

KUVEMPU UNIVERSITY  
S E P 2024-25  
SYLLABUS FOR B.A EDUCATION (OPTIONAL)  
**I YEAR B.A - I SEMESTER**  
PAPER – I, PHILOSOPHICAL FOUNDATIONS OF EDUCATION

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Program Name	<b>BA (EDUCATION)</b>	Semester	<b>I</b>
Course Title	<b>PHILOSOPHICAL FOUNDATIONS OF EDUCATION (Theory)</b>		
Course Code:	<b>DSC-1 EDU</b>	No. of Credits	<b>05</b>
Contact hours	<b>75 Hours</b>	Duration of the Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>

**OBJECTIVES:**

- To enable the student to know the meaning, concept- definition and aims of Education
- To enable the student to know the concept of Philosophy, definition and foundation of Philosophy and Education.
- To enable to understand the contributions of Rabindranath Tagore, Mahatma Gandhi and western thinkers Dr Maria Montessori and John Dewey to Education.
- To enable to know the concept of Values, definition, classifications. Human Values associated with Dr APJ Kalam and Dr BR Ambedkar and role of Education

**UNIT-I CONCEPT OF EDUCATION**

- 1.1 Meaning, Concept & Definitions of Education **15 Hours**
- 1.2 Agencies of Education
- 1.3 Education as a process
- 1.4 Need & Importance of Education

**UNIT-II AIMS OF EDUCATION**

**15 Hours**

- 2.1 Aims and Objectives of Education
- 2.2 Individual Aims of Education-knowledge, culture, character
- 2.3 Social Aims of Education-Education for citizenship, Education for national integration.
- 2.4 Education for international understanding, Education for modernization.

**UNIT-III CONCEPT OF EDUCATIONAL PHILOSOPHY****15 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, Teacher and Discipline.

**UNIT-IV GREAT EDUCATIONAL THINKERS****15 Hours**

- 4.1 Rabindranath Tagore – Brief life History, Contributions to Education, Educational principles – complete freedom, child & society, educational objectives, contribution shanthinikethan- Education, Teaching Method, Curriculum, VishwaBharathi.
- 4.2 Mahatma Gandhi – Brief life history, contributions to education, Aims of Education basic education – Curriculum, Teaching Method, Discipline, Teacher Education
- 4.3 Dr Maria Montessori – Brief life history, contributions to Education,
- 4.4 John Dewey – Brief life History, Contributions to Education, Educational Theories, Education and Development, Education & life, Education & reconstruction of Experience

**UNIT-V VALUE BASED EDUCATION****15 Hours**

- 5.1 Meaning, definitions & nature of values
- 5.2 Classification of values
- 5.3 Meaning, definitions and importance of Value Education
- 5.4 Human values associated with Dr. APJ Abdul Kalam and Dr . B.R Ambedkar

**ASSESSMENT**

<b>Internal</b>	
<b>Assessment type</b>	<b>Marks</b>
<b>Session Tests 1 and 2</b>	<b>10</b>
<b>Assignment</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20</b>

<b>External</b>	
<b>Theory</b>	<b>80 Marks</b>
<b>Total</b>	<b>80 Marks</b>

## References

1. NCERT, The Teacher and Education in Emerging India Society, New Delhi.
2. Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
3. Yadav and Yadav : Education in the Emerging Indian Society, Tandon Publications.
4. B.N. Dash, Principles of Education in Emerging Indian Society.
5. Humanyun Kabir: Indian philosophy of Education, Asia publication House Bombay.
6. NCERT, (2000) National Curriculum Frame Work School Education.
7. NCERT, (1985) The Teacher and Education in Emerging Indian Society, New Delhi..
8. A.L. Narasimhachar : Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
9. NCERT – (2005) : National Curriculum Frame Work, New Delhi.
10. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ - ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
11. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶ್ರೀ ಕರಜಗಿ.
12. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು - ಡಾ|| ಶಿವಶಂಕರ್.
13. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ಸುಗಂದಿ.
14. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ, ನವನೀತ ಪ್ರಕಾಶನ - ದಾವಣಗೆರೆ

KUVEMPU UNIVERSITY

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SYLLABUS FOR B.A EDUCATION (OPTIONAL)

