

ದೂರವಾಣಿ ಸಂಖ್ಯೆ : 2419677/2419361
ಫ್ಯಾಕ್ಸ್ : 0821-2419363/2419301

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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/151/NEP/2020-21

ದಿನಾಂಕ: 10-10-2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿಗೆ NEP-2020 ಅನುಸಾರ 3 & 4 ನೇ ಸೆಮಿಸ್ಟರ್ ಬಿಎ-
ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 30-05-2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ
ಶಿಫಾರಸ್ಸು.
2. ದಿನಾಂಕ: 07-09-2022 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
3. ದಿನಾಂಕ: 23-09-2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡಾವಳಿ.

ದಿನಾಂಕ:30-05-2022 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿಯು (ಸ್ನಾತಕ) ಬಿ.ಎ.
ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ 3 ಮತ್ತು 4 ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು NEP-
2020 ಅನುಸಾರ ಸಿದ್ಧಪಡಿಸಿ, ಜಾರಿಗೊಳಿಸಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತಾರೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರಂತೆ ದಿನಾಂಕ 07-09-2022 ಮತ್ತು 23-09-2022 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ
ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳಲ್ಲಿ ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು
ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಪ್ರಕಟಿಸಲಾಗಿದೆ.

ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ (ಸ್ನಾತಕ) ವಿಷಯದ ಪಠ್ಯಕ್ರಮಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ
ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರಿಂದ ಕರಡು ಅನುಮೋದಿಸಿದೆ.

ಕುಲಸಚಿವರು
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು-570 005

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಸ್ನಾತಕ ಕಾಲೇಜುಗಳ ಪಾಠ್ಯಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ
ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.

5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ ಮಂಡಳಿ, ಮೌಲ್ಯಭವನ ಕಟ್ಟಡ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
6. ನಿರ್ದೇಶಕರು, ಪಿ.ಎಂ.ಇ.ಬಿ., ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
7. ನಿರ್ದೇಶಕರು. ಐ.ಸಿ.ಡಿ/ಐಕ್ಯೂಎಸಿ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು- ಇವರಿಗೆ ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಕೋರಲಾಗಿದೆ.
8. ಕುಲಪತಿಗಳು/ ವಿಶೇಷ ಅಧಿಕಾರಿಗಳು/ ಆಪ್ತ ಸಹಾಯಕರು/ ಕುಲಸಚಿವರು/ ಉಪಕುಲಸಚಿವರು/ ಸಹಾಯಕ ಕುಲಸಚಿವರು/ಅಧೀಕ್ಷಕರು, ಆಡಳಿತ ವಿಭಾಗ/ಸಾಮಾನ್ಯ/ಪಿಡಿಐ/ಪ್ರಾಧಿಕಾರ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಪ್ರಾಧಿಕಾರ/ಪಿಡಿಐ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
9. ಕಾರ್ಯನಿರ್ವಾಹಕರು, ಆಡಳಿತಶಾಖೆಯ, AC2(S)/ AC-3/ AC-7(a)/ AC-9, ಶೈಕ್ಷಣಿಕ ವಿಭಾಗ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.- ಈ ಸಂಬಂಧ ಮುಂದಿನ ಕ್ರಮವಹಿಸುವಂತೆ ತಿಳಿಸಲಾಗಿದೆ.
10. ರಕ್ಷಾ ಕಡತಕ್ಕೆ.

