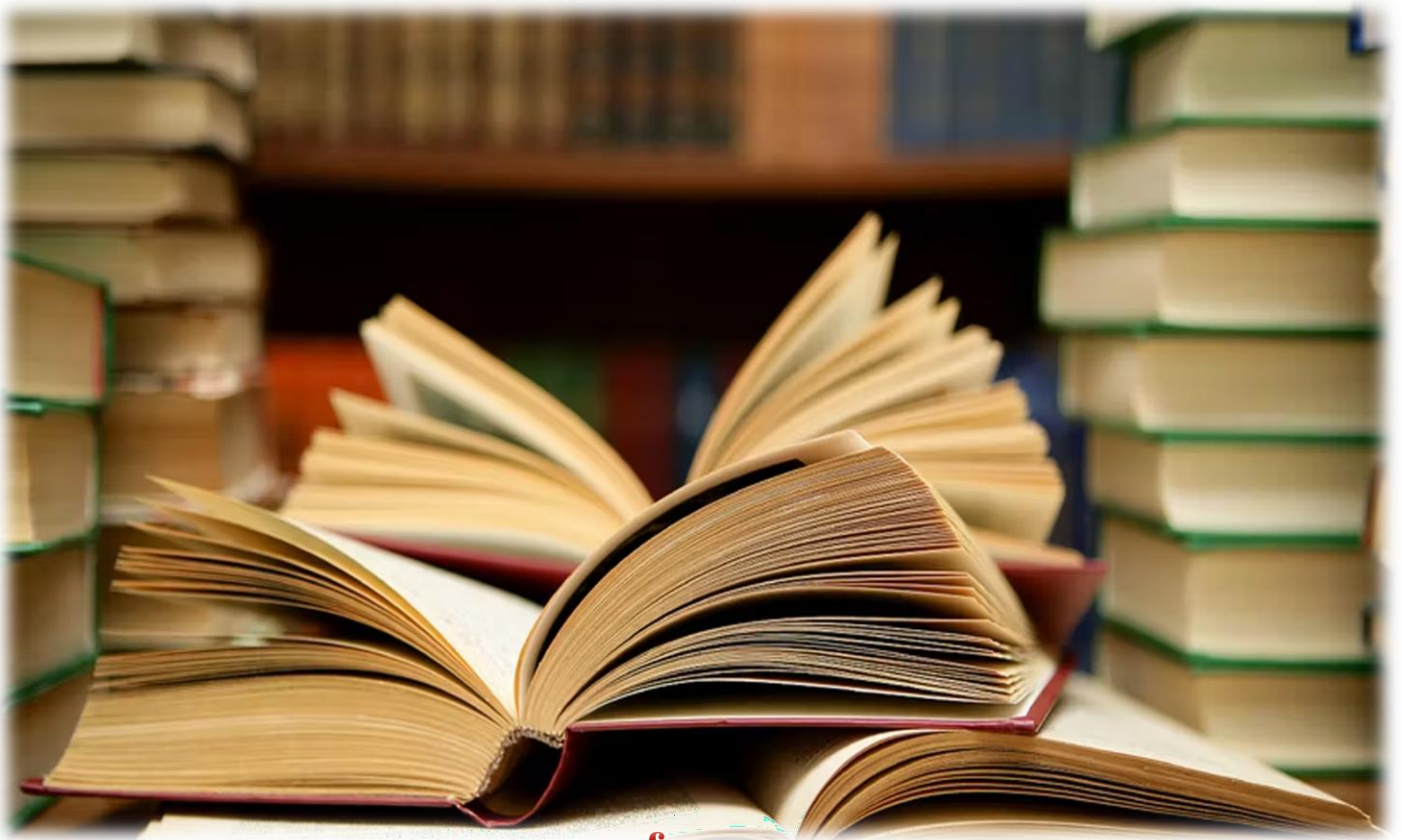




**Government of Karnataka**

## **Curriculum Framework for Undergraduate**



**for**  
**Bachelor of Arts**  
**in**  
**Education**

**KARNATAKA STATE HIGHER EDUCATION COUNCIL**

**30, Prasanna Kumar Block, Bengaluru City University Campus,**

**Bengaluru, Karnataka – 560009**

## Composition of Curriculum - Committee for Education

Sl. No.	Name & Organization	Designation
1	<b>Dr Haseen Taj</b> , Professor, Bangalore University	Chairperson
2	<b>Dr. Ningamma C Betsur</b> , Professor, University of Mysore, Mysuru.	Member
3	<b>Dr. R.R, Madankar</b> , Professor, Karnatak University, Dharwad	Member
4	<b>Dr. Huvinabavi Babanna L.</b> , Professor, Gulbarga University, Kalaburgi	Member
5	<b>Dr. S.S Patil</b> , Professor, Kuvempu University, Shivamogga	Member
6	<b>Dr. Basavaraj Lakkannavar</b> , Professor, KSAW University, Vijayapura	Member
7	<b>Dr. M.C. Yarriswamy</b> , Professor, Rani Channamma University, Belagavi	Member
8	<b>Dr. Krishna Murthy</b> , Principal, Rajajinagar College of Education, Bengaluru	Member
9	<b>Dr. Madhumathi B. P.</b> , Principal Sarvajna College Bangalore	Member
10	<b>Dr. Mohan Kumar</b> , Principal, NDRK College of Education, Hassan	Member
11	<b>Dr. Ananthramu</b> , Associate Professor, Venkateshwara College, Chitradurga	Member
12	<b>Dr. N S Suresh</b> , JSS College of Education, Sakleshpura	Member
13	<b>Dr. Tejaswini B. Yakkundimath</b> Assoc. Professor, Government Women's Degree College, Belgaum	Member Convener
14	<b>Rajani B.</b> , Special Officer, Karnataka State Higher Education Council	



Government of Karnataka

## Model Curriculum

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

### BA-Semester III

<b>Course Name: DEVELOPMENT OF EDUCATION IN MODERN INDIA</b>			
