

FACULTY OF EDUCATION

HIMACHAL PRADESH UNIVERSITY SHIMLA - 5



Regulations and Syllabus for
CBCS B.A. (REGULAR) with EDUCATION (Annual System)
(Through Regular Mode)

With effect from the Academic Session 2018-19
(Subject to Change from time to time)

Note: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and Courses of Study as and when it deems necessary.

ANNEXURE - I

CBCS B.A. (REGULAR) with EDUCATION (List of Papers/ Course Code, Credits & Scheme of Marks) (ANNUAL SYSTEM)

A: CORE COURSES (4 COMPULSORY PAPERS)

B.A -1st Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Philosophical Foundations of Education	EDN 101 CC	6	70	30	100
2.	Sociological Foundations of Education	EDN 102 CC	6	70	30	100
B.A- 2nd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
3.	Psychological Bases of Education	EDN 201 CC	6	70	30	100
4.	Development of Education in India	EDN 202 CC	6	70	30	100

**B: SKILL ENHANCEMENT COURSES (SEC)
(4 COMPULSORY PAPERS)**

B.A 2nd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Yoga	EDN 203 SEC	4	70	30	100
2.	Life skills Education	EDN 204 SEC	4	70	30	100
B.A 3rd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
3.	Pedagogy of Education	EDN 301 SEC	4	70	30	100
4.	ICT in Education	EDN 302 SEC	4	70	30	100

**C: DISCIPLINE SPECIFIC ELECTIVE COURSES
(2 COMPULSORY PAPERS)**

B.A- 3rd year						
SR. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Educational Management	EDN 303 DSE	6	70	30	100
2.	Inclusive Education	EDN 304 DSE	6	70	30	100

**D: GENERIC ELECTIVE
(2 PAPERS)**

B.A 3rd Year						
Sr. No.	Title	Code	Credits	Marks		
				TEE	CCA	Total
1.	Education For Peace	EDN 305 GE	6	70	30	100
2.	Educational Thoughts and Practices	EDN 306 GE	6	70	30	100

ANNEXURE - 2
CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
1st Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Core Compulsory (CC-1) English			6
2	Core Compulsory (CC-1) Hindi/Sanskrit(MIL)			6
3	Discipline Specific Core Course (DSC-1A) Education	EDN-101	Philosophical Foundations of Education	6
4	Discipline Specific Core Course (DSC-1B) Education	EDN- 102	Sociological Foundations of Education	6
5	Discipline Specific Core Course -DSC-2A *Any one from other discipline /subject			6
6	Discipline Specific Core Course (DSC-2B) *Any one from other discipline /subject			6
7	Ability Enhancement Core Compulsory (AECC -1) Environmental Studies			4
8	Ability Enhancement Core Compulsory (AECC -2) English/MIL/Hindi (Communication)			4
	Total Credits			44

CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
2nd Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Core Compulsory (CC- II) English			6
2	Core Compulsory (CC- II) Hindi/Sanskrit(MIL)			6
3	Discipline Specific Core Course (DSC-1C) Education	EDN-201	Psychological Basis of Education	6
4	Discipline Specific Core Course (DSC-1D) Education	EDN-202	Development of Education in India	6
5	Discipline Specific Core Course (DSC-2C) *Any one from other discipline /subject			6
6	Discipline Specific Core Course (DSC-2D) *Any one from other discipline /subject			6
7	Skill Enhancement Course (SEC-1) Education *Elective	EDN- 203	Yoga	4
8	Skill Enhancement Course (SEC-2) Education *Elective	EDN-204	Life Skills Education	4
	Total Credits			44

CBCS B.A. (REGULAR) with EDUCATION (Three Year Degree Course)
3rd Year Syllabus

Sr. No.	Course Type	Course Code	Title of the Paper	Credits
1	Skill Enhancement Course (SEC-3) Education	EDN- 301	Pedagogy of Education	4
2	Skill Enhancement Course (SEC-4) Education	EDN-302	ICT in Education	4
3	Discipline Specific Elective Course (DSE-1A) Education	EDN-303	Educational Management	6
4	Discipline Specific Elective Course (DSE- 1B) Education	EDN-304	Inclusive Education	6
5	Discipline Specific Elective Course (DSE-2A) *Any one from other discipline /subject			6
6	Discipline Specific Elective Course (DSE-2B) *Any one from other discipline /subject			6
7	Generic Elective (GE-1) Education	EDN-305	Education for Peace	6
8	Generic Elective (GE-2) Education	EDN-306	Educational Thoughts and Practices	6
	Total Credits			44
	Total Credits= 1st Year+ 2nd Year+3rd Year =(44+ 44+ 44)			132

Note- The DSC II / Any Other subject once opted by the candidate shall not be changed like Core subject.