SVN



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Name: DEVELOPMENT OF EDUCATION IN MODERN INDIA			
COURSE CODE	: DSC-A5 (3):EDU (DC):5		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> ➤ Analyse the development of education in India ➤ Identify the problems of various stages of education ➤ Explain the role of agencies of education in development of education. ➤ Elaborates the evolution of National Education System. 	42 Hrs
Content of Course- DSC-A5 (3):EDU (DC):5	
Unit–1 Development of Education in India	14 Hrs
<p>1.1. Primary Education: Meaning and concepts, Aims and Objectives and Problems of Primary Education.</p> <p>1.2. Secondary Education: Meaning and concepts, Aims and Objectives and Problems of Secondary Education.</p> <p>1.3. Higher Education: Meaning and concepts, Aims and Objectives and Problems of Higher Education.</p>	

Unit-2 Agencies for development of Education.	14 Hrs
2.1. Meaning of agencies of education, Active and passive agencies of education, Home and education. 2.2. Importance of the school, Function of the School – Meaning of community, Characteristics of community. 2.3. Relationship between the school and community, Ways of co-ordinating school and community.	
Unit-3 Education and National Development	14 Hrs
3.1. Evolution of the national system of University, Primary and Secondary Education Commissions (1949, 1952 & 1964). 3.2. New Policy on Education – 1986. 3.3. National Education Policy – 2020: - Salient feature of Higher Education	

Suggested Practical activities:

1. Visit to a Primary education institution and reporting the functioning of the institution.
2. Visit to a Secondary education institution and reporting the functioning of the institution.
3. Visit to a Higher education institution and reporting the functioning of the institution.
4. A survey of problems of Teacher/Students/Head of Institution in Primary Educational Institution
5. A survey of problems of Teacher/Students/Head of Institution in Secondary Educational Institution.
6. A survey of problems of Teacher/Students/Head of Institution in Higher Educational Institution

Reference Textbooks	
1	National Education Commission (1964-66), Ministry of Education, Government of India, New Delhi.
2	National Policy on Education (1986& 92). Ministry of Human Resource
3	Development Government of India, New Delhi.
4	Right to Education Act (2009), Ministry of Human Resource Development, Government of India, New Delhi.
5	Aggarwal, J. C. (1992). Development and Planning of Modern EducationVikas Publishing House Pvt. Ltd., NewDelhi.
6	Ain, L.C. (2010). Civil Disobedience Book Review Literary Trust: New Delhi, Select chapters.

7	Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society NCERT New Delhi.
8	Bhat. B.D. (1996) Educational Documents in India Arya Book Depot New Delhi.
9	Bhatia. K.&Bhatia. B.(1997)The Philosophical and Sociological Foundations Doaba House, New Delhi.
10	Biswas. A (1992) Education in India – Arya Book Depot , New Delhi.
11	Biswas. A. &Aggarwal, J.C. (1992) Education in India – Arya Book Depot New Delhi.
12	Haseen Taj (2007) Current Challenges in Education. Neel Kamal Publications Pvt. Hyderabad-
13	Haseen Taj (2007) National Concerns and Education -Neel Kamal Publications Pvt. Hyderabad
14	Chakravarty, S. (1987). Development Planning: The Indian Experience – Oxford University press, New Delhi.
15	Chandra. B (1997). Nationalism and Colonialism Orient Longman Hyderabad.
16	Choudhary. K.C., &Sachdeva, L. (1995). Total literacy by 2000, IAE Association New Delhi.
17	Deaton A., &Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence, Oxford University Press New Delhi
18	Deshpande.S (2004). Contemporary India a Sociological View – Penguin New Delhi.
19	DubeyS.C (2001) Indian Society, National Book Trust New Delhi.
20	Famous Speeches of Gandhiji: Speech on the Eve of The Last Fast, January12, 1948.
21	http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

Assessment:

Weightage for assessments(in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Title: ISSUES AND CHALLENGES IN SECONDARY EDUCATION			
COURSE CODE	: DSC-A6 (3):EDU (DC):6		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to:	42 Hrs
<ul style="list-style-type: none"> ➤ Enumerates the issues and challenges in secondary Education. ➤ Explain the constitutional provisions related to education. ➤ Identify and analyse the challenges of Indian Education. ➤ Enlist the diverse initiatives of governmental and non-governmental agencies for improving the school education. 	
Content of Course- DSC-A6(3):EDU (DC):6	
Unit-1 Constitution and Education	14 Hrs
1.1. Constitutional Provisions –Articles15,16,17,19,21,21a,24,28,29,30 and 45 –related to educational aspects.	
1.2. Karnataka Education Act 1983 –Features related to School Education.	
1.3. Right to Education Act–2009 –Salient features and Universalisation of Education.	

