

UNIVERSITY  OF MYSORE
Estd. 1916

Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysuru- 570 005
Dated: 25-07-2024

No.AC6/57/2024-25

Notification

Sub:- Syllabus and Scheme of Examinations of Physical Education (UG) programme (I & II Semester) from the Academic year 2024-25.

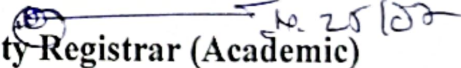
- Ref:-** 1. Decision of Board of Studies in Physical Education (UG) meeting held on 06.06.2024 & 07.06.2024.
2. Decision of the Faculty of Education meeting held on 14.06.2024.
3. Decision of the Academic Council meeting held on 28.06.2024.

The Board of Studies in Physical Education (UG) which met on 06.06.2024 & 07.06.2024 has resolved to recommend and approved the Syllabus and scheme of Examinations (DSC Course) of Physical Education (UG) programme (I & II semester) with effect from the academic year 2024-25.

The Faculty of Education and Academic Council at their meetings held on 14.06.2024 and 28.06.2024 respectively has also approved the above said DSC Course Syllabus and scheme of Examinations hence it is hereby notified.

The Syllabus and scheme of Examinations pattern contents may be downloaded from the University website i.e., www.uni-mysore.ac.in

DRAFT APPROVED BY THE REGISTRAR


Deputy Registrar (Academic)
Deputy Registrar (Academic)
University of Mysore
Mysuru-570 005

To;

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Chairman, BOS/DOS in Physical Education and Sports Sciences, University of Mysore, Mysore.
3. The Dean, Faculty of Education, in Physical Education and Sports Sciences, University of Mysore, Mysore.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangotri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council , Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.



Government of Karnataka

Model Curriculum

BA-Semester 1

Program Name	BA (EDUCATION)	Semester	I
Course Title	FOUNDATIONS OF EDUCATION (Theory)		
Course Code:	DSC-A1 (3):EDU (DC):5	No. of Credits	05
Contact hours	5 Hours/week	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Pre-requisite(s)	
Course Outcome/ (Cos)	
On completion of the course, students will be able to: <ul style="list-style-type: none">• Recognize the salient features of various systems of education that prevailed in India.• Compare and contrast Vedic, Buddhist, Medieval and Contemporary systems of Education.• Appreciate the educational heritage of India.• Critically analyze the different systems of education that prevailed in India.• Synthesize various beneficial aspects of different systems of Education.• Analyze the contributions of various education commissions /committees/policies in shaping the present system of education.• Appreciate the significant contribution of the constitution of India towards Education.	
Content of Course- DSC-A1 (3):EDU (DC):5	
Unit–1 Pre- independence Education period	
1.1 Vedic system of education- with reference to - background , aims, rituals, teaching, curriculum, pupil-teacher relationship and other characteristics.	

1.2 Buddhist system of education- education with reference to - Background , aims, rituals, teaching, curriculum, pupil-teacher relationship and merits and demerits	
1.3 Education in medieval India-. Education with reference to - background, aims, rituals, teaching, curriculum, pupil-teacher relationship and merits and demerits.	
Unit -2 British System of Education	
2.1 British system of education -with reference to introduction, objectives, background.	
2.2 Macaulay's minute and woods dispatch	
2.3 Sargent commission	
Unit–3 Post independence period	
3.1 University Education Commission	
3.2 Mudaliyar Commission	
3.3 Kothari Education Commission	
Unit–4 EDUCATION AND CONSTITUTION OF INDIA	
4.1 Constitutional Provisions and Directive Principles related to Education.	
4.2 Fundamental Rights ; Right to Education Act 2009	
4.3 Rights of Girl Child.	

References:

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3. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.
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6. Haseen Taj (2008) Current Challenges in Education Neelkamal publications; Hyderabad
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12. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
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16. Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
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Assessment:

Formative Assessment for Practical	
Assessment Occasion/ type	Marks
Session Test	10
Seminars/Presentation/Activity/Assignment	10
Total Marks	20
<i>Formative Assessment as per SEP guidelines are compulsory</i>	

Date:

