

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

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ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಸ್ಥಾಪನೆ : 1916

ವಿಶ್ವವಿದ್ಯಾನಿಲಯ ಕಾರ್ಯಸೌಧ
ಕ್ರಾಫರ್ಡ್ ಭವನ, ಮೈಸೂರು-570005

ಸಂಖ್ಯೆ:ಎಸಿ.6/152/NEP/2020-21

ದಿನಾಂಕ: 26-10-2021

ಅಧಿಸೂಚನೆ

ವಿಷಯ:- ಬಿಎ- ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ಅನುಸಾರ 2021-22ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರುವ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:- 1. ದಿನಾಂಕ: 08-09-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
2. ದಿನಾಂಕ: 13-10-2021 ರಂದು ಜರುಗಿದ ಕಲಾ ನಿಕಾಯ ಸಭೆಯ ಶಿಫಾರಸ್ಸು.
3. ದಿನಾಂಕ: 22-10-2021 ರಂದು ಜರುಗಿದ ಶಿಕ್ಷಣ ಮಂಡಳಿಯ ನಡವಳಿ.

ದಿನಾಂಕ:08-09-2021 ರಂದು ಜರುಗಿದ ಉಲ್ಲೇಖ (1) ರ ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಬಿ.ಎ. ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಪಠ್ಯಕ್ರಮ ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನವನ್ನು NEP-2020 ರ ಅನುಸಾರ ರೂಪಿಸಿ 2021-22 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೆ ತರಲು ಶಿಫಾರಸ್ಸು ಮಾಡಿರುತ್ತದೆ.

ಉಲ್ಲೇಖಿತ (2 & 3) ರ ದಿನಾಂಕ 13-10-2021 ಮತ್ತು 22-10-2021 ರಂದು ಕ್ರಮವಾಗಿ ನಡೆದ ಕಲಾ ನಿಕಾಯ ಹಾಗೂ ವಿದ್ಯಾ ವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಗಳು ಮೇಲಿನ ಪ್ರಸ್ತಾವನೆಗಳನ್ನು ಅನುಮೋದಿಸಿರುವುದರಿಂದ ಈ ಅಧಿಸೂಚನೆ ಹೊರಡಿಸಲಾಗಿದೆ.

ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ (ಸ್ನಾತಕ) ಪಠ್ಯಕ್ರಮಗಳು ಮತ್ತು ಪರೀಕ್ಷಾ ವಿಧಾನಗಳನ್ನು www.uni-mysore.ac.in ನಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು
ಕುಲಸಚಿವರು
ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಮೈಸೂರು.

ಗೆ:-

1. ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಯೋಜನೆಗೊಳಪಟ್ಟ ಎಲ್ಲಾ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರುಗಳಿಗೆ- ಅಗತ್ಯ ಕ್ರಮಕ್ಕಾಗಿ
2. ಕುಲಸಚಿವರು (ಪರೀಕ್ಷಾಂಗ), ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ, ಮೈಸೂರು.
3. ಡೀನರು, ಕಲಾ ನಿಕಾಯ, ರಾಜ್ಯಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ವಿಭಾಗ, ಮಾನಸಗಂಗೋತ್ರಿ, ಮೈಸೂರು.
4. ಅಧ್ಯಕ್ಷರು, ಶಿಕ್ಷಣಶಾಸ್ತ್ರ ಅಧ್ಯಯನ ಮಂಡಳಿ/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, 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



National Education policy 2020 (NEP 2020)

Curriculum Framework for Four-Year Under Graduated Multi-Disciplinary Programme in Colleges and Universities in Karnataka State Under NEP 2020 In Education.