Unit-2 Issues and challenges related to Indian Education	14 Hrs
2.1. Study of Languages and Medium of instruction, Education for National and Emotional integration 2.2. Human rights Education – Universal declaration of Human Rights, Meaning and Importance of Human Rights Education. 2.3. Liberalization, Privatization, Globalization – its impact on Education for International understanding.	
Unit-3 Total Quality Management in Education	14 Hrs
3.1. Meaning and Importance of the Total Quality Management (TQM) in Education. 3.2. Sarva Shikshana Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana (RMSA) as agencies of quality improvement. 3.3. Role of Institution and Organization – a) NCERT, b) CTE, c) DIET, d) NGO's.	

Suggested Practical activities: -

1. Quality assessment of educational institutions (anyone)
2. Survey of government educational programs. (anyone)
3. Survey of the perception of the major problems faced by the Educational Institutions. (anyone)
4. Survey of the initiatives taken by the Educational Institutions for TQM.

Reference Textbooks	
1	Kochhar. S. K (2005) Pivotal issues in Indian Education–Sterling publication private limited.
2	Singh Y K, Kanoth Ruchi (2005) Education in Emerging Indian Society–A.P.H.Publishing corporation,New Delhi
3	Sharma, Pramila (2005) Problems of Education–AOH Publishing Corporation New Delhi.
4	Teacher and Education in the Emerging Indian society volume–1, Neelkamal publication private limited.
5	Sharma, Pramila (2005) The Aims of Education– Pramila Sharma APH Publishing corporation, New Delhi.
6	Sharma, Pramila (2005) Philosophy of Education –Pramila Sharma APH Publishing Corporation New Delhi.
7	Yadav&Yadav (2006) Education in Emerging Indian Society –Tandon Publication, Ludhiana
8	Haseen Taj (2007) Current Challenges in Education – Neel Kamal Publications PVT. Hyderabad

Reference Textbooks	
9	Chaube S.P., Chaube A (2004) Foundation of Education –Vikas Publishing House Pvt. Ltd. New Delhi
10	Venkataiah. S Modern Education–Anmol Publications Pvt. Ltd. New Delhi.
11	Chaube S.P., Chaube. A Education in Ancient and Medieval India. Vikas Publishing House Pvt. Ltd., New Delhi.
12	Safaya, Shoida, Shukla –Teacher in Emerging Indian Society – Dhanpot Roi Publishing company Ltd., New Delhi.
13	Aggarwal J C (2005) Development and Publishing of Modern Education Vikas Publishing House Pvt. Ltd.
14	Wadhwa S S.(2006) Education in Emerging Indian Society Tandon Publications Ludhiana
15	Muniruddin (2005) Indian Education–Anmol Publications Pvt. Ltd., New Delhi
16	SVenkataiah S (2005) Fundamentals of Basic Education – Anmol Publications Pvt. Ltd., NewDelhi
17	Vijaya Kumari Koushik S .R Sharma.R (2005) Education and Social change – Anmol Publications Pvt. Ltd., New Delhi.
18	Bhatia K K., Narang. C L. Philosophical and Sociological Bases of Education Tandon Publications Ludhiana.
19	Yogesh Kumar Singh R. History of Indian Education System
20	Suresh, P S, Rao. T P S (2008) National concern and Education –Anuradha Publications Bengaluru.
21	Prasad C G (2006) Education and National Concerns S.M.V. Publications Kolar
22	Aggarwal J C (2007)Theory of principles of Education Philosophical and Sociological Bases of Educational Vikas Publishing House Pvt. Ltd.
23	Raghunath Saurya - Problems of Indian Education.
24	Kohli - Problems of Indian Education
25	Naseema C – Human Rights Education
26	Constitution of India.
27	Landmarks in the history of modern Indian Education – J.C. Aggarwal
28	«Á±ÁPÁgÁ, °Ézi.«. (2007) "sÁgÁvÁzÁ°è ²PÀèt – qÁ °ÁAf ¥ÁæPÁ±Á£Á, zÁªÁtUEgÉ.
29	dAiÁÄtÚ.1.«. (2007) ²PÀèt ªÄvÄÄÛ gÁ¶ÖçÄAiÄÄ PÁ¼ÁfUÁ¼ÄÄ – ,Ä¥ÁßÄPï°É,ï
30	ªÄ°ÉÄ±iPÉ.f. (2007) ²PÀèt ªÄvÄÄÛ gÁ¶ÖçÄAiÄÄ PÁ¼Áf – ªÄiÁvÁ !æAlgii, ªÉÄÉ,ÄÆgÄÄ
31	CgÄ«AzÄ ZÉÆPÄÏr (2005) fÄªÄ£Ä PÉ±Ä®UÄ¼ÄÄ – £ÄªÄ PÄ£ÄðIPÄ ¥ÁæPÁ±Á£Ä
32	¥ÄzÄª¥Äæ,ÄziJ,i.!. (2007) ²PÀèt ªÄvÄÄÛ gÁ¶ÖçÄAiÄÄ PÁ¼ÁfUÁ¼ÄÄ – ,ÄÄªÄÄR ¥ÁæPÁ±Á£Ä
33	£ÁUÄgÁd !. (1999) ÄªÄPÁª£Ä "sÁgÁvÁzÁ «£ÄÆvÁ£Ä ²PÀèt «£Äª,Ä – «zÄª¶çü ¥ÁæPÁ±Á£Ä, UÄzÄUÄ
34	£ÁUÄgÁd.n (2005) "sÁgÁvÁzÁ°è ²PÀèt ªÄvÄÄÛ ,ÄªÄiÄd – ®QëöäÄª ªÄvÄÄÛ

