

**RANI CHANNAMMA UNIVERSITY, BELAGAVI  
SCHOOL OF EDUCATION**

**NATIONAL EDUCATION POLICY - 2020**



**CURRICULUM FRAME WORK FOR UNDER  
GRADUATE PROGRAM /COURSE STRUCTURE AND  
SYLLABUS**

**as per the Choice Based Credit System (CBCS)  
designed in accordance with  
Learning Outcomes-Based Curriculum Framework  
(LOCF)  
of National Education Policy (NEP) 2020**

**UG PROGRAMME (MULTIDISCIPLINARY)  
IN  
EDUCATION**

**w.e.f.**

**Academic Year 2021-22 and onwards**

## **PREAMBLE**

A high priority task in the context of future education development agenda in India is fostering quality higher education. Improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production, participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

**The Learning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

- Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.
- The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.
- They provide general guidance for articulating the essential learning's associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels.
- Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a

broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes. The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

## **PROGRAM OUTCOMES**

**By the end of the program the students will be able to :**

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary

knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and

articulating; Ability to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and

use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.

- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / reskilling.

## PROGRAM STRUCTURE:

The following is the Program Structure for the UG Program In Education of Rani Channamma University:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits	
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)			
I	<b>DSC A1(3):</b> <b>EDU (DC):1</b> Foundations of Indian Education (4)  <b>DSC-A2(3) :</b> <b>EDU (DC):2</b> Philosophical Foundations of Education (4)	<b>OE-1 (3):</b> <b>EDU (OE):1</b> History of Education(3)	L1-1(3) L2-1(3) (4 hrs. each)	SEC-1: Digital Fluency (2) (1+0+2)	Physical Education - Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25	
II	<b>DSC-A3(3):</b> <b>EDU (DC):3</b> Sociological Foundations of Education  <b>DSC-A4(3):</b> <b>EDU(DC):4</b> Psychological Foundations of Education	<b>OE-2 (3):</b> <b>EDU (OE):2</b> ICT in Education	L1- 2(3), L2- 2(3) (4 hrs. each)	Environmental Studies (2)	Physical Education- Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25	
<b>Exit option with Certificate (48 credits)</b>								
III	<b>DSC-A5(3):</b> <b>EDU (DC):5</b> Development of Education in Modern India  <b>DSC-A6(3):</b> <b>EDU (DC):6</b> Issues and Challenges in Education (4)	<b>OE-3 (3):</b> <b>EDU (OE):3</b> Life Skills in Education	L1- 3(3), L2-   3(3) (4 hrs each)		SEC-2: Artificial Intelligence (2)  (1+0+2)	Physical Education- Sports (1)  (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25



IV	<b>DSC-A7(3): EDU (DC):7</b> Indian Thinker in Education <b>DSCA8(3):DSC-B7(3): EDU (DC):8</b> Western Thinker in Education	<b>OE-4 (3): EDU (OE):4</b> Entrepreneurship in Education	L1-4(3), L2-4(3) (4 hrs each)	Constitution of India (2)		Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	25
<b>Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor</b>								
V	<b>DSC- A9(3): EDU (DC):9</b> Educational Administration and Management  <b>DSC- A10(3): EDU (DC):10</b> Leadership in Education  <b>DSC- B11(3): EDU (DC):11</b> Value Education	<b>DSE A, E-1 (3): EDU: (DSE- 1)</b> Teaching Skills and Strategies			SEC-3: SEC such as Cyber Security (2) (1+0+2)	Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	22
VI	<b>DSC-A12(3): EDU (DC):12</b> Gender and Society <b>DSC- A13(3): EDU (DC):13</b> <b>Guidance and Counselling</b>	<b>DSE A, E-2 (3): EDU: (DSE- 2)</b> Special Education			SEC-4: Professional Communication (2)	Physical Education - Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	24
<b>Exit option with Bachelor of Arts, B.A. Basic Degree (136 credits)</b>								
VII	<b>DSC-A15(3): EDU (DC):15</b> Human Rights Education <b>DSC-A16(3) : EDU (DC):16</b> Global Education <b>DSC-A17(3): EDU (DC):17</b> Inclusive Education <b>DSC-A18(3): EDU (DC):18</b> EducationalTechnology	<b>DSE A, E-3 (3): EDU: (DSE- 3)</b> DistanceEducation <b>DSEA,E4(3): EDU: (DSE- 4)</b> Population Education <b>Res.Methodology (3)</b>						21

VIII	<b>DSC-A19(3):</b> <b>EDU (DC):19</b> Women Education <b>DSC- A20(3):</b> <b>EDU (DC):20</b> Environmental Education <b>DSC-A21(3):</b> <b>EDU (DC):21</b> Human Resource Development and Education <b>DSC-A 22(3) :</b> <b>EDU (DC):22</b> Educational Policy and Planning	<b>DSE AE5(3):</b> <b>EDU: (DSE- 5)</b> Language Across the Curriculum  <b>Research Project</b> <b>(6)* (3)</b>											21
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**Award of Bachelor of Arts Honors, B.A. (Hons.) degree in a discipline etc. (186 credits)**

## COURSE STRUCTURE

### SEMESTER – I

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	EDU DC01	DSC	Foundations of Indian Education	4 (3+1+0)	3	40	60	100	4
2.	EDU DC02	DSC	Philosophical Foundations of Education	4 (3+1+0)	3	40	60	100	4
3.	EDU OE 01	OE 1	History of Education	4 (3+1+0)	3	40	60	100	4
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>700</b>	<b>25</b>

**\* Please note that in this Course Code, first three alphabets (i.e. EDU) represent the discipline (i.e. Education); next three alphabets (i.e. DSC) represent the type of the Course (i.e. Discipline Core); and the last two digits EDU OE represent the open elective subject.**

## SEMESTER – II

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	EDU DC 03	DSC	Sociological foundation of Education	4 (3+1+0)	3	40	60	100	4
2.	EDU DC 04	DSC	Psychological Foundations of Education	4 (3+1+0)	3	40	60	100	4
3.	EDU OE 02	OE 2	ICT in Education	4 (3+1+0)	3	40	60	100	4
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>700</b>	<b>25</b>

## PROGRAM ARTICULATION MATRIX

Semester	Name of the course-Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
1	Foundation of Indian Education (FOE)	i) Disciplinary knowledge, ii) analytical reasoning, and, iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
1	Philosophical Foundations of Education (PFE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
1	History of Education (HE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

2	Sociological foundation of Education (SFE)	i) Disciplinary knowledge, ii) professional skills, ii) application skills, and ii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, iii) Individual and Group Activities iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
2	Psychological Foundation of Education (PFE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) self-directed learning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
2	ICT in Education (ICTE)		Nil	i) Orientation Lecture ii) Practical exposure iii) On field Training iv) Visit to various Agencies v) Field-based Learning, vi) Individual and Group Activities	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks



**Evaluation process of I A marks shall be as follows:**

- a) The first component (C1) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester of program.
- b) The second component (C2) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, internship/ practicum/ project work etc. This assessment and score process should be based on completion on remaining 50% of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This for the 3<sup>rd</sup> and final component of the summative assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However in case of a student who could not take the rest on scheduled date due to genuine reasons, such candidate may appeal to Program Co coordinator /Principal. The program Coordinator /Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concern semester end examinations.
- e) For assignments , tests, case study analyses etc., of C1 and C2, the student should bring their own answer scripts (A4 size), etc., required for such tests/assignments and these be stamped by the concerned by the department using their department seal at the time of conducting tests/assignment/work etc.
- f) The outline for continuous assignment activities for the Components -I (C1) and Components -II (C2) of course shall be as under.

Outline for Continuous assessment activities for C1 and C2 are as follows.

Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>



## COURSE WISE SYLLABUS

### Curriculum

Name of the Degree Program: UG PROGRAMME

Discipline Core: EDUCATION

Total Credits for the Program: 3(24)

Starting year of implementation: 2021-22

#### Semester 1

Course Title: <b>FOUNDATIONS OF INDIAN EDUCATION</b>	
Total Contact Hours: 42	Course Credits:3
Formative Assessment Marks: 40	Duration of Theory Exam: 3hrs
Model Syllabus Authors: KSHE	Summative Assessment Marks:60

#### Semester 1

#### Title of the Course: FOUNDATIONS OF INDIAN EDUCATION

<b>Course : EDU (DC) 01</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>42</b>	<b>3</b>	<b>42</b>

<p><b>Program Outcomes:</b></p> <p>On completion of the course, the student will be able to:</p> <ul style="list-style-type: none"> <li>Recognize the salient features of the various systems of education that prevailed in India in the past.</li> <li>Compare and contrast the Vedic, Buddhist, Medieval and Contemporary systems of Education.</li> <li>Appreciate the great educational heritage of India.</li> <li>Make a critical analysis of the different systems that prevailed in India at various points of time.</li> <li>Synthesise the various beneficial aspects of the different systems.</li> <li>Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education.</li> </ul> <p><b>Content of Course 1</b></p>	<b>42 Hrs</b>
<b>Unit –1 Pre independence Education period</b>	<b>14</b>
1.1 Meaning and importance of Education	-2 hours

