

UNDER GRADUATE CURRICULUM FRAME WORK

SEMESTER I To VIII

(WITH RESEARCH AND HONOURS)

2025-2026

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

(A Central University)

FROM ACADEMIC SESSION 2025-2026 ONWARDS

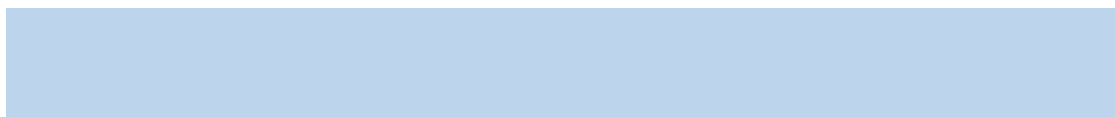
(AS PER NATIONAL EDUCATION POLICY 2020)

For

B.A (Program)

EDUCATION (SHIKSHASHASTRA)

IMPLEMENTED FROM SESSION 2025-2026 ONWARDS



UNDERGRADUATE CURRICULUM FRAMEWORK

AS PER NATIONAL EDUCATION POLICY 2020

Abbreviations

ABC	Academic Bank of Credits
AEC	Ability Enhancement Course
AMSC	Additional Multidisciplinary Skill Courses
CC/DSC	Core Course/ Discipline Specific Core Course
CEC/DSE	Core Elective Course/ Discipline Specific Electives
CGPA	Cumulative Grade Point Average
CUET	Common University Entrance Test
FYUP	Four-Year Undergraduate Programme
HEIs	Higher Education Institutions
HNBGU	Hemvati Nandan Bahuguna Garhwal University
ID	Interdisciplinary Course
IKS	Indian Knowledge System
MD	Multidisciplinary Course
PG	Postgraduate
SEC	Skill Enhancement Course
SGPA	Semester Grade Point Average
SSD	Self and Social Development Course
STSC	Short Term Skill Course
SWAYAM	Study Webs of Active-learning for Young Aspiring Minds
MCQ	Multiple Choice Questions
MOOC	Massive Open Online Course
NCrF	National Credit Regulatory Framework
NEP	National Education Policy 2020
NHEQF	National Higher Education Qualification Framework
UG	Undergraduate
VAC	Value Addition Course

The structure and implementation of the programmes under NEP 2020 are governed by the provisions outlined in the Curriculum and Credit Framework for Undergraduate Programmes, Curriculum and Credit Framework for Postgraduate Programmes, the National Higher Education Qualification Framework (NHEQF), and the National Credit Framework (NCrF).

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUP) **[FOR STUDENTS ENROLLED IN 2022, 2023 & 2024]**

The Four-Year Undergraduate Programme (FYUP) encompasses Four-Year Bachelor's degree programmes such as B.A., B.Sc., B.Com., in accordance with the National Education Policy (NEP) 2020. Following are the key components of the FYUP:

Descriptions related to the Key Components

(a) Credit

The number of credits assigned to a course reflects the minimum time commitment required by a student in the form of lectures, tutorials, and practical sessions. As per the standard academic structure:

- One credit is equivalent to one hour of classroom teaching per week, or
- Two hours of practical/tutorial work per week. Each semester shall comprise a minimum of 20 credits. To successfully complete a semester, a student must earn the required credits by passing the prescribed examinations and fulfilling course requirements

(b) Major Course

The Major discipline represents the principal area of academic specialization within a degree programme. The degree shall be conferred in this discipline. The Major consists of a well-defined set of courses aimed at building comprehensive knowledge and competence in the subject. It includes both Core Courses and Core Elective Courses. To earn a degree with a major, students must meet the minimum credit requirements specified for different program categories.

Core Course/Discipline Specific Core Course (Major): These are mandatory courses associated with the Major discipline that every student must complete. They provide foundational and advanced knowledge essential to the core subject.

Core Elective Course/Discipline Specific Elective Course (Major): These are optional/elective courses within the Major discipline, offered as a pool of subject-specific papers. Students are given the flexibility to select courses based on their academic interests or career goals, allowing for a degree of customization within the Major framework.

(c) Minor Course

A Minor discipline provides students with an opportunity to broaden their knowledge and skills beyond their major discipline. It includes additional courses, vocational courses, and other specialized subjects designed to complement the major. To earn a degree with a minor, students must meet the minimum credit requirements specified for different program categories

(c.1) Additional courses (Minor): These courses are offered in addition to the core subject(s) selected by the student at the time of enrollment in the Undergraduate (UG) programme. They aim to broaden the academic exposure and skillset of students beyond their primary discipline. Additional courses offered are of two types: An interdisciplinary (ID) course will be of 4 semesters (semester I-IV) and the multidisciplinary (MD) course will be of two semesters for each subject as selected by the student (semester I-II or semester III-IV).

ID (Minor)–Departments/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 ID subject in first semester will have to pursue the same subject till IV semester of U.G. Program.

MD (Minor)–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 (I & II semester) and that of other subject in another year (III & IV semester).

Note: Students shall have the option to continue pursuing additional courses (Interdisciplinary or Multidisciplinary) during the VII and VIII semesters of the FYUP

(c.2) Vocational Course/Field study (Minor): Vocational courses are designed to equip students with industry-relevant skills through specialized training tailored to the needs of entrepreneurs, businesses, and industries. The objective is to ensure that graduates are employment-ready and possess the practical competencies demanded by the job market. In addition, field study provides students with hands-on experience and practical exposure to real-world settings related to their academic discipline, thereby bridging the gap between theoretical knowledge and professional practice.

(c.2) Vocational Course/Field study (Minor): Vocational courses are designed to equip students with industry-relevant skills through specialized training tailored to the needs of entrepreneurs, businesses, and industries. The objective is to ensure that graduates are employment-ready and possess the practical competencies demanded by the job market. In addition, field study provides students with hands-on experience and practical exposure to real-world settings related to their academic discipline, thereby bridging the gap between theoretical knowledge and professional practice.

(c.3) Other Minor: Apart from these, the Minor courses may also include a selection of courses from a specific discipline that meet the credit requirements for the minor.

(d) Skill Enhancement Course (SEC)

Skill Enhancement Course (SEC) are specifically designed to strengthen students' practical and applied skillsets, with the objective of enhancing employability and fostering subject-specific competencies. Under the Four-Year Undergraduate Programme (FYUP), students are offered two distinct categories of SEC:

(d.i) Core-Specific Skill Enhancement Courses (SEC): These courses are directly aligned with the core discipline(s) chosen by the student under the FYUP. Core-specific SECs are offered during Semesters 1 to 4 of the undergraduate programme. In cases where a student has opted for two core disciplines, **SECs will be distributed across the first two academic years - one discipline in the first year and the other in the second year.**

Example: If a student has selected Botany and Zoology as core disciplines, they will study SECs related to Botany in the first year and SECs related to Zoology in the second year.

(d.ii) Additional Multidisciplinary Skill Courses (AMSC):

These courses provide students with the opportunity to acquire skills beyond their core disciplines, promoting a **multidisciplinary learning experience**. The University will offer a curated set of AMSCs to enable students to explore and develop competencies in diverse fields, thereby broadening their academic and professional horizons.

(e) Value Addition Course (VAC)

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 connecting to environment and community, understanding and connecting with environment; Indian Knowledge System; Culture, traditional and moral values, etc. It is compulsory to study all these value-added courses as offered by the University in different semesters.

(f) Ability Enhancement Courses (AEC)

These courses aim to enhance the different capabilities and abilities of the students which will help them grow in every field of life and will help in their holistic development. Indian, Modern Language, Communication skills and AMSC are the courses offered under the AEC.

Language courses: Under the Indian and Modern Languages, the language courses are offered. 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 semester).

(g) 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 coursework. The course objective is to promote student participation in Community service/extracurricular activities for their self-development along with increasing their participation and developing within them a responsibility towards self and social development.

(g.i) 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 deliver service equivalent to 2 credits for completing the course. **This mandatory service may be completed in any one or two semesters from I to VIII semester (I to VI semester in case of exit with Three years UG degree) or I to VIII semester in case of completion/exit with Four-Year UG Honours/ Honours with research) through any social activity organized under the banner of “Swachh Bharat”, “Ek Bharat Shrestha Bharat”, “NSS”, “NCC”, “Namami Gange” 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).**

(g.ii) Extracurricular Activities Coursework: This course work required student participation in university demarcated activities such as Participation/representation of institution in Intercollegiate level activities/State level activities/National level activities (Sports/Cultural etc.).

(h) 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.

Multiple Entry and Multiple Exit under FYUP

In accordance with the Multiple Entry and Exit provisions outlined in the National Education Policy (NEP) 2020, students will be offered flexible exit and re-entry options aligned with the corresponding National Higher Education Qualification Framework (NHEQF) levels and their respective academic

requirements.

First Year (Undergraduate Certificate -NHEQF level-4.5)

- Under Graduate Certificate for those who exit the FYUP after successfully completing 1 year (2 semesters-I & II) by securing minimum 40 credits. after 1 year of FYUP.
- Further, in addition, they have to complete one Skill enhancement/vocational course of 4 credits during the summer vacation following the first year.

Second Year (Under Graduate Diploma-NHEQF Level-5)

- Under Graduate Diploma for those who exit the FYUP after successfully completing I & II year (4 semesters-I, II, III, IV) of the FYUP, i.e., securing minimum 80 credits.
- Further in addition, they have to complete one Skill enhancement/vocational course of 4 credits during the summer vacation following the second year.

Third Year (Bachelor's Degree- NHEQF Level- 5.5)

- Bachelor's degree for those who exit the FYUP after successfully completing I, II & III years (6 semesters- I, II, III, IV, V, VI) of the FYUP i.e., securing minimum 120 credits.
- Further, they have to secure additional 2 credits under Self and social Development course work (SSD).

Fourth Year (Bachelor's Degree (Honours/ Honours with Research)- NHEOF Level- 6)

In case of UG Multidisciplinary Programmes

Bachelor's degree (Honours/ Honours with Research): After successfully completing I, II, III & IV year (I, II, III, IV, V, VI, VII & VIII semester) of the FYUP, i.e., securing minimum **160/176** credits along with additional 2 credits under Self and Social Development course work (SSD).

In case of UG programmes with Single Major

Bachelor's degree (Honours/ Honours with Research)- After successfully completing I, II & III & IV years-8 semesters (I, II, III, IV, V, VI, VII, VIII) of the FYUP, i.e., securing minimum 160 credits along with additional 2 credits under Self and Social Development course work (SSD).

Bachelor's Degree with Honours (4-Year Programme)

Upon successful completion of the three-year Bachelor's degree requirements, students may opt to continue into the fourth year of the Four-Year Undergraduate Programme (FYUP) to pursue a Bachelor's Degree with Honours.

This programme is intended for students who wish to major in one subject while selecting another as a minor, and who aspire to gain a deeper understanding of their chosen discipline. The Honours degree spans a total of eight semesters and offers an advanced and in-depth curriculum in the major subject

area.

Bachelor's Degree with Honours with Research (4-Year Programme):

Students who complete the three-year Bachelor's degree and attain a minimum Cumulative Grade Point Average (CGPA) of 7.5 are eligible to enroll in the fourth year to pursue a Bachelor's Degree with Honours with Research.

This programme is specifically designed for students with a strong interest in academic research. The programme places an enhanced focus on research-oriented studies alongside core disciplinary learning. Students will undertake a significant research project or dissertation in their major field during the final year, equipping them with foundational skills for postgraduate research.

Procedure for Applying for Exit from FYUP

The student after attaining minimum 44 credits/minimum 84 credits/minimum 120+2 credits (SSD credits) may in writing request for an exit after 1 year/ 2 years/ 3 years of FYUP to the HoD/ Dean of their respective schools. The same request has to be further submitted to the Controller of Examinations for further necessary action.

Categories of Students Eligible for Entry and Re-entry under the Four-Year Undergraduate Programme (FYUP)

Entry and Re-entry options in the FYUP will be for the following categories of students:

First Category: those who were earlier pursuing FYUP from HNB Garhwal University (HNBGU) and exited the program in between and have re-entered without further advancement in the same programme in HNBGU.

Example: A student exited the FYUP (B.Sc.) after successfully completing first year (B.Sc. I Year - 1st & 2nd semester) from HNBGU and requested for re-entry after two years in second year (B.Sc. II Year - 3rd semester) of the same FYUP program in HNBGU.

Second Category: those who were earlier pursuing FYUP from HNB Garhwal University and exited the program in between and have re-entered with further advancement in the same program.

Example: A student exited the FYUP after completing first year (B.A. I Year - 1st and 2nd semester) from HNBGU, pursued Second year (B.A. II Year - 3rd and 4th semester) in other University (XYZ University) and requested for reentry after one or more years in third year of the same FYUP program in HNBGU.

Third Category: those students who were pursuing FYUP from other Universities (other than HNBGU) and have requested for entry in second, third or fourth year of FYUP of HNBGU.

Entry and Re-entry Criteria for Different Categories of Students

1. The maximum duration to qualify any FYUP will be 7 (seven) years in HNBGU, including the time spent in other Universities under same FYUP.
2. In case of first category students the re-entry will be directly provided to the students.
3. In case of second category of students, the University School level committee headed by Dean of the School(s) will scrutinize the courses pursued by the student in other Universities and will match them with the courses offered by HNBGU under the same NHEQF level. If the courses match to 70% or more in the admissible subject combination (Core Course) taken together, the student will be allowed to re-enter the FYUP in HNBGU. The re-entry will be provided subject to the availability/vacancy of the seats under the different categories.
4. If the courses do not match to 70% or more in the admissible subject combination (Core Course) taken together, the student will not be allowed to re-enter in the FYUP in HNBGU.
5. In case of third category of students, the University School level committee headed by Dean of the school(s) will scrutinize the courses pursued by the student in other Universities and will match them with the courses offered by HNBGU under the same NHEQF levels. If the courses match to 70% or more in the admissible subject combination (Core Course) taken together, the student will be allowed to enter in the FYUP in HNBGU. The entry will be provided subject to the availability/vacancy of the seats under the different categories.
6. If the courses do not match to 70% or more in the admissible subject combination (Core Course) taken together, the student will not be allowed to re-enter in the FYUP in HNBGU.

Procedure for Applying for Entry in FYUP

The student after attaining the required credits applying for entry/re-entry may have to give in writing an application to Registrar, HNB Garhwal University along with the following documents:

1. Marksheet/Course Certificate/Diploma etc. of last session of FYUP completed.

The same request will then be forwarded to the related Dean of the School(s) for further necessary action.

The University holds the right to modify and upgrade the entry and exit procedure and other requirements, which will be duly uploaded on the University Website.

Learning Mode: Following will be the learning mode in the UG Programme:

- All courses may be conducted in blended mode, i.e., 80% offline and 20% online in Bachelor's Degree Programmes.
- Courses will be taught through Lectures, Tutorials and Practical/ Field-based studies.
- Departments may offer SWAYAM/ MOOCs courses, provided the credits from such courses should not exceed the 40% of the total credits under a program.
- Students may opt for MOOC course to earn required or extra credits.

Departments offering ID and MD Courses

Following Schools/ Department are offering (MD) Interdisciplinary course as an Additional subject*:

- (1) School of Humanities and Social Sciences
- (2) School of Arts, Communication and Languages
- (3) School of Commerce

Note: In case of selecting MD course under an additional subject the student will have to study one subject as an additional course in first year (I & II semesters) of U.G. Program and another subject as an additional course in another year (III & IV semesters). Example: If a student with 'Economics' and 'Sociology' as Core subjects selects 'History' as an additional (MD) subject for first year then she/he will have to study 'History' as an additional subject in first year (I, II semesters) and if, she/he selects 'Political Science' as an additional subject (MD) for another year then she/he will study 'Political Science' in second year (III & IV semester) as an additional multidisciplinary subject.

***This offering is not mandatory and may be interchanged depending on the specific requirement of the subject**

Seat Allotment/ Intake in Additional Subject (ID or MD): The intake of seats for core courses will be as mentioned in the university prospectus. Seats under Subjects offering ID course will be as follows:

(1) Seats under Subjects offering ID Course: Under the ID (additional course) the number of seats will be Maximum 40 percent of the total seats (Seats allocated under the admission for core subject) allocated for the Subject. However, in case, the seats/intake in any UG Programme is more than 500 in Core Courses, then 40% Additional ID seats will be considered as included in Core seats. Only in case of chemistry, Maximum 50 percent of the total seats (Seats allocated under the admission for core

subject) will comprise of additional ID seats for Chemistry.

(2) Seats under Subjects offering MD Course: The total number of seats for a department for M.D course shall not exceed maximum 50 percent of the total seats (Seats allocated under the admission for core subject) allocated for the subject.

Note: The ID and MD Seats are over and above the core seats and cannot be adjusted with the core seats.

The University will have the right to change/modify the Programme/course structure or other information mentioned in admission prospectus as per UGC guidelines or NEP suggested framework in future.

PROGRAMMES OFFERED UNDER FYUP

I. Multidisciplinary Programmes

Following two Multidisciplinary Programmes are offered under FYUP in the University:

1. Four Year Bachelor's Degree (Honours/ Honours with Research) in Arts.
2. Four Year Bachelor's Degree (Honours/ Honours with Research) in Science.

