

**B.A. FIFTH SEMESTER EDUCATION**  
**COMPULSORY PAPER - I**  
**EDUCATIONAL THOUGHTS OF GREAT EDUCATORS**

Teaching 05 hours per week

Total 60 hours

**OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. explain the educational principles of Rousseau
2. trace the educational principles, aims and methods of teaching according to Comenius
3. appreciate the views of Dr. S. Radhakrishna on education
4. understand the life and works of Plato and highlight the Plato's Academy
5. explain the educational thoughts of Swami Vivekananda

**Unit I- Plato**

- 1.1 Life and works
- 1.2 Educational principles, Aims of Education
- 1.3 Women's education, Courses of study, Stages of instruction
- 1.4 Plato's Academy, theory of knowledge, Plato's Idealism
- 1.5 Educational contributions.

**12 Hrs**

**Unit II - Comenius**

- 2.1 Life and works
- 2.2 Educational ideas and Stages of Education, Pansophic Schools
- 2.3 Education of Girls, Medium of instruction, Discipline
- 2.4 Courses of Study, Methods of instruction
- 2.5 Educational contributions

**12 Hrs**

### **Unit III- Rousseau**

- 3.1 Life and works
- 3.2 Educational principles, Aims of Education, Methods of teaching
- 3.3 Education of Girls, Curriculum, Discipline and Emile
- 3.4 Stages of Growth and Development and Education
- 3.5 Educational contributions

**12 Hrs**

### **Unit IV- Swamy Vivekananda**

- 4.1 Life and Works
- 4.2 Educational Principles, Aims of Education
- 4.3 Qualities of a teacher, students and methods of teaching
- 4.4 Religious Education, Female Education, Mass Education
- 4.5 Educational contributions

**12 Hrs**

### **Unit 5: Dr. S. Radhakrishnan**

- 5.1 Life and works
- 5.2 Educational Principles and Aims of Education
- 5.3 Medium of teaching, Views on Teacher and Discipline
- 5.4 Religious Education and Women's Education
- 5.5 Educational contributions.

**12 Hours**

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Two Tests (4+10)</b>	<b>14 Marks</b>	<b>Theory Examination</b> <b>80 Marks</b>
<b>Assignment/Seminar/Project/ Field work/ NSS/ NCC (3)</b>	<b>03 Marks</b>	
<b>Attendance (3)</b>	<b>03 Arks</b>	

## ASSIGNMENTS: ANY ONE

1. Compare the Educational principles of Plato and Rousseau with regard to their relevance to the present society
2. Prepare an outline plan of Swamy Vivekananda's views on Religious and Female Education
3. Collect the Educational contributions of Comenius
4. Study the Biography of Dr. S. Radhakrishnan. (Photography, Life Sketch, Contributions)
5. Any other assignment suggested by the teacher relevant to the topics

## References:

- ✚ Mani R S [1964]. Educational ideas and ideals of Gandhi and Tagore.
- ✚ Anand C. L. [1993]. Teacher and Education in the Emerging Indian society. NCERT New Delhi.
- ✚ Batia. K.K. and C. L. Narang [1990] Theory and Principles of Education. Prakash Brothers. Jalandar.
- ✚ Swami Prabhunand [1981] Spiritual Heritage of India. Sri Ramkrishna math, Madras. -600004, India.
- ✚ Great Modern Indian Educators –S. P. Choube.
- ✚ Doctrines of Great Educators. –R.R.Rusk.
- ✚ Outlines of Great Educators –G. B. Mench.
- ✚ Recent Educational Philosophers in India-S.P.Choube.
- ✚ Some great Western Educators- S.P.Choube.
- ✚ Some great western Educators.-B. C. Rai.
- ✚ Rousseau- A study of his thought Arnold –J.H. Broome.
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2009) ಭಾರತೀಯ ಚಿಂತಕರ ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳು,

ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ

- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2010) ಪಾಶ್ಚಿಮಾತ್ಯ ಚಿಂತಕರ ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳು,

ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ

✚ ಪೊ ಆಯ್.ಎಸ್.ಗಿರಡಿ ( 1989) ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು.ವಿವೇಕ ಪ್ರಕಾಸನ ಲಿಂಗಸಗೂಡ