Submitted to

KARNATAKA STATE HIGHER EDUCATION COUNCIL
30, Prasanna Kumar Block, Bengaluru City University Campus,
Bengaluru, Karnataka – 560009

September 2021

Model Curriculum

Name of the Degree Program: BA (EDUCATION)

Discipline Core: EDUCATION

Total Credits for the Program: 3(23)

Starting year of implementation: 2021-22

BA-Semester 1

Course Title: FOUNDATIONS OF INDIAN EDUCATION	
Total Contact Hours: 42	Course Credits:3
Formative Assessment Marks: 40	Duration of Theory Exam: 3hrs
Model Syllabus Authors: KSHE	Summative Assessment Marks:60

BA Semester 1

Title of the Course: FOUNDATIONS OF INDIAN EDUCATION

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/smester
3	42	3	42

<p>Program Outcomes:</p> <p>On completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> Recognize the salient features of the various systems of education that prevailed in India in the past. Compare and contrast the Vedic, Buddhistic, Medieval and Contemporary systems of Education. Appreciate the great educational heritage of India. Make a critical analysis of the different systems that prevailed in India at various points of time. Synthesise the various beneficial aspects of the different systems. Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education. <p style="text-align: center;">Content of Course 1</p>	42 Hrs
Unit –1 Pre independence Education period	14
1.1 Meaning and importance of Education	-2 hours

VEDIC SYSTEM OF EDUCATION- WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND OTHER CHARACTERISTICS.	4hours
BUDDHIST SYSTEM OF EDUCATION- EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS	4 hours
IN MEDIEVAL INDIA-. EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS.	4 hours
Unit – 2 BRITISH SYSTEM OF EDUCATION	14
BRITISH SYSTEM OF EDUCATION -WITH REFERENCE TO INTRODUCTION , OBJECTIVES,BACKGROUND	5 hours
MACAULAY'S MINUTE AND WOODS DISPATCH	3 hours
HORTOG COMMITTEE	3 hours
SARGENT COMMISSION	3 hour
Unit – 3 POST INDEPENDENCE PERIOD	14
- 3.1 UNIVERSITY EDUCATION COMMISSION,	3 hours
MUDALIAR COMMISSION	3 hours
KOTHARI EDUCATION COMMISSION ,	4 hours
NATIONAL EDUCATIONAL POLICY 1986	4 hours

Text Books –References

- a) Guha, R. (2007). India
 2. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
 3. National Policy on Education. (1986 & 92). Ministry of Human Resource
 4. Development Government of India, New Delhi.
 5. Right to Education Act (2009). Ministry of Human Resource Development,Government of India, New Delhi.
 6. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
 7. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi.Select chapters.
- Haseen Taj (2008) Current Challenges in Education Neelkamal publications ; Hyderabad

8. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
9. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
10. Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
11. Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
12. Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
13. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
15. Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
16. 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.
17. Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
18. Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	20	60
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

BA- Education Semester 1

Course Title: Philosophical Foundations of Education	
Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 40	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

BA-Education : Semester 1

Title of the Course: **Philosophical Foundations of Education**

Course 1		
Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/semester
42	3	42

Program Outcomes:

On completion of the course, the student will be able to:

1. Recognize the meaning of philosophy and Philosophy of education.
2. Relate Philosophy to education.
3. Understand the Need for Philosophical Inquiry of Education
4. Appreciate the role of Philosophy in Human Development.

Content of Course 2	42 Hrs
Unit – 1: Concept of Philosophy	14
Chapter No.	
Meaning, Definitions and Scope of Philosophy	4hours
Branchs of Philosophy- Metaphysics, Epistemology, and Axiology	5 hours
Methods of Philosophical Inquiry.	3 hours
Criteria of Educative Process	2 hours
Unit -2 Education and Philosophy	14
Relationship between Education and Philosophy- with Special Reference to Aims, Curriculum, Teacher and Discipline.	6 hours
Modern Concept of Philosophy of Education	3 hours
The need for Philosophical Inquiry of Education	3 hours
Ethics in Education	2 hours

Unit -3 Philosophy for development of Humanity	14
Education and Development of Values	4 hours
Education for National Integration	4 hours
Education for International Understanding	3 hours
Education for peace and Hormony	3 hours