I. MULTIDISCIPLINARY PROGRAMMES

Four-Year Bachelor's Degree Course Structure and Credit Allocation (For Practical based Subjects)

First Year (NHEFQ Level 4.5)

Second Year (NHEFQ Level 5)

Third Year (NHEFQ Level 5.5)

Fourth Year (NHEFQ Level 6)

1. Honours

2. Honours with Research

Course Structure and Credit Allocation (For Subjects with Minimal or No Practical Component)

First Year (NHEFQ Level 4.5)

Second Year (NHEFQ Level 5)

Third Year (NHEFQ Level 5.5)

Fourth Year (NHEFQ Level 6)

1. Honours

2. Honours with Research

Following two Multidisciplinary Programmes are offered under FYUP in the University:

1. Four-Year Bachelor's Degree (With Honours/ Honours with Research) in Arts: Drawing & Painting, Economics, English, Geography, Hindi, History, Mathematics, Music, Political Science, Psychology, Sanskrit, Sociology, Statistics (Subjects). Education (in affiliated colleges).

Note*: The above Multidisciplinary Programmes also contain common courses (VAC and AEC)

Four-Year Bachelor's Degree

A four-year Bachelor's degree with Honours shall be awarded upon the successful completion of 176 academic credits, along with 2 credits in Self-Study and Development (SSD), in either of the two aforementioned multidisciplinary programmes. Students will have the flexibility to choose any two subjects within their core disciplines under the selected programme. A minimum of 88 credits must be earned in the subjects belonging to the student's core discipline.

Major and Minor (Four-Year Bachelor's Degree with Honours)

A student enrolled in a four-year undergraduate programme with two core subjects/disciplines shall be awarded a Bachelor's degree with Honours and a Major in a particular subject/discipline upon successful completion of the eighth semester, provided the student has earned a minimum of 88 credits in that subject out of the total 176 credits. These 88 credits must be accumulated through Discipline Specific Core/Core Courses (DSC/CC), Skill Enhancement Courses (SEC) related to the core subject, Discipline Specific Electives (DSE) and Academic project related to the Major Subject.

Example: A student pursuing a B.A. (Honours) programme with Political Science and History as core subjects shall be awarded a Major in History if she/he earns at least 88 credits from DSC/CC, SEC (History-related), DSE courses and completes Academic project in History by the end of the eighth semester.

Additionally, the student shall be awarded a Minor in Political Science if she/he earns a minimum of 24 credits from DSC/CC, SEC (Political Science-related), and DSE courses in Political Science. A student may also be eligible for a Minor(s) in a Multidisciplinary/Interdisciplinary (MD/ID) subject or discipline if she/he completes at least 24 credits in the discipline(s) by the end of the eighth semester.

Major and Minor (Four-Year Bachelor's Degree–Honours with Research)

A student enrolled in a four-year undergraduate programme with two core subjects/disciplines shall be awarded an Honours with Research degree with a Major in one subject upon successful completion of the eighth semester, provided they earn a minimum of 88 credits in that subject out of the total 176 credits. These 88 credits must be accumulated through Discipline Specific Core/Core Courses (DSC/CC), Skill Enhancement Courses (SEC) related to the core subject, Discipline Specific Electives (DSE) and writes dissertation on the chosen major discipline.

Example: A student pursuing a B.Sc. (Honours with Research) in Physics and Chemistry as core subjects will be awarded a Major in Physics if she/he successfully completes at least 88 credits through DSC/CC, SEC (Physics-related), DSE courses, and writes dissertation on the Physics.

Such a student shall also be awarded a Minor in Chemistry if she/he earns a minimum of 24 credits through DSC/CC, SEC (Chemistry-related), and DSE courses in Chemistry.

A student may also be eligible for a Minor(s) in a Multidisciplinary/Interdisciplinary (MD/ID) subject or discipline if they complete at least 24 credits in the discipline(s) by the end of the eighth semester.

Note: The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme may conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

Three-Year Bachelor's Degree (Multidisciplinary Programme) (In case of Exit)

Three-Year Bachelor's Degree (Exit Option after VI Semester)

A student who chooses to exit the programme after successfully completing the sixth semester shall be awarded a Three-year Bachelor's Degree, provided they have earned a total of 120 academic credits, including 2 credits in Self-Study and Development (SSD), from any of the aforementioned multidisciplinary programmes.

A student enrolled in a Four-Year Undergraduate Programme (FYUP) with two Core subjects will be eligible for a Three-year Bachelor's Degree upon successful completion of six semesters, in the event of exiting the FYUP. If the student earns a minimum of 80 credits from the two core subjects in the Arts or Science disciplines out of the total 120 credits, she/he will be awarded a Three-Year Bachelor's Degree in Arts or Science discipline, respectively. These 80 credits of core courses must be earned through Discipline-Specific Core/Core Courses (DSC/CC) and Skill Enhancement Courses (SEC) related to the two chosen subjects.

Example: If a student exits the Four-year Bachelor's Degree programme in science after three years with Zoology and Botany as Core subjects and has secured 80 credits from DSC/CC and SEC courses in these core Science disciplines, they will be awarded a Three-Year Bachelor's Degree in Science.

FOUR-YEAR UNDERGRADUATE PROGRAMME (FYUP)

[w.e.f. ACADEMIC SESSION 2025-26*]

The following course descriptions, course structure, and other relevant information will apply exclusively to students enrolling in undergraduate programmes for the first time in the Academic Session 2025–26:

Descriptions related to the Contents

(a) Credit

The number of credits assigned to a course reflects the minimum time commitment required by a student in the form of lectures, tutorials, and practical sessions. As per the standard academic structure:

- One credit is equivalent to one hour of classroom teaching per week, or
- Two hours of practical/tutorial work per week.

Each semester shall comprise a minimum of 20 credits. To successfully complete a semester, a student must earn the required credits by passing the prescribed examinations and fulfilling course requirements.

Selection of Major and Minor Subjects (FYUP in Arts/Science)

(b) Major Course

In the first semester, students are required to select one Major and one Minor subject, preferably from the same broad subject group. However, in cases where this is not feasible—either due to the student's preference or institutional constraints—students may opt their Minor subject from a different group. This flexibility shall be exercised within the framework of broad subject groups as defined by the University.

From the second semester onward, students will continue with three subjects: one Major, one Minor, and one Multidisciplinary/Interdisciplinary (MD/ID) subject. A limited number of students may be allowed to change their Major and Minor subjects after the completion of the second semester, subject to their academic performance in the first semester and approval from the university authorities.

Major: The Major discipline represents the principal area of academic specialization within a degree programme. The degree shall be conferred in this discipline. The student must attain a minimum of 50% of total credits in a discipline to earn an undergraduate degree with a major in that discipline. The

Major consists of a well-defined set of courses aimed at building comprehensive knowledge and competence in the subject. It includes both **Discipline Specific Core (DSC) Courses, Discipline Specific Elective (DSE) Courses and Skill Enhancement Courses (SEC)** related to the core subject. To earn a degree with a major, students must meet the minimum credit requirements specified for different program categories.

Level of Courses offered under Major Category in different years of FYUP

Major courses in the first two semesters (I & II) will be Introductory level courses, in the next two semesters of FYUP i.e. (III & IV Semesters) they will be of Intermediate-level. Further in the third year of FYUP i.e. (V & VI semesters) they will be Higher level courses. In the fourth year of FYUP i.e., (VII & VIII semesters) the Major courses offered will be higher level courses or Advanced level courses or a combination of both level of courses. Following are the different categories of Major courses to be offered under FYUP:

Core Course/Discipline Specific Core Course (Major): These are mandatory courses associated with the Major discipline that every student must complete. They provide foundational and advanced knowledge essential to the core subject.

Core Elective Course/Discipline Specific Elective Course (Major): These are optional/elective courses within the Major discipline, offered as a pool of subject-specific papers. Students are given the flexibility to select courses based on their academic interests or career goals, allowing for a degree of customization within the Major framework.

Core-Specific Skill Enhancement Courses (SEC):

These courses are directly aligned with the core discipline(s) chosen by the student under the FYUP. Core-specific. The skill courses aim to enhance the skills of the students based on the core courses opted by them under the FYUP. These are specialized skill-based courses aligned with the core subjects offered by the departments. Additional skill-oriented courses will also be provided under various categories. Skill Enhancement Courses (SEC) are further available as part of the Minor Course offerings.

SEC are also offered as AMSC (Additional Multidisciplinary Skill Courses) in Second Year of FYUP.

Vocational Course/Field Visit/Internship:

Vocational courses are designed to equip students with industryrelevant skills through specialized training tailored to the needs of entrepreneurs, businesses, and industries. The objective is to ensure that graduates are employment-ready and possess the practical competencies demanded by the job market. Internships further enhance this by offering students the opportunity to work in professional

environments where they can apply their classroom learning, develop workplace skills, build industry connections, and gain insights into career pathways. In addition to providing students with practical, experience-based learning, fieldwork/field visit aims to expose them to real-world socio-economic and societal challenges, allowing them to bridge the gap between theory and practice and develop effective solutions to real-life problems.

Project Report:

The Project Report course under NEP 2020 aims to cultivate research aptitude, analytical thinking, and academic writing skills among students. It provides hands-on experience in identifying problems, collecting data, and presenting findings systematically. This experiential learning component enhances subject-specific understanding, promotes interdisciplinary approaches, and prepares students for research-based higher education or professional roles in diverse fields.

(c) Minor Course

A Minor discipline provides students with an opportunity to broaden their knowledge and skills beyond their major discipline. The Minor courses include Discipline specific courses, skill courses, community outreach-based courses and multi-disciplinary/inter-disciplinary (MD/ID) courses in the FYUP. A minimum of 32 credits will be offered under Minor Courses in a four-year undergraduate programme, while a minimum of 24 credits will be offered in a three-year undergraduate programme. Students must earn these credits through approved Minor Courses. However, to obtain a degree with a Minor in a particular subject/discipline, students must also fulfil the minimum credit requirements specified for their respective programme categories.

(c.1) Discipline Specific Minor: The Discipline Specific Minor courses include a selection of courses from a specific discipline, opted by a student, that meet the credit requirements for the minor. Skill Enhancement Courses (SEC) will also be offered under the minor courses.

Community Outreach: The curricular component of 'Community Outreach' will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Level of Courses offered under Discipline Specific Minor Category in different years of FYUP

Discipline Specific Minor courses in the first two semesters (I & II) will be Introductory level courses, in the next two semesters (III & IV Semesters) they will be of Intermediate-level. Further if offered/opted in the third year (V & VI semesters) they will be Higher level courses. In the fourth

year, the Discipline Specific Minor courses offered will be Higher level courses or advanced level courses or a combination of both level of courses.

(c.2) Additional Courses-ID/ MD Courses (Minor): In addition to discipline-specific minors, students enrolled in Undergraduate (UG) programmes will also have the opportunity to pursue additional minor courses, categorized as Interdisciplinary (ID) or Multidisciplinary (MD) courses.

In case of ID/MD courses, the students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class or equivalent grade level).

These Courses are offered alongside the core subject(s) selected at the time of enrolment and are designed to broaden students' academic exposure and enhance their skillsets beyond their primary discipline. These additional courses will be available during the first four semesters (Semesters I–IV), with an option to pursue them at a higher or an advanced level in the seventh and eighth semesters of the Four-Year Undergraduate Programme (FYUP).

Selection criteria for MD and ID (FYUP in Arts/Science)

Students seeking admission will have to opt two (02) interdisciplinary/ multidisciplinary (MD/ID) subjects in the first year. In the second year the student will continue with one MD/ID only.

Departments offering ID and MD Courses

The following Schools/ Departments are offering Interdisciplinary (ID)/ Multidisciplinary (MD) Courses as an Additional subject:

Chemistry, Home Science, Mathematics, Physics, Statistics (School of Sciences); Commerce (School of Commerce); Geography, Education [Affiliated college] (School of Education); Drawing & Painting, English, Hindi, Music, Sanskrit, (School of Arts, Communication and Languages); Anthropology, Economics, History, Philosophy, Political Science, Psychology, Sociology (School of Humanities and Social Sciences); Botany & Zoology (School of Life Sciences).

Value Addition Course (VAC)

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 Connecting to Environment and Community, Understanding and Connecting with Environment; Culture, Traditions and Moral Values, etc. It is compulsory to study all these Value-Added Courses as offered by the University in different semesters.

(d) Ability Enhancement Courses (AEC)

These courses aim to enhance the different capabilities and abilities of the students which will help

them grow in very field of life and will help in their holistic development. Indian, Modern Language, Indian Knowledge System and Communication Skills are the courses offered under the AEC. Some of the courses offered under the AEC category are designed to strengthen students' skill sets and may also be classified as Skill Enhancement Courses (SEC), depending on their content and learning outcomes. Communication Skills, Indian Knowledge System and other such courses enhancing the different skillsets of the students will also be categorised under Skill Enhancement Courses.

Language Courses: Under the Indian and Modern Languages Course category, students are offered language courses designed to help them learn new languages of their choice. A pool of languages will be made available, from which students may choose to study one language in each semester and another in a subsequent semester, each carrying 2 credits.

Note:

1. In case of ID/MD courses, the students are not allowed to choose or repeat courses already undergone at the higher secondary level (12th class or equivalent grade level).
2. The University reserves the right to revise the programme/course structure or seat allotment in accordance with UGC guidelines or the framework suggested under the NEP and University requirements.

I. DETAILS OF SINGLE MAJOR PROGRAMMES IN ARTS

Following two Single Major Programmes are offered with Arts and Science as two disciplines (with a Major and Minor subjects) under FYUP in the University: 1. Four Year Bachelor's Degree in Arts (Honours/Honours with Research) with Major Subject The following subjects are offered under the Arts Discipline: Anthropology, Défense Studies, Drawing & Painting, Economics, English, Geography, Hindi, History, Home Science, Mathematics, Music, Philosophy, Political Science, Psychology, Sanskrit, Sociology, Statistics, Education (in affiliated college/institute only)

Four Year Bachelor's Degree (Multidisciplinary Programme)

A four-year Bachelor's degree with Honours shall be awarded upon the successful completion of 176 academic credits, in either of the two aforementioned multidisciplinary programmes. Students will have the flexibility to choose any three subjects within their core disciplines along with the MD/ID subject under the selected programme. A minimum of 88 credits must be earned in the subjects belonging to the student's Major.

Major and Minor (Four-Year Bachelor's Degree with Honours)

A student enrolled in a four-year undergraduate programme studying two core subjects (Major and Minor) in the first year, and pursuing one of these subjects as the Major in the second, third and fourth year, shall be eligible for the award of a Bachelor's Degree with Honours with that Major subject upon successful completion 59 ADMISSION PROSPECTUS 2025-26 of the eighth semester. This is subject to the condition that the student has earned a minimum of 88 credits (i.e. 50% of the total credits of the programme) in the Major subject out of the total 176 credits required for the programme. These 88 credits must be accumulated through Discipline Specific Core/Core Courses (DSC/CC), Skill Enhancement Courses (SEC) related to the core subject, Discipline Specific Electives (DSE), Project report and Field Visit/Vocational/Internship course related to the Major Subject.

Example: A student pursuing a B.A. (Honours) programme with History and Political Science as core subjects and further Sociology and Economics as a Minor (ID/MD) shall be awarded a Major in History if she/he earns at least 88 credits from DSC/CC, SEC (History-related), DSE courses, Project report, Field Visit/Vocational/ Internship course in History by the end of the eighth semester.

Such a student shall also be awarded a Minor in Political Science if she/he earns a minimum of 24 credits in 8 semesters through DSC/CC, SEC (Political Science-related) and minor courses of Political Science (Offered in III to VIII semesters).

Furthermore, the student will be awarded a Minor in Sociology or Economics (which is her/his ID/MD subject in this example) upon earning minimum 24 credits in Sociology or Economics over the span of eight semesters. This includes completing the ID/MD Sociology and Economics courses in the first four semesters, as well as the Minor courses offered under Sociology and Economics in the VII and VIII semesters.

Guidelines for Selecting a Minor in the Fourth Year (VII & VIII semester)

In the fourth year (VII and VIII semester) of the FYUP, students may choose their Minor course from the following:

- A Discipline Specific Core subject that was studied up to the third year as a minor (i.e., until the VI semester).
- Interdisciplinary (ID) or Multidisciplinary (MD) subjects studied during the first and second year.

If a student opts for a Minor in a particular subject, she/he must undertake the Minor courses offered under the same subject in both the VII and VIII semesters.

Major and Minor (Four-Year Bachelor's Degree–Honours with Research)

A student enrolled in a four-year undergraduate programme studying two core subjects (Major and Minor) in the first year, and pursuing one of these subjects as the Major in the second, third and fourth year, shall be eligible for the award of a Bachelor's Degree (Honours with Research) with that Major

subject upon successful completion of the eighth semester. This is subject to the condition that the student has earned a minimum of 88 credits in the Major subject out of the total 176 credits required for the programme.