ANNEXURE - 3
Syllabus for B.A. (Regular) with Education
BA-1st Year
Discipline Specific Core Course (DSC-1A)
Education
Course Code: EDN 101
PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Code	EDN 101 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to Education a. Meaning and definition of Education. b. Aims of Education: Individual, Social and Vocational. c. Functions of Education: General Functions of Education. Functions of Education in Human Life & National Life
II	Introduction of Philosophy a. Meaning and definition of Philosophy. b. Relationship between Education and Philosophy.
III	Some Major Schools of Philosophy a. Idealism, Naturalism and Pragmatism b. Contributions of these schools to present day Education towards isms, curriculum, methods of teaching, concept of discipline and the role of the teacher.
IV	Development of Values a. Meaning of values b. Classification of values (Social, Moral and Aesthetic) c. Strategies for inculcation of values through co-curricular and extra-curricular activities in schools and colleges.

Suggested Reading

- Sharma, Ram Nath (2000). Text book of educational philosophy. New Delhi: Kanishka Publishers & Distributors.
- Bhattacharya, Sriniba (2002). Philosophical foundation of education. New Delhi: Atlantic Publication.
- Ozmon, H. A. (1981). Philosophical foundation of education. Columbus: Charles E Merrill.
- पाण्डेयए रामसकल (2005)णउदयमान भारतीय समाज में शिक्षक। आगरारू विनोद पुस्तक मन्दिर।
- व्यासए, रामनारायण (1995)ण जे कृष्ण मूर्ति का शिक्षा दर्शन। उत्तरप्रदेशरू प्रज्ञाएवं दिव्या प्रकाशन गाजीपुर ण
- प्रेक्टीस इन एजुकेशन । आगरारू आगरा नेशनल साइकालोजिकल कॉर्पोरेशन।
- चौबे, ए०पी० एण्ड चौबे, अखिलेश (2013)ण फिलोस्फीकल एण्ड सोशोलॉजिकल फाऊण्डेशन ऑफ एजुकेशन।
आगरारू विनोद पुस्तक मन्दिर

Syllabus for B.A. (Regular) with Education
B.A. - 1st Year

Discipline Specific Core Course (DSC-1B)

Education

Course Code: EDN 102

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Code	EDN 102 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction a. Meaning of Educational Sociology and Sociology of Education b. Relationship between Sociology and Education c. Sociological determinants of education
II	Social Change a. Meaning and definition of social change. b. Factors affecting social change c. Role of School and teachers in social change.
III	Education and Social Group a. Meaning, need & functions of School. b. Meaning, definition and characteristics of community. c. Impact of School on Community. d. Meaning, definition of Socialization. Role of teacher in the process of Socialization.
IV	Education and Culture a. Meaning, definition and characteristics of culture. b. Types of culture and functions of culture. c. Relationship between Education and Culture. d. Role of Education in cultural Development.

Suggested Readings:

- Murthy, S. K. (1982). Philosophical and sociological foundation of education. Ludhiana: Prakash Brothers.
- Safaya, R. N. (1994). Development of educational theory and practice: A treatise on theory and principles of education educational and sociological foundation of education. Delhi: Dhanpat Rai & Sons.
- Bhattacharya, S. (1996). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
- Bhatia, Kamala (1974). Philosophical and sociological foundation of education. New Delhi: Doaba House.
- Saxena, N. R. Swarup (2001). Philosophical and sociological foundation of education. Meerut: R Lal Books.
- Bhattacharya, Srinibas (2002). Sociological foundation of education. New Delhi: Atlantic Publishers & Distributors.
- Chaube, S. P. (1985). Philosophical & sociological foundation of education. Agra: Vinod Pustak Mandir.
- Chaube, S. P. (1997). Philosophical & sociological foundation of education. Agra: Vinod Pustak Mandir.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd year

Discipline Specific Core Course (DSC-1C)