1.2 VEDIC SYSTEM OF EDUCATION- WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND OTHER CHARACTERISTICS.	<b>4hours</b>
1.3 BUDDHIST SYSTEM OF EDUCATION- EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS	<b>4 hours</b>
1.4 IN MEDIEVAL INDIA-. EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS.	<b>4 hours</b>
<b>Unit –2 BRITISH SYSTEM OF EDUCATION</b>	<b>14</b>
2.1BRITISH SYSTEM OF EDUCATION -WITH REFERENCE TO INTRODUCTION , OBJECTIVES,BACKGROUND	<b>5 hours</b>
2.2 MACAULAY'S MINUTE AND WOODS DISPATCH	<b>3 hours</b>
2.3 HORTOG COMMITTEE	<b>3 hours</b>
2.4 SARGENT COMMISSION	<b>3 hour</b>
<b>Unit – 3 POST INDEPENDENCE PERIOD</b>	<b>14</b>
3.1 UNIVERSITY EDUCATION COMMISSION,	<b>3 hours</b>
3.2 MUDALIAR COMMISSION	<b>3 hours</b>
3.3 KOTHARI EDUCATION COMMISSION ,	<b>4 hours</b>
3.4 NATIONAL EDUCATIONAL POLICY 1986	<b>4 hours</b>

#### **Text Books –References**

- a) Guha, R. (2007). India
- 2.National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
3. National Policy on Education. (1986 & 92). Ministry of Human Resource
4. Development Government of India, New Delhi.
- 5.Right to Education Act (2009). Ministry of Human Resource Development ,Government of India, New Delhi.
6. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
7. Ain, L. C. (2010). Civil Disobedience, Book Review Literary Trust: New Delhi.Select chapters. Haseen Taj ( 2008) Current Challenges in Education Neelkamal publications ; Hyderabad
- 8.Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT,New Delhi.
9. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.

10. Bhatia, K., & Bhatia, B. (1997). The Philosophical and Sociological Foundations. Doaba House, New Delhi.
11. Biswas. A. (1992). Education in India. Arya Book Depot, New Delhi.
12. Biswas. A., & Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
13. Chakravarty, S. (1987). Development Planning: The Indian Experience. Oxford University press, New Delhi.
14. Chandra, B. (1997). Nationalism and Colonialism, Orient Longman, Hyderabad.
15. Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association, New Delhi.
16. Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence. Oxford University Press, New Delhi.
17. Deshpande, S. (2004). Contemporary India: A Sociological View. Penguin, New Delhi.
18. Dubey, S. C. (2001). Indian Society, National Book Trust, New Delhi.
19. Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
20. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

**Assessment:**

**Weightage for assessments (in percentage)**

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

**UG PROGRAMME  
SEMESTER 1**

Course Title: <b>Philosophical Foundations of Education</b>	
Total Contact Hours: <b>42</b>	Course Credits: <b>03</b>
Formative Assessment Marks: <b>40</b>	Duration of Theory Exam: <b>03 hrs</b>
Model Syllabus Authors:	Summative Assessment Marks: <b>60</b>

**Semester 1**

**Title of the Course: Philosophical Foundations of Education**

<b>Course: EDU DC (02)</b>		
<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>42</b>	<b>3</b>	<b>42</b>

**Program Outcomes:** On completion of the course, the student will be able to:

1. Recognize the meaning of philosophy and Philosophy of education.
2. Relate Philosophy to education.
3. Understand the Need for Philosophical Inquiry of Education
4. Appreciate the role of Philosophy in Human Development.

<b>Content of Course 2</b>	<b>42 Hrs</b>
<b>Unit – 1: Concept of Philosophy</b>	<b>14</b>
Chapter No.	
1.1 Meaning, Definitions and Scope of Philosophy	<b>4hours</b>
1.2 Branches of Philosophy- Metaphysics, Epistemology, and Axiology	<b>5 hours</b>
1.3 Methods of Philosophical Inquiry.	<b>3 hours</b>
1.4 Criteria of Educative Process	<b>2 hours</b>
<b>Unit -2 Education and Philosophy</b>	<b>14</b>
2.1 Relationship between Education and Philosophy- with Special Reference to Aims, Curriculum, Teacher and Discipline.	<b>6 hours</b>
2.2 Modern Concept of Philosophy of Education	<b>3 hours</b>
2.3 The need for Philosophical Inquiry of Education	<b>3 hours</b>
2.4 Ethics in Education	<b>2 hours</b>
<b>Unit -3 Philosophy for development of Humanity</b>	<b>14</b>

3.1 Education and Development of Values	4 hours
3.2 Education for National Integration	4 hours
3.3 Education for International Understanding	3 hours
3.4 Education for peace and Harmony	3 hours

#### Text Books –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. HumanyunKabir : Indian philosophy of Education, Bombay Asia publication House.
6. National Curriculum Frame Work School Education 2000. NCERT.
7. R.S. Peters : Concept of Education.
8. O' Connoz, philosophy of Education.
9. Paulo Friere : Pedagogy of oppressed.
10. The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
11. A.L. Narasimhachar :Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
12. NCERT – 2005 : National Curriculum Frame Work, New Delhi.
13. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ-ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
14. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶ್ರೀ ಕರಜಗಿ.
15. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕರ ಸಮಸ್ಯೆಗಳು - ಡಾ| ಶಿವಶಂಕರ್.
16. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ಸುಗಂಧಿ.
17. ನವನೀತ ಪ್ರಕಾಶನ- ದಾವಣಗೆರೆ- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

#### Assessment:Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

**UG PROGRAMME  
SEMESTER 2**

<b>COURSE TITLE; - SOCIOLOGICAL FOUNDATIONS OF EDUCATION</b>	
<b>TOTAL CONTACT HOURS: 42 hrs</b>	<b>COURSE CREDIT: 3</b>
<b>FORMATIVE ASSESMENT MARKS: 40</b>	<b>DURATION OF ESA\ EXAM; 3 hrs</b>
<b>MODEL SYLLABUS AUTHORS : KSHEC</b>	<b>SUBMATIVE ASSESMENT MARKS: 60</b>

**Title of the Course: SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

<b>Course: EDU DC (03)</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester</b>
<b>3</b>	<b>42</b>	<b>3</b>	<b>42</b>

<p><b>Program Outcomes:</b></p> <p>On completion of the course, the student will be able to reflect on the concepts of 'Sociology' and 'Sociology of Education'.</p> <ul style="list-style-type: none"> <li>● Identify the various social processes involved in education.</li> <li>● Analyses the role of different modes of education.</li> <li>● Identify and relate education to various factors of social development like social change, modernization and social mobility.</li> <li>● Develop concern for various social issues and relate education to social development.</li> </ul> <p><b>Content of Course 3</b></p>	<b>42 Hrs</b>
<b>Unit – MEANING AND SCOPE OF EDUCATIONAL SOCIOLOGY</b>	<b>14hrs</b>
1.1. MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION,	<b>2hrs</b>
1.2. SCHOOL AS SOCIAL SYSTEM	<b>4hrs</b>
1.2. MEANING OF SOCIAL CHANGES FACTORS INFLUENCING SOCIAL CHANGES.	<b>4hrs</b>
1.4. ROLE OF EDUCATION IN BRINGING ABOUT DESIRABLE SOCIAL CHANGES.	<b>4hrs</b>

<b>Unit – 2 SOCIAL AGENCIES OF EDUCATION</b>	<b>14hrs</b>
2.1. PRIMARY GROUP - FAMILY THE FAMILY PATRON IN INDIAN SOCIETY AND ITS EFFECT ON SOCIALIZATION.	<b>3hrs</b>
2.2. SECONDARY GROUP - THE SCHOOL, THE SCHOOL AND THE COMMUNITY RELATIONSHIP,	<b>4hrs</b>
2.3. INTERDEPENDENCE OF SCHOOL, COMMUNITY AND FAMILY IN THE PROCESS OF SOCIALIZATION OF THE CHILD.	<b>4hrs</b>
2.4. ROLE OF NGO AND STATE	<b>3hrs</b>
<b>UNIT - 3 - EDUCATION AND SOCIAL PROCESS</b>	<b>14hrs</b>
3.1. EDUCATION AND SOCIAL STRATIFICATION	<b>2hrs</b>
3.2. EDUCATION AND SOCIAL MOBILITY,	<b>3hrs</b>
3.3. ROLE OF COMMUNICATION IN SOCIAL INTERACTIONS.	<b>3hrs</b>
3.4. ROLE OF EDUCATION IN THE PROCESS OF MODERNIZATION U - EDUCATION AND CULTURE, IMPORTANCE OF CULTURE, CULTURE AND EDUCATION. ACCULTURATION, CULTURAL LAG CULTURE AND PERSONALITY. ROLE OF EDUCATION IN NATIONAL INTEGRATION	<b>6hrs</b>

**References;-**

1. Modern Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi.
2. Education in Ancient and Medieval India – S.P. Chaube, A. Chaube. Vikas Publishing House Pvt. Ltd., New Delhi.
3. Teacher in Emerging Indian Society – Safaya, Shoida, Shukla. DhanpotRoi Publishing company Ltd., New Delhi.
4. Development and Publishing of Modern Education – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2005.
5. Education in Emerging Indian Society – Dr. S.S. Wadhwa. Tandon Publications, Ludhiana – 2006.
6. Indian Education– Muniruddin. Anmol Publications Pvt. Ltd.,NewDelhi– 2005.
7. Fundamentals of Basic Education – S. Venkataiah. Anmol Publications Pvt. Ltd., New Delhi – 2005.
8. Education and Social change – vijayaKumariKoushik, S.R. Sharma. Anmol Publications Pvt. Ltd., New Delhi – 2005.
9. Philosophical and Sociological Bases of Education. – K.K. Bhatir, C.L. Narang. Tandon Publications, Ludhiana.
10. History of Indian Education System – Yogesh Kumar Singh, RuchikaNoth. A.P.H. Publishing corporation, New Delhi – 2005.
11. National concern and Education – Prof. P.S. Suresh, Prof. T.P.S. Rao. Anuradha Publications, Bengaluru – 2008.

