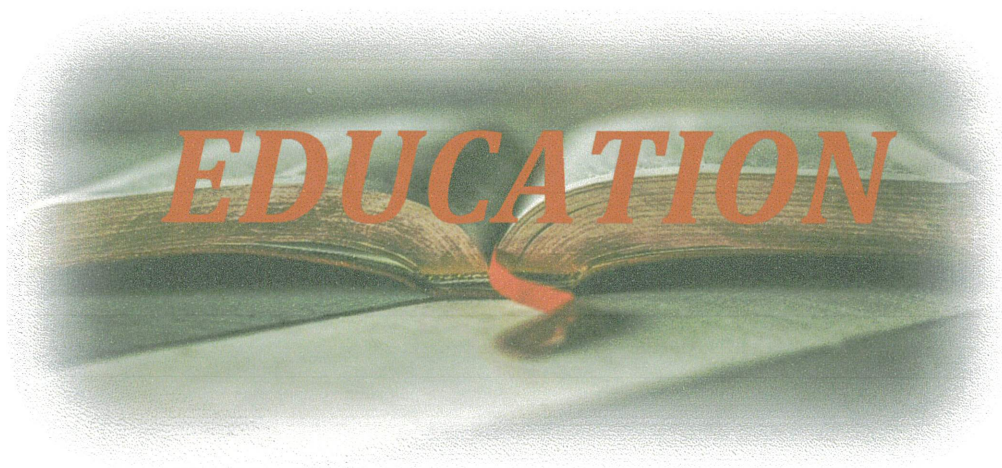




National Education policy 2020 (NEP 2020)

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



Submitted to

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

September 2021


Registrar
Davangere University
Shivangotri, Davangere.

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.

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 |


Registrar
Davangere University
Shivagangotri, Davangere.

Model Curriculum

Name of the Degree Program: BA (EDUCATION)

Discipline Core: EDUCATION

Total Credits for the Program: 3(23)

Starting year of implementation: 2021-22

BA-Semester 1

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

BA Semester 1 ✓

Title of the Course: **FOUNDATIONS OF INDIAN EDUCATION**

- DSC - I

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

Program Outcomes: On completion of the course, the student will be able to: <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. Content of Course 1	42 Hrs
Unit –1 Pre independence Education period	14
1.1 MEANING AND IMPORTANCE OF EDUCATION	2 hours


Registrar
Davangere University
Shivagangotri, Davangere.

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
2.1 BRITISH 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


 Registrar
 Davangere University
 Shivagangotri, Davangere.

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	15	60
Assignment	10	
Seminar	15	

BA- Education ✓
Semester 1

DSC - 2

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

BA-Education : Semester 1

Title of the Course: Philosophical Foundations of Education

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

Program Outcomes:

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

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

Content of Course 2		42 Hrs
Unit – 1: Concept of Philosophy		14
Chapter No.		
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.		4 hours
2.2 Modern Concept of Philosophy of Education		4 hours
2.3 The need for Philosophical Inquiry of Education		3 hours
2.4 Ethics in Education		3 hours


Registrar
Davangere University
Shivangotri, Davangere.

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 Frieri : Pedagogy of oppressed.
10. The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
11. A.L. Narasimhachar : Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
12. NCERT – 2005 : National Curriculum Frame Work, New Delhi.
೧೩. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ - ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
೧೪. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶ್ರೀ ಕರಜಗಿ.
೧೫. ಭಾರತದ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆಗಳು - ಡಾ. ಶಿವಶಂಕರ್.
೧೬. ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ - ಸುಗಂಧಿ.
೧೭. ನವನೀತ ಪುಷ್ಪನ - ದಾತೂಂಗರೆ - ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	15	60
Assignment	10	
Seminar	15	


Registrar
Davangere University
Shivangotri, Davangere.

BA- Education
Semester 2

✓ DSC-I

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

Title of the Course: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

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

Program Outcomes: On completion of the course, the student will be able to reflect on the concepts of 'Sociology' and 'Sociology of Education'. <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. 	42 Hrs
Content of Course 3	
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
1.3 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


Registrar
Davangere University
Shivangotri, Davangere.

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
2.4 ROLE OF NGO AND STATE	3hrs
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 INTEGRATION	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. ಐತಿಹಾಸಿಕ ಶಿಕ್ಷಣ - ಡಾ. ಹೆಚ್.ವಿ. ಶಿವಶಂಕರ, ಹಂಪಿ ಪ್ರಾಚಾರ್ಯ, ದಾತೇಗಲ - ೨೦೦೭.

20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಲೇಜುಗಳು - ೦.ವಿ. ಜಯಣ್ಣ, ಸ್ನೇಹ ಬುಕ್ ಹೌಸ್ - ೨೦೦೭.

21. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಲೇಜು - ಕೆ.ಜಿ. ಪುಟ್ಟಪ್ಪ, ಮಾತಾ ಪ್ರಿಂಟರ್, ಶೈಲರು - ೨೦೦೭.

