



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
ವಿದ್ಯಾಮಂಡಲ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/SVB-09/BOS/Edn (UG) /20-21/ 1032

Date: 19 OCT 2020

NOTIFICATION

Sub: Regarding introduction of the syllabus of BA Education UG under C.B.C.S. w.e.f. the academic year 2020-21 & onwards.

- Ref: 1. UGC Letter DO No. 1-1/2016(SECY), dt. 10.08.2016.
2. Special BOS Res. No. 01, dt. 14.07.2020.
3. Special Faculty Res. No. 02, dt. 04.08.2020.
4. Special Academic Council Res. No. 16, dt. 21.08.2020.
5. Vice-Chancellor's order dated 08-10-2020

Adverting to the above, it is hereby notified to the Principals of all constituent and affiliated degree colleges coming under the jurisdiction of Karnatak University, Dharwad that the BA Education UG syllabus for I to VI Semester which is annexed herewith in Annexure-A is introduced under C.B.C.S. from the academic year 2020-21 & onwards.

Hence, the contents of this notification may please be brought to the notice of the students and all the concerned. The prescribed C.B.C.S. syllabus may also be obtained through K.U.website (www.kud.ac.in).

Handwritten signature: 15/10/2020
(Dr. Hanumantappa K.T)
REGISTRAR

To,

1. The Chairman, Education (UG), Dept. of Education, K.U.Dharwad.
2. The Chairman, Dept. of Education, K.U.Dharwad.
3. The Principals of all the constituted and affiliated degree colleges under the jurisdiction of Karnatak University, Dharwad. (The same may be sent through e-mail)
4. The Registrar (Evaluation), K.U.Dharwad.

Copy fives to:

1. Dr.(Smt) N.N.Ganihar, Dean, Faculty of Education, Dept. of Education, K.U.Dharwad.
2. The Director, IT Section, Examination Section, K.U.Dharwad for information and to upload on K.U.Website (www.kud.ac.in).

Copy to:

1. PS to Vice-Chancellor, K.U.Dharwad.
2. S.A. to Registrar, K.U.Dharwad.
3. O.S., Exam UG / Confl / QP / GAD Section, K.U.Dharwad.
4. The System Analyst, Computer Unit Exam Section, K.U.Dharwad.



KARNATAK UNIVERSITY, DHARWAD

B.A. EDUCATION (56) (Optional)

**UNDER CHOICE BASED CREDIT
SYSTEM**

ACADEMIC YEAR 2020-2021



KARNATAK UNIVERSITY, DHARWAD

New Syllabus under CBCS

Subject - Education (Optional)

Programme Learning Outcomes:

The programme target is to be produce ideal students who can reflect upon changing needs of the society and special attention to be paid to overall development of personality of the child.

On successful completion of semester based three years degree in Education (Arts) under CBCS Scheme students will be able to:

1. Content Analysis
2. Effective Citizen Ethics
3. Realization of human values
4. Sense of Social Service
5. Responsible and dutiful citizen
6. Effective Communication
7. Self Directed learning
8. Creative and Critical ability
9. Time and Space Since
10. Sensitivity

B.A I Semester

Title of the Course/Paper-“Dimensions of Education”

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Concept, Process and Scope of Education
2. Gain the knowledge of different Life Skills
3. Comprehend the Classical and Contemporary aims of Education
4. Understand the Philosophical bases of Education
5. Gain the knowledge of different School Subject
6. Understand the influence of different Ideologies on Education; and appreciate the contributions of great thinkers.

Teaching: 06 hours per week
05 hours Theory and 01 hour Tutorial 90 Hours
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Meaning, Concept and Scope of Education **15 Hours**

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning, Concept and Scope of Education
- 1.4 Definitions of Education
 - 1.4.1. Eastern Concept of Education
 - 1.4.2. Western Concept of Education
- 1.5. Education – As a process and product
 - 1.5.1 Education is One Way Process
 - 1.5.1.1. Bipolar Process
 - 1.5.1.2. Tripler Process
 - 1.5.1.3. Deliberate Process
 - 1.5.1.4. Philosophical, Sociological and Psychological Process of Education.
- 1.6. Education as a Science and an Art
- 1.7. Education for Life Skills
- 1.8. Let us Sum Up
- 1.9. Answer to Check Your Progress
- 1.10. Unit end Exercises
- 1.11. Suggested Readings

2. Unit-2: Aims and Functions of Education **15 Hours**

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Aim: Meaning, Characteristics and Necessity
- 2.4. Classical Aims of Education
 - 2.2.1. Education for Knowledge
 - 2.2.2. Education for Character Building
 - 2.2.3. Education for Culture
 - 2.2.4. Education for Social Efficiency

- 2.5. Contemporary Aims of Education
 - 2.5.1. Education for Democracy
 - 2.5.2. Education for National Integration
- 2.6. Functions of Educations
 - 2.6.1 Role of Education in the Development of Intellectual Skills
 - 2.6.2 Role of Education in the Development of Social Skills
- 2.7 Let us Sum Up
- 2.8 Answer to Check Your Progress
- 2.9 Unit end Exercises
- 2.10 Suggested Readings

Unit-3: Philosophical Bases of Education

15 Hours

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3. Philosophy – Meaning, Definitions and Concept of Philosophy of Education.
- 3.4. Relationship between Philosophy and Education
- 3.5. Comparative Study of Idealism, Naturalism, Pragmatism and Realism with respect of Aims of Education, Curriculum, Methods of Teaching, Concept of Discipline and Role of Teacher
- 3.6 Let us Sum Up
- 3.7 Answer to Check Your Progress
- 3.8 Unit end Exercises
- 3.9 Suggested Readings

Unit-4: Education as a School Subject

15 Hours

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Meaning and Significance of School Subject
- 4.4. Interrelationship between School Subjects
- 4.5. Education as School Subject in all stages of Education
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress
- 4.8. Unit end Exercises
- 4.9. Suggested Readings