These 88 credits must be accumulated through Discipline-Specific Core/Core Courses (DSC/CC), Skill Enhancement Courses (SEC) related to the core subject, Discipline-Specific Electives (DSE), a project report, field visits/vocational/internship courses related to the Core subject, Research methodology, and a dissertation on the chosen major subject.

Example: A student pursuing a B.Sc. (Honours with Research) in Physics and Mathematics as Core subjects and, Statistics and Chemistry as a Minor (ID/MD) subject, will be awarded a Major in Physics if she/he successfully completes at least 88 credits through DSC/CC, SEC (Physics-related), DSE courses, Project report, Field Visit/ Vocational/ Internship course of Physics, Research Methodology Course and writes dissertation (12 Credits) on the Physics.

Such a student shall also be awarded a Minor in Mathematics if she/he earns a minimum of 24 credits in period of 8 semesters through DSC/CC, SEC (Chemistry-related) and minor courses of Mathematics (offered in III & VIII semesters).

Furthermore, the student will be awarded a Minor in Statistics/Chemistry (which is her/his ID/MD subject in this example) upon earning 24 credits in Statistics/Chemistry over the span of eight semesters. This includes completing the ID/MD Statistics/Chemistry courses in the first four semesters, as well as the Minor courses offered under Statistics/Chemistry in the VII and VIII semesters.

Guidelines for Selecting a Minor in the Fourth Year (VII & VIII semester)

In the fourth year (VII and VIII semesters) of the FYUP, students may choose their Minor course from the following:

- A Discipline Specific Core subject that was studied up to the third year as a Minor (i.e., until the VI semester).
- Interdisciplinary (ID) or Multidisciplinary (MD) subjects studied during the first and second year.

To earn a Minor in a particular subject, a student must accumulate a minimum of 24 credits in that subject over the course of the programme. If a student opts for a Minor in a particular subject, she/he must undertake the Minor courses offered under the same subject in both the VII and VIII semesters.

Note: The Departments offering a 4-year UG Degree (Honours with Research) must have the required infrastructure such as the library, access to journals, computer lab and software, laboratory facilities to carry out experimental research work, and at least two permanent faculty members who are recognized as Ph.D. supervisors. The Departments already recognized for conducting the Ph.D. programme may

conduct a 4-year UG Degree (Honours with Research) without obtaining any approval from the affiliating University.

Three Year Bachelor's Degree (Multidisciplinary Programme) (In case of Exit under FYUP)

Three-Year Bachelor's Degree (As an exit option after VI Semester under FYUP)

A student who opts to exit the Four-Year Undergraduate Programme (FYUP) after successfully completing six semesters shall be awarded a Three-Year Bachelor's Degree with a Major in one subject, provided she/he have earned a minimum of 64 credits in the major discipline out of a total of 128 academic credits. These credits must be earned from any of the multidisciplinary undergraduate programmes offered.

In the case of a student enrolled in the FYUP with two core subjects, she/he shall be eligible for a Three-Year Bachelor's Degree with a Single Major, provided she/he have earned at least 64 credits in one Core subject (from Arts or Science disciplines). These 64 credits must be accrued through Discipline-Specific Core (DSC)/Core Courses (CC), Skill Enhancement Courses (SEC), Discipline-Specific Electives (DSE), and other related courses in the chosen major subject.

Example: If a student exits a Four-Year Bachelor's Degree programme in science (Zoology & Botany as Core subjects) after three years and has earned 64 credits in Zoology through DSC/CC, SEC, DSE, and other courses offered under the subject Zoology, she/he will be awarded a Three-Year Bachelor's Degree in Science with a Major in Zoology.

Similarly, the student who has studied Botany as a minor core subject shall be awarded a Minor in Botany, provided they earn a minimum of 24 credits from DSC/CC and SEC courses in Botany over the span of six semesters.

Guidelines for selecting/pursuing a Minor in the third Year

The students will have to select Minor from one of the two Core courses pursued by them in first year i.e. first 2 semesters of the FYUP.

Example: If a student has taken Botany as a minor core subject and continues with it as a minor in the second and third year, she/he shall be awarded a Minor in Botany, provided she/he earns a minimum of 24 credits from DSC/CC and SEC courses in Botany over the span of six semesters.

Circular by the University

In pursuance of the approval granted by the competent authorities, all University campuses and affiliated colleges are hereby directed to adhere to the following instructions while allocating M.D./I.D. courses in the first year of B.A./B.Sc. Programmes.

I. Multidisciplinary/Interdisciplinary (M.D/I.D.) courses is being offered under M.D/I.D Subject-1 and Subject-2.

A. Under the M.D/I.D. Subject-1,

The course allocation will be made from a subject other than the two Discipline-Specific Core (DSC) subjects selected by the student.

B. Under the M.D/I.D. Subject-2, the following common courses shall be offered in both B.A. and B.Sc. programme

Under M.D./I.D.-Subject- 2

For B.Sc programmes

B.Sc- I Sem Disaster management

B.Sc-II Sem Mental health and wellbeing

For B.A programmes

B.A- I Sem Mental health and wellbeing

Or

Basics of Social Work

B.A- II Sem Disaster Management

The detailed syllabi of the above courses will be circulated to all university campuses and affiliated colleges

II. Following points needs to be taken care of while distributing M.D/I.D courses under M.D/I.D Subject-1

1. In case of M.D/I.D Subject-1 allocation the subject allocated to a student should be different from the two core subjects (DSC) offered in the first year.

2. For the M.D/I.D Subject-1 allocated to a student, it must be ensured that the student has not studied the subject or related courses at the 10+2 level. The list of subjects to which this condition applies is provided on the following page.

The admission committees/Colleges must check the student 12th marksheet to verify before

allocating the M.D/I.D Subject-1.

Status of subjects for which the condition that “the student has not studied the subject or courses at the Intermediate level (Class)” is required/ not required to be applied during subject allocation under M.D/I.D subject-1.

S.No	Subject	Required/Not required
1	Zoology	Required
2	Chemistry (offered M.D/I.D Specialization-Environmental Chemistry)	Not required
3	Botany	Required
4	Biochemistry	Required
5	Physics (offered M.D/I.D Specialization-Physics of Earth)	Not required
6	Biotechnology	Required
7	Microbiology	Required
8	Geology	Required
9	Geography	Required
10	Anthropology (offered M.D/I.D Specialization-Tribal studies)	Not required
11	Mathematics (offered M.D/I.D Specialization-Foundations of Applied and computational Mathematics)	Not required
12	Statistics	Required
13	Computer Science	Required
14	Defence Studies	Required
15	Sociology	Required
16	Political Science (offered M.D/I.D Specialization-Indian Constitution: Politics and governance)	Not required
17	Economics (offered M.D/I.D Specialization-Business Economics)	Not required
18	History (offered M.D/I.D Specialization-Museology)	Not required

19	Défense Studies	Required
20	Psychology	Required
21	Philosophy	Required
22	Education	Required
23	Home Science	Required
24	Hindi (offered M.D/I.D specialization-Lok Sahitya)	Not required
25	English (offered M.D/I.D Specialization-Applied linguistics)	Not required
26	Sanskrit	Required
27	Drawing and Painting (offered M.D/I.D Specialization Advertising theory)	Required
28	Music	Required

This clause No.2 is not required for the departments which have offered specialised courses under their subject, as mentioned in the above table.

III. Affiliated colleges and university campuses, based on specific academic needs, may enhance the allocation of M.D./I.D. Subject-1 seats from 40% up to a maximum of 60% of the core seats allocated to a particular subject. Under no circumstances shall this allocation exceed 60% of the core seats of the respective core subject.

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 Discipline Specific core and Major papers in different semesters 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 Six. 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.

SUBJECT: EDUCATION (SHIKSHASHASTRA)

Only for NEW Four year UG Program (To be implemented from 2025-26 Session)

(NEW EDUCATION POLICY-2020)

BACHELOR’S DEGREE PROGRAMME (4 YEARS PROGRAM I to VIII Semester)

Curriculum Framework and Credit Allocation for a Subject with Practical-Based Learning.

(FIRST YEAR (I & II SEMESTER))

The following course structure under FYUP is designed of a Practical course-based learning.

First Year-NHEQF Level-4.5

SEMESTER-I

COURSE CATEGORY	SUBJECT/ TITLE	NAME OF PAPERS	NO OF PAPE	CREDITS	CREDITS BIURCATION

			RS		
Discipline Specific Core	DSC Subject- 1(Major)	Education and Philosophy	I	04	Theory-02 Practical-02
	DSC Subject- 11(Minor)	Indian Culture and Moral Values	I	04	Theory-02 Practical-02
M.D./I.D Subject-1	M.D-I	Special Education (Basic)	1	4	Theory-02 Practical-02
	or I.D-I	or Education and Society			Theory-02 Practical-02
M.D./I.D Subject-2	M.D-I or I.D-I	Mental health and wellbeing Or Basics of Social Work		4	Detailed syllabi of the course will be circulated by university

SEC/ AEC Field work/ Communication Skills Or AMSC/Field Work/SEC	SEC/	Computer Applications in Education Part-I (SEC)	1	2	
VAC		Understanding and connecting with the environment Or Life Skills & Personality Development	1	2	BY UNIVERSITY
			6	20	

SEMESTER-II

COURSE CATEGORY	SUBJECT/ TITLE	NAME OF PERS	NO OF PAPERS	CREDIT S	CREDITS BIURCATION
Discipline Specific Core	DSC Subject-1 (Major)	Educational Psychology	1	4	Theory- 02 Practical-02
	DSC Subject-11 (Minor)	Education and Communication Skills	1	4	Theory- 02 Practical-02
M.D./I.D-II Subject-1	M.D-11 or I.D-II	Physically and mentally Disabled Person in Special Education Or Society and Social Psychology	1	4	Theory- 02 Practical-02 Theory- 02 Practical-02

M.D./I.D-II Subject-11	M.D-11 or I.D-II	Disaster Management		4	Detailed syllabi of the course will be circulated by university
<u>SEC/VA</u> <u>C</u> AMSC/ Field Work/SEC Or Field Work/SEC/Communi cation Skills	SEC	Computer Applications in Education part-II	1	2	
VAC		Understanding and connecting with the environment Or Life Skills& Personality Development	1	2	BY UNIVERSITY
Total			6	20	

+4 credits Vocational course	Internship in Psychology, Counseling and Mental Health				4 credits
------------------------------	---	--	--	--	-----------

NHEQE Level 4.5 - Students on exit after successfully completing Second year(i.e., securing minimum of 40 credits + 4 credits in one vocational course/skill enhancementcourse of 4credits) will be awarded”Undergraduate Certificate”of one years,in related field /discipline/subject.

Second Year-NHEOF Level-5

The student will pursue one major and one minor from the second year out of the three DSC subjects studied in the first year (i.e., I &II semester)

SEMESTER-III

COURSE CATEGORY	SUBJECT/TITLE	NAME OF PAPERS	NO OF PAPER S	CRDITS	CREDITS BIURCATION
Major-1 (One Subject) Major	DSC Major-1	EDUCATION AND INDIAN HISTORY	1	6	Theory-04 Practical-02
Minor-I (One Subject)	DSC Minor-I	Committees and Policy Formation	1	4	Theory-02 Practical-02
SEC (of Major)	SEC Major-I	Creativity and Education	1	2	

M.D./I.D-III	M.D/1.D-III or 1.D-III	Curriculum Development for Intellectually Disabled Children Or Society and Social Problems	1	4	Theory-02 Practical-02 Theory-02 Practical-02
AEC (Language based courses)	Indian, Modern, Regional Language-1		1	2	These courses are developed by t h e University)
VAC/AEC	IKS Or Culture,Tradi tions and Moral Values		1	2	These courses are developed by t h e (University)
Total			6	20	

SEMESTER-IV

COURSE CATEGORY	SUBJECT/ TITLE	NAME OF PAPERS	NO OF PAPER S	CREDITS	CREDITS BIURCATION
Major-1 (One Subject) Major	DSC Major-II	Future Perspective and Technological Changes in Education-	1	6	4 Theory 2Practical
Minor-I (One Subject)	DSC Minor-II	Guidance and Counseling		4	Theory-02 Practical-02
SEC	SEC Major-II	Bhartiya Darshan	1	2	-----
M.D./I.D-1V	M.D- IV 1.D -IV	Gifted and Creative children in special Education OR Group Learning and Social Behaviour	1	4	Theory-02 Practical-02 Theory-02 Practical-02

AEC(Language based courses)	Indian, Modern, Regional Language-11		1	2	These courses are developed by t h e (University)
SEC/AEC	IKS Or Culture, Traditions and Moral Values		1	2	BY University
Total			6	20	
+4 Credits Vocational /Skill Course	Personality Development and Soft Skills	Duration one month or fifteen days	+4		One vocational Course

NHEQE Level 5- Students on exit after successfully completing Second year (i.e., securing a minimum required 80credits +4Credits in one vocational course/skill enhancement course of 4credits) will be awarded” Undergraduate Diploma”of two years,in related field /discipline/subject.

Third Year NHEQF Level -5.5 Bachelor's Degree

A student pursuing a Bachelor's degree will be required to continue with the same Major and Minor subjects in the third year as selected in the second year of the four-year undergraduate programme.

SEMESTER-V

Course Type	SUBJECT/ TITLE	Name of Papers	No of Papers	Credits	Credits Bifurcation
Major-I (One)	DSC Major-I	Educational Measurement and Evaluation	1	6	4Theory 2Practical
	DSC Major-II	Experimental Psychology	1	6	4Theory 2Practical
	DSE Major Elective-I	Education and Learner Development	1	4	----
Major-I (One)	Field Visit/ Vocational/ Internship	Field Visit in the Education subject by practical and social work	1	4	Report Submitted by the students end of semester

Minor (one)	Minor-I (SEC) /or Vocational/or Community Outreach	Environmental Problem <u>(SEC)-I</u>	1	4	-----
Total			5	24	

SEMESTER-VI

Course Type	Subject/Title	Name of Papers	No of Papers	Credits	Credits Bifurcation
Major-I (One)	DSC Major-I	School Management Planning and Organization	1	6	4 Theory 2 Practical
Major-I (One)	DSC Major- II	Psycho Physics and Psycho Physical Methods	1	6	4Theory 2Practical
Major-I (One)	DSE Major Elective-II	Principles of Education-	1	4	-----
Major-I (One)	Project Report		1	4	Practical
Minor (one) I	Minor-II (SEC) /or Vocational/or Community Outreach	Education and National Integration <u>(SEC)-II</u>	1	4	
Total			5	24	

NHEQF Level 5.5	Students on exit after successfully completing three years (i.e., securing a minimum of required 128 credits) will be awarded a “Bachelor’s Degree” of three years, in a related field/discipline/subject
------------------------	--

Community Outreach-The curricular component of ‘community outreach’ will involve activities that would expose students to the socio-economic issues in society so that the theoretical learnings can be supplemented by actual life experiences to generate solutions to real-life problems.

Note: 1. In case of DSE Major Elective course, if the department want to introduce practical component, the department may bifurcate the total 4 credits between theory and practical.

2. In case of Vocational course being offered by the department, the 4 credits may be given entirely to

the theory course or distributed between theory and practical as per the requirements.

3. Student will continue with the same Minor in the third year (V & VI Semester) as studied in the second year (III & IV semester) of the FYUP.

FOURTH YEAR-NHEOF Level-6

In the fourth Year of Four-Undergraduate Program(FYUP) two types of programs are Offered:

1. U.G. with Honours

2. U.G. Honours with Research

Candidates with a minimum **CGPA of 7.5** will be eligible to continue their studies into the fourth year of the undergraduate program, leading to a four-year Bachelor's degree (Honours with Research).

The students shall be required to continue with the same Major subject as pursued in the Third year of the Undergraduate Program.

FOURTH YEAR-(U.G. HONOURS) Level-6

Entry Requirement- After completing the requirements of a 3 years Bachelor's

Degree (**128 Credits**), will be allowed to continue studies in the fourth year of the undergraduate program leading to the four years bachelor's degree (with Honours).

SEMESTER-VII

COURSE TYPE	Subject/Title	Name of Papers	No of Papers	Credits	Credits Bifurcation
Major SUBJECT (ONE)	DSC Major-I	Indian Philosophy	1	4	Theory-04 No Practical
	DSC Major-II	Administration and Decision Making	1	4	Theory-04 No Practical

	DSCMajor-III	Fundamentals of Research	1	4	Theory-04 No Practical
	DSCMajor-IV	Major Practical	1	4	Practical -04 No -Theory
	DSE Major Elective-I	Tools and Techniques	1	4	04-Theory
Minor(one)	Minor-I (Discipline Specific Minor or M.D/ I.D)	Science of Psychopathology (M.D.) Or Institutional Performance and Evaluation (I.D)	1	4	Theory-2 Practical-2
Total			6	24	

SEMESTER-VIII

COURSE TYPE	Subject/Title	Name of Papers	No. of Papers	Credits	Credits Bifurcation
Major SUBJECT (ONE)	DSC Major-I	Education and Extracurricular Activities	1	4	Theory-04 No Practical
	DSC Major-II	Personality Development and Stress Management	1	4	Theory-04 No Practical
	DSC Major-III	Health and Social Welfare	1	4	Theory-04 No Practical
	DSC Major-IV	Major Practical	1	4	Practical -04 No -Theory
DSE Major Elective-II	DSE Major Elective-II	Cognitive Psychology	1	4	04-Theory
Minor(one)	Minor-II (Discipline Specific Minor M.D-II) or	Inclusive Education (M.D-II) or	1	4	Theory-02 Practical-02

	(I.D)-II	Social Perception and Psychology (I.D-II)			
Total			6	24	

NHEQE Level - 6 Students on exit after successfully completing “Four year(i.e., securing minimum required 176 credits) will be awarded ”Four years Bachelor’s Degree (Honors) in related field /discipline/subject.

