



Vijayanagara Sri Krishnadevaraya University,

Ballari

Department of Studies in Education

B.A- EDUCATION

B.A Education Syllabus as per SEP-2024

(For Regular Mode)

With effect from the Academic year 2024-25

Choice Based Credit System (CBCS)

PREAMBLE

Education plays a significant role in building a nation. There are quite a large number of educational institutions, engaged in imparting education in our country. However, our present education system is churning out youth who have to compete locally, regionally, nationally as well as globally. The 21st Century has opened up many new challenges in the field of Higher Education. The present alarming situation necessitates transformation and/or redesigning of the system, not only by introducing innovations but developing a “learner-centric” approach.

Swami Vivekananda believed man to be perfect and education as the tool to polish this self-perfection. Gandhiji also stressed on the same principle in the “Nai Talim”, where he reiterated the same fact in terms that there should be no difference between what you learn and what you do with your hands. Our conventional Gurukul system has also stressed on the simultaneous growth of the teacher and student alike. The same thought is stressed by the NEP-2020 which suggests major revamping to implement holistic learning at all levels. The basic aim of holistic development, though challenging, can be realized through the historical principles. There is a need to allow flexibility in the education system, so that students depending upon their interests can choose inter-disciplinary, intra-disciplinary and skill-based courses. It should be holistic to train the student into a perfect human being and a useful member of society.

The aim of higher education is to develop good, well rounded and creative individuals. It has to enable an individual to study one or more specialized areas of interest at a deeper level, while at the same time building character, ethical and constitutional values, and intellectual curiosity, spirit of service and capabilities across disciplines including sciences, social sciences, arts, humanities as well as professional, technical and vocational crafts. At the society level higher education must enable development of an enlightened, socially conscious, knowledgeable and skilled nation that can uplift its people and construct and implement solutions to its own problems. It is also to bridge the increasing gap between an undergraduate degree and employability.

Undergraduate curriculum needs to be focused on creativity and innovation, critical thinking and higher order thinking capacities, problem solving abilities, team work, communication skills, more in-depth learning and mastery of curricula across fields. Improvement not only the level of academic excellence but also improve the academic and research environment in the state. The programmes designed shall empower graduates as expert problem solvers using their disciplinary knowledge and collaborating in multi-disciplinary teams.

B.A EDUCATION COURSE STRUCTURE

I Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU1LT	Philosophical and Sociological Foundations of Education	20	80	100	4	1	0	5	03
II Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU2LT	Psychological Foundations of Education	20	80	100	4	1	0	5	03
III Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU3LT	Educational Technology	20	80	100	4	1	0	5	03
24MJEDU3EL	Elective Course A1: Value Education B1: Life Skills in Education C1: Guidance and Counseling	10	40	50	2	0	0	2	02
Total		30	120	150	6	1	0	7	5
IV Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU4LT	Education Leadership	20	80	100	4	1	0	5	03
24MJEDU4ET	Elective Course A2: Peace Education B2: Psychology in Everyday Life C2: Higher Education	10	40	50	2	0	0	2	02
Total		30	120	150	6	1		7	5

V Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU5AL	A5:Issues and Trends in Education	20	80	100	4	1	0	5	03
24MJEDU5BL	A6: Inclusive Education	20	80	100	4	1	0	5	03
24ERMBA5SL	Elementary Research Methodology	10	40	50	2	0	0	2	1
Total		50	200	250	10	2	0	12	07
VI Semester									
Course Code	Title of the Course	Marks			Teaching Hours/Week			Credit	Duration of SEE(Hrs)
		IA	SEE	Total	L	T	P		
24MJEDU6AL	A7: Cognitive Psychology	20	80	100	4	1	0	5	03
24MJEDU6BL	A8: Resource Management in Education	20	80	100	4	1	0	5	03
24MJEDU6RL	Elementary Research Project	10	40	50	0	0	2	2	1
Total		50	200	250	8	2	2	12	07

Vijayanagara Sri Krishnadevaraya University, Ballari

Bachelor of Arts (B.A.) CBCS Course

B.A- Education

SEP 2024-2025

Department Name: Education

Semester – I

Course Title: PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION	Course Code: 24MJEDU1LT
Total Contact Hours: 56	No. of Credits: 05
L:T:P- 4:1:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Understand the Concept, Process and Scope of Education
2. Understand the need and significance of philosophical framework to education;
3. Know the fields of philosophy and their relevance to education
4. Understand the sociological perspectives in education.
5. Understand the perspectives of Indian and Western Schools of philosophy concerning education
6. Become aware of the different social factors that influence education.
7. Appreciate the contribution of Indian philosophy and western philosophy to education
8. Develop philosophical insight for resolution of educational issues.
9. Critical appraisal of contributions made to education by prominent educational thinker
10. Appreciate the Contributions of Indian and Western Philosophers.
11. Appreciate the role of Philosophy in Human Development.