12. Education & National Concerns—C.G.Prasad.S.M.V.PublicationsKolar – 2006.
13. Theory of principles of Education Philosophical and Sociological Bases of Education. – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2007.
14. Problems of Indian Education – RaghunathSaurya.
15. Problems of Indian Education – Khohli.
16. Human Rights Education – C. Naseema.
17. Constitution of India.
18. Landmarks in the history of modern 'Indian Education – J.C. Aggarwal'.
19. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ಡಾ.ಹೆಚ್. ವಿ. ಶಿವಶಂಕರ, ಹಂಚಿ, ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ-2007
20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು -ಸಿ. ವಿ. ಜಯಣ್ಣ ಸಪ್ತಬುಕ್ ಹೌಸ್-2007
21. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ - ಕೆ.ಜಿ.ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು 2007
22. ಜೀವನಕೌಶಲಗಳು - ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ-2005
23. ಡಾ. ಎಸ್. ಪಿ. ಪದ್ಮ ಪ್ರಸಾದ -ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳು ಸುಮುಖ ಪ್ರಕಾಶನ- 2007
24. ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ -ಪಿ.ನಾಗರಾಜ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ ಗದಗ - 1999
25. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ - ಪಿ.ನಾಗರಾಜ ಲಕ್ಷ್ಮಿ ಮತ್ತು ಚೇತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು - 2005
26. ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ - ಪಿ.ನಾಗರಾಜ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ ಗದಗ - 2005
27. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಬಿ.ಆರ್.ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ-2007
28. ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ -ಪ್ರೊ ಪಿ.ಎಸ್.ಸುರೇಶ ಚಿತ್ತಾರ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
29. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ನರಸಿಂಹಚಾರ್.ಭಾರತಿ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
30. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ರುದ್ರೇಶ್
31. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಶಿವಯ್ಯುವಸ್
32. ಸೌರಭ DSERT ಬೆಂಗಳೂರು.

### Assessment: Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>



## UG PROGRAMME

### SEMESTER 2

<b>Title of the Course: PSYCOLOGICAL FOUNDATIONS OF EDUCATION</b>			
<b>Course: EDU DC (04)</b>			
<b>Number of Theory Credits-</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
3	42	3	42

<b>Programme outcomes</b>	<b>42 Hrs</b>
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the relevance of implications of educational psychology.</li> <li>● Develop an understanding of different dimensions and stages of human development and developmental tasks.</li> <li>● Analyse the range of cognitive capacities among learners.</li> <li>● Reflect on the understanding of the nature of learning and the factors influencing learning.</li> <li>● Explain the influence of socio-cultural factors on learning.</li> </ul>	
<b>Content of Course -4</b>	
<b>Unit –1 : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY</b>	<b>12 Hrs.</b>
1.1 Psychology - Meaning and Branches.	<b>2hrs</b>
1.2 Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher.	<b>3hrs</b>
1.3 Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology)	<b>4hrs</b>
1.4 Methods of Psychology (Observation, Experimental and Case Study)	<b>3hrs</b>
<b>Unit – 2 UNDERSTANDING THE CHILD</b>	<b>14 Hrs</b>
2.1 Growth and Development – Meaning and Principles.	<b>2hrs</b>
2.2 Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence	<b>4hrs</b>
2.3 Adolescent – Meaning, Developmental Tasks.	<b>4hrs</b>
2.4 Needs & Problems of Adolescents - their Educational Implications	<b>4hrs</b>
<b>Unit – 3 INDIVIDUAL DIFFERENCES AMONG THE CHILDRENS</b>	<b>16 Hrs.</b>
3.1 Individual Differences – Meaning Causes and Areas. Measures to meet Individual Differences (with special reference to Gifted & Backward)	<b>5hrs</b>
3.2 Intelligence– Meaning, importance and types. Concepts of MA & IQ, Distribution of I Q. Emotional Intelligence- Meaning, importance an dimensions	<b>5hrs</b>

3.3 Aptitude - Meaning & Dimensions 3.4 Mental Health and Hygiene-Meaning, aspects and measures to preserve and promote mental health in children.	2hrs 4hrs
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### References

Gagne R.M. (1985) 'The conditions of learning and theory of instruction' IV edition New York, Holt, Rinchart and Winston.

1. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
2. Dececo "Psychology of learning and instruction New Delhi - Anmol Publications.
3. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
4. Woolfolk A.E. (2009) Educational psychology 11<sup>th</sup> edition prentice hall publications.
5. Dandapani S. Advanced educational psychology Anmol Publications (2005).
6. Chauhan S.S. Advanced Educational psychology.
7. Mangal S.K. Advanced Educational Psychology.
8. Haseen Taj ( 2007) Social Psychology Neelkamal publications ; Hyderabad
9. ಡಾ.ವಾಮದೇವಪ್ಪ ಹೆಚ್. ವಿ. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ (2010).
10. ಎ. ವಿ ಗೋವಿಂದರಾವ ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ ,ಮರಳಿ ಪ್ರಕಾಶನ ,ಮೈಸೂರು.
11. ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ವಿಸ್ಮಯ ಪ್ರಕಾಶನ,ಮೈಸೂರು.
12. ಡಾ.ಕೊಂಗವಾಡ್-ಶೈಕ್ಷಣಿಕಮನೋವಿಜ್ಞಾನ,-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ.
13. ಡಾ.ಮಹಾಬಲೇಶ್ವರರಾವ್.ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,ಪೇರಮುಗೇರು,ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
14. ದಂಡಪಾಣಿ ಎಸ್. (1998)ಮಹಾಬಲೇಶ್ವರರಾವ್(2000)ಮನಃಶಾಸ್ತ್ರಮತ್ತುಶಿಕ್ಷಣಉಪ್ಪಿನಕೋಟೆಸುಮಂತಪ್ರಕಾಶನ.
15. ಚಂದ್ರಶೇಖರ ಸಿ. ಆರ್(1996)ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

### Assessment: Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

**UG PROGRAMME**  
**SEMESTER 1**

<b>Course Code: EDU OE(1) Course Title: History of Education</b>	
Total Contact Hours: <b>42</b>	Course Credits: <b>03</b>
Formative Assessment Marks: <b>40</b>	Duration of Theory Exam: <b>03 hrs</b>
Model Syllabus Authors:	Summative Assessment Marks: <b>60</b>

**Program Outcomes:**

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

- Acquaint or familiarize himself/herself with the various terms and vocabulary related to various periods and 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, Medieval and Contemporary systems of Education.
- Make a critical analysis of the different systems that prevailed in India at various points of time.

**Unit 1 : Education in the Vedic Period (14 Hours)**

- |     |   |         |
|-----|---|---------|
| 1.1 | Aims of education.  | 2 hours |
| 1.2 | Special features of the system. <ul style="list-style-type: none"><li>- Initiation ceremony (Upanayana).</li><li>- Centers of learning (Gurukulas).</li><li>- Teacher pupil relation.</li><li>- Curriculum and approaches/methods.</li><li>- Status of women Education.</li><li>- Discipline.</li><li>- Closing ceremony.</li></ul> | 6 hours |
| 1.3 | Merits and limitations of the system.   | 3 hours |
| 1.4 | Relevancy of the system to contemporary education.  | 3 hours |

**Unit 2 : Education in Budhistic Period (14 Hours)**

- |     |                                 |         |
|-----|---------------------------------|---------|
| 2.1 | Aims of education.              | 2 hours |
| 2.2 | Special features of the system. | 6 hours |

- Initiation ceremony (Pabbaja).
  - Centers of learning (Monastaries/Viharars).
  - Teacher pupil relation.
  - Curriculum and approaches/methods.
  - Status of women Education.
  - Discipline.
  - Closing ceremony.
- 2.3 Merits and limitations of the system. 3 hours
- 2.4 Relevancy of the system to contemporary education. 3 hours

**Unit 3 : Education in Medieval Period (14 Hours)**

- 3.1 Aims of education. 2 hours
- 3.2 Special features of the system. 6 hours
- Initiation ceremony (Bismillah).
  - Centers of learning (Maktab/Madrassahs).
  - Teacher pupil relation.
  - Curriculum and approaches/methods.
  - Status of women Education.
  - Discipline.
  - Closing ceremony.
- 3.3 Merits and limitation of the system of education. 3 hours
- 3.4 Relevancy of the system to contemporary education. 3 hours
- A comparative study of Medieval education with Budhistic and Vedic system of education.