COURSE CODE	: DSC-A5 (3):EDU (DC):5		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

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

### **Suggested Practical activities:**

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

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

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

### Assessment:

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

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

## Model Curriculum

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

### BA-Semester III

<b>Course Title: ISSUES AND CHALLENGES IN SECONDARY EDUCATION</b>			
COURSE CODE	: DSC-A6 (3):EDU (DC):6		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

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

**Suggested Practical activities: -**

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

<b>Reference Textbooks</b>	
1	Kochhar . S. K (2005) Pivotal issues in Indian Education–Sterling publication private limited.
2	Singh Y K, Kanoth Ruchi (2005) Education in Emerging Indian Society–A.P. H. Publishing corporation, New Delhi
3	Sharma, Pramila (2005) Problems of Education–A O H Publishing Corporation New Delhi.
4	Teacher and Education in the Emerging Indian society volume–1, Neelkamal publication private limited.
5	Sharma, Pramila (2005) The Aims of Education–Pramila Sharma A P H Publishing corporation, New Delhi.
6	Sharma, Pramila (2005) Philosophy of Education–Pramila Sharma A P H Publishing Corporation New Delhi.
7	Yadav & Yadav (2006) Education in Emerging Indian Society–Tandon Publication, Ludhiana
8	Haseen Taj (2007) Current Challenges in Education. Neel Kamal Publications PVT. Hyderabad
9	Chaube S.P., Chaube A (2004) Foundation of Education –Vikas Publishing House Pvt. Ltd. New Delhi