**I YEAR B.A.- II SEMESTER**

PAPER – II, SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Program Name	<b>BA (EDUCATION)</b>	Semester	<b>II</b>
Course Title	<b>SOCIOLOGICAL FOUNDATIONS OF EDUCATION (Theory)</b>		
Course Code:	<b>DSC-2 Edu</b>	No .of Credits	<b>05</b>
Contact hours	<b>75 Hours</b>	Duration of the Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>

**PAPER – II, SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

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**OBJECTIVES:**

- To enable the student to know the meaning and importance of Educational Sociology
- To enable the student to appreciate the work of agencies of Socialization.
- The enable student to know the role of Education on Social Mobility.
- To enable the student to account with more knowledge in role of Education in uplifting the social class
- To enable the student to understand Socio -Economic Problems and local cultural aspects of the Society

**UNIT-I CONCEPT OF EDUCATIONAL SOCIOLOGY**

**15 Hours**

- 1.1 Meaning, definitions, importance and scope of Sociology and Educational Sociology.
- 1.2 Society and Education
- 1.3 Culture and Education – meaning and definitions, types, characteristics of Culture
- 1.4 Role of education in the Development of culture

**UNIT-II SOCIALIZATION: 15 Hours**

- 2.1 Meaning, definitions and importance of Socialization
- 2.2 Agencies of Socialization (Part-1) – family and school
- 2.3 Agencies of Socialization ( Part-2) ---Mass-Media & Social Media, Religion, Community & Peer-group
- 2.4 Role of Education in socialization

**UNIT-III SOCIAL CHANGE AND SOCIAL MOBILITY: 15 Hours**

- 3.1 Meaning, Definitions and Concept of social change
- 3.2 Characteristics & causes of social change, Role of Education in social change
- 3.3 Meaning, Definitions and types of Social mobility
- 3.4 Role of Education in Social mobility

**UNIT-IV SOCIAL CLASS: 15 Hours**

- 4.1 Meaning and Concept of Social class
- 4.2 Classification of social class.
- 4.3 Factors influencing on Social Class
- 4.3 Role of Education in Social class

**UNIT-V OUR SOCIETY TOWARDS EDUCATION 15Hours**

- 5.1 Socio –Economic Conditions and Problems in our living society
- 5.2 Special Features of Malnad Heritage and Local cultural aspects
- 5.3 Famous NGOs’ and social workers
- 5.4 Education with our Local Social Traditions, Fares and Festivals.

**Assessment**

Internal	
Assessment type	Marks
<b>Session Tests 1 and 2</b>	<b>10</b>
<b>Assignment</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20</b>

External	
Theory	80 Marks
<b>Total</b>	<b>80 Marks</b>

## References:

1. Dr. S.S. Wadhwa. (2006) Education in Emerging Indian Society – Tandon Publications, Ludhiana.
2. Muniruddin – (2005) Indian Education. Anmol Publications Pvt. Ltd., New Delhi.
3. S. Venkataiah (2005) Fundamentals of Basic Education –. Anmol Publications Pvt. Ltd., New Delhi.
4. S.R. Sharma, vijaya Kumari Koushik (2005) Education and Social change, Anmol Publications Pvt. Ltd., New Delhi.
5. K.K. Bhatir, (2005) Philosophical and Sociological Bases of Education. –, C.L. Narang. Tandon Publications, Ludhiana.
6. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ಡಾ|| ಹೆಚ್.ವಿ. ಶಿವಶಂಕರ, ಹಂಚಿ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ - 2007.
7. ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ-ಪಿ.ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ - 1999.
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ - ಟಿ. ನಾಗರಾಜ. ಲಕ್ಷ್ಮೀ ಮತ್ತು ಜೇತನ್ ಬುಕ್ ಹೌಸ್, ಮೈಸೂರು - 2005.
9. ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜ ಶಾಸ್ತ್ರ - ಪಿ. ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ - 2005.
10. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ಡಾ. ಎನ್.ಬಿ. ಯಾದವಾಡ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ - 2007.
11. ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ - ಪ್ರೊ. ಪಿ.ಎಸ್. ಸುರೇಶ್. ಚಿತ್ತಾರ ಪ್ರಕಾಶನ, ಮೈಸೂರು - 2009.
12. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ನರಸಿಂಹಚಾರ್. ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು - 2009.
13. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ರುದ್ರೇಶ್.
14. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ - ಡಾ. ಶಿವಯ್ಯ. ಎಸ್. ಸೌರಭ DSERT ಬೆಂಗಳೂರು.