**References :**

1. History of Indian Education and its contemporary problems \*(Dobha house – 1995) S.D. Khanna and othes.
2. Land mark of in the history of Modern Indian Education. – J.C. Agarwall \*Vikas Publication 1983.
3. History of Education in India \*(Acharya Book Depot – 1951) – S.N. Mukharji.
4. Education in ancient and medieval India. (Vikas publication) S.R. Chaube and A. Chaube.
5. Educaiton in ermging India – D. Veeraiah.
6. Educaiton in Muslim India \*(Delhi-Idrah-I Abaliyat-I) – S.N. Joffer.

7. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ಡಾ.ಎಚ್. ವಿ. ಶಿವಶಂಕರ ಹಂಫಿ ಪ್ರಕಾಶನ
8. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು\* (ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ) -ಡಾ.ಎನ್. ಬಿ ಕೊಂಗವಾಡ
9. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ\* (ಪ್ರಕಾಶನಸಂಸ್ಥೆ)-ಎ. ಎಲ್ ನರಸಿಂಹಚಾರ್
10. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಇತಿಹಾಸ- ನಂಜುಂಡಸ್ವಾಮಿ
11. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- (ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ )-ಎಸ್.ಬಿ. ಯಾದವಾಡ್
12. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು) -ಡಾ.ಆರ್. ಟಿ. ಜಂತಲಿ

### Assessment:

#### Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

## UG PROGRAMME

### SEMESTER 2

<b>Course Code: EDU OE(2) Course Title: ICT in Education</b>	
Total Contact Hours: <b>42</b>	Course Credits: <b>03</b>
Formative Assessment Marks: <b>40</b>	Duration of Theory Exam: <b>03 hrs</b>
Model Syllabus Authors:	Summative Assessment Marks: <b>60</b>

#### Program Outcomes:

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

<ul style="list-style-type: none"> <li>• Understand the process of communication and Information Technology.</li> <li>• Appreciate the role of New Educational Technology.</li> <li>• Use open source content for instruction. Initiate online discussion group.</li> <li>• Understand the concept of presentation softwares</li> </ul>	<b>42 Hrs</b>
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<b>Unit –1Information &amp; communication technology {ICT} in education</b>	<b>14</b>
1.1 Meaning & importance of ICT & ICT in education.	<b>3 hours</b>
1.2 Meaning & use of Technology tools : Blue tooth, webcam, WinZip, USB	<b>4 hours</b>
1.3 Meaning & use of Communication Tools : Blogs, Wikis, Youtube	<b>4 hours</b>
1.4 Meaning, Scope & importance of multimedia in Education.	<b>3 hours</b>
<b>Unit –2New Technologies in Education.</b>	<b>14</b>
2.1 Computer assisted Instruction, Internet, Multimedia	<b>3 hours</b>
2.2 Tele Lecture, Tele conference, Tele seminar, Interactive video,	<b>4 hours</b>

Video text, Video conferencing,	
2.3 digital resources	3 hours
2.4 Smart Board, Virtual class room, Artificial Intelligence,	4 hours
<b>Unit –3: Web Tools</b>	<b>14</b>
.3.1 Open source content – Wikipedia, wikieducator, school education, u	5 hours
3.2 Blog discussion group, online forum, online video conference, using in teaching and learning.	5 hours
3.3 Social networking – Orkut, facebook, twitter – Instructional use.	4 hours

### Text Books –References

1. Essentials of educational technology-innovations in teaching – learning by J.C. Aggarwal.
2. Educational Technology by C.V. Myageri.
3. Introduction to Educational Technology by K. Sampath, A. Pannerselvam, S. Santhanma.
4. Educational Technology by Dr. S.K. Murthy.
5. Shaikshkanikathanraganaparichaya by Dr. C.R. Jantli.
6. Educational Technology by Tara Chand.
7. Essestials of Educational Technology be S.K. Mangal; Uma Mangal.
8. Instructional Technology by V.K. Rao.
9. Teaching Technology for College Teacher by E. G. Vedanayagam.
10. Technology of Teaching by R.A. Sharma.
11. Instructional Technology in Education by Y.K. Singh.
12. Educational Technology by JagannathMohaty.
13. Educational Technology by Dr. Haseen Taj
14. Educational Technology by Dr. B.C Anantha Ram
15. Educational Technology by Dr. S.K. Murthy

### Assessment: Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
<b>Total</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>





**RANI CHANNAMMA UNIVERSITY, BELAGAVI  
SCHOOL OF EDUCATION**

**NATIONAL EDUCATION POLICY - 2020**



**CURRICULUM FRAME WORK FOR UNDER  
GRADUATE PROGRAM /COURSE STRUCTURE AND  
SYLLABUS - III & IV SEMESTERS**

**as per the Choice Based Credit System (CBCS)  
designed in accordance with  
Learning Outcomes-Based Curriculum Framework  
(LOCF)  
of National Education Policy (NEP) 2020**

**UG PROGRAMME (MULTIDISCIPLINARY)  
IN  
EDUCATION**

**w.e.f.**

**Academic Year 2022-23 and onwards**

## **PREAMBLE**

A high priority task in the context of future education development agenda in India is fostering quality higher education. Improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production, participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

**The Learning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:**

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

- Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.
- The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.
- They provide general guidance for articulating the essential learning's associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels.
- Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of

student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

## **PROGRAM OUTCOMES**

**By the end of the program the students will be able to :**

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their

characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.

- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability to recognize cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyze, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.
- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyze, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.

- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism, not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adopting objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / re-skilling.

## PROGRAM STRUCTURE:

The following is the Program Structure for the UG Program In Education of Rani Channamma University:

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits	
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)			
I	<b>DSC A1(3): EDU (DC):1</b> Foundations of Indian Education (4)  <b>DSC-A2(3) : EDU (DC):2</b> Philosophical Foundations of Education (4)	<b>OE-1 (3): EDU (OE):1</b> History of Education(3)	L1-1(3) L2-1(3) (4 hrs. each)		SEC-1: Digital Fluency (2) (1+0+2)	Physical Education - Yoga (1) (0+0+2)	Health & Wellness (1) (0+0+2)	25
II	<b>DSC-A3(3): EDU (DC):3</b> Sociological Foundations of Education  <b>DSC-A4(3): EDU(DC):4</b> Psychological Foundations of Education	<b>OE-2 (3): EDU (OE):2</b> ICT in Education	L1-2(3), L2-2(3) (4 hrs. each)	Environmental Studies (2)		Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25
<b>Exit option with Certificate (48 credits)</b>								
III	<b>DSC-A5(3): EDU (DC):5</b> Development of Education in Modern India  <b>DSC-A6(3): EDU (DC):6</b>	<b>OE-3 (3): EDU (OE):3</b> Life Skills in Education	L1-3(3), L2-3(3) (4 hrs each)		SEC-2: Artificial Intelligence (2) (1+0+2)	Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/ Cultural (1) (0+0+2)	25



	Issues and Challenges in Secondary Education (4)							
IV	<b>DSC-A7(3): EDU (DC):7</b> Indian Thinker in Education <b>DSCA8(3):DSC-B7(3): EDU (DC):8</b> Western Thinker in Education	<b>OE-4 (3): EDU (OE):4</b> Entrepreneurship in Education	L1-4(3), L2-4(3) (4 hrs each)	Constitution of India (2)		Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	25

**Exit option with Diploma (96 credits)/ Choose any one Discipline as Major, the other as the Minor**

V	<b>DSC- A9(3): EDU (DC):9</b> Educational Administration and Management  <b>DSC- A10(3): EDU (DC):10</b> Leadership in Education  <b>DSC- B11(3): EDU (DC):11</b> Value Education	<b>DSE A, E-1 (3): EDU: (DSE- 1)</b> Teaching Skills and Strategies			SEC-3: SEC such as Cyber Security (2) (1+0+2)	Physical Education-Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	22
VI	<b>DSC-A12(3): EDU (DC):12</b> Gender and Society <b>DSC- A13(3): EDU (DC):13</b> Guidance and Counselling	<b>DSE A, E-2 (3): EDU: (DSE- 2)</b> Special Education			SEC-4: Professional Communication (2)	Physical Education - Sports (1) (0+0+2)	NCC/NSS/R&R(S&G)/Cultural (1) (0+0+2)	24

