

FACULTY OF EDUCATION

**HIMACHAL PRADESH UNIVERSITY**  
**SHIMLA - 5**



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

**With effect from the Academic Session 2017-18**  
(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)

#### **CORE COURSE** (4 COMPULSORY PAPERS)

<b><u>Semester I</u></b>	<b>Code</b>	<b>Credits</b>	<b>Marks</b>		
			<b>ESE</b>	<b>CCA</b>	<b>Total</b>
<b>1.Philosophical Foundation of Education</b>	<b>EDN 101CC</b>	6	70	30	100
<b><u>Semester II</u></b>					
<b>2. Sociological Foundation of Education</b>	<b>EDN 201CC</b>	6	70	30	100
<b><u>Semester III</u></b>					
<b>3.Psychological Bases of Education</b>	<b>EDN 301CC</b>	6	70	30	100
<b><u>Semester IV</u></b>					
<b>4.Development of Education in India</b>	<b>EDN 401CC</b>	6	70	30	100

**SKILL ENHANCEMENT COURSE (SEC)**  
**(4 COMPULSORY PAPERS)**

<b><u>Semester III</u></b>	<b>Code</b>	<b>Credits</b>	<b>Marks</b>		
			<b>ESE</b>	<b>CCA</b>	<b>Total</b>
<b>1. Yoga</b>	<b>EDN 302 SEC</b>	4	70	30	100
<b><u>Semester IV</u></b>					
<b>2. Life skill Education</b>	<b>EDN 402 SEC</b>	4	70	30	100
<b><u>Semester V</u></b>					
<b>3. Pedagogy of Education</b>	<b>EDN 501 SEC</b>	4	70	30	100
<b><u>Semester VI</u></b>					
<b>4. ICT in Education</b>	<b>EDN 601 SEC</b>	4	70	30	100

**DISCIPLINE SPECIFIC ELECTIVE PAPERS**  
**(2 COMPULSORY PAPERS)**

<b><u>Semester V</u></b>	<b>Code</b>	<b>Credits</b>	<b>Marks</b>		
			<b>ESE</b>	<b>CCA</b>	<b>Total</b>
<b>1 Educational Management</b>	<b>EDN 502 DSE</b>	6	70	30	100
<b><u>Semester VI</u></b>					
<b>2 Inclusive Education</b>	<b>EDN 602 DSE</b>	6	70	30	100

**GENERIC ELECTIVE (2)**

<b><u>Semester V</u></b>	<b>Code</b>	<b>Credits</b>	<b>Marks</b>		
			<b>ESE</b>	<b>CCA</b>	<b>Total</b>
<b>1. Education for Peace</b>	<b>EDN 503 GE</b>	6	70	30	100
<b><u>Semester VI</u></b>					
<b>2. Educational Thoughts And Practices</b>	<b>EDN 603 GE</b>	6	70	30	100

**ANNEXURE - 2**  
**CBCS B.A. (REGULAR) with EDUCATION**

S.No	Course	Paper	Code	Credits
<b><u>Semester I</u></b>				
1.1	<b>Subject - I Education</b>	<b>Discipline Specific Core</b>	<b><u>EDN -101 -CC</u> Philosophical Foundations of Education</b>	<b>DSC IA</b> 6
1.2	<b>Subject - II (Any Other )</b>	<b>Discipline Specific Core</b>	(2 <sup>nd</sup> discipline elective)	<b>DSC II A</b> 6
1.3	<b>English</b>	<b>Core (Compulsory)</b>		<b>CC</b> 6
1.4	<b>English/Mil (Communication) /Environmental Science</b>	<b>Ability Enhancement (Compulsory)</b>		<b>AEEC</b> 4
<b>Total Credits</b>				<b>22</b>
<b><u>Semester-II</u></b>				
2.1	<b>Subject - I Education</b>	<b>Discipline Specific Core</b>	<b><u>EDN-201- CC</u> Sociological Foundations of Education</b>	<b>DSC I B</b> 6
2.2	<b>Subject - II (Any Other)</b>	<b>Discipline Specific Core</b>	(2 <sup>nd</sup> discipline elective)	<b>DSC 11B</b> 6