Unit	Description	Hours
1	CONCEPT OF EDUCATION 1.1 Education: Etymological meaning, Definitions and Scope of Education. 1.2 Philosophy: Meaning, Scope and Branches of Philosophy 1.3 Educational Philosophy: Meaning, Nature, Scope and Importance of Educational Philosophy. 1.4 Relationship between Philosophy and Education with special reference to Aims, Curriculum, Methods of Teaching and Teacher Discipline.	10
2	PHILOSOPHICAL AND SOCIOLOGICAL SYSTEMS IN EDUCATION 2.1. Epistemology and Education –Epistemological bases of curriculum and their methodological implications of education 2.2. Axiology- concept, need and importance of Axiological foundations of education. 2.3. Meta-physics- concept, need and importance of Metaphysical foundations of education. 2.4. Meaning, Definitions and Importance of Socialization. 2.5. Agencies of Socialization- formal, informal and non formal 2.6. Agencies of education; Family and School, Mass Media, Religious Institution, State, Peer-group. 2.7. Socialization: The role of the Education.	12

3	MAJOR SCHOOLS OF PHILOSOPHY AND SOCIAL CLASS. 3.1 Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism. 3.2 Indian Schools of Philosophy: Vedic, Buddhism, Jainism, Islamic, Veerashivism. 3.3. Meaning and Definitions of Social Class 3.4. Classification of Social Class and Role of Education in Upliftment of Social Class. 3.5. Meaning , Definitions and Importance of Social Control, 3.6. Agencies of Social Control and Role of Education in Social Control.	12
4	INDIAN AND WESTERN PHILOSOPHERS 4.1 Indian Philosophers: Contribution of Swami Vivekananda, Mahatma Gandhi and Rabindranath Tagore, Jiddu Krishna Murthy to educational thought and Practice. 4.2. Western Philosophers: Contribution of John Dewey, Jean-Jacques Rousseau and Maria Montessori.	12
5	PHILOSOPHY AND SOCIOLOGY FOR DEVELOPMENT OF HUMANITY 5.1 Education and Development of Values 5.2 Education for National Integration 5.3 Education for International Understanding 5.4 Education for Peace and Harmony	10

References:

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Vijayanagara Sri Krishnadevaraya University, Ballari
 Bachelor of Arts (B.A.) CBCS Course
 B.A- Education
Department Name: Education
Semester – II

Course Title: Psychological Foundations of Education	Course Code: 24MJEDU2LT
Total Contact Hours: 56	No. of Credits: 05
L:T:P- 4:1:0	
Internal Assessment Marks: 20	Duration of SEE: 03 Hours
Semester End Exam Marks: 80	

Course Outcomes (COs):

At the end of the course, students will be able to:

- 1) Acquire the understanding of meaning and importance of Education and Psychology and their interrelationship.
- 2) Understand the theories of learning and acquaint with different models and strategies of learning and in turn apply them for better learning.
- 3) Gain insight into the concept of intelligence and its theories and apply them in psychological research.
- 4) Acquire knowledge regarding the concept and types of Motivation.
- 5) Apply the knowledge of memory, types of memory, factors influencing for intensive memory in their life.
- 6) Apply the knowledge of principles, techniques of educational psychology in developing the integrated personality.

Unit	Description	Hours
1	INTRODUCTION TO EDUCATION AND PSYCHOLOGY 1.1. Education: Meaning, Concept and Process 1.2. Psychology: Meaning, Definitions and Nature 1.3. Educational Psychology: Meaning, Definitions and Scope 1.4. Interrelationship between Education and Psychology. 1.5 Schools/Approaches of Psychology-Behaviourism, Gestalt, Humanism, Cognitivism and Psychoanalysis.	12
2	PERSPECTIVES OF GROWTH AND DEVELOPMENT 2.1. Concept of Growth, Development and Maturation 2.2. Meaning and Differences between Growth and Development, 2.3. Stages of Growth and Development (E.B. Hurlock's Classification) 2.4. General characteristics of Infancy and Childhood Stage 2.5. Adolescent Psychology-Meaning and Definitions, General and specific characteristics, Need and problems of adolescence. 2.6. Developmental Tasks-Havighurst.	12
3	INTELLIGENCE AND EMOTIONAL INTELLIGENCE. 3.1. Intelligence: Introduction, Meaning, Definitions, Distribution of intelligence, 3.2. Factors influencing Intelligence. 3.3. Concept of M.A. CA and IQ Uses of Intelligence Test. 3.4. Emotional Intelligence: Concept, development of Emotional Intelligence. 3.5. Testing of Intelligence and Emotional intelligence Test.	10

4	LEARNING PROCESS AND MOTIVATION 4.1. Attention: Definition and Affecting Factors 4.2. Motivation: Nature, Definition and Maslow's Theory 4.3. Creativity: Concept, Definition and Characteristics 4.4. Memory: Meaning, definitions and Types of Memory. 4.5 Individual Deference meaning, Significance and types	10
5	UNDERSTANDING PERSONALITY AND MENTAL HEALTH 5.1. Personality: Introduction, Meaning, Definitions, Factors influencing personality. 5.2. Personality: concept, Approaches in analyzing personality: type and Eyesenck's Biological typology. 5.3. Characteristics of a well adjusted personality. 5.4 Mental Health: Meaning and Importance of Mental Health, Developing Positive Attitude. 5.5 Adjustment: Meaning, Types and Process. Defense mechanisms	12

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