KUVEMPU UNIVERSITY  
S E P 2024-25  
SYLLABUS FOR B.A EDUCATION (OPTIONAL)  
**II YEAR B.A.- III SEMESTER**  
PAPER – 3 **DEVELOPMENT OF EDUCATION IN INDIA**

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Program Name	<b>BA (EDUCATION)</b>	Semester	<b>III</b>
Course Title	<b>DEVELOPMENT OF EDUCATION IN INDIA</b>		
Course Code:	<b>DSC-3EDU</b>	No. of Credits	<b>05</b>
Contact hours	<b>75 Hours</b>	Duration of the Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>

PAPER – III, DEVELOPMENT OF EDUCATION IN INDIA

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**OBJECTIVES:**

- To enable the student to understand the nature of Indian Society, as it has evolved from the past.
- To enable the student to understand the growth of education during British rule.
- To enable student to critically appraise the effect of British period on Indian Education.
- To enable the student to understand & appreciate application & Indian constitution provisions.

**UNIT-I EDUCATION IN ANCIENT INDIA & MEDIEVAL INDIA: 15 Hours**

- 1.1 Education in Vedic period – Aims and features, Merits & Demerits
- 1.2 Education in Buddhist Period – Aims and features, Merits & Demerits
- 1.3 Education in Muslim period – Aims and features, merits & demerits
- 1.4 Impact of Vedic ,Buddhist & Muslim Period education in the present context.

**UNIT-II EDUCATION UNDER BRITISH PERIOD****15 Hours**

- 2.1 Macaulay's minute (1835)
- 2.2 Wood's dispatch (1854)
- 2.3 Hunter Commission (1882)
- 2.4 Hartog Committee (1929) and Sargent Commission (1944)

**UNIT-III EDUCATION AND NATIONAL CONCERN****15 Hours**

- 3.1 University Education Commission-1948
- 3.2 Secondary Education Commission- 1952-53
- 3.3 Kothari Education commission- 1964-66
- 3.4 National Education Policy -2020 (NEP-2020) - Features of Higher education

**UNIT-IV CONSTITUTIONAL PROVISIONS FOR EDUCATION:****15 Hours**

- 4.1 Articles-12,20(1), 21,28(1).28(2).28(3), 29(1), 30(1),30(2) 45,46,51(a) & 351A.
- 4.2 Central and State relationship in education
- 4.3 Education and Directive Principles
- 4.4 Right to Education Act-2009 -Main Features

**UNIT-V PROTECTION OF CHILD RIGHTS:****15 Hours**

- 5.1 Concept, Convention of the rights of the Child
- 5.2 Fundamental rights of the Child
- 5.3 Role of school in Child rights
- 5.4 Child Rights programmes & Remedial measures, (Curriculum, Co-curricular activities, extensions activities, hidden curriculum)

**Assessment**

<b>Internal</b>	
<b>Assessment type</b>	<b>Marks</b>
<b>Session Tests 1 and 2</b>	<b>10</b>
<b>Assignment</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20</b>

**External**

<b>Theory</b>	<b>80 Marks</b>
<b>Total</b>	<b>80 Marks</b>



## References:

1. S.D. Khanna (1995 ).History of Indian Education and its contemporary problems, Dobha house. New Delhi
2. J.C. Agarwall ( 1983). Land mark of in the history of Modern Indian Education. Vikash Publication. New Delhi
3. S.N.Mukharji.(1951). History of Education in India, Acharya Book Depot
4. S.R.Chaube and A.Chaube . Education in ancient and medieval India (Vikas publication)
5. D.Veeraiah, .Education in ermging India
6. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಎಚ್.ವಿ.ಶಿವಶಂಕರ್\*ಹಂಪಿ ಪ್ರಕಾಶನ.
7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು \* (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) - ಡಾ. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ.
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ\*(ಪ್ರಕಾಶನಸಂಸ್ಥೆ)-ಎ.ಎಲ್.ನರಸಿಂಹಚಾರ್.
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ-ನಂಜುಂಡಸ್ವಾಮಿ.
10. ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-(ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ)

KUVEMPU UNIVERSITY

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**II YEAR B.A. III SEMESTER**

