और एसएस श्रीवास्तव
	शिक्षा मनोविज्ञान	डॉ संध्या अग्रवाल

B.A. Semester- III

02 credits

**VAC-3 (IKS)/ VAC-4* (AMDSC-1-6)
OPTION IN 3RD OR 4TH SEMESTER**

1. Nursery training course
2. Basic Yoga practices
3. Physical education/sports management
4. Folk and culture
5. Indian traditional music
6. Tour and travel operator

These courses are developed by university. Either IKS or any one additional multidisciplinary skill course

B.A. Semester- IV

CORE PAPER

Credits-04

SOHSS/EDU/C-4

PAPER- TECHNOLOGY AND FUTUROLOGICAL CHANGES IN EDUCATION

Course objectives - To Enable the Students to Understand-

- The Concept of Educational Technology.
- The General Techniques of Teaching
- The Future Concepts of Education.
- The Concepts of E-Learning and online Teaching.

UNIT- I **Technology- Concept** of educational Technology, Definitions, Aims, Forms, Advantages & limitations of Educational Technology. Teaching, Instructional, Behavioral, and Instructional Designs . Types Teaching Strategies-Autocratic and Democratic.

UNIT- II **General Techniques of Teaching –**

- | | |
|---------------------------------|---------------------------------------|
| 1:- Explanation Techniques. | 2:- Exposition Technique. |
| 3:- Narration Technique. | 4:- Description Technique. |
| 5:- Supervised study Technique. | 6:- Questioning & Response Technique. |

UNIT- III **Futurology of Education –** Meaning, Definition, Causes, Aims, Necessity of Education for Future, Relevance of the Study of Future, Education for Future, Aims of future, Role of Education and Planning for future

UNIT IV **Systems of Education -** Future of Formal Education, Secondary Education, Higher Education, Alternative to class Rooms and Schools. The future Teacher, Evaluation of Future Needs, Future in the Indian context. Importance of E-Learning and online Teaching.

Books Recommended:-

- | | |
|---|----------------------------|
| 1:- Aspects of Educational Technology - | Budgell, R. and Leadlam J. |
| 2:- Education and Futurology | - S. P. Ruhela . |
| 3:- Education and Futurology | - Dr. Reena Chandra |
| 4:- शैक्षिक तकनीकी एवं प्रबन्ध | - डॉ० पूनम मदान. |
| 5 :- शिक्षा तकनीकी | - डॉ० आर. ए. शर्मा |

B.A. SEMESTER- IV

CORE PAPER –

CREDIT-02

PRACTICALS

PRACTICALS -

- 1 . Children' Report of Parental Behavior Inventory
2. Paired Comparison Method
3. General Class Room Achievement Test
4. Recall of Completed and Uncompleted Task
5. Effect of Level ,Degree or Strength of interpolated Learning on RI
6. A Comparative Study of Recall and Recognition as Retention Test
7. The Effect of Repetition of Meaningful Material on Memory
8. Achievement Motive Test

B.A. Semester- IV
Additional Multi Disciplinary
Credits-04
SOHSS/EDU/AMD-4

PAPER- Modern Social Psychology

Course objectives:- To enable the students to understand

- The meaning Scope and problems of social Psychology.
- The concept of Social Interaction.
- The Socialization Process.
- The Qualities of Leadership rumor and Prejudice.

UNIT- I Introduction- Historical Background of Social Psychology, Nature of Social Psychology Levels of Analysis of Behavior, Scope and Problems of Social Psychology, Methods of Social Psychology- Observation, field Study, Socio-metric, Content ,Analysis Method.

UNIT- II Social Interaction and Social Learning- Meaning, Types, stimuli for social Interaction & Methods, Types of Co-operation, Causes, Types of Accommodation, Determinates of Assimilation, forms of Competition, Types of Conflicts and Social learning- Meaning Determine of learning, Role of Learning.

UNIT- III Socialization- Meaning Agents of Socialization, Stages of Socialization (Infancy, Childhood & Adolescence), Determinates of Socialization.

UNIT- IV Leadership- Meaning Function of leader types Theories.

Rumor - Meaning, Characteristics and Types, Media of Spreading Rumors.

Books Recommended

- | | |
|---------------------------------|---------------------|
| 1 Social Psychology | D. G. Myers. |
| 2 आधुनिक सामाजिक मनोविज्ञान. | डॉ० आर एन सिँह |
| 3 शिक्षा के समाजशास्त्रीय आधार. | डॉ० सरयू प्रसाद चौब |

B.A. Semester- IV

Skill course

02 credits

SOHSS/EDU/SKILL-4

PAPER- EDUCATIONAL ADMINISTRATION AND DECISION MAKING

Course-Objectives:- To make the students

1 To know the meaning of Educational Administration

2 To know the process of policy making

3 To know the process of process of decision making

UNIT-I Educational Administration

Meaning, Importance, Need, Aims, Definition, Scope, School Administration, Factor Influencing Factors of Educational Administration.