**Exit option with Bachelor of Arts, B.A. Basic Degree (136 credits)**

VII	<b>DSC-A15(3): EDU (DC):15</b> Human Rights Education <b>DSC-A16(3) : EDU (DC):16</b> Global Education <b>DSC-A17(3): EDU (DC):17</b>	<b>DSE A, E-3 (3): EDU: (DSE- 3)</b> Distance Education <b>DSEA,E4(3): EDU: (DSE- 4)</b> Population Education <b>Res.Methodology (3)</b>						21
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	Inclusive Education <b>DSC-A18(3): EDU (DC):18</b> EducationalTechnology							
VIII	<b>DSC-A19(3): EDU (DC):19</b> Women Education <b>DSC- A20(3): EDU (DC):20</b> Environmental Education <b>DSC-A21(3): EDU (DC):21</b> Human Resource Development and Education <b>DSC-A 22(3) : EDU (DC):22</b> Educational Policy and Planning	<b>DSE AE5(3): EDU: (DSE- 5)</b> Language Across the Curriculum  <b>Research Project (6)* (3)</b>						21

**Award of Bachelor of Arts Honors, B.A. (Hons.) degree in a discipline etc. (186 credits)**

## COURSE STRUCTURE

### SEMESTER – III

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment (in hrs.)	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	EDU DC05	DSC	Development of Education in Modern India	4 (3+1+0)	2	40	60	100	3
2.	EDU DC06	DSC	Issues and Challenges in Secondary Education	4 (3+1+0)	2	40	60	100	3
3.	EDU OE 03	OE 3	Life Skills in Education	4 (3+1+0)	2	40	60	100	3
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>300</b>	<b>09</b>

**\* Please note that in this Course Code, first three alphabets (i.e. EDU) represent the discipline (i.e. Education); next three alphabets (i.e. DSC) represent the type of the Course (i.e. Discipline Core); and the last two digits EDU OE represent the open elective subject.**

## SEMESTER – IV

Sl. No.	Course Code	Course Type	Title of the Course/Paper	Instruction hrs/week (L+T+P)	Duration of Examination for Summative Assessment	Marks			Credits
						Formative Assessment	Summative Assessment	Total	
1.	EDU DC 07	DSC	Indian Thinkers in Education	4 (3+1+0)	2	40	60	100	3
2.	EDU DC 08	DSC	Western Thinkers in Education	4 (3+1+0)	2	40	60	100	3
3.	EDU OE 04	OE 4	Entrepreneurship in Education	4 (3+1+0)	2	40	60	100	3
4.									
5.									
6.									
7.									
8.									
9.									
<b>Total</b>								<b>300</b>	<b>09</b>

## PROGRAM ARTICULATION MATRIX

Semester	Name of the course- Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre-requisite course(s)	Pedagogy	Assessment
3	Development of Education in Modern India	i) Disciplinary knowledge, ii) analytical reasoning, and, iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
3	Issues and Challenges in Secondary Education	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
3	Life Skills in Education (OE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

4	Indian Thinkers in Education	i) Disciplinary knowledge, ii) professional skills, ii) application skills, and ii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Assignments, iii) Individual and Group Activities iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
4	Western Thinkers in Education	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) reflective thinking, and iii) self-directed learning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
4	Entrepreneurship in Education (OE)		Nil	i) Orientation Lecture ii) Practical exposure iii) On field Training iv) Visit to various Agencies v) Field-based Learning, vi) Individual and Group Activities	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

## ASSESSMENT METHODS:

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	40	60
Experiential Learning (Internships/Research etc.)	40	60

## COURSE ARTICULATION MATRIX- III & IV Semesters:

Course Outcomes (COs) / Program Outcomes (POs)	EDU DSC5	EDU DSC6	EDU OE3	ED U DS C7	ED U DS C8	ED U OE 4							
	(DE M)	(ICSE )	(LSE)	(IT E)	(W TE)	(EI E)							
Disciplinary Knowledge	*	*	*	*	*	*							
Communication Skills													
Critical Thinking	*	*	*	*	*	*							
Problem Solving	*	*	*	*	*	*							
Analytical Reasoning	*		*	*		*							
Cooperation and Team Work													
Reflective Thinking	*	*	*	*	*	*							
Self-motivated Learning	*	*	*	*	*	*							
Diversity Management and Inclusive Approach	*	*	*	*	*	*							
Moral and Ethical Awareness/Reasoning	*	*		*	*								
Lifelong Learning	*	*	*	*	*	*							

## Evaluation process of I A marks shall be as follows:

- a) The first component (C1) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, project work etc. This assessment and score process should be completed after completing 50% of syllabus of the course/s and within 45 working days of semester of program.
- b) The second component (C2) of assessment is for 10 % marks. This shall be based on test, assignment, seminar, case study, filed work, internship/ practicum/ project work etc. This assessment and score process should be based on completion on remaining 50% of syllabus of the courses of the semester.
- c) During the 17<sup>th</sup> - 19<sup>th</sup> week of the semester, a semester end examination shall be conducted by the University for each course. This for the 3<sup>rd</sup> and final component of the summative assessment (C3) and the maximum marks for the final component will be 60%.
- d) In case of a student who has failed to attend C1 or C2 on a scheduled date, it shall be deemed that the student has dropped the test. However in case of a student who could not take the rest on scheduled date due to genuine reasons, such candidate may appeal to Program Co coordinator /Principal. The program Coordinator /Principal in consultation with the concerned teacher shall decide about the genuineness of the case and decide to conduct special test to such candidate on the date fixed by the concerned teacher but before commencement of the concern semester end examinations.
- e) For assignments , tests, case study analyses etc., of C1 and C2, the student should bring their own answer scripts (A4 size), etc., required for such tests/assignments and these be stamped by the concerned by the department using their department seal at the time of conducting tests/assignment/work etc.
- f) The outline for continuous assignment activities for the Components -I (C1) and Components -II (C2) of course shall be as under.

Outline for Continuous assessment activities for C1 and C2 are as follows.

Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60



## **RANI CHANNAMMA UNIVERSITY, BELAGAVI**

### **B.A. EDUCATION (NEP) CURRICULUM**

Name of the Degree Program	: <b>BA (EDUCATION)</b>	Discipline Core	: <b>EDUCATION</b>
Total Credits for the Program	: <b>25</b>	Year of implementation	: <b>2022-23</b>

#### **BA-Semester III**

<b>Course Title: DEVELOPMENT OF EDUCATION IN MODERN INDIA</b>			
TOTAL CONTACT HOURS	: <b>42hrs</b>	COURSE CREDIT	: <b>3</b>
FORMATIVE ASSESMENT MARKS	: <b>40</b>	DURATION OF SE EXAM	: <b>2hrs</b>
		SUMMATIVE ASSESMENT MARKS	: <b>60</b>

**Title of the Course: DEVELOPMENT OF EDUCATION IN MODERN INDIA**

<b>Content of Course- DSC-A5 (3):EDU (DC):5</b>		<b>Course</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>	<b>03</b>	<b>42</b>

<b>Course Outcome/ LOCF</b>	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none"><li>➤ <b>Analyze the development of education in India</b></li><li>➤ <b>Identify the problems of various stages of education</b></li><li>➤ <b>Explain the role of agencies of education in development of education.</b></li><li>➤ <b>Elaborates the evolution of National Education System.</b></li></ul>	<b>42 Hrs</b>
<b>Content of Course- DSC-A5 (3):EDU (DC):5</b>	

<b>Unit-1 Development of Education in India</b>	<b>14 Hrs</b>
<p>1.1. Primary Education: Meaning and concepts, Aims and Objectives and Problems of Primary Education.</p> <p>1.2. Secondary Education: Meaning and concepts, Aims and Objectives and Problems of Secondary Education.</p> <p>1.3. Higher Education: Meaning and concepts, Aims and Objectives and Problems of Higher Education.</p>	
<b>Unit-2 Agencies for Development of Education.</b>	<b>14 Hrs</b>
<p>2.1. Meaning of agencies of education, Types of agencies of education, Home and its functions</p> <p>2.2. Importance of the school, Functions of the School.</p> <p>2.3. Community - Meaning of community, Characteristics &amp; Functions of community.</p>	
<b>Unit-3 Education and National Development</b>	<b>14 Hrs</b>
<p>3.1. University education commissions- 1948 – Aims of education, UGC, Student welfare, Pattern of education.</p> <p>3.2. New Policy on Education – 1986 – Objectives, Vocational education, and Black Board Operation Scheme.</p> <p>3.3. National Education Policy – 2020: - Salient features of Higher Education</p>	

**Suggested Practical activities:**

1. Visit to a Primary education institution and reporting the functioning of the institution.
2. Visit to a Secondary education institution and reporting the functioning of the institution.
3. Visit to a Higher education institution and reporting the functioning of the institution.
4. A survey of problems of Teacher/Students/Head of Institution in Primary Educational Institution
5. A survey of problems of Teacher/Students/Head of Institution in Secondary Educational Institution.

