

Sardar Patel University, Mandi (H.P.)-175001

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Department of Education



Scheme & Syllabus of Bachelor of Arts (Honours with Research) in Education

[Four Years Multidisciplinary Programme]

Based on NEP 2020

Effective from 2026-27 onwards

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Programme: B. Arts (Hons. with Research) in Education

[PEOs, PSOs and POs]

Program Educational Objectives (PEOs)

The PEOs will enable students to

After completing the **B.A. (Honours with Research) in Education**, graduates will be able to:

PEO 1: Develop a sound understanding of educational theories, philosophies, psychology, sociology, and contemporary issues in education.

PEO 2: Demonstrate critical thinking, analytical ability, ethical values, and problem-solving skills for addressing educational challenges.

PEO 3: Conduct independent and collaborative research using appropriate qualitative and quantitative research methods, contributing to educational knowledge and practice.

PEO 4: Apply educational principles, digital technologies, and innovative pedagogical approaches in diverse educational settings.

PEO 5: Exhibit leadership, communication, teamwork, and lifelong learning skills while promoting inclusive, democratic, and sustainable educational practices.

Program Specific Outcomes (PSOs)

The B. Arts . (Hons. with Research) in Education programme is designed to

PSO1: Explain the philosophical, psychological, sociological, and historical foundations of education.

PSO2: Apply principles of curriculum development, pedagogy, educational technology, and assessment in educational settings.

PSO3: Analyze educational policies, governance, administration, and emerging issues in Indian and global contexts.

PSO4: Conduct independent research by identifying research problems, reviewing literature, collecting and analyzing data, and preparing research reports or dissertations.

PSO5: Use statistical tools, ICT applications, and educational software for data analysis, teaching-learning, and research.

PSO6: Promote inclusive education, value education, environmental consciousness, human rights, and constitutional values.

PSO7: Demonstrate professional competence through field engagement, internships, community outreach, and educational projects.

PSO8: Develop entrepreneurial, leadership, and consultancy skills relevant to educational institutions, NGOs, policy organizations, and research agencies.

Program Outcomes (POs)

After successfully completing B. Arts. (Hons. with Research) in Life Education programme the students will be able to

PO1. Disciplinary Knowledge: Demonstrate comprehensive knowledge of educational concepts, theories, policies, and practices.

PO2. Critical Thinking: Analyze educational issues critically and formulate evidence-based solutions.

PO3. Communication Skills: Communicate educational ideas effectively through oral, written, and digital media.

PO4. Research Competence: Design, conduct, interpret, and report educational research using appropriate methodologies.

PO5. Problem Solving: Apply theoretical knowledge to solve educational and social problems in diverse contexts.

PO6. Digital Literacy: Utilize Information and Communication Technology (ICT) and digital tools for teaching, learning, assessment, and research.

PO7. Ethical and Professional Values: Demonstrate integrity, professional ethics, respect for diversity, and commitment to social responsibility.

PO8. Leadership and Teamwork: Work effectively in multidisciplinary teams and provide leadership in educational and community settings.

PO9. Inclusive and Sustainable Practices: Promote inclusive education, gender equity, environmental awareness, and sustainable development.

PO10. Lifelong Learning: Engage in continuous professional development and lifelong learning to meet evolving educational needs.

PO11. Innovation and Creativity: Design innovative educational practices and learning experiences using contemporary pedagogical approaches.

PO12. Global and National Perspective: Appreciate national educational priorities while understanding global developments in education.

Break-Down of Credits-Semester wise

Course Type/ Semester	DSC	DSE	MDC	SEC	AEC	VAC	INP/APT/PRT/COM or Vocation Course	DIS	Total
I	12	-	3	3	2	-	-	-	20
II	12	-	3	3	-	2	4	-	24
Exit option with UG Certificate after securing 44 credits along with entry option to second year or third semester									
III	8 (MJ)+4 (MN)	-	3	3	2	2	-	-	22
IV	8 (MJ)+4 (MN)	4	-	-	2	2	-	-	20
Exit option with UG Diploma after securing 86 credits along with entry option to third year or fifth semester									
V	8 (MJ)+4 (MN)	8	-	-	2	-	-	-	22
VI	8 (MJ)+4 (MN)	8	-	-	-	-	-	-	20
Award of 3Year Bachelor's Degree after completion of 128 credits									
VII	12(MJ)	4	-	-	-	-	-	4	20
VIII	8(MJ)	4	-	-	-	-	-	8	20
Bachelor's Degree(Honours with Research)after completion of 168 credits									
Total Credits	92 (76MJ+16MN)	28	9	9	8	6	4	12	168