Text Books –References

1. NCERT, The Teacher and Education in Emerging India Society, New Delhi.
2. Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
3. Yadav and Yadav : Education in the Emerging Indian Society, Tandon Publications.
4. B.N. Dash, Principles of Education in Emerging Indian Society.
5. Humanyun Kabir : Indian philosophy of Education, Bombay Asia publication House.
6. National Curriculum Frame Work School Education 2000. NCERT.
7. R.S. Peters : Concept of Education.
8. O' Connoz, philosophy of Education.
9. Paulo Frieri : Pedagogy of oppressed.
10. The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
11. A.L. Narasimhachar : Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
12. NCERT – 2005 : National Curriculum Frame Work, New Delhi.
೧೩. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ – ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
೧೪. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ – ಶ್ರೀ ಕರಜಗಿ.
೧೫. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು – ಡಾ|| ಶಿವಶಂಕರ್.
೧೬. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಸುಗಂದಿ.
೧೭. ನವನೀತ ಪ್ರಕಾಶನ – ದಾವಣಗೆರೆ – ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	20	60
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

BA- Education Semester 2

COURSE TITLE;- SOCIOLOGICAL FOUNDATIONS OF EDUCATION	
TOTAL CONTACT HOURS: 42 hrs	COURSE CREDIT: 3
FORMATIVE ASSESMENT MARKS: 40	DURATION OF ESA\EXAM; 3 hrs
MODEL SYLLABUS AUTHORS : KSHEC	SUBMATIVE ASSESMENT MARKS: 60

Title of the Course: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course 1		Course 2	
Number of Theory Credits	Number of lecture hours/semester	Number of Theory Credits	Number of lecture hours/smester
3	42	3	42

<p>Program Outcomes:</p> <p>On completion of the course, the student will be able to reflect on the concepts of 'Sociology' and 'Sociology of Education'.</p> <ul style="list-style-type: none"> • Identify the various social processes involved in education. • Analyses the role of different modes of education. • Identify and relate education to various factors of social development like social change, modernization and social mobility. • Develop concern for various social issues and relate education to social development. <p style="text-align: center;">Content of Course 3</p>	42 Hrs
Unit – MEANING AND SCOPE OF EDUCATIONAL SOCIOLOGY	14hrs
MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION,	2hrs
SCHOOL AS SOCIAL SYSTEM	4hrs
1.2. MEANING OF SOCIAL CHANGES FACTORS INFLUENCING SOCIAL CHANGES.	4hrs
1.4. ROLE OF EDUCATION IN BRINGING ABOUT DESIRABLE SOCIAL CHANGES.	4hrs
Unit – 2 SOCIAL AGENCIES OF EDUCATION	14hrs

<p>PRIMARY GROUP - FAMILY THE FAMILY PATRON IN INDIAN SOCIETY AND ITS EFFECT ON SOCIALIZATION.</p> <p>SECONDARY GROUP - THE SCHOOL, THE SCHOOL AND THE COMMUNITY RELATIONSHIP,</p> <p>INTERDEPENDENCE OF SCHOOL, COMMUNITY AND FAMILY IN THE PROCESS OF SOCIALIZATION OF THE CHILD.</p> <p>ROLE OF NGO AND STATE</p>	3hrs
	4hrs
	4hrs
	3hrs
UNIT - 3 - EDUCATION AND SOCIAL PROCESS	14hrs
<p>EDUCATION AND SOCIAL STRATIFICATION</p> <p>EDUCATION AND SOCIAL MOBILITY,</p> <p>ROLE OF COMMUNICATION IN SOCIAL INTERACTIONS.</p> <p>ROLE OF EDUCATION IN THE PROCESS OF MODERNIZATION U - EDUCATION AND CULTURE, IMPORTANCE OF CULTURE, CULTURE AND EDUCATION.. ACCULTURATION, CULTURAL LAG UNIVERSITY CULTURE AND PERSONALITY.. ROLE OF EDUCATION IN NATIONAL INTEGRATIO</p>	2hrs
	3hrs
	3hrs
	6hrs

