



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in

Education

IV Semester Syllabus

Bachelor of Arts

With effect from 2021-22 and onwards

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

IV Semester

DSC-7	
Course Title: INDIAN AND WESTERN THINKERS OF EDUCATION	
Course Title: Indian and Western Thinkers of Education	Course Code: 21BA4C7ED7
Total Contact Hours: 42	Course Credits: 3
Internal Assessment Marks: 40	Duration of SEE: 2 hours
Semester End Examination Marks: 60 Marks	

Course Outcomes (COs):

At the end of the course the student will be able to:

1. Narrate the concept of education in the context of Indian heritage.
2. Elucidate Indian heritage and achievement of national goals
3. Analyses the methods of education in ancient system of education.
4. Appreciate the contribution of Indian and western thinkers of education
5. Critically appraise of contributions made to education by prominent educational thinkers.
6. Analyses the role of education from ancient and modern education system.
7. Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education.

Unit	Description	Hours
1	INTRODUCTION TO EDUCATIONAL HERITAGE OF INDIA	8 Hours
	1.1. Concept of Dharma, Artha, Kama and Moksha and their educational implications, 1.2. Brief introduction: Vedic and Buddhist system of education aims, content and methods of Education. 1.3. Doctrines of Great Educators and their influence on the practices in education with special reference to Aims and ideals of Education.	
2	INDIAN EDUCATIONAL THINKERS AND THEIR CONTRIBUTION	9 Hours
	2.1 Ancient Education thinkers and their contributions to education: Shankaracharya, Ramanujacharya and Kautilya. 2.2 Modern Education Thinkers: Gijubhai Badheka, Gopal Krishna Gokhale, Sri. Aurobindo, J. Krishna Murthy. 2.3 Educational Thinkers Critical study of the educational thought in developing principles of education for the following: Rabindranath Tagore, Dayananda, Radhakrishnan and their educational implications for education.	
3	WESTERN EDUCATIONAL THINKERS AND THEIR CONTRIBUTION	8 Hours
	3.1 Concept of Education in views of western thinkers: Paulo Freire, A.N Whitehead, Bertrand Russel. 3.2 Contribution in developing principles of education: Froebel, Karl Jaspers and Plato. 3.3 Contemporary educational thoughts: Humanism, Existentialism & Marxism.	
4	EDUCATIONAL APPROACHES	9 Hours
	4.1 Aristotle- Education is the creation of a sound mind in a sound body,	

	<p>Pestalozzi- Education is natural, harmonious and progressive development of man's innate Powers.</p> <p>4.2 Rig-Veda – Education man self-reliant and others, Upanishads –The end product of Education is to get salvation.</p> <p>4.3 Role of Indian and Western thinkers in the development of self-respect and personality.</p>	
5	POSTMODERNISM AND EDUCATION	8 Hours
	<p>5.1 Concept of Postmodernism</p> <p>5.2 Education in the postmodern era (Regarding postmodernism, the aims of education are teaching critical thinking, production of knowledge, development of individual and social identity, self-creation.)</p> <p>5.3 Educational Challenges in post-modern era.</p>	
<p>References :</p> <ul style="list-style-type: none"> ● Aggarwal, J. C., Great Philosophers and Thinkers on Education, (2006), Shipra Publications, Delhi. ● Dr. Hussain Zakir, Educational Reconstruction in India,(1969),Director, Publications Division, Government of India Press,Faridabad. ● Singh, R. P., Zakir Hussain: Dynamics of Indigenous Education,(1968), Sterling Publishers (P) Ltd. Delhi. ● Chakraborty A. K.(2003)." Principles and Practices of Education."Meerut, Lal Book Depot. ● Gupta S. (2005). " Education in Emerging India. Teachers' Role in Society." New Delhi, Shipra Publication. ● Seetharamu, A. S. (1989). Philosophy of Education. New Delhi, Ashish Publishing House. ● Taneja, V. R. (2000). " Educational Thought and Practice." New Delhi,Sterling. ● Macquarrie, J. (1968) : Existentialism, Pelican Book. ● Chaube S.P. &Chaube A. (1996) : Foundations of Education Publishing House, New Delhi. ● Chandra S.S. & Sharma R.K. (2004) : Philosophy of Education, Atlantic Publishers. ● Aggarwal, S., (2007), Philosophical Foundations of Education, Author Press, New Delhi. ● Chaube S.P., (1988) Indian and Western Educational Philosophers, Vinod Pustak Mandir, Agra. ● Joshi, S. (2006), Great Indian Educational Thinkers, Authors' Press, New Delhi. ● Mishra P.K. & Dash P.C. (2010), An introduction to Philosophical and Sociological Foundations of Education, Mangalam Publications, Delhi. ● Pandey R.S.,(1997), East-West Thoughts on Education, Horizon Publications, Allahabad. ● Shehzad, A., (2006), Educational thinkers of India, Amol Publications Pvt. Ltd. New Delhi. ● Shukla, C. S., Shaida B. D. and Safaya R. N.(2008), Teacher in Emerging Indian Society, Dhanpatrai Publishing Co. (P) Ltd, New Delhi. ● Krishnamurti, Jiddu (1974) On Education, Pondicherry, India: All India Press. ● Krishnamurti, Jiddu (1975) Dialogue on Education, at Ojai. ● Krishnamurti, J.(1953c) Education and the Significance of Life, London :Victor Gollancz Ltd. ● Sharma R. 2000, Textbook of Educational Philosophy Kanishka Publishers, New Delhi. ● Sinha K., 1995, Education Comparative Study of Gandhi and Freire, Commonwealth Publishers, New Delhi. ● References: On-line Sources: ● Encyclopedia of Philosophy of Ed.: ● www.educacao.pro.br/links.htm 		