**Open Elective Syllabus**

**Paper-1 History of Education**

Program Name	<b>BA (EDUCATION)</b>	Semester	<b>III</b>
Course Title	<b>History of Education (Theory)</b>		
Course Code:	<b>OE-1 Education</b>	No. of Credits	<b>02</b>
Contact hours	<b>45 Hours</b>	Duration of the Exam	<b>1 ½ hours</b>
Formative Assessment Marks	<b>10</b>	Summative Assessment Marks	<b>40</b>

**Objectives;**

On completion of the course, students will be able to:

- Understand the meaning & concept of education.
- Acquaint or familiarize himself / herself with various systems of education in India.
- Recognize the salient features of the various systems of education that prevailed in India in the past.
- Compare and contrast the Vedic, Buddhist, and Contemporary systems of Education.
- Make a critical analysis of the different system of education that prevailed In India.

**Unit-1 CONCEPT OF EDUCATION****15 hrs**

- 1.1 Meaning, Concept & Definitions of Education
- 1.2 Agencies of Education
- 1.3 Education as a process
- 1.4 Need & Importance of Education

**Unit-2 EDUCATION IN THE VEDIC & BUDDHIST PERIOD****15 hrs**

- 2.1 Vedic Period education : Aims, Curriculum, teaching methods & initiation Ceremony
- 2.2 Buddhist Period education : Aims, Curriculum, teaching methods & initiation Ceremony
- 2.3 Famous Educational centers of Vedic and Buddhist Period
- 2.4 Merits and Demerits of Vedic and Buddhist Period

**Assessment**

<b>Internal</b>	
<b>Assessment type</b>	<b>Marks</b>
<b>Session Test</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>10</b>

<b>External</b>	
<b>Theory</b>	<b>40 Marks</b>
<b>Total</b>	<b>40 Marks</b>

## References:

1. S.D. Khanna (1995). History of Indian Education and its contemporary problems, Dobha house. New Delhi
2. J.C. Agarwall ( 1983). Land mark of in the history of Modern Indian Education. Vikas Publication. New Delhi
3. S.N.Mukharji .(1951). History of Education in India, Acharya Book Depot
4. S.R.Chaubeand A.Chaube. (1987) Education in ancient and medieval India. (Vikaspublishation)
5. D.Veeraiah. Education in ermging India
6. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಎಚ್.ವಿ.ಶಿವಶಂಕರ್\*ಹಂಪಿ ಪ್ರಕಾಶನ.
7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು \* (ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ) - ಡಾ. ಎನ್.ಬಿ. ಕೊಂಗವಾಡ.
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ\*(ಪ್ರಕಾಶನಸಂಸ್ಥೆ)-ಎ.ಎಲ್.ನರಸಿಂಹಚಾರ್.
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ-ನಂಜುಂಡಸ್ವಾಮಿ.
10. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-(ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ)

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SYLLABUS FOR B.A EDUCATION (OPTIONAL)

II YEAR B.A. - IV SEMESTER

PAPER –4 EDUCATION AND HUMAN RESOURCE DEVELOPMENT

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Program Name	<b>BA (EDUCATION)</b>	Semester	<b>IV</b>
Course Title	<b>EDUCATION AND HUMAN RESOURCE DEVELOPMENT</b>		
Course Code:	<b>DSC- 4EDU</b>	No. of Credits	<b>05</b>
Contact hours	<b>75 Hours</b>	Duration of the Exam	<b>3 hours</b>
Formative Assessment Marks	<b>20</b>	Summative Assessment Marks	<b>80</b>

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**PAPER – 4 EDUCATION AND HUMAN RESOURCE DEVELOPMENT**

**OBJECTIVES:**

- To enable the student to understand the nature and significant of human resource development.
- To enable the student understand the communication skills.
- To understand the concept of communication, inter personnel communication skills.
- To understand the human rights and education, universal declaration of human rights and their significant of human rights.
- Students to known the quality assurance and total quality management

**UNIT-I HUMAN RESOURCE DEVELOPMENT:**

**15 Hours**

1.1 Meaning, definitions, characteristics of Human Resource Development

1.2 Aims, objectives and functions of HRD

1.3 Importance & scope of Human Resource Development

1.4 Role of education in Human Resource Development

**UNIT-II COMMUNICATION:****15 Hours**

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

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

- 3.1 Concept, meaning and need for women empowerment – gender bias / gender sensitization
- 3.2 Strategies for empowering women education – Job Opportunities – Encouraging Socio – Culture activities
- 3.3 Special provisions for women
- 3.4 National women’s commission- it’s objectives and functions

