



BAGALKOT UNIVERSITY

Mudhol Road, Jamkhandi-587301 Dist: Bagalkot

PROGRAM /COURSE STRUCTURE AND SYLLABUS FOR EDUCATION

as per the Choice Based Credit System (CBCS) designed in accordance
with Learning Outcomes-Based Curriculum Framework (LOCF)

For **Bachelor of Arts EDUCATION**

(General Degree)
IV Semester

Adapted from Rani Channamma University Belagavi Applicable from the

Academic Year 2024-25

COURSE STRUCTURE
SEMESTER – IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	126BAB04E DUDSC07T	DS C	Indian Thinkers in Education	4 (3+1+0)	2	40	60	100	3
2.	126BAB04E DUDSC08T	DS C	Western Thinkers in Education	4 (3+1+0)	2	40	60	100	3
4.									
5.									
6.									
7.									
8.									
9.									
Total								200	06

* Please note that in this Course Code, first three alphabets (i.e. EDU) represent the discipline (i.e. Education); next three alphabets (i.e. DSC) represent the type of the Course (i.e. Discipline Core).

PROGRAM ARTICULATION MATRIX

Semester	Name of the course-Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
3	Development of Education in Modern India	i) Disciplinary knowledge, ii) analytical reasoning, and, iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
3	Issues and Challenges in Secondary Education	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
3	Life Skills in Education (OE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

4	Indian Thinkers in Education	i) Disciplinary knowledge, ii) professional skills, ii) application skills, and ii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, iii) Individual and Group Activities iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
4	Western Thinkers in Education	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) self-directed learning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
4	Entrepreneurship in Education (OE)		Nil	i) Orientation Lecture ii) Practical exposure iii) On field Training iv) Visit to various Agencies v) Field-based Learning, vi) Individual and Group Activities	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

ASSESSMENT METHODS:

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	40	60
Experiential Learning (Internships/Research etc.)	40	60

Outline for Continuous assessment activities for C1 and C2 are as follows. Weightage for assessments (in percentage)

Type of Course	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	
Total	20	20	40	60

B.A. EDUCATION (NEP) CURRICULUM

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2023-24

BA-Semester IV

Course Title: DEVELOPMENT OF EDUCATION IN MODERN INDIA			
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	DURATION OF SE EXAM	: 2hrs
		SUMMATIVE ASSESMENT MARKS	: 60

Title of the Course: INDIAN THINKERS IN EDUCATION

Content of Course- DSC-A7(3): EDU (DC):7		Course Code: 126BAB04EDUDSC07T	
Number of Theory Credits	Number of lecture hours/semester-	Number of Theory Credits	Number of lecture hours/semester-
3 Credit	42 Hours	03	42

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➤ 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. LIFE AND WORKS - Swami Vivekananda and Ravindranath Tagore 1.2. SWAMI VIVEKANANDA-Educational Principles, Character Building Education, Aims of Education, Functions of the Teacher, Education for the Masses.	

1.3. RAVINDRANATH TAGORE - Aims of Education, Methods of Teaching, Shantiniketan, Viswabharati	
Unit-2 INDIAN THINKERS -2	14 Hrs
2.1 LIFE AND WORKS - Mahatma Gandhiji and Dr.S.Radhakrishnan. 2.2 MAHATMA GANDHIJI- Aims of Education, Concept of Basic Education, Concept of Sarvodaya. 2.3 Dr.S.RADHAKRISHNAN- Educational Principles, Developing Scientific spirit, Education and Human values, Views on Teacher and Discipline.	
Unit-3 INDIAN THINKERS -3	14 Hrs
3.1. SRI BASAVESHWARA – Thoughts on Kayak and Moral Education, women, and religious education. 3.2. DR. B.R. AMBEDKAR – Life and works and Educational Contributions. 3.3 SRI AUROBINDO- Life and works, Curriculum and The school and International University.	
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	Educational thought and practice. V. R. Tanjja 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.