6. A survey of problems of Teacher/Students/Head of Institution in Higher Educational Institution

<b>Reference Textbooks</b>	
1	National Education Commission (1964-66), Ministry of Education, Government of India, New Delhi.
2	National Policy on Education(1986& 92). Ministry of Human Resource
3	Development Government of India, NewDelhi.
4	RighttoEducationAct(2009), MinistryofHumanResourceDevelopment, GovernmentofIndia, NewDelhi.
5	Aggarwal, J. C. (1992). Development and Planning of Modern EducationVikas Publishing House Pvt. Ltd., NewDelhi.
6	Ain, L.C. (2010). CivilDisobedienceBookReviewLiteraryTrust:NewDelhi.Select chapters.
7	Anand, S. P. (1993). The Teacher & Education in Emerging Indian SocietyNCERTNewDelhi.
8	Bhat. B.D. (1996) EducationalDocumentsinIndia AryaBookDepotNewDelhi.
9	Bhatia. K.&Bhatia. B.(1997)The PhilosophicalandSociologicalFoundationsDoaba House, New Delhi.
10	BiswasA(1992)Education inIndiaAryaBookDepotNewDelhi.
11	Biswas. A. &Aggarwal, J.C. (1992)Education in India, Arya Book DepotNewDelhi.
12	“Current Challenges in Education”. Neel Kamal Publications Pvt. Hyderabad- Dr.Haseen Taj-2007
13	National Concerns and Education -Neel Kamal Publications Pvt. Hyderabad- Dr.Haseen Taj-2007
14	Chakravarty, S. (1987). Development Planning: The Indian ExperienceOxfordUniversity press, New Delhi.
15	ChandraB(1997). NationalismandColonialismOrientLongmanHyderabad.
16	Choudhary. K.C., &Sachdeva, L. (1995). Total literacy by 2000, IAEAAssociationNewDelhi.
17	Deaton A., &Dreze, J. (2008-2009). Poverty and Inequality in India in RajKapila and Uma Kapila (Ed.) in Indian Economy since Independence, OxfordUniversityPressNewDelhi
18	Deshpande S(2004). ContemporaryIndiaaSociological ViewPenguinNewDelhi.
19	DubeyS.C(2001)IndianSociety,NationalBookTrustNewDelhi.

20	Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January12, 1948.
21	<a href="http://unesdoc.unesco.org/images/0023/002322/232205e.pdf">http://unesdoc.unesco.org/images/0023/002322/232205e.pdf</a>

**Assessment:**

<b>Weightage for assessments(in percentage)</b>				
<b>Type of Assessments</b>	<b>C1</b>	<b>C2</b>	<b>Formative Assessment</b>	<b>Summative Assessment C3</b>
<b>Session Test</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>	<b>-</b>	<b>10</b>	
<b>Case study/Assignment/ Field work/Project work</b>	<b>-</b>	<b>10</b>	<b>10</b>	
	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

Name of the Degree Program	: <b>BA (EDUCATION)</b>	Discipline Core	: <b>EDUCATION</b>
Total Credits for the Program	: <b>25</b>	Year of implementation	: <b>2022-23</b>

### **BA-Semester III**

<b>Course Title: ISSUES AND CHALLENGES IN SECONDARY EDUCATION</b>			
TOTAL CONTACT HOURS	: <b>42hrs</b>	COURSE CREDIT	: <b>3</b>
FORMATIVE ASSESMENT MARKS	: <b>40</b>	DURATION OF SE EXAM	: <b>2hrs</b>
		SUMMATIVE ASSESMENT MARKS	: <b>60</b>

### **Title of the Course:ISSUES AND CHALLENGES IN SECONDARY EDUCATION**

<b>Content of Course- DSC-A6 (3):EDU (DC):6</b>		<b>Course</b>	
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>	<b>03</b>	<b>42</b>

<b>Course Outcome/ LOCF</b>	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> <li>➤ <b>Enumerates the issues and challenges in secondary Education.</b></li> <li>➤ <b>Explain the constitutional provisions related to education.</b></li> <li>➤ <b>Identify and analyse the challenges of Indian Education.</b></li> <li>➤ <b>Enlist the diverse initiatives of governmental and non-governmental agencies for improving the school education.</b></li> </ul>	<b>42 Hrs</b>
<b>Content of Course- DSC-A6(3):EDU (DC):6</b>	

<b>Unit-1 Constitution and Education</b>	<b>14 Hrs</b>
<p>1.1. Constitutional Provisions –Articles - 15,16,17,19,21,21a,24,28,29,30 and 45 –related to educational aspects.</p> <p>1.2. Karnataka Education Act 1983 –Features related to School Education.</p> <p>1.3. Right to Education Act–2009 –Salient features and Universalisation of Education.</p>	
<b>Unit-2 Issues and challenges related to Indian Education</b>	<b>14 Hrs</b>
<p>2.1. Fissiparous tendencies in our National life, Education for National and Emotional integration</p> <p>2.2. Human rights Education – Universal declaration of Human Rights, Meaning and Importance of Human Rights Education.</p> <p>2.3. Liberalization, Privatization, Globalization – its impact on Education for International understanding.</p>	
<b>Unit-3 Total Quality Management in Education</b>	<b>14 Hrs</b>
<p>3.1. Meaning and Importance of the Total Quality Management (TQM) in Education.</p> <p>3.2. Sarva Shikshan Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana (RMSA) as agencies of quality improvement.</p> <p>3.3. Role of Institution and Organization – a) NCERT, b) CTE, c) DIET, d) NGO's.</p>	

**Suggested Practical activities: -**

1. Quality assessment of educational institutions (anyone)
2. Survey of government educational programs. (anyone)
3. Survey of the perception of the major problems faced by the Educational Institutions. (anyone)
4. Survey of the initiatives taken by the Educational Institutions for TQM.

<b>Reference Textbooks</b>	
1	Pivotal issues in Indian Education – S.K. Kochhar Sterling publication private limited – 2005.
2	Education in Emerging Indian Society – YK Singh Ruchikanoth A.P.H. Publishing corporation, New Delhi – 2005.
3	Problems of Education – Pramila Sharma AOHPublishing Corporation New Delhi – 2005.
4	Teacher and Education in the Emerging Indian society volume – 1, Neelkamal publication private limited.
5	The Aims of Education – Pramila Sharma APHPublishing corporation, New Delhi – 2005.
6	Philosophy of Education – Pramila Sharma APHPublishing Corporation New Delhi – 2005.
7	Education in Emerging Indian Society – Yadav & Yadav Tandon Publication, Ludhiana – 2006.
8	‘Current Challenges in Education’ Neel Kamal Publications PVT. Hyderabad- Dr. Haseen Taj- 2007
9	Foundation of Education – S.P. Chaube A. Chaube Vikas Publishing House Pvt. Ltd. New Delhi – 2004.
10	Modern Education – S. Venkataiah Anmol Publications Pvt. Ltd. New Delhi.
11	Education in Ancient and Medieval India – S.P. Chaube A. Chaube Vikas Publishing House Pvt. Ltd., New Delhi.
12	Teacher in Emerging Indian Society – Safaya, Shoida, Shukla Dhanpot Roi Publishing company Ltd., New Delhi.
13	Development and Publishing of Modern Education J.C. Aggarwal Vikas Publishing House Pvt. Ltd., 2005.
14	Education in Emerging Indian Society – Dr. S.S. Wadhwa Tandon Publications Ludhiana – 2006.
15	Indian Education – Muniruddin Anmol Publications Pvt. Ltd., New Delhi – 2005.
16	Fundamentals of Basic Education – S. Venkataiah Anmol Publications Pvt. Ltd., New Delhi – 2005.
17	Education and Social Change – Vijaya Kumari Koushik S.R. Sharma Anmol Publications Pvt. Ltd., New Delhi – 2005.
18	Philosophical and Sociological Bases of Education – K.K. Bhatir C.L. Narang Tandon Publications Ludhiana.
19	History of Indian Education System – Yogesh Kumar Singh R
20	National concern and Education – Prof. P.S. Suresh, Prof. T.P.S. Rao. Anuradha Publications Bengaluru – 2008.
21	Education and National Concerns – C.G. Prasad S.M.V. Publications Kolar – 2006.