✚ ಡಾ.ವಿ.ಕೆ.ಹಂಪಿಹೊಳೆ ಹಾಗೂ ಇತರರು(1993). ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು,ವಿಜಯ ಪ್ರಕಾಶನ ,  
ಗದಗ

**Question Paper Pattern:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each**

**(2x10=20 marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages**

**(1x15=15 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## B.A. FIFTH SEMESTER EDUCATION

### OPTIONAL PAPER I

#### EDUCATION IN ANCIENT, MEDIEVAL AND FREE INDIA

Teaching 05 hours per week

Total 60 hours

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. identify concept, ideals and principles of Vedic Education in ancient India and to realize the importance of Gurukula system
2. explain the Educational principles and rituals of Buddhism and to know the Educational implications of these Doctrines
3. highlight the structure, organization and practices of Education based on Islamic Education
4. acquire the knowledge of the recommendations of various Commissions on Indian Education
5. explain the merits and demerits of National Policy on Education 1986

#### **Unit I - Vedic Education**

- 1.1 The concept and ideals
- 1.2 Principles, Aims, Educational Institutions, Pattern of Education
- 1.3 Characteristics, Educational Rituals and Curriculum
- 1.4 Methods of teaching, discipline and examination
- 1.5 Gurukula System - Qualities of Pupil, Teacher-Pupil Relationship.

**12 Hrs**

**Unit II-Bhuddhistic Education**

- 2.1 The concept and ideals
- 2.2 Principles, Baudh Sangha and Educational rituals
- 2.3 Duties of a teacher, Teacher-Pupil relationship
- 2.4 Curriculum, Methods of Teaching, Discipline
- 2.5 Medium of Instruction, Woman's Education, Educational centers and Universities in ancient India

**12 Hrs**

**Unit III -Islamic Education**

- 3.1 The concept and principles
- 3.2 Educational Rituals, Aims of Education, Curriculum
- 3.3 Teacher-Pupil relationship, Discipline, Educational institutions (Maktab and Madarasa)
- 3.4 Role of a Teacher, Educational centers, Female Education
- 3.5 Methods of Teaching, Examinations

**12 Hrs**

**Unit IV- Education in British Period**

- 4.1 Lord Macaulay's Minutes
- 4.2 Wood's Dispatch of 1854
- 4.3 G.K.Gokhale's efforts for compulsory Primary Education
- 4.4 Hartog committee 1929(Wastage and Stagnation)
- 4.5 Sargent report on education -1944

**12 Hrs**

## **Unit V- Education in Free India**

- 5.1 University Education Commission 1948-49: Aims of Education - Pattern of Education, Medium of instruction, System of Examination. University Grant Commission - establishment and its functions
- 5.2 Secondary Education Commission 1952-54 : Curriculum, Diversified Courses, Vocational Guidance and Counseling Bureau. Student Welfare programmes
- 5.3 Indian Education Commission 1964-66: National Goals of Education, Work Experience and Social Service, Moral Education
- 5.4 National Policy on Education 1968 - Objectives
- 5.5 National Policy on Education 1986: Features, Programme of action – 1992 (Operation of Black Board, Sarva Shiksha Abhiyan, Programme of Mass Orientation for School Teachers)

**12 Hrs**

## **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Two Tests (4+10)</b>	<b>14 Marks</b>	<b>Theory Examination 80 Marks</b>
<b>Assignment/Seminar/Project/ Field work/ NSS/ NCC (3)</b>	<b>03 Marks</b>	
<b>Attendance (3)</b>	<b>03 Marks</b>	

**Assignments:** (any one)

1. Critically appraise the main characteristics of Vedic, Buddhist and Islamic Education with regard to their merits and limitations
2. Prepare a brief educational report of the Education in British period
3. Prepare a comprehensive note on National policy of Education-1986
4. Prepare a report on major recommendations of Indian Education Commissions
5. Any other assignment suggested by the teacher relevant to the topics