Education

Course Code: EDN 201

PSYCHOLOGICAL BASIS OF EDUCATION

Course Code	EDN 201 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous comprehensive Assessment (CCA) Pattern

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	<p>Concept of Educational Psychology</p> <p>a. Concept of Psychology and Educational Psychology, nature and scope of Educational Psychology.</p> <p>b. Methods of Educational Psychology (case study method, clinical method, observational method)</p> <p>c. Application of Educational Psychology in teaching-learning process.</p>
II	<p>Meaning of Growth and Development</p> <p>a. Meaning and Principles of Growth and Development, factors responsible for growth and development</p> <p>b. Development of adolescence period – with special reference to physical, social, emotional and intellectual developments</p> <p>a. Concept of individual difference – aptitude, interest and attention</p>
III	<p>Intelligence and Creativity:</p> <p>a. Meaning and Characteristics of Intelligence and concept of IQ</p> <p>b. Meaning and characteristics of Creativity, Factors effecting Creativity</p> <p>c. Measurement of Intelligence and Creativity (Verbal, non-verbal and Performance tests).</p>

IV	<p>Learning</p> <p>a. Meaning, Nature and concept of Learning</p> <p>b. Factors affecting Learning, factors influencing teaching and learning process:</p> <ul style="list-style-type: none"> • Learner related • Teacher related • Content related • Process related. <p>c. Meaning and nature of motivation.</p> <p>d. Types of motivation, Principles of Motivation, techniques of enhancing learner's motivation.</p>
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Suggested Reading

- Chauhan , S. S. (1978). Advanced Educational Psychology. , New Delhi: Vikas Publications.
- Bhatia, K. K. (1997). Educational Psychology. Ludhiana: Kalyani Publications.
- Prasad , Janardan (1995). Educational Psychology: Development of Teaching and learning . New Delhi: Kanishka Publications.
- Noll, Victor H. (1962). Reading in Educational Psychology. New York: The Macmillan.
- Bhatnagar , A. B. (1996). Advanced Educational Psychology. Meerut: Loyal Publication.
- Chauhan , S. S. (1995). Advanced Educational Psychology. New Delhi: Vikas Publication.
- Srimali, Shyam Sunder (1996). Educational Psychology. Jaipur: Rawat Publications.
- sRao,S. Narayan (1990). Educational Psychology. New Delhi: Wiley Publications.
- Kakkar ,S. B. (1993). Educational Psychology. New Delhi: Prentice Publications.
- Prasad, Janardan (1995). Educational Psychology. New Delhi: Kanishka Publications.
- Mohan, Jitendra (1993). Educational Psychology. New Delhi: Wiley Eastern Pvt Ltd.

**Syllabus for B.A. (Regular) with Education
BA-2ndYear
Discipline Specific Core Course (DSC-1D)**

Education

Course Code: EDN 202

DEVELOPMENT OF EDUCATION IN INDIA

Course Code	EDN 202 DSC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Core Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Ancient and Medieval India a. Vedic Education: aims and characteristics b. Buddhist Education: aims and organization. c. Islamic Education: its salient features, objectives and curriculum.
II	Education in Pre- Independence Era a. Macaulay's Minutes, 1835 b. Wood's Despatch, 1854 c. Hunter Commission, 1882
III	Development of Indian Education post Independence period with special reference to : a. University Education Commission (1948-49) b. Secondary Education Commission (1952-53). c. Kothari Commission (1964-66).
IV	Education in Modern India a. NPE 1986, POA 1992 b. NCF2005 c. NCFTE 2009

