

Vijayanagar Sri Krishnadevaraya University, Bellary
Bachelor of Arts (B.A.) Course
B.A. Part-I (Optional) Education – Ist Semester

COMPULSORY PAPER –I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

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

- i) explain the basic concepts of Education, its meaning, aims and functions;
 - ii) interpret the relation between Education and Philosophy;
 - iii) explain the meaning and components of curriculum and society in terms of different thinkers;
 - iv) explain the values, concept, definition, classification, role of Education.
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UNIT-1: CONCEPT OF EDUCATION **16 Hours**

- 1.1 Etymological meaning, Definitions and Scope of Education
- 1.2 Narrow and Broader meaning of Education
- 1.3 Aims of Education: Individual aims- Education for Knowledge Culture and Character
- 1.4 Social aims of education – Education for Citizenship, National Integration, International Understanding, Modernization.

UNIT-2: FUNCTIONS OF EDUCATION **14 Hours**

- 2.1 The Role of Education in the Development of skill, basic knowledge, interest and appreciation ;
- 2.2 Acquaintance with heritage (preservation and transmission)
- 2.3 Acquisition of Skills leading to self-actualization and successful living;
- 2.4 Social cohesion and social progress.

UNIT-3: PHILOSOPHY AND EDUCATION **16 Hours**

- 3.1 Meaning and Concept of Philosophy
- 3.2 Meaning and Definitions of Educational Philosophy.
- 3.3 Nature and Scope of Educational Philosophy
- 3.4 Relationship between Education and Philosophy-with special reference to Aims, Curriculum, Methods of Teaching and Teacher Discipline.

UNIT-4: CURRICULUM FOUNDATIONS AND DESIGN **15Hours**

- 4.1 Curriculum : meaning, components and distinctions(syllabus and textbooks)
- 4.2 Principles of curriculum construction
- 4.3 Foundations of Curriculum: Philosophical and sociological
- 4.5 Curriculum Design : Subject-centered; learners centered; and problem-centered.

UNIT-5: VALUE BASED EDUCATION **14 Hours**

- 5.1 Meaning and Definitions and Nature of Values
- 5.2 Classification of values
- 5.3 Meaning, Definitions and Importance of Value Education
- 5.4 Approaches to Values of Education inculcating values among students.

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References

- Anand C. L. (1993) Teacher and Education in the Emerging Indian Society
NCERT New Deli
- Batia B. D. (1990) The Theory and Principles of Education. Doba House, Delhi.
- Batia K. K. and C. L. Narang (1990) Theory and Principles of Education, Prakash Brothers,
Jalandar.
- Broudy S. H. (1962) Building a Philosophy of Education, New York, Prentice Hall.
- Kneller G. F. (1971) Foundations of Education, New York, John Wiley.
- Soudhi Sandu and Singh (1998) Philosophy of Education. Ambala Cantt. The Indian
Publications.
- Swami Prabhunanand (1981) Spiritual Heritages of India. Sri Ramkrishnamath, Madras,
India.
- Vatsyana, (1987). Indian Philosophy, Meerut, D. H. Corresponding Agency.
- Weber, O. C. (1964) Basic Philosophy of Education. New York: Holt Rinchart Publication.

B. A. Part-I –IIInd Semester

COMPULSORY PAPER–II : SOCIOLOGICAL FOUNDATIONS OF EDUCATION

OBJECTIVES:

- 1) To enable the student to understand the meaning and importance of educational sociology.
- 2) To enable the student to appreciate the work of agencies of socialization.
- 3) The enable the student to know the role of Education on social mobility.
- 4) To enable the student to acquaint with more knowledge in role of education in upliftment of the social class

Total 75 Hours

UNIT-1: CONCEPT OF EDUCATIONAL SOCIOLOGY

12 Hours

- 1.1 Meaning, Definitions, Importance and Scope of Educational Sociology.
- 1.2 Society and Education
- 1.3 Culture and Education- Meaning and Definitions, Types, Characteristics, Role of Education.
- 1.4 Cultural lag – Meaning, Role of Education in cultural lag.

UNIT-2 SOCIALIZATION

18 Hours

- 2.1 Meaning, Definitions and Importance of Socialization.
- 2.2 Agencies of Socialization- formal, informal and non-non formal agencies of education; family and school
- 2.3 Mass Media, Religious Institution, State, Peer-group.
- 2.4 Role of Education in Socialization.