**References:**

- ✚ Agarwal, J.C. (1977) Development and Planning of Modern Education. 6<sup>th</sup> Ed., New Delhi: Vikas Publishing House.
- ✚ Agarwal, J.C. (1993) Landmarks in the History of Modern Indian Education. 2<sup>nd</sup> Ed., New Delhi: Vikas Publishing House.
- ✚ Agarwal, J.C. (1997) Education in India since 1991, New Delhi: Doaba House Ltd.
- ✚ Anand, C.L. (1985) The Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.
- ✚ Arora, K.L. (1986) Education in the Emerging Indian Society. Ludhiana: Prakash Brothers.
- ✚ Chaube, S.P. (1994) History and Problems of Indian Education. 5<sup>th</sup> Ed., Agra: Vinod Pustak Mandir.
- ✚ Conze, E. (1969) Buddhism. London: Faber and Faber.
- ✚ Dewey, S. (1956) Democracy in Education. New York: Macmillan.
- ✚ Jantli, R.T. (1994) Shikshana Hagu Prachalita Samasyegalu. Dharwad: Bharat Book Depot.



- ✚ Mohanty, J. (1988) Indian Education in the Emerging Society. Bangalore: Sterling Publishers.
- ✚ Mukharjee, S.N. (1966) History of Education in India. Baroda: Acharya Book Depot.
- ✚ Mukharjee, R.K. (1974) Ancient Indian Education, New Delhi: Motilal Bararjidas.
- ✚ Naik, J.P. (1975) Equality, Quality and Quantity : The Elusive Triangle of Indian Education. Bombay: Allied Publishers.
- ✚ Shivashankar H.V. (1982) Bharatadalli Shikshana Davanagere : Hanji Prakashana.
- ✚ Swami Prabhunandanand (1981) Spiritual Heritage of India. Shri Ramakrishna Math, Madras.
- ✚ Aritts, A.I.S.N.C.(1979) Aims and objectives of Islamic Education. Jeddah Holder and Stoughton.
- ✚ ಡಾ|| ಎಚ್.ಎಂ.ಕಾಶಿನಾಥ(2009)- ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 1986 ಪ್ರಗತಿ ಪರಿಶೀಲನೆ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2011) ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2011) ಬ್ರಿಟೀಶ್ ಅವಧಿಯಲ್ಲಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಡಾ|| ಎನ್.ಎಸ್.ವೀರಪ್ಪ- ಭಾರತೀಯ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2014) ಸ್ವತಂತ್ರ ಭಾರತದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಆಯೋಗಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2014-15)) ಭಾರತದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ ವಿಕಾಸ , ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

**Question Paper Pattern:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each**

**(2x10=20 marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages**

**(1x15=15 marks)**

## **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**B.A. FIFTH SEMESTER EDUCATION (Optional)**

**OPTIONAL PAPER II**

**NEW CONCEPTS IN EDUCATION**

**Teaching 05 hours per week**

**Total 60 hours**

### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. develop the awareness of eternal human values
2. comprehend the meaning, need and significance of research in education
3. analyse and interpret the data in relation to human potentialities
4. understand the importance of new experiments in Education
5. interpret the new trends in Education

### **Unit I - Measurement and Evaluation in Education**

- 1.1 Measurement and Evaluation – Meaning, Concept and Importance
- 1.2 Differences between Measurement and Evaluation

- 1.3 Types of Evaluation: Summative, Formative, Placement and Diagnostic Evaluations
- 1.4 Achievement Tests: Teacher made tests and Standardized tests
- 1.5 Types of tests: Oral, Written, Performance, Essay type, Short answer type and Objective type

**12 hrs**

## **Unit II- Research in Education**

- 2.1 Research: Meaning and characteristics
- 2.2 Educational research: Meaning and importance
- 2.3 Methods of Research- Historical, descriptive & Experimental
- 2.4 Types of research - Action Research., Fundamental Research, Applied Research
- 2.5 Steps in Research, tools and techniques in Educational research.