Reference Textbooks	
6	HumanyunKabir: 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: BharathadalliShikshana, ShikshanaPrakashana, Mysore.
13	NCERT-2005: National Curriculum Framework, New Delhi.
14	ಭಾರತದಶಿಕ್ಷಣಇತಿಹಾಸ-ಶ್ರೀನಂಜುಂಡಸ್ವಾಮಿ.
15	ಭಾರತದಶಿಕ್ಷಣಚರಿತ್ರೆ-ಶ್ರೀಕರಜಗಿ.
16	ಭಾರತದಲ್ಲಿಶಿಕ್ಷಣಹಾಗೂಶಿಕ್ಷಕನಸಮಸ್ಯೆಗಳು-ಡಾಶಿವಶಂಕರ್.
17	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ-ಸುಗಂದಿ.
18	ನವನೀತಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
21	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ-ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜಮತ್ತುಶಿಕ್ಷಣ-ಡಾಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದಲ್ಲಿತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ-ವಿದ್ಯಾಪ್ರಕಾಶನ-ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದತಾತ್ವಿಕನೆಲೆ-ಅನುರಾಧಪ್ರಕಾಶನ-ಡಾ.ವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕಇತಿಹಾಸ-ಪ್ರಸಾರಂಗ-ಕೆ.ಟಿ.ವೀರಪ್ಪ.

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

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2022-23

BA-Semester IV

Course Title: ISSUES AND CHALLENGES IN SECONDARY EDUCATION			
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	DURATION OF SE EXAM	: 2hrs
		SUMMATIVE ASSESMENT MARKS	: 60

Title of the Course: **WESTERN THINKERS IN EDUCATION**

Content of Course- DSCA8(3): DSC-B7(3): EDU (DC):08		Course Code: 126BAB04EDUDSC08T	
Number of Theory Credits	Number of lecture hours/semester-	Number of Theory Credits	Number of lecture hours/semester-
3 Credit	42 Hours	03	42

Course Outcome/ LOCF	
<p>On completion of the course, the student teacher will be able to:</p> <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
<p>1.1. LIFE AND WORKS - Jean Jacques Rousseau and Fedrick Froebel</p> <p>1.2. JEAN JACQUES ROUSSEAU- Aims of education and stages of Growth and Development and education</p> <p>1.3. FEDRICK FROEBEL-Educational Principles, Features of Kinder Garden.</p>	
Unit-2 WESTERN THINKERS-2	14 Hrs
<p>2.1. LIFE AND WORKS – John dewey and Maria Montessori</p> <p>2.2. JOHN DEWEY- Principles of Education, Laboratory school, Methods of teaching.</p>	

2.3 MARIA MONTESSORI–Sensory Training and Montessori, school, Principles of Education, Methods of Teaching.	
Unit-3 WESTERN THINKERS-3	14 Hrs
3.1. LIFE AND WORKS - John Heinrich Pestalozzi and Plato 3.2. JOHN HEINRICH PESTALOZZI –Educational Principals, Aims and Objectives, His Contributions to Education. 3.3. PLATO - Aims and Principles of Education, Stages of instruction and His Contributions.	
<p>Suggested Practical activities</p> <p>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.</p> <p>3. Visit to a Kindergraden School and observe the classroom activities and submit the report.</p>	

Reference Textbooks	
1	Educational thought and practice. V. R. Tanjja 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.
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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.

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15	ಭಾರತದಶಿಕ್ಷಣಚರಿತ್ರೆ-ಶ್ರೀಕರಜಗಿ.
16	ಭಾರತದಲ್ಲಶಿಕ್ಷಣಹಾಗೂಶಿಕ್ಷಕನಸಮಸ್ಯೆಗಳು-ಡಾ.ಶಿವಶಂಕರ್.
17	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ಸುಗಂದಿ.
18	ನವನೀತಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
21	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜಮತ್ತುಶಿಕ್ಷಣ-ಡಾ.ಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದಲ್ಲತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ-ವಿದ್ಯಾಪ್ರಕಾಶನ-ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದತಾತ್ವಿಕನೆಲೆ-ಅನುರಾಧಪ್ರಕಾಶನ-ಡಾ.ವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕಇತಿಹಾಸ-ಪ್ರಸಾರಂಗ-ಕೆ.ಟಿ.ವೀರಪ್ಪ.

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