2.3	<b>MIL</b>	<b>CORE (Compulsory)</b>		<b>CC</b>	6
2.4	<b>English/Mil (Communication) /Environmental Science</b>	<b>Ability Enhancement (Compulsory)</b>		<b>AECC</b>	4
<b>Total Credits</b>					<b>22</b>
<b><u>Semester III</u></b>					
3.1	<b>Subject -I Education</b>	<b>Discipline Specific Core</b>	<b><u>EDN -301- CC</u> Psychological Bases of Education</b>	<b>DSC I C</b>	6
3.2	<b>Subject-II (Any Other)</b>	<b>Discipline Specific Core</b>	(2 <sup>nd</sup> discipline elective)	<b>DSC 11 C</b>	6
3.3	<b>English</b>	<b>CORE (COMPULSORY)</b>		<b>CC</b>	6
3.4	<b>Skill Based-I</b>	<b>Ability Enhanceme nt (Elective)</b>	<b><u>EDN -302-SEC</u> Yoga</b>	<b>AEEC-(I)</b>	4
Total Credits					22
<b><u>Semester IV</u></b>					
4.1	<b>Subject - I Education</b>	<b>Discipline Specific Core</b>	<b><u>EDN- 401 -SEC</u> Development of Education in India</b>	<b>DSC I D</b>	6
4.2	<b>Subject – II (Any Other)</b>	<b>Discipline Specific Core</b>	(2 <sup>nd</sup> discipline elective)	<b>DSC II D</b>	6
4.3	<b>MIL</b>	<b>CORE (COMPULSORY)</b>		<b>CC</b>	6

4.4.	<b>Skill Based-2</b>	<b>Ability Enhancement (Elective)</b>	<u>EDN- 402- SEC</u> <b>Life Skill Education</b>	<b>AEEC (2)</b>	4
<b>Total Credits</b>					<b>22</b>
<b><u>Semester V</u></b>					
5.1	<b>Skill Based-3</b>		<u>EDN -501- SEC</u> <b>Pedagogy of Education</b>		4
5.2	<b>Discipline Specific Elective Course-I Education</b>		<u>EDN- 502- DSE</u> <b>Educational Management</b>	<b>DSE-1</b>	6
5.3	<b>Discipline Specific Elective Course-II</b>			<b>DSE-II</b>	6
5.4	<b>Generic Elective-I (Interdisciplinary) Any One</b>		<u>EDN -503- GE</u> <b>Education for Peace</b>		6
		<b>From Second Discipline/Subject</b>			
<b>Total Credits</b>					<b>22</b>
<b><u>Semester-VI</u></b>					
6.1	<b>Skill Based-4</b>		<u>EDN- 601- SEC</u> <b>ICT in Education</b>	<b>AEEC (4)</b>	4
6.2	<b>Discipline Specific Elective Course-I</b>		<u>EDN- 602- DSE</u> <b>Inclusive Education</b>	<b>DSE- IB</b>	6

	<b>Education</b>				
<b>6.3</b>	<b>Discipline Specific Elective Course-II</b>	<b>B) From Second Discipline Subject</b>		<b>DSE-2B</b>	6
<b>6.4</b>	<b>Generic Elective-II (Interdisciplinary) Any One</b>		<b><u>EDN -603- GE</u> Educational Thoughts and Practices</b>	<b>GE-II</b>	6
	<b>Total Credits</b>				22
	<b>Total Credits = I+II+III+IV+V+VI</b>				<b>132</b>

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



**ANNEXURE - 3**  
**B.A. (Regular) with Education Syllabus**  
**BA-1<sup>st</sup> Year (Semester - I)**  
**Course Code: EDN 101 CC**  
**PHILOSOPHICAL FOUNDATION OF EDUCATION**  
**(Core-Course)**

<b>Course Code</b>	<b>Code -EDN 101 CC</b>	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5, T-1	
Course Type	Core	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Introduction</b> a. Meaning of Educational Philosophy b. Relationship between Philosophy and Education c. Aims of Education: Individual, Social, Vocational	30	6	0
II	<b>Functions of Education</b> a. Self-actualization b. Human Resource Development c. National integration and International understanding	12	3	0
III	<b>Some Major Schools of Philosophy</b> a. Idealism, Naturalism and Pragmatism b. Contributions of these schools to present day Education towards aims, curriculum, methods of teaching, concept of discipline and the role of the teacher.	18	3	0
IV	<b>Development of Values</b> a. Meaning of values b. Classification of values(Social, Moral and Aesthetic) c. Strategies for inculcation of values through co-curricular extra-curricular activities in schools and colleges.	15	3	0
	Total			75 + 15 =90