Reference Textbooks	
22	TheoryofprinciplesofEducationPhilosophicalandSociologicalBasesof Education– J.C.AggarwalVikasPublishingHousePvt.Ltd.,2007.
23	ProblemsofIndianEducation–RaghunathSaurya.
24	ProblemsofIndianEducation–Khohli.
25	HumanRightsEducation–C.Naseema.
26	ConstitutionofIndia.
27	Landmarksinthehistoryofmodern IndianEducation–J.C.Aggarwal
28	ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ–ಡಾ.ಹೆಚ್.ವಿ.ಶಿವಶಂಕರ,ಹಂಜಿಪ್ರಕಾಶನ,ದಾವಣಗೆರೆ–೨೦೦೭.
29	ಶಿಕ್ಷಣಮತ್ತುರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳು–ಸಿ.ವಿ.ಜಯಣ್ಣ. ಸಪ್ತಬುಕ್ ಹೌಸ್ –೨೦೦೭.
30	ಶಿಕ್ಷಣಮತ್ತುರಾಷ್ಟ್ರೀಯಕಾಳಜಿ–ಕೆ.ಜಿ.ಮಹೇಶ್ ಮಾತಾಪ್ರಿಂಟರ್ಸ್,ಮೈಸೂರು–೨೦೦೭.
31	ಜೀವನಕೌಶಲಗಳು–ಅರವಿಂದಚೊಕ್ಕಾಡಿನವಕರ್ನಾಟಕಪ್ರಕಾಶನ–೨೦೦೫.
32	ಡಾ.ಎಸ್.ಪಿ. ಪದ್ಮಪ್ರಸಾದ್–ಶಿಕ್ಷಣಮತ್ತುರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳುಸುಮುಖ ಪ್ರಕಾಶನ–೨೦೦೭.
33	ಸಮಕಾಲೀನಭಾರತದವಿನೂತನಶಿಕ್ಷಣವಿನ್ಯಾಸ–ಪಿ.ನಾಗರಾಜ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ–೧೯೯೯.
34	ಭಾರತದಲ್ಲಿಶಿಕ್ಷಣಮತ್ತುಸಮಾಜ–ಟಿ.ನಾಗರಾಜ.ಲಕ್ಷ್ಮೀಮತ್ತುಚೇತನ್ ಬುಕ್ ಹೌಸ್,ಮೈಸೂರು–೨೦೦೫.
35	ಶಿಕ್ಷಣದಲ್ಲಿತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ–ಪಿ.ನಾಗರಾಜ.ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ–೨೦೦೫.
36	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಡಾ.ಎನ್.ಬಿ.ಯಾದವಾಡ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ೨೦೦೭.
37	ರಾಷ್ಟ್ರೀಯಕಾಳಜಿಮತ್ತುಶಿಕ್ಷಣ–ಪ್ರೊ.ಪಿ.ಎಸ್.ಸುರೇಶ್ ಚಿತ್ತಾರಪ್ರಕಾಶನ,ಮೈಸೂರು–೨೦೦೯.
38	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ– ನರಸಿಂಹಚಾರ್.ಭಾರತಿಪ್ರಕಾಶನ,ಮೈಸೂರು–೨೦೦೯.
39	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ರುದ್ರೇಶ್.
40	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಡಾ.ಶಿವಯ್ಯ.ಎಸ್.
41	ಸೌರಭDSERT ಬೆಂಗಳೂರು.



**Assessment:**

<b>Weightage for assessments(in percentage)</b>				
<b>Type of Assessments</b>	<b>C1</b>	<b>C2</b>	<b>Formative Assessment</b>	<b>Summative Assessment C3</b>
<b>Session Test</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>	<b>-</b>	<b>10</b>	
<b>Case study/Assignment/ Field work/Project work</b>	<b>-</b>	<b>10</b>	<b>10</b>	
	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

Name of the Degree Program	: <b>BA (EDUCATION)</b>	Discipline Core	: <b>EDUCATION</b>
Total Credits for the Program	: <b>25</b>	Year of implementation	: <b>2022-23</b>

### **BA-Semester III**

<b>Course Title: LIFE SKILLS IN EDUCATION</b>			
TOTAL CONTACT HOURS	: <b>42hrs</b>	COURSE CREDIT	: <b>3</b>
FORMATIVE ASSESMENT MARKS	: <b>40</b>	DURATION OF SE EXAM	: <b>2hrs</b>
		SUMMATIVE ASSESMENT MARKS	: <b>60</b>

**Title of the Course: LIFE SKILLS IN EDUCATION**

<b>OE-3(3): EDU (OE): 3</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>		

<b>Course Outcome/ LOCF</b>	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none"> <li>➤ <b>Justifies the significance of life skill education.</b></li> <li>➤ <b>Suggest the ways and means for life skills.</b></li> <li>➤ <b>Elaborates on the different types of Life skills.</b></li> <li>➤ <b>Explains the role of education in developing life skills.</b></li> </ul>	<b>42 Hrs</b>
<b>Content of Course- OE-3(3): EDU (OE): 3</b>	
<b>Unit–1 Concepts of Life Skills</b>	<b>14 Hrs</b>

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.	
<b>Unit-2 Communication and Professional Skills</b>	<b>14 Hrs</b>
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	
<b>Unit-3 Leadership and Managerial Skills</b>	<b>14 Hrs</b>
3.1. Leadership skills and Managerial skills.	
3.2. Universal Human Values- Love and Compassion, Constitutional values, Justices, and human rights.	
3.3. Role of education in developing life skills.	

**Suggested Practical activities: -**

1. Case study about the successful Leaders in varied fields.
2. Submission of a report on the conduct of an interview for successful educational leaders.
3. Survey of leadership programmes conducted in Educational Institutional (any ten Educational Institutions)
4. Survey of Educational Institutional to investigate the implementation of life skills activities.

<b>Bibliography and Suggested Readings Books</b>	
1	Ashokan,M.S.2015Karmayogi: A Biography of E. Sreedharan, London UK Penguin Brown T.2012 Change by Design New York, Harper Business.
2	Chandra P., 2017 Financial Management: Theory & Practice 9 <sup>th</sup> edition New York, McGraw Hill Education.

## Bibliography and Suggested Readings Books

3	Dawkins, E.R. 2016, 52 Weeks of Self Reflection—Your Guided Journal of Self Reflection Chicago, AB Johnson Publishing.
4	Elkington J. and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
5	Kalam A.P.J. 2003 Ignited Minds: Unleashing the Power within India. New Delhi Penguin Books India.
6	Kelly T., and Kelly, D. 2014 Creative Confidence: Unleashing the Creative Potential Within Us All New Delhi, Harper Collins Publishers India.
7	Kurien. V., and Salve, G. 2012 I Too Had a Dream, New Delhi, Roli, Books Private Limited.
8	Livemore D.A. 2010 Leading with Cultural Intelligence: The New Secret to Success New York, American Management Association.
9	Mc. Cormack M.H. 1986 What They Don't Teach You at Harvard Business School, Notes from A Street-Smart Executive New York, Bantham.
1 0	O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good New York, Harper Collins Publishers.
1 1	Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
1 2	Sternberg R.J. and Baltes P.B. (Eds.). 2004 International Handbook of Intelligence Cambridge, UK: Cambridge University Press.

## E-Resources

1	Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from <a href="https://positivepsychology.com/introspection-self-reflection/">https://positivepsychology.com/introspection-self-reflection/</a>
2	Fries, K. 2019. Eight Essential Qualities That Define Great Leadership Forbes. Retrieved 2019-02-15 from <a href="https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63">https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63</a> .
3	How to Build Your Creative Confidence TED talk by David Kelly <a href="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</a>
4	India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta. <a href="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</a>
5	Knowledge@Wharton Interviews Former Indian President APJ Abdul Kalam "A Leader Should Know How to Manage Failure" <a href="https://www.youtube.com/watch?v=laGZaS4sdeU">https://www.youtube.com/watch?v=laGZaS4sdeU</a>
6	Martin R. 2007 How Successful Leaders Think Harvard Business Review,

**E-Resources**85(6):60.NPTEL Course on Leadership <https://nptel.ac.in/courses/122105021/9>**Assessment:**

<b>Weightage for assessments (in percentage)</b>				
<b>Type of Assessments</b>	<b>C1</b>	<b>C2</b>	<b>Formative Assessment</b>	<b>Summative Assessment C3</b>
<b>Session Test</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>	<b>-</b>	<b>10</b>	
<b>Case study/Assignment/ Field work/Project work</b>	<b>-</b>	<b>10</b>	<b>10</b>	
	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

Name of the Degree Program	: <b>BA (EDUCATION)</b>	Discipline Core	: <b>EDUCATION</b>
Total Credits for the Program	: <b>25</b>	Year of implementation	: <b>2022-23</b>

### **BA-Semester IV**

<b>Course Title: INDIAN THINKERS IN EDUCATION</b>			
TOTAL CONTACT HOURS	: <b>42hrs</b>	COURSE CREDIT	: <b>3</b>
FORMATIVE ASSESMENT MARKS	: <b>40</b>	DURATION OF SE EXAM	: <b>2hrs</b>
		SUMMATIVE ASSESMENT MARKS	: <b>60</b>

**Title of the Course: INDIAN THINKERS IN EDUCATION**

<b>DSC-A7(3): EDU (DC):7</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>		

<b>Course Outcome/ LOCF</b>	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> <li>➤ Explains the Contributions of Indian Philosophers to Education.</li> <li>➤ Compare and distinguishes the views of different Indian Thinkers about Indian Education Philosophy.</li> <li>➤ Identify the Influence of Indian Education Thinkers Thoughts on Indian Education.</li> </ul>	<b>42 Hrs</b>
<b>Content of Course- DSC-A7(3): EDU (DC):07</b>	
<b>Unit-1 INDIAN THINKERS -1</b>	<b>14 Hrs</b>
1.1. LIFE AND WORKS - Swami Vivekananda and Ravindranath Tagore	

1.2. SWAMI VIVEKANANDA-Educational Principles, Character Building Education, Aims of Education, Functions of the Teacher, Education for the Masses.	
1.3. RAVINDRANATH TAGORE - Aims of Education, Methods of Teaching, Shantiniketan, Viswabharati.	
<b>Unit-2 INDIAN THINKERS -2</b>	<b>14 Hrs</b>
2.1 LIFE AND WORKS - Mahatma Gandhiji and Dr.S.Radhakrishnan.	
2.2 MAHATMA GANDHIJI- Aims of Education, Concept of Basic Education, Concept of Sarvodaya.	
2.3 Dr.S.RADHAKRISHNAN- Educational Principles, Developing Scientific spirit, Education and Human values, Views on Teacher and Discipline.	
<b>Unit-3 INDIAN THINKERS -3</b>	<b>14 Hrs</b>
3.1. SRI BASAVESHWARA – Thoughts on Kayak and Moral Education, women, and religious education.	
3.2. DR. B.R. AMBEDKAR – Life and works and Educational Contributions.	
3.3 SRI AUROBINDO- Life and works, Curriculum and The school and International University.	