UNIT-3 SOCIAL CHANGE AND SOCIAL MOBILITY

15 Hours

- 3.1 Meaning, Definition and Importance of Social Change.
- 3.2 Characteristics and factors influencing on social change and Role of Education
- 3.3 Meaning, Definitions and types of social mobility.
- 3.4 Role of Education in Social mobility

UNIT-4: SOCIAL CLASS

15 Hours

- 4.1 Meaning and Definitions of Social Class
- 4.2 Classification of Social Class and Role of Education in Upliftment of Social Class.
- 4.3 Meaning , Definitions and Importance of Social Control,
- 4.4 Agencies of Social Control and Role of Education in Social Control

UNIT-5: EDUCATION AND DEMOCRACY**15 Hours**

- 5.1 Meaning of Democracy, Types of Democracy
- 5.2 Distinguish between Democracy and Authoritarianism, Their implications on Education- Aims, curriculum and methods of teaching, discipline.
- 5.3 Socialism, Meaning and Implications on Education
- 5.4 Secularism, Meaning and its Implications on Education

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References:

- Brown, F. I. (1947) *Educational Sociology*. New Delhi: Prentice Hall
- Bushan, V. S. (1982) *Introduction to Sociology*. Allahabad: Kitab Mahal.
- N. B. Kongawad (2007) *Education Emerging India*, Vidhyanidhi Prakashan, Gadag.
- Maciver R. N. and Page C. H. (1959) *Sociology: An Introductory analysis*, London Macmillan and Company.
- Mathur, S. S. (1966) *A Sociological Approach to Indian Education*. Vinod Pustak Maldig
- Moore, C. B. and Cole, E. W. *Society in Education Practice*. University of Chicago Press.

B.A. Part-II – IIIrd Semestre
COMPULSORY PAPER-I: UNDERSTANDING HUMAN DEVELOPMENT AND DIFFERENCES

OBJECTIVES:

- i) acquire the understanding of meaning and importance Psychology and Educational Psychology.
- ii) Gain the knowledge of different stages of human development and understand the characteristics of various stages of development
- iii) Appreciate the role of heredity and environment and become aware of the needs and problems of adolescents.
- iv) Compare and synthesize individual differences among human beings and to identify the possible causes.

Total 75 Hours

UNIT-1: UNDERSTANDING PSYCHOLOGY AND EDUCATION **15 Hours**

- 1.1 Psychology and its meaning, nature and scope, Psychology as a Science
- 1.2 Branches of Psychology – Implications of Developmental psychology, Social psychology, differential psychology and abnormal psychology to education.
- 1.3 Educational Psychology, Meaning, Nature and Scope, inter-relationship between psychology and education.
- 1.4 Psychological methods: Introspection method, Observation method, Case-study, Experimental method, Survey-principles, procedures, usefulness of education.

UNIT-2: UNDERSTANDING HUMAN DEVELOPMENT **15 Hours**

- 2.1 Meaning, Definitions, Differences between growth and development.
- 2.2 Development : Concept and stages of development
- 2.3 Perspectives of Development : physical, emotional, mental, social and moral.
- 2.4 Adolescent Psychology : Significance and characteristics : emotional, social and moral problems.

UNIT-3: HEREDITY AND ENVIRONMENT **15 Hours**

- 3.1 Psychology of Development : significance of childhood and child rearing on human behaviour, responsibility of Education.
- 3.2 Heredity and Environment : their role in human development.
- 3.3 Stages of cognitive development : Piaget and Bruner

3.4 Stages of Psycho-Social Development – Eric Erickson

UNIT -4 : INDIVIDUAL DIFFERENCES

15 Hours

4.1 Individual differences in Human Abilities : meaning, characteristics, causes, measures in enhance human abilities.

4.2 Exceptional children: Meaning, Types

UNIT-5 : SPECIAL CHILDREN

15 Hours

5.1 Gifted Children,

5.2 Creative Slow learner,

5.3 Slow Learners

5.4 Mentally retarded children-

(with special reference to meaning, identification and characteristics causes and education of above children.)