Reference Textbooks	
	ZÉÃvÀ£i ŠÄPĩ °Ë, ĩ, °ÉÄË, ÀÆgÀ
35	£ÁUÀgÁd. ĩ (2005) ²PÀetzÀ°è vÀvÀé±Á, ÁÛç °ÄÄvÄÄÛ, ÁÄiÁd±Á, ÁÛç - ĩ.£ÁUÀgÁd.«zÁâðçü ÆÄæPÁ±À£À, UÀzÀUÀ
36	ÄiÄiÁzÄ°ÁqÄ. J£ĩ.©. (2007) ÆÄæUÄw²Ä© "sÁgÀvÀzÀ°è ²PÀët - «zÁâðçü ÆÄæPÁ±À£À, UÀzÀUÀ
37	,ÄÄgÉÄ±ĩ ĩ. J, ĩ. (2009) gÁ¶ÖçÄÄiÄÄ PÁ¼Äf °ÄÄvÄÄÛ ²PÀët - avÁÛgÄ ÆÄæPÁ±À£À, °ÉÄË, ÀÆgÄÄ
38	£ÄgÄ¹A°ÄZÄgi (2009) GzÄÄiÉÆÄ£ÄÄär "sÁgÀvÀzÀ°è ²PÀët - "sÁgÄw ÆÄæPÁ±À£À, °ÉÄË, ÀÆgÄÄ
39	gÄÄzÉæÄ±ĩ - GzÄÄiÉÆÄ£ÄÄär "sÁgÀvÀzÀ°è ²PÀët
40	²ÄÄiÄÄä.J, ĩ. - GzÄÄiÉÆÄ£ÄÄär "sÁgÀvÀzÀ°è ²PÀët
41	,ËgÄ"sÄ - DSERT "ÉAUÀ¼ÄÆgÄÄ.

