



Vijayanagara Sri Krishnadevaraya University,

Ballari

Department of Studies in Education

B.A- EDUCATION

III Sem

B.A Education Syllabus as per SEP-2024

(For Regular Mode)

With effect from the Academic year 2024-25

Choice Based Credit System (CBCS)

B.A EDUCATION COURSE STRUCTURE

III Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU3LT	Educational Technology	20	80	100	4	1	0	5	03
24MJEDU3EL	Elective Course A1: Value Education B1: Life Skills in Education C1: Guidance and Counseling	10	40	50	2	0	0	2	1.5
Total		30	120	150	6	1	0	7	--

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

Course Title: EDUCATIONAL TECHNOLOGY	Course Code: 24MJEDU3LT
Total Contact Hours: 56	No. of Credits: 05
L:T:P- 4:1:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course the student will be able to:

1. Understand the meaning, nature and scope of educational technology.
2. Explain with examples various approaches to educational technology.
3. Explain the concepts, principles, modes, process and barriers of communication and their implications in educational context.
4. Acquaint with innovations in Educational Technology
5. Explain the instructional design and its underlying principles.
6. Understand and use the different Media in Education.
7. Describe different models of teaching and their use in effective classroom teaching.

Unit	Description	Hours
1	EDUCATIONAL TECHNOLOGY	10
	1.1 Meaning, nature, scope and types of educational technology. 1.2 Approaches to Educational Technology: Hardware, software and system approach. 1.3 Importance of Educational Technology for the teacher and students. 1.4 Differences between educational technology and instructional technology.	
2	INFORMATION AND COMMUNICATION TECHNOLOGY	12
	2.1 Conceptual understanding: Information Technology; Communication Technology and Information and Communication Technology (ICT) 2.2 Meaning, nature and scope of ICT 2.3 Barriers of Classroom communication 2.4 Study of Classroom Communication through Flanders's interaction analysis.	
3	INNOVATIONS IN EDUCATIONAL TECHNOLOGY	12
	3.1 Programmed instruction: Concept Basic principles and applications 3.2 Open Educational Resources (OER), Massive Open Online Course (MOOC) Learning Management System (LMS)	

	3.3 Simulated Teaching: concept, procedure and applications 3.4 Personalized system of instruction: Concept, objectives, strategies and applications	
4	MEDIA AND EDUCATIONAL SYSTEM	12
	4.1 Print media- Books, Journals, Magazines and newspapers. 4.2 Digital Media- Documentaries, still pictures, websites, webpage etc, 4.3 e-learning, Cooperative learning, Mobile learning- concept, advantages and limitations. 4.4 Web services: e-mail, chat, online forums, blog, wiki, e-library	
5	CLASSROOM INSTRUCTIONAL AIDS	10
	5.1 Projected and non projected Aids 5.2 ICT – enabled devices 5.3 Organization of school teaching learning Materials (TLM) Centre: Objective, Procedure, Planning and Application. 5.4 Types of Materials to be procured for teaching different school subjects.	
References		
<ol style="list-style-type: none"> 1. Apter, Michael, J. (1968). The New Technology of Education. London: MacMillan. 2. Bajpai A. C. and Leedham J. F. (1970), Aspect of Educational Technology-IV, Australia: Pitman Publishing Pvt. Ltd., 3. Bhalla, C.L. (1963), Audio-Visual Aids in Education, New Delhi: Atma Ram & Sons. 4. Bhatt, B.D. and Sharma, S.R. (2003). Educational Technology: Concept and Techniques. New Delhi: Kanikshka Publishers Distributors. 5. Bhushan, Anand and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers. 6. Dale Edgar. (1954). Audio-visual methods in Teaching. (2nd ed).New York: The Dryden Press 7. Dale Edgar. (1969). Audio-visual methods in Teaching. (3rd ed).New York: The Dryden Press. 8. Dale Edger (1961), Audio-Visual Methods in Teaching, New York : Holt. 9. Dale, Edgar.(1946). Audio-visual methods in Teaching. New York: The Dryden Press. 10. Dange. Jagannath, K.(2014). Learning and Experiences. Lap Lambert Publication. Germany. 11. Jain, V. K. (1988), Computers for Beginners, Delhi : Pustak mahal 12. Kumar, K. L. (1966), Educational Technology New Delhi: New Age International 13. Richmond, Kenneth F., (1970), The Concept of Educational Technology, London: Widen Field and Nicholson. 14. Skinner, B. F. (1968), The Technology of Teaching, New York: Appleton Century Crofts. 15. Subramanian N. (1996), Introduction to Computer, New Delhi: Tata McGraw Hill Publishing Company Limited. 		