Unit -5 Educational Contributions of Thinkers**15 Hours**

Structure

- 5.1. Introduction
 - 5.2. Objectives
 - 5.3. Sri Basaveshwara (1131-1167)
 - 5.3.1 Kayaka Theory
 - 5.3.2. Views on Casteism
 - 5.4. Rev. Ferdinand Kittel
 - 5.4.1. Progressive Thoughts
 - 5.4.2. Literary Achievement-Kannada Dictionary
 - 5.5. Mahatma Gandhiji [1869-1948]
 - 5.5.1. His Educational Principles-
 - 5.5.2. Basic Education has his Special Contribution
 - 5.6. Let us Sum Up
 - 5.7. Answer to Check Your Progress
 - 5.8. Unit end Exercises
 - 5.9. Suggested Readings
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- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100

References

- **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
 - **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
 - **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
 - **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
 - **Dash B. N.**-(1998)“Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
 - **Dr.Raju.G.**-(2017)-“Dimensions of Educaion” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
 - **Dr.Raju.G.**(2017)-“Sociological Perspectives of Education” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
 - **Dr.Raju G.**(2013)-“Principles of Educational Philosophy”, Vidhyanidhi Prakashan, Gadag.
 - **Dr.Raju.G.**-(2013)-“Sociological Perspectives of Education ” Vidhyanidhi Prakashan, Gadag.
 - **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
 - **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers, Anupam Plaza, I Block No. 50, Agra.
 - **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
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B.A II Semester

Title of the Course - "**Sociological Perspectives of Education**"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the interdependence between Education and Society
2. Appreciate the role and responsibility of State and Social agencies of education
3. Understand the need of Socialization Process
4. Gain the knowledge of Educational Technology.
5. Appreciate the role of Education in Promoting National Integration and International Understanding

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial **90 Hours**
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Society and Education

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Sociological Bases of Education : Meaning of Sociology of Education
- 1.4. Meaning of Socialization: Education as a Socializing factor; conditions for effective Socialization
- 1.5. Culture: Meaning of culture, cultural change and cultural Lag, Education for Transmission and Refinement of Culture
- 1.6. Let us Sum Up
- 1.7. Answer to Check Your Progress
- 1.8. Unit end Exercise
- 1.9. Suggested Readings

Unit-2: Social Agencies of Education

15 Hours

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Formal, Informal and Non-formal Agencies of Education
- 2.4. Role of State in Education
- 2.5. Let us Sum Up

- 2.6. Answer to Check Your Progress
- 2.7. Unit end Exercises
- 2.8. Suggested Readings

Unit-3: Education as an Instrument of Social Change **15 Hours**

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Social Change: Meaning, Importance and factor influencing on Social Change.
- 3.4. Education and Modernization Process.
- 3.5. Technology in Education.
 - 3.5.1. Meaning and Importance of Educational Technology
 - 3.5.2. Audio-Visual Aids
- 3.6. Let us Sum Up
- 3.7. Answer to Check Your Progress
- 3.8. Unit end Exercises
- 3.9. Suggested Readings

Unit-4: Education and Democracy **15 Hours**

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Democracy and Authoritarianism: Meaning and their Implication on Education – Aims, Curriculum, Methods of teaching, Discipline.
- 4.4. Methods of Teaching in Democracy
 - 4.4.1. Discussion Method
 - 4.4.2. Project Method
- 4.5. Let us Sum Up
- 4.6. Answer to Check Your Progress
- 4.7. Unit end Exercises
- 4.8. Suggested Readings

Unit-5: Education and National Integration **15 Hours**

Structure

- 5.1. Introduction
- 5.2. Objectives

- 5.3. National Integration and International Understanding; Concept and Significance
- 5.4. Fissiparous Tendencies in our National Life;Communalism, Casteism, Linguism and Provincialism
- 5.5. Role of Education in Promoting National Integration and International Understanding
- 5.6. Let us Sum Up
- 5.7. Answer to Check Your Progress
- 5.8. Unit end Exercises
- 5.9. Suggested Readings

❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
- **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
- **Chaub S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
- **Dash B. N.**-(1998)“Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
- **Dr.Raju.G.**-(2017)-“Dimensions of Educaion” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
- **Dr.Raju.G.**(2017)-“Sociological Perspectives of Education” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
- **Dr.Raju G.**(2013)-“Principles of Educational Philosophy”, Vidhyanidhi Prakashan, Gadag.
- **Dr.Raju.G.**-(2013)-“Sociological Perspectives of Education ” Vidhyanidhi Prakashan, Gadag.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers, Anupam Plaza, I Block No. 50, Agra.
- **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi

B.A III Semester

Title of the Course -"Understanding Human Development"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the interrelationship between Education and Psychology
 2. Gain the knowledge of different stages of human development.
 3. Understand the role of heredity and environment in human development.
 4. Understand the need and importance of Intelligence and Emotional Intelligence.
 5. Understand the theories of Intelligence and Emotional Intelligence.
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Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial

90 Hours

(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Understanding Psychology and Education

15 Hours

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning, Definitions, and Nature of Psychology
- 1.4 Psychology as a Science
- 1.5 Educational Psychology
 - 1.5.1. Meaning and Definitions
 - 1.5.2. Relationship between Education and Psychology
 - 1.5.3. Nature and Scope of Educational Psychology
- 1.6. Methods of Psychology.
 - 1.6.1. Introspection method,
 - 1.6.2. Observation method,
 - 1.6.3. Case study method.
 - 1.6.4. Experimental method,
 - 1.6.5. Survey method
- 1.7. Let us Sum Up
- 1.8. Answer to Check Your Progress
- 1.9. Unit end Exercises
- 1.10 Suggested Readings

Unit-2: Stages of Development

15 Hours

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Growth, Development and Maturation-
 - 2.3.1. Meaning and Definitions
 - 2.3.2. Differences between growth and development,
 - 2.3.3. Principles of growth and development
 - 2.3.4. Stages of Growth and development (E B Hurlock's Classification)
- 2.4. Perspectives of Development- Physical growth and development, Intellectual or mental development, Emotional development, Social development
- 2.5. Adolescent Psychology-
 - 2.5.1 Meaning and Definitions
 - 2.5.2 General and specific characteristics
 - 2.5.3 Need and problems of adolescence
 - 2.5.4 Role of the teacher, parents and school in adolescents' education
- 2.6. Let us Sum Up
- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercises
- 2.9. Suggested Readings