<b>Reference Textbooks</b>	
10	Venkataiah S Modern Education–Anmol Publications Pvt. Ltd. New Delhi.
11	Chaube S.P., Chaube A .Education in Ancient and Medieval India. Vikas Publishing House Pvt. Ltd., New Delhi.
12	Safaya, Shoida, Shukla .Teacher in Emerging Indian Society–Dhanpot Roi Publishing company Ltd., New Delhi.
13	Aggarwal J C (2005)Development and Publishing of Modern Education Vikas Publishing House Pvt. Ltd.
14	Wadhwa S S.(2006)Education in Emerging Indian Society Tandon Publications Ludhiana
15	Muniruddin (2005)Indian Education–Anmol Publications Pvt. Ltd., New Delhi
16	S Venkataiah S (2005) Fundamentals of Basic Education–Anmol Publications Pvt. Ltd., New Delhi
17	Vijaya Kumari Koushik S.R Sharma. R(2005) Education and Social change–Anmol Publications Pvt. Ltd., New Delhi.
18	Bhatia K K., Narang. C L. Philosophical and Sociological Bases of Education Tandon Publications Ludhiana.
19	Yogesh Kumar Singh R .History of Indian Education System –
20	Suresh, P S, Rao.T P S (2008) National concern and Education –Anuradha Publications Bengaluru.
21	Prasad C G (2006)Education and National Concerns S. M. V. Publications Kolar
22	Aggarwal J C (2007)Theory of principles of Education Philosophical and Sociological Bases of Education I Vikas Publishing House Pvt. Ltd.
23	Raghunath Saurya() .Problems of Indian Education–.
24	Kohli.(.)Problems of Indian Education
25	Naseema C ().Human Rights Education
26	Constitution of India.
27	Landmarks in the history of modern Indian Education–J.C. Aggarwal
28	zÀÀÀÀÀÀÀÀ, eÉZi.«.(2007) ..ÁgàvÀzÀw ²PÀt–qÁ  oÀAf ¥ÀPÀ±ÀÈÀ, zÁzÀtUÉgÉ.
29	dÀiÀÀt. ¹.«.(2007)²PÀt zÀÀvÀÀ gÁ¶iÀiÀÀ PÁ%ÀfUÀ%ÀÀ ,À¥ÀS SÀPì°È,ì
30	zÀÀ°ÈÀ±ì PÉ. f. (2007)²PÀt zÀÀvÀÀ gÁ¶iÀiÀÀ PÁ%Àf zÀiÁvÁ !:Àlgi, zÉÀÈ,ÀigÀÀ
31	–CgÀ«AzÀ ZÉiPÁìr (2005)fÁzÀÈÀ PÈ±À®UÀ%ÀÀ ÈzÀPÀÈÁØIPÀ ¥ÀPÀ±ÀÈÀ
32	¥ÀzÀi¥À,Ázì J,ì.ì.(2007)²PÀt zÀÀvÀÀ gÁ¶iÀiÀÀ PÁ%ÀfUÀ%ÀÀ ,ÀzÀÀÀÀR ¥ÀPÀ±ÀÈÀ
33	ÈÁUÀgÁd !. (1999),ÀzÀÀ PÁwÀÈÀ ..ÁgàvÀzÀ «ÈÀivÀÈÀ ²PÀt «ÈÁà,À, «zÁà±C ¥ÀPÀ±ÀÈÀ, UÀzÀUÀ
34	ÈÁUÀgÁd. n (2005)..ÁgàvÀzÀw ²PÀt zÀÀvÀÀ ,ÀzÀÁd–®Q àÀ zÀÀvÀÀ ZÉÀvÀÈì SÀPì°È,ì, zÉÀÈ,ÀigÀÀ
35	ÈÁUÀgÁd !. (2005) ²PÀtzÀw vÀvÀ±Á,À zÀÀvÀÀ ,ÀzÀÁd±Á,À– !. ÈÁUÀgÁd. «zÁà±C ¥ÀPÀ±ÀÈÀ, UÀzÀUÀ
36	AiÀÁzÀzÀqÀ, JÈì.©.(2007) ¥ÀUÀw²À® ..ÁgàvÀzÀw ²PÀt –«zÁà±C ¥ÀPÀ±ÀÈÀ, UÀzÀUÀ



Reference Textbooks	
37	„ÄgÄ±ī ¡.J.ī. (2009)gÁŦÄÄ PÁÀ F zÄvÄÄ ±PÀt- avÁgÀ ¥ÁPÁ±ÄÄ, zÉÄĀĀgÄÄ
38	ÉÄÄ¹A±ZÁgĀī (2009)GzÄÄÉĀÄÄÄR ±ÄgÄvÄzÄw ±PÀt-. ±ÄgÄw ¥ÁPÁ±ÄÄ, zÉÄĀĀgÄÄ
39	gÄÄzÉÄ±ī.()GzÄÄÉĀÄÄÄR ±ÄgÄvÄzÄw ±PÀt
40	±ÄÄÄÄÄ. J.ī.()GzÄÄÉĀÄÄÄR ±ÄgÄvÄzÄw ±PÀt
41	ĀĀgÄĀ Ä DSERT ±ÄÄÄÄÄĀĀĀĀ.