Subject Committee Chairperson

BA-Semester 1

Program Name	BA (EDUCATION)	Semester	I
Course Title	PHILOSOPHICAL FOUNDATIONS OF EDUCATION (Theory)		
Course Code:	DSC-A2 (3):EDU (DC):5	No. of Credits	05
Contact hours	5 Hours/Week	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Pre-requisite(s)	
Course Outcome/ (Cos)	
On completion of the course, students will be able to: <ul style="list-style-type: none"> • Recognize the meaning of philosophy and Philosophy of education. • Relate Philosophy to education. • Discuss the Needs for Philosophical Inquiry in Education. • Appreciate the role of Philosophy in Human Development. • highlight insights of various Schools of philosophy 	42 Hrs
Content of Course- DSC-A2 (3):EDU (DC):5	
Unit–1 Concept of Philosophy	14 hrs
1.1 Meaning, Definitions and Scope of Philosophy 1.2 Branches of Philosophy- Metaphysics, Epistemology, and Axiology 1.3 Methods of Philosophical Inquiry.	
Unit -2 Education and Philosophy	14 hrs
2.1 Relationship between Education and Philosophy- with Special Reference to Aims, Curriculum, Teacher and Discipline. 2.2 Modern Concept of Philosophy of Education 2.3 The need for Philosophical Inquiry of Education Ethics in Education	
Unit–3 Philosophy for development of Humanity	14 hrs
3.1 Education and Development of Values Education for National Integration 3.2 Education for International Understanding	

Formative Assessment as per SEP guidelines are compulsory

Date:

Subject Committee Chairperson

Semester 1

Open Elective

Program Name	BA (EDUCATION)	Semester	I
Course Title	HISTORY OF EDUCATION (Theory)		
Course Code:	DSC-OE1 (3):EDU (DC):5	No. of Credits	05
Contact hours	5 Hours	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Pre-requisite(s)	
Course Outcome/ (Cos)	
On completion of the course, students will be able to: <ul style="list-style-type: none">Acquaint or familiarize himself / herself with various 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 system of education that prevailed in India.	
Content of Course- DSC-OE1 (3):EDU (DC):5	
Unit–1 Education in the Vedic Period	
1.1 Aims of education. 1.2 Special features of the system- Centers of learning (Gurukulas), Teacher	

Course Pre-requisite(s)	
Course Outcome/ (Cos)	
On completion of the course, students will be able to:	
<ul style="list-style-type: none"> • Identify various social processes involved in education. • Analyze the role of different modes of education. • Relate education to various factors of social development such as social change, modernization and socio mobility. • Develop concern for various social issues and relate education to social development. 	
Content of Course- DSC-A3 (3):EDU (DC):5	
Unit–1 Meaning and Scope of Educational Sociology	
1.1 Meaning and scope of sociology of education, school a social system 1.2. Meaning of social changes, factors influencing social changes. 1.3 Role of education in bringing about desirable social changes.	
Unit -2 Social Agencies of Education	
2.1 Primary group - family the family patron in Indian society and its effect on socialization. 2.2 Secondary group - the school, the school and the community relationship, Interdependence of school, community and family in the process of socialization of the child. 2.3 Role of NGOs and state	
Unit–3 Education and Social Process	
3.1 Education and social stratification, Education and social mobility 3.2 Role of communication in social interactions. 3.3 Role of education in the process of modernization - education and culture, importance of culture, culture and education.	
Unit 4 Education and Socialization	
4.1 Socialization- concept, nature and scope 4.2 Agencies of Socialization- Family, School and Community 4.3 Education and Socialization	

References:

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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.
14. J.C. Aggarwal(2007). Vikas Publishing House Pvt. Ltd.,
15. Problems of Indian Education – Raghunath Saurya.
16. Problems of Indian Education – Khohli.
17. Human Rights Education – C. Naseema.
18. Landmarks in the history of modern ‘Indian Education – J.C. Aggarwal’.
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25. “sÁgÀvÀzÀ°è ²PÀèt °ÀÄvÀÄÛ ,À°AiÁd – n. ÈÁUÀgÁd. ®QëöäÃ °ÀÄvÀÄÛ ZÉÄvÀÈi §ÄPï