Abbreviations: DSC-Discipline Specific Core, DSE- Discipline Specific Elective, MDC-Multidisciplinary Course, SEC-Skill Enhancement Course, AEC-Ability Enhancement Course, VAC-Value Added Course, MJ-Major, MN-Minor, INP/APT/PRT/COM-Internship / Apprenticeship/ Project/ Community Outreach, DIS-Dissertation

Important Notes

- In the first semester, students will be offered three different subjects within the same stream: A, B, and C
- The student will be required to give his/her Major and Minor at the end of the second semester. Such choices, including DSCs made at the end of the second semester, shall remain in effect until the VI semester
- The DSCs of another discipline for the first two semesters of students who opt for Major programmes will be treated as Minors.
- MDCs must be selected from a broad discipline/pool of MDCs other than Major and Minor disciplines/subjects
- AEC/VAC/SEC-3 should be chosen from a pool of courses. Every discipline shall provide these courses, some of which will be offered discipline-specific, while the rest can be open to students of all other disciplines. However, the two SECs (SEC-1 & SEC-2) must be chosen from the discipline-specific (Core and Minor).
- Internship / Apprenticeship/ Project/ Community Outreach will be determined at the end of the first semester to enable students to carry out some INP/APT/PRT/COM activities during winter vacation.
- To pursue an Honours & Honours with research in the 4th year, students will have to successfully complete 3-year UG Degree and choose only one discipline in both semesters, in which s/he have studied 6 DSCs and 5 DSEs in the first three years.
- A student who secures 75% or more marks in aggregate till semester 6 (up to a 3-year degree) shall be eligible for a 4-year degree Honours with Research, provided SPU has approved the college to offer it.
- The Dissertation and Project will start in the VII semester. However, the evaluation and assessment will be conducted in both the VII and VIII semesters.
- As permitted under the UGC Guidelines for Multiple Entry and Exit in Academic Programmes offered in Higher Education Institutions, students will be allowed to enter/re-enter in the odd semesters and after even semesters, provided they fulfill the minimum requirements for entry and exit
- A student shall be eligible to appear in the end-semester examination only if he/she has a minimum of 75% attendance. The terms and rules governing condoning can be found in the Examination Section of the Ordinance.
- Any other (As per the Curriculum)

Semester wise Scheme

Semester-I

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC-101 A	Introduction to Education	DSC	4	0	0	4	4	30	70			100
2	BXXXX-DSC 101 B		DSC	4	0	0	4	4	30	70			100
3	BXXXX-DSC- 101 C		DSC	4	0	0	4	4	30	70			100
4	BEDUC-MDC-101	Guidance and counselling	MDC	3	0	0	3	3	25	50			75
5	BEDUC-SEC-101	Essentials of ICT	SEC	3	0	0	3	3	25	50			75
6	BXXX-AEC-101		AEC	2	0	0	2	2	15	35			50
Total							20	20					
Cumulative Credits							20						

Abbreviations: L-Lecture, T-Tutorial, C-Credits, CH-Contact Hours, IA-Internal Assessment, ESE- End Semester Examination

Note:

- XXXX*- Short form of the department whose DSC is offered in the curriculum
- In the first semester, students will be offered three different subjects within the same stream : A, B and C (Core and Minor are provided here for illustrative purposes only).
- AEC should be chosen from pool of courses.
- MDC must be selected from a board of discipline of MDCs other than Major and Minor discipline/subjects.

Semester-II

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC-201 A	Basics of educational psychology	DSC	4	0	0	4	4	30	70	-	-	100
2	BXXXX-DSC-201 B		DSC	4	0	0	4	4	30	70	-	-	100
3	BXXX-DSC-201C		DSC	4	0	0	4	4	30	70	-	-	100
4	BEDUC-MDC-201	Special Education	MDC	3	0	0	3	3	25	50			75
5	BEDUC-SEC-201	Fundamentals of teaching	SEC	3	0	0	3	3	25	50			75
6	BXXX-AEC-201		AEC	2	0	0	2	2	15	35			50
7	BXXXX-INP-201*	Vocational Course		4	0	0	4	12	100				100
Total							24	35					
Cumulative Credits							44						

Note:

- Exit option with UG Certificate after securing 44 credits(*with 4 credits of I/A/P/C/ or work-based vocational course offered during winter/summer term), along with entry option to second year or third semester
- BXXXX-INP-201*: to be selected from the list of IAPC activities or Vocational Courses offered for the semester by the college as per SPU guidelines.
- XXXX*- Short form of the department whose DSC is offered in the curriculum.
- In the Second semester, students will be offered three different subjects within the same stream : A, B and C (Core and Minor are provided here for illustrative purposes only).
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Semester-III

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
Total							22	35					
Cumulative Credits							66						

Note: if any

Semester-IV

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC(MJ)-401 T		DSC										
2			DSC										
3			DSC										
4			DSC										
5			DSC										
6			DSC										
7			MDC										
8			SEC										
9			AEC										
10			VAC										
Total													
Cumulative Credits								86					

Note:

- Exit option with UG Diploma after securing 86credits along with entry option to third year or fifth semester
- Any other

Semester-V

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC(MJ)-501 T		DSC										
2													
3													
4													
5													
6													
7													
8													
9													
10													
Total													
Cumulative Credits													

Note: if any

Semester-VI

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC(MJ)-601 T		DSC										
Total													
Cumulative Credits							128						

Note:

- Award of 3Year Bachelor's Degree after completion of 128 credits
- Any other

Semester-VII

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC(MJ)-701 T		DSC										
Total													
Cumulative Credits													

Note: if any

Semester-VIII

S. No.	Course Code	Course Title	Category	L	T	P	C	CH	Theory Assessment		Practical Assessment		Total
									IA	ESE	IA	ESE	
1	BEDUC-DSC(MJ)-801 T		DSC										

Note:

- Bachelor's Degree (Honours with Research) after completion of 168 credits
- Any other

SCHEME OF ASSESSMENT, EVALUATION AND QUESTION PAPER PATTERN FOR DISCIPLINE SPECIFIC CORE (DSC), DISCIPLINE SPECIFIC ELECTIVE (DSE), MINOR COURSE (MC), MULTIDISCIPLINARY COURSE (MDC), SKILL ENHANCEMENT COURSE (SEC), ABILITY ENHANCEMENT COURSE (AEC), VALUE ADDED COURSE (VAC) AND ADD-ON COURSE (AOC)

Name of Course	Credits	Structure of Syllabus	Evaluation Scheme	End-Semester Examination Pattern	Duration
DSC, DSE & MC	4	- The syllabus shall comprise four Units (I, II, III, IV). - Each Unit may preferably contain three sub-units/ topics.	Continuous and Comprehensive Evaluation (CCE) Total Marks: 100 - Internal Assessment: 30 Marks - End-Semester Examination: 70 Marks Internal Assessment - Attendance: 05 Marks - Class Test(s): 15 Marks - Assignment(s)/ Presentation(s)/ Quiz/ Seminar: 10 Marks	The question paper shall consist of Five Parts (A–E) carrying 70 Marks. Part A: Two questions from Unit I; attempt one (14 Marks). Part B: Two questions from Unit II; attempt one (14 Marks). Part C: Two questions from Unit III; attempt one (14 Marks). Part D: Two questions from Unit IV; attempt one (14 Marks). Part E: Ten short-answer questions covering all Units; attempt any seven (2 Marks each = 14 Marks).	3 Hours
MDC	3	- The syllabus shall comprise three Units (I, II, III). - Each Unit may preferably contain three sub-units/topics.	Continuous and Comprehensive Evaluation (CCE) Total Marks: 75 - Internal Assessment: 25 Marks - End-Semester Examination: 50 Marks Internal Assessment - Attendance: 05 Marks - Class Test(s): 10 Marks - Assignment(s)/ Presentation(s)/ Quiz/ Seminar: 10 Marks	The question paper shall consist of Four Parts (A–D) carrying 50 Marks. Part A: Two questions from Unit I; attempt one (12 Marks). Part B: Two questions from Unit II; attempt one (12 Marks). Part C: Two questions from Unit III; attempt one (12 Marks). Part D: Ten short-answer questions from all Units; attempt any seven (2 Marks each = 14 Marks).	3 Hours

SEC	3	• The syllabus shall comprise two Units (I, II). • Each Unit may preferably contain three sub-units/ topics.	Continuous and Comprehensive Evaluation (CCE) Total Marks: 50 • Internal Assessment: 15 Marks • End-Semester Examination: 35 Marks Internal Assessment • Attendance: 05 Marks • Class Test/ Assignment/ Presentation/ Practical Activity: 10 Marks	The question paper shall consist of Three Parts (A–C) carrying 35 Marks. Part A: Two questions from Unit I; attempt one (10 Marks). Part B: Two questions from Unit II; attempt one (10 Marks). Part C: Seven short-answer questions from both Units; attempt any five (3 Marks each = 15 Marks).	1.5 Hours
AEC, VAC & AOC	2	• The syllabus shall comprise two Units (I, II). • Each Unit may preferably contain three sub-units/ topics.	Continuous and Comprehensive Evaluation (CCE) Total Marks: 50 • Internal Assessment: 15 Marks • End-Semester Examination: 35 Marks Internal Assessment • Attendance: 05 Marks • Class Test/ Assignment/ Presentation/ Practical Activity: 10 Marks	The question paper shall consist of Three Parts (A–C) carrying 35 Marks. Part A: Two questions from Unit I; attempt one (10 Marks). Part B: Two questions from Unit II; attempt one (10 Marks). Part C: Seven short-answer questions from both Units; attempt any five (3 Marks each = 15 Marks).	1.5 Hours
<i>Note:</i> <i>Passing Criteria: A candidate shall be required to secure a minimum of 40% marks separately in the Internal Assessment and the End-Semester Examination to pass a course.</i>					

Syllabus of B. Arts (Hons. with Research) in Education Programme

(SEMESTER -1)

Discipline Specific Course

Course Type: DSC-1

Course Code: BEDUC-DSC-101

INTRODUCTION TO EDUCATION

Credits-4 (3L+1T)
30+TH: 70)

Marks: 100 (IA:

Course Code	BEDUC-DSC-101	
Credits-4	L(L=Lecture)	T(T=Tutorial)
	L3	T1
Course Type	Discipline Specific Course	

Objectives: After the completion of the course students will be able to:

- Comprehend the concept of Education.
- Describe the functions of Education.
- Explain the role of agencies in imparting Education.
- Analyse Education in national and global perspective.

Course Content and Scheme

Unit	Topic
1.	Concept of Education a. Education: Meaning, Definitions and Characteristics of Education. b. Nature and Scope of Education. c. Comparison between Traditional and Modern Concept of Education.
2.	Aims and Functions of Education a. Aims of Education-Individual, Social, Vocational and Democratic b. Functions of Education: General Functions, Functions of Education in Human Life and Functions of Education in National Life.
3.	Agencies of Education a. Formal Agency: Meaning and Characteristics, School as a Formal Agency of Education. b. Informal Agency: Meaning and Characteristics, Home as an Informal Agency of Education. c. Non Formal Agency: Meaning and Characteristics, Distance Education as a Non Formal Agency of Education.
4.	Education in National and Global Perspective a. Education for National Integration. b. Education for National Development: Social and Economic. c. Education for International Understanding.

Suggested Readings:

1. Aggarwal, J.C.(2002). *Development and planning of modern education*. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C.(2008):*Theory &principles of education*. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Bhatia, K.K., & Narang, C.L. (1996): *The teacher and education in emerging India society*. Ludhiana: Tandon Publications.
4. Bhattacharya,S.(2002).*Philosophical foundations of education*. New Delhi: Atlantic Publication.
5. Mathur,S.S.(1997).*Philosophical and sociological foundations of education*. Agra:Vinod Pustak Mandir.
6. Ozmon,H. A.(1981). *Philosophical foundations of education*. Columbus: Charles E Merrill.
7. Pandey, R.S. (2001).*Principles of education*. Agra: Vinod Pustak Mandir.
8. Sharma, R. (2000).*Textbook of educational philosophy*. New Delhi: Kanishka Publishers & Distributors.
9. Sodhi,T.S.,&Suri,A.(2006).*Philosophical and Sociological Foundations of Education*. Patiala:Bawa Publication.
10. Bhatia,K.K., & Narang, C.L.(1992). *Philosophical and Sociological Foundations of Education*. Delhi: Doaba House

(SEMESTER -II)
Discipline Specific Course Course Type: DSC 2
Course Code: BEDUC-DSC-201
BASICS OF EDUCATIONAL PSYCHOLOGY

Credits-4 (3L+1T)
30+TH: 70)

Marks: 100 (IA:

Course Code	BEDUC- DSC-201	
Credits-4	L(L=Lecture)	T(T=Tutorial)
	L3	T1
Course Type	Discipline Specific Course	

Objectives: After the completion of the course students will be able to:

- Summarise the concept of Educational Psychology
- Apply the methods of studying Human Behaviour
- Differentiate between Human Growth and Development.
- Enlist the characteristics of different stages of Human Development.

Unit	Topic
1.	Psychology and Education a) Psychology- Concept, Meaning and Definitions of Psychology b) Educational Psychology- Concept, Meaning and Definitions of Educational Psychology c) Nature and Scope of Educational Psychology
2.	Methods of Studying Human Behaviour: a) Introspection Method: Meaning, Merits and Demerits of Introspection Method. b) Observation Method- Meaning, Steps, Types, Merits and Demerits of Observation Method c) Case Study Method: Meaning, Steps, Types, Merits and Demerits of Case Study Method.
3.	Human Growth and Development: a) Concept , Meaning and Difference between Growth and Development b) Principles of Growth and Development c) Factors Influencing Growth and Development-Heredity and Environment
4.	Stages of Human Development a) Infancy Stage- Characteristics with reference to Physical, Mental, Emotional and Social Aspects. b) Childhood Stage- Characteristics with reference to Physical, Mental, Emotional and Social Aspects. c) Adolescent Stage- Characteristics with reference to Physical, Mental, Emotional and Social Aspects.

Suggested Readings:

1. Aggarwal, J.C. (2019). *Psychological, philosophical and sociological foundations of education*. New Delhi: Shipra Publications.
2. Berk, L. (2015). *Child development*. Australia: Pearson Australia.
3. Berk, L. E. (2018). *Development through the lifespan*. United Kingdom: Pearson.
4. Bhatnagar, S. (1995). *Advanced educational psychology*. Meerut: R. Lall Book Depot.
5. Chauhan, S. S. (1993). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
6. Helen, B., & Denise, B. (2004). *The developing child*. Delhi: Pearson Education.
7. Hurlock, E.B. (1992). *Child growth and development*. New Delhi: Tata McGraw Hill.
8. Hurlock E.B (1994). *Developmental psychology : A life span approach*. New Delhi :Tata McGraw Hill.
9. Kuppuswamy, B. (1964). *Advanced educational psychology*. Delhi: D.U. Publishers.
10. Ross, J. S. (1972). *Groundwork of educational psychology*. Calcutta: Oxford Univ. press.
11. Sharma, R. A. (1976). *Fundamentals of educational psychology*. Meerut: R. Lall Book Depot.

Multidisciplinary Course

Course Type: MDC 1

Course Code: BEDUC-MDC-101

GUIDANCE AND COUNSELLING

Credits- 3 (2L+1T)
25+TH: 50)

Marks: 75 (IA:

Course Code	BEDUC-MDC-101	
Credits-3	L(L=Lecture)	T(T=Tutorial)
	L2	T1
Course Type	Multidisciplinary Course	

Course Objectives:

After completion of this course the students will be able to:
explain the basic meaning, need and significance of Guidance and Counseling in the context of education,

- differentiate between Guidance and Counselling with special reference to the purpose and strategies,
- clarify the general social, psychological, and historical perspective of Guidance and
- Counselling, describe the basic features of Guidance and Counseling with reference to students needs at school level,
- explain the basic principles of Guidance and Counselling,
- organize guidance program,
- analyze the reports of educational commission and educational policies with reference to Guidance and Counselling.

Course Content and Scheme

Unit	Topic
1.	Guidance A. Meaning, nature and scope of Guidance. B. Educational Guidance (Meaning, Objectives and Needs) C. Vocational Guidance (Meaning and Needs), Problems of wrong choice of career
2.	Personal Guidance A. Meaning, Need and Objectives B. Personal Guidance at different stage, Individual Problems needing Personal Guidance C. Relationship of Personal Guidance with Educational Guidance and Vocational Guidance
3.	Counselling A. Counselling (Meaning, Needs & Principles) B. Types of Counseling: directive, non-directive and eclectic. C. Role of teachers and ethical issues in guidance and Counselling

Suggested Readings:

C.M.

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.

Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.

Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.

Sodhi, T.S., & Suri, A. (2000). Guidance And Counselling. Patiala: Bawa Publication.

Multidisciplinary Course

Course Type: MDC-2
Course Code: BEDUC-MDC-201

Special Education

Credits- 3 (2L+1T)
50)

Marks: 75 (IA: 25+TH:

Course Code	BEDU-MDC-201	
Credits-3	L(L=Lecture)	T(T=Tutorial)
	L2	T1
Course Type	Multidisciplinary Course	

Objectives: After completion of this course the students will be able to:

- Understand the Concept of Special Education
- Understand the meaning and characteristics of Gifted, Creative and Mentally Retarded Children
- Understand the needs and problems of Physically Handicapped Children.

Course Content and Scheme

Unit	Topic
1.	Introduction to Special Education ➤ Concept, Nature and Scope of Special Education ➤ Historical Background of Special Education ➤ Needs of Special Education
2.	Gifted, Creative and Mentally Retarded Children ➤ Gifted Children (Meaning, Characteristics and Education) ➤ Creative Children (Meaning, Characteristics and Education) ➤ Mentally Retarded Children (Meaning, Characteristics and Education) ➤ Education of Visually Impaired ➤ Education of the Learning Disabled Children
3.	Physically Handicapped Children ➤ Hearing Impaired Children (Meaning, Identification, and Education) ➤ Visually Impaired Children (Meaning, Etiology and Provisions) ➤ Orthopaedic Impaired Children (Meaning, Needs, Problems and Provisions)

Suggested Readings:

- Barik N. (1990): A Text Book of Exceptional Children BANIRUPA, Cuttack-2.
- Baker, Harry J.: Introduction to Exceptional children New York. The Mac Millan

Company, 1947.

- Duukes, E. and Margaret Hoy: Children of today and Tomorrow, London George Allen & Unwin, Gibbon and 1949.
- Dunn, Liyod M (Ed) Exceptional Children in School (2nd Ed) New York, Holt, Rine hart and Winston, 1973.
- Ministry of Education, Govt of India, New Delhi: Challenge of Education: a policy perspective, Printed by the manager, Govt. of India, Text-Book Press, Chandigarh (3rd Reprint.)
- Rao, Dr. Usha, S.: Exceptional Children- Their Psychology and Education, Somaiya Publications Pvt. Ltd., Bombay.
- Shankar, Udda: Exceptional Children, Sterling publishers private limited, New Delhi, 110016.
- Sharma R. A. (2006). Fundamentals of Special Education (Integrating Teaching for Mainstreaming): Surya Publication.