Note: 1. In case of DSE Major Elective course, if the department want to introduce practical component, the department may bifurcate the total 4 credits between theory and practical.

2. If the minor course is offered without a practical component, the department must allocate 4 credits to the theory component. Electives may be offered by the departments under the Minor course.

Minor—Each department is required to design and offer higher or advanced level Minor courses (one in each semester of the fourth year) that broaden the learner’s academic exposure beyond their Core Major discipline.

Guidelines for Selecting a Minor in the Fourth Year: In the fourth year (VII and VIII semesters) of the FYUP, students may choose their Minor Course from the following: • Interdisciplinary (ID) Or Multidisciplinary (MD) subject studied during the first and second year (I to IV semesters) Or • A Discipline specific core subject that was studied up to the third year as a minor (i.e., until the VI semester). If a student opts for a Minor in a particular subject, they must undertake the Minor courses offered by that subject in both the 7th and 8th semesters. Example: If a student enrolled in a four-year undergraduate programme with two Core subjects—

Botany and Chemistry—opts to pursue Chemistry as her/his Major and Botany as Minor in the first three years, she/he will have the option to continue with Botany as a Minor in the seventh and eighth semesters, i.e., the fourth year of the FYUP. Alternatively, if the same student had studied Statistics and Zoology as an Interdisciplinary/Multidisciplinary (ID/MD) subject in the first and second year, she/he may opt for Statistics or Zoology as her/his Minor in the VII & VIII semesters i.e. fourth year. Credit Requirement for Minor: To earn a Minor in a particular subject, a student must accumulate a minimum of 24 credits in that subject over the duration of the programme.

Fourth Year- (U.G. Honours with Research)

The students shall be required to continue with the same Major subject as pursued in the Third year of the Undergraduate Program.

Entry Requirement-

After completing the requirements of a 3-year Bachelor's Degree (128 Credits), candidates who meets a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate program leading to the four years bachelor's degree Honours with Research).

SEMESTER-VII

COURSE TYPE	SUBJECT/TITLE	Name of Papers	No. of Papers	Credits	Credits Bifurcation
Major Subject (One)	DSC Major-I	Yoga Philosophy and Education	1	4	Theory-04 No Practical
	DSC Major-II	Woman Empowerment and Present Problems	1	4	Theory-04 No Practical
	DSC Major-III	Major Practical	1	4	Practical-04 No Theory
	DSE Major Elective-I	EDUCATION AND BASIC RESEARCH	1	4	Theory-04 No Practical
	RESEARCH METHODOLOGY	RESEARCH METHODOLOGY	1	4	Theory-04 No Practical

Minor(One)	Minor-I Discipline Specific Minor M.D./ or M.D/I.D M.D OR I.D	Education and Social Psychology Or Education and Social Psychology	1	4	Theory-02 Practical-02
Total			6	24	

Fourth Year- (U.G. Honours with Research)

SEMESTER-VIII-

COURSE TYPE	SUBJECT/TITLE	Name of papers	No.of Papers	Credits	Credits Bifurcation
Major Subject (One)	DSC Major-I	THEORETICAL STATISTICS (THEORY ONLY)	1	4	Theory-04 No Practical
	DSE Major Elective-II	STATISTICS AND RESEARCH	1	4	Theory-04 No Practical
DISSERTATION		DISSERTATION	1	12	Practical-12
Minor-II	Discipline Specific Minor or M.D/I.D		1	4	Theory-2 Practical-2
	M.D	Exceptional Children and Therapy			
	Or	Or			
	I.D	Social Problems: Change and Control			
Total			5	24	

NHEQE Level - 6 Students on exit after successfully completing “Four year(i.e., securing minimum required 176 credits) will be awarded “Four years Bachelor’s Degree (Honors with Research) in the related field /discipline/subject.

Note: 1. In case of DSC Major-I (offered in 8th Semester) and DSE Major Elective course (offered in VII

& VIII semesters), if the department want to introduce practical component, the department may bifurcate the total 4 credits between theory and practical.

2. If the minor course is offered without a practical component, the department must allocate 4 credits to the theory component. Electives may be offered by the departments under the Minor course.

Minor—Each department is required to design and offer higher or advanced level Minor courses (one in each semester of the fourth year) that broaden the learner's academic exposure beyond their Core Major discipline.

Guidelines for Selecting a Minor in the Fourth Year: In the fourth year (VII and VIII semesters) of the FYUP, students may choose their Minor course from the following:

- Interdisciplinary (ID) Or Multidisciplinary (MD) subject studied during the first and second year (I to IV semesters) Or
- A Discipline Specific Core subject that was studied up to the third year as a minor (i.e., until the VI semester). If a student opts for a Minor in a particular subject, they must undertake the Minor courses offered by that subject in both the VII and VIII semesters.

Example: If a student enrolled in a four-year undergraduate programme with two Core subjects—Botany and Chemistry—opts to pursue Chemistry as her/his Major and Botany as Minor in the first three years, she/he will have the option to continue with Botany as a Minor in the seventh and eighth semesters, i.e., the fourth year of the FYUP. Alternatively, if the same student had studied Statistics and Zoology as an Interdisciplinary/Multidisciplinary (ID/MD) subject in the first and second year, she/he may opt for Statistics or Zoology as their Minor in the VII & VIII semesters i.e. fourth year. Credit Requirement for Minor: To earn a Minor in a particular subject, a student must accumulate a minimum of 24 credits in that subject over the course of the programme.

BACHELOR'S DEGREE PROGRAMME (4 YEARS PROGRAM I to VIII Semester)

SUBJECT: EDUCATION (Shikshashastra)

NEW EDUCATION POLICY-2020

FIRST YEAR CERTIFICATE PROGRAMME (I & II SEMESTER)

The following course structure under FYUP is designed of Practical course-based learning.

(Practical-based subject)

First Year-NHEQF Level-4.5

SEMESTER-I

PAPER- Education and Philosophy (DSC Subject-I Major)

(Credits-02Theory)

Course Objectives: To enable the students to understand the -

1-Philosophical aspect of Education

2- Process and Curriculum – Idealism, Naturalism, Pragmatism and Realism

3-To know about the Indian Thinkers' western and Thinkers' Ideology
of Education.

Unit- I Education and Philosophy- Meaning of Philosophy and Education, Aims, Scope, Functions,
of Philosophy and Education, the relation between Philosophy and Education.

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

Unit- III Indian Thinkers- Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda,
Acharya

Vinoba Bhave and Bal Gangadhar Tilak.

Unit- IV Western Thinkers- Rousseau, Plato, John Dewey and Maria Montessori

Books-

- | | |
|--|----------------------|
| 1- Philosophical and Sociological Functions of Education | S.P. Chube |
| 2- Philosophy of Education | Rousseau |
| 3- Great Philosophers and Thinkers on Education | J.C.Aggarwal S.Gupta |
| 4. शिक्षा सिद्धान्त | एम. एल. मित्तल |
| 5. शिक्षा के सामान्य सिद्धान्त | पाठक और त्यागी |

SEMESTER-I**PAPER-Practical (DSC Subject-I Major)**

(Credits-02 Practical)

Practical Names-

1. Vividness of the 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

SEMESTER-I

Paper-Indian Culture and Moral Values (DSC Subject-II Minor)

(Credit-02Theory)

Course Objectives - 1- To enable the students to understand the Indian/Regional Culture.
2-To enable the students to understand the culture of India.
3-To enable the students to understand the Uttarakhand

Unit-I Concept of Values-

Concept, Definitions, Characteristics, importance, need, classification and Determinates of values. Five Universal Values-Truth, Righteous conduct, Peace, Love and Non-Violence.

Bhartiya Dharma and Values, Etymological meaning of Dharma, Definitions, characteristics of Dharma and sources, Bharat as the Home of Dharma.

Unit-II Culture and Education-

Nature of Culture, Definitions, Types of Culture, Characteristics, Sources of Bhartiya Culture, Symptoms, components, Cultural Heritage, Basis of Bhartiya moral life-Philosophical and social. Individual and social moral life. Bhartiya Culture and Human values, Culture and source of values Culture and Education. Environment of the school and colleges -school and colleges are the center of man's consciousness.

Unit-III Indian Culture- Vedic dharma and Philosophy-

Vedic dharma, yagya, Bramin Dharma, Vedanta Darshan, Lok Parampara-Andara, Arunachal Pradesh, Assam, Gujrat, Hariyana, Jammu and Kashmir, Karnatak, Kerala, Nagaland, Odisha, Punjab Rajasthan and Bengal.

(only very short description)

Unit-IV Uttarakhand Culture- History of Uttarakhand-Festival, Melas, language and Lok Dance.

Books-

उत्तराखंड का लोक जीवन एवं लोक संस्कृति
भारतीय कला एवं संस्कृति
विद्या भारती चिंतन की दिशा

प्रोफेसर डीडी शर्मा
रहीस सिंह
लज्जाराम तोमर

भारतीय शिक्षा के मूल तत्व
मानव मूल्य एवं शिक्षा
शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत

लज्जाराम तोमर
आर ए शर्मा
एनआर स्वरूप सक्सेना संजय कुमार

Paper- Practical (DSC Subject-II Minor)

(Credits-02 Practical)

Practical Names-

1. Rating Method
2. Retroactive Inhibition Effect of Interpolated Activities on Previous Learning
3. Effect of reward on learning
4. Substitution Method
- 5- Prestige Suggestion

SEMESTER-I

(M.D/ I.D. (Subject-I) Choose only one paper

Paper-Basic Special Education (MD Subject-I)

(Credits-02Theory)

Course Objectives - To enable the students to understand the

- 1- Meaning and objectives of Special of Education
- 2- Development of Special Education.
- 3- Integrated Education, Characteristics, Needs, Scope, Mainstreaming, Components of Mainstreaming,
- 4-Learning Disabled Children
- 5-Create an Environment for Disabled Children

Unit -I Concept of Special Education-: Meaning of Education, Education as a discipline,
Characteristics of Education and Concept of Special Education,

meaning, Special Education as Teaching, Objectives,
Principles and Needs. Development of Special Education.

Unit-II Concept of Integration- Meaning of Integrated Education, Characteristics, Needs,
Scope, Mainstreaming, Components of Mainstreaming,
Comparison of Special Education and Integrated Education.
Innovation, Education and Teacher.

Unit- III Types of Special Education- Special Education and World Scenario, Depressive Disorder,
Physical and mental disorders and Retardation

Unit- IV: Learning Disabled Children- Learning Disabled Children, Slow Learner,
Socially Disadvantaged Children and Emotionally Disturbed Children.

Unit- V: Skill-Based- Create an Environment for Disabled Children in a Classroom and how
You can give Education and Remedy.

Books-

- | | |
|---|--------------|
| 1-Special Education for Disabled Children | S.K. Awasthi |
| 2-Special Education | R.A. Sharma |

SEMESTER-I

Paper-Practical (MD Subject-I)

(Credits-02 Practical)

Practical Names-

- 1-Koh's Block Design Test
- 2-Cube Construction Test
- 3-Pass Along Test
- 4-Negative Transfer of Training
- 5-Sociometry:Interpersonal Relations

SEMESTER-I

(M.D/ I.D. Choose only one Paper)

Paper-Education and Society (ID Subject-I)

(Credits-02Theory)

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

- 1- General aims of education along with nature, types and scope of Education.
- 2- Meaning of society,
- 3- Meaning of curriculum and its planning and construction.
- 4- Specific aims of education as per the present-day needs.

Unit I: Education and Society -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

Active formal agencies – School, Informal agencies – Family.

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.

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.

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 Curriculum- Definition, types of curricula, Principles of curriculum construction, child centered and life centered curricula, co-curricular activities.

Unit-IV Sociology and Education- Meaning, scope of educational sociology, Impact of Educational

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

Unit-V Skill-Based – To prepare a Report and submit at the end of the semester. It is compulsory. This

Report depends on social needs and problems.

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 |

SEMESTER-I

Paper Practical (ID Subject-I)

(Credits-02Theory)

Practical Names-

- 1-Controlled Association
- 2-Constrained Association
- 3-Auditory Location
- 4-Laws of Colour Mixture
- 5-Simultaneous Colour Contrast

SEMESTER-I

M.D./I.D. Subject-2

Paper-Mental Health and Well Being

Or

Paper- Basics of Social Work

Credits -04

(Syllabi prepared by the University)

SEMESTER-I

SEC/AEC-- (Field Work/SEC/Communication Skills or AMSC/Field Work/SEC

Note: If student chooses (Field Work/SEC/Communication Skills in first semester ,and any one course from Additional Multidisciplinary Skill course(AMSC)/Field work/Skill Enhancement Course(SEC) in other semester.

Paper -Computer Application in Education Part-I (SEC)

(Credits-02)

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 of computer in Education
- 3-Computer knowledge is essential these days
- 4-To know about function of micro soft office
- 5-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. Programmed Learning

Unit-4 Preparation of Class Assignment Work

A- Power Point Presentation in Different Subject

B- Creating Google Class-Room, Importance, Objectives ,use and benefits of Google Class-Room, C- Google Meet , D-Developing E-Content

Books--

1-कंप्यूटर शिक्षा

मनीष शर्मा

2. शिक्षा में कंप्यूटर एवं संचार कौशलों का प्रयोग विकास रंजन अरोड़ा

SEMESTER-I

Paper-VAC

Paper Name-Understanding and connecting with the Environment

OR

Life Skills &Personality Development

(Credits-02)

(Syllabus prepared b the University)

SEMESTER-II

Paper-Educational Psychology (DSC Subject-I Major)

(Credits-02 Theory)

Course objectives: - To enable the students-

To understand the meaning, nature and scope of psychology and educational psychology.

- 1 To understand the growth of human development.
- 2 To understand the learning theories and transferred of learning.
- 3 To understand the measurement of personality intelligence.
- 4 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's operant conditioning theory, Reinforcement Theory of Hull, Transfer of learning- types, Teacher's role in transfer of learning, 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 - 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. Social Learning Approach

in Classroom.

Books –

- | | | |
|----|-----------------------------------|----------------------|
| 1 | . Advanced 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. SEMESTER -II

PAPER- PRACTICAL (DSC Subject-I Major)
(Credits-02 Practical)

Practicals Names

1. Mc Dougall Disc. Division of Attention.
2. Level of Educational Aspiration Test
3. Span of Attention
4. Discrimination Learning
5. Perceptual Grouping or Organization

B.A. SEMESTER -II

Paper-Education and Communication Skills (DSC Subject-II Minor)

(Credits-02 Theory)

Course Objective- Students should know about the-

- 1- Concept of Communication
- 2- To know about the Communication Network
- 3- To know about Factors of Communication
- 4-To know about the Communication and Language.

UNIT-I Communication- Concept, Meaning, Definitions, Importance, Characteristics and Types of Communication, Communication Network.

UNIT-II Communication Design- Cybernetic Design, Communication and Interaction,

Process of Communication, Medium of Communication, Barriers to Effective Communication and Characteristics of Receiver, Barriers to Effective Communication.

UNIT-III Factors of Communication- Influencing and Effectiveness of Communication

Characteristics of Communicator, Content of Message, Emotional Appeal, One sided and two sided Information, Primacy versus Recency.

UNIT-IV Communication and Language- Meaning and Components of Language, Functions and Theories- Biological or Cognitive, Learning, and Interactionist. Communication in Class- room

Books- 1 शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध डॉ महेंद्र कुमार मिश्रा

2..समाज मनोविज्ञान की रूपरेखा अरुण कुमार सिंह

B.A. SEMESTER -II

PAPER- PRACTICAL (DSC Subject-II Minor)

(Credits-02 Practical)

Practical Names-

- 1-Creative Ability Test
- 2-Reaction Time Complex
- 3-Bilateral Transfer of Training
- 4-Interest Recognition Threshold
- 5-Learning Task Complexity

SEMESTER-UI

M.D./ I.D. II (Choose only one paper)

PAPER- Physically, Visually, and Handicapped Children in Special Education (M.D.-II)

(Credits-02 Theory)

Course Objectives - To enable the students-

- 1-To understand the meaning, nature, and Laws of physical Development
- 2 -To understand the meaning, Types, Problems, and Causes of handicapped Children
- 3-To understand the visually Impaired children
- 4-To understand the Mentally Retarded children

Unit- I Physical Development- Meaning, Aspects and Laws along with different Stages -Infancy, Childhood, and Adolescence

Unit- II Handicapped Children -Concept, Meaning, Types, Problems, and Causes. Causes of Cerebral Palsy. Physically Impaired child Causes of Cerebral Palsy. Physically Impaired child and cerebral Palsy. Problems of Parents and Care.

