NOTIFICATION

Sub: Syllabus of Education a Disciplinary core Subject for B.A
Degree Programme under NEP 2020–reg

Ref: Decision of the Academic Council at its meeting held on 27.10.2021
Agenda No: 2:16(2021-22)

Pursuant to the above, the syllabus of Education, a Disciplinary core Subject for B.A Degree Programmes under NEP 2020 which was approved by the Academic Council at its meeting held on 27.10.2021 is hereby notified for implementation with effect from the academic year 2021-22

Copy of the Syllabus shall be downloaded from the Mangalore University Website. www.mangaloreuniversity.ac.in

REGISTRAR.

To:
1. The Principals of all the Colleges affiliated to Mangalore University.
2. The Registrar (Evaluation), Mangalore University.
3. Dr. Gerald Santhosh D'souza, Chairman, Composite BOS in Education & Chairman & Director, Department of Physical Education, Mangalore University, Mangalagangothri.
4. The Assistant Registrar/ Superintendent, Academic Section, O/o the Registrar, Mangalore University.
5. The Director, DUIMS, Mangalore University – with a request to publish in the Website.
6. Guard File.

MANGALORE UNIVERSITY
NEP 2020 BASED CURRICULUM FOR EDUCATION
OCTOBER 2021

FACULTY OF EDUCATION

SYLLABUS FOR EDUCATION

IN ACCORDANCE WITH
NEP REGULATIONS 2021

MANGALORE UNIVERSITY

DEPARTMENT OF P.G. STUDIES AND RESEARCH IN PHYSICAL EDUCATION AND SPORTS

SYLLABUS OF MANGALORE UNIVERSITY UNDERGRADUATE I AND II SEMESTERS, PERTAINING TO EDUCATION PREPARED IN THE MEETING OF THE BOARD OF STUDIES IN EDUCATION ON OCTOBER 23, 2021 AND FINALISED SUBSEQUENTLY, SUBMITTED TO MANGALORE UNIVERSITY ON OCTOBER 25, 2021.

MEMBERS OF THE BOARD OF STUDIES IN PHYSICAL EDUCATION

1. Dr. Gerald Santhosh DSouza   Chairman
   Dean, Chairman and Director of Physical Education
   Mangalore University, Mangalagangotri

2. Prof. K B Praveena   External Member
   Professor and Chairman
   Department of Education, University of Mysore, Mysore

3. Dr. Geetha C   External Member
   Associate Professor, Department of Education
   Kuvempu University, Shivamogga

4. Dr. Farita Veigas   Member
   Principal, St. Aloysius Institute of Education, Mangalore

5. Mr. K Nithyananda   Member
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8. Dr. Flosy C R D'Souza   Member
   Associate Prof., St. Anns College of Ed., Mangalore

9. Dr. Chidananda A L   Member
   Coordinator, Department of PG Studies in Education
   Mangalore University, Mangalagangotri

Name of the Degree Program	:	**BA/BSc/BCom/BBA/BCA & all other UG Courses**
Discipline Core	:	**Education – BA**
Total Credits for the Program (I & II Semesters)	:	
Discipline Core	:	**12 Credits**
Open Electives	:	**06 Credits (BA/BSc/BCom/BBA/BCA & all other UG Courses)**
Starting Year of Implementation	:	**2021-22**

The Learning Outcomes-Based Curriculum Frame work (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

● Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

● The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.

● They provide general guidance for articulating the essential learnings

associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching- learning process and assessment of student learning levels.

- Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum frame work are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the, holder of a qualification;

- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;

- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and

- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

GRADUATE ATTRIBUTES

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills***:* Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems,

rather than replicate curriculum content knowledge; and apply one's learning to real life situations.

- **Analytical reasoning***:* Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

- **Research-related skills***:* A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and- effect relationships; ability to plan, execute and report the results of an experiment or investigation.

- **Cooperation/Team work***:* Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.

- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.

- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.

- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.

- **Self-directed learning***:* Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.

- **Multicultural competence***:* Possess knowledge of the values and beliefs of

multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / reskilling.

PROGRAMME STRUCTURE

SEMESTER-I

Discipline Specific Core-1 (*BA programme*)						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-C1	**Foundations of Indian Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-C2	**Philosophical Foundations of Education**	4	4	100 (60+40)	4 / 4	**100**
Open Electives (*BA/BSc/BCom/BBA/BCA & all other UG Courses*)						
Ed OE-1	**History of Education**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-II

Discipline Specific Core-1 (*BA programme*)						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-3	**Sociological Foundations of Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-4	**Psychological Foundations of Education**	4	4	100 (60+40)	4 / 4	**100**
Open Electives (*BA/BSc/BCom/BBA/BCA & all other UG Courses*)						
Ed OE-2	**ICT in Education**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-III

Discipline Specific Core-1 (*BA programme*)						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-5	**Development of Education in Modern India**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-6	**Issues and Challenges in Education**	4	4	100 (60+40)	4 / 4	**100**
Open Electives (*BA/BSc/BCom/BBA/BCA & all other UG Courses*)						
Ed OE-3	**Life Skills in Education**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-IV

Discipline Specific Core-1 *(BA programme)*						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-7	**Indian Thinkers in Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-8	**Western Thinkers in Education**	4	4	100 (60+40)	4 / 4	**100**
Open Electives *(BA/BSc/BCom/BBA/BCA & all other UG Courses)*						
Ed OE-4	**Entrepreneurship in Education**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-V

Discipline Specific Core-1 *(BA programme)*						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-9	**Educational Administration and Management**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-10	**Leadership in Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-11	**Value Education**					
Open Electives *(BA/BSc/BCom/BBA/BCA & all other UG Courses)*						
Ed E-1	**Teaching Skills and Strategies**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-VI

Discipline Specific Core-1 *(BA programme)*						
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-12	**Gender and Society**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-13	**Guidance and Counselling**	4	4	100 (60+40)	4 / 4	**100**
Open Electives *(BA/BSc/BCom/BBA/BCA & all other UG Courses)*						
Ed E-2	**Special Education**	3	3	100 (60+40)	3 / 3	**100**

SEMESTER-VII

	Discipline Specific Core-1 *(BA programme)*					
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-14	**Human Rights Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-15	**Global Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-16	**Inclusive Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-17	**Educational Technology**	4	4	100 (60+40)	4 / 4	**100**
	Open Electives *(BA/BSc/BCom/BBA/BCA & all other UG Courses)*					
Ed E-3	**Distance Education**	3	3	100 (60+40)	3 / 3	**100**
Ed E-4	**Population Education**	3	3	100 (60+40)	3 / 3	**100**
	Research Methodology	3				

SEMESTER-VIII

	Discipline Specific Core-1 *(BA programme)*					
Course	Title of the Course	Credits	No. of Teaching Hours/Week	Total Marks/ Assessment	Total Hours/ Credits	Total Marks
Ed DSC-18	**Women Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-19	**Environmental Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-20	**Human Resource Development and Education**	4	4	100 (60+40)	4 / 4	**100**
Ed DSC-21	**Educational Policy and Planning**	4	4	100 (60+40)	4 / 4	**100**
	Open Electives *(BA/BSc/BCom/BBA/BCA & all other UG Courses)*					
Ed E-5	**Language across the Curriculum**	3	3	100 (60+40)	3 / 3	**100**
	Research Project	6				

EDUCATION

BA SEMESTER I & II

SEMESTER I

DISCIPLINE SPECIFIC CORE

Course 1		Course 2	
Number of Theory Credits	**Number of lecture hours/ semester**	**Number of Theory Credits**	**Number of lecture hours/ semester**
4	**56**	**4**	**56**
Duration of the Exam	**3 Hours**	**Duration of the Exam**	**3 Hours**

Semester I

DISCIPLINE SPECIFIC CORE - 1

Title of the Course:

FOUNDATIONS OF INDIAN EDUCATION

Course Outcomes:

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

- 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.