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References:

- Aggarwal, J. C.(1998) Essentials of Educational Psychology, Vikas Publishers, New-Delhi
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishers, New-Delhi.
- Dandapani, S.,(2000) Advanced Educational Psychology, Anmol Publicatoin Pvt. Ltd. New-Delhi.
- Goleman, Daniel (1995) Emotional Intelligence, Bantam, New York.
- Kar, Chintamani (1992) Exceptional Children, Sterling Publishers, New Delhi.
- Kongawad N. B. (2010) Advanced Educational Psychology, Vidyanidhi Prakashan, Gadag.
- Mangal, S. K. (1999) Advanced Educational Psychology, Prentice Hall of India, Pvt. Ltd.,

B.A. Part-II (Optional) – IVth Semester

COMPULSORY PAPER-II: UNDERSTANDING HUMAN POTENTIALITIES

OBJECTIVES:

- 1) To enable the student to know the meaning, importance and theories of learning.
- 2) To enable the student to understand the meaning distribution of Intelligence.
- 3) To enable and apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
- 4) To enable the student to apply the knowledge of principles, techniques of educational psychology in developing the integrated personality.

Total 75 Hours

**Unit-I: LEARNING
Hours**

20

- 1.1 Learning: Introduction, Meaning, Definitions, Importance of learning.
- 1.2 Characteristics of Learning
- 1.3 Theories of Learning : Bond theory or confectionism by Thorondike, Classical operant conditioning to Pavloy. Theory of Reinforcement by B.F. Skinner.
- 1.4 Gostalt theory of Kohiler with their educational implications.

Unit-II : MOTIVATION

08 Hours

- 2.1 Motivation : Introduction, Meaning, definitions
- 2.2 Types of Motivations
- 2.3 Role of Motivation in learning

Unit-III: INTELLIGENCE

15 Hours

- 3.1 Intelligence: Introduction, Meaning, Definitions, Distribution of intelligence,
- 3.2 Factors influencing Intelligence.
- 3.3 Measurement or Intelligence: Intelligence of test with their differences, Simon-Binet Test Wachshlee's Intelligence scale.
- 3.4 Concept of M.A. CA and IQ Uses of Intelligence Test.

Unit-IV: MEMORY AND FORGETTING

15 Hours

- 4.1 Memory and Forgetting : Introduction, Meaning, definitions
- 4.2 Types of Memory, Forgetting : Meaning, definitions

4.3 Types, Causes for forgetting factors influencing Intensive Memory.

Unit-V: PERSONALITY

15 Hours

5.1 Personality : Introduction, meaning

5.2 Definitions, Factors influencing personality.

5.3 Classifications of Personality : (Hippocrates, Jung's Allport, Krechmer, Freud).

5.4 Measurement of Personality: Subjective, Objective and Projective methods CAT, TAT and Rorschach Ink-blot test.

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References:

- Kuppaswamy, B. (1964) Advanced Educational Psychology, Delhi University Publishers.
- Bhatia H. R. (1965) A text book of Educational Psychology Bombay, Asia Publishing House.
- Dandekar W. N. (1976), The Psychological Foundations of Education, Delhi, Mac Millan
- Bischof Ledford J. (1964) Interpreting personality Theories, International student reprint.
- Vernon P. E. (1964) Personality Assessment A Critical Survey, Methuen, London.
- Sandeep (ponnala) (1981) Schools and mental ability, New Delhi, Light & Life publishers.
- Krishna Shyam (1983) Personality Characteristic of problem children, Pustakshtha.

B.A. Part - III – Vth Semester
COMPULSORY PAPER –I: DEVELOPMENT OF EDUCATION IN INDIA

Objectives :

- 1) To enable the student to understand the nature of Indian society as it has evolved from the past.
- 2) To enable the student to understand the growth of education during British rule.
- 3) To enable the student to critically appraise the effect of British period on Indian education.
- 4) To enable the student to understand and appreciate application and Indian constitution provisions.

Total 75 Hours

Unit-1 : EDUCATIONAL HERITAGE OF INDIA

20 Hours

1.1 Brief Historical Perspective of Education in India with special reference to:

- 1.1.1 Vedic Period
- 1.1.2 Buddhistic Period
- 1.1.3 Muslim Period

(with emphasis on (a) Aims and Objectives, (b) Curriculum, (c) Methods of Teaching, (d) Teacher-Pupil Relationship, (e) Discipline

1.2 EDUCATION IN UNDER BRITISH PERIOD

- 1.2.1 Character act of 1813 & 1833 Macaulay's Minute (1835)
- 1.2.2 Wood's dispatch (1854)
- 1.2.3 Hunter Commission (1882)
- 1.2.4 Sargent Commission, Hartog Committee (1927)

Unit-2: UNIVERSITY EDUCATION COMMISSION – 1948

16 Hours

- 2.1 University Education Commission (Dr. Radhakrishnan Commission)- Major recommendations with reference to the following:
- 2.2 Pattern of Education,
- 2.3 Curriculum, medium of education, examination,
- 2.4 Religious Education
- 2.5 UGC – establishment and its functions

Unit-3: INDIAN CONSTITUTION AND EDUCATION

14 Hours

- 3.1 Indian Constitution and educational provisions
- 3.2 Meaning of Articles : 16, 17, 19, 21, 24, 25, 28, 30, 45, 351.