Unit-3: Human Abilities

15 Hours

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Heredity and Environment- Their role in human development
- 3.4 Human Abilities-
 - 3.4.1. Concept and Nature
 - 3.4.2. Types of ability—Cognitive, Effective and Psychomotor
- 3.5 Individual differences in Human abilities-

- 3.5.1 Meaning and Definitions
- 3.5.2 Areas of Individual Differences
- 3.5.3 Causes and measurement of individual differences
- 3.6. Exceptions in Human Abilities- Gifted, Slow learner and mentally Retarded.
- 3.7 Let us Sum Up
- 3.8 Answer to Check Your Progress
- 3.9 Unit end Exercises
- 3.10 Suggested Readings

Unit-4: Human Intelligence

15 Hours

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Intelligence-
 - 4.3.1 Meaning, Definitions, and features
 - 4.3.2 Growth and Distribution and Concept of I Q
- 4.4. Theories of Intelligence- Charles spearman's two factor theory
L.L. Thurston's Multiple factor theory.
- 4.5. Types of Intelligence Tests- Individual and Group test of Intelligence. Uses of Intelligence
- 4.6. Creativity- Meaning, Characteristics and Relationship between Creativity and Intelligence
- 4.7. Let us Sum Up
- 4.8. Answer to Check Your Progress
- 4.9 . Unit end Exercises
- 4.10. Suggested Readings

Unit-05 Emotional Intelligence

15 Hours

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Emotional Intelligence-

- 5.3.1 Meaning, Definitions and Significance
- 5.3.2 Components of Emotional Intelligence- a) Self awareness b) Self-regulation c) Motivation d) Empathy e) Social skills
- 5.4. Emotional intelligence (E I) and Intelligence Quotient (IQ)
- 5.5 . Let us Sum Up
- 5.6. Answer to Check Your Progress
- 5.7. Unit end Exercises
- 5.8. Suggested Readings

❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
- Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2014) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
- Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana, Dharwad (Kannada)
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.

B.A IV Semester

Title of the Course - "Understanding Human Potentialities"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the process and factors influencing on Learning
 2. Understand the factors influencing on Personality development.
 3. Gain the knowledge of different theories of Learning and Personality
 4. Apply the knowledge of information process in developing integrated personality
 5. Understand the concept, types, theories and Strategies of Motivation.
 6. Appreciate the need and importance of Guidance programme.
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Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial

90 Hours

(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Human Learning Process

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Learning-
 - 3.3.1. Meaning, Definitions and Characteristics
 - 3.3.2. Process of learning
- 1.4. Theories of Learning-
 - 1.4.1. E L Thorndike's Theory of Trial and Error Learning
 - 1.4.2. Ivan Pavlov's Classical conditioning theory of learning
 - 1.4.3. B F Skinner's theory of operant conditioning
 - 1.4.4. Albert Bandura's social or observation learning
- 1.5. Factors Influencing Learning Process- Learner related factors or Internal factors, External or Teacher, Parents and Environmental related factors
- 1.6 Let us Sum Up
- 1.7 Answer to Check Your Progress
- 1.8 Unit end Exercises
- 1.9 Suggested Readings

Unit-2: Human Personality

15 Hours

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Personality-
 - 2.3.1 Meaning and Nature
 - 2.3.2 Factors influencing Personality Development
- 2.4 Theories of Personality- a) Psycho-analytic theories, b) Trait theories
- 2.5. Personality adjustment and mental health-
 - 2.5.1. Meaning and definitions
 - 2.5.2. Characteristics of well adjusted personality,
 - 2.5.3. Meaning, Symptoms and causes of Maladjustment
 - 2.5.4. Adjustment mechanisms or defense mechanisms
 - 2.5.5. Mental Hygiene and mental health
 - 2.5.6. Mental Hygiene and mental health
- 2.6 Let us Sum Up
- 2.7 Answer to Check Your Progress
- 2.8 Unit end Exercises
- 2.9 Suggested Readings

Unit-3: Human Motivation

15 Hours

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Human motivation-
 - 3.3.1 Meaning, definitions, Types, and Classification of Motivation
- 3.4. Hierarchical theory of motivation
- 3.5 Strategies for motivating students
- 3.6 Let us Sum Up
- 3.7 Answer to Check Your Progress

- 3.8 Unit end Exercises
- 3.9 Suggested Readings

Unit 4: Information processing approach to cognition **15 Hours**

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Information processing-
 - 4.3.1 Meaning, General Principles and importance
 - 4.3.2 Components of information processing.
- 4.4. Stage model of information processing-
 - 4.4.1 Sensory memory
 - 4.4.2 Short-term memory
 - 4.4.3 Long term memory
- 4.5. Cognitive process in the information processing model- a)
Attention b) Perception c) Rehearsal d) Encoding e) Retrieval
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress
- 4.8. Unit end Exercises
- 4.9. Suggested Readings

Unit-5: Guidance and Counselling **15 Hours**

Structure

- 5.1 Introduction
 - 5.2 Objectives
 - 5.3 Guidance- Meaning, Principles, Need and Types of Guidance
 - 5.4. Counseling- Meaning, Nature, and Types of Counseling
 - 5.5. Counselor- Characteristics and Role of Counselor in Guidance Programme
 - 5.6 Let us Sum Up
 - 5.7 Answer to Check Your Progress
 - 5.8 Unit end Exercises
 - 5.9 Suggested Readings
-

- ❖ Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
 - Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
 - Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
 - Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
 - Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
 - Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
 - Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
 - Dr Raju G (2014) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
 - Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana, Dharwad (Kannada)
 - Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
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B.A V Semester Compulsory Paper

Title of the Course - "Educational Contributions of Western Thinkers"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the influence of different Ideologies and thoughts on Education; and appreciate the contributions of western thinkers.
 2. Understand the Contributions of Jean Jacques Rousseau's on modern education.
 3. Understand the theory and thoughts of Pestalozzi
 4. Gain the knowledge of Froebel's Kindergarten and its significance.
 5. appreciate the contributions of Maria Montessori
 6. Comprehend the Educational Philosophy of John Dewey
-