References;-

1. Modern Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi.
2. Education in Ancient and Medieval India – S.P. Chaube, A. Chaube. Vikas Publishing House Pvt. Ltd., New Delhi.
3. Teacher in Emerging Indian Society – Safaya, Shoida, Shukla. Dhanpot Roi Publishing company Ltd., New Delhi.
4. Development and Publishing of Modern Education – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2005.
5. Education in Emerging Indian Society – Dr. S.S. Wadhwa. Tandon Publications, Ludhiana – 2006.
6. Indian Education–Muniruddin. Anmol Publications Pvt. Ltd., New Delhi– 2005.
7. Fundamentals of Basic Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi – 2005.
8. Education and Social change – vijaya Kumari Koushik, S.R. Sharma. Anmol Publications Pvt. Ltd., New Delhi – 2005.
9. Philosophical and Sociological Bases of Education. – K.K. Bhatir, C.L. Narang. Tandon Publications, Ludhiana.
10. History of Indian Education System – Yogesh Kumar Singh, Ruchika Noth. A.P.H. Publishing corporation, New Delhi – 2005.
11. National concern and Education – Prof. P.S. Suresh, Prof. T.P.S. Rao. Anuradha Publications, Bengaluru – 2008.
12. Education and National Concerns – C.G. Prasad. S.M.V. Publications Kolar – 2006.
13. Theory of principles of Education Philosophical and Sociological Bases of Education. – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2007.
14. Problems of Indian Education – Raghunath Saurya.
15. Problems of Indian Education – Khohli.
16. Human Rights Education – C. Naseema.
17. Constitution of India.

18. Landmarks in the history of modern 'Indian Education – J.C. Aggarwal'.
19. "sÁgÁvÁzÁ°è ²PÀèt – qÁ| °ÉZĪ.«. ²²À±ÀAPÀgÀ, °ÀAf ¥ÀæPÁ±À£À, zÁ°ÀtUÉgÉ – 2007.
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21. ²PÀèt °ÀÄvÄÄÛ gÁŦÖçÄÄiÄÄ PÁ¼Áf – PÉ.f. °ÀÄ°ÉÄ±Ī. °ÀiÁvÁ !æAlgĪ, °ÉÄÉ,ÀÆgÄÄ – 2007.
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25. "sÁgÁvÁzÁ°è ²PÀèt °ÀÄvÄÄÛ ,Ä°AiÄd – n. £ÁUÄgÁd. ®QëöäÄ °ÀÄvÄÄÛ ZÉÄvÄ£Ī §ÄPĪ °É,Ī, °ÉÄÉ,ÀÆgÄ – 2005.
26. ²PÀètzÄ°è vÄvÄé±Ä,ÄÛç °ÀÄvÄÄÛ ,Ä°AiÄd ±Ä,ÄÛç - Ī. £ÁUÄgÁd. «zÄâ±çü ¥ÀæPÁ±À£Ä, UÄzÄUÄ – 2005.
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30. GzÄÄiÉÆÄ£ÄÄÄR "sÁgÁvÁzÁ°è ²PÀèt – gÄÄzÉæÄ±Ī.
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32. ,ÉgÄ" sÄ DSERT "ÉAUÄ¼ÄÆgÄÄ.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	20	60
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

EDUCATION

BA Semester 2

Title of the Course: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION Course 4		Course		
Number of Theory Credits-	Number of lecture hours/semester-	Number of Theory Credits	Number of lecture hours/semester-	
3	42	3	42	

Programme outcomes	42 Hrs
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> • Identify the relevance of implications of educational psychology. • Develop an understanding of different dimensions and stages of human development and developmental tasks. • Analyse the range of cognitive capacities among learners. • Reflect on the understanding of the nature of learning and the factors influencing learning. • Explain the influence of socio-cultural factors on learning. <p style="text-align: center;">Content of Course -4</p>	
Unit –1 : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	12 Hrs.
Psychology - Meaning and Branches.	2hrs
Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher.	3hrs
Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology)	4hrs
Methods of Psychology (Observation, Experimental and Case Study)	3hrs
Unit – 2 UNDERSTANDING THE CHILD	14 Hrs
. 2.1 Growth and Development – Meaning and Principles.	2hrs
Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence	4hrs
Adolescent – Meaning, Developmental Tasks.	4hrs