Contents of the Course 3 – 1 – 0	
Unit 1 – Pre-Independence Education Period	**14**
1.1 Meaning and importance of Education	2
1.2 Vedic System of Education- with reference to - Background, Aims, Rituals, Teaching, Curriculum, Pupil-Teacher Relationship and other characteristics.	4
1.3 Buddhist System of Education- Education with reference to - Background, Aims, Rituals, Teaching, Curriculum, Pupil-Teacher Relationship and Merits and Demerits.	4
1.4 Muslim Education with Reference to - Background, Aims, Rituals, Teaching, Curriculum, Pupil-Teacher Relationship and Merits and Demerits.	4
Unit 2 – British System of Education	**14**
2.1 British System of Education – Introduction, Objectives, Background	5
2.2 Macaulay's Minute and Woods Dispatch – Salient features	3
2.3 Hortog Committee – Salient features	3
2.4 Sargent Commission – Salient features	3
Unit 3 – Post Independence Period	**14**
3.1 University Education Commission – Salient features	3
3.2 Mudaliar Commission – Salient features	3
3.3 Kothari Education Commission – Salient features	4
3.4 National Education Policies – NEP 1986, NEP 2020 - Historical Perspective, and salient features.	4

Assessment: Weightage for assessments (in percentage)

Assessment type	
Formative Assessment / IA	Marks
Test 20	
Assignment 10	40
Seminar 10	
Summative Assessment	60
Total	**100**

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books
- National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
- National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
- Right to Education Act (2009). Ministry of Human Resource Development,

Government of India, New Delhi.

- Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
- Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
- Haseen Taj (2008) Current Challenges in Education Neelkamal publications ; Hyderabad. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
- Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
- Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
- Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
- Biswas. A., & Aggarwal, J.C. (1992).Education in India, Arya Book Depot, New Delhi.
- Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
- Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
- Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
- 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.
- Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
- Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
- Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
- http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

Semester I
DISCIPLINE SPECIFIC CORE - 2

Title of the Course:

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course Outcomes:

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

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

Contents of the Course 3 – 1 – 0	
Unit 1 – Concept of Philosophy and Education	**14**
1.1 Meaning, Definitions and Scope of Philosophy	4
1.2 Branches of Philosophy- Metaphysics, Epistemology and Axiology	5
1.3 Methods of Philosophical Inquiry.	3
1.4 Criteria of Educative Process, Meaning and importance of Education	2
Unit 2 – Philosophy and Education	**14**
2.1 Relationship between Education and Philosophy- with Special Reference to	6
Aims, Curriculum, Teacher and Discipline.	3
2.2 Modern Concept of Philosophy of Education	3
2.3 The need for Philosophical Inquiry of Education	2
2.4 Indian and Western Philosophical thoughts – Salient features	
Unit 3 – Philosophy and Human Development	**14**
3.1 Education and Development of Values – Gender sensitization through	4
Education, Equal opportunities	4
3.2 Education for National Integration	3
3.3 Education for International Understanding	3
3.4 Education for peace and Harmony	

Assessment: Weightage for assessments (in percentage)

Assessment type		
Formative Assessment / IA	Marks	
Test 20		
Assignment 10	40	
Seminar 10		
Summative Assessment	60	
Total	**100**	

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books

- NCERT, The Teacher and Education in Emerging India Society, New Delhi.

- Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.

- Yadav and Yadav : Education in the Emerging Indian Society, Tandon Publications.

- B.N. Dash, Principles of Education in Emerging Indian Society.

- Humanyun Kabir : Indian philosophy of Education, Bombay Asiapublication House.

- National Curriculum Frame Work School Education 2000. NCERT.

- R.S. Peters : Concept of Education.