- 3.3 Implications of the above Articles under the chapter of Fundamental Rights and
 3.4 Directive Principles of State Policy of Indian Constitution.

Unit-4: SECONDARY EDUCATION COMMISSION – 1952-54 **15 Hours**

- 4.1 Secondary Education Commission or Mudaliar Commission on Education- major recommendations with reference to the following.
 4.2 Pattern of Education
 4.3 Curriculum – Diversified courses.
 4.4 System of Examination
 4.5 Moral Education

Unit-5: INDIAN EDUCATION COMMISSION – 1964-66 **10 Hours**

- 5.1 Major recommendations with reference to the following
 5.2 National goals of Education
 5.3 Pattern of Education
 5.4 Curriculum – Vocationalization of Education
 5.5 Work Experience, Social Service, Moral Education

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References:

- Jain J. C. & Kapoor. (1981) History of Indian Education, Prakash Brothers, Educational Publishers Ludhiana and Jullundur.
- Kongawad N. B. (2007) Education in Emerging India, Vidyanidi Prakashan, Gadag.
- Mohanthy N. (2001) Education in Emerging India, Neelkamal Publication, Hyderabad.
- Mukherjee K. K. (1972) Some Great Educators of the World. Fas Gupta and Ce Pvt. Ltd., Calcutta.
- Naik J. P. and Syed N. (1974) History of Education in India, New Delhi, Macmillan Co.

B.A. Part-III: Vth Semester
Optional Paper-1(A) - EDUCATIONAL TECHNOLOGY

OBJECTIVES

- 1) Enable to the understanding the concept of Educational Technology.
- 2) To understand the role of Educational Technology in present Education system
- 3) To understand the students the role of Media's in Education.
- 4) The understanding of tools and techniques of evaluation.
- 5) Enable to understanding the computer process and programmes, role of computer in education.

Total 75 Hours

UNIT-1: EDUCATIONAL TECHNOLOGY **15 Hours**

- 1.1 Meaning, Definitions, concept and nature of educational Technology.
- 1.2 Objectives and Scope of Educational Technology.
- 1.3 Types of Educational Technology.
- 1.4 Hardware, Software and Systems approach.

UNIT-2 : PROGRAMMED INSTRUCTION **15 Hours**

- 2.1 Origin and short History; programmed learning and programmed instruction- Their meaning and definitions.
- 2.2 Principles and Types of Programmed Instruction.
- 2.3 Chaining Model, Brainer Model, Linear Programming, Branching programming.
- 2.4 Computer assisted teaching.

UNIT-3 : MEDIA USE IN EDUCATION **20 Hours**

- 3.1 Audio –visual aids, Hardware's and Software's, Xerox, Camera, Micro films, Micro Ficho.
- 3.2 Hardware's – Tape recorder, T.V., Radio, Film Strips, OHP (Over Head Projector)
- 3.3 Software's – Slides, Audio cassettes, Video cassettes, their uses.

UNIT-4 : EVALUATION OF STUDENTS PERFORMANCE **17 Hours**

- 4.1 Concept, Aims and Significant of evaluation.
- 4.2 Techniques of – Evaluation
- 4.3 Types of Tests – Standardised achievement tests

4.4 Teacher made Tests, Question Bank, Criteria referenced test, Numerical referenced tests, Unit test and Blue print.

UNIT-5 : COMPUTER EDUCATION

08 Hours

5.1 Meaning and definitions of Computer

5.2 Definition of Data, Information and Processing, Data processing cycle, Classification of computers based on Size (Micro, Mini, Mainframe, Super Computers)

5.3 Use of Computer in learning – Its method and uses.

5.4 Internet – its meaning, Scope and importance.

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References

- Bajpai A. C. and Leedham J. F. (1970), Aspect of Educational Technology-IV, Australia: Pitman Publishing Pvt. Ltd.,
- Bhalla, C.L. (1963), Audio-Visual Aids in Education, New Delhi: Atma Ram & Sons.
- Dale Edger (1961), Audio-Visual Methods in Teaching, New York : Holt.
- Jain, V. K. (1988), Computers for Beginners, Delhi : Pustak mahal
- Kumar, K. L. (1966), Educational Technology New Delhi: New Age International (P) Limited.
- Richmond, Kenneth F., (1970), The Concept of Educational Technology, London: Widen Field and Nicholson.
- Skinner, B. F. (1968), The Technology of Teaching, New York: Appleton Century Crofts.
- Subramanian N. (1996), Introduction to Computer, New Delhi: Tata McGraw Hill Publishing Company Limited.