DSC-8	
Course Title: GLOBAL EDUCATION	
Course Title: Global Education	Course Code: 21BA4C8ED8
Total Contact Hours: 42	Course Credits: 3
Internal Assessment Marks: 40	Duration of SEE: 2 hours
Semester End Examination Marks: 60 Marks	

Course Outcomes (COs):

At the end of the course the student will be able to:

1. Understand the concepts in global education.
2. Acquire the skills required to global education.
3. Describe the models of global education.
4. Understand the professional competencies in global education.
5. Helps to Correlate the Different programmes of Global education.
6. Analyze the implication of Global Education Social Context.

Unit	Description	Hours
1	INTRODUCTION TO GLOBAL EDUCATION.	8 Hours
	1.1 Concept, Meaning & Definition of global education. 1.2 Historical Context and Purpose of Global Education 1.3 Globalization and Education 1.4 Contextualizing and Framework of Global Education 1.5 Elements of globally competent education.	
2	SKILLS AND COMPETENCY OF GLOBAL EDUCATION	9 Hours
	2.1 Empirically Based Knowledge and Skills. 2.2 Higher-Order Cognitive, Metacognitive, and Interpersonal Skills: Cognitive Skills and the Knowledge Economy, Critical Thinking and Problem Solving, Information Literacy, Innovation and Creativity, Lifelong Learning. 2.3 Teaching and Assessing Global Competency Skills.	
3	TOOLS AND MODELS OF GLOBAL EDUCATION	9 Hours
	3.1 Global Dispositions, Perspectives and Attitudes. 3.2 Models of Global Competency Education 3.3 Teaching tools for global knowledge and strategies for teaching. 3.4 Incorporating Global Competency into Existing Curricula.	
4	APPLICATION OF GLOBAL EDUCATION	8 Hours
	4.1 Organizations dealing with global education 4.2 Worldwide global education programmes. 4.3 Informal and Nonformal Education as a Platform for Global Education 4.4 Teacher Professional Development for global education	
5	GLOBAL EDUCATION FOR SOCIAL TRANSFORMATION	8 Hours
	5.1 Advocating for Education Justice	

	5.2 Critical Pedagogy and Social Justice 5.3 Knowledge and Power 5.4 Gender, Sexuality and Schooling 5.5 Education for Sustainable Development.	
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References

1. Almond, G. A. (1992). The political culture of foreign area research: Methodological reflections. In R. J. Samuels & M. Weiner (Eds.), *The political culture of foreign area international studies: Essays in honor of Lucian W. Pye* (pp.199–214). New York: Brassey’s, Inc. American Council on Education. (1995). *Educating Americans for a world in flux: Ten ground rules for internationalizing higher education*. Washington, DC:
2. ACE. Barrell, J. (2010). Problem-based learning: The foundation for 21st century skills. In J. Bellanca & R. Brandt (Eds.), *21st century skills: Rethinking how students learn* (pp. 33–49). Bloomington, IN: Solution Tree Press.
3. Bell-Rose, S., & Desai, V.(2005). *Educating leaders for a global society*. Retrieved from www2.goldmansachs.com/citizenship/philanthropy/publications-and-resources/index.html
4. Biddle, S. (2002). *Internationalization: Rhetoric or reality*. New York: American Council of Learned Societies.
5. Bloom, D. (2006). Education in a globalized world. In M. Sánchez Sorondo, E. Malinvaud, & P. Léna (Eds.), *Globalization and education. Proceedings from a Joint Working Group of the Pontifical Academy of Sciences and the Pontifical Academy of Social Sciences, November 2005*, Vatican City. Carnoy.
6. Rhoten, D. (2002). What does globalization mean for educational change? A comparative approach. *Comparative Education Review*, 46(1), 1–9.