UNIT- II Process of Policy Making in-

School Policy, Planning, Organization of School Committee, Steps of Policy Making and Suggestions for Policy Making.

UNIT- III Process of Decision Making in –

Types of Decision Making, Means, Sources, Needs, Elements of Decision Making, Methods and sequence of Decision Making.

UNIT- IV Assignment WORK

To prepare an assignment for School Activities and organisation Planning, Any community Work and Qualities of a Leader for leadership.

Books-

Education Administration

Dr. Umesh Kudeshiya

Education Administration

Prof. L.K.OAD

B.A. Semester- IV

02 credits

VAC-3 (IKS)/ VAC-4* (AMDSC-1-6)

IKS/ AMDSC (1-6)

These courses are developed by university. Either IKS or any one additional multidisciplinary skill course

OPTION IN 3RD OR 4TH SEMESTER

- 7-Nursery training course
- 8-Basic Yoga practices
- 9-Physical education/sports management
- 10- Folk and culture
- 11-Indian traditional music
- 12-Tour and travel operator

THIRD YEAR BACHELOR'S DEGREE PROGRAMME (V&VISEMESTER)

B.A. Semester- V

Discipline specific Elective course

Core Subject-

04 Credits

SOHSS/EDU/DSE-1

PAPER- Experimental Psychology

Course objective: - To enable the students-

- 1 To understand the experimental psychology.
- 2 To understand a reporting of an experiment.
- 3 To understand association and learning.
- 4 To understand of memory and forgetting.

Unit-I Introduction of experimental psychology, a brief history of experimental psychology, methodological approaches in psychology. Characteristics, merit & demerits of experimental psychology. Types of experiments, scope of experimental psychology.

Unit-II Reporting of an experiment- Problems - selection of problem, sources of problem, statement of problem,

Hypothesis- meaning definitions, Functions of Hypothesis characteristics, sources, types of hypothesis.

Variables – meaning, definition, types, control of variables, techniques for controlling experiments, experimental procedure, writing an experiments.

Unit-III Association - Meaning, history, methods, laws, classifications of ART, determinants of ART, importance of associations.

Memory – Meaning, definitions, elements of memory. Types of memory, characteristics, system, and in present

Factors of memory –Verbal learning and substitution learning retention, recall, recognition.

Methods of memorizing.

(1) Whole VS Part,

(2) Spaced VS non-spaced method,

(3) Active VS Passive,

(4) Understanding VS Cramming.

Forgetting- Meaning definitions, causes, theories of forgetting. –

(1) Disuse or Decay theory,

(2) Preservation consolidation,

(3) Interference theory of forgetting.

(4) Two factors of interference theory.

Unit- IV Work and Fatigue – Meaning, types, characteristics, factors affecting production, causes of fatigue. Speed and accuracy, mental fatigue and sensation. Reaction Time,

Psychological Testing- Definition, Development of Psychological Test,

difference between test and experiment, aims and characteristics of a good

Test.

Books Recommended:-

1	Experimental Psychology	Dr Govind & Tiwari
2	Experimental Psychology	D' Amato, M.R
3	प्रयोगात्मक मनोविज्ञान	प्रीति वर्मा

B.A. Semester- V

Core Subject-

02 Credits

Paper - Practical

Practical-

1. Associations – Word list Method or Controlled Association
2. Memory Short Term and Long Term
3. Mental Fatigue
4. ABBPS – Upendra Dass and Manisha Jain
5. After Image Sensation
6. Influence of set on perception, attention or performance of a task
7. TAT, Indian adaption – L. P. Mehrotra

B.A. Semester- V

Skill to be replaced by:

04 Credits

Paper- Vocational Course/

Field Visit/ Entrepreneurship Skill

- Vocational Course-**
- 1- Tourism
 - 2- Disaster management
 - 3- Physical Education-Gym
 - 4- Animation Course
 - 5- Marketing
 - 6- Electronics

OR

- Entrepreneurship Skill –**
- 1- Domestic Workers
 - 2- Electronics
 - 3- Furniture and Fitting
 - 4- Media and Entertainment
 - 5- Skill for Green Jobs

OR

Field Visit- Field visit could be conducted for students as per requirement of their core papers. In case of field/Industrial visits, the student will have to submit a brief Report at the end of the semester.

In Education subject field visit by Practical work to fill the Questionnaire by the number of various people and then make a final Report end of the semester.