Assessment:

Weightage for assessments(in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Title: LIFE SKILLS IN EDUCATION			
COURSE CODE	: OE-3(3): EDU (OE): 3		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none"> ➤ Justifies the significance of life skill education. ➤ Suggest the ways and means for life skills. ➤ Elaborates on the different types of Life skills. ➤ Explains the role of education in developing life skills. 	42 Hrs
Content of Course- OE-3(3): EDU (OE): 3	
Unit-1 Concepts of Life Skills	14 Hrs
1.1. Meaning and importance of Life Skills.	
1.2. Recommendations of Life Skills by World Health Organisation (WHO) - Problem solving, Decision making, Critical thinking, Creative thinking, Effective communication, understanding others, controlling emotions, Controlling mental stress, empathy.	
1.3. Strategies for Development of Life Skills.	

Unit-2 Communication and Professional Skills	14 Hrs
2.1. Communication Skills-Listening, Speaking, Reading, and Writing.	
2.2. Professional Skills- Resume Skills, Career. Skills- Interview Skills, Group discussion skills, Exploring career opportunities. Team Skills	
2.3. Brain storming, Social and cultural Etiquettes	
Unit-3 Leadership and Managerial Skills	14 Hrs
3.1. Leadership skills and Managerial skills.	
3.2. Universal Human Values- Love and Compassion, Constitutional values, Justices, and human rights.	
3.3. Role of education in developing life skills.	

Suggested Practical activities: -

1. Case study about the successful Leaders in varied fields.
2. Submission of a report on the conduct of an interview for successful educational leaders.
3. Survey of leadership programmes conducted in Educational Institutional (any ten Educational Institutions)
4. Survey of Educational Institutional to investigate the implementation of life skills activities.

Bibliography and Suggested Readings Books	
1	Ashokan,M.S. (2015) Karmayogi: A Biography of E.Sreedharan, London UK Penguin Brown T. 2012 Change by Design New York, Harper Business.
2	Chandra P., 2017 Financial Management: Theory & Practice 9 th edition New York, Mc Graw Hill Education.
3	Dawkins, E.R.(2016), 52 Weeks of Self Reflection – Your Guided Journal of Self Reflection Chicago, A.B Johnson Publishing.
4	Elkington J. and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
5	Kalam A.P.J. 2003 Ignited Minds: Unleashing the Power within India. New Delhi Penguin Books India.
6	Kelly T., and Kelly, D. 2014 Creative Confidence: Unleashing the Creative Potential Within UsA II NewDelhi, Harper Collins Publishers India.
7	Kurien. V., andSalve, G.2012 IToo Hada Dream, New Delhi, Roli, Books Private Limited.
8	Livermore D.A.2010 Leading with Cultural Intelligence: The New Secret to Success New York, American Management Association.

Bibliography and Suggested Readings Books	
9	Mc. Cormack M.H1986 What They Don't Teach You at Harvard Business School, Notes from A Street -Smart Executive NewYork, Bantham.
10	O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good New York, Harper Collins Publishers.
11	Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
12	SternbergR.J.andBaltesP.B.(Eds.).2004 International Hand book of Intelligence Cambridge, UK: Cambridge University Press.

E-Resources	
1	Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from https://positivepsychology.com/introspection-self-reflection/
2	Fries, K. 2019.Eight Essential Qualities That Define Great Leadership Forbes. Retrieved 2019-02-15 from https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63 .
3	How to Build Your Creative Confidence TED talk by David Kelly https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
4	India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
5	Knowledge @ What on Interviews Former Indian President APJ Abdul Kalam "ALeaderShouldKnowHowtoManageFailure" https://www.youtube.com/watch?v=laGZaS4sdeU
6	MartinR.2007 How Successful Leaders Think Harvard Business Review, 85(6):60.NPTEL Course on Leadership https://nptel.ac.in/courses/122105021/9