Unit- III Visually Impaired- Concept, definitions, classification, Identification, and causes.

Principles of Teaching and Education of the Partially Sighted. Education and guidance for Jobs.

Unit-IV Mentally Retarded Children-Concept, Classification, Social and Economic Status of Parents, Evaluation of Mentally Retarded Children and social Behaviour

Unit- V Skill-Based-To prepare an assignment to know the actual problems of these Children.

Books-

- | | |
|---|---------------|
| 1- Speech and Visually Impaired Child— | Shashi Prabha |
| 2-Mandh Budhi Balko ka mano-samajik evam shasik vikas | Sunil Kumar |

SEMESTER-II

PAPER- Practical (M.D.-II)

(Credits-02Practica)

Practical Names-

- 1-Simple Reaction Time
- 2-Division of Attention
- 3-Habit Interference (Card Sorting Method)
- 4-Maze Learning
- 5-Part and Whole Method

OR

SEMESTER-II

M.D./I.D.

Paper- Society and Social Psychology (I.D.-II)

(Credits-02Theory)

Course objectives:- To enable the students to understand -

1. The meaning Scope, and problems of social Psychology.

2. The concept of Social Interaction.
3. The Socialization Process.
4. 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, Functions of a leader, Types Theories.

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

Unit-V Skill-Based – To prepare a Report related to social Problem and submit at the end of the Semester. It is compulsory.

Books - 1 Social Psychology D. G. Myers.

2 आधुनिक सामाजिक मनोविज्ञान डॉ० आर एन सिंह

3 शिक्षा के समाजशास्त्रीय आधार डॉ० सरयू प्रसाद चौब

SEMESTER-II

Paper- Practical (I.D.-II)

(Credits-02 Practical)

Practical Names 1--Achievement Test

2-Measurement of Anxiety

3-Fluctuation of Attention

4-Personality Dimensional Test

5-Personality Value Questionnaire

SEMESTER-II

M.D./LD Subject-II

Paper-Disaster Management (Credits-04)

Syllabi prepared by the University

SEMESTER-II

SEC/AEC

AMSC/ Field Work/SEC or Field Work/SEC/Communication Skills Credits-02

1-AMSC Or 2-Field Work Or 3-SEC

Paper -Computer Application in Education Part-II (SEC) (Credits-02)

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 Photoshop- Starting of Photoshop, Photoshop works place, tool box and all as required and needed

Unit-III Knowledge of Animation and Insert Learning and to prepare own YouTube Channel, Jam Board and wiki page.

Unit-IV Assignment- Cyber Law, Computer and Multimedia, Page maker Preparation of assignments of all the above topics.

BOOKS--

1. कंप्यूटर शिक्षा मनीष शर्मा
2. शिक्षा में कंप्यूटर एवं संचार कौशलों का प्रयोग एवं विकास रंजना अरोड़ा

SEMESTER-II

Paper-VAC

(Credits-02)

Understanding and connecting with the Environment

OR

Life Skills & Personality Development By the University

NHEOE Level 4.5 Students on exit after successfully completing First year

(i.e. securing minimum required 40 credits + 4 credits in one vocational course/skill enhancement

course of + 4 credits) will be awarded” Undergraduate Certificate” for one year in related field /discipline/subject.

Course---Internship in Psychology-Counselling and Mental Health

(+04credits Vocational Course)

- 1-The student may opt for any one course from Field Work/ Skill Enhancement Course (SEC)/ Communication Skills in one semester, and any one course from Additional Multidisciplinary Skill Course (AMSC)/ Field Work/ Skill Enhancement Course (SEC) in the other semester.
- 2-Field Work/Discipline Specific Skill Enhancement Course (SEC): Student may opt SEC/Field Work related to any discipline subject opted by her/him as a DSC in the first year.
- 3-Field Work: In addition to providing students with practical, experience-based learning, field work aims to expose them to real-world socio-economic and societal challenges, allowing them to bridge the gap between theory and practice and develop effective solutions to real-life problem
- 4-AMSC: Additional Multidisciplinary Skill Course (is offered as SEC) Following courses are offered under AMSC, University may add new courses under AMSC in future:
 1. Plant Nursery Development and Management

2. Basic Yoga Practices
3. Physical Education and Sports Management
4. Regional Folklores and their Cultural Context
5. Indian Traditional Music
6. Tour and Travel Operations

Communication Skills (AEC): ‘Communication Skills’ course will be offered in Hindi, English and Sanskrit Languages, student may opt any one language for studying the course

Life Skill & Personality Development (VAC)

Understanding and Connecting with Environment (VAC)

Second Year-NHEQF Level-5

The student will pursue one major and one minor from the second year out of the three

DSC subjects studied in the First year (i.e., I&II semester)

SEMESTER-III

Paper- Education and Indian History (DSC Subject-I Major)

(Credits-4 Theory)

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.

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 & National Education Policy of Indi

Unit-IV Problems- Problems in higher Education-

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

Policies Related to Indian Education- Right to Education, Sarva Shiksha Abhiyan

Books- 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 (DSC Subject-I Major)

(Credits-02 Practical)

PRACTICALS Names - 1. Perseveration

2. General mental alertness test

3. Cognitive style Inventory

4. Reasoning ability test

5. Environment concept achievement test

B.A. Semester-III

Paper-Committees and Policy Formation in Education

(DSC Subject-I Minor)

(Credit-02 Theory)

Course Objectives- This course will help the Students in-

To know about Policies OF Education

To know about Formation of Policy

To know about different another committee

Unit-I: Formation of Education policy- Justification of National Policies on Education, Deciding factors of National Policy, Characteristics of a good Education Policy.

Unit-II Policies and Curriculum Reconstruction-

Formation of National Policy of Education, Principles of Curriculum Reconstruction.

Main objectives and aims of National Policy on Education–1986 and Education National policy 2020 in Reference to Future and structure of Primary, Secondary and Higher.

Unit-III Different Committees –

- Acharya Narendra Dev Committee 1952
- Durga Bai Deshmukh Committee 1957-59
- Sri Prakash Committee 1959
- Dr. Sumpurnanand committee 1961
- Hansa Mehta Committee 1964
- Ishwar Bhai Patel Committee-1977
- Adiseshaiah Committee-1977-78
- Acharya Ram Murti Review Committee-1990
- Prof. Yashpal committee-1992-93
- Janardan Reddy committee 1992

Unit-IV Assignment- Future Education Planning according to Policies and Committees

Books-

1. भारतीय शिक्षा का इतिहास विकास एवं समस्याएं रमन बिहारी लाल
2. भारतीय शिक्षा का इतिहास विकास एवं समस्याएं डॉ एस पी गुप्ता
3. भारत में शिक्षा व्यवस्था का विकास तथा समस्या है पूनम मदान
4. आधुनिक भारतीय शिक्षा की समस्याएं डॉ एस पी गुप्ता डॉक्टर अलका गुप्ता

B.A. Semester-III

Paper-Practical (DSC Subject-I Minor)

(Credit-02)

Practical Names-

- 1-Occupational aspiration scale
2. Comprehensive modernization inventory
- 3-Method of Constant Stimulus Differences (Weight Box)
- 4-Thurston Interest Schedule
- 5-Career Preference Record

B.A. Semester- III

Paper- Creativity and Education SEC Major-I

(Credit-02)

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- i Education for Creative Children, Creative Child- Intelligence, Specific Elements, Levels and Theories and Scale

- ii Drawing and Painting, Writing stories and Poems, Writing on Inner Creative Feelings

Books- -

जनशीलता स्वरूप और विकास

शिक्षा मनोविज्ञान

शिक्षा मनोविज्ञान

Gifted and Creative Child:

डॉ गौरी शंकर गुप्ता

कल्पना पांडे और एसएस श्रीवास्तव

डॉ संध्या अग्रवाल

Yogendra Kumar Sharma

B.A. Semester- III

M.D./ I.D. III

Paper-Curriculum Development for Intellectually Disabled Children (M.D.-III)

(Credits-02Theory)

Course Objectives-This course aims to know the students:

- 1-How to Educate Intellectual Disabled Children
- 2-How to prepare work plan and programmes
- 3-How to prepare curriculum at different Levels
- 4-To prepare new guide lines according new changes.

Unit-I INTRODUCTION OF INTELLECTUALLY DISABLED CHILDREN-

Meaning, Characteristics, Classification, management Various Models of Educational Services and Education.

Unit-II INTRODUCTION OF CURRICULUM-

Concept, Significance, Need, Components, Bases and Objectives of Curriculum. Principles, Types, Approaches, Steps, Role of special Educator in Curriculum. To prepare new guidelines according new changes according New Education Policy 2020

Unit-III CURRICULUM DEVELOPMENT AT DIFFERENT LEVELS-

Primary, Secondary, Pre-Vocational Level. Vocational Curriculum for Intellectual Disabled Children or Persons. Curriculum for Intellectual Multiple Disabled Children or Persons.

Unit-IV Assignment Work Skill Based- Prepare an Assignment of Curriculum Development for Intellectual disabled children .

Books-

-अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया	डॉ संगीता यादव सुनील कुमार
मनोवृत्ति विज्ञान	डॉ अजय कुमार श्रीवास्तव
शिक्षण एवं अधिगम का मनोसामाजिक आधार	डॉक्टर एल सी भारतीय प्रकाशनारायण नाटाणी
Development for Persons with Curriculum	Ravi Prakash Singh
Intellectual and Developmental Disabilities.	

B.A. Semester- III

Paper- Practical (M.D.-III)

(Credits-02Practical)

<u>Practical Names-</u>	1-Problem Solving Ability Test
	2-Bhatia Intelligence Test
	3-Simultaneous Colour Contrast
	4-Blind Spot 5-Colour Zones Retina

OR

B.A. Semester- III

M.D./I.D. III

Paper-Society and Social Problems(I.D.-III)

(Credits-02 Theory)

Course Objectives- This course aims to know the students-

- 1- Problem of Society
- 2-Problem of Disintegration and other Problems.

Unit-I Social Problems- Concept, Approaches, Causes of Social Problems, Characteristics, Methods.

Unit-II Types of Social Problems-Poverty, Unemployment ,Population Explosion, Violence against Women.

Unit-III Disintegration in Society- Social Disintegration, Individual Integration, Family Disintegration.

Unit-IV Other Problems Skill Based -Urbanization and Industrialization, Alcoholism and Drug Addiction.

Books-

- | | |
|--|---------------------------------------|
| 1-भारत में सामाजिक परिवर्तन एवं सामाजिक समस्याएं | रामनाथ शर्मा एवं राजेंद्र कुमार शर्मा |
| 2-सामाजिक समस्याएं | राम अहूजा |
| 3-सामाजिक समस्याएं और अपराध | प्रोफेसर आनंद प्रकाश सिंह वैशाली |

B.A. Semester- III

M.D./ I.D. III

Paper-Practical (I.D.-III)

(Credits-02 Practical)

Practical Names-

- 1-Conceptual Thinking Hanfmann-Kasanin Test
- 2-Social Transmission a story
- 3-Immediate Memory Span(Visual)
- 4-Memorising Related and Unrelated Pairs of Words
- 5-The Effect of Repetition of Meaningful Material on Memory

B.A. Semester- III

AEC (Language-Based Course)

Indian, Modern, Regional Language I

(Credits 02)

By University or College

B.A. Semester- III

VAC/AEC

IKS or Culture, Traditions and Moral Values

(Credits 02)

By University or College

B.A. Semester- IV

Major-(One Subject Major-I) (DSC-II Major)

Paper- Future Perspectives and Technological Changes in Education

(Credits-4 Theory)

Course objectives - To enable the Students to Understand-

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

Unit- I Technology of Education- Concept of educational Technology, Definitions,

Aims, Forms, Advantages & limitations of Educational Technology. Teaching, Instructional,

Behavioral, and Instructional Designs Types Teaching Strategies-Autocratic and Democratic.
New Changes in Technology-Smart Board, Active Learning, as learning by doing,.

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 the Future, Relevance of the Study of Future, Education for Future, Aims of future, Role of Education and Planning for the future skill Learning.

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. Artificial Intelligence

Books-

- | | |
|---|----------------------------|
| 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

Paper- Practical (DSC-II Major)
(CREDIT-02 Practical)

Practical Names

- 1 . Children' Report of Parental Behavior Inventory
2. Paired Comparison Method
3. General Classroom Achievement Test
4. Recall of Completed and Uncompleted Tasks
5. A Comparative Study of Recall and Recognition as Retention Test

B.A. Semester- IV

One Subject Minor-I (DSC Minor-I)
Paper-Guidance and Counseling (DSC Minor-I)
(Credit-02 Theory)

Course Objectives:- To make the students-

- 1 -To know the meaning of guidance and counseling.
- 2- To know the types of guidance.
- 3- To know the process of counseling.
- 4- To know the type of counseling.
- 5 -To know the uses of tests in guidance.
- 6- To know the function of counselor.
- 7 -To know the need of guidance and counseling in education.

Unit I –The Concept of Guidance : Objective and Principles of Guidance; Brief history of Guidance; Meaning, nature and scope of guidance; Guidance and counseling; Guidance and education;

Philosophical, Psychological and Sociological bases of guidance; Need and importance of educational guidance; Service in schools and colleges. Need of guidance in education.

Unit II –Types of Guidance : Education, Vocational and Personal Guidance; Their functions and purpose of both relationship between educational and vocational guidance.

Unit III – Counseling: Concept of counseling; meaning, nature and scope of counseling; Need of counseling; Necessary qualities (Personal and Professional) of a good counselor. Need of counseling in education.

Unit IV – Process of Counseling: Parts of process of counseling; Goals of counseling (Knowledge of self, Self-Acceptance, Social Harmony). Purpose of student counseling; Client-counselor relationship; The counseling experience.

The Counselor – Nature and functions of a counselor; Characteristics of Counselors; Qualification and Training programmer of counselor.

Types of Counseling : Clinical Counseling; Psychological counseling, Psychotherapeutic counseling.

Books Recommended:

1. -Educational & Vocational Guidance - N. R. Sharma
2. -Guidance & Counseling - Sarita Kumari and Monica Tomer
- 3 शिक्षा में निर्देशन एवं परामर्श . डॉ० सीताराम जायसवाल
- 4 .शैक्षिक एवं व्यवसायिक निर्देशन . डॉ० रामपालसिंह वर्मा
- 5 .शैक्षिक मापन एवं निदेशन . उमेश प्रसाद सिंह

B.A. Semester- IV
Paper-Practical (DSC Minor-I)
(Credit-02Practical)

Practical Names-

- 1-Influence of the Degree of Learning on Memory
- 2- Permanent Memory
- 3-Rumour
- 4-Measurement of Retroactive Inhibition
- 5-General Mental Ability Test

B.A. Semester- IV
SEC Major-II)
Paper- Bhartiva Darshan (SEC-II)
(Credit-02)

Objectives of course-To enable the students to understand the

- 1- Indian Philosophy of Vedic Education.
- 2-Yoga Darshan, Vedant Darshan and Education.
- 3-Vaiasheshik Darshan, Mimamsa Darshan and Education.

Unit-I Introduction, History, Characteristics, Classification, Ideology (Vichardhara), Vedic, Upnishad, Charwak.Nyaya and Sankhya Darshan of Indian Philosophy.(short Introduction)and Education .

Unit-II Yoga Darshan, Vedant Darshan and Education.

Unit-III Vaiasheshik Darshan, Mimamsa Darshan and Education.

Unit-IV Assignment on any one of the topic, what you learn Indian Philosophy.

Books-	1. शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत	सक्सेना एनआर संजय कुमार
	2 शिक्षा के दार्शनिक पृष्ठभूमि	लक्ष्मी लाल के ओल्ड
	3. शिक्षा दर्शन	अमित कुमार
	4. शिक्षा दर्शन	डॉ राजेंद्र शर्मा
	5. भारतीय समाज में शिक्षक	राम सकल पांडे ममता चतुर्वेदी
	6. शिक्षा के दार्शनिक एवं सामाजिक मूल्य आधार	डॉ आर एस शर्मा

B.A. Semester- IV

M.D./I.D. IV

Paper- Gifted and Creative Children (M.D.IV)

(Credits-02 Theory)

Course Objectives-

1-To prepare the Students to identify the Gifted and Creative Children.

2-To prepare the Students how to behave them and teach.

Unit-I Gifted Children- Meaning, Concept, Definitions, Objectives, Needs of Gifted Children, Causes of Gifted Children and Educational Provision Problems. Types, Development of Creativity in Children.

Unit-II Gifted Children and Mental Development- Conceptual Analysis, Intelligence Tests, Identification and Characteristics, Teaching Strategies, Role of Teachers in an Integrated Class and Role of Parents.

Unit-III Creative Children- Meaning, Concept, Definitions, Objectives, Identification, Development of Creative Children.

Unit-IV Creativity and Intelligence- Creativity and Intelligence, Specific Elements, Different Level of Creativity and Theories and Scale, Curriculum, Role of Teachers and School, Teaching Techniques and Removing Debilitating Factors.

Unit-V To make an assignment that how to Create A classroom and teach them.