**12 hrs**

## **Unit III - Educational Statistics**

- 3.1 Meaning and importance
- 3.2 Quantification of Data - Classification and Tabulation of Data
- 3.3 Graphical Representation (Bar/Histogram, Frequency Polygon, Circle Graph)
- 3.4 Analysis of Data- Measures of Central Tendencies (Mean, Median, Mode)
- 3.5 Measures of variability (Range, Mead deviation, Standard deviation and Quartile deviation)

**12 hrs**

## **Unit IV - Experiments in Education**

- 4.1 Montessori Method
- 4.2 Kindergarten Method
- 4.3 Play way Method

4.4 Basic Education

4.5 Aurouville

12 hrs

### **Unit V - Trends in Education**

5.1 Distance Education

5.2 Population Education

5.3 Human Rights Education

5.4 Total Quality Management in Education

5.5 EDUSAT Programme

12 hrs

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Two Tests (4+10)</b>	<b>14 Marks</b>	<b>Theory Examination</b> <b>80 Marks</b>
<b>Assignment/Seminar/Project/ Field work/ NSS/ NCC (3)</b>	<b>03 Marks</b>	
<b>Attendance (3)</b>	<b>03 Marks</b>	

### **Assignments:** (any one)

1. Analyze the importance of Evaluation in education
2. Preparing a comparative chart of different research methods
3. Preparing comparative charts of Montessori and Kindergarten Methods
4. Importance of Total Quality Management in Education
5. Any other assignment suggested by the teacher relevant to the topics

### **References:**

- ✚ Mani R S [1964]. Educational ideas and ideals of Gandhi and Tagore.
- ✚ Anand C. L. [1993]. Teacher and Education in the Emerging Indian society. NCERT New Delhi.

- # Batia. K.K. and C. L. Narang [1990] Theory and Principles of Education. Prakash Brothers. Jalandar.
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- # Recent Educational Philosophers in India-S.P.Choube.
- # Some great Western Educators-S.P.Choube.
- # Some great western Educators.-B. C. Rai.
- # History of Indian Education – S.N.Mukherji
- # Research in Education - J.W.Best (1998)
- # Action Research - E.T.Stringer(2000)
- # Action Research in special education – Susan M. Bruce.
- # Business Statistics - Punkaj Mehra
- # Business Statistics - Bendre
- # ಡಾ. ಆರ್. ಓಬಳೇಶಘಟ್ಟಿ ಭಾರತೀಯ ಹಾಗೂ ಪಾಶ್ಚಿಮಾತ್ಯ ಶಿಕ್ಷಣ ತಜ್ಞರು, ವಿದ್ಯಾನಿಧಿ

ಪ್ರಕಾಶನ,ಗದಗ-

- # ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(2009) ಭಾರತೀಯ ಚಿಂತಕರ ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳು, ವಿದ್ಯಾನಿಧಿ

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ಪ್ರಕಾಶನ,ಗದಗ

- # ಕೋಡಿ ರಂಗಪ್ಪ( 1992) ಜನಸಂಖ್ಯಾ ಶಿಕ್ಷಣ , ಅನುಸೂಯಾ ಪ್ರಕಾಶನ ಪುರವರ

- # ಪ್ರೊ.ಎಸ್.ಜಿ. ಗಣಿ (2001) ಪರಿಚಯಾತ್ಮಕ ಸಂಖ್ಯಾಶಾಸ್ತ್ರ ಮತ್ತು ಗಣಕಯಂತ್ರ, ಉದಯ

ರವಿ ಪ್ರಕಾಶನ

ವಿಜಾಪುರ

- # ಡಾ.ಎಸ್.ಬಿ.ಯಾದವಾಡ(2007) ಶಿಕ್ಷಕರ ಕಾರ್ಯಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ

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**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

(10x2=20 marks)

**Q.II. Answer any 5 out of 7 questions in about one page each**

(5x5=25 marks)

**Q.III. Answer any 2 out of 3 questions in about two pages each**

(2x10=20 marks)

**Q.IV. Answer any 1 out of 2 questions in about three pages**

(1x15=15 marks)

## **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

**B.A. SIXTH SEMESTER EDUCATION (Optional)**

**COMPULSORY PAPER - I**

**CURRENT AFFAIRS IN INDIAN EDUCATION**

**Teaching 05 hours per week**

**Total 60 hours**

### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. acquire the knowledge of meaning, nature and scope of educational technology
2. understand the importance of Environmental Education
3. gain the knowledge about Agencies of AIDS Education
4. acquire the knowledge of meaning and importance of Physical Education
5. understand the measures to improve Women's Education