Skill Enhancement Course

Course type: SEC 1

Course Code: BEDUC-SEC-101

ESSENTIALS OF ICT

Credits-3 (2L+1T)
50

Marks: 75 (IA: 25+TH:

Course Code	BEDUC-SEC-101	
Credits-3	L(L=Lecture)	T(T=Tutorial)
	L2	T1
Course Type	Skill Enhancement Course	

Objectives: After the completion of the course students will be able to:

- Understand the Concept of ICT
- Explore the relevance of ICT resources in various contexts
- Familiarize with Sakshat and Swayam portals for online education access
- Explore the available resources and courses on Sakshat and Swayam platforms
- Explore the features and functionalities of LMS
- Identify the benefits and challenges associated with OERs
- Identify the components of MOOCs, including course structure, delivery methods, and assessment
- Explore Coursera as an example of MOOCs platform and its offerings
- Identify the challenges associated with online teaching-learning
- Understand the role of blogs, social networking websites, and discussion forums in digital discourse
- Identify issues related to plagiarism and academic integrity in the digital age.

Course Content and Scheme

Unit	Topic
1.	Concept of ICT a) ICT: Meaning, definition and Characteristics b) ICT Resources (Relevance, Appropriateness and Use) c) Sakshat and Swayam Portal for Online Access
2.	LMSs, OERs and MOOCs a) LMS (Meaning and Attributes, Google Classroom) b) OERs (Meaning, Benefits and Challenges, openStax) c) MOOCs (Meaning, Characteristics and Components, Coursera)
3	Digital Discourse a) Online Teaching- Learning resources (Scope and Challenges) b) Blogs, Social Networking Websites and Discussion Forums for sharing thoughts and ideas c) Intellectual Property and Copyright, Issues of Plagiarism

Suggested Readings:

1. Agarwal, J.P. (2013). *Modern educational technology*. Delhi: Black Prints.
2. Kumar, S.(2017). *Understanding of ICT skill development*. Gurusar Sadhar: GBD Publications.
3. Mahajan, G. (2021). *ICT in education*. Meerut: R. Lall Book Depot.
4. Mohanty, J. (2007). *Modern trends in educational technology*. New Delhi: Neel Kamal Publications Pvt.Ltd.
5. Narasaiah, M. L. (2007). *Information communication technology and education*. New Delhi: Discovery Publishing House.
6. Singh, S., & Kumar, G.(2015). *Understanding of ICT*. Patiala Twenty First Century Publication.
7. Makaol R., & Makol L.

Useful Links: <https://egyankosh.ac.in/bitstream/123456789/8520/1/Unit12.pdf>
<https://egyankosh.ac.in/handle/123456789/72072>
<https://egyankosh.ac.in/bitstream/123456789/78660/1/Unit-9.pdf>
<https://egyankosh.ac.in/bitstream/123456789/46303/1/BESE-135B1E.pdf>

Skill Enhancement Course
Course type: SEC 2
Course Code: BEDUC-SEC-201
Course Title: Fundamentals of Teaching

Credits-3 (2L+1T)
50)

Marks: 75 (IA: 25+TH:

Course Code	BEDUC-SEC-201	
Credits-3	L(L=Lecture)	T(T=Tutorial)
	L2	T1
Course Type	Skill Enhancement Course	

Course Objectives:

- To understand the basic concepts and definitions of teaching.
- To explore the different types of teaching and their characteristics.
- To develop essential teaching skills and understand their importance.
- To learn about the phases of teaching and how to apply them in the classroom.

Unit 1: Understanding Teaching

- Concept and Definitions of Teaching
- Nature of teaching and factors affecting teaching
- Relation between teaching, learning and training

Unit: 2 : Types of Teaching (Concept and Characteristics)

- Micro-teaching and Micro lessons
- Simulated teaching
- Integrated teaching

Unit: 3 Skills of Teaching (Basic Concept)

- Nature and definitions of skills of teaching
- Developing teaching skills: Introducing a lesson, Questioning, Use of teaching aids, and Reinforcement
- Phases of teaching: Pre-active, Inter-active, Post-active

Suggested Readings:

- Arends, R. I. (2012). Learning to teach (10th ed.). McGraw-Hill.
- Sharma, R. A. (2017). Principles of education. R. Lall Publishers.
- Best, J. W., & Kahn, J. V. (2015). Research in education (10th ed.). Pearson.
- Gage, N. L. (2013). The scientific basis of the art of teaching. Routledge.
- Educational Technology—S.K. Mangal, P.H.I. Learning.

- Basic Premise of Educational Technology—Yogesh Kumar Singh