**UNIT-IV HUMAN RIGHTS AND EDUCATION:****15 Hours**

- 4.1 Concept, meaning, Need and importance of human rights.
- 4.2 Universal declaration of human rights
- 4.3 Salient features of human rights
- 4.4 National human rights commission – It’s objectives and functions

**UNIT-V - LEADERSHIP AND MANAGERIAL SKILLS****15 Hours**

- 5.1. Leadership skills and Managerial skills.
- 5.2. Universal Human Values- Love and Compassion, Constitutional value & Justices
- 5.3 Strategies for Developing Leadership and Managerial Skills
- 5.4. Role of education in developing life skills.

**Assessment**

<b>Internal</b>	
<b>Assessment type</b>	<b>Marks</b>
<b>Session Tests 1 and 2</b>	<b>10</b>
<b>Assignment</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20</b>

<b>External</b>	
<b>Theory</b>	<b>80 Marks</b>
<b>Total</b>	<b>80 Marks</b>

## Reference Textbooks

- 1 Kochhar . S. K (2005) Pivotal issues in Indian Education–Sterling publication private limited.
- 2 Singh Y K, Kanoth Ruchi (2005) Education in Emerging Indian Society–A.P. H. Publishing corporation, New Delhi
- 3 Sharma, Pramila (2005) Problems of Education–A O H Publishing Corporation New Delhi.
- 4 Teacher and Education in the Emerging Indian society volume–1, Neelkamal publication private limited.
- 5 Sharma, Pramila (2005) The Aims of Education–Pramila Sharma A P H Publishing corporation, New Delhi.
- 6 Sharma, Pramila (2005) Philosophy of Education–Pramila Sharma A P H Publishing Corporation New Delhi.
- 7 Yadav & Yadav (2006) Education in Emerging Indian Society–Tandon Publication, Ludhiana
- 8 Haseen Taj (2007) Current Challenges in Education. Neel Kamal Publications PVT. Hyderabad
- 9 Chaube S.P., Chaube A (2004) Foundation of Education –Vikas Publishing House Pvt. Ltd. New Delhi
- 10 S Venkataiah S (2005) Fundamentals of Basic Education–Anmol Publications Pvt. Ltd., New Delhi
- 11 ' Vijaya Kumari Koushik S.R Sharma. R (2005) Education and Social change–Anmol Publications Pvt. Ltd., New Delhi.
- 12 Landmarks in the history of modern Indian Education–J.C. Aggarwal
- 13 ಶಿದಶಂಕರ, ಹೆಚ್.ವಿ.(2007) ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ–ಡಾ|| ಹಂಚಿಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.
- 14 ಜಯಣ್ಣ. ಸಿ.ವಿ.(2007) ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯತೆಯ ಕಾಳಜಿಗಳು ಸಪ್ತಬುಕ್‌ಹೌಸ್
- 16 ಮಹೇಶ್ ಕೆ.ಜಿ. (2007) ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯತೆಯ ಕಾಳಜಿ ದೂತಾಪ್ರಿ ಲಿಟರಸ್, ಮೈಸೂರು
- 17 –ಅರವಿಂದಚೆಟ್ಟಿ (2005) ಜೀವನಕಾಲಗಳು ನದಕರ್ನಾಟಕ ಪ್ರಕಾಶನ
- 18 ಪದ್ಮಪ್ರಸಾದ್ ಎಸ್.ಪಿ.(2007) ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯತೆಯ ಕಾಳಜಿಗಳು ಸುದುಬಪ್ರಕಾಶನ

- 19 ನಾಗರಾಜಪಿ. (1999) ಸದುಕಾತೀನಭಾರತದವಿನತನಶಿಕ್ಷಣ ವಿನ್ಯಾಸ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- 20 ನಾಗರಾಜ. ಟಿ (2005) ಭಾರತದಶಿಕ್ಷಣ ದುತ್ತುಸದೂಜ-ಲಕ್ಷ್ಮೀದುತ್ತುಚೇತನ್‌ಬುಕ್‌ಹೌಸ್, ಮೈಸೂರು
- 21 ನಾಗರಾಜಪಿ. (2005) ಶಿಕ್ಷಣದತಿ ಲ್ಲತತ್ವಶಾಸ್ತ್ರದುತ್ತುಸದೂಜಶಾಸ್ತ್ರ- ಪಿ. ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- 22 ಯಾದದಾಡ, ಎನ್.ಬಿ.(2007) ಪ್ರಗತಿಶೀಲ ಭಾರತದಶಿಕ್ಷಣ -ವಿದ್ಯಾನಿಧಿ, ಪ್ರಕಾಶನ, ಗದಗ