22. ಜೀವನ ಕಾಲೇಜುಗಳು - ಅರವಿಂದ ಚಿಕ್ಕಡಿ, ನೆಹರೂ ಓಪನ್ ಪ್ರಾಚಾರ್ಯ - ೨೦೦೫.

23. ಡಾ. ಎಸ್.ಪಿ. ಪದ್ಮಪ್ರಸಾದ್ - ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಲೇಜುಗಳು, ಸುತುಖ ಪ್ರಾಚಾರ್ಯ - ೨೦೦೭.

24. ಸಮಾಜದ ಭರವಸೆ ವಿನ್ಯಾಸ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ - ಪಿ.ನಾಗರಾಜ, ವಿದ್ಯಾದಿ ಪ್ರಾಚಾರ್ಯ - ೧೯೯೯.

25. ಭಾರತದ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ - ಟಿ. ನಾಗರಾಜ, ಲಕ್ಷ್ಮಿ ಪ್ರಾಚಾರ್ಯ ಬುಕ್ ಹೌಸ್, ಶೈಲರು - ೨೦೦೫.

26. ಶಿಕ್ಷಣದ ತತ್ವ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರ - ಪಿ.ನಾಗರಾಜ, ವಿದ್ಯಾದಿ ಪ್ರಾಚಾರ್ಯ - ೨೦೦೫.

27. ಪ್ರಾಚೀನ ಭಾರತದ ಶಿಕ್ಷಣ - ಡಾ. ಎನ್.ಬಿ. ಯಾದವ್, ವಿದ್ಯಾದಿ ಪ್ರಾಚಾರ್ಯ - ೨೦೦೭.

28. ರಾಷ್ಟ್ರೀಯ ಕಾಲೇಜು ಮತ್ತು ಶಿಕ್ಷಣ - ಫಿ.ಪಿ.ಎಸ್. ಸುರೇಶ್, ಚಿತ್ತಾರ ಪ್ರಾಚಾರ್ಯ, ಶೈಲರು - ೨೦೦೯.

29. ಉದ್ಭವನಿ ಭಾರತದ ಶಿಕ್ಷಣ - ನರಸಿಂಹಪ್ಪ, ಭಾರತಿ ಪ್ರಾಚಾರ್ಯ, ಶೈಲರು - ೨೦೦೯.

30. ಉದ್ಭವನಿ ಭಾರತದ ಶಿಕ್ಷಣ - ರಾಜೇಶ್.

31. ಉದ್ಭವನಿ ಭಾರತದ ಶಿಕ್ಷಣ - ಡಾ. ಶಿವಯ್ಯ ಎಸ್.

32. ಸಾಂಸ್ಕೃತಿಕ ಮತ್ತು ಆಧುನಿಕ ಬೆಳಕು.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	15	60
Assignment	10	
Seminar	15	

EDUCATION

BA Semester 2 ✓

DSC-II

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. <p style="text-align: center;">Content of Course -4</p>		42 Hrs
Unit –1 : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY		12 Hrs.
1.1 Psychology - Meaning and Branches. 1.2 Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher. 1.3 Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology) 1.4 Methods of Psychology (Observation, Experimental and Case Study)		2hrs
		3hrs
		4hrs
		3hrs
Unit – 2 UNDERSTANDING THE CHILD		14 Hrs
2.1 Growth and Development – Meaning and Principles. 2.2 Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence) 2.3 Adolescent – Meaning, Developmental Tasks. 2.4 Needs & Problems of Adolescents - their Educational Implications		2hrs
		4hrs
		4hrs
		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	2hrs
3.4 Mental Health and Hygiene-Meaning, aspects and measures to preserve and promote mental health in children.	4hrs

References

1. Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinehart and Winston.
2. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
3. Dececo "Psychology of learning and instruction New Delhi – Anmol Publications.
4. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
5. Woolfolk A.E. (2009) Educational psychology 11th edition prentice hall publications.
6. Dandapani S. Advanced educational psychology Anmol Publications (2005).
7. Chauhan S.S. Advanced Educational psychology.
8. Mangal S.K. Advanced Educational Psychology.
9. Haseen Taj (2007) Social Psychology Neelkamal publications ; Hyderabad
10. ಡಾ|| ತಾತುರಾಜು ಹೆಚ್.ವಿ. 'ಶೈಕ್ಷಣಿಕ ತುರ್ತು-ವಿಜ್ಞಾನ' ಶ್ರೀಯುಕ್ತ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾತನಗರೆ (೨೦೧೦).
೧೧. ಎ.ವಿ. ಗೋವಿಂದರಾತ್. ಶಿಕ್ಷಣದ್ವೈತತತ್ವ-ತುರ್ತು-ವಿಜ್ಞಾನ, ತುರ್ತು ಪ್ರಕಾಶನ, ಮೈಸೂರು.
೧೨. ಉಪೇಶ್ ಹೆಚ್.ಎಸ್. 'ಶೈಕ್ಷಣಿಕ ತುರ್ತು-ವಿಜ್ಞಾನ' ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
೧೩. ಡಾ|| ಕೆ.ಎಂ.ಗಂಗಾಧರ – 'ಶೈಕ್ಷಣಿಕ ತುರ್ತು-ವಿಜ್ಞಾನ' – ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
೧೪. ಡಾ|| ತುರ್ತು-ವಿಜ್ಞಾನ, 'ಶಿಕ್ಷಣದ್ವೈತತತ್ವ', ಪರಮಗುರು, ಶಿಂಕರಪುರ ಪ್ರಕಾಶನ.

15. ದಂಡಪಾಣಿ ಎಸ್. (೧೯೯೮) ಅನು. ಕುಹುಬಜಿಲ್ಲರಾತ್ (೨೦೦೦) ತುನಶಾಸ್ತ್ರ ತುತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೇಟು
ಸುತುಂತ ಪುಣಾಶನ.

೧೬. ಜೆಂಧ್ರಶೇಖರ್, ೦.ಆರ್. (೧೯೯೬) — 'ವಿದ್ಯಾರ್ಥಿಗಲ ತುನನ ಸತುಸ್ಸು'.

Assessment:

Weightage for assessments (in percentage)

Type of Course	Formative Assessment / IA	Summative Assessment
Test	15	60
Assignment	10	
Seminar	15	

Course Title: History of Education

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

Program Outcomes:

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

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

Unit 1 : Education in the Vedic Period**(14 Hours)**

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 Buddhistic 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 (Monasteries/Viharars).
- Teacher pupil relation.
- Curriculum and approaches/methods.


Registrar
Davangere University
Shivagangotri, Davangere.

- 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 (Maktab/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. ಭಾರತದ ಶಿಕ್ಷಣ – ಡಾ. ಎಚ್.ವಿ. ಶಿವಶಂಕರ್ *ಹಂಪಿ ಪ್ರಕಾಶನ
8. ಭಾರತದ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಜ್ಞತ ಸಮಸ್ಯೆಗಳು * (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಡಾ. ಎನ್.ಬಿ. ಸಿಂಗತಾಡ.
9. ಭಾರತದ ಶಿಕ್ಷಣ * (ಪ್ರಕಾಶನ ಸಂಸ್ಥೆ) – ಎ.ಎಚ್. ನರಸಿಂಹಚಾರ್.
10. ಭಾರತದ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ - ನಂಜುಂಡಸ್ವಾಮಿ.
11. ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ – (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಎಸ್.ಬಿ. ಯಾದವತಾಡ.
12. ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರಜ್ಞತ ಸಮಸ್ಯೆಗಳು – ಡಾ. ಆರ್.ಟಿ.ಜಂತ್ಯ.

Assessment:**Weightage for assessments (in percentage)**

Type of Course	Formative Assessment / IA	Summative Assessment
Test	15	60
Assignment	10	
Seminar	15	

BA- Education- Open Elective Semester 2

Course Title: **ICT in Education**

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

Program Outcomes:

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

<ul style="list-style-type: none"> Understand the process of communication and Information Technology. Appreciate the role of New Educational Technology. Use open source content for instruction. Initiate online discussion group. Understand the concept of presentation softwares 	42 Hrs
---	---------------

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


Registrar
Davangere University
Shivgangotri, Davangere.

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	15	60
Assignment	10	
Seminar	15	


Registrar
Davangere University
Shivagangotri, Davangere.

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 based (Credits) (L+T+P)	Skill Enhancement Courses (SEC)		Total Credits
						Value based (Credits) (L+T+P)		
I	<div><div>DSC-A1(3): Foundations of Education</div><div>DSC-A2(3): Philosophical Foundations of Education</div><div>DSC-B1(3):</div><div>DSC-B2(3):</div></div>	<div>OE-1 (3): History of Education</div>	<div>L1-1 (3), L2-1(3) (3+1+0 each)</div>	<div>SEC-1: Digital Fluency (2) (1+0+2)</div>	<div>Physical education for fitness(1) (0+0+2)</div>	<div>Health & wellness(1) (0+0+2)</div>	25	
II	<div><div>DSC-A3(3): Sociological Foundations of Education</div><div>DSC-A4(3): Psychological Foundations of Education</div><div>DSC-B3(3):</div><div>DSC-B4(3):</div></div>	<div>OE-2 (3): ICT in Education</div>	<div>L1-2(3), L2-2 (3) (3+1+0 each)</div>		<div>Physical education- Yoga(1) (0+0+2)</div>	<div>NCC/NSS/R&R(S&G)/ Cultural(1) (0+0+2)</div>	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