2.4 Needs & Problems of Adolescents - their Educational Implications	4hrs
Unit – 3 INDIVIDUAL DIFFERENCES AMONG THE CHILDRENS	16 Hrs.
. 3.1 Individual Differences – Meaning Causes and Areas. Measures to meet Individual Differences (with special reference to Gifted & Backward)	5hrs
Intelligence – Meaning, importance and types. Concepts of MA & IQ, Distribution of I Q. Emotional Intelligence- Meaning, importance an dimensions	5hrs
Aptitude - Meaning & Dimensions	
Mental Health and Hygiene-Meaning, aspects and measures to preserve and promote mental health in children.	2hrs 4hrs

References

- Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinchart and Winston.
1. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
 2. Dececo "Psychology of learning and instruction New Delhi – Anmol Publications.
 3. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
 4. Woolfolk A.E. (2009) Educational psychology 11th edition prentice hall publications.
 5. Dandapani S. Advanced educational psychology Anmol Publications (2005).
 6. Chauhan S.S. Advanced Educational psychology.
 7. Mangal S.K. Advanced Educational Psychology.
 8. Haseen Taj (2007) Social Psychology Neelkamal publications ; Hyderabad
 9. qÁ|| ºÁªÄzÉÃªÀªÀà ºÉZi.«. '±ÉÊPÀètÂPÀ ºÀÄÉÉÆÃ«eÁÕÉÀ' ±ÉæÃAiÄÄ,ï ºÀ©èPÉÃµÀ£ïï, zÁªÀtUÉgÉ (2010).
 10. J.«. UÉÆÃ«AzÀgÁªi. ºPÀètZÀºè ºÀÄÉÉÆÃ«eÁÕÉÀ, ºÀÄgÀ½ ºÀæPÁ±ÀÉÀ, ºÉÄÊ,ÀÆgÄÄ.
 11. GªÉÄÃ±À ºÉZi.J,ï. '±ÉÊPÀètÂPÀ ºÀÄÉÉÆÃ«eÁÕÉÀ' «,ÄÄAiÄÄ ºÀæPÁ±ÀÉÀ, ºÉÄÊ,ÀÆgÄÄ.

BA- Education- Open Elective Semester 1

Course Title: History of Education	
Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 40	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Program Outcomes:

On completion of the course, the student will be able to:

- Acquaint or familiarize himself/herself with the various terms and vocabulary related to various periods and systems of education in India.
- Recognize the salient features of the various systems of education that prevailed in India in the past.
- Compare and contrast the Vedic, Buddhistic, Medieval and Contemporary systems of Education.
- Make a critical analysis of the different systems that prevailed in India at various points of time.

Unit 1 : Education in the Vedic Period	(14 Hours)
Aims of education.	2 hours
Special features of the system.	6 hours
<ul style="list-style-type: none"> - Initiation ceremony (Upanayana). - Centers of learning (Gurukulas). - Teacher pupil relation. 	3 hours
<ul style="list-style-type: none"> - Curriculum and approaches/methods. - Status of women Education. - Discipline. - Closing ceremony. 	3 hours
Merits and limitations of the system.	
Relevancy of the system to contemporary education.	

Unit 2 : Education in Budhistic Period	(14 Hours)
Aims of education.	2 hours
Special features of the system. - Initiation ceremony (Pabbaja). - Centers of learning (Monastaries/Viharars). - Teacher pupil relation. - Curriculum and approaches/methods. - Status of women Education. - Discipline. - Closing ceremony.	6 hours
Merits and limitations of the system.	3 hours
Relevancy of the system to contemporary education.	3 hours
Unit 3 : Education in Medieval Period	(14 Hours)
Aims of education.	2 hours
Special features of the system. - Initiation ceremony (Bismillah). - Centers of learning (Maktabs/Madrassahs). - Teacher pupil relation. - Curriculum and approaches/methods. - Status of women Education. - Discipline. - Closing ceremony.	6 hours
Merits and limitation of the system of education.	
Relevancy of the system to contemporary education.	3 hours
comparative study of Medieval education with Budhistic and Vedic system of education.	3 hours

References :

1. History of Indian Education and its contemporary problems *(Dobha house – 1995) S.D. Khanna and othes.
2. Land mark of in the history of Modern Indian Education. – J.C. Agarwall *Vikas Publication 1983.