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial 90 Hours
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit 01: Jean Jacques Rousseau

15 Hours

Structure

- 1.1 Introduction
 - 1.2. Objectives
 - 1.3. Life and Works
 - 1.4 Educational Principles
 - 1.5. Aims of Education
 - 1.6. Concept of Negative Education
 - 1.7. Views on Methods of Teaching
 - 1.8. The Education of the Girl
 - 1.9. The stages of Development and Education
 - 1.10 Let us Sum Up
 - 1.11 Answer to Check Your Progress
 - 1.12 Unit end Exercises
 - 1.13 Suggested Readings
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Unit 2: Johann Heinrich Pestalozzi (1746to 1827)

15 Hours

Structure

- 2.1. Introduction
 - 2.2 Objectives
 - 2.3. Life and works
 - 2.4. Educational Principles
 - 2.5. Educational Experiments
 - 2.6. Aims of Education
 - 2.7. The Theory of Anschauung
 - 2.8. Methods of Teaching
 - 2.9 Let us Sum Up
 - 2.10 Answer to Check Your Progress
 - 2.11 Unit end Exercises
 - 2.12 Suggested Readings
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Unit 3: Friedrich August Froebel (1782-1852)

15 Hours

Structure

- 3.1. Introduction
- 3.2 Objectives
- 3.3. Life and Works
- 3.4. Principles of Education
- 3.5. Aims of Education
- 3.6. The Functions of Education
- 3.7. The Kindergarten
- 3.8. Merits and Demerits of Kindergarten
- 3.9 Let us Sum Up
- 3.10 Answer to Check Your Progress
- 3.11 Unit end Exercises
- 3.12 Suggested Readings

Unit-4: Maria Montessori (1870 to 1952)**15 Hours**

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Life and works
- 4.4 Educational Principles
- 4.5 Montessori's Sensory Training
- 4.6 Methods of Teaching According to Montessori
- 4.7 Merits and Demerits of Montessori Method
- 4.8 Let us Sum Up
- 4.9 Answer to Check Your Progress
- 4.10 Unit end Exercises
- 4.11 Suggested Readings

Unit-5: John Dewey (1859 TO 1952)**15 Hours**

Structure

- 5.1. Introduction
 - 5.2 Objectives
 - 5.3 Life and Works
 - 5.4 Dewey's Philosophy
 - 5.5 Principles of Education
 - 5.6 Aims of Education
 - 5.7 The curriculum and Methods of Teaching
 - 5.8. Laboratory school (Experimental School)
 - 5.9. Contributions to modern education
 - 5.10 Let us Sum Up
 - 5.11 Answer to Check Your Progress
 - 5.12 Unit end Exercises
 - 5.13 Suggested Readings
-

- ❖ Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Aggarwal J. C.**-(1995)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
- **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
- **Chaubे S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
- **Dash B. N.**-(1998)“Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
- **Dr. Nanda S. K.**(2005)“Philosophical and Psychological Foundations of Education” Published by Doaba Book House, 4497/15 Ist Floor, Guru Nanak Market, Nai Sarak, Delhi-110006.
- **Dr. Raju G.(2013)** “Educational Contributions of Indian Thinkers” Vidhyanidhi Prakashan, Gadag.
- **Dr. Raju G. (2013)** “Educational Contributions of Western Thinkers” Vidhyanidhi Prakashan, Gadag.
- **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers, Anupam Plaza, I Block No. 50, Agra.
- **Tajeja V. R.**(1998)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi

B.A V Semester **Optional Paper-"A"**

Title of the Course -"Education in Ancient and Medieval India"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Concept and Ideals of Vedic Education
 2. Understand the Principles and Forms of Educational Institutions.
 3. Appreciate the Structure and functions of Gurukulas'
 4. Understand the significance of Educational Rituals.
 5. Gain the knowledge of Curriculum and Methods of teaching.
-

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial **90 Hours**
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit: 01-Vedic Education

15 Hours

Structure

- 1.5 Introduction
 - 1.6 Objectives
 - 1.7 The Concept and Ideals of Vedic Education
 - 1.8 Educational Principles.
 - 1.9 Forms of Educational Institutions-Gurukula, Parishad and Sammelanas.
 - 1.10 Educational Rituals, Secular Education During Post Vedic Ages
 - 1.11 Curriculum, Methods of Teaching, Discipline, Examination, Qualities of Pupil, Teacher and their relationship
 - 1.12 Let us Sum Up
 - 1.13 Answer to Check Your Progress
 - 1.14 Unit end Exercises
 - 1.11. Suggested Readings
-

Unit-02- Buddhist Education

15 Hours

Structure

- 2.1 Introduction
- 2.2 .Objectives

- 2.3 The Concept and Ideals of Buddhist Education.
- 2.4 Educational Principles.
- 2.5 Age and Admission, Educational Ritual, Duties of Teacher, Relation of Guru with Disciples
- 2.6 Curriculum, Methods of Teaching, Discipline, Examination,
- 2.7 Educational centres and Universities in Ancient India: Taxshashila, Nalanda, Vikramashila and Vallabhi
- 2.8 Merits and demerits of Buddhist Education
- 2.9 Let us Sum Up
- 2.10 Answer to Check Your Progress
- 2.11 Unit end Exercises
- 2.12 Suggested Readings

Unit-03 Islamic Education

15 Hours

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 The Concept and Ideals of Islam Education
- 3.4 Educational Principles and Rituals.
- 3.5 Aims and Objectives of Education.
- 3.6 Curriculum, Teacher-Pupil relationship and Discipline.
- 3.7 Educational Organization- Maktabas and Madrasas
- 3.8 Educational Centres and Institutions
- 3.9 Let us Sum Up
- 3.10 Answer to Check Your Progress
- 3.11 Unit end Exercises
- 3.12 Suggested Readings

Unit 04- Education under British Period

15 Hours

Structure

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Early European Educational efforts
- 4.4 Contributions of East India Company and Christian Missionaries to Indian Education