- O' Connoz, philosophy of Education.

- Paulo Frieri : Pedagogy of oppressed.

- The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.

- A.L. Narasimhachar : Bharathadalli Shikshana, Shikshana Prakashana, Mysore.

- NCERT – 2005 : National Curriculum Frame Work, New Delhi.

- ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ – ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.

- ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ – ಶ್ರೀ ಕರಜಗಿ.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು – ಡಾ। ಶಿವಶಂಕರ್.

- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಸುಗಂದಿ.

- ನವನೀತ ಪ್ರಕಾಶನ – ದಾವಣಗೆರೆ – ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

SEMESTER II

DISCIPLINE SPECIFIC CORE

Course 1		Course 2	
Number of Theory Credits	**Number of lecture hours/ semester**	**Number of Theory Credits**	**Number of lecture hours/ semester**
4	**56**	**4**	**56**
Duration of the Exam	**3 Hours**	**Duration of the Exam**	**3 Hours**

Semester II

DISCIPLINE SPECIFIC CORE - 1

Title of the Course:

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Course Outcomes:

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

- Understand the concepts of 'Sociology' and 'Sociology of Education'.
- Identify the various social processes involved in education.
- Analyse 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.

Contents of the Course 3 – 0 – 0	
Unit 1 – Meaning and Scope of Educational Sociology	**14**
1.1 Meaning and scope of Educational Sociology.	2
1.2 Education as a subsystem of the Society, School as a Social System.	4
1.3 Meaning of Social Change, Factors Influencing Social Change.	4
1.4 Role of Education in bringing about desirable Social Change.	4
Unit 2 – Social Agencies of Education	**14**
2.1 Primary Group – Family - The Family Patron in Indian Society and its Effect on Socialization.	3 4
2.2 Secondary Group - The School, the School and the Community Relationship.	4
2.3 Interdependence of School, Community and Family in the Process of socialization of the Child. 2.4 Role of NGO and State	3

Unit 3 – Education and Social Process	14
3.1 Education and Social Stratification	2
3.2 Education and Social Mobility, Education and social development	3
3.3 Role of Communication in Social Interactions.	3
3.4 Role of Education in the Process of Modernization - Education and Culture, Importance of Culture, Culture and Education. Enculturation, Acculturation, Cultural Lag, Culture and Personality, Role of Education in National Integration.	6

Assessment:

Weightage for assessments (in percentage)

Assessment type		
Formative Assessment / IA		Marks
Test 20		40
Assignment 10		
Seminar 10		
Summative Assessment		60
Total		**100**

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books

- Modern Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi.
- Education in Ancient and Medieval India – S.P. Chaube, A. Chaube. Vikas Publishing House Pvt. Ltd., New Delhi.
- Teacher in Emerging Indian Society – Safaya, Shoida, Shukla. Dhanpot Roi Publishing company Ltd., New Delhi.
- Development and Publishing of Modern Education – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2005.
- Education in Emerging Indian Society – Dr. S.S. Wadhwa. Tandon Publications, Ludhiana – 2006.
- Indian Education–Muniruddin. Anmol Publications Pvt. Ltd., New Delhi– 2005.
- Fundamentals of Basic Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi – 2005.
- Education and Social change – vijaya Kumari Koushik, S.R. Sharma. Anmol Publications Pvt. Ltd., New Delhi – 2005.
- Philosophical and Sociological Bases of Education. – K.K. Bhatir, C.L. Narang. Tandon Publications, Ludhiana.
- History of Indian Education System – Yogesh Kumar Singh, Ruchika Noth. A.P.H. Publishing corporation, New Delhi – 2005.
- National concern and Education – Prof. P.S. Suresh, Prof. T.P.S. Rao. Anuradha

Publications, Bengaluru – 2008.