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester IV

Course Title: INDIAN THINKERS IN EDUCATION			
COURSE CODE	: DSC-A7(3): EDU (DC):7		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> ➤ Explains the Contributions of Indian Philosophers to Education. ➤ Compare and distinguishes the views of different Indian Thinkers about Indian Education Philosophy. ➤ Identify the Influence of Indian Education Thinkers Thoughts on Indian Education. 	42 Hrs
Content of Course- DSC-A7(3): EDU (DC):07	
Unit-1 INDIAN THINKERS -1	14 Hrs
<p>1.1. SWAMI VIVEKANANDA-Educational Philosophy, Character Building Education, Aims of Education, Functions of the Teacher education for the masses.</p> <p>1.2. SRI AUROBINDO-Educational Philosophy, Meaning and Aims of True Education and Educational Contributions.</p> <p>1.3. RAVINDRANATH TAGORE-Philosophy of Humanism, Universal culture, Education as the fullest growth and freedom of soul.</p>	

Unit-2 INDIAN THINKERS -2	14 Hrs
2.1. MAHATMA GANDHI- Aims of Education, Concept of basic education, Concept of Sarvodaya. 2.2. Dr. RADHAKRISHNAN- Education for different sections of the society, Developing Scientific spirit, Education and Human values. 2.3. Dr. ZAKIR HUSSAIN–Education and culture, Freedom in education. Meaning of work in education. Concept of a Good School.	
Unit-3 INDIAN THINKERS -3	14 Hrs
3.1. BASAVESHWARA – Thoughts on Social and Moral Education, women, and religious education. 3.2. DR. B.R. AMBEDKAR – Philosophy and Educational Implications. 3.3. JIDDU KRISHNAMURTHY – Philosophy and Thoughts on Education.	

Suggested Practical activities

1. Visit to any spiritual center imparting education and submission of report.
2. Compare the educational thoughts of any two Indian educational thinkers.
3. Write any five Vachanas of Basaveshwara on educational thoughts and interpret.

Reference Textbooks	
1	Taneja V R. – Educational thought and practice. New Delhi Publications.
2	NCERT, The Teacher and Education in Emerging India Society, New Delhi.
3	Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
4	Yadav and Yadav: Education in the Emerging Indian Society, Tandon Publications.
5	B.N.Dash, Principles of Education in Emerging Indian Society.
6	Humayun Kabir: Indian philosophy of Education, Bombay Asia publication House.
7	National Curriculum Framework School Education 2000. NCERT.
8	R.S.Peters: Concept of Education.
9	O’Connoz, philosophy of Education.
10	Paulo Friere: Pedagogy of oppressed.
11	The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
12	A.L.Narasimhachar: Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
13	NCERT–2005: National Curriculum Framework, New Delhi.

Reference Textbooks	
14	£ÀAdÄAqÀ,Áé«Ä - "sÁgÀvÀzÀ ²PÀët Ew°Á,À
15	²æÃPÀgÀdV – "sÁgÀvÀzÀ ²PÀët ZÁjvÉæ
16	²aÀ±AAPÀgi – "sÁgÀvÀzÀ°è ²PÀët °ÁUÀÆ ²PÀëPÀ£À,ÀªÄÄ,ÉáUÀ¼ÄÄ
17	,ÄÄUÀAç – GzÀAiÉÆÃ£ÄÄäR "sÁgÀvÀzÀ°è ²PÀët
18	£ÀªÀªÃVÀ ¥ÀæPÀ±À£À – zÁªÀtUÉgÉ – GzÀAiÉÆÃ£ÄÄäR "sÁgÀvÀzÀ°è ²PÀët.
19	¥ÀæªÀzsÀÄÄªÀiÁ£À "sÁgÀvÀzÀ°è ²PÀët – «zÁªÀªçü ¥ÀæPÀ±À£À–UÀzÀUÀ.
20	¥ÀæUÀw²Ã® "sÁgÀvÀzÀ°è ²PÀët –«zÁªÀªçü ¥ÀæPÀ±À£À–UÀzÀUÀ.
21	£ÀgÀ¹A°ÁZÁgi.J.J`i. – GzÀAiÉÆÃ£ÄÄäR "sÁgÀvÀzÀ°è ²PÀët.
22	.gÀWÄÄ.PÉ – ,ÀªÀiÁdªÄÄvÀÄÜ ²PÀët.
23	£ÁUÀgÁei.! – ²PÀëtzÀ°è vÀvÀé±Á,ÀÛçªÄÄvÀÄÜ,ÀªÀiÁd±Á,ÀÛç – «zÁª ¥ÀæPÀ±À£À.
24	²æÃzsÀgÀ.ªÉÉ.J£i – ²PÀëtzÀ vÁwéPÀ £É´É – C£ÄÄgÁzsÀ ¥ÀæPÀ±À£À.
25	«ÃgÀ¥Àà PÉ.n. – "sÁgÀwÄÄiÄÄ ±ÉÉPÀëtÂPÀ Ew°Á,À - ¥Àæ,ÁgÀAUÀ