BA-Semester II

Program Name	BA (EDUCATION)	Semester	II
Course Title	PSYCOLOGICAL FOUNDATIONS OF EDUCATION (Theory)		
Course Code:	DSC-A4 (3):EDU (DC):5	No. of Credits	05
Contact hours	5 Hours/Week	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Pre-requisite(s)	
Course Outcome/ (Cos)	
On completion of the course, students will be able to:	
<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. • Analyze the range of cognitive capacities among learners. • Reflect on the understanding of the nature of learning and factors influencing learning. • Analyze the influence of socio-cultural factors on learning. 	
Content of Course- DSC-E2 (3):EDU (DC):5	
Unit-1 Introduction to Educational Psychology	
1.1 Psychology - Meaning and Branches, Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom teacher.	
1.2 Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology)	
1.3 Methods of Psychology (Observation, Experimental and Case Study)	
Unit -2 Understanding the Child	
2.1 Growth and Development – Meaning and Principles.	
2.2 Salient features of Cognitive development (Piaget), Psycho–Social Development (Erickson) with special reference to Childhood and Adolescence	
2.3 Adolescent – Meaning, Developmental Tasks, Needs & Problems of Adolescents - their Educational Implications	
Unit-3 Individual Differences among The Children	
3.1 Individual Differences – Meaning Causes and Areas. Measures to meet	

Individual Differences (with special reference to Gifted & Backward)	
3.2 Intelligence – Meaning, importance and types. Concepts of MA & IQ, Distribution of I Q.	
3.3 Mental Health and Hygiene-Meaning, aspects and measures to preserve and promote mental health in children.	
Unit 4 Learning and Schools of Psychology	
4.1 Learning- Meaning, nature and characteristics	
4.2 Behaviorism, Gestaltism and Psychoanalysis	
4.3 Principles of Learning, factors influencing learning	

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- Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
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- qÁ|| ¸ÄÄ¸Á§- ÉÄ±ÀégÀgÁ¸i, ¸PÀètZÀ`è ¸ÄÄÉÉÆÄ«eÁÖfÀ', ¸ÉÄgÀ¸ÄÄUÉÄgÄÄ, ±ÉÊAvÀeÉ ¸Ä¸PÁ±ÀÉÀ.

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Assessment:

Formative Assessment for Practical	
Assessment Occasion/ type	Marks
Session Test	10
Seminars/Presentation/ Assignment/ Activity	10
Total Marks	20
<i>Formative Assessment as per SEP guidelines are compulsory</i>	

Date:

Subject Committee Chairperson

Semester 2

Open Elective

BA-Semester 1I

Program Name	BA (EDUCATION)	Semester	II
Course Title	ICT IN EDUCATION (Theory)		
Course Code:	DSC-E2 (3):EDU (DC):5	No. of Credits	05
Contact hours	5 Hours/Week	Duration of SEA/Exam	3 hours
Formative Assessment Marks	20	Summative Assessment Marks	80

Course Pre-requisite(s)

Course Outcome/ (Cos)	
<p>On completion of the course, students will be able to:</p> <ul style="list-style-type: none"> • Explain the process of communication and Information Technology. • Appreciate the role of New Educational Technology. • Apply open source content for instruction. • Initiate online group discussion . • Describe the concept of social networking. 	
Content of Course- DSC-E2 (3):EDU (DC):5	
Unit–1 Information & communication technology {ICT} in education	
<p>1.1 Meaning, scope & importance of ICT & ICT in education.</p> <p>1.2 Evolution of ICT in Education</p> <p>1.3 ICT in Education- Characteristics, Advantages and Disadvantages</p>	
Unit -2 New Technologies in Education.	
<p>2.1 Computer assisted Instruction, Internet, Multimedia</p> <p>2.2 Tele Lecture, Tele conference, Tele seminar, Interactive video, Video text, Video conferencing,</p> <p>2.3 Digital resources: Smart Board, Virtual class room, Artificial Intelligence,</p>	
Unit-3	
<p>3.1 Meaning & use of Technology tools: Blue tooth, webcam, WinZip, USB</p> <p>3.2 Meaning & use of Communication Tools: Blogs, Wikis, YouTube</p> <p>3.3 Meaning, Scope & importance of multimedia in Education.</p>	
Unit–4 Web Tools	
<p>4.1 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.</p> <p>4.2 Blog discussion group, online forum, online video conference, using in teaching and learning.</p> <p>4.3 Social networking – Orkut, facebook, twitter – Instructional use.</p>	

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:

Formative Assessment for Practical	
Assessment Occasion/ type	Marks
Session Test	10
Seminars/Presentation/Activity /Assignment	10
Total Marks	20
<i>Formative Assessment as per SEP guidelines are compulsory</i>	

Date:

Subject Committee Chairperson