- Education and National Concerns – C.G. Prasad. S.M.V. Publications Kolar – 2006.
- Theory of principles of Education Philosophical and Sociological Bases of Education, J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2007.
- Problems of Indian Education – Raghunath Saurya.
- Problems of Indian Education – Khohli.
- Human Rights Education – C. Naseema.
- Constitution of India.
- Landmarks in the history of modern 'Indian Education – J.C. Aggarwal'.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ। ಹೆಚ್.ವಿ. ಶಿವಶಂಕರ, ಹಂಜಿ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ – ೨೦೦೭.

- ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು – ಸಿ.ವಿ. ಜಯಣ್ಣ. ಸಪ್ಣ ಬುಕ್ ಹೌಸ್ – ೨೦೦೭.

- ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ – ಕೆ.ಜಿ. ಮಹೇಶ್. ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು – ೨೦೦೭.

- ಜೀವನ ಕೌಶಲಗಳು – ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ. ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ – ೨೦೦೭.

- ಡಾ. ಎಸ್.ಪಿ. ಪದ್ಮ ಪ್ರಸಾದ್ – ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು, ಸುಮುಖ ಪ್ರಕಾಶನ – ೨೦೦೭.

- ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ–ಪಿ.ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ ೧೯೯೯.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ – ಟಿ. ನಾಗರಾಜ. ಲಕ್ಷ್ಮೀ ಮತ್ತು ಚೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರ–

- ೨೦೦೭.

- ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರ – ಪಿ. ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ – ೨೦೦೭.

- ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಎಸ್.ಬಿ. ಯಾದವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ – ೨೦೦೭.

- ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ – ಪ್ರೊ. ಪಿ.ಎಸ್. ಸುರೇಶ್. ಚಿತ್ತಾರ ಪ್ರಕಾಶನ, ಮೈಸೂರು – ೨೦೦೬.

- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ನರಸಿಂಹಚಾರ್. ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು ೨೦೦೬.

- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ರುದ್ರೇಶ್.

- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಶಿವಯ್ಯ. ಎಸ್. ಸೌರಭ ಆಖಾಖಖಿ ಬೆಂಗಳೂರು.

Semester II
DISCIPLINE SPECIFIC CORE - 2

Title of the Course:

PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Course Outcomes:

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

- 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.

Contents of the Course 3 – 1 – 0	
Unit 1 – Introduction to Educational Psychology	**14**
1.1 Psychology - Meaning and Branches.	2
1.2 Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher, Educational Implications.	4
1.3 Relationship of Educational Psychology with important branches of Psychology (Child, Clinical, Social, Developmental psychology).	4
1.4 Methods of Psychology (Observation, Experimental and Case Study)	4
Unit 2 – Understanding the Child	**14**
2.1 Growth and Development – Meaning and Principles	2
2.2 Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence.	4
2.3 Adolescence – Meaning, Developmental Tasks.	4
2.4 Needs and Problems of Adolescents - Educational Implications	4
Unit 3 – Individual Differences among the Children	**14**
3.1 Individual Differences – Measures to meet Individual Differences (with special reference to Gifted, Backward and Under achievers).	5
3.2 Intelligence – Meaning, importance and types. Concepts of MA & IQ, Distribution of I Q. Multiple Intelligence – Howard Gardner, Emotional Intelligence- Meaning, importance and dimensions.	5
3.3 Attitude and Aptitude - Meaning & Dimensions.	2
3.4 Mental Wellbeing and Hygiene-Meaning, aspects and measures to preserve and promote mental wellbeing in children.	2

Assessment:
Weightage for assessments (in percentage)

Assessment type	
Formative Assessment / IA	Marks
Test 20	
Assignment 10	40
Seminar 10	
Summative Assessment	60
Total	**100**