**Assessment:**

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

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

## Model Curriculum

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

### BA-Semester III

<b>Course Title: LIFE SKILLS IN EDUCATION</b>			
COURSE CODE	: OE-3(3): EDU (OE): 3		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

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

**Suggested Practical activities: -**

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

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

<b>Bibliography and Suggested Readings Books</b>	
9	Mc. Cormack M.H 1986 What They Don't Teach You at Harvard Business School, Notes from A Street-Smart Executive New York, Bantham.
10	O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good New York, Harper Collins Publishers.
11	Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
12	Sternberg R.J. and Baltes P.B.(Eds.).2004 International Handbook of Intelligence Cambridge, UK: Cambridge University Press.

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

### Assessment:

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

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

## Model Curriculum

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

### BA-Semester IV

<b>Course Title: INDIAN THINKERS IN EDUCATION</b>			
COURSE CODE	: DSC-A7(3): EDU (DC):7		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

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

### Suggested Practical activities

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

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

Reference Textbooks	
14	ΕΑΔΑΑΑqÀ,Áé«Ä. ()´´ÁgÀvÀzÀ ²PÀt EwºÁ,À
15	²æÄ PÀgàdV.()´´ÁgÀvÀzÀ ²PÀt ZÀjVÉ-
16	²zÀ±ÁAPÀgĩ()´´ÁgÀvÀzÀw ²PÀt ºÁUÀ, ²PÀPÀÈÀ ,ÀzÀÄ,ÉàUÀ¼ÄÄ-
17	- ,ÄÄUÀAc.()GzÀAiÉ,ÄÉÄÄR´´ÁgÀvÀzÀw ²PÀt
18	ÉzÀÄ±ÁvÀ ¥ÁPÁ±ÁÈÀ-zÁzÀtUÉgÉ-GzÀAiÉ,ÄÉÄÄR´´ÁgÀvÀzÀw è²PÀt.
19	¥ÀzÀxàõzÀÁÈÄ´´ÁgÀvÀzÀw ²PÀt-«zÁâ±c ¥ÁPÁ±ÁÈÀ-UÀzÀUÀ.
20	¥ÀUÀw²Ä®´´ÁgÀvÀzÀw ²PÀt-«zÁâ±c ¥ÁPÁ±ÁÈÀ-UÀzÀUÀ.
21	ÉÁgÀ¹AºÁZÁgĩ. J.Jsĩ. ()GzÀAiÉ,ÄÉÄÄR´´ÁgÀvÀzÀw ²PÀt-
22	.gÀWÄÄ. PÉ ,ÀzÀiÁd zÄÄvÄÄ ²PÀt
23	ÉÁUÀgÁeĩ - !.()²PÀtzÀw vÀvÀ±Á,À zÄÄvÄÄ ,ÀzÀÁd ±Á,À-«zÁâ ¥ÁPÁ±ÁÈÀ.
24	²ÄzÀgÀ. zÉÉ.JÉĩ().²PÀtzÀ vÁwèPÀÈÈÉÉ-CEÄÄgÁzÀ ¥ÁPÁ±ÁÈÀ
25	«ÄgÀ¥Á. PÉ.n.´´ÁgÀwÄAiÄÄ ±ÉPÀtPÀ EwºÁ,À-¥Ä,ÁgÀAUÀ

### Assessment:

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

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

## Model Curriculum

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

### BA-Semester IV

<b>Course Title: WESTERN THINKERS IN EDUCATION</b>			
COURSE CODE	: DSCA8(3): DSC-B7(3): EDU (DC):08		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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



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

### Suggested Practical activities

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

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





Government of Karnataka

### Model Curriculum

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

### BA-Semester IV

<b>Course Title: ENTREPRENEURSHIP IN EDUCATION</b>			
COURSE CODE	OE-4(3):EDU (OE):4		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

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

### Suggested Practical activities

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

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

**Assessment:**

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

Date:16.05.2022

Subject Committee Chairperson