Suggested Readings

1. Biswas, A.(1986). .Development of education in India: A Historical Survey of Educational Documents Before and After Independence. New Delhi: Concept Publishing Company.
2. Agrawal, S.P. (1997). Development of Education in India. New Delhi: Concept Publications.
3. Saini, S. K. (1980). Development of Education in India: Socio Economic and Political Perspective. New Delhi: Cosmo Publications.
4. Saini, Shiv Kumar (1980). Development of Education in India. New Delhi: Cosmo Publications.
5. Agrawal, S. P. (1997). Development of Education in India. Select Documents 1993-94. New Delhi: Concept Publishing Corporation.
6. Biswas, A. (1986). Development of Education in India. New Delhi: Concept Publications.
7. Biswas, A. (1986). Development of Education in India: A Historical Survey Of Educational Documents Before and After Independence. New Delhi: Concept Publications.
8. Das,K.K.(1986). Development of Education In India. New Delhi: Kalyani Publications.
- 9 Wadhera,R. C. (2000). Education in Modern India. New Delhi: Deep & Deep Publications.
- 10 Ghosh, Suresh Chandra (1995). History of Education In Modern India: 1757-1998. New Delhi: Orient Longman.
- 11 Basu, Anathnath (1947). Education in Modern India: A Brief Review . Calcutta: Orient Book Publishers.
- 12 Ghosh, Suresh Chandra (2000). History of Education In Modern India 1757-1998. Hyderabad: Orient Longman Publishers.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd Year
Skill Enhancement Course (SEC-1)
Education
***Elective**
Course Code: EDN 203

YOGA

Course Code	EDN 203 SEC	
Credits – 4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System:

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous and Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Yoga Education a. Meaning, definition and Characteristics of Yoga. b. Needs and Objectives of Yoga. c. Yoga Contribution in Human Development.
II	Types of Yoga a. Meaning and Significance of Bhakti Yoga, Gyan Yoga and Karma Yoga b. Ashtang Yoga of Patanjali: Yama, Niyama, Asana, Pranayama, Pratyahara, Dharma, Dhyana & Samadhi
III	Aspects of Yoga a. Physical Aspects of Yoga b. Mental/ Intellectual aspects of Yoga. c. Spiritual Aspects of Yoga.
IV	Yoga for Peace and Harmony a. Stress Management b. Techniques of Relaxation. c. Breathing Exercises and Meditation.

Suggested Readings:

- Yoga Education And Research 2nd International Conference Jan 1988. Kaivalyadhama Lonavla India, India,
- Saraswati Satyananda (1990). Yoga Education For Children: A Manual For Teaching Yoga To Children. Munger: Bihar School Of Yoga, ,
- Yogendra, Jayadeva (1989). Cyclopaedia Yoga: A Systematic Study Programme of Yoga Education for The Child And The Adult. Bombay: Yoga Institute.
- Bihar School of Yoga Yoga (1990). Education For Children: Manual For Teaching Yoga To Children.Munger.
- Saraswati, Swami Satyananda (2006). Yoga Education for Children. Yoga Publications Trust, [s.l.].
- Santacruz Yoga Institute Yoga (1993). A Systematic Programme on Yoga Education For Child And Adult Vol 2 . Yogendra Publications Fund, [s.l.],
- Mruanalini, T. (2006).Yoga Education . New Delhi: Neelkamal Publications Pvt Ltd.
- Mruanalini, T. (2008).Yoga Education . Hyderabad: Neelkamal Publications Pvt Ltd.
- Saraswati, Swami Satyanand (1999).Yoga Education for Children. Bihar: Yog Publications Trust.
- Goel, Aruna (2007). Yoga Education: Philosophy and Practice. New Delhi: Deep & Deep Publications.

Syllabus for B.A. (Regular) with Education
B.A. - 2nd Year
Skill Enhancement Course (SEC-2)
Education
***Elective**
Course Code: EDN 204

LIFE SKILLS EDUCATION

Course Code	EDN 204 SEC	
Credits- 4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Fundamental of Life Skills a. Concept, definition and Components of Life Skills b. Types of Life Skills - Emotional, Social and Thinking Skills. c. Role of Life Skills in Health Promotion.
II	Importance of Life Skills a. Need for Life Skills Education. b. Importance of Life Skills for Growing Minds. c. Areas of Application of Life Skills.
III	Methods for Developing Life Skills a. Socratic Method, Inductive-Deductive Method and Problem Solving b. Incidental Teaching , Project Method ,Group Discussion and Extempore activities c. Role of Teacher in promoting Life Skills.
IV	Techniques for Developing Life Skills a. Debates, Riddles and Puzzles, Seminars and Quizzes b. Brain Storming, Story Telling, c. Role Playing and Community Service.

