

Date:13-09-2021

From
The Chairperson
Education-Model Curriculum Framing Committee

To,
The Additional Chief Secretary,
Higher Education Development
Bengaluru

Sir,

Sub: Submission of Model syllabus of Education prepared by the Committee
as per NEP -2020.

Ref: 1. Government order No. Ed260UNE 2019 (Part-1) Bengaluru dated 13-08-2021.

2. NO. Ed260 UNE 2019 (Part-1) dated 31-08-2021. ###

With reference to the above, this is to bring to your Kind notice that the committee had met virtually on 20/08/2021, 23/08/2021 along with the Honorable Vice Chairman, Karnataka Higher Education Council (Prof. Thimme Gowda), 31/08/202 and 04/09/2021 to have discussion with BOS Chairpersons and Deans of Faculties of Education. Another virtual meeting was conducted to finalize the draft curriculum on 08/09-2021.

The Committee had an offline workshop on 13/09/2021 to share the inputs, discussions and deliberation to finalize the 1st and 2nd Semester Syllabus and Structure as per NEP-2020. The same is Submitted for your kind perusal and further needful action from your end. Kindly Acknowledge the same

With regards,

Sincerely yours

-sd -

Enclosed: Copies of Model Curriculum (1st and 2nd Semester) and Soft Copy

Copy:

1. Prof B Thimme Gowda, Vice Chairman, Karnataka Higher Education Council, Government of Karnataka, Bengaluru.

2. Dr Tejaswini, Member Convener and Special Officer,



National Education policy 2020 (NEP 2020)

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

A photograph of an open book with a red bookmark, overlaid with the word "EDUCATION" in large, bold, red, italicized capital letters.

EDUCATION

Submitted to

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

September 2021

ACKNOWLEDGEMENT

The Committee for framing Model Curriculum in Education like to thank whole heartedly our Honorable Higher Education Minister and the Chairman Karnataka State Higher Education Council Dr C.N. Ashwath Narayan for giving this opportunity to be a part of NEP-2020, Implementation by Preparing the Model Curriculum in Education Course as a Major, Minor and Open Elective for Undergraduate Multidisciplinary Programme.

We also like to thank immensely Prof B. Thimme Gowda, Vice-Chairman, Karnataka State Higher Education Council for the Academic guidance, support, ready access, and hand holding at every step of preparation of the Model Curriculum with utmost patience and listening ear along with ready Templets, several alternative Models of Structures to fit in every subject.

With great admiration, we also like to thank the Chief Secretary, Additional Secretary and Under Secretary, Higher Education, Department of Education, Government of Karnataka for Necessary directions time and again.

We also like to thank whole heartedly the Sincere, highly calm, dedicated and coordinated efforts of Dr Tejaswini, Member Secretary, Karnataka State Higher Education Council in making this task possible both online and offline by providing all the required support and information.

It is with great pleasure, we like to thank our Universities and Colleges for permitting us and facilitating in Completion of this task.

We also Express our gratitude to all those Teaching Fraternity for giving us the support and encouragement in completing this task.

We also like to thank each and every one associated with this task directly or indirectly whole heartedly.

-Sd-

Chairperson and Committee Members

IV. FACULTY OF EDUCATION

32. EDUCATION; Committee for Model Curriculum

- | | |
|------------------------------|-----------------|
| 1. Dr Haseen Taj | Chairperson |
| 2. Dr. Ningamma C Betsur | Member |
| 3. Dr. R.R, Madankar | Member |
| 4. Dr. Huvinabavi Babanna L | Member |
| 5. Dr. S.S Patil | Member |
| 6. Dr. Basavaraj Lakkannavar | Member |
| 7. Dr. M.C. Yarriswamy | Member |
| 8. Dr. Krishna Murthy | Member |
| 9. Dr. Madhumathi B.P | Member |
| 10. Dr. Mohan Kumar | Member |
| 11. Dr. Ananthramu | Member |
| 12. Dr. N S Suresh | Member |
| 13. Dr. Tejaswini B | Member Convener |

Model Curriculum

Name of the Degree Program: BA (EDUCATION)

Discipline Core: EDUCATION

Total Credits for the Program: 3(23)

Starting year of implementation: 2021-22

BA-Semester 1

Course Title: FOUNDATIONS OF INDIAN EDUCATION	
Total Contact Hours: 42	Course Credits:3
Formative Assessment Marks: 30	Duration of Theory Exam: 3hrs
Model Syllabus Authors: KSHE	Summative Assessment Marks:70