- 4.5 Significance of Charter Act of 1813
- 4.6 Let us Sum Up
- 4.7 Answer to Check Your Progress
- 4.8 Unit end Exercises
- 4.9 Suggested Readings

Unit 05- Indigenous Education

15 Hours

Structure

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Survey Report of Bombay, Madrasas and Bengal Provinces
- 5.4 Characteristics of Indigenous Educational Institutions
- 5.5 Causes for the Downfall of Indigenous Education
- 5.6 Let us Sum Up
- 5.7 Answer to Check Your Progress
- 5.8 Unit end Exercises
- 5.9 Suggested Readings

- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Altekar.A.S.**, (1948)Education in Ancient India, Nand Kishore and Bros., Varanasi, .
- **Chaube, S.P.** (2006)“History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **J.P.Naikand Syed Nurullah.(1951)**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **Mukerji.Radhakumud**“(1950) Ancient Indian Education”,Motilal Banarasi DAS, Delhi.
- **Mudaliar.A.L.**(1954)“Education of India”, Asia Publication House, Bombay.
- **P.L.Rawat(1991)**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.(2019)**“Education in ancient and medieval India,” Neelkamal Prakashan Hyderabad
- **Sharma.(2008)** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

B.A V Semester

Optional Paper-"B"

Title of the Course -"Education after Independence"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the value of Common cultural Heritage.
2. Understand the significance of Unity in Diversity
3. Gain the knowledge of Rights and Duties of Indian citizen

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial 90 Hours

(15-18 Weeks of Academic work (Minimum 90 working days))

Unit -01: Education in Emerging India

15 Hours

Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Implications of Education for emerging Indian Society
 - 1.3.1 Common cultural Heritage
 - 1.3.2 Unity in Diversity
 - 1.3.3 Rights and Duties of Indian citizen
- 1.4 Let us Sum Up
- 1.5 Answer to Check Your Progress
- 1.6 Unit end Exercises
- 1.7 Suggested Readings

Unit -02: Indian Constitution and Education

15 Hours

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Indian Constitution and Educational provisions
- 2.4. Meaning of Articles:16,17,19,21,24,25,26,28,30,45,351.
- 2.5. Implications of the above Articles under the chapters of Fundamental Rights and Directive principles of State policy of Indian Constitution
- 2.6. Let us Sum Up

- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercises
- 2.9. Suggested Readings

Unit -03: University Education Commission -1948**15 Hours**

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. University Education Commission (Dr. Radhakrishnan Commission) –
Major recommendations with respect to the following:
 - 3.3.1. Pattern of Education
 - 3.3.2. Curriculum, Medium of education and Examination
 - 3.3.3. Religious Education
 - 3.3.4. Establishment and its functions.
- 3.4. Let us Sum Up
- 3.5. Answer to Check Your Progress
- 3.6. Unit end Exercises
- 3.7. Suggested Readings

Unit -04: Secondary Education Commission -1952-54**15 Hours**

Structure

- 4.1. Introduction
 - 4.2. Objectives
 - 4.3. Secondary Education Commission or Mudaliar Commission on
education-Major recommendations with reference to the following
 - 4.3.1. Pattern of Education
 - 4.3.2. Curriculum Diversified Courses
 - 4.3.3. System of Examination
 - 4.3.4. Moral Education
 - 4.4. Let us Sum Up
 - 4.5. Answer to Check Your Progress
 - 4.6. Unit end Exercises
 - 4.7. Suggested Readings
-

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Major recommendations with reference to the following;
 - 5.3.1. National goals of education
 - 5.3.2. Pattern of Education
 - 5.3.3. Curriculum-Vocationalization of Education
 - 5.3.4. Work Experience, Social service, Moral Education
- 5.4. Let us Sum Up
- 5.5. Answer to Check Your Progress
- 5.6. Unit end Exercises
- 5.7. Suggested Readings

- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Chaube, S.P.** (2006)“History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **Government of India(1952)**Report of Secondary Education Commission, Ministry of Education New Delhi
- **Government of India(1966)**Report of Education Commission, Ministry of Education New Delhi
- **Government of India(1992)**Report of Core group on Value oriented of education planning commission
- **Kasinath .H.M.Nagaraj .P.(1999)** Trends and Innovations in Indian Education Vidyanidhi Prakashan, Gadag
- **P.M.Bakshi (2006)** “The Constitution of India” Universal Law publisher Delhi
- **J.P.Naikand Syed Nurullah.(1951)**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **Mohanthy N.(2001)** Education in Emerging India Neelkamal publication Hyderabad
- **P.L.Rawat(1991)**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Sharma.(2008)** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

B.A V Semester

Optional Paper-"C"

Title of the Course -"Research and Technology in Education"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Concept and Classification of Research.
2. Understand the Characteristics of Good Research.
3. Gain the knowledge of Historical, Descriptive and Experimental Research

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial 90 Hours
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit -01: Research and Education

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Meaning and Definitions of Research
- 1.4. Classification and Types of Research:
 - a) Basic and Applied Research
 - b) Historical, Descriptive and Experimental Research
 - c) Characteristics of good Research.
- 1.5. Let us Sum Up
- 1.6. Answer to Check Your Progress
- 1.7. Unit end Exercises
- 1.8. Suggested Readings

Unit -02: Educational Research

15 Hours

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Educational Research: Meaning, Definitions.
- 2.4. Importance of Educational Research
- 2.5. Action Research: Meaning, Definitions and Importance
- 2.6. Let us Sum Up

- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercises
- 2.9. Suggested Readings

Unit -03: Process of Research

15 Hours

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Selection of the problem
- 3.4. Variables: Meaning and Types of variables
- 3.5. Hypotheses: Concept and Types
- 3.6. Let us Sum Up
- 3.7. Answer to Check Your Progress
- 3.8. Unit end Exercises
- 3.9. Suggested Readings

Unit -04: Educational Technology

15 Hours

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Educational Technology: Meaning, Definitions and nature of Educational Technology
- 4.4. Types of Educational Technology
- 4.5. Audio-Visual aids
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress
- 4.8. Unit end Exercises
- 4.9. Suggested Readings