L-Lecture, T- Tutorials, P- Practical

## 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.
- Ansari, S. H. (2003). Philosophical foundation of education . New Delhi: Sanjay Prakashan.
- शुक्लाएसी०एस० (2009) शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार। इलाहाबादरू अनुभव पब्लिशिंग हाउस ।
- सिंहए बद्रीनाथ (2000) भारतीय दर्शन की रूपरेखां। वाराणसीरू आशां प्रकाशन ।
- पाण्डेयए रामसकल (2005) उदयमान भारतीय समाज में शिक्षक। आगरारू विनोद पुस्तक मन्दिर।
- बसु, दुर्गादास (2004) भारत का संविधान एक परिचय। नईदिल्लीरू प्रेंटिस हाल आफ इंडिया प्राइवेट लिमिटेड।
- डोमाल, सुशिला (1992) भारत में दर्शन शास्त्र। नई दिल्लीरू राजकमल प्रकाशन, ।
- व्यासए, रामनारायण (1995) जे कृष्ण मूर्ति का शिक्षा दर्शन। उत्तरप्रदेशरू प्रज्ञाएवं दिव्या प्रकाशन गाजीपुर ।
- अवस्थी, जे०पी० एंड शर्माए मनी (1988) क्लासिकल इण्डियन फिलोस्फी एण्ड देयर प्रेक्टीस इन एजुकेशन । आगरारू आगरा नेशनल साइकालोजिकल कॉर्पोरेशन।
- चौबे, ए०पी० एण्ड चौबे, अखिलेश (2013) फिलोस्फीकल एण्ड सोशोलॉजिकल फाऊण्डेशन ऑफ एजुकेशन। आगरारू विनोद पुस्तक मन्दिर।

**B.A. (Regular) with Education Syllabus**  
**B.A. - 1<sup>st</sup> Year (Semester - II)**  
**Course - Code: EDN 201 CC**  
**SOCIOLOGICAL FOUNDATION OF EDUCATION**  
**(Core-Course)**

<b>Course Code</b>	<b>Code -EDN 201CC</b>	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5, T-1	
Course Type	Core	
Lecture to be delivered	(I hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Introduction</b> a. Meaning of Educational Sociology and Sociology of Education b. Relationship between Sociology and Education c. Sociological determinants of education	12	3	0
II	<b>Social Change</b> a. Meaning of social change. b. Factors affecting social change c. Education as an instrument of social change	18	3	0
III	<b>Education and Social Group</b> a. Primary and Secondary groups b. Social interaction and its educational implications c. Concept and forms of social stratification	30	6	0
IV	<b>Education and Culture</b> a. Concept and components of culture b. Role of education in preservation and transmission of culture c. Cultural heritage of India with special reference to Himachal Pradesh	15	3	0
	Total		75 + 15 = 90	

L-Lecture, T- Tutorials, P- Practical

### **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

**B.A. (Regular) with Education Syllabus**  
**B.A. - 2<sup>nd</sup> year (Semester –III)**  
**Course Code: EDN 301 CC**  
**PSYCHOLOGICAL BASES OF EDUCATION**  
**(Core-Course)**

Course Code	Code -EDN 301 CC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5, T-1	
Course Type	Core	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted time		
		L	T	P
I	<b>Concept of Educational Psychology</b>  a. Concept of Psychology and Educational Psychology b. Methods of Educational Psychology (case study method, clinical method, observational method) c. Application of Educational Psychology in teaching-learning process.	30	6	0
II	<b>Meaning of Growth and Development</b> a. Principles of Development, factors responsible for growth and development b. Development of adolescence period – with special reference to physical, social, emotional and intellectual developments c. Concept of individual difference – aptitude, interest and attention	12	3	0

III	<b>Intelligence and Creativity:</b> a. Meaning and Characteristics of Intelligence and concept of IQ b. Meaning and characteristics of Creativity, Factors effecting Creativity c. Measurement of Intelligence and Creativity	15	3	0
IV	<b>Theories of learning</b> a. Meaning and Nature of Learning b. Factors affecting Learning c. Theories of Learning- Trial and Error, Insightful Learning, Transfer of Learning.	18	3	0
	Total	75+15=90		

L-Lecture, T- Tutorials, P- Practical

## **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.

**B.A. (Regular) with Education Syllabus**  
**BA-2<sup>nd</sup> Year (Semester -IV)**  
**Course - Code: EDN 401 CC**  
**DEVELOPMENT OF EDUCATION IN INDIA**  
**(Core-Course)**