Books-	1- Education of exceptional children	Dr. Prem Prakash
	2-संपन्न एवं सृजनात्मक बालक	योगेंद्र कुमार शर्मा
	3-शिक्षा मनोविज्ञान	रचना शर्मा एवं रामनाथ शर्मा
	4-सृजनशीलता स्वरूप और विकास	डॉ. गौरी शंकर गुप्त

B.A. Semester- IV

Paper-Practical (M.D.IV)

(Credits-02Practical)

Practical Names-

- 1-Pneumography (Feeling)
- 2-Suggestibility
- 3- Personality Traits
- 4-Two Points Threshold
- 5-Differential Threshold for Lifted Weight

OR

B.A. Semester- IV

Paper-Group Learning and Social Behaviour (I.D.-IV)

(Credits-02Theory)

Course Objectives: To enable the students to understand the -

- 1- Principles of Student Participation
- 2- Social Programs-NSS, NCC, Cultural Committee and Co-operation
- 3- To know about the Committee Work.
- 4- Process of Seminar and Discussion Method.

UNIT –I Student Involvement and Participation-

Historical Background, Meaning, Need, Importance, scope, Types of Self Discipline –

I. Informal Self Discipline, 2.Special service 3.simple and complex,4.school ,state, city.

Physical Exercise, games and sports, Health and sanitation, Disciplinary committee, Debates, Magazine, Campus News etc. Other Social Programmes-NSS, NCC, Cultural Committee, Cooperative Store Principles of Students Participation, Merit and Demerits.

UNIT –II GROUP LEARNING Techniques- Discussion, Committee Work Seminar and Brainstorming.

UNIT –III Role Play and Socialized Recitation Method.

UNIT –IV Assignment WORK-Activities in the class-Room- Group Discussion, Arrange workshop on any Topic.

Books-

- | | |
|--|---------------------|
| 1- शैक्षिक प्रशासन एवं प्रबंध | सुरेंद्र कुमार साहू |
| 2. शैक्षिक तकनीकी तथा प्रबंध के मूल तत्व | जैसी अग्रवाल |
| 3. विद्यालय प्रशासन संगठन एवं स्वास्थ्य शिक्षा | एसपी सुखिया |

B.A. Semester- IV

Paper-Practical (I.D.-IV)

(Credits-02Practical)

Practical Names- 1-Size weight illusion Test

2-Muller-Lyer illusion

3-Errors of Observation

4-Auditory Acuity

5-Level of Aspiration

B.A.Semester- IV

AEC (Language-Based Courses)

Indian, Modern, Regional Language II

(Credits 02)

By University or College

B.A. Semester- IV

VAC/AEC

IKS OR Culture, Traditions and Moral Values

(Credits 02)

By University or College

B.A. Semester- IV

Vocational/Skill course (Summer Course/Internship)

Paper-Personality Development and Soft Skills (Education)

(+4) Credits

NHEQE Level 5- Students on exit after successfully completing Second year(i.e., securing minimum of 80 credits + 4 credits in one vocational course/skill enhancement course of 4credits) will be awarded” Undergraduate Diploma”of two years,in related field /discipline/subject.

- **IKS-Indian Knowledge System (AEC)**
- **Culture, Traditions and Moral Values (VAC)**

Students are required to study both courses—Indian Knowledge System (IKS) and Culture, Traditions and Moral Values during the III and IV semesters. However, they will have the flexibility to study one course in each semester.

Indian, Modern, Regional Language—Hindi, Sanskrit and English (Student have to study 2 different languages in the second year with one language in one semester and other language in another semester). The department may offer a 2-credit SEC Major course as either a fully theory-based or fully practical-based module.

The student will pursue one Major and One Minor from second year out of the two DSC subjects studied in the first year (i.e. I & II Semesters).

Third Year NHEQF Level -5.5 Bachelor's Degree

A student pursuing a Bachelor's degree will be required to continue with the same Major and Minor Subject in the third year as selected in the Second year of the four-year Undergraduate Programme

B.A. Semester-V

Course Type: Major-I(One)

Paper- Educational Measurement and Evaluation(DSC- Major-I)

(Credits 04 Theory)

PAPER- Educational Measurement and Evaluation-I

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 Ipsative 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 -

- 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

**Course Type: Major-I(One
Paper- Practical (DSC Major-I)
(Credits 02 Practical)**

PRACTICAL Names-

1. Hanuffman Concept Formation (Thinking)
2. Extrovert and Introvert Personality Test
3. Attitude Scale on Television
4. Study Habit Inventory
5. Environmental Awareness Scale

B.A. Semester- V

**Paper- Experimental Psychology(DSC Major-II)
(Credits 04 Theory)**

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, and 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 experiment.

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. 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-

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

B.A. Semester- V

Paper- Practical (DSC Major Practical-II)

(Credits 02 Practical)

Practical Names-

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

B.A. Semester- V

Course Type: Major-I(One) DSE Education Elective-I

Paper- Education and Learner Development(DSE Major-I)

(Credits 04Theory)

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 the class-room.

Unit-I DEVELOPMENT OF the LEARNER

Meaning, Definition, Heredity and laws of learning, Impact of Heredity, and Environment on Child, Environment-meaning, definitions, Importance of Heredity and Environment. Motivation and Human Behavior, Interest.

Unit-II INSTINCT AND REFLEX ACTION

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

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-

1-शिक्षा मनोविज्ञान	डॉ संध्या अग्रवाल
2. उच्चतर शिक्षा मनोविज्ञान	रामनाथ शर्मा रचना शर्मा
3 शिक्षा मनोविज्ञान	पी डी पाठक
4.अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया	डॉ संगीता यादव सुनील कुमार
5.मनोवृत्ति विज्ञान	डॉ अजय कुमार श्रीवास्तव
6 शिक्षण एवं अधिगम का मनोसामाजिक आधार	डॉक्टर एल सी भारतीय प्रकाश नारायण नाटाणी

B.A. Semester- V

Course Type: Major-I (One)

Paper-Field Visit/Vocational/Internship

(Credits 04 Practical)

Field Visit-

In Education subject field **visit by Practical work or work on Social** Field to fill in the Questionnaire by the number of various people and then make a final Report

The student will have to submit a brief Report at the 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

Course Type: Minor (One)

Minor-I (SEC) OR Vocational/or Community Outreach

Paper-Environmental Problem SEC (Minor-I)

(Credits-04)

Objectives of course-To enable the students –

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

Unit-I Environment- Factors, Man-environment Inter-Relations Need, Meaning, Structure, environment and Laws, Resources and Associated problems-Forest, Water and Food.

Unit-II Disaster Management -Meaning and Types of Disaster Management Earth Quake, Flood, Flood and Landslid

Unit-III Environmental Problems –Growth of Population, Deforestation and Global Warming. Environmental Education for Public Awareness

Unit-IV -Assignment-To make an assignment on to save environment Problems on any one topic.

Books-

- | | |
|------------------------------|-----------------|
| 1- Resources and Environment | Dr. Alka Gautum |
| 2- Disaster Management | Dr.P.S.Negi |
| 3- Resources and Environment | S.D.Maurya |

B.A. Semester- VI

Course Type: Major-I (One)

Paper- School Management Planning and Organization (DSC Major-I)

(Credits-04Theory)

Course objectives-To enable the student-

- 1 To know about educational management.
- 2 To know about school furniture, building, library
- 3 To know about school time table. Role of Principal

Unit-I Educational management-- Meaning of characteristics and concepts of education, Nature and scope of educational management, Educational management in India, Institutional planning, Financial management.

- Unit-II School Plants--** School building, School furniture, laboratory and workshop, School library.
- Educational Aspect- Organization on the Internal functions and programs of the school, Co-curricular activities, Time-table, school records, discipline.
- Unit-III** Supervision and school inspection, guidance program in school- primary & Secondary level. Role of the Principal in the school.
- Unit-IV** Aims and Principles of School Organization. Headmaster as the Leader of the School Qualities of Teacher and Its Position in Indian Society. Classification and Promotion of Students

- Books -**
- | | |
|---|--------------------------------------|
| 1.विद्यालय प्रशासन एवं संगठन | एस. पी. सुखिया |
| 2.विद्यालय प्रबन्ध एवं नियोजन | सुरेन्द्र सिंह |
| 3.सामाजिक परिवर्तन एवं सामाजिक नियंत्रण | रामनाथ शर्मा, राजेन्द्र कुमार शर्मा, |

B.A. Semester- VI

Course Type: Major-I (One)

Paper- Practical (DSC Practical Major-I)

(Credits-02 Practical)

Practical Names-

- 1-Two Point Threshold
- 2-Perception of Distance on Galton Bar
- 3- Teacher Reactions to Frustration in School
- 4-Mental Health Inventory
- 5-Adolescent Self-Concept Scale

B.A. Semester- VI

Course Type: Major (One)

Paper- Psychophysics and Psychophysical Method(DSC Major-II)

(Credits-04)

Course Objective-Student should know about the-

- 1- Psychophysics
- 2- To know about the Psychophysical Problems
- 3- To know about the Psychophysical Methods
- 4- To know about the Errors of Psychophysical Methods.

Unit-I Psychophysics- Meaning, Definition and Problems- Stimulus Threshold, Difference Threshold, Stimulus Equality, Problem of Equal Ratio, Equal Intervals and Order Determination.

Unit-II Psychophysical Methods- Method of Limits, Method of Constant Stimuli, Method of Average Error and Measurement.

Unit-III Errors in Psychophysical Methods- Accidental Error, Variable Error, Habituation and Anticipation Error and Constant Error.

Unit-IV Experimental Result- Weber's Law, Fechner's Law and Signal Detection Theory.

Books-

Experimental Psychology Govind and Tiwari

Experimental Psychology Mohd.Suleman and Rijwana Taranum

B.A. Semester- VI

Course Type: Major (One)

Paper- Practical (DSC Major-II)

(Credits-02Practical)

Practical Names-

- 1-Teacher value Inventory
- 2-Stereotypes
- 3-Space Error and Movement Error.
- 4-Effect of Horizontal and Vertical Position.
- 5- Positive and Negative Phases of Fluctuation of Attention

B.A. Semester- VI

Course Type: Major-I(One) DSE Elective-II

Paper - Principles of Education (DSE-II)

(Credits 04)

Course Objectives-Student should know about the-

- 1-Educational Process
- 2- Aims of Education according Commission.
- 3- To know about the Educational Thoughts of Western and Indian Thinkers.
- 4- To know about the Function of Educational Agencies.

UNIT-I Nature of Education– Concept, Educational Process, Aims of Education– Democratic setup, Ancient India, Aims of Education according to the University Commission 1948, Secondary Education 1952-53 and Indian Education Commission 1964.

UNIT-II Agency of Education-Meaning, Types, School, Home, Community and Mass media.

Relationship school, Home and community. Philosophy of Realism.

UNIT-III Education and western Thinkers- John Heinrich Pestalozzi, Friedrich Froebel, Herbert Spencer.

UNIT-IV-Education and Indian Thinkers-Ramkrishna Param Hansa, Acharya Vinoba Bhave, Dr.Zakir Hussain.

B.A. Semester- VI

Course Type: Major-I (One)

Paper- Project Report in Education (Major-I)

A Project Report is compulsory for Education Students

(Credits-04)

B.A. Semester- VI

Course Type: Minor (One)

Minor-II (SEC) OR Vocational/or Community Outreach

Paper -Education and National Integration (SEC Minor-II)

(Credit-04)

Course Objectives: To enable the students to understand the -

- 1-Basis of Indian Unity.
- 2-To know about the Principles of Inter National Understanding.
- 3-To know about the Emotional and Inter-Cultural Integration.

Unit -I Education for National Integration- Meaning, Nationalism and

Education, Basis of Indian Unity, Obstacles in National Integration, National

Integration Committee, Programme of Education for Developing National

Integration, Merits and Demerits of Education for Nationalism.

Unit –II Education for Inter National Understanding- Meaning, Need,

Principles of Inter National Understanding, curriculum, Method of

Teaching. Role of Teacher and School. Role of UNESCO.

Unit –III Education for Emotional and Inter-Cultural Integration

Meaning and Need of Emotional Integration, Emotional and Integration

Committee, Suggestions for Emotional Integration, Meaning and Need,

Educational Development of Inter-cultural understanding and Educational

Programme. Place of Teacher.

Unit –IV Assignment WORK- Classmates Integration Activities, Feeling of Brother-hood
College Activities for Integration.

Books-

- | | |
|---|-------------------------|
| 1- Philosophical and Sociological Functions
of Education | S.P.Chubey |
| 2- Philosophy of Education | Rousseau |
| 3- f" k {kk fl} kUr | ,e- ,y- ferry |
| 4- f" k {kk ds lkekU; fl} kUr | ikBd vkSj R;kxh |
| 5 f" k {kk ds nk'kZfud ,oa lkekftd fl}kar | Lo:i lDlsuk lat; lDlsuk |

NHEOF Level-5.5 Student on exit after successfully completing three years (i.e., securing minimum required 128 credits will be awarded “Bachelor’s Degree” of three year, in related field/discipline/subject

Fourth Year-NHEQF Level-6

In the fourth year of the Four-Year Undergraduate Program (FYUP) two Types of programs are offered-

1-U.G.with Honors

2-U.G. Honours with Research

Candidates with a minimum CGPA of 7.5 will be eligible to continue their studies into the fourth year of the undergraduate program, leading to a four-year Bachelor's. (Honours with Research).

Fourth Year-(U.G. Honours)

The Students shall be required to continue with the same Major subject as pursued in the third year of the undergraduate program.

Entry Requirement-(After completing the requirements of a 3-year Bachelor's degree (128credits), candidates will be allowed to continue studies in the fourth year of the undergraduate program leading to a four-year Bachelor's degree(with Honours.)

(U.G. Honours)

Semester-VII

Course Type : Major Subject (one)

Paper- Indian Philosophy (DSC Major-I)

(Credits-04)

Objectives of Course-To enable the students to understand

- 1- The Indian Philosophy of the Vedas
- 2-Doctrine of Sri Bhagwat Gita
- 3-Vishwa Bodh Darshan
- 4-Navya Vedant

Unit-I Indian Thought and its Contribution- Rigveda, Sam Veda, Yajur Veda and Atharva Veda.

Unit-II Bhagwat Gita and Education. Philosophy, aims, Teaching Methods, and summary

of the Geeta towards Education.

Unit III Educational Philosophy– Vishwa Bodh Darshan of Ravindra Nath Tagore, Navya Vedant of Swami Vivekananda, Satyarth -Prakash of Dayanand Saraswati

Unit IV- Philosophy of Buddhism, Philosophy of Advaitism and Shankaracharya, Vedanta.Upnasada

Books-

- | | |
|---|------------------------------|
| ✓ शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत | सक्सेना एनआर संजय कुमार |
| ✓ शिक्षा के दार्शनिक पृष्ठभूमि | लक्ष्मी लाल के ओल्ड |
| ✓ शिक्षा दर्शन | अमित कुमार |
| ✓ शिक्षा दर्शन | डॉ राजेंद्र शर्मा |
| ✓ भारतीय समाज में शिक्षक | राम सकल पांडे ममता चतुर्वेदी |
| ✓ शिक्षा के दार्शनिक एवं सामाजिक मूल्य आधार | डॉ आर एस शर्मा |
| ✓ "जलंतजी .क्तौ | |

(U.G. Honours)

Semester-VII

Paper-Administration and Decision Making (DSC Major-II)

(Credits-04)

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. Communication in 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. Importance of Policy Preparation.

Unit- III Process of Decision Making in –

Types of Decision Making, Means, Sources, Needs, Elements of Decision Making, Methods and sequence of Decision Making, Decision making in Educational Administration

Unit- IV Assignment WORK

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

Books-

- | | |
|-----------------------------|---------------------|
| 1- Education Administration | Dr. Umesh Kudeshiya |
| 2-Education Administration | Prof. L.K.OAD |

(U.G. Honours)

Semester-VII

Paper- Fundamental Research (DSC Major-III)

(Credits-04)

Course Objective- Students should know about the-

- 1- Fundamentals of Research
- 2- To know about the. Sources of knowledge
- 3- To know about the problems related to knowledge- self- knowledge
- 4- To know about the scientific method and experimental method

Unit-I Fundamentals of Research- Nature of Research, Concept of knowledge-

Meaning of knowledge, Meaning of knowledge according to Bhartiya Darshan.

Sources of knowledge- Perception, Logical Thinking, Judgement and Mastery,

Intuition and Insight.

Unit-II Some theories related to the means of knowledge -Rationalism, Empiricism, Criticism. True knowledge- Coherence theory, Correspondence theory and Pragmatic theory.

Problems Related to knowledge- Self-knowledge, knowledge of others, Concept of enquiry- Definition, Meaning, knowledge and Inquiry, Inquiry Process and Thinking - Critical Thinking and Inferential Thinking.

Unit-III Methods - Concept of scientific Enquiry, Scientific Research, Scientific Method, Elements of the scientific method, Characteristics of Scientific Method, Step of the Scientific Method Limitations of Scientific Method, Experimental Method,

Unit-IV Paradigm, Model, Theory and Approach- Concept of Paradigm, Model, Theory and Approach. Classification of Theory- Muetic, Communication, Moulding and Mutual Inquiry theory. Methodology of Teaching.