Suggested Readings:

- Pandey, Shiv Pujan (2012).Life Skill Education for Adolesents. New Delhi: Global Research Publications.
- Thomas, Gracious (2010).Life Skill Education & Curriculum . Delhi: Shipra Publications.
- Life Skills in Non-formal Education: A Review. Indian National Commission, New Delhi,
- Life Skills In Non-formal Education: A Review (2001). New York: United Nations Educational Science.
- Bond,T. (1986). Games for Social and Life Skills . London: Hutchinson & Corporation.
- Armour, Jenny (1980).Take off a guide to books for students who are learning reading writing spelling maths life skills hand writing. London: Library Association.
- Goldberg, David E. (1995). Life Skills and Leadership for Engineers. New Delhi: Tata Mc Graw Hill Publishing Company.
- Goldberg, David E. (1997). Life Skills and Leadership For Engineers. New Delhi: Tata Mc Graw Hill Publishing Company
- Life Skills in Non-formal Education: A Review (2001). New Delhi: United Nations Educational Scientific and Cultural Organization.
- Life Skills in Non-formal Education: A Review (2001). New Delhi: India Human Resource Development Ministry.

Syllabus for B.A. (Regular) with Education
B.A. -3rd Year
Skill Enhancement Course (SEC-3)
Education
Course Code: EDN 301

PEDAGOGY OF EDUCATION

Course Code	EDN 301 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Pedagogy a. Meaning, Concept and Characteristics of Pedagogy. b. Different Types of Pedagogical Approaches.
II	Pedagogical Skills a. Management Skills. b. Content Related Skills
III	Teaching Methods And Techniques a. Teaching Methods at Elementary and Secondary Level of Education. b. Students and Teacher Centred Techniques of Teaching.
IV	Learning Resources a. Need and Importance of Learning Resources in Education. b. Use of Learning Recourses in Actual Classroom Teaching I.E/ Books, Models of Teaching.

Suggested Readings:

- Carin & Robert Sund, (1989). Teaching Modern Science (5th Merill Publishing Co.
- Dhananjay Joshi, (2012). Methodology of Teaching Science, New Delhi: Dorling Kindersley (India) Pvt. Ltd., Licenses of Pearson in South Asia - Optional - I (Page 138) 68
- Gupta, S.K. (1985). Teaching of Physical Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Heiss, Obourn & Hoffman (1985). Modern Science in Secondary Schools. New Delhi: Sterling Publications (Pvt.) Limited.
- Nair, C.P.S. (1971). Teaching of Science in our Schools, Sulthan Chand & Co. (Pvt.) Limited. 22
- Natrajan, C. (Ed.). (1997). Activity Based Foundation Course on Science Technology and Society. Mumbai: Homi Bhaba Centre for Science Education.
- Pandey. (2003). Major Issues in Science Teaching. New Delhi: Sumit Publications.
- Patton, M.Q. (1980). Qualitative Evaluation Methods. India: Sage Publications.
- Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
- Sharma, R.C. (2006). Modern Science Teaching. New Delhi: Dhanpat Rai Publications.
- Sonika Rajan (2012). Methodology of Teaching Science, New Delhi : Dorling Kindersley
- (India) Pvt. Ltd., Licenses of Pearson Education in South Asia - Opetional 1 (Page 204)
- Sood, J.K. (1992). New directions in science teaching. Chandigarh: Kohli Publishers.

Syllabus for B.A. (Regular) with Education
B.A. - 3rdYear
Skill Enhancement Course (SEC-4)
Education
Course Code: EDN 302

ICT IN EDUCATION

Course Code	EDN 302 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L-3	T-1
Course Type	Skill Enhancement Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to ICT a. Meaning and Characteristics of ICT and its Role in Teaching Learning Process b. Challenges in Integrating ICT in School Education
II	Communication a. Concepts, Process and Principles of Communication b. Modes (Verbal and Non-Verbal) and Barriers of communication
III	Technology for Classroom Instruction a. Components, Working and Uses of Computers in Teaching-Learning Process. b. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television (CCTV)
IV	New Trends in ICT a. Virtual and Smart Classroom -Concept, Elements, Advantages and Limitations b. Online Learning Resources: e -Library, Websites, Apps, and Web 2.0 Technology.

Suggested Readings:

- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw-Hill International
- Bhaskara Rao, Digumarti (2013): Vidya -Samachara Sankethika Sastram (ICT in Education). Guntur: Master Minds, Sri Nagarjuna Publishers.
- Denis, Kim, Sen and Morin (2000). Information Technology -The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Department of School Education and Literacy, MHRD (2012). National Policy on Information and Communication Technology (ICT) In School Education. New Delhi Imison,
- T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd. Norton.