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books

- Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinchart and Winston.
- Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
- Dececo "Psychology of learning and instruction New Delhi – Anmol Publications.
- Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
- Woolfolk A.E. (2009) Educational psychology 11th edition prenticehall publications.
- Dandapani S. Advanced educational psychology Anmol Publications (2005).
- Chauhan S.S. Advanced Educational psychology.
- Mangal S.K. Advanced Educational Psychology.
- Haseen Taj (2007) Social Psychology Neelkamal publications ; Hyderabad
- ಡಾ॥ ವಾಮದೇವಪ್ಪ ಹೆಚ್.ವಿ. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಷನ್ಸ್, ದಾವಣಗೆರೆ (೨೦೧೦).
- ಎ.ವಿ. ಗೋವಿಂದರಾವ್. ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ, ಮುರಳಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
- ಉಮೇಶ ಹೆಚ್.ಎಸ್. 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' ವಿಸ್ಮಯ ಪ್ರಕಾಶನ, ಮೈಸೂರು.
- ಡಾ॥ ಕೊಂಗವಾಡ – 'ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ' – ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ.
- ಡಾ॥ ಮಹಾಬಲೇಶ್ವರ ರಾವ್, 'ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ', ಪೇರಮುಗೇರು, ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
- ದಂಡಪಾಣಿ ಎಸ್. (೧೯೮) ಅನು. ಮಹಾಬಲೇಶ್ವರರಾವ್ (೨೦೦೦) ಮನಃಶಾಸ್ತ್ರ ಮತ್ತು ಶಿಕ್ಷಣ, ಉಪ್ಪಿನಕೋಟೆ, ಸುಮಂತ ಪ್ರಕಾಶನ.
- ಚಂದ್ರಶೇಖರ್, ಸಿ.ಆರ್. (೧೯೯೬) – 'ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು'.

Semester I

OPEN ELECTIVE COURSE

Title of the Course:

History of Education

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

Course 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.

Contents of the Course 3 – 0 – 0	
Unit 1 – Education in the Vedic Period	**14**
1.1 Aims of education.	2
1.2 Special features of the system.	6
- 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
1.4 Relevancy of the system to contemporary education.	3
Unit 2 – Education in Buddhistic Period	**14**
2.1 Aims of education.	2
2.2 Special features of the system.	6
- 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
2.4 Relevancy of the system to contemporary education.	3
Unit 3 – Education in Medieval Period	**14**
3.1 Aims of education.	2
3.2 Special features of the system.	6
- 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
3.4 Relevancy of the system to contemporary education.	3
A comparative study of Medieval education with Buddhistic and Vedic system of education.	

Assessment:

Weightage for assessments (in percentage)

Assessment type		
Formative Assessment / IA		Marks
Test 20		
Assignment 10		40
Seminar 10		
Summative Assessment		60
Total		**100**

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books

- History of Indian Education and its contemporary problems *(Dobha house – 1995) S.D. Khanna and others.
- Land mark of in the history of Modern Indian Education. – J.C. Agarwall * Vikas Publication 1983.
- History of Education in India *(Acharya Book Depot – 1951) – S.N. Mukherji.
- Education in ancient and medieval India. (Vikas publication) S.R. Chaube and A. Chaube.
- Education in emerging India – D. Veeraiah.

- Education in Muslim India *(Delhi-Idrah-I Abaliyat-I) – S.N. Joffer.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – ಡಾ. ಎಚ್.ವಿ. ಶಿವಶಂಕರ್ * ಹಂಪಿ ಪ್ರಕಾಶನ.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗು ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು * (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಡಾ. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ * (ಪ್ರಕಾಶನ ಸಂಸ್ಥೆ) – ಎ.ಎಲ್. ನರಸಿಂಹಚಾರ್.

- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ – ನಂಜುಂಡಸ್ವಾಮಿ.

- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ – (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) – ಎಸ್. ಬಿ. ಯಾದವಾಡ.

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

Semester II

OPEN ELECTIVE COURSE

Title of the Course:

Information and Communication Technology (ICT) in Education

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

Course Outcomes:

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

- Understand the process of - Information and Communication Technology.
- Appreciate the role of Technologies in Education.
- Use open-source content for instruction.
- Initiate online discussion group.
- Understand the concept of presentation software.