B.A. Part-III: Vth - SEMESTER
OPTIONAL PAPER-1(B) - GREAT EDUCATORS

Total 75 Hours

Objectives

- i) explain the educational principles and educational process of Rosseau;
- ii) trace the educational principles, aims and functions of education according to Forebel
- iii) understand Dewey's activity movement and to analyze aims of education according his philosophy
- iv) interpret the implications of Swamy Vivekananda's educational principles on Religious and mass education.
- v) Explain the progressive thoughts of Sri Basaveshwara and see their implications on women's education.

Section-I: WESTERN EDUCATIONAL THINKERS

Unit 1.1) ROUSSEAU

20 Hours

- 1.1.1 Life and Works
- 1.1.2 His Educational Principles,
- 1.1.3 Aims of Education, Curriculum and Methods of Teaching
- 1.1.4 Women Education, Negative Education
- 1.1.5 Stages of Growth and Development and Education.

1.2 : JOHN DEWEY

- 1.2.1 Life and works
- 1.2.2 Principles of Education-
- 1.2.3.Aims of Education, Curriculum
- 1.2.4 Methods of Teaching- Project and Laboratory

Unit 2.1 FROEBEL

20 Hours

- 2.1.1 Life and works
- 2.1.2 Principles of Education
- 2.1.3 Kindergarten Method
- 2.1.4 Gifts and Occupation

Unit- 2.2 PESTALOZZI

- 2.2.1 Life and works
- 2.2.2 Educational Experiments and Principles
- 2.2.3 Aims of Education and Curriculum
- 2.2.4 Methods of teaching

Section- 2: INDIAN EDUCATIONAL THINKERS

Unit-3.1 SRI BASAVESHWARA

15 Hours

- 3.1.1 Life and works
- 3.1.2 His progressive thoughts on (a) superstitions, (b) Kayaka (c) Caste System
- 3.1.3 Women's Education
- 3.1.4 Anubhav Mantap

3.2 SWAMI VIVEKANANDA

3.2.1 Life and works

3.2.2 Principals of Education - Aims and Ideals of Education; Qualities of teacher and students

3.2.3 Mass Education

3.2.4 Women Education and Religions Education

Unit 4.1 Rabindranath Tagore

20 Hours

4.1.1 Life and works

4.1.2 Principles of Education

4.1.3 Aims, Curriculum and Methods of Teaching

4.1.4 Shantiniketan and Vishwabharati – Teaching- Learning Process

4.2 Mahatma Gandhii

4.2.1 Life and works

4.2.2 Principles of Education- Aims

4.2.3 Curriculum and Methods of Teaching

4.2.4 Basic Education

Assessment

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References

- Batia K. K. and C. L. Narang (1990) Theory and Principles of Education. Prakash Brothers, Halandar.
- Broudy S. H. (1962) Building a Philosophy of Education, New York, Prentice Hall.
- Kneller G. F. (1971) Foundations of Education, New York, John Wiley.
- Soudi Sandu and Singh (1998) Philosophy of Education, Ambala Continent, the Indian Publication.
- Swami Prabhunanand (1981) Spiritual Heritage of Education, Ambala Continent the Indian Publication.
- Theos B (1995) Hindu Philosophy, Bangalore: Jaico Publishing House.

B.A. Part-III – VI Semestre
COMPULSORY PAPER –II – MAJOR ISSUES IN INDIAN EDUCATION

Objectives :

- i) To enable the student to know Education under Five Year Plans
- ii) To enable the student to understand National Policies on Education
- iii) To analyze the role of central and state governments as well as local bodies in spreading education in India and identifying their advantages and limitations.