BA Semester 1

Title of the Course: FOUNDATIONS OF INDIAN EDUCATION

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

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

1.2 VEDIC SYSTEM OF EDUCATION- WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND OTHER CHARACTERISTICS.	4hours
1.3 BUDDHIST SYSTEM OF EDUCATION- EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS	4 hours
1.4 IN MEDIEVAL INDIA-. EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS.	4 hours
Unit – 2 BRITISH SYSTEM OF EDUCATION	14
2.1BRITISH SYSTEM OF EDUCATION -WITH REFERENCE TO INTRODUCTION , OBJECTIVES,BACKGROUND	5 hours
2.2 MACAULAY'S MINUTE AND WOODS DISPATCH	3 hours
2.3 HORTOG COMMITTEE	3 hours
2.4 SARGENT COMMISSION	3 hour
Unit – 3 POST INDEPENDENCE PERIOD	14
- 3.1 UNIVERSITY EDUCATION COMMISSION,	3 hours
3.2 MUDALIAR COMMISSION	3 hours
3.3 KOTHARI EDUCATION COMMISSION ,	4 hours
3.4 NATIONAL EDUCATIONAL POLICY 1986	4 hours

Text Books –References

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

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

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

BA- Education Semester 1

Course Title: Philosophical Foundations of Education	
Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 30	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

BA-Education : Semester 1

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

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

Program Outcomes:

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

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

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

Unit -3 Philosophy for development of Humanity	14
3.1 Education and Development of Values	4 hours
3.2 Education for National Integration	4 hours
3.3 Education for International Understanding	3 hours
3.4 Education for peace and Harmony	3 hours

Text Books –References

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

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

BA- Education Semester 2

COURSE TITLE;- SOCIOLOGICAL FOUNDATIONS OF EDUCATION	
TOTAL CONTACT HOURS: 42 hrs	COURSE CREDIT: 3
FORMATIVE ASSESMENT MARKS: 30	DURATION OF ESA\EXAM; 3 hrs
MODEL SYLLABUS AUTHORS : KSHEC	SUBMATIVE ASSESMENT MARKS: 70

Title of the Course: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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

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

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

References;-

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

18. Landmarks in the history of modern 'Indian Education – J.C. Aggarwal'.
19. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ| ಹೆಚ್.ವಿ. ಶಿವಶಂಕರ, ಹಂಜಿ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ – 2007.
20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು – ಸಿ.ವಿ. ಜಯಣ್ಣ. ಸಪ್ತ ಬುಕ್ ಹೌಸ್ – 2007.
21. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ – ಕೆ.ಜಿ. ಮಹೇಶ್. ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು – 2007.
22. ಜೀವನ ಕೌಶಲಗಳು – ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ. ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ – 2005.
23. ಡಾ. ಎಸ್.ಪಿ. ಪದ್ಮ ಪ್ರಸಾದ್ – ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು, ಸುಮುಖ ಪ್ರಕಾಶನ – 2007.
24. ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿದ್ಯಾಸಂಪನ್ಮೂಲ-ಪಿ.ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ – 1999.
25. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ – ಟಿ. ನಾಗರಾಜ. ಲಕ್ಷ್ಮೀ ಮತ್ತು ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು – 2005.
26. ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರ – ಪಿ. ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ – 2005.
27. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಎನ್.ಬಿ. ಯಾದವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ – 2007.
28. ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ – ಪ್ರೊ. ಪಿ.ಎಸ್. ಸುರೇಶ್. ಚಿತ್ತೂರ ಪ್ರಕಾಶನ, ಮೈಸೂರು – 2009.
29. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ನರಸಿಂಹಚಾರ್. ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು – 2009.
30. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ರುದ್ರೇಶ್.
31. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಶಿವಯ್ಯ. ಎಸ್.
32. ಸೌರಭ DSERT ಬೆಂಗಳೂರು.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