BOOKS-

- | | |
|--------------------------|---------------------------------|
| 1.सामाजिक शोध की विधियां | हरि कृष्ण रावत |
| 2. रिसर्च मेथाडोलॉजी | डॉ आरएन त्रिवेदी और डीपी शुक्ला |
| 3.परिमाणात्मक प्रविधियां | डॉक्टर एसपी जैन |
| 4. रिसर्च मेथाडोलॉजी | डॉ डीके शर्मा और एमके जैन |
| 5.शोध प्रविधि | हरीश कुमार खत्री |

(U.G. Honours)
Semester-VII
Course Type : Major Subject (one)
Paper-Major Practical (DSC IV Major)
(Credits-04)

Practical Names-

- 1- Manifest Anxiety Test
- 2- Clinical case study form
- 3- Method of constant Stimuli
- 4- Effect of Distraction of Attention
- 5-Sensory Motor Learning Influence of set on perception,
- 6- Attention or performance of a task
7. TAT, Indian Adaptation – L. P. Mehrotra

(U.G. Honours)
Semester-VII
Course Type : Major (One)
Paper-Tools and Techniques of Research (DSE Major Elective-I)
(Credits-04 Theory)

Objectives- To prepare the students-

- 1- To know the meaning of Research.
- 2-To know about the importance of tools and Techniques in Research Work.

Unit –I Research -Its Nature and Scope, Tools of Research-

- 1- Inquiry form,2-Questionnaire.3-Check List 4- Rating Scale, 5-Score card, 6-Aptitude Scale

Unit –II Observation, Attitude Scale. Interview method .Socio Matrices Techniques

Unit –III Psychological Test- Achievement Test, Intelligence Test and Personality Test

Unit-IV Techniques- Observation Technique, Inquiry Technique, Socio-Metric Technique

Books-

- | | |
|-------------------------------|----------------|
| 1-अनुसंधान परिचय | पारस नाथ |
| 2-सामाजिक शोध की विधियां | हरिकृष्ण रावत |
| 3-शिक्षा अनुसंधान के मूल तत्व | |
| एवं शोध प्रक्रिया | डॉ आर एस शर्मा |

(U.G. Honours)

Semester-VII

Course Type: Minor(one) Discipline Specific Minor-I or M.D./I.D

Paper- Science of Psycho Pathology (M.D.-I Minor)

(Credits-02Theory)

Objectives- This course is beneficial for Students in the field of Education, because students to learn about the

- 1-Sign and Symptom of abnormal behaviour.
- 2-Importance of somatoform disorder
- 3-Mood disorder
- 4-To know about psychotherapy.

Unit-I SCIENCE OF PSYCHOPATHOLOGY-

Meaning, Classification of Abnormal Behaviour, Sign and Symptom.

Unit-II SOMATOFORM DISODERS –

Introduction, Types, Dissociative Disorders, Causes and Treatment.

Unit-III MOOD DISORDER–

Introduction, Classification Causes and Treatment.

Unit-IV PSYCHOTHERAPY-

Introduction, Aims, steps, Main Psychotherapy-Behaviour therapy, Psycho- analysis, Group Therapy, Family and Social and others therapy.

Books-

- 1.अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया
- 2.मनोवृत्ति विज्ञान
- 3.शिक्षण एवं अधिगम का मनोसामाजिक आधार

डॉ संगीता यादव सुनील कुमार

डॉ अजय कुमार श्रीवास्तव

डॉक्टर एल सी भारतीय प्रकाश

नारायण नाटाणी

(U.G. Honours)
Semester-VII-
Paper-Practical (M.D.-I Minor)
(Credits-02)

Practical Names-

- 1-Comprehensive Anxiety Scale
- 2- Personality Adjustment Inventory
- 3-Job Satisfaction Inventory
- 4- Students' Problem Inventory
- 5- Value Conflict Scale

(U.G. Honours)
Semester-VII
Minor(one) Minor-I, Discipline Specific Minor-I or M.D./I.D
Paper-Institution Performance and Evaluation(I.D.-I)
(Credits-02Theory)

- Course Objective-** Student should know about the-
- 1- Performance and Evaluation of Institution
 - 2- To know about the Institutional Performance
 - 3- To know about the Student Evaluation
 - 4- To know about the Teacher Made Test for Student Evaluation

UNIT-I Institution Performance Evaluation –Meaning, Objectives, Formulation of the Institutional Performance Evaluation Program and Data Related Institutional Performance. Merits and Evaluators of Institutional Performance

UNIT-II Student Evaluation- Meaning, Objectives, Scope, Definition, Functions of Student Evaluation and Types of Student Evaluation.

UNIT-III Teacher-Made Test for Student Evaluation-Objectives, Characteristics, Limitations and Construction of Made Test.Teacher Evaluation.

UNIT-IV Essay , Objective and Diagnostic Type Test- Meaning, Objectives. Types Functions, Construction, Merits and Demerits .

Books- Measurement and Evaluation Dr. A.B. Bhatnagar

(U.G. Honours)

Semester-VII

Paper-Practical(I.D-I Practical)

(Credits-02)

Practical Names-

1-McDugallDisc.Division of Attention

2- Level of Educational Aspiration Test

3-Subtitution Method

4-Comprehensive Modernization Inventory

5-Reasoning Ability Test

(U.G. Honours)
Semester-VIII
Course Type: Major Subject(one)
Paper-Education and Extra-Curricular Activities(DSC Major-I)
(Credits-04Theory)

Objectives-1- This course is beneficial in the field of Education.

- 2- It provides the students to understand the-
- 3- Importance of Co-curricular Activities in Education.
- 4-Awareness of community services.
- 5-To know about the awareness of Physical and Literary activities.
- 6-Preparation for all needed Environmental awareness for society and Colleges.

Unit I Introduction- Meaning, Aims, Importance, Organization and Supervision and
Role of a Teacher for Guiding the students in Extra-curricular Activities.

Unit-II Types of Extra Co-Curricular Activities in School –

Activities Related to Physical, Literary, Educational and Artistic.

Unit-III Social Services and Craft Related Activities –

Welfare of women, Social Welfare Services for the Disabled and Environmental
Awareness in society and colleges

Unit-IV Internal Functions of school. Cultural Activities, Environmental Pollution.

Environmental Degradation and Social Services and Craft-Related Activities

- Books-**
- | | |
|--|-----------------------------|
| 1.विद्यालय प्रशासन संगठन एवं स्वास्थ्य शिक्षा | एसपी सुखिया |
| 2.अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया | डॉ संगीता यादव सुनील कुमार |
| 3.शैक्षिक तकनीकी एवं प्रबंध | डॉजैसी अग्रवाल विजय अग्रवाल |

(U.G. Honours)
Semester-VIII
PAPER-Personality Development and Stress Management (DSC-II Major)
(Credits-04Theory)

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

- 1- Importance of Development of Personality-
- 2- Teaching of Physical, Yoga and Health Education
- 3-Stress Management Group Process and Group Dynamics.

UNIT-I Development of Personality-

General Concept, Meaning, Definition, Aspect of Personality, Factors

Influencing Personality –Physical, Mental, Emotional and Environmental.

UNIT-II Physical, Yoga and Health Education –

Meaning, Definition Aims, Need and Programmes in school. Importance of yoga Asana

UNIT-III Stress Management Group Process and Group Dynamics

Meaning of stress and causes. Meaning, Definition, Characteristics, Development of Group mind in School Factors Influencing Group Behaviour and Importance of class group .Impact of Group Dynamic upon learning.

UNIT-IV To improve stress and personality development –Yoga, communication Skill, Professional Skill, Human values and Team Work.

Assignment – To make different diagram of Yoga and one Video-clip of the student in which he/she is interested.

Books-

- ✓ विद्यालय प्रशासन संगठन एवं स्वास्थ्य शिक्षा एसपी सुखिया
- ✓ अधिगमकर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया डॉ संगीता यादव सुनील कुमार

- ✓ शैक्षिक तकनीकी एवं प्रबंध डॉ. जैसी अग्रवाल विजय अग्रवाल
- ✓ शिक्षण एवं अधिगम का मनोसामाजिक आधार डॉ. एलसी भारती प्रकाश नारायण नाटाणी
- ✓ मनोविकृति विज्ञान डॉ. अजय कुमार श्रीवास्तव

(U.G. Honours)

Semester-VIII

Paper-Health and Social Welfare Education (DSC Major-III)

(Credits-04Theory)

Objectives- Students should know about the-

- 1- Meaning of Health Education, Scope and Health and life.
- 2-To know about the effect of Lack of balanced diet on Body.
- 3- To know about the Posture, Fatigue and Rest.
- 4- To know about the Social Welfare Education.

Unit-I Health Education- Meaning of Health, Meaning of Health Education, Scope, Aims, Programme in Schools, services, Health and life, Education for Health. Physical Education and School Environment.

Unit-II Health and Diet-Food, Balanced Diet, Effect of Lack of Balanced Diet on Body. Need of Diet For Children, Posture, Fatigue and Rest. Infectious Disease and Cure and Pollution.

Unit-III Social Welfare Education-Meaning, Aims, Fundamental Assumptions and History of Social Work in India. Field of Social Work- Child Welfare, Women Welfare, Youth Welfare and Services for Youth.

Unit-IV Social Role of Voluntary Agencies in Social Change- Socio Religious, Untouchability Eradication and Caste Organization. Governmental Efforts for Change in Society.

Books-

- | | |
|---|---------------------------------|
| 1--विद्यालयप्रशासन संगठन एवं स्वास्थ्य शिक्षा | एसपी सुखिया गुरु चरण दास त्यागी |
| 2.समाज कार्य दर्शन | तेजस कर पांडे ओजस करपांडे |

(U.G. Honour)

Semester-VIII

Paper- Practical (DSC Major-IV)

(Credits-04)

- 1- Mangal Teacher Adjustment Inventory
- 2- Managerial Aptitude Scale
- 3- The Effect of co-operation and Competition on the Performance of a Task
- 4- Type A, B, and C (Personality Pattern Inventory)
- 5- Value Conflict Scale
- 6- Student Problem Inventory
- 7- Job Satisfaction Inventory

(U.G. Honour)

Semester-VIII

Major Subject(one)(DSE Major Elective-II)

Paper- Cognitive Psychology(DSE-II Elective)

(Credits-04 Theory)

- Objectives-** Students should know about the-
- 1- Concept of Cognitive Psychology
 - 2- To know about the Scope Cognitive Psychology
 - 3- To know about Attention in Cognitive Psychology
 - 4- To know about the Sensation, Creativity and Decision Making.

Unit-I: Cognitive Psychology- Concept, Definitions, Characteristics, Brief History, Approaches and Methods of Cognitive Psychology.

Unit-II: Attention and Memory-Concept, Definitions, Characteristics, Types of Attention and Theories of Attention. Memory- Concept, Definitions, Characteristics, Types of Memory and

its Measurement.

Unit-III: Sensation- Meaning, Nature, Attributes, Structure and Function of Human Eye. Structure and Function of Human Ear.

Unit-IV: Creativity and Decision Making- Concept, Definitions, Characteristics, Stages of Creative Thinking. Encouraging or fostering Creativity. Artificial Intelligence. Meaning and Nature of Reasoning, An important step of Reasoning and Decision-Making, Difference between Major Heuristics in Decision-Making and Biases and Errors in Decision-Making.

Books- 1- संज्ञानात्मक मनोविज्ञान Beena श्रीवास्तव डॉक्टर बर्षानंद डॉक्टर बनी आनंद
2- संज्ञानात्मक मनोविज्ञान डॉक्टर राम जी श्रीवास्तव

(U.G. Honour)

Semester-VIII

Minor Subject(one) Minor-II M.D/I.D.

Paper- Inclusive Education (M.D- II Minor)

(Credits-02)

Objectives- Students should know about the-

- 1- Concept of Inclusive Education
- 2-To know about the dimensions of Inclusive Education
- 3- To know about the Impact of family on Disabled Children
- 4- To know about the Main Role and Responsibility

Unit-I: Introduction of Inclusive Education: Meaning, Need and Importance of Inclusive Education and Integrated Education. Education Indian Context. Difference between Integrated and Inclusive Education. Development of Inclusive Education in Indian

Unit-II: Children With Diverse Needs- Dimensions of Inclusive Education, Hearing, Visually, Speech, Health, Backwards Children, Learning Disabled Children.

Unit-III: Role of Family and Community- Introduction, Family: Impact of family on Disabled Children and Role of family in Early Identification of Disability, Role of Siblings, Grandparents and other family

members. Community–Types, Definition and Misconception of Community Towards Disability.

Unit-IV: Role and Responsibility-Collaborative Instructions, Co-operative Learning, Peer Tutoring, Circle of Friends, Role of Principal, General, Special and Resource Teacher and Resource Room and Facilities.

Books-1- Inclusive Education

Yogendra K. Sharma and Madulika Sharma

2- Cognitive Development in Blind Children Sara Begum

3-- समावेशी शिक्षा

ए.बी. भटनागर अनुराग भटनागर नीरू भटनागर .

4.विशिष्ट बालक

डॉ आभा रानी बिष्ट

(U.G. Honour)

Semester-VIII

Paper-Practical (M.D-II Minor)

(Credits-02)

Practical Names

1-16PF Questionnaire Indian Adaption

2-Neurosis Measurement Scale

3- Emotional Maturity scale

4- P.G.I. Health Questionnaire

5-Mental Health Inventory

OR
Semester-VIII-(U.G. Honour)
Minor Subject(one)Minor-II M.D/I.D.
Paper-Social Perception and Psychology (I.D.-II Minor)
(Credits-02)

- Objectives-** Students should know about the-
- 1- Concept of Social Change and Effects of Social Change.
 - 2- To know about the prejudices
 - 3- To know about Group Behavior and Influence
 - 4- To know about the Social Norms and Conformity Behavior

Unit- I: Social Change- Meaning Characteristics, Theories- Cyclical, Evolutionary, Conflict and Equilibrium Causes of social change Problems and Effects of Social change.

Unit-II: Prejudices - Meaning, Characteristics, Development and Causes of Prejudices, Means of Reducing Prejudices. Types of Prejudices, Measurement of Prejudices and its Effect on Communalism,

Unit-III: Group Behavior and Influence-Meaning, Aspects, Benefits, and Costs of joining a group, Classification, Functions and Social Facilitation, Crowding, Social Loafing.

Unit IV: Social Norms and Conformity Behavior-Meaning, Characteristics, Formation of Social Norms, Meaning of Conformity Behavior Characteristics, Conformity, Counter-Conformity and Independence.

- Books-**
- | | |
|-----------------------------|-----------------|
| 1- सामाजिक मनोविज्ञानडॉ. | गणेश पांडे |
| 2-आधुनिक सामाजिक मनोविज्ञान | डॉ आर्य न. सिंह |

(U.G. Honour)

Semester-VIII

Minor Subject(one)Minor-II M.D/I.D.

Paper-Practical(I.D.-II Minor)

(Credits-02)

Practical Names- 1-Personality Adjustment Inventory

2-Span of Apprehension

3-Measurement of Interest in School Subjects

4-Free Association

5-Effect of Level, Degree or Strength of Interpolated Learning on RI

NHEOF Level-6 -Students on exit after successfully completing four year (i.e., securing minimum required 176 credits) will be awarded Four Years Bachelor's Degree (Honors) in related Field/ discipline.

Guidelines for Selecting a Minor in the Fourth Year:

In the fourth year (VII and VIII semesters) of the FYUP, students may choose their Minor Course from the following:

- Interdisciplinary (ID) Or Multidisciplinary (MD) subject studied during the first and second year (I to IV semesters) Or
- A Discipline specific core subject that was studied up to the third year as a minor (i.e., until the VI semester).

If a student opts for a Minor in a particular subject, they must undertake the Minor courses offered by that subject in both the 7th and 8th semesters.

Example: If a student enrolled in a four-year undergraduate programme with two Core subjects—

Botany and Chemistry—opts to pursue Chemistry as her/his Major and Botany as Minor in the first three years,

she/he will have the option to continue with Botany as a Minor in the seventh and eighth semesters, i.e.,

the fourth year of the FYUP.

Alternatively, if the same student had studied Statistics and Zoology as an Interdisciplinary/Multidisciplinary (ID/MD) subject in the first and second year, she/he may opt for Statistics or Zoology as her/his Minor in the VII & VIII semesters i.e. fourth year.

Credit Requirement for Minor: To earn a Minor in a particular subject, a student must accumulate a minimum of 24 credits in that subject over the duration of the programme.

Fourth Year-(U.G. Honours with Research)

The Students shall be required to continue with the same Major subject as pursued in the third year of the undergraduate program.

Entry Requirement-(After completing the requirements of a 3-year Bachelor's degree (128credits), candidates who meet a minimum CGPA of 7.5 will be allowed to continue studies in the fourth year of the undergraduate program leading to a four-year Bachelor's degree (with Honours with Research.)

NHEQE Level - 6 Students on exit after successfully completing "Four year(i.e., securing minimum required 176 credits) will be awarded "Four years Bachelor's Degree (Honors with Research) in related field /discipline/subject.