Total 75 Hours

Unit -1 : EDUCATION UNDER FIVE YEAR PLANS

14 Hours

- 1.1 Growth of Education during the V, VI, VII, VIII, IX and X Five year plans with reference to the following :
- 1.2 Primary Education
- 1.3 Secondary Education
- 1.4 University Education

Unit-2 : NATIONAL POLICIES ON EDUCATION

15 Hours

- 2.1 National Policy on Education – 1968
- 2.2 National Policy on Education – 1986
- 2.3 Programme of Action – 1986, 1992
- 2.4 National Curriculum Framework for Secondary Education – 2000
(Aims, Curricula, methods of teaching and evaluation procedures with reference to the above commissions)

Unit- 3: SPECIAL SCHOOLS

- 3.1 Jawahar Navodaya Vidyalayas (JNVs)
- 3.2 Moraji Desai Residential Schools
- 3.3 Central Schools
- 3.4 Sainik Schools

Unit-4: MANAGEMENT AND ORGANIZATION OF EDUCATION

15 Hours

- 4.1 Partnership in Education – Central and State
(UGC, NCERT, NUEPA, CABE, NCTE, IGNOU)
- 4.2 State agencies of Education
 1. (DSERT and SABE)
- 4.3 Role of the local bodies in Education management

4.4 Management of Universities in India

Unit-5: RECENT TRENDS IN INDIAN EDUCATION

16 Hours

5.1 Distance Education for democratization of education

5.2 Population Education

5.3 Human Rights Education

5.4 Total Quality Management in Education

5.5 EDUSAT Programme

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

References:

- Aggarwal J. C. (1992) Education Policy in India, Retrospect and prospect, Shipra publications, New Delhi,
- Anand C. L. et.al., (1993) Teacher and Education in the emerging Indian society NCERT, New Delhi.
- Coombs Philips H. (1985) The world crisis in Education. Oxford University Press, New York.
- Delors, Jacques (1996) Learning the Treasure within Report to UNESCO of the Internal Commission on Education for Twenty First Century UNESCO.
- Dewey John (1952) Experience in Education, Collier Macmillan
- Dewey John (1956) Democracy and Education New York: Macmillan
- Gandhi M. K. (1956) Basic Education, Ahmedabad Nalijiban.
- Government of India (1952) Report of the Secondary Education Commission, New-Delhi: Ministry of Education.
- Government of India (1966) Report of Education Commission Ministry of Education, New Delhi.
- Government of India (1992) Report of core group on Value orientation of Education Planning Commission.
- Kashinath. H. M. & Nagaraj. P.(1999) : Trends and Innovations in Indian Education, Vidyanidhi Prakashan Gadag.
- Kongawad N. B. (2008) Total Quality Management in Education, Vidhyanidhi Prakashan, Gadag,

B.A. Part-III : VIth Semester
OPTIONAL PAPER II(A) : EDUCATIONAL RESEARCH

OBJECTIVES :

- 1) To enable the student to understand and differentiate the steps involved in research.
- 2) To enable them to appreciate the strategies & education research in mainly meant for class room teachers to find out solution to their problems.
- 3) To help them to acquire the skills of conducting research
- 4) To help them to develop the skills of reporting research.

Total 75 Hours

UNIT-1: EDUCATIONAL RESEARCH

15 Hours

- 1.1 Meaning, concept, Definitions of Research.
- 1.2 Educational Research – Meaning, Concept and Definitions.
- 1.3 Importance of Educational Research
- 1.4 Characteristics of good research.

UNIT-2: CLASSIFICATION AND TYPES OF RESEARCH

20 Hours

- 2.1 Basic & Applied Research & Action Research
- 2.2 Historical research – Meaning, Characteristics, Merits & Demerits.
- 2.3 Descriptive research – Meaning, Characteristics, Merits & Demerits
- 2.4 Experimental Research – Meaning, Characteristics, Merits & Demerits.

UNIT-3: PROCESS OF RESEARCH

15 Hours

- 3.1 Selection of the Problem – Source, Criteria of Good Research Problem
- 3.2 Variables Types of Variable
- 3.3 Hypotheses – Concept and Types
- 3.4 Sample – Meaning, Techniques/Methods of sampling

UNIT-4: ANALYSIS AND INTERPRETATION OF DATA

17 Hours

- 4.1 Concept of Analysis of Data
- 4.2 Techniques of analysis and Interpretation of data.
- 4.3 Necessary precautions to be taken in interpretation of Data.
- 4.4 Descriptive Analysis and Interpretation- measures of central tendency – Mean, Median, Mode.