Course Code	Code -EDN 401 CC	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L-5, T-1	
Course Type	Core	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/	Attendance	Total Marks
	ClassTest/tutorials/Assignments/Seminar//Quiz		
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	c	Allotted Time		
		L	T	P
	<b>Ancient and Medieval India</b>			
I	a. Vedic Education: aims and characteristics b. Buddhist Education: aims and organization. c. Islamic Education: its salient features, objectives and curriculum.	12	3	0
II	<b>Education in Pre- Independence Era</b> a. Macaulay's Minutes, 1835 b. Wood's Despatch, 1854 c. Hunter Commission, 1882	30	6	0
III	<b>Development of Indian Education post Independence period with special reference to :</b> a. University Education Commission (1948-49) b. Secondary Education Commission (1952-53). c. Kothari Commission (1964-66).	15	3	0
IV	<b>Education in Modern India</b> a. NPE 1986 b. NCF2005 c. NCFTE 2009			
	Total			<b>75 + 15 = 90</b>

L-Lecture, T- Tutorials, P- Practical



## 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.
- 13 Basu ,Anathnath ( 1992).Education In Modern India: A brief Review . New Delhi: Cosmo Publications.

**B.A. (Regular) with Education Syllabus**  
**B.A. - 2<sup>nd</sup> Year (Semester - III)**  
**Course Code: EDN 302 SEC**  
**YOGA**  
**(Skill Enhancement Course)**

<b>Course Code</b>	<b>Code –EDN 302 SEC</b>	
Credits – 4	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
<b>Course Type</b>	<b>SEC</b>	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous and Comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Philosophy and Psychology of Yoga</b> a. Origin of Yoga and its Brief Development b. Meaning, Need, Significance and Philosophy of Yoga.	15	3	0
II	<b>Introduction to Types of Yoga</b> a. Bhakti Yoga , Gyan Yoga, KarmaYoga b. Ashtang Yoga of Patanjali.	20	5	0
III	<b>Meaning of Yoga In Different Philosophies</b> a. Yoga In Jainism . b. YOGA IN BUDDHIMS (Vipassana)	20	3	0
IV	<b>Yoga and School</b> a. Place of Yoga in School Curriculum. b. Therapeutic Values of Yoga.	20	4	0
	<b>TOTAL</b>	75 + 15 = 90		

L-Lecture, T- Tutorials, P- Practical

## **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.

**B.A. (Regular) with Education Syllabus**  
**B.A. - 2<sup>nd</sup> Year (Semester - IV)**  
**Course Code -EDN 402 SEC**  
**LIFE SKILLS EDUCATION**  
**(Skill Enhancement Course)**

Course Code	Code -EDN 402 SEC	
Credits- 4	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	Skill Enhancement Course	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Fundamental of Life Skills</b> a. Concept and Components of Life Skills b. Types of Life Skills - Emotional, Social and Thinking Skills.	20	3	0
II	<b>Importance of Life Skills</b> a. Need for Life Skills Education. b. Importance of Life Skills for Growing Minds	20	5	0
III	<b>Methods for Developing Life Skills</b> a. Socratic Method, Inductive-Deductive Method and Problem Solving b. Incidental Teaching , Project Method ,Group Discussion and Extempore activities	20	3	0
IV	<b>Techniques for Developing Life Skills</b> a. Debates, Riddles and Puzzles, Seminars and Quizzes b. Brain Storming, Story Telling, Role Playing and Community Service	15	4	0
	Total		75 + 15 = 90	

L-Lecture, T- Tutorials, P- Practical

### **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.

**B.A. (Regular) with Education Syllabus**  
**B.A. -3<sup>rd</sup> Year (Semester -V)**  
**Course Code EDN 501 SEC**  
**PADAGOGY OF EDUCATION**  
**(Skill Enhancement Course)**

Course Code	Code –EDN 501 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	Skill Enhancement Course	
Lecture to be delivered	(I hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Pedagogy</b> a. Meaning, Concept and Characteristics of Pedagogy. B. Different Types of Pedagogical Approaches.	20	3	0
II	<b>Pedagogical Skills</b> a. Management Skills. b. Content Related Skills	20	5	0
III	<b>Teaching Methods And Techniques</b> a. Teaching Methods at Elementary and Secondary Level of Education. b. Students and Teacher Centred Techniques of Teaching.	20	3	0
IV	<b>Learning Resources</b> A. Need and Importance of Learning Resources in Education. B. Use of Learning Recourses in Actual Classroom Teaching I.E/ Books, Models of Teaching.	15	4	0
	Total		75 + 15 = 90	

L-Lecture, T- Tutorials, P- Practical

### **Suggested Readings:**

- Carin & Robert Sund, (1989). Teaching Modern Science (5th Ed.). U.S.A: Merrill 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.

**B.A. (Regular) with Education Syllabus**  
**B.A. - 3<sup>rd</sup> Year (Semester - VI)**  
**Course Code - EDN 601 SEC**  
**ICT IN EDUCATION**  
**(Skill Enhancement Course)**

Course Code	Code –EDN 601 SEC	
Credits -4	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	Skill Enhancement Course	
Lecture to be delivered	(I hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Introduction to ICT</b> a. Meaning and Characteristics of ICT ; and its Role in Teaching Learning Process b. Challenges in Integrating ICT in School Education	20	3	0
II	<b>Communication</b> a. Concepts , Process and Principles of Communication b. Modes (Verbal and Non-Verbal) and Barriers of communication	20	5	0
III	<b>Technology for Classroom Instruction</b> a. Components, Working and Uses of Computers in Teaching-Learning Process. b. Educational Applications of Audio-Video Recording Instruments and Closed Circuit Television ( CCTV)	20	3	0
IV	<b>New Trends in ICT</b> a. Virtual and Smart Classroom -Concept, Elements, Advantages and Limitations b. Online Learning Resources: e -Library, Websites, Apps, and Web 2.0 Technology.	30		0
	Total		<b>75 +15=90</b>	

L-Lecture, T- Tutorials, P- Practical



### **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.

**B.A. (Regular) with Education Syllabus**  
**B.A. - 3<sup>rd</sup> Year (Semester -V)**  
**Course- Code/ EDN 502 DSE**  
**EDUCATIONAL MANAGEMENT**  
**(Discipline Specific Elective Paper)**

Course Code	Code –EDN 502 DSE	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	Discipline Specific elective	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester end Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous Comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Educational Management</b> a. Meaning, Nature, Scope and its Need b. Centralized and Decentralized c. Autocratic and Democratic	20	3	0
II	<b>Effective Leadership in Educational Management</b> a. Leadership –Meaning and Nature b. Effective Leadership Skills c. Factors Affecting Managerial Behaviour - Personal, Social, Cultural, Political, Institutional	20	5	0
III	<b>Management of Teaching-Learning Process</b> a. Concept of Teaching-Learning Process b. Steps of Managing Teaching-Learning (Planning, Organizing, Leading and Controlling) c. Teacher as a Manager	20	3	0
IV	<b>Institutional Planning and Management</b> a. Institutional Planning – Concept, Need and Importance b. Curricular and Co-Curricular Programs, framing of time-table c. Institutional Climate and Discipline	30	4	0
	Total			<b>75 + 15 = 90</b>

L-Lecture, T- Tutorials, P- Practical .

## 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 Publishers.

**B.A. (Regular) with Education Syllabus**  
**B.A. - 3<sup>rd</sup> Year (Semester - VI)**  
**Course Code - EDN 602 DSE**  
**INCLUSIVE EDUCATION**  
**(Discipline Specific Elective Paper)**

Course Code	Code –EDN602 DSE	
Credits -6	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	Discipline Specific Elective Course	
Lecture to be delivered	(1 hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Introduction to Inclusive Education</b> a. Concept and meaning of Inclusive Education b. Need and importance c. Objectives of Inclusive Education	20	3	0
II	<b>Children with special needs (CWSN)</b> a. Meaning, Types, Identification and characteristics of children with special needs (CWSN) b. Visual and hearing impaired c. Speech and language impaired	20	5	0
III	<b>Techniques and Aids for the Education of Children with Special Needs</b> a. Techniques and Aids for the Education of Children with Special Needs- b. Visual and hearing impaired c. Speech and language impaired	20	3	0
IV	<b>Policies and Programs of Inclusion</b> 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	30	4	0
	Total		75 + 15 = 90	

L-Lecture, T- Tutorials, P- Practical

**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.

**B.A. (Regular) with Education Syllabus**  
**B.A. 3<sup>rd</sup> Year (Semester - V)**  
**Course Code- EDN 503 GE**  
**EDUCATION FOR PEACE**  
**(Generic Elective)**

Course Code	Code –EDN 503GE	
Credits – 6	L (L = Lecture)	T (T= Tutorial)
	L5, T-1	
Course Type	<b>Generic Elective</b>	
Lecture to be delivered	(I hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>FUNDAMENTAL OF PEACE EDUCATION</b> a. Meaning, Concept and Need of Education for Peace b. Ways to promote Peace in the class rooms c. Teacher as Peace Builder	15	3	0
II	<b>AGENCIES OF PEACE EDUCATION</b> 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.	20	5	0
III	<b>Philosophical Resources</b> : Study of relevant extracts from the righting of : a. Gandhiji ('Brute Force and Passive Resistance in Hindi Swaraj') b. Krishana murti, j (Education and World Peace) c. Montessori (Peace and Education)	20	3	0
IV	<b>Methods/Approaches for Peace Education</b> a) A Story telling/writing, Drawing, Poetry. Role Play , Simulation, meditation Problem solving etc b) B Activities for Peaceful competencies c) C Organizing society linked programmes	20	4	0
	<b>TOTAL</b>	75 + 15 = 90		

L-Lecture, T- Tutorials, P- Practical

### **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.

**B.A. (Regular) with Education Syllabus**  
**B.A. 3<sup>rd</sup> Year (Semester - VI)**  
**Course Code-EDN 603 GE**  
**EDUCATIONAL THOUGHTS AND PRACTICES**  
**(Generic Elective)**

Course Code	Code –EDN 603GE	
Credits – 6	L (L = Lecture) L5, T-1	T (T= Tutorial)
Course Type	<b>Generic Elective</b>	
Lecture to be delivered	(I hr. each), (L = 75, T = 15)	

**Semester End Examination System**

Maximum Marks Allotted	Minimum Pass Marks	Time Allowed
70	32	3.00 Hrs.

**Continuous comprehensive Assessment (CCA) Pattern:**

Minor Test	Class Test/ Class Test/tutorials/Assignments/Seminar//Quiz	Attendance	Total Marks
15 Marks	10 Marks	5 Marks	30

**Course Content and Scheme**

Unit	Topic	Allotted Time		
		L	T	P
I	<b>Idealism</b> <b>Educational thoughts of Western Philosophers</b> a. Bertrand Russell b. Pestalozzi c. John Dewey	15	3	0
II	<b>Contributions in Education</b> a. Educational Philosophy of J. Rousseau b. Contribution of Paulo Freire to the field of education of the oppressed	20	5	0
III	<b>Contributions of some prominent Indian Philosophers to Education</b> a. Critical study of the contribution of Vivekananda to the field of education b. Mahatma Gandhi's contribution to the field of education	20	3	0
IV	<b>Educational Thought and practice</b> a. Rabindranath Tagore's idea on education with special reference to <i>Shantiniketan/Vishva Bharti University</i> b. Contribution of Radhakrishnan to the field of higher education.	20	4	0
	<b>TOTAL</b>	<b>75 + 15 = 90</b>		

L-Lecture, T- Tutorials, P- Practical



### **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 Publications.

## Examination Pattern and CCA Scheme

**CCA SCHEME-** Students enrolled for the Academic session 2017-18 onwards CCA will account for 30% of the total marks out of 100. The breakup of 30% i.e. 30 marks is given as below-

### Distribution of Marks for CCA in Each Course in Each Semester

1. Minor Test 15 marks
  2. Tutorial/Home assignment 10 marks
  3. Attendance 05 marks
- Total = 30 marks

**Continuous Comprehensive Assessment (CCA) Pattern:** Instructions for conducting Minor Test and Evaluation of Tutorial/Home Assignments/Semi./Quiz/etc.

Minor Test (Marks)	Class Test/Tutorials/Assignments seminar Presentation	Attendance	Total Marks
Test = 15	10	5	30

Time allowed for conducting Minor Test will be 1.30 hrs.

#### A. Mode of conducting Minor Test (15 Marks).

1. Minor Test will be conducted after the completion of 48 teaching days (8weeks)
2. Three types of questions will be set in Minor Test:-
  - a) 5 MCQ (Choice: 1 out of 4) True/False Type of questions of 1marks each = 5 marks.
  - b) Two questions of short answer type in about 150 words each of 2.5 marks = 5 marks
  - c) One question of about 500 words, carrying 5 marks = 5 marks
3. Marks (Minor Test) = (1+2+3) = 5 +5+5 = 15 marks
4. Total of Minor Test = 15

#### B. 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

#### C. Attendance = 5 marks

### End Semester Exam. Pattern (ESE)

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

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