3. History of Education in India *(Acharya Book Depot – 1951) – S.N. Mukharji.
4. Education in ancient and medieval India. (Vikas publication) S.R. Chaube and A. Chaube.
5. Educaiton in ermging India – D. Veeraiah.
6. Educaiton in Muslim India *(Delhi-Idrah-I Abaliyat-I) – S.N. Joffer.
7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಎಚ್.ವಿ. ಶಿವಶಂಕರ್ * ಹಂಪಿ ಪ್ರಕಾಶನ.
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು * (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಡಾ. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ.
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ * (ಪ್ರಕಾಶನ ಸಂಸ್ಥೆ) – ಎ.ಎಲ್. ನರಸಿಂಹಚಾರ್.
10. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ – ನಂಜುಂಡಸ್ವಾಮಿ.
11. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಎಸ್.ಬಿ.ಯಾದವಾಡ.
12. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು (ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು) – ಡಾ. ಆರ್.ಟಿ.ಜಂತಲಿ.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	20	60
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

BA- Education- Open ElectiveSemester 2

Course Title: ICT in Education	
Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 40	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 60

Program Outcomes:

On completion of the course, the student will be able to:

<ul style="list-style-type: none"> • Understand the process of communication and Information Technology. • Appreciate the role of New Educational Technology. • Use open source content for instruction. Initiate online discussion group. • Understand the concept of presentation softwares 	42 Hrs
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Unit – 1 Information & communication technology {ICT} in education	14
Meaning & importance of ICT & ICT in education.	3 hours
Meaning & use of Technology tools : Blue tooth, webcam, WinZip, USB	4 hours
Meaning & use of Communication Tools : Blogs, Wikis, Youtube	4 hours
Meaning, Scope & importance of multimedia in Education.	3 hours
Unit – 2 New Technologies in Education.	14
Computer assisted Instruction, Internet, Multimedia	3 Hours
Tele Lecture, Tele conference, Tele seminar, Interactive video, Video text, Video conferencing,	4 hours
digital resources	3 hours
Smart Board, Virtual class room, Artificial Intelligence,	4 hours
Unit – 3: Web Tools	14
.3.1 Open source content – Wikipedia, wikieducator, school education, using in teaching and learning.	5 hours
3.2 Blog discussion group, online forum, online video conference, using in teaching and learning.	5 hours

3.3 Social networking – Orkut, facebook, twitter – Instructional use.	4 hours
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Text Books –References

1. Essentials of educational technology-innovations in teaching – learning by J.C. Aggarwal.
2. Educational Technology by C.V. Myageri.
3. Introduction to Educational Technology by K. Sampath, A. Pannerselvam, S. Santhanma.
4. Educational Technology by Dr. S.K. Murthy.
5. Shaikshkanika thantragana parichaya by Dr. C.R. Jantli.
6. Educational Technology by Tara Chand.
7. Essestials of Educational Technology be S.K. Mangal; Uma Mangal.
8. Instructional Technology by V.K. Rao.
9. Teaching Technology for College Teacher by E. G. Vedanayagam.
10. Technology of Teaching by R.A. Sharma.
11. Instructional Technology in Education by Y.K. Singh.
12. Educational Technology by Jagannath Mohaty.
13. Educational Technology by Dr. Haseen Taj
14. Educational Technology by Dr. B.C Anantha Ram
15. Educational Technology by Dr. S.K. Murthy

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	20	60
Assignment	10	
Seminar	10	

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Date : 13-09-2021

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CORE PAPER	CREDI T	C1- UNIT 1&2(IA)			C2 -UNIT 3 &4 (IA)			C3 UNIT 1,2,3,4 (EA)	C1+C2+C3= TOTAL
		TEST	TUT ORIAL	PRACTIC AL PROJECT S	TEST	ASSI GNME NT	PRACTICA L- PROJECTS		
	3	10	10	-	10	10	-	60	20+20+60=100
History of Education	3	10	10	-	10	10	-	60	20+20+60=100
: ICT in Education	3	10	10	-	10	10	-	60	20+20+60=100