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester IV

Course Title: WESTERN THINKERS IN EDUCATION			
COURSE CODE	: DSCA8(3):DSC-B7(3): EDU (DC):08		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> ➤ Explain the Contributions of Westerns Philosophers to Education. ➤ Compare and distinguishes the views of different Western Thinkers about Western Education Philosophy. ➤ Identify the Influence of Indian Education Thinkers Thoughts on Western Education. 	42 Hrs
Content of Course- DSCA8(3): DSC-B7(3): EDU (DC):08	
Unit-1 WESTERN THINKERS-1	14 Hrs
<p>1.1. ROSSEAU- Aims of education and Methods of teaching.</p> <p>1.2. FROBEL-Educational Principles, Features of Kinder Garden.</p> <p>1.3. MARIA MONTESSORI–Educational Principles of Montessori, Sensory Training and Didactic Apparatus.</p>	

Unit-2 WESTERN THINKERS-2	14 Hrs
2.1. JOHNDEWEY- Philosophy, Education as a Process of Re adjustment, School as a Social Institution, 2.2. PAULO FREIRE – Philosophy of Education, Conscientization, Dialogue praxis. 2.3. SOCRATES- Philosophy and Education, Importance.	
Unit-3 WESTERN THINKERS-3	14 Hrs
3.1. JOHN ENRICH FESTALAGY –Philosophy, Principals Aims and Objectives, System of Education, and his Contribution to Education. 3.2. BERTRAND RUSSEL- Educational Thoughts and Contribution. 3.3. PLATO - Aims and Principles of Education and his Contribution.	

Suggested Practical activities

1. Observe the classroom behaviours of a constructive teacher and submit the report.
2. Visit to a Montessori School and observe the classroom activities and submit the report.
3. Visit to a Kindergraden School and observe the classroom activities and submit the report.

Reference Textbooks	
1	Taneja V. R.() Educational thought and practice. New Delhi Publications.
2	NCERT, The Teacher and Education in Emerging India Society, New Delhi.
3	Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
4	Yadav and Yadav: Education in the Emerging Indian Society, Tandon Publications.
5	Dash, B.N.() Principles of Education in Emerging Indian Society.
6	Humayun Kabir: Indian philosophy of Education, Bombay Asia publication House.
7	National Curriculum Framework School Education 2000. NCERT.
8	Peters R.S.: Concept of Education.
9	O'Connoz, philosophy of Education.
10	Paulo Friere: Pedagogy of oppressed.
11	The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
12	A.L.Narasimhachar: Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
13	NCERT–2005: National Curriculum Framework, New Delhi.
14	£ÄÄÄÄqÄ, Äé«Ä – ¨sÄgÄvÄzÄ²PÄëtEw°Ä, Ä