PRACTICAL WORK Questionnaire-

- 1- Adolescent Girl's Empowerment Scale
- 2- Administrative Behaviour Scale
- 3- Family Environment Scale
- 4- Person Perception Test
- 5- Vocational Attitude Maturity Scale
- 6- Teacher Effectiveness Scale

B.A. Semester- V

Extracurricular courses/Compulsory course

This course will focus on Indian/Regional Culture studies

Credits-02

University will prepare a course with focus on Indian/Regional Culture studies

B.A. Semester- V

Language- I

Credits-02

Indian, Modern, Regional Language –I

Language- I Hindi/ Sanskrit/English/any other language as proposed by the University.

The detail of syllabi of these courses will be chalked out by the Concern Department.

B.A. Semester- V I

Discipline specific Elective course (DSE)

Core Subject-

04 Credits

SOHSS/EDU/DSE-2

PAPER- EDUCATIONAL MEASUREMENT AND EVALUATION

Course Objectives: To enable the students to gain knowledge about-

- (1) Measurement and evaluation
- (2) Qualities of good educational measurement and evaluation tools and methods.
- (3) Validity, reliability, objectivity and norms of a test.
- (4) Techniques of test conduct.
- (5) Construction and standardization of achievement tests.

UNIT I A brief history of psychological and experimental measurement. Meaning and definition of measurement. Measuring variables and their types : Qualitative, Quantitative continuous, discrete variables. Levels and scale of measurement.– Nominal scale, ordinal scale, interval scale and ratio scale. Types of measurement- Absolute, Normative and Positive measurement, Meaning and Definition Evaluation, Difference between measurement and evaluation, subjective and objective evaluation, Formative and Summative Evaluation, structural and total evaluation. Evaluation in Education

Errors of Measurement and Evaluation.

UNIT II – Tools and Methods of Educational Measurement and Evaluation:

Characteristics of Good Educational Measurement and Evaluation Tools and Methods

Classification of Educational Tests : Essay Type, Short Answer Type and Objective Tests.

Validity, Reliability, Objectivity and Norms of a Test , Techniques of Test Conduct.

UNIT III– Construction and Standardization of Tests : Achievement tests ,Item analysis , Examination system

UNIT IV – Intelligence : Meaning, nature, definition, characteristics and measurement.

Aptitude and its measurement, Attitude and its measurement, Interest and its measurement, Achievement and measurement

Books Recommended :-

- 1 .शैक्षिक मापन मूल्यांकन एवं सांख्यिकी . रमन बिहारीलाल
- 2 . मनोविज्ञान और शिक्षा मापन एवं मूल्यांकन . डॉ० ए. बी. भटनागर डॉ० मीनाक्षी भटनागर
- 3 .मनोविज्ञान और शिक्षा मापन एवं मूल्यांकन . अस्थाना एवं अग्रवाल
- 4 .मनोविज्ञान और शिक्षा मापन एवं मूल्यांकन . महेश भार्गव
- 5 Measurement Evaluation in Education - Dr. Raghu Raj Singh

B.A. Semester- V I

Discipline Specific Elective Course

Core Subject-

02 Credits

PAPER - PRACTICAL

PRACTICALS

1. Hanuffman Concept Formation (Thinking)
2. Extrovert and Introvert Personality Test
3. Attitude Scale on Television
4. Steady Habit Inventory
5. Environmental Awareness Scale
6. Adolescent Self Concept Scale
7. Speed and Accuracy

B.A. Semester- V I

Skill to be replaced by: 04 Credits

Paper- Vocational Course/

Field Visit/ Entrepreneurship Skill

- Vocational Course-**
- 1- Photography
 - 2- Beautician course
 - 3- Information Technology
 - 4- Plant Protection
 - 5- Preservation of Fruits and Vegetables
 - 6- Poultry Framing

OR

Entrepreneurship Skill –

- 1- Home Furnishing
- 2- Beauty and Wellness
- 3- Furniture and Fitting
- 4- Gem and Jewellery
- 5- Health and care

OR

Field Visit- Field visit could be conducted for students as per requirement of their core papers. In case of field/Industrial visits, the student will have to submit a brief Report at the end of the semester.

In Education subject field visit by Social work to fill the Questionnaire by the number of various people and then make a final Report end of the semester.

- 1-Co-operation and competition –
- 2- Indore Teaching Assessment Test
- 3- Positive and Negative Phases of Fluctuation of Attention
- 4- Other topics related to social problem

B.A. Semester- V I

Communication skill/CC-Credit -02

Based on soft skill

University will prepare this Communication course in Modern/Indian Languages from which student will select one Language course

B.A. Semester- VI

Language- II Credits-02

Indian, Modern, Regional Language –II

Language- I Hindi/ Sanskrit/English/any other language as proposed by the University.

The detail of syllabi of these courses will be chalked out by the Concern Department.

New languages

