



Government of Karnataka

Model Curriculum

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

BA-Semester IV

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

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

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

Suggested Practical activities

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

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



Reference Textbooks



14	ನಂಜುಂಡಸ್ವಾಮಿ. ()ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ
15	ಶ್ರೀ ಕರಜಿ.()ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ-
16	ಶಿವಶಂಕರ್().ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು-
17	-ಸುಗಂಧಿ.()ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ
18	ನವನೀತ ಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
21	ನರಸಿಂಹಾಚಾರ್. ಎ.ಎಲ್. ()ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-
22	.ರಘು. ಕೆ ಸಮಾಜ ಮತ್ತು ಶಿಕ್ಷಣ
23	ನಾಗರಾಜ್ -ಪಿ.()ಶಿಕ್ಷಣದಲ್ಲ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರ-ವಿದ್ಯಾ ಪ್ರಕಾಶನ.
24	ಶ್ರೀಧರ. ವೈ.ಎನ್.().ಶಿಕ್ಷಣದ ತಾತ್ವಿಕನೆಲೆ-ಅನುರಾಧ ಪ್ರಕಾಶನ
25	ವೀರಪ್ಪ. ಕೆ.ಃ.ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕ ಇತಿಹಾಸ-ಪ್ರಸಾರಂಗ

Assessment:

Weightage for assessments (in percentage)

Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson



Government of Karnataka

Model Curriculum

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

BA-Semester IV

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

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

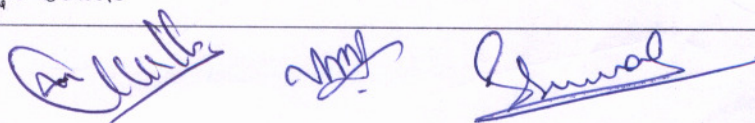
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Unit-2 WESTERN THINKERS-2	14 Hrs
2.1. JOHNDEWEY- Philosophy, Education as a Process of Re adjustment, School as a Social Institution,	
2.2. PAULO FREIRE – Philosophy of Education, Conscientization, Dialogue praxis.	
2.3. SOCRATES- Philosophy and Education,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

Suggested Practical activities

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

Reference Textbooks	
1	Taneja V. R.()Educational thought and practice. New Delhi Publications.
2	NCERT, The Teacher and Education in Emerging India Society, New Delhi.
3	Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
4	Yadav and Yadav: Education in the Emerging Indian Society, Tandon Publications.
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13	NCERT–2005: National Curriculum Framework, New Delhi.
14	ನಂಜುಂಡಸ್ವಾಮಿ. ()ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ



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15	ಶ್ರೀ ಕರಜಿ.()ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ-
16	ಶಿವಶಂಕರ್() .ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು-
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18	ನವನೀತ ಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
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Assessment:

Weightage for assessments (in percentage)

Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022



Subject Committee Chairperson






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

BA-Semester IV

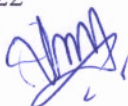
Course Title: ENTREPRENEURSHIP IN EDUCATION			
COURSE CODE	OE-4(3):EDU (OE):4		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

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

Assessment:

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

Date:16.05.2022



Subject Committee Chairperson





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Model curriculum

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

BA- Semester –IV

Course Title : WOMEN EDUCATION			
COURSE CODE	: OE-4(3) : EDU (OE): 4		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: GUK : BOS	DURATION OF SE EXAM	: 2hrs

Course Outcome/LOCF	
On completion of the course, the student teacher will be able to :	42Hrs
<ul style="list-style-type: none">To know the Policy Perspectives and Committees and Commissions on Women Education	
<ul style="list-style-type: none">To Explain the role of Indian thinkers towards Women Education	
<ul style="list-style-type: none">To identify major constraints of Women Education and Women Empowerment	
OE-4(3) : EDU (OE) : 4	
Unit-I Policy Perspective, Committee and Commission on Women Education	14Hrs
<ul style="list-style-type: none">➤ Constitutional provision, NPE-1968, 1986, NEP-2020	
<ul style="list-style-type: none">➤ Radhakrishnan, Mudaliar and Kothari Commission	
<ul style="list-style-type: none">➤ Durgabai Deshmukh Committee, Hansraj Mehta Committee and Bhaktabatsalam Committee	
Unit-II Role of Indian Thinkers in Promoting Women Education	14Hrs
<ul style="list-style-type: none">➤ Rammohan Roy	
<ul style="list-style-type: none">➤ Vidyasagar	
<ul style="list-style-type: none">➤ M.K. Gandhi	
Unit-III Major Constraints of Women Education and Women Empowerment	14Hrs
<ul style="list-style-type: none">➤ Social – Psychological	
<ul style="list-style-type: none">➤ Political –Economic	
<ul style="list-style-type: none">➤ Role of Women empowerment in modern society in brief.	

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

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

Suggested Practical activities

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

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