Syllabus for B.A. (Regular) with Education
B.A. - 3rdYear
Discipline Specific Elective Course (DSE-1A)
Education
Course- Code: EDN 303

EDUCATIONAL MANAGEMENT

Course Code	EDN 303 DSE	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Discipline Specific Elective Course	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Educational Management a. Meaning, Nature, Scope and its Need b. Centralized and Decentralized c. Autocratic and Democratic
II	Effective Leadership in Educational Management a. Leadership –Meaning and Nature b. Effective Leadership Skills c. Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional
III	Management of Teaching-Learning Process a. Concept of Teaching-Learning Process b. Steps of Managing Teaching-Learning (Planning, Organizing, Leading and Controlling) c. Teacher as a Manager
IV	Institutional Planning and Management a. Institutional Planning – Concept, Need and Importance b. Curricular and Co-Curricular Programs, framing of time-table c. Institutional Climate and Discipline

Suggested Readings:

- Mukhopadhyay, B.(1994). Motivation In Educational Management: Issues And Strategies. New Delhi: Sterling Publishers.
- Singh, H. M. (1995). Fundamental of Educational Management . New Delhi: Vikas Publication.
- Report On Workshops On Educational Management And Educational Technology (1990). State Council Of Higher Education, Andhra Pradesh,
- Guruge, A. W. P. (1984). Principles and Problems of Educational Management UNESCO, Paris.
- Report of the U.G.C. Committee: Towards New Educational Management (1990) . New Delhi.
- Mukhopadhyay, B. (1994). Motivation in Educational Management: Issues and Strategies. New Delhi: Sterling Publications.
- Goode, John M. (1973). Readings in Educational Management. New York: Amacom.
- Pareek, Udai (1981). Handbook for Trainers in Educational Management: With Special Reference to countries in Asia and the Pacific .Bangkok: Unesco Regional Office for Education in Asia.
- Handy, H. W. (1969). Network Analysis for Educational Management. Engle Wood Cliffs: Prentice Hall.
- Dennison, Bill (1987). Challenges in Educational Management Principles into Practice. , London: Croom Helm Publishers.
- Johson, Daphne (1994). Research Methods in Educational Management. England: Longman Information & Reference.
- Preedy, Margaret (1989). Teacher's Case Studies in Educational Management. London: Paul Chapman Publishing.
- Bush, Tony (1999). Educational Management: Redefining Theory Policy and Practice. London: Paul Chapman Publish

Syllabus for B.A. (Regular) with Education
B.A. - 3rdYear
Discipline Specific Elective Course (DSE-1B)
Education
Course- Code: EDN 304

INCLUSIVE EDUCATION

Course Code	EDN 304 DSE		
Credits -6	L (L = Lecture)		T (T= Tutorial)
	L-5		T-1
Course Type	Discipline	Specific	Elective
	Course		

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Introduction to Inclusive Education a. Concept and meaning of Inclusive Education b. Need and Importance of Inclusive Education. c. Objectives of Inclusive Education
II	Children with Special Needs (CWSN) a. Meaning, Types, Identification and characteristics of children with Special Needs (CWSN) b. Physically, Visually and Mentally Challenged. c. Speech, Hearing and Language Impaired.
III	Techniques and Aids for the Education of Children with Special Needs a. Techniques and Aids for the Education of Children with Special Needs- b. Visual and Hearing Impaired c. Speech and Language Impaired
IV	Policies and Programs of Inclusion a- Person with Disabilities Act 1995-96 b- Right of Person with Disabilities Act 2016 c. Role of family & community in the nurturance of children with Special Needs

Suggested Readings:

- Advani Lal & Chadha A. (2003). You and Your Special Children. Noida: UBS Publishers Distributers Ltd.
- Panda K. C. (1997). Education of the Exceptional Children. New Delhi: Vikas Publications Ltd.
- S.K Mangal. (2008). Educating of the Exceptional Children: An Introduction to Special Education. New Delhio: Prentia Hall of India Learning Pvt. Ltd.
- Mangal, S.K. (2015). Educating exceptional children. New Delhi: P.H.I. Learning Private Limited.
- Aggarwal, Rashmi (2010). Education for disabled children. New Delhi: Vikas Publication House.
- Bassa, Sayat (2017). Inclusive Education. New Delhi: N.D. Publisher.
- Allur, M. (2002). Education of children with special needs from segregation to inclusion. New Delhi: Sage Publisher.