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – III

Course Title: A1:VALUE EDUCATION	Course Code: 24MJEDU3EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the concept and types of values.
2. Get and insight into the strategies of inculcation of values among children.
3. Develop awareness about the different agencies working in the sphere of value education.
4. Develop skills and techniques needed to teach value education.
5. Give reasons for role of the teacher in value education.
6. Gain the Sources of value education.

Unit	Description	Hours
1	INTRODUCTION TO VALUES 1.1 Values: Concept, Nature and significance. 1.2 Classification of values: Personal and social, Intrinsic and instrumental 1.3 Different types of values- Intellectual, Social, Spiritual, Aesthetic, and Economic, Health Democratic and cultural. 1.4 Basic human values-Truth, Beauty, Goodness, Love, Peace, Non-Violence.	10
2	SOURCES OF VALUES 2.1 Meaning and importance of value education. 2.2 Sources of value education-Autobiography and biography of Great People, Parables, Vedas, Bhagavadgita, Shlokas, Poems, Newspaper Clippings, Episodes from Real Life, Documents etc. 2.3 Role of teachers in value education.	12
3	ROLE OF SOCIAL AGENCIES IN VALUE EDUCATION 3.1 Family 3.2 Religion 3.3 Educational Institutions 3.4 Communities 3.5 Mass Media (print and Electronic)	12
4	APPROACHES OF VALUE EDUCATION IN SECONDARY SCHOOLS 4.1 Direct Approach: Meaning and Strategies – Sharing reflections on songs, scripture Passages, parables, stories, Case Study, Role play, Photo language, Brain Storming- Meaning, Importance, use, steps, merits and limitations. 4.2 Indirect Approach: meaning and Strategies- Identification of plug points in school Subjects for value education (integration in the teaching of school subjects). 4.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values- Deliberate and unplanned.	12

5	<p>Value Crisis</p> <p>5.1 Value Crisis in Indian society-Evil practices of Society-Drinking, Gambling, and Impact on family, children and individual development.</p> <p>5.2 Problems interfering at global level: Parochialism, Regionalism. Fanaticism.</p> <p>5.3 Prevention and Rehabilitation measures to eradicate evil practices.</p>	10
<p>References</p> <ol style="list-style-type: none"> 1. Aurora, G. L. (1995). Child Centred Education-for Learning without Burden, Gurgaon: Krishna Publishing Co. 2. Bagchi, Jyoti Prakash and Teckchandani, Vinod, (2008). Value Education, Jaipur; University Book House (P) Ltd. 3. George, J. Andrepoulous and Richard, Pierre Claude (1997). Human Rights Education for the Twenty First Century, Philadelphia; University of Pennysylvania Press Havighurst, R. J. (1953). 4. Kohlberg, L. (1963). A Moral Development and Identification in Human Welfare 5. Stevenson (ed.), Child Psychology, Chicago; University of Chicago Press 6. Singh Y. K., Ruchika Nath, (2005). Value Education, Delhi: APH Publishing Co. 7. Maslow, A. H. (1968). Motivation and Personality, (2ndEd.), New York; Harper 8. Meyer, J. R. (1976) Reflections on Value Education Waterloo, Canada; Wilfrid Laurier, University Press 9. Fundamental duties of citizen Government of India, New Delhil; Ministry of Human Resource Development 10. Human Rights and Indian Values (Vol. 1&2), New Delhi; National Council for Teacher Education (1999) Self learning Module, NCTE 11. Piajet, J. (1948). The Moral Development of the Child, New York; Free Press 12. Raths, L. E., Harmin, M., & Simon, S. B. (1966). Values and Teaching: Working with Values in the Classroom, Columbus Ohio; Charles E. Merrill 13. Pullock Basu, (2010). Universal Decleration of Human rights Law Related to Human Rights, Allahabad; Modern Law Publication 14. Human Development and Education, New York; Longman's Green & Co. 		