Unit -05: ICT in Higher Education

15 Hours

Structure

- 5.1. Introduction
- 5.2. Objectives

- 5.3. ICT: Meaning and Importance
- 5.4. Role of ICT in the Teaching –learning process
- 5.5. Teacher and ICT
- 5.6. Let us Sum Up
- 5.7. Answer to Check Your Progress
- 5.8. Unit end Exercise
- 5.9. Suggested Readings

❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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Reference

- Aggarwal J.C (1975) Educational Research: An Introduction. New Delhi:Arya Book Depot
 - Best J W and Kahn J V (2002) Research in Education (7th ED) Prentice Hall Pvt Ltd.
 - Bajpai A C and Leedham J F (1970),Aspect of Educational Technology-IV Australia: Pitman Publishing Pvt. Ltd
 - Bhalla C.L (1963)Audio –Visual in Education ,New Delhi: Atma Ram and Sons
 - Corey S M (1953) Action Research to Improve school Practices. New york Bureau of Publication, Columbia University
 - Dale Edger(1961),Audio- Visual Methods in Teaching, New York:Holt.
 - Kumar K L Educational Technology New Delhi:NewAge International Limited.
 - Dr. Raju.G (2015) Educational Psychology Vidyanidhi Prakashan Gadag.
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B.A VI Semester **Compulsory Paper**

Title of the Course -“Educational Contributions of Indian Thinkers”

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the influence of different Ideologies and thoughts on Education; and appreciate the contributions of Indian thinkers.
2. Understand the Outstanding Contributions of Basaveshwara to the Society and Education
3. Understand the Classical thoughts of Swami Vivekananda on Religious, Mass and Women’s education.
4. Gain the knowledge of Tagore’s Vishwabharati and its significance.
5. Appreciate the Significant contributions of Mahatma Gandhi to the education.
6. Comprehend the Educational Philosophy of Sri.Aurobindo

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial

90 Hours

(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1 : Sri Basaveshwara (1131-1167)

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Life and Works
- 1.4. Progressive Thoughts
 - 1.4.1 Kayaka Theory
 - 1.4.2 Superstition
 - 1.4.3 Casteism
- 1.5. Women’s Education
- 1.6. Let us Sum Up
- 1.7. Answer to Check Your Progress
- 1.8. Unit end Exercises
- 1.9. Suggested Readings

Unit-2: Swami Vivekananda (1863- 1902)**15 Hours**

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3. Life and Works
- 2.4. Educational Principles and Aims of Education
- 2.5. Curriculum, Methods of Teaching, Qualities of Teacher, Qualities of Students
- 2.6 Religious Education, Mass Education and Women's Education
- 2.7 Let us Sum Up
- 2.8 Answer to Check Your Progress
- 2.9 Unit end Exercises
- 2.10 Suggested Readings

Unit-3 : Rabindranath Tagore [1861—1941]**15 Hours**

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3. Life and Works
- 3.4. Educational Philosophy
 - 3.4.1 Aims of Education.
 - 3.4.2 Curriculum.
 - 3.4.3 Methods of Teaching.
- 3.5. Vishwabharati – Teaching Learning Process,
- 3.6 Let us Sum Up
- 3.7 Answer to Check Your Progress
- 3.8 Unit end Exercises
- 3.9 Suggested Readings

Unit-4: Mahatma Gandhiji [1869-1948]**15 Hours**

Structure

- 4.1. Introduction
- 4.2. Objectives

- 4.3. Life and Works
- 4.4. Educational Principles
 - 4.4.1. Aims of Education
 - 4.4.2. Curriculum
 - 4.4.3. Methods of Teaching
- 4.5. Basic Education has his Special Contribution
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress
- 4.8. Unit end Exercises
- 4.9. Suggested Readings

Unit-5: Sri Aurobindo [1872-1950]

15 Hours

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Life and Works
- 5.4. Educational Philosophy of Aurobindo's
 - 5.4.1 Educational Principles
- 5.5. Integral Education
- 5.6. Let us Sum Up
- 5.7. Answer to Check Your Progress
- 5.8. Unit end Exercises
- 5.9. Suggested Readings

❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Aggarwal J. C.**-(1995)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
 - **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
 - **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
 - **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
 - **Dash B. N.**-(1998)“Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
 - **Dr. Nanda S. K.**(2005)“Philosophical and Psychological Foundations of Education” Published by Doaba Book House, 4497/15 Ist Floor, Guru Nanak Market, Nai Sarak, Delhi-110006.
 - **Dr. Raju G.(2013)** “Educational Contributions of Indian Thinkers” Vidhyanidhi Prakashan, Gadag.
 - **Dr. Raju G. (2013)** “Educational Contributions of Western Thinkers” Vidhyanidhi Prakashan, Gadag.
 - **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers, Anupam Plaza, I Block No. 50, Agra.
 - **Tajeja V. R.**(1998)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
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B.A VI Semester **Optional Paper-"A"**

Title of the Course -"Education under British Period"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Controversy between Occidental and Oriental's
2. Understand the Macaulay's Minute and its Results
3. Understand the Wood's Despatch of 1854 and Its Impact on Educational Growth
4. Appreciate the major recommendations of Indian Education Commission of 1882.
5. Understand the Educational Policy of Lord Curzon and Government resolution of 1904
6. Appreciate the Sri Gopal Krishnan Gokhale efforts for compulsory primary education
7. Gain the knowledge of Calcutta University Commission of 1917
8. Understand the Growth of Education under Diarchy
9. Understand the recommendations of Dr. Philip Hartog Committee of 1929
10. Understand the Growth of Education under Provincial Autonomy
11. Appreciate the major recommendations of Wood and Abbott Committee Of 1937
12. Understand the Wardha Scheme of Education (1937)
13. Understand the Sargent Report on Education
14. Understand the Short Cummings and Achievements

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial **90 Hours**
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit: 01-Education during 1813 to 1882

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Controversy between Occidental and Oriental's

- 1.4. Macaulay's Minute and its Results
- 1.5. Wood's Despatch of 1854 and Its Impact on Educational Growth.
- 1.6. Indian Education Commission of 1882.
- 1.7. Let us Sum Up
- 1.8. Answer to Check Your Progress
- 1.9. Unit end Exercise
- 1.10. Suggested Readings