Syllabus for B.A. (Regular) with Education
B.A. 3rdYear
Generic Elective (GE-1)
Education
Course Code- EDN 305

EDUCATION FOR PEACE

Course Code	EDN 305 GE	
Credits – 6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Generic Elective	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Fundamental of Peace Education a. Meaning, concept and need of Education for Peace b. Ways to promote Peace in the class rooms c. Teacher as Peace Builder
II	Agencies of Peace Education a. Role of Family in Promoting Education for Peace. b. Role of School and Society in Promoting Education for Peace. c. Role of UNO and Mass Media in Promoting Education for Peace.
III	Philosophical Resources : Study of relevant extracts from the righting of : a. Gandhi ji ('Brute Force and Passive Resistance in Hindi Swaraj') b. Krishnamurti, J. (Education and World Peace) c. Montessori (Peace and Education)
IV	Methods/Approaches for Peace Education a) Story telling/writing, Drawing, Poetry, Role Play, Simulation, Meditation and Problem solving. b) Activities for Peaceful competencies c) Organizing society linked programmes

Suggested Readings:

- Adams, D. (Ed). (1997). Culture of Peace, Promoting a Global Movement. Paris: UNESCO Publication.
- Bala Sooriya, A.S. (1994). Teaching Peace to Children. Maharagama, Sri Lanka: National Institute of Education.
- Bala Sooriya, A.S. (1995). Education for Peace: Learning Activities, Maharagama, Sri Lanka: National Institute of Education.
- Bala Sooriya, A.S. (2000). Mediation Process. Maharagama, Sri Lanka: National Institute of Education.85
- Education for the 21st Century. Paris: UNESCO.
- Diwahar, R. R., & Agarwal, M. (Ed). (1984). Peace Education. New Delhi: Gandhi Marg.
- Fountain, S. (1988). Learning Together-Global Education. New York: Working Paper Education
- Govt. of India (1993). Learning Without Burden. New Delhi: Ministry of Human Resources
- Development (MHRD), Department of Education, Government of India.
- Harris, I.M. (1988). Education for Peace. London: McFarland and Company.
- Johan, G.(1996). Peace by Peaceful Means. New Delhi: Sage Publication.
- Kumar, M. (Ed). (1994). Non Violence, Contemporary Issues and Challenges. New
- Maria, D.(2003). Value Education for Peace, The CTE Journal, 2 (3):25
- Morrison, M. L. (2003). Peace Education. Australia: Mcfarland.
- NCERT (2006). Education for Peace . Department of Education, Government of India.
- Ruhela, S. P. (1986). Human Values and Education. New Delhi: Sterling Publishing.
- Salomon, G., & Nevo, B. (2002). Peace Education: The Concept, Principles, and
- Subramanian, K. (1990). Value Education. Madurai: Ravana Publication.

Syllabus for B.A. (Regular) with Education
B.A. 3rdYear
Generic Elective (GE-2)
Education
Course Code- EDN 306

EDUCATIONAL THOUGHTS AND PRACTICES

Course Code	EDN 306GE	
Credits – 6	L (L = Lecture)	T (T= Tutorial)
	L-5	T-1
Course Type	Generic Elective	

Term End Examination System

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	25	3.00 Hrs.

Continuous Comprehensive Assessment (CCA) Pattern:

Class (After completion of 40% of syllabus)	Test of	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05		10	10	5	30

Course Content and Scheme

Unit	Topic
I	Educational thoughts of Western Philosophers a. Pestalozzi b. John Dewey c. Bertrand Russell
II	Basic Contributions of Philosophers in Education a. Educational Philosophy of J. Rousseau b. Contribution of Paulo Freire to the field of Education of the oppressed c. Educational Philosophy of Gijju Bhai Baidekar.
III	Basic Contributions of Prominent Indian Philosophers to Education a. Critical study of the contribution of Vivekananda to the field of Education b. Mahatma Gandhi's contribution to the field of Education c. Aurobindo Ghosh's contribution to the field of Education
IV	Basic Educational Thoughts and Practice a. Rabindranath Tagore's idea on Education with special reference to <i>Shantiniketan/Vishva Bharti University</i> b. Contribution of Radhakhrisnan to the field of Higher Education. c. Contribution of Plato to the field of Education