Contents of the Course 3 – 0 – 0	
Unit 1 – Information and Communication Technology (ICT) in Education	**14**
1.1 Meaning & importance of ICT & ICT in education.	
1.2 Computers and its uses – Hardware and software	3
1.3 Meaning & use of Communication Tools: Internet, Educational platforms,	4
social media	4
1.4 Meaning, Importance and Scope of multimedia in Education.	3
Unit 2 – Technologies in Education	**14**
2.1 Computer assisted Instruction, Internet, Multimedia,	3
2.2 Tele Lecture, Tele conference, Tele seminar, Interactive video, Video text,	4
Video conferencing,	
2.3 Digital resources – eLearning, MOOC, Swayam	3
2.4 Latest trends in Education - Virtual class room, Machine Learning,	4
Gamification, Virtual Reality, Augmented Reality & Mixed Reality –	
Educational Implications.	
Unit 3 – Web Tools	**14**
3.1 Open Educational Resources, Open-source content – Types of E-Content: E- books, E-encyclopedias, Wikipedia, wiki educator, Reusable Learning Objects	5
Use in teaching and learning.	5
3.2 Blog discussion group, online forum, online video conference – use in	
teaching and learning.	4
3.3 Social networking – Orkut, facebook, whatsapp, twitter – Instructional use.	

Assessment:

Weightage for assessments (in percentage)

Assessment type	
Formative Assessment / IA	Marks
Test 20	
Assignment 10	40
Seminar 10	
Summative Assessment	60
Total	**100**

*Assignments can be in the form of written and practical tasks, projects, pedagogy, field work etc.

Reference Books

- Essentials of educational technology-innovations in teaching – learning by J.C. Aggarwal.
- Educational Technology by C.V. Myageri.
- Introduction to Educational Technology by K. Sampath, A. Pannerselvam, S. Santhanma.
- Educational Technology by Dr. S.K. Murthy.
- Shaikshkanika thantragana parichaya by Dr. C.R. Jantli.
- Educational Technology by Tara Chand.
- Essestials of Educational Technology be S.K. Mangal; Uma Mangal.
- Instructional Technology by V.K. Rao.
- Teaching Technology for College Teacher by E. G. Vedanayagam.
- Technology of Teaching by R.A. Sharma.
- Instructional Technology in Education by Y.K. Singh.
- Educational Technology by Jagannath Mohaty.
- Educational Technology by Dr. Haseen Taj
- Educational Technology by Dr. B.C Anantha Ram
- Educational Technology by Dr. S.K. Murthy

SCHEME / PATTERN OF EXAMINATION

DISCIPLINE SPECIFIC CORE

Max. marks: 60   **Time: 03 Hours**

Instructions:
1. Answer all questions

I.   Answer any 5 Questions. Each answer shall not exceed half page   5 x 2 = 10

   1.
   2.
   3.
   4.
   5.
   6.
   7.

II.   Answer any Four questions of the following. Each answer shall not exceed one page
                                                                             4 x 5 = 20
   1.
   2.
   3.
   4.
   5.
   6.

III.   Answer any three questions of the following. Each answer shall not exceed two pages
                                                                             3 x 10 = 30

   1.
   2.
   3.
   4.
   5.

OPEN ELECTIVE

Max. marks: 60   **Time: 03 Hours**

Instructions:
1. Answer all questions

I.   Answer any 5 Questions. Each answer shall not exceed half page   5 x 2 = 10

1.
2.
3.
4.
5.
6.
7.

II.   Answer any Four questions of the following. Each answer shall not exceed one page
                                                                                4 x 5 = 20
1.
2.
3.
4.
5.
6.

III.   Answer any Three questions of the following. Each answer shall not exceed two
        pages   3 x 10 = 30

1.
2.
3.
4.
5.