KUVEMPU UNIVERSITY  
S E P 2024-25  
**II YEAR B.A.- IV SEMESTER**

**Open Elective Syllabus**  
**Paper-2, Life skills in Education**

Program Name	<b>BA</b>	Semester	<b>IV</b>
Course Title	<b>LIFE SKILLS IN EDUCATION</b>		
Course Code:	<b>O.E-2 Education</b>	No. of Credits	<b>02</b>
Contact hours	<b>45 Hours</b>	Duration of the Exam	<b>1 1/2 hours</b>
Formative Assessment Marks	<b>10</b>	Summative Assessment Marks	<b>40</b>

**Objectives;**

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

- Justifies the significance of life skill education.
- Suggest the ways and means for life skills.
- Elaborates on the different types of Life skills.
- Explains the role of education in developing life skills.

**Unit-1 Concepts of Life Skills**

**15 Hrs**

- 1.1. Meaning and importance of Life Skills.
- 1.2. Recommendations of Life Skills by World Health Organisation (WHO) -  
Problem solving, Decision making, Critical thinking, Creative thinking,  
Effective communication, understanding others, controlling emotions,  
Controlling mental stress, empathy.
- 1.3. Strategies for Development of Life Skills.
- 1.4 Education and Life skills

## Unit-2 Communication and Professional Skills

15Hrs

- 2.1 . Communication Skills-Listening, Speaking, Reading, and Writing.
- 2.2. Professional Skills- Resume Skills, Career. Skills- Interview Skills, Group discussion skills, Exploring career opportunities. Team Skills
- 2.3. Brain storming, Social and cultural Etiquettes
- 2.4 Strategies for Development of Communication and Professional skills.

### Assessment

Internal	
Assessment type	Marks
Session Test	05
Seminar	05
<b>Total</b>	<b>10</b>

External	
<b>Theory</b>	<b>40 Marks</b>
<b>Total</b>	<b>40 Marks</b>

### Suggested Readings Books

- 1 Ashokan, M. S. (2015) Karmayogi: A Biography of E. Sreedharan, UK London Penguin  
Brown T. (2012) Change by Design New York, Harper Business.
- 2 Chandra P., (2017) Financial Management: Theory & Practice 9<sup>th</sup> edition, McGraw Hill Education New York.
- 3 Dawkins, E.R. (2016), 52Weeks of Self Reflection—Your Guided Journal of Self Reflection Chicago, A B Johnson Publishing.
- 4 Kalam A.P.J. (2003) Ignited Minds: Unleashing the Power within India. Penguin Books India New Delhi.

- 5 Kelly T., and Kelly, D. (2014) Creative Confidence: Unleashing the Creative Potential Within Us All, Harper Collins Publishers India New Delhi.
- 6 Kurien. V., and Salve, G. (2012) I Too Had a Dream, Roli, Books Private Limited New Delhi.
- 7 Livermore D.A. (2010) Leading with Cultural Intelligence: The New Secret to Success, American Management Association New York.
- 8 Sinek, S. (2009). Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
- 9 Sternberg R.J. and Baltes P.B.(Eds.). (2004) International Handbook of Intelligence, UK: Cambridge University Press Cambridge.

### **E-Resources**

- 1 Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from <https://positivepsychology.com/introspection-self-reflection/>
- 2 Fries, K. 2019.Eight Essential Qualities That Define Great Leadership Forbes. Retrieved 2019-02-15 from <https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63>.
- 3 How to Build Your Creative Confidence TED talk by David Kelly [https://www.ted.com/talks/david\\_kelley\\_how\\_to\\_build\\_your\\_creative\\_confidence](https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence)
- 4 India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta. [https://www.ted.com/talks/anil\\_gupta\\_india\\_s\\_hidden\\_hotbeds\\_of\\_invention](https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention)
- 5 Knowledge @ What on Interviews Former Indian President APJ Abdul Kalam "A Leader Should Know How to Manage Failure" <https://www.youtube.com/watch?v=laGZaS4sdeU>