Unit: 02-Education during 1904 to 1917

15 Hours

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Educational Policy of Lord Curzon and Government resolution of 1904
- 2.4. Sri Gopal Krishnan Gokhale efforts for compulsory primary education
- 2.5. The Calcutta University Commission of 1917
- 2.6. Let us Sum Up
- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercise
- 2.9. Suggested Readings

Unit:3-Education during 1921 to 1937

15 Hours

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Education under Diarchy
- 3.4. Dr. Philip Hartog Committee of 1929 :
- 3.5. The Central Advisory Board of Education (CABE)
- 3.6. Let us Sum Up
- 3.7. Answer to Check Your Progress
- 3.8. Unit end Exercise
- 3.9. Suggested Readings

Unit:4-Education during 1937 to 1944**15 Hours**

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Education Under Provincial Autonomy
- 4.4. Wood and Abbott Committee Report
- 4.5. Wardha Scheme of Education (1937)
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress
- 4.8. Unit end Exercise
- 4.9. Suggested Readings

Unit: 5-Education during Independence**15 Hours**

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Sargent Report on Education
- 5.4. The status of Indian education on the eve of Independence
- 5.5. Short Cummings and Achievements
- 5.6. Let us Sum Up
- 5.7. Answer to Check Your Progress
- 5.8. Unit end Exercise
- 5.9. Suggested Readings

- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal test	10
	Total	20
Grand Total		
01	Internal +Theory	20+80=100

References

- **Altekar.A.S.**, (1948)Education in Ancient India, Nand Kishore and Bros., Varanasi, .
 - **Chaube, S.P.** (2006)“History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
 - **J.P.Naikand Syed Nurullah.(1951)**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
 - **Mukerji.Radhakumud**”(1950) Ancient Indian Education”,Motilal Banarasi DAS, Delhi.
 - **Mudaliar.A.L.**(1954)”Education of India”, Asia Publication House, Bombay.
 - **P.L.Rawat(1991)**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
 - **Dr.Raju.G.(2019)**“Education in ancient and medieval India,” Neelkamal Prakashan Hydrabad
 - **Sharma.(2008)** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.
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B.A VI Semester **Optional Paper-“B”**

Title of the Paper-“Major Issues in Indian Education”

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Growth of Education during the X Five year plans.
2. Appreciate the Growth of Primary ,Secondary and University education
3. Understand the National Policy on Education -1968 and 1986
4. Understand the salient features of Jawahar Navodaya Vidyalayas
5. Understand the importance of Moraji Desai Residential Schools, Central Schools, Sainik Schools
6. Understand the structure and functions of UGC, NCERT, NUEPA, CABE, NCTE,IGNOU.
7. Appreciate the State agencies of Education.
8. Gain the Knowledge of Human Rights Education, Distance education and Population Education

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial **90 Hours**
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit: 01-Education under five year plans

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Growth of Education during the V,VIVII,VIII,IX and X Five year plans with reference to the following:
- 1.4. Primary education
- 1.5. Secondary education
- 1.6. University education
- 1.7. Let us Sum Up
- 1.8. Answer to Check Your Progress
- 1.9. Unit end Exercise
- 1.10. Suggested Readings

Unit: 02-National Policies on Education

15 Hours**Structure**

- 2.1. Introduction
- 2.2. Objectives
- 2.3. National Policy on Education -1968
- 2.4. National Policies on Education -1986
- 2.5. Programme of Action-1986,1992
- 2.6. National Curriculum framework for Secondary Education-2000(Aims, Curricula, Methods of teaching and Evaluation procedure with reference to the above commission
- 2.7. Let us Sum Up
- 2.8. Answer to Check Your Progress
- 2.9. Unit end Exercise
- 2.10. Suggested Readings

Unit: 3-Special Schools

15 Hours**Structure**

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Jawahar Navodaya Vidyalayas
- 3.4. Moraji Desai Residential Schools
- 3.5. Central Schools
- 3.6. Sainik Schools
- 3.7. Let us Sum Up
- 3.8. Answer to Check Your Progress
- 3.9. Unit end Exercise
- 3.10. Suggested Readings

Unit: 4-Management and Organization of Education

15 Hours**Structure**

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Partnership in Education-Central and State
(UGC,NCERT,NUEPA,CABE,NCTE,IGNOU)
- 4.4. State agencies of Education-
DSERT and SABE
- 4.5. Role of local bodies in education management
- 4.6. Management of Universities in India
- 4.7. Let us Sum Up
- 4.8. Answer to Check Your Progress
- 4.9. Unit end Exercise
- 4.10. Suggested Readings

Unit: 5-Recent Trends in Indian Education

15 Hours**Structure**

- 5.10. Introduction
- 5.11. Objectives
- 5.12. Distance education for democratization of education
- 5.13. Population Education
- 5.14. Human Rights Education
- 5.15. Total Quality management in India.
- 5.16. EDUSAT Programme.
- 5.17. Let us Sum Up
- 5.18. Answer to Check Your Progress
- 5.19. Unit end Exercise
- 5.20. Suggested Readings

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- **Chaube, S.P.** (2006)“History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
 - **Government of India(1952)**Report of Secondary Education Commission, Ministry of Education New Delhi
 - **Government of India(1966)**Report of Education Commission, Ministry of Education New Delhi
 - **Government of India(1992)**Report of Core group on Value oriented of education planning commission
 - **Kasinath .H.M.Nagaraj .P.(1999)** Trends and Innovations in Indian Education Vidyanidhi Prakashan, Gadag
 - **J.P.Naikand Syed Nurullah.(1951)**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
 - **Mohanthy N.(2001)** Education in Emerging India Neelkamal publication Hyderabad
 - **P.L.Rawat(1991)**“History of Indian Education” Published by Ram Prasad and Sons, Agra-3
 - **Sharma.(2008)** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.
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B.A VI Semester **Optional Paper-“C”**

Title of the Course -“Human Resource Development and Areas of Education”

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the Aims, Objectives and Functions of Human resource development
2. Understand the Factors Influencing on effective communication
3. Understand the Need and Importance of Women Empowerment
4. Gain the knowledge of Strategies for empowering Women education
5. Appreciate the Special provision for Women
6. Understand the Concept and Importance of Human rights
7. Understand the Need and Importance of Environmental Education
8. Understand the Role of Government and Non-Governmental agencies in Environmental protection.