U.G. Honours with Research

Semester-VII

Course Type : Major Subject(one) Major-I

Paper-Yoga Philosophy and Education (DSC-I Major)

(Credits-04 Theory)

Objectives-

- 1- To understand the meaning and relevance of yoga as a way to the spiritual essence of Man by a physical and mental integration
- 2- To understand the educational techniques of yoga as mentioned in Yoga books
- 3- To understand the scientific basis and therapeutic values of yoga

Unit-I Concept of Education, Teaching and Relation to Yoga in school and Colleges concept of Purusha (Pure consciousness) Nature of yoga, Components, concepts of the buddhi. Ahankar and the nature of the individual, Sab divisions of Ahankar-mind, kramerias and gyanend.riya

Bhakti yoga- 1 Kirtan: Chanting of Classical Sanskrit Mantras

2-Indian gods and their cosmic meaning

3-Arati and Pujas (traditional Indian rituals)

Unit II: The Philosophy of Yoga and Its Relationship to Individual and Social Development, yoga as a break to healthy and integrated living yoga as a way to socio moral upliftment of man yoga as a way to spiritual and Enlightenment, Aumanubhuti, Pratyaksh Anubhuti.

Unit III : Different types of yogic system- Ashtanga of Patanjali, Jyana yoga, and Karm yoga of Bhagavad Gita, Integral Yoga of Aurobindo. Yoga nutrition- Vegetarianism – for ethical, spiritual, and health reasons, How diet affects the mind Proper balance of the main nutrients Ayurvedic principles of nutrition, Healing effects of fasting

Unit-IV : The Instruments of Yoga (Sanhanapad)-

- 1- The Five Yamas (Observance)
- 2- The Five Niyama's (Abstinences)
- 3- Asan's- The Right Postures

- 4- Pranayam-Controlling the Breath.
- 5- Praatyahara-Controlling the Senses.
- 6- Dharana (Concentration) and its methods.
- 7- Dhyana (Meditation),its Kinds and its Therapeutic Values.

Books-	1- Health Tips from the Vedas	Gayatri Tirth Shantikunj Haridwar
	2- Yoga therapy	Prayag yoga vyayam
	3- Yoga Shiksha	Om Prakash Garg

U.G. Honours with Research

Semester-VII

Major Subject(one)Major-II

Paper- Woman Education and Empowerment (DSC-II Major) (Credits-04 Theory)

Objectives- To know the Students about the-

- 1- Concept of Woman Education in India
- 2-National Committees on Women Education
- 3-Social Reformers and Thinkers

Unit-I: Concept of Woman Education in India- Nature, Importance and Need, Development in Vedic, Bodh, Medieval Period. Development in the British period and Independent India. Problems of Woman Education and Solution.

Unit-II:

1. **National Committees on Women Education-** 1958, 1959,1962,Kothari Commission ,National Education Policy 1986, Acharya Ramamurti committee1990 and Mahila Samkhya. Efforts for Eradicating the Difference of Sex.

2. **Social Reformers and Thinkers-** Jyotiba Phule and Savitri Phule, Ishwar Chander Vidyasagar, Mahatma Gandhi. Raja Ram Mohan Roy, Sarojini Naidu, Durga Bai Deshmukh.

Unit-III Social Empowerment- Women in Higher Education; Gender issues in Health, Environment, Family welfare Measures, Indecent Representation of Women in media; Women in Difficult circumstances.

Unit IV: Economic Empowerment Introduction-organized sector, unorganized sector; Role of Women in Economic Development – Female, Poverty and Poverty alleviation programmes; Status of Women farmers and land rights; Women Entrepreneurs; Impact of Globalization on working women; National Policy for the empowerment of women 2001.

U.G. Honours with Research
Semester-VII
Major Subject(one)Major-III
Paper- Practical (DSC-III Major)
(Credits-04 Practical)

Practical Names-1. Intelligence Test M C Joshi

2. Personality Test

3. Interest Test

4. Educational Aspiration Scale

5. Positive Transfer of Training – Mirror Drawing

6-Measurement of Illusion by Method of Average Error

U.G. Honours with Research
Semester-VII
Paper- Education and Basic Research (DSE-Elective-I)
(Credits-04 Theory)

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

- 1- Education as an instrument of social change and control
- 2- Source, Defining a Problem
- 3- Need of Review of Literature
- 4- Measurement of Central Tendencies,

Unit-I Education as a Discipline- Education as a Teachers- Training, Content and Subject, an investment, instrument of social change and control, creature and creator of society, Characteristics. Interdisciplinary approach, Foundations of Education, Functions of Education. Meaning of Research, Definitions, Characteristics, Meaning of Education, Research Definitions, Aims, Classification of Educational Research, Functions, Characteristics.

Unit –II Selection of Problem-Meaning, Source, defining a Problem, Delimiting a Problem and types of problems.

Unit- III Related Literature– Meaning, Definitions, Need of Review of Literature, **Sources** of Review Literature

Unit-IV: Statistics – Development, Nature, and Importance, Collection of Data, Classification and Tabulation of Data, Steps in Construction of a Graph. Measurement of Central Tendencies: Mean, Median, Mode.

Books - 1: Introduction of Educational – V. Good, Cater Research
2: शिक्षा अनुसंधान डॉ० आर. ए. शर्मा

U.G. Honours with Research

Semester-VII

Major Subject(one)

Paper- Research Methodology

(Credits-04 Theory)

Objectives- To enable the students to gain knowledge about-

- 1- Social Research, Characteristics and Basic Assumptions of Research.
- 2-Fundamental Research and Action Research.
- 3-Types of Research, Hypothesis and Research Design and Sampling.

Unit-I Social Research- Meaning, Definition, Characteristics of Social Research, Nature of Social Research, Aims, Purposes of Research. Sources of Information in Research, Scope of Social Research, Basic Assumptions of Research. Motivational Factors. Importance of Research. Problems of Social Research.

Unit-II Types of Research- Fundamental Research and Action Research.

Unit-III Hypothesis—Meaning, Types, Sources, Characteristics, Formulation of Hypothesis and Testing. Use of Hypothesis.

Unit-IV Research Design and Sampling- Meaning, Definition, Design of a Research Proposal, Characteristics, Definition of Sample, Need, Sampling Design

Books- Already Mentioned Above.

U.G. Honours with Research

Semester-VII

Course Type: Minor (one) M.D./I.D

Paper-Exceptional Children and Education (M.D. Minor-I)

(Credits-02 Theory)

Objectives- To enable the students to gain knowledge about-

- 1- Exceptional Children.
- 2-Needs of Exceptional Learners, and Objectives and Causes.
- 3-Classification of Exceptional Children.
- 4-Education Provisions and Treatment.

Unit -I: Exceptional Children -Definition of Exceptional Children, Identification, Needs of Exceptional Learners, and Objectives and Causes.

Unit-II Classification of Exceptional Children-I -Visually Impaired, Deafz and Hard of Hearing, Orthopedically and Other Health Impaired, Speech Impaired.

Unit-III Classification of Exceptional Children-II Learning-Disabled, Emotionally Disturbed Children, Disadvantaged Children, Delinquency Children and Creative Learner, Disorders of Childhood and Adolescence. Anti-Social Disorder, Eating Disorders and Anxiety Disorder.

Unit IV Education Provisions and Treatment for all Above Children. Special and Integrated Education. Managing Classroom Activities, Teacher for Education and Guidance and Counseling, Vocational and Educational Guidance, Importance of Family and Development of Self -Regarding Sentiments.

Books-1- Problematic and Drug Addicted Child	Suman Bhanoot
2-Special Education For Disabled Children	S.K. Awasthi
3- Education of Exceptional Children	Dr. Prem Prakash
4- Exceptional Children	Madhulika Sharma

U.G. Honours with Research

Semester-VII

Course Type: Minor (one) M.D./I.D

Paper-Practical (M.D. Minor-I)

(Credits-02)

Practical Names-	1- Cube Construction Test
	2-Cutaneous Localization
	3-Paired Comparison Method
	4-Speed and Accuracy
	5-Co-operation and Competition

OR

U.G. Honours with Research

Semester-VII

Minor (one) M.D./I.D

Paper-Education and Social Psychology

(I.D. Minor-I)

(Credits-02 Theory)

Objectives- To enable the students to gain knowledge about-

- 1-Social Psychology and Education
- 2-Social Psychology and Other Social Sciences.
- 3-Social Psychology in -Community

Unit-I: Social Psychology and Education- Introduction, meaning, Scope, Nature, Importance, Modern Trends and Functions of Education and Methods of Social Psychology-Introspection, Observation, Experimental, Case Study, Interview, Historical, Statistical, Projective and Psycho-Analytical.

Unit II: Social Psychology and Other Social Sciences. Relationship with other sciences. Attitudes and their measurement. Individual and Society, Socialization, Personality and Culture.

Unit III : Social Psychology in -Community, Social Progress, Social Group and Race and Racism.

Unit-IV : Different Social Psychology of- Association and Institutions , Fashion, Style, Fad and Craze. Social Tension, Collective Behaviour, Social Interaction, Attributes and, Aggression and Violence

Books-

- | | |
|----------------------------|-------------------|
| 1-Social Psychology | Dr. Ganesh Panday |
| 2-Modern Social Psychology | Dr.R.N. Singh |

U.G. Honours with Research

Semester-VII

Minor (one) M.D./I.D

Paper-Practical (I.D. Minor-I)

(Credits-02)

Practical Names- 1-Stereotyp

- 2.Task Performance Under Individual and Group Situations
- 3-Problem Solving
- 4-Concept Formation
- 5-Rorschach Ink Blot Test

U.G. Honours with Research

Semester-VIII

Course **Major Subject(one)DSC Major-I**
Type

Paper-Theoretical Statistics (DSC Major-I)

(Credits-04 Theory)

Objectives- To enable the students to gain knowledge about-

- 1-The Theoretical Knowledge of Statistics.
- 2-The Knowledge of Analysis of Data and Method of Research

Unit-I Collection of Data- Meaning, need, Difference between Facts and Data, Nature of Data- Qualitative and Quantitative, Variables, Types of Data- Nominal, Ordinal, Interval Ratio Data.

Unit-II Analysis of Data- Meaning, need, Selecting the Level of Data. Analysis of Data. Statistical Analysis of Data.

Unit-III Formulation of generalization-Meaning, need, Objective of Research, Method Generalizations, Types and Level.

Unit IV Method of Research-Survey, Interview and Historical.

- Books-**
- | | |
|--|-----------------|
| 1- सांख्यिकी के मूल तत्वक | एच के कपिल |
| 2.सांख्यिकी विधियां | डॉ एस पी गुप्ता |
| 3. शिक्षा अनुसंधान | आर ए शर्मा |
| 4. मनोविज्ञान समाजशास्त्र तथा शिक्षा में शोध विधियां | अरुण कुमार सिंह |

U.G. Honours with Research

Semester-VIII

Course Type: Major Subject(one) DSE Major Elective-II

Paper-Statistics and Research (DSE Elective-II)

(Credits-04Theory)

Course Objective- Students should know the theoretical knowledge of Statistics.

Unit-I Nature of Statistics-Meaning, Brief History, Use and Types of Statistics.

Unit II- Classification of Data-Qualitative, Quantitative, Preparation of Frequency Distribution, Advantages of Frequency Distribution.

Unit-III Graphical Representation- Bar Diagram, Pie Diagram, Frequency Histogram, Polygon and Curve. Cumulative Frequency Curve Kurtosis and Skewness.

Unit-IV-Measures OF central Tendency- Mean, Median, Mode , Percentiles-Grouped and ungrouped Data. Percentile Rank. Measures of Variability- Quartile Deviation, Standard Deviation. Standard of Score and scaling-Z-Scores, T-Scores, Stanine, C-Scores and Scaling of Scores.

Assignment Work-To prepare Power Point Presentation with Example of – Mean, Median, Mode and Graphical Presentation of Data

Books-	1. सांख्यिकी के मूल तत्व	एच के कपिल
	2.सांख्यिकी विधियां	डॉ एस पी गुप्ता
	3.शिक्षा अनुसंधान	आर ए शर्मा
	4. मनोविज्ञान समाजशास्त्र तथा	
	शिक्षा में शोध विधियां	अरुण कुमार

U.G. Honours with Research
Semester-VIII
PAPER- DISSERTATION (Practical)
(Credits -12)

Objective- Students must prepare a Dissertation on any current social Problem Of society or state and country.

U.G. Honours with Research
Semester-VIII
Minor (one) M.D./I.D -II
Paper-Exceptional Children and Therapies(M D. Minor-II)
(Credits-02)

Objectives- These therapies are essential for special needs children to improve the quality of life and help them reach their full put potential

Unit-I Psychotherapy, psycho dynamic theory Therapy and Behaviour Therapy and Cognitive Behaviour Therapy.

Unit-II Humanistic Experiential Therapy, Group Therapy family therapy.

Unit-III Speech Language Pathology, Music therapy, Occupational Therapy Art Therapy, Physical Therapy, Play Therapy Sensory Integration Therapy Cognitive Behaviour Therapy.

Unit-IV Analysis Therapy, Psycho Dynamic Therapy.

Books- I-Theory and Practice of Counselling and Psychotherapy Gerald Corey

2-Advanced Clinical Psychology	Arun Kumar Singh
3-Problematic and Drug Addicted Child	Suman Bhanoot
4- Special Education For Disabled Children	S.K. Awasthi
5- Education of Exceptional Children	Dr. Prem Prakash
6- Exceptional Children	Madhulika Sharma

U.G. Honours with Research

Semester-VIII

Minor (one) M.D./I.D -II

Paper-Practical(M D. Minor-II)

(Credits-02 Practical)

Practical Names 1- Indore Teaching Assessment Test

2-Attitude Scale towards Teaching Profession

3-A scale of Reading and Writing Skill

4-Grip dynamiter a simple a simple round balance altered for the purpose of inducing fatigue

5- TAT, Indian Adoption

OR

U.G. Honours with Research

Semester-VIII

Minor (one) M.D./I.D -II

Paper-Social Problems, Change and Control

(I.D. Minor-II)

(Credits-02 Theory)

Objectives- Students should know the -

1-Origin of Sociology.

2-Social Philosophy and Psychology.

3-Social Change and Social Problem.

4-Social Control.

Unit-I Perspective of Sociology- Origin of Sociology, Transition from Social Philosophy to Psychology, Pioneers of Sociology. Development of Sociological Thought in India.

Unit-II Social Problems- Urbanization and Industrialization, Poverty, Housing and Slums, Alcoholism and Drug Addiction and Juvenile Delinquency.

Unit-III Social Change- Concept Social Change, Definitions, Cultural and Social Change Factors of Social Change and Social Change in India. Social Evolution and Revolution and Theories.

Unit-IV Social Control- Meaning and Bases, Role of Family and Feministic Group, Social Control and Propaganda and Leadership and Public Opinion.

Books-1- Social Change and Social control

RamNath Sharma

2-Social Change and Social Problems in India RamNath Sharma Rajendra Sharma

U.G. Honours with Research

Semester-VIII

Minor (one) M.D./I.D -II

Paper-Practical (I.D. Minor-II)

(Credits-02)

Practical Names-

- 1-Extrovert and Introvert Personality
- 2- Measurement of Values
- 3-Negative Transfer in Verbal Learning
- 4-Remote Association in Verbal Learning
- 5- A comparative study of Recall and Recognition as a Retention Test

NHEQE Level - 6 Students on exit after successfully completing “Four year(i.e., securing minimum required 176 credits) will be awarded ”Four years Bachelor’s Degree” (Honors with Research),” in related field /discipline/subject.

Note:

1. In case of DSC Major-I (offered in 8th Semester) and DSE Major Elective course (offered in VII & VIII semesters), if the department want to introduce practical component, the department may bifurcate the total 4 credits between theory and practical.
2. If the minor course is offered without a practical component, the department must allocate 4 credits to the theory component. Electives may be offered by the departments under the Minor course.

Minor—Each department is required to design and offer higher or advanced level Minor courses (one in each semester of the fourth year) that broaden the learner’s academic exposure beyond their Core Major discipline.

Guidelines for Selecting a Minor in the Fourth Year: In the fourth year (VII and VIII semesters) of the FYUP, students may choose their Minor course from the following:

- I. Interdisciplinary (ID) Or Multidisciplinary (MD) subject studied during the first and second year (I to IV semesters)

Or

- II. A Discipline Specific Core subject that was studied up to the third year as a minor (i.e., until the VI semester). If a student opts for a Minor in a particular subject, they must undertake the Minor courses offered by that subject in both the VII and VIII semesters.

Example: If a student enrolled in a four-year undergraduate programme with two Core subjects— Botany and Chemistry—opts to pursue Chemistry as her/his Major and Botany as Minor in the first three years, she/he will have the option to continue with Botany as a Minor in the seventh and eighth semesters, i.e., the fourth year of the FYUP. Alternatively, if the same student had studied Statistics and Zoology as an Interdisciplinary/Multidisciplinary (ID/MD) subject in the first and second year, she/he may opt for Statistics or Zoology as their Minor in the VII & VIII semesters i.e. fourth year. Credit Requirement for Minor: To earn a Minor in a particular subject, a student must accumulate a minimum of 24 credits in that subject over the course of the program.