EDUCATION
BA Semester 2

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

Programme outcomes On completion of the course, the student teacher 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. • Analyse the range of cognitive capacities among learners. • Reflect on the understanding of the nature of learning and the factors influencing learning. • Explain the influence of socio-cultural factors on learning. 	42 Hrs
Content of Course -4	
Unit –1 : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	12 Hrs.
1.1 Psychology - Meaning and Branches.	2hrs
1.2 Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher.	3hrs
1.3 Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology)	4hrs
1.4 Methods of Psychology (Observation, Experimental and Case Study)	3hrs
Unit – 2 UNDERSTANDING THE CHILD	14 Hrs
. 2.1 Growth and Development – Meaning and Principles.	2hrs
2.2 Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence	4hrs
2.3 Adolescent – Meaning, Developmental Tasks.	4hrs
2.4 Needs & Problems of Adolescents - their Educational Implications	4hrs

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

References

- Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinchart and Winston.
1. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
 2. Dececo "Psychology of learning and instruction New Delhi – Anmol Publications.
 3. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
 4. Woolfolk A.E. (2009) Educational psychology 11th edition prentice hall publications.
 5. Dandapani S. Advanced educational psychology Anmol Publications (2005).
 6. Chauhan S.S. Advanced Educational psychology.
 7. Mangal S.K. Advanced Educational Psychology.
 8. Haseen Taj (2007) Social Psychology Neelkamal publications ; Hyderabad
 9. ಡಾ|| ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ (2010).
 10. ಎ.ವಿ. ಗೋವಿಂದರಾವ್. ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
 11. ಉಮೇಶ ಹೆಚ್.ಎಸ್. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
 12. ಡಾ|| ಕೊಂಗವಾಡ – 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' – ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
 13. ಡಾ|| ಮಹಾಬಲೇಶ್ವರರಾವ್, 'ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ', ಪೇರಮುಗೇರು, ಶೃಂತಜೆ ಪ್ರಕಾಶನ.

14. ದಂಡಪಾಣಿ ಎಸ್. (1998) ಅನು. ಮಹಾಬಲೇಶ್ವರರಾವ್ (2000) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
15. ಚಂದ್ರಶೇಖರ್, ಸಿ.ಆರ್. (1996) – 'ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು'.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

**BA- Education- Open Elective
Semester 1**

Course Title: History of Education

Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 30	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Program Outcomes:

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

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

Unit 1 : Education in the Vedic Period

(14 Hours)

- | | | |
|-----|--|---------|
| 1.1 | Aims of education. | 2 hours |
| 1.2 | Special features of the system. | 6 hours |
| | - Initiation ceremony (Upanayana). | |
| | - Centers of learning (Gurukulas). | |
| | - Teacher pupil relation. | |
| | - Curriculum and approaches/methods. | |
| | - Status of women Education. | |
| | - Discipline. | |
| | - Closing ceremony. | |
| 1.3 | Merits and limitations of the system. | 3 hours |
| 1.4 | Relevancy of the system to contemporary education. | 3 hours |

Unit 2 : Education in Budhistic Period

(14 Hours)

- | | | |
|-----|---|---------|
| 2.1 | Aims of education. | 2 hours |
| 2.2 | Special features of the system. | 6 hours |
| | - Initiation ceremony (Pabbaja). | |
| | - Centers of learning (Monastaries/Viharars). | |
| | - Teacher pupil relation. | |
| | - Curriculum and approaches/methods. | |

- Status of women Education.
 - Discipline.
 - Closing ceremony.
- 2.3 Merits and limitations of the system. 3 hours
- 2.4 Relevancy of the system to contemporary education. 3 hours

Unit 3 : Education in Medieval Period (14 Hours)

- 3.1 Aims of education. 2 hours
- 3.2 Special features of the system. 6 hours
- Initiation ceremony (Bismillah).
 - Centers of learning (Maktabs/Madrassahs).
 - Teacher pupil relation.
 - Curriculum and approaches/methods.
 - Status of women Education.
 - Discipline.
 - Closing ceremony.
- 3.3 Merits and limitation of the system of education. 3 hours
- 3.4 Relevancy of the system to contemporary education. 3 hours
- A comparative study of Medieval education with Budhistic and Vedic system of education.

References :

1. History of Indian Education and its contemporary problems *(Dobha house – 1995) S.D. Khanna and othes.
2. Land mark of in the history of Modern Indian Education. – J.C. Agarwall *Vikas Publication 1983.
3. History of Education in India *(Acharya Book Depot – 1951) – S.N. Mukharji.
4. Education in ancient and medieval India. (Vikas publication) S.R. Chaube and A. Chaube.
5. Educaiton in ermging India – D. Veeraiah.
6. Educaiton in Muslim India *(Delhi-Idrah-I Abaliyat-I) – S.N. Joffer.
7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಎಚ್.ವಿ. ಶಿವಶಂಕರ್ * ಹಂಪಿ ಪ್ರಕಾಶನ.
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು * (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಡಾ. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ.
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ * (ಪ್ರಕಾಶನ ಸಂಸ್ಥೆ) – ಎ.ಎಲ್. ನರಸಿಂಹಚಾರ್.
10. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ – ನಂಜುಂಡಸ್ವಾಮಿ.
11. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಎಸ್.ಬಿ. ಯಾದವಾಡ.

12. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು (ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು) – ಡಾ. ಆರ್.ಟಿ.ಜಂತಲಿ.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

**BA- Education- Open Elective
Semester 2**

Course Title: ICT in Education

Total Contact Hours: 42	Course Credits: 03
Formative Assessment Marks: 30	Duration of Theory Exam: 03 hrs
Model Syllabus Authors:	Summative Assessment Marks: 70

Program Outcomes:

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

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

Text Books –References

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

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	10	70
Assignment	10	
Seminar	10	

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Date : 13-09-2021

Subject Committee Chairperson and Members (Education)

IIB. Model Program Structures for the Under-Graduate Programs in Universities and Colleges in Karnataka B.A
(Bachelor of Arts) in Education as Major and One Minor (for subjects without practical's)

Sem.	Discipline Core (DSC) (Credits) (L+T+P) A-Major B-Minor	Discipline Elective(DSE) / Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)		Skill Enhancement Courses (SEC)			Total Credits
					Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)		
I	DSC-A1(3): Foundations of Education DSC-A2(3) : Philosophical Foundations of Education DSC- B1(3): DSC-B2(3):	OE-1 (3): History of Education	L1-1 (3), L2-1(3) (3+1+0 each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical education for fitness(1) (0+0+2)/	Health & wellness(1) (0+0+2)	25
II	DSC-A3(3): Sociological Foundations of Education DSC-A4(3): Psychological Foundations of Education DSC-B3(3): DSC-B4(3):	OE-2 (3): ICT in Education	L1-2(3), L2-2 (3) (3+1+0 each)	Environ mental Studies (2)		Physical education- Yoga(1) (0+0+2)/	NCC/NSS/R& R(S&G)/ Cultural(1) (0+0+2)	25
Exit option with Certificate (48 credits)								

III	DSC-A5(3): Development of Education in Modern India DSC-A6(3): Issues and Challenges in Education DSC- B5(3): DSC- B6(3):	OE-3 (3): Life Skills in Education	L1-3 (3), L2-3(3) (3+1+0 each)		SEC-2: Artificial Intelligence (2)(1+0+2)	Physical education-sports(1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural(1) (0+0+2)	25
IV	DSC-A7(3): Indian Thinker in Education DSC-A8(3): DSC- B7(3): Western Thinker in Education DSC- B8(3):	OE-4 (3): Entrepreneurship in Education	L1-4 (3), L2-4(3) (3+1+0 each)	Constitution of India (2)		Physical education Games (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural(1) (0+0+2)	25
Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor								
V	DSC- A9(3): Educational Administration and Management DSC- A10(3): Leadership in Education DSC- B11(3): Value Education	DSE A, E-1 (3): Teaching Skills and Strategies Vocational-1 (3)			SEC-3: Cyber Security (2) (1+0+2)			20
VI	DSC-A12(3): Gender and Society DSC- A13(3): Guidance and Counselling DSC- B14(3): Educational Measurement and Evaluation	DSE A, E-2 (3): Special Education Vocational-2 (3) Internship (2)			SEC-4: Societal Communication (2)			22

Exit option with Bachelor of Arts, B.A. Basic Degree (136 credits)								
VII	DSC-A15(3): Human Rights Education DSC-A16(3) : Global Education DSC-A17(3): Inclusive Education DSC-A18(3): Educational Technology	DSE A, E-3 (3): Distance Education DSE A, E-4 (3): Population Education Res. Methodology (3)						21
VIII	DSC-A19(3): Women Education DSC- A20(3): Environmental Education DSC-A21(3): Human Resource Development and Education DSC-A 22 (3) : Educational Policy and Planning	DSE A, E-5 (3): Language Across the Curriculum Research Project (6)*						21
Award of Bachelor of Arts Honors, B.A. (Hons.) degree in a discipline etc. (184 credits)								

*In lieu of the research Project, two additional elective papers/ Internship may be offered.