Suggested Readings:

- Ulich, Robert(1980). History of Educational Thoughts. New York: American Book Corporations.
- Dwivedi, Bhanwar Lal (1994). Evolution of Educational Thoughts In India. New Delhi: Northern Book Centre.
- N,Chinnadurai (1997). Educational Thoughts of Sri Aurbindo And Their Relevance To Contemporary Education . Annamalai University.
- Taneju, V R (1975). Educational Thoughts and Practice. New Delhi: Sterling Publications.
- Bhyrappa , S.L.(1968). Values in Modern Indian Educational Thoughts. New Delhi: National Institute of Education.
- Sudharma, Joshi (2008). Educational Thoughts of Mahatma Gandhi. New Delhi: Crescent Publishing Corporation.
- Sudharma , Joshi (2009). Educational Thoughts Of Rabindranath Tagore. New Delhi: Crescent Publishing Corporation.
- Vyas, Savitri (1989). Critical Study of J Krishnamurti's Educational Thoughts. Ahmedabad: Savitri Vyas.
- Pandey , Ram Shakal (2006). Educational Thoughts. Delhi: Adhyayan Publishers And Distributors.
- Joshi, Sudharma (2008). Educational Thoughts of Sri Aurobindo. New Delhi: Crescent Publishing Corporation.
- Sudharma ,Joshi (2009).Educational Thoughts of Lokmanya Tilak. New Delhi: Crescent Publishing Corporation.
- Sudharma, Joshi(2008). Educational Thoughts of Sri Aurobindo. New Delhi: Crescent Publishing Corporation, ,
- Sudharma, Joshi (2009). Educational Thoughts of Swami Vivekananda. New Delhi: Crescent Publishing Corporation,
- Sharma, A.P. (1997). Development of Western Educational Thoughts. New Delhi: Concept Publication.

Examination Pattern and CCA Scheme

CCA SCHEME- Students enrolled for the Academic session 2018-19 onwards CCA will account for 30% of the total marks out of 100. The breakup of 30% i.e. 30 marks for each course is given as below-

Continuous Comprehensive Assessment (CCA) Pattern: Instructions for conducting Class Test/House Test/ Assignment, tutorials etc.

Class Test (After completion of 40% of syllabus)	House Tests (After completion of 75% of syllabus)	Assignments, Tutorials and general behaviour of Students	Attendance	Total Marks
05	10	10	5	30

A. Distribution of marks for evaluation of Tutorial/Home Assignment etc.

1. 5 marks are assigned for the quality of contents and structure of the assignment
2. 5 marks are assigned for the clarity of language of the script (Hindi/English) and its presentation in the class room
3. Total marks 5 +5 =10 marks

B. Attendance = 5 marks

Note: (Below 75%=Zero (0): 75-80 %=1 mark: 80-85%= 2 marks: 85-90%=3 marks: 90-95%= 4 marks and 95-100%=5 marks).

Term End Exam Pattern (TEE)

Part	Section	No. of questions	Syllabus coverage	Nature of Questions & Answers	Questions to be attempted	Marks	Max. marks
A	1	10	Complete	Objective (MCQ)	10	1 each	10
	2	8	Complete	Short answer type 100-150 words	5	4 each	20
B	-	2	Unit 1	About 500 words	1	10	10
C	-	2	Unit 2	About 500 words	1	10	10
D	-	2	Unit 3	About 500 words	1	10	10
E	-	2	Unit 4	About 500 words	1	10	10
Total							70

Important Information :

- The minimum passing marks will be 40% in aggregate. However, 35% each in Internal Assessment and Final Theory Examinations will be compulsory.
- A candidate failing in either one or two subject/papers will be given compartment in those subjects/papers and will be eligible for promotion to the next class.
- He/ She will not be awarded the degree until he/she clears all his/her courses within five years from the date of his/her admission to a particular course.
- He/she will have two chances (one at the supplementary stage and other at the annual stage).
- A student failing in three or more subjects/papers will be treated as fail in that year and has to repeat the entire year.

Note: Student will have to pass both the components i.e. CCA and TEE separately to become eligible to be declared successful in a course.