Reference Textbooks	
15	²æÃPÀgÀdV – “sÁgÀvÀzÀ ²PÀët ZÀjvÉæ.
16	²aÀ±ÀAPÀgì – “sÁgÀvÀzÀ°è ²PÀët °ÁUÀÆ ²PÀëPÀ£À ,ÀªÀÄ,ÉåUÀ¼ÀÄ.
17	,ÀÄUÀAç – GzÀAiÉÆÃ£ÀÄär “sÁgÀvÀzÀ°è ²PÀët.
18	GzÀAiÉÆÃ£ÀÄär “sÁgÀvÀzÀ°è ²PÀët – £ÀªÀªÃvÀ ¶ÀæPÀ±À£À, zÀªÀtUÉgÉ.
19	¶ÀæªÀzsÀÀðªÀiÁ£À “sÁgÀvÀzÀ°è ²PÀët – «zÀªÀªü ¶ÀæPÀ±À£À–UÀzÀUÀ.
20	¶ÀæUÀw²Ã® “sÁgÀvÀzÀ°è ²PÀët – «zÀªÀªü ¶ÀæPÀ±À£À–UÀzÀUÀ.
21	£ÀgÀ¹A°ÁZÁgì. J.J`ì. – GzÀAiÉÆÃ£ÀÄär “sÁgÀvÀzÀ°è ²PÀët.
22	gÀWÀÄ.PÉ – ,ÀªÀiÁdªÀÄvÀÄÛ ²PÀët.
23	£ÀUÀgÀeì. † – ²PÀëtzÀ°è vÀvÀé±Á,ÀÛçªÀÄvÀÄÛ ,ÀªÀiÁd±Á,ÀÛç – «zÀªÀ ¶ÀæPÀ±À£À.
24	²æÃzsÀgÀ.ªÉÉ.J£ì– ²PÀëtzÀ vÀwéPÀ £É´É – C£ÀÄgÀzsÀ ¶ÀæPÀ±À£À.

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester IV

Course Title: ENTREPRENEURSHIP IN EDUCATION			
COURSE CODE	OE-4(3):EDU (OE):4		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 3hrs

Course Outcome/ LOCF	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> ➤ Elucidates the concept of Entrepreneurship ➤ Differentiate between various types of entrepreneurs ➤ Explains the role of entrepreneurs as Appreciate the role of global and Indian ➤ Establishes /proves that entrepreneurs or innovators and problem solvers. 	42 Hrs
OE-4(3):EDU (OE):4	
Unit-1 Meaning and Evolution of Entrepreneurship	14 Hrs
<p>1.1. Meaning and Importance, Evolution of term ‘Entrepreneurship’</p> <p>1.2. Factors influencing entrepreneurship. A. Psychological factors,</p> <p>1.3. B. Social factors, C. Economic factor, D. Environmental factors Entrepreneur as problem solvers and innovators.</p>	

Unit-2 Entrepreneurial Motivation and Creativity	14 Hrs
2.1. Motivation, Maslow's theory, and McGrigor's Theory	
2.2. Entrepreneurship and Creativity	
2.3. Skills of an entrepreneur, Decision making and Problem Solving.	
Unit-3 Entrepreneurship as Innovation and Problem Solving	14 Hrs
3.1. Entrepreneurship and social responsibilities	
3.2. Innovations and Entrepreneurial Ventures – Indian and Global.	
3.3. Role of Education in developing Entrepreneurship skills.	

Suggested Practical activities

1. Conduct a case study of any entrepreneurial venture.
2. Survey of Educational Institutions conducting programmes for developing entrepreneurial skills.
3. Visit any one business enterprise and give a report on its development and growth.

Bibilography	
1	Udyamita (in Hindi) by Dr. M M P.Akhouri and S.P Mishra, pub. By National Institute for Entrepreneurship and Small Business Development (NIESBUD), NSIC-PATC Campus, Okhla.
2	Windrum, P., & Koch, P.M.(Eds.). (2008). Innovation in public sector services: entrepreneurship, creativity, and management. Edward Elgar Publishing.
3	Mazzolini, E. (2003). Review of academic capitalism: Politics, policies, and the entrepreneurial university. Workplace,10,196-198.
4	CBSE Textbooks
5	Morris, M., &Schindehutte, M (2005). Entrepreneurial values and the ethnic enterprise: An examination of six subcultures. Journal of Small Business Management,43(4),453-479.
6	Shepherd, D.A (2003). Learning from business failure: Propositions of grief's recovery for the self-employed. Academy of Management Review, 28(2),318-328.

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson