

**Vijayanagara Sri Krishnadevaraya University, Ballari**  
**Bachelor of Arts (B.A.) CBCS Course**  
**B.A- Education**  
**Department Name: Education**  
**Semester – IV**

<b>Course Title:</b> <b>A2: Peace Education</b>	<b>Course Code:</b> 24MJED4E
<b>Total Contact Hours: 36</b>	<b>No. of Credits: 02</b>
<b>L:T:P- 2:0:0</b>	
<b>Internal Assessment Marks: 10</b>	<b>Duration of SEE: 01 Hours</b>
<b>Semester End Exam Marks: 40</b>	

Course Out comes (COs): After the successful completion of the course, the student will be able to:

- CO1. Explain the aims and objective of Peace Education.
- CO2. Elucidate the role of Family, Mass media, NGOs in promoting Peace Education
- CO3. Suggest measures to foster Peace Education
- CO4. Identify the challenges to Peace Education.
- CO5. Illustrate classification of Peace.
- CO6. Explain theories of Peace.

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>Introduction:</b> Peace Education–Concept, Nature, Scope, Need and Significance. Peace as a Universal Value. Aims and Objectives of Peace Education. Role of Family, Mass media, Community, School, NGO, Government in promoting Peace Education. NCF-2009 recommendations about Peace Education.	8
2	<b>Promoting Culture of Peace:</b> Meaning of culture of peace and non-violence–conflict prevention and resolution. Fostering culture of peace through education. Promoting inner peace, understanding, tolerance, solidarity. Peace Education Institutions/Organizations. Education for non-violence–UNESCO culture of peace programmes– International peace and security.	8
3	<b>Peace in the Indian Context:</b> Great Personalities in Promoting the Peace- Mother Theresa, Vivekananda, Gandhi and Philosophy. Role of religion in promoting the Peace. Challenges to Peace–Stress, Conflict, Crime, Terrorism, Violence and Modernization. Democracy and Peace, Secularism and Peace, Culture and peace.	8
4	<b>Classification of Peace:</b> Types/Classification of Peace– Internal & External, Positive & Negative, Social peace and Peace with Nature.	6

5	<b>Theories of Peace:</b> Peace Theories- Democratic peace theory and Johan Galtung theory of peace. Levels of Peace. Current status of Peace Education at National and International level.	6
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**References :**

- 1 Adams.D(ED)(1997).*UNESCOandacultureofPeace:PromotingaGlobalMovement*.Paris UNESCO.
- 2 Boulding,E.(1996).Peacebehaviourinvarioussocieties.Infromacultureofviolencetoaculture ofpeace,PeaceandConflictIssuesSeries,UNESCOPublishing,pp31-54.
- 3 Galtung,Johan.PeacebyPeacefulMeans:PeaceandConflict,DevelopmentandCivilization. London:SAGEPublications,1996.
- 4 Goldstein,Tara;Selby,David,editors.WeavingConnections:EducatingforPeace,Socialand EnvironmentalJustice.Toronto:SumachPress,2000.
- 5 Lederach,J.P.(1995).PreparingforPeace:conflictransformationacrosscultures.Syracuse,New York:SyracuaseUniversityPress.
- 6 Mishra,Lokanath,(2009),“EncyclopaediaofPeaceEducation,A.P.HPublishingCorporation, Anrariroad,DaryaGanjNewDelhi-110002.
- 7 Mishra,Dr.Loknath,(2009),“Peaceeducationframeworkforteachers”A.P.HPublishing CorporationAnrariRoad,DaryaGanj,NewDelhi-110002.
- 8 Reardon,B.(1993).Pedagogy aspurpose:peaceeducationin thecontextofviolence.
- 9 <https://www.pupilstutor.com/2021/08/peace-education-syllabus.html>
- 10 <https://www.learningclassesonline.com/2019/07/peace-education-syllabus.html>

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – IV

<b>Course Title:</b> <b>B2: Psychology in Everyday Life</b>	<b>Course Code:</b> 24MJED4E
<b>Total Contact Hours: 36</b>	<b>No. of Credits: 02</b>
<b>L:T:P- 2:0:0</b>	
<b>Internal Assessment Marks: 10</b>	<b>Duration of SEE: 01 Hours</b>
<b>Semester End Exam Marks: 40</b>	

**Course Outcomes:**

CO1:Students would get the theoretical knowledge of basic concepts of psychology.

CO2 Students would gain knowledge of various types of intelligence.

CO3Studentswould be able to get knowledge about personality at tributes.

CO4Studentswouldget acquainted with various tips to groom their personality.

CO5Studentswouldbeabletogettoknowaboutcausesandsymptomsofstressalongwith various strategies for coping with stress.

Unit	Description	Hours
1	<b>Science of Psychology:</b> Definition, Goals, Basic and Applied areas of Psychology. Self: Nature of self, Self-Regulation and Personal Growth.	8
2	<b>Intelligence:</b> Definition; Theories: Theory of multiple intelligences, Tri archaic theory, Emotional Intelligence. Administration: Any one test of Intelligence/Emotional Intelligence.	8
3	<b>Personality:</b> Definition; Theories: Trait and Type: Eysenck; Psycho analytical: Freud; Humanistic: Maslow. Administration: Any one objective test of Personality.	8
4	<b>Stress and Coping:</b> Nature of Stress; Sources; Stress reactions; Factors that influence reactions to stress. Coping with stress: Modify in environment; Altering lifestyle.	6
5	<b>Mental Health and Hygiene:</b> Meaning Elements and Purposes Characteristics and causes of poor mental health. Meaning and aims of mental Hygiene. Relationship between Mental Health and Mental Hygiene:	6

**References :**

1. Khatoon, N. (2012). *General Psychology*. Pearson: Delhi.
2. Baron,R.A. and Misra,G.(2016).*Psychology*. Pearson: Delhi.
3. Ciccarelli,S.K. and Meyer,G.E.(2006).*Psychology*. Pearson:Noida
4. S.S. Chauhan, Mental Hygiene, Allied.
5. Namitha Ranganathan, Education for Mental Health, Shipra Publications.

**Vijayanagara Sri Krishnadevaraya University, Ballari**  
**Bachelor of Arts (B.A.) CBCS Course**  
**B.A- Education**  
**Department Name: Education**  
**Semester – IV**

<b>Course Title:</b> <b>C2: Higher Education</b>	<b>Course Code:</b> 24MJED4E
<b>Total Contact Hours: 36</b>	<b>No. of Credits: 02</b>
<b>L:T:P- 2:0:0</b>	
<b>Internal Assessment Marks: 10</b>	<b>Duration of SEE: 01 Hours</b>
<b>Semester End Exam Marks: 40</b>	

**Course Outcomes:**

CO1:Students would get the theoretical knowledge of basic concepts of higher Education.

CO2 :Students would gain knowledge of various Policies in Higher Education.

CO3:Students would be able to get knowledge about Contemporary Issues in Higher Education.

CO4:Students would get acquainted with ICT in Higher Education.

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	Introduction to Higher Education - Meaning and goals of Higher Education - Constitutional provisions and Policy Perspectives in Higher Education - Emerging Trends in Higher Education - Higher Education and Socio-Economic Development	9
2	Policies in Higher Education - Policy Formulation and Implementation of Policies in Higher Education: National Policy on Education- 1986, POA, 1992, Draft National Policy on Education 2016, Rights of People with Disability Act, 2016 - University Education Commission (1948-49), International Commission on Education for the 21st century (Delors Commission), National Knowledge Commission (2009) - Rashtriya Uchcharat Shiksha Abhiyan (RUSA), Indian Council of Social Science Research (ICSSR)	9
3	Contemporary Issues - Quality and Excellence, Autonomy, Accountability, Political interference, Discipline, Employability, Placement and Research outcome - Evaluative programmes in Higher Education: Status, mechanics and procedures - Innovative Programmes in Higher Education - Trends of Research in Higher Education	9
4	ICT in Higher Education - Concept and importance of ICT in Educational Research - Recent Trends of ICT in research: e - research, e - book, e - journals, e - database, e- peer review, e- reference, e- publication, ISSN, ISBN - Legal and Ethical Issues in use of ICT: Hacking, Violation of Copyright, download of social networking sites	9

**References :**

1. Agarwal, P. (2009); Indian Higher Education: Envisioning the Future: India: Sage Publication
2. Akther, N. (2000); Higher Education For the Future, Jaipur: Rawat Publications.
3. Amrit Lal Vohra & Sharma S.R (1990), Management of Higher Education in India, New Delhi: Anmol Publications.
4. Arya, P.P (2006). Higher Education and Global Challenges Systems and Opportunities. New Delhi: Deep & Deep Publication Pvts. Ltd.
5. Chalaam, K.S. (2005); Challenges of Higher Education, New Delhi: Anmol Publications.
6. Dhir, R.N. (2002). Higher Education in the New Millennium. Chandigarh: Abhishek Publication.
7. Khirwadkar, A. (2005). Information & Communication Technology in Education. New Delhi. Sarup & Sons.
8. Naik, J.P. (1965); Educational Planning in India, Bombay: MacMillian.
9. Powar, K.B. (2002). Indian Higher Education. New Delhi: Concept Publishing Company.
10. Ram, A. (2009); Higher Education in India, Issues & Perspectives, New Delhi: Mittal Publications.
11. Sharma, R.S. (1995); Higher Educatio, Scope & Development, New Delhi: Commonwealth Publishers.
12. Shukla, C. (2004); Financing of Higher Education, New Delhi: APH