UNIT-5: RESEARCH REPORT**08 Hours**

5.1 Format of the Research Report

5.2 Characteristics of Good Research Report

ASSESSMENT

Internal	Internal Marks	External	External Marks
Two Tests 5+5	10 Marks	Theory Examination	80 Marks
Assignment / Seminar Project Work / Field Work	10 Marks		
Total	20 Marks		80 Marks

Reference

- Aggarwalm J. C. (1975), Educational Research: An Introduction. New Delhi: Arya Book Depot.
- Best, J. W. and Kahn, J. V. (2002), Research in Education, (7th Ed.) New Delhi: Prentice Hall Pvt. Ltd.
- Corey, S. M. (1953), Action Research to Improve School Practices, New York: Bureau of Publications, Columbia University.
- Fox, D. J. (1969), The Research Process in Education. New York: Holt, Rinehart and Winston, Inc.
- Garrett, H. E. (1969), Statistics in Psychology and Education. Bombay: vakils, Feffer and Simons, Ltd.
- Koul, L. (1984), Methodology of Educational Research, New Delhi: Vikas Publishing House Pvt. Ltd.
- McLean J.E. (1995), Improving Education through Action Research, California: Corwin Press, INC.
- NCERT (1979), Research in Classroom, New Delhi: Volume I to IV.

B.A. Part-III : VIth SEMESTER
OPTIONAL PAPER–II(B) : HUMAN RESOURCE DEVELOPMENT AND EDUCATION

OBJECTIVES

- 1) To enable the student to understand the nature and significant of Human Resource Development.
- 2) To enable the student to understand the communication skills.
- 3) To understand the concept of communication, inter personnel communication skills.
- 4) To understand women empowerment, gender bios, job opportunities.
- 5) To understand the Human rights and Education, University declaration of Human rights and their significant of Human Rights.
- 6) Students to know the quality Assurance and Total Quality Management.

Total 75 Hours

UNIT-1 HUMAN RESOURCE DEVELOPMENT **15 Hours**

- 1.1 Meaning, Definitions, Characteristics of Human Resource Development.
- 1.2 Aims, Objectives and Functions of H.R.D Importance.
- 1.3 Importance and Scope of HRD
- 1.4 Role of Education in HRD

UNIT-2 : COMMUNICATION **15 Hours**

- 2.1 Meaning and characteristics of communication process.
- 2.2 Factors Influencing effective communication.
- 2.3 Barriers of effective communication and measures to overcome them.
- 2.4 Inter personal communication skills.

UNIT-3 : EDUCATION FOR WOMEN EMPOWERMENT **15 Hours**

- 3.1 Concept, Meaning and Need for Women Empowerment – Gender Bios, Gender sensitization.
- 3.2 Strategies for empowering women education- Job Opportunities – Encouraging.
- 3.3 Special provision for women.
- 3.4 National women’s commission objectives and its functions.

UNIT – 4 : HUMAN RIGHTS AND EDUCATION **15 Hours**

- 4.1 Concept, Meaning, Need and Importance of Human rights.
- 4.2 Universal declaration of Human Rights.
 - Salient features of Human Rights
 - Strategies to promote Human Rights.
- 4.3 National Human Rights Commission – It’s objectives and Functions

UNIT-5 QUALITY ASSURANCE IN EDUCATION**15 Hours**

- 5.1 Meaning, concept and Need of Quality assurance in Education
- 5.2 Agencies for Quality assurance – UGC, NAAC, NCTE, DEC(Distance Education Council)
- 5.3 Concept of Total Quality Management (TQM)
 - Meaning, Concept, Need and Vision and Mission of TQM
- 5.4 The process of T.Q.M.

ASSESSMENT

INTERNAL	INTERNAL MARKS	EXTERNAL MARKS
Two Tests 5+5	10	80
Assignment /Seminar / Project Work/ Field work	10	
	20	80

References

- Edward S. (1966) Total Quality Management in Education, London : Kogan Ltd.
- Human Development Reports- World Bank.
- Hurt, H. T. Scott M. D., and McCroskey J. C. (1977) Communication in the Classroom, California: Addison Wesley Publishing company.
- J. C. Aggarwal (2000) Essentials of Educational Technology – Teaching and Learning, Vikas Publishing House, New Delhi.
- Jerome S. A. (1997), Quality in Education: An Interpretation Handbook, USA St. Lucie Press Inc.
- Jingan, M. L. (2004) The Economics of Development and Planning, Vrinda Publications (P) Ltd. New Delhi.
- Lekhi R. K. : Economic Planning and Development
- Martin L.L. (1993), Quality Management in Human Service Organizations, New Delhi: Sage Publications.
- Mehrota S. J. Richard: Development with Human face Oxford University, New Delhi.
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- S. K. Mangal (1998) Foundations of Educational Technology, Prakash Brothers, Ludhiana,

VIJAYANAGAR SRI KRISHNADEVARAYA UNIVERSITY, BELLARY

FORMAT OF THE QUESTION PAPER- B.A. EDUCATION OPTINAL SUBJECT

Instructions to the Candidates.