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

Course Title: B1: Life Skills in Education	Course Code: 24MJEDU3EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student will be able to:

1. Develop an understanding of life skills and Life skills education.
2. Define and Identify different life skills core life skills.
3. Develop an awareness of the self and apply well-defined techniques to cope with emotions and stress.
4. Explore the application of life skills education.
5. Enable the students to establish productive interpersonal relationships with others
Use appropriate thinking and problem solving techniques to solve new problems.
6. Understand the basics of teamwork and leadership.
7. Enable the students to plan for Employment and Career Planning.
8. Describe the perspectives in life skills education
9. Anticipate the challenges and opportunities faced in Life skill education.

Unit	Description	Hours
1	INTRODUCTION TO LIFE SKILL EDUCATION	8
	1.1 Introduction to life skill-Concept, Components and Need for Life skill training. 1.2 Life Skills, Survival Skills and Livelihood Skills. 1.3 The Four Pillars of Education - Learning to Know, Learning to Do, Learning to Be, Learning to Live Together. 1.4 Core life skills- The Ten core Life Skills Identified by WHO: (Self-awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, interpersonal relationship, coping with stress, coping with emotion).	
2	LIFE SKILLS FOR SOCIAL INTERACTION	8
	2.1 Thinking skills- Creative and Critical Thinking, Problem Solving, Decision Making. 2.2 Communication skills: Effective Communication, Barriers in effective communication, Public Speaking 2.3 Emotional skills- Stress and Strain, Coping Strategies, Conflict resolution: Steps and stages.	
3	APPLICATION OF LIFE SKILLS EDUCATION	8
	3.1 Life Skills Education for Well-being 3.2 Life Skills Education for Peace and Civic Engagement. 3.3 Life Skills Education for Disaster Management. 3.4 Self Esteem, Self awareness, Self control, Empathy and Sympathy	

4	LIFE SKILL FOR CAREER PLANNING	6
	4.1 Employment and Career, Career Planning 4.2 Choosing a Career- Need and importance of Career Guidance, Sources of career information 4.3 Applying for a Job- Preparation of Resume, Follow up Communication, facing Interview and Group discussion	
5	LIFE SKILLS EDUCATION- PERSPECTIVES AND CHALLENGES	6
	5.1 Life Skills Education in contemporary India. 5.2 Life Skills Education for Adolescents & Parenting. 5.3 Opportunities and challenges in application of Life Skills Education. 5.4 21st century life skills: Creativity, Critical Thinking, Collaboration, Problem Solving, Decision Making and Leadership Qualities.	

References:

1. Barun K. Mitra, "Personality Development & Soft Skills", Oxford Publishers, Third impression,
2. Bloona, Richard, ed. Coping with Stress in a Changing World. New York: McGraw Hill College Division, 1999.
3. Butterfield Jeff, "Soft Skills for Everyone", Engage Learning India Pvt Ltd; 1 edition, 2011.
4. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& BH Publishing Co. Pvt. Ltd. New Delhi.
5. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in Education, Open University Press, New York, USA
6. ICT Academy of Kerala, "Life Skills for Engineers", McGraw Hill Education (India) Private Ltd.,
7. Kataria, Pooja, Conflict Resolution: conflict: forms, causes and methods of resolution, Deep & Deep publications pvt limited 2007
8. Larry James, "The First Book of Life Skills"; First Edition, Embassy Books, 2016.
9. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
10. Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata.
11. Shalini Verma Development Of Life Skill-II, Vikas Publishing House
12. Shalini Verma, "Development of Life Skills and Professional Practice"; First Edition; Sultan Daniel Goleman, "Emotional Intelligence"; Bantam, 2006.
13. The Ace of Soft Skills: Attitude, Communication and Etiquette for Success, Pearson
14. Training in Interpersonal Skills: Tips for Managing People at Work, Pearson Education, India;
15. UNESCO (1997). Adult Education The Hamburg Declaration, UNESCO, Paris.
16. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting, WHO, Geneva.

Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - www.indiaportal.gov.in

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – III

Course Title: C1: GUIDANCE AND COUNSELING	Course Code: 24MJEDU3EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Course Outcomes (COs):

At the end of the course the student will be able to:

CO-1: Understand the need and importance of guidance and counselling.

CO-2: Develop awareness among the students about the tools & techniques of guidance.

CO-3: Acquaint the students about the guidance and counselling services in the educational institutions.

CO-4: Develop counselling skills in the students.

Unit	Description	Hours
1	<p>Guidance and its Nature:</p> <p>1.1 Meaning, Nature, Scope, need and importance of Guidance in schools.</p> <p>1.2 Types of Guidance: Educational, vocational, personal guidance-their meaning, objectives, need and importance.</p> <p>1.3 Principles and organization of Guidance Services in educational institutions</p> <p>1.4 Educational and informational services – Dissemination of information through Career talk, Career Exhibition, Class talks, Career resource center their importance and organization.</p>	8
2	<p>Counseling and its Nature</p> <p>2.1 Meaning, Nature, need, objectives and importance of Counseling. Differences between Guidance & Counseling.</p> <p>2.2 Types of Counseling – Directive, Nondirective, Eclectic -Meaning characteristics and steps.</p> <p>2.3 Theories related to counseling</p>	8
3	<p>Strategies, Tools and Techniques in Guidance And Counseling</p> <p>3.1 Strategies: Individual and group guidance, individual and group counseling</p> <p>3.2 Non standardized Tests: Observation, Anecdotal records, Case study, Cumulative Records, Autobiography, Interviews, socio-metric techniques</p> <p>3.3 Standardized Tests: Achievement Test, Intelligence Test, Aptitude Tests, Interest Inventory Tests, Diagnostic Tests, Personality Tests, projective techniques, Rating Scales, Questionnaire</p>	8

4	<p>Organization of Guidance And Counseling Services At Educational Institutions</p> <p>4.1 Purposes of organization of Guidance and Counseling services, ingredients of guidance and counseling services,</p> <p>4.2 Basic Components of Guidance and Counseling services- organizational Set-up, Counseling Centre, Counseling Committee, Tools for counseling Services, Requirements of counseling Services</p> <p>4.3 Types of the organization of Guidance and Counseling services in Educational Institutions; centralization services, Decentralization Services, Combination of Centralized and Decentralized services</p>	6
5	<p>Role and Qualities of a Counselor</p> <p>5.1. Professional code of ethics in Counseling</p> <p>5.2 Counseling Skills –Attending behaviors, Building rapport Closed and Open ended questioning, Active listening ,Para Phrasing , Summarizing.,</p> <p>5.3. Common Behavioral problem of Adolescents – Addictions, Aggression, Anxiety and Truancy, ADHD-causes and remedies.</p>	6

REFERENCE

- 1 Arulmani, G & Arulmani, S.Nag: Career Counselling: A Hand book, New Delhi, Tata Mc Graw Hill Publishing Company Limited, 2004.
- 2 Asha, Bhatnagar, Guidance and counselling: Theoretical Perspective, Vol. 1, New Delhi: Vikas Publishing House, 1999.
- 3 B.Stanley, School Counselling for the Twenty First Century, New York, 1992.
- 4 Chauhan, S.S, Principles of Guidance, New York, 1982.
- 5 Gibson, R.L & Mitchell, M.H, Introduction to Counselling and Guidance, New Delhi, 2003
- 6 John.S.Koshy, Guidance and Counselling Dominant Publishers and Distributors, New Delhi, 200
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- 9 Ramesh Chaturvedi, Guidance and Counselling Techniques – Crescent Publishing Corporation, New Delhi, 2007.
- 10 Sitaram Sharma, Guidance and Counselling. An Introduction, Shri Sai Printing graphers, New Delhi. 2005.
- 11 ±Pñt Pñ a ñAÜDzLDEA a ñVñU ,PñÉ – qÁ.JEi. | .±P Añgñ
- 12 ±Pñt Pñ a ñAÜDzLDEA a ñVñU ,PñÉ – L.J. - ñEAPñgñ
- 13 a ñAÜDzLDEA a ñVñU ,PñÉ – ñA | ñE½.
- 14 ²Pñt zP è a ñAÜDzLDEA – PñJ.Ei. Çñ a ñAiññ
- 15 ²Pñt zP è a ñAÜDzLDEA – n.«.w a ññUÈqñ



Vijayanagara Sri Krishnadevaraya University,

Ballari

Department of Studies in Education

B.A- EDUCATION

IV Sem

B.A Education Syllabus as per SEP-2024

(For Regular Mode)

With effect from the Academic year 2024-25

Choice Based Credit System (CBCS)

IV Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU4LT	Educational Leadership	20	80	100	4	1	0	5	03
24MJEDU4EL	Elective Course A2: Peace Education B2: Psychology in Everyday Life C2: Higher Education	10	40	50	2	0	0	2	1.5
24MJEDU4SC	Professional Communication	10	40	50	2	0	0	2	1.5
Total		40	160	200	8	1	0	9	--

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

Department Name: Education

Semester – IV

Course Title: EDUCATIONAL LEADERSHIP	Course Code: 24MJEDU4LT
Total Contact Hours: 56	No. of Credits: 05
L:T:P- 4:1:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs)

Course Objectives: At the end of the course the student should be able to:

- CO1. Describe the concept Leadership
- CO2. Apply the Skills of Leadership
- CO3. Define the role of School Management & Leadership.
- CO4. Analyze different styles of leadership
- CO5. Apply theories of leadership in school management.

Unit	Description	Hours
1	Leadership 1.1 Concept and Characteristics of Leadership. 1.2 Types of Leadership. Situational or Transactional leadership, Democratic leadership, Autocratic leadership. 1.3 Principles of Leadership.	10
2	Styles and Skills of Leadership 2.1 Leadership 2.2. Definition 2.3. Transformational and Transactional Leadership 2.4. Styles of Leadership 2.5. Theories of Leadership 2.6. Powers of Leadership 2.7. Principles of Leadership	12
3	Leadership style and Model 3.1. Characteristics and Qualities of A Leader 3.2. Five Practices of Exemplary Leadership Model 3.3 Leadership styles- Autocratic, democratic, Situational, Laissez fair. 3.4 Skills of Leadership- Technical skill, Human skill, Conceptual skill.	12
4	Educational Leadership 4.1 Duties and functions of institutional Head 4.2 Role of Teacher & Parents 4.3 School Management & Leadership	12
5	Theories of Leadership 5.1 Behavioral theory. 5.2 Situational theory. 5.3 Participating theory.	10

REFERENCES

- 1 Schermerhorn, Organizational Behavior 11th edition, USA: John Wiley & Sons, Inc., 2011.
- 2 J.M. Ivancevich, M.T. Matteson, and R. Konopaske, Organizational behavior and management. 10th edition. New York: McGraw-Hill, 2014.
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- 4 A. Kinicki, B.K. Williams, B.D. Scott-Ladd, and M. Perry, Management: A practical introduction. McGraw-Hill Irwin, 2011.
- 5 B.M. Bass and R.M. Stogdill, Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. Simon and Schuster, 1990.
- 6 R.L. Hughes, Leadership: Enhancing the lessons of experience. Richard D. Irwin, Inc., 1993.
- 7 G.A. Yukl, Leadership in organizations. Pearson Education India, 1998.
- 8 H. Koontz, O'Donnell, and H. Weihrich, Management, Volume 1, eighth edition , Original title: Management Eighth Edition. United Kingdom: Mc Graw-Hill, Inc., 1984.
- 9 J.H. Macawimbang, Quality Education Leadership. Bandung: Alfabeta, 2012.
- 10 H. Soetopo, Organizational Behavior. Bandung: PT Remaja Rosdakarya, 2010.

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

Course Title: A2: Peace Education	Course Code: 24MJEDU4EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

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.

Unit	Description	Hours
1	Introduction: 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	Promoting Culture of Peace: 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	Peace in the Indian Context: 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	Classification of Peace: Types/Classification of Peace– Internal & External, Positive & Negative, Social peace and Peace with Nature.	6

5	Theories of Peace: 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
References : <ol style="list-style-type: none"> 1 Adams.D(ED)(1997).<i>UNESCOandacultureofPeace:PromotingaGlobalMovement</i>.Paris UNESCO. 2 Boulding,E.(1996).Peacebehaviourinvarious societies.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

Course Title: B2: Psychology in Everyday Life	Course Code: 24MJEDU4EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

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	Science of Psychology: Definition, Goals, Basic and Applied areas of Psychology. Self: Nature of self, Self-Regulation and Personal Growth.	8
2	Intelligence: Definition; Theories: Theory of multiple intelligences, Tri archaic theory, Emotional Intelligence. Administration: Any one test of Intelligence/Emotional Intelligence.	8
3	Personality: Definition; Theories: Trait and Type: Eysenck; Psycho analytical: Freud; Humanistic: Maslow. Administration: Any one objective test of Personality.	8
4	Stress and Coping: Nature of Stress; Sources; Stress reactions; Factors that influence reactions to stress. Coping with stress: Modify in environment; Altering lifestyle.	6
5	Mental Health and Hygiene: 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

Course Title: C2: Higher Education	Course Code: 24MJEDU4EL
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

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.

Unit	Description	Hours
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

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

Course Title:SEC- Professional Communication	Course Code: 24MJEDU4SC
Total Contact Hours: 36	No. of Credits: 02
L:T:P- 2:0:0	
Internal Assessment Marks: 10	Duration of SEE: 1.5 Hours
Semester End Exam Marks: 40	

Course Outcomes:

CO1. The rationale of Professional Communication helps students to understand the concept of communication in link with Non-verbal communication.

CO2. The curriculum also targets the understanding of different barriers that creep into communication process.

CO3. LSRW skills development will help students acquire competence over linguistic skills.

CO4. Enhance the Employability and Career Skills of students

CO5. Orient the students towards grooming as a professional

CO6. Develop their confidence and help them attend interviews successfully.

Unit	Description	Hours
1	Concept of Communication: 1.1 Understanding Communication and Professional Communication : Concept & Process of Communication, 1.2 Types: Formal-Informal; Technical-Common-Place, Verbal-Nonverbal, Scope (Uses and limitations) of verbal and non-verbal communication 1.3 Time Management—General awareness of Current Affairs	9
2	Developing Listening Skills: 2.1 Concept and types, Barriers to effective listening. 2.2 Tasks and Activities to improve: Listening in informal situations: Listen & Do/Draw, Correct Me, Instructions and Announcements, songs, short talks and dialogues.	9
3	Developing Speaking Skills and Self-Introduction: 3.1 Examples of Speech Acts: Conversations, small talks, speeches, debates, group discussions, elocution, extempore, etc – their unique features. 3.2 Tasks and Activities: Language Games, Cue – Cards, Strip stories, Jig – saw exercises, Role Plays, Group Discussions, authentic materials, Pronunciation Practice through reading aloud of short paragraphs and recitation of songs, tongue twisters, minimal pairs, etc. Self-Introduction-organizing the material - Introducing oneself to the audience – introducing the topic – answering questions – individual presentation practice—	9

	presenting the visuals effectively – 5 minute presentations	
4	<p>Developing Reading Skills, Writing Skills and Interview etiquette:</p> <p>4.1 Concept, Types : Intensive reading, extensive reading, scanning, skimming (to be illustrated through practicum),</p> <p>4.2 Tasks and Activities: Cloze reading, vocabulary replacement, identifying opinions and facts, jig-saw, stripstories, authentic materials, proverbs (from and into English and Hindi), etc.</p> <p>4.3 Difference between speech and writing, Guided writing: paragraph, story, essay, letter, report, e-mail, etc. ,</p> <p>4.4 Grammatical Accuracy: Linkers of addition, contrast, comparison, result, summary, time, place, etc ; appropriate use of tenses</p> <p>4.5 Interview etiquette – dress code – body language – attending job interviews– telephone/skype interview -one to one interview & panel interview – FAQs related to job interviews</p>	9

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