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial **90 Hours**
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit:-01: Human Resource Development

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Meaning and Definitions Characteristics of Human resource Development
- 1.4. Aims, Objectives and Functions of H.R.D
- 1.5. Importance of H.R.D
- 1.6. Role of Education in H.R.D
- 1.7. Let us Sum Up
- 1.8. Answer to Check Your Progress
- 1.9. Unit end Exercise
- 1.10. Suggested Readings

Unit:-02: Communication**15 Hours**

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Meaning and Characteristics of Communication Process
- 2.4. Factors Influencing effective communication
- 2.5. Interpersonal communication skills
- 2.6. Let us Sum Up
- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercise
- 2.9. Suggested Readings

Unit:-03: Education for Women Empowerment**15 Hours**

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Meaning and Concept of Women Empowerment
- 3.4. Need and Importance of Women Empowerment
- 3.5. Strategies for empowering Women education
- 3.6. Special provision for Women
- 3.7. Let us Sum Up
- 3.8. Answer to Check Your Progress
- 3.9. Unit end Exercise
- 3.10. Suggested Readings

Unit:-04: Human rights and Education**15 Hours**

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Meaning, Concept and Importance of Human rights
- 4.4. Universal declaration of Human rights
- 4.5. Salient features of Human Rights
- 4.6. Strategies to promote Human rights

- 4.7. National Human Rights Commission-Its Objectives and Functions.
- 4.8. Let us Sum Up
- 4.9. Answer to Check Your Progress
- 4.10. Unit end Exercise
- 4.11. Suggested Readings

Unit:-05: Environmental Education and Adult Education 15 Hours

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Meaning, Need and Importance of Environmental Education
- 5.4. Types of Environmental Pollution and Education
 - 5.4.1. a) Water b) Soil c) Air d) Sound e) Food (Causes and Remedies and Prevention Acts)
- 5.5. Role of Government and Non-Governmental agencies in Environmental protection.
- 5.6. Meaning, Need, Objectives and Functions of Adult Education
- 5.7. Adult Education Organization at National , State District and Village level
- 5.8. Let us Sum Up
- 5.9. Answer to Check Your Progress
- 5.10. Unit end Exercise
- 5.11. Suggested Readings

- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

- Human Development Reports(2018) Word Bank
- Hurt H T Scott M D and Mc Croskey J C (1977)Communication in the Classroom, California:Addison Wesley publishing company
- Jingan M N (2004) The Economics of Development and Planning , Vrinda publication Ltd New Delhi.
- Lekhi R L (2000) Economic planning and Development
- Nira Kinar(2011) “Communication Skills for Professionals” Private Limited Delhi
- NCERT(1996)Human Rights- A Source Book, New Delhi: NCERT
- Sharma R C (2001)Adult Education Mangal deep publication Jaipur 2001
- Srivastava Gouri (2002)Women’s Higher Education in the 19th century publishing company, New Delhi



Karnatak University, Dharwad

B.A. Education (56)

Modal Grade Card of Education Subject

Programme: B.A Degree

I to VI Semester

Name of the Candidate: XXXXX

Month and Year: 20/06/2018

Seat No: XXXXX

Course	Course Code No	Credits	Max Marks	Marks Obtained	Grade point	Credits Points
Semester I	56 A	5+1=6	100	70	7.00	42
Semester II	56 B	5+1=6	100	80	8.00	48
Semester III	56 C	5+1=6	100	60	6.00	36
Semester IV	56 D	5+1=6	100	80	8.00	48
Semester V	56 E	Paper I 5+1=6	100	90	9.00	54
		Paper II 5+1=6	100	80	8.00	48
Semester VI		Paper I 5+1=6	100	90	9.00	54
		Paper II 5+1=6	100	80	8.00	48
Total		48	600	630	63.00	378

Calculation of Grade Points Average and Cumulative Grade Points Average

1. B.A First Semester

GPA for I Semester = Total No of CP/Total No of Credits

$$=42/6=7.0$$

CGPA I Semester =7.0 (First Class with Distinction)

2. B.A Second Semester

GPA for II Semester = Total No of CP/Total No of Credits

$$=48/6=8.0$$

CGPA for II Semester =8.0 (First Class with Distinction)

3. B.A Third Semester

GPA for Third Semester = Total No of CP/Total No of Credits

$$=36/6=6.0$$

CGPA for Third Semester =**6.0** (First Class)

4. B.A Fourth Semester

GPA for Fourth Semester = Total No of CP/Total No of Credits

$$=48/6=8.0$$

CGPA for Fourth Semester =**8.0** (First Class with Distinction)

5. B.A Fifth Semester

GPA for Fifth Semester = Total No of CP/Total No of Credits

$$=102/12=8.5$$

CGPA for Fifth Semester =**8.5** (First Class with Distinction)

6. B.A Sixth Semester

GPA for Sixth Semester = Total No of CP/Total No of Credits

$$=102/12=8.5$$

CGPA for Sixth Semester =**8.5** (First Class with Distinction)

Thus, CGPA = (06 x 7.0 + 06x 8.0 + 06 x 06 + 06 x 8.0 + 06 x 8.5 + 06 x 8.5)/ 48 = 7.8

CGPA: 378/48= 7.8 First Class with Distinction.

**(QUESTION PAPER PATTERN OF B.A (OPTIONAL)
EDUCATION (56))**

**B.A Degree Examination April/May 20
B.A First to Sixth Semester**

Duration :3 Hours

Maximum Marks:80

Instructions:

- Write the answers according to the instructions given
- Answers to the question should be specific

SECTION -A

**I .Answer any four of the following questions not more than three pages
4X10=40**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

SECTION -B

**II. Answer any four of the following questions not more than two pages
4X5=20**

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

SECTION -C

**III. Answer the following questions in two to three sentences.
10X2=20**

- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.
- 21.
- 22.