1. Section A carries 6 short type questions of 5 marks each.
The student has to answer any 4 Questions in it. 05 x 04 = 20 Marks
2. Section B carries 5 medium type Questions of 8 marks each.
The student has to answer any 3 Questions in it. 08 x 03=24 Marks
3. Section C carries 5 long or Essay type answer Questions of
12 marks each. The student has to answer any 3 Questions
in it. 12x03 = 36 Marks
4. Duration of the Paper is 3 Hours

Maximum Marks=80 Marks

Section-A

Short type Questions.

Answer any '4' Questions of the Following .

- Q.No. 1. 05x04=20 Marks
2.
3.
4.
5.
6.

Section-B

Medium type Questions.

Answer any 3 Questions of the following

- Q. No. 7. 08 x 03 = 24 Marks
8.
9.
10.
11.

Section-C

Essay type answer Questions.

Answer any 3 Questions of the Following.

- Q. No. 12. 12 x 03 = 36 Marks
13.
14.
15.
16.

Sri Krishnadevaraya University, Bellary
Bachelor of Arts (B.A.) Course

B.A. Part-I Education (Optional Subject)

Sl.No.	Paper Title	Instructional Hours per Week	Internal Assessment	University Exams	Total
I	Philosophical and Sociological Foundations of Education				
I. (A)	Semester – I : Philosophical Foundations of Education	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100
I. (B)	Semester –II : Sociological Foundations of Education	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100

B.A. Part-II Education (Optional Subject)

Sl.No.	Paper Title	Instructional Hours per Week	Internal Assessment	University Exams	Total
I	Psychological Foundations of Education				
I. (A)	Semester-III: Understanding Human Development and Differences	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100
I. (B)	Semester – IV: Understanding Human Potentialities	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100

B.A. Part-III Education (Optional Subject)

Sl.No.	Paper Title	Instructional Hours per Week	Internal Assessment	University Exams	Total
I	Historical Development of Education and Issues in India				
I. (A)	Semester-V Compulsory paper) Development of Education in India	5 hours (4 hours lecture + 1 hour seminar)	20	80	100
I (B)	Semester- VI (Compulsory paper) Major Issues in Education in India	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100

B.A. Part-III Education (Optional Subject)

Paper –II (A) Optional Paper

Semester Vth Optional Papers (Select any one of the following Optionals)

Sl.No.	Paper Title	Instructional Hours per Week	Internal Assessment	University Exams	Total
I. (A)	Educational Technology	5 hours (4 hours lecture + 1 hour seminar)	20	80	100
I (B)	Great Educators	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100

B.A. Part-III Education (Optional Subject)

Paper –II (B) Optional Paper

Semester VIth Optional Papers (Select any one of the following Optionals)

Sl.No.	Paper Title	Instructional Hours per Week	Internal Assessment	University Exams	Total
I. (A)	Educational Research	5 hours (4 hours lecture + 1 hour seminar)	20	80	100
I (B)	Human Resource Development and Education	5 hours (4 hours lecture+ 1 hour seminar)	20	80	100

**VIJAYANAGAR SRI KRISHNADEVARAYA
UNIVERSITY, BELLARY**

**SYLLABUS
FOR
BACHELOR OF ARTS**

(B.A.) OPTIONAL SUBJECT - EDUCATION

From 1st Semester to VIth Semester

From 2012 Onwards

BA SEMESTER REGULATIONS IN OPTIONAL EDUCATION SUBJECT

Regulations for the BA Degree Admission for the Course of I to VI Semester in Optional Education Subject & Examination.

1) Eligibility for Admission :

The following candidates shall be eligible for the admission to the BA First (VIth) Semester of the BA Degree Course in Optional Education.

- a) **A candidate who has passed the two year pre-university examination of the Karnataka State with a combination of optional subjects or any other examination recognized as equivalent to there to.**
- b) **A candidate who has passed the two year Job Oriented Pre-University Diploma examination conducted by the Director of Vocational Education, Government of Karnataka.**

2) Course Study

- 2.1) **The course of study in education shall consist of six semesters extending over a period of three academic years. Each semester shall be of six months duration including teaching, fieldwork, seminar, examination, evaluation and vacation. The medium of instruction shall be in English or Kannada with exception in case of language papers. The medium of examination shall be in English or Kannada with exception in case of language papers**
- 2.2) **The course of study is from semester I to Semester VI shall consist syllabus contents as follows :**