### Suggested Practical activities

1. Visit to any spiritual center imparting education and submission of report.
2. Compare the educational thoughts of any two Indian educational thinkers.
3. Write any five Vachanas of Basaveshwara on educational thoughts and interpret.

<b>Reference Textbooks</b>	
1	Educational thought and practice. V. R. Tanjja New Delhi Publications.
2	NCERT, The Teacher and Education in Emerging India Society, New Delhi.
3	Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
4	Yadav and Yadav: Education in the Emerging Indian Society, Tandon Publications.
5	B.N.Dash, Principles of Education in Emerging Indian Society.

<b>Reference Textbooks</b>	
6	HumanyunKabir: Indian philosophy of Education, Bombay Asia publication House.
7	National Curriculum Framework School Education 2000. NCERT.
8	R.S.Peters: Concept of Education.
9	O'Connoz, philosophy of Education.
10	Paulo Frieri: Pedagogy of oppressed.
11	The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
12	A.L.Narasimhachar: BharathadalliShikshana, ShikshanaPrakashana, Mysore.
13	NCERT-2005: National Curriculum Framework, New Delhi.
14	ಭಾರತದಶಿಕ್ಷಣಇತಿಹಾಸ-ಶ್ರೀನಂಜುಂಡಸ್ವಾಮಿ.
15	ಭಾರತದಶಿಕ್ಷಣಚರಿತ್ರೆ-ಶ್ರೀಕರಜಿ.
16	ಭಾರತದಲ್ಲಶಿಕ್ಷಣಹಾಗೂಶಿಕ್ಷಕನಸಮಸ್ಯೆಗಳು-ಡಾ.ಶಿವಶಂಕರ್.
17	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ಸುಗಂವಿ.
18	ನವನೀತಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ-ಗದಗ.
21	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಶಿಕ್ಷಣ-ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜಮತ್ತುಶಿಕ್ಷಣ-ಡಾ.ಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದಲ್ಲತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ-ವಿದ್ಯಾಪ್ರಕಾಶನ-ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದತಾತ್ವಿಕನೆಲೆ-ಅನುರಾಧಪ್ರಕಾಶನ-ಡಾ.ವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕಇತಿಹಾಸ-ಪ್ರಸಾರಂಗ-ಕೆ.ಐ.ವೀರಪ್ಪ.

### **Assessment:**

<b>Weightage for assessments (in percentage)</b>				
<b>Type of Assessments</b>	<b>C1</b>	<b>C2</b>	<b>Formative Assessment</b>	<b>Summative Assessment C3</b>
<b>Session Test</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>	<b>-</b>	<b>10</b>	
<b>Case study/Assignment/ Field work/Project work</b>	<b>-</b>	<b>10</b>	<b>10</b>	



	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>
Name of the Degree Program	<b>: BA (EDUCATION)</b>		Discipline Core	<b>: EDUCATION</b>
Total Credits for the Program	<b>: 25</b>		Year of implementation	<b>: 2022-23</b>

### **BA-Semester IV**

<b>Course Title: WESTERN THINKERS IN EDUCATION</b>			
TOTAL CONTACT HOURS	<b>: 42hrs</b>	COURSE CREDIT	<b>: 3</b>
FORMATIVE ASSESMENT MARKS	<b>: 40</b>	DURATION OF SE EXAM	<b>: 2hrs</b>
		SUMMATIVE ASSESMENT MARKS	<b>: 60</b>

**Title of the Course: WESTERN THINKERS IN EDUCATION**

<b>DSCA8(3):DSC-B7(3): EDU (DC):08</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>	<b>03</b>	<b>42</b>

<b>Course Outcome/ LOCF</b>	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> <li>➤ Explain the Contributions of Westerns Philosophers to Education.</li> <li>➤ Compare and distinguishes the views of different Western Thinkers about Western Education Philosophy.</li> <li>➤ Identify the Influence of Indian Education Thinkers Thoughts on Western Education.</li> </ul>	<b>42 Hrs</b>
<b>Content of Course- DSCA8(3): DSC-B7(3): EDU (DC):08</b>	
<b>Unit-1 WESTERN THINKERS-1</b>	<b>14 Hrs</b>

1.1. LIFE AND WORKS - Jean Jacques Rousseau and Fedrick Froebel	
1.2. JEAN JACQUES ROUSSEAU- Aims of education and stages of Growth and Development and education	
1.3. FEDRICK FROEBEL-Educational Principles, Features of Kinder Garden.	
<b>Unit-2 WESTERN THINKERS-2</b>	<b>14 Hrs</b>
2.1. LIFE AND WORKS – John dewey and Maria Montessori	
2.2. JOHN DEWEY- Principles of Education, Laboratory school, Methods of teaching.	
2.3 MARIA MONTESSORI–Sensory Training and Montessori, school, Principles of Education, Methods of Teaching.	
<b>Unit-3 WESTERN THINKERS-3</b>	<b>14 Hrs</b>
3.1. LIFE AND WORKS - John Heinrich Pestalozzi and Plato	
3.2. JOHN HEINRICH PESTALOZZI –Educational Principals, Aims and Objectives, His Contributions to Education.	
3.3. PLATO - Aims and Principles of Education, Stages of instruction and His Contributions.	

### **Suggested Practical activities**

1. Observe the classroom behaviours of a constructive teacher and submit the report.
2. Visit to a Montessori School and observe the classroom activities and submit the report.
3. Visit to a Kindergraden School and observe the classroom activities and submit the report.

<b>Reference Textbooks</b>	
1	Educational thought and practice. V. R. Tanjja New Delhi Publications.
2	NCERT, The Teacher and Education in Emerging India Society, New Delhi.
3	Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
4	Yadav and Yadav: Education in the Emerging Indian Society, Tandon Publications.

Reference Textbooks	
5	B.N.Dash, Principles of Education in Emerging Indian Society.
6	Humanyun Kabir: Indian philosophy of Education, Bombay Asia publication House.
7	National Curriculum Framework School Education 2000. NCERT.
8	R.S.Peters: Concept of Education.
9	O'Connoz, philosophy of Education.
10	Paulo Frieri: Pedagogy of oppressed.
11	The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
12	A.L.Narasimhachar: Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
13	NCERT-2005: National Curriculum Framework, New Delhi.
14	ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ-ಶ್ರೀನಂಜುಂಡಸ್ವಾಮಿ.
15	ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ-ಶ್ರೀಕರಜಿ.
16	ಭಾರತದ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕನ ಸಮಸ್ಯೆಗಳು-ಡಾ.ಶಿವಶಂಕರ್.
17	ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ-ಸುಗಂಧಿ.
18	ನವನೀತ ಪ್ರಕಾಶನ-ದಾವಣಗೆರೆ-ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಧಮಾನ ಭಾರತದ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
20	ಪ್ರಗತಿಶೀಲ ಭಾರತದ ಶಿಕ್ಷಣ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ-ಗದಗ.
21	ಉದಯೋನ್ಮುಖ ಭಾರತದ ಶಿಕ್ಷಣ-ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜ ಮತ್ತು ಶಿಕ್ಷಣ-ಡಾ.ಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದ ಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ-ವಿದ್ಯಾ ಪ್ರಕಾಶನ-ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದ ತಾತ್ವಿಕನೆಲೆ-ಅನುರಾಧ ಪ್ರಕಾಶನ-ಡಾ.ವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕ ಇತಿಹಾಸ-ಪ್ರಸಾರಂಗ-ಕೆ.ಐ.ವೀರಪ್ಪ.

### Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field	-	10	10	

<b>work/Project work</b>				
	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>
Name of the Degree Program	<b>: BA (EDUCATION)</b>		Discipline Core	<b>: EDUCATION</b>
Total Credits for the Program	<b>: 25</b>		Year of implementation	<b>: 2022-23</b>

### **BA-Semester IV**

<b>Course Title: ENTREPRENEURSHIP IN EDUCATION</b>			
TOTAL CONTACT HOURS	<b>: 42hrs</b>	COURSE CREDIT	<b>: 3</b>
FORMATIVE ASSESMENT MARKS	<b>: 40</b>	DURATION OF SE EXAM	<b>: 2hrs</b>
		SUMMATIVE ASSESMENT MARKS	<b>: 60</b>

**Title of the Course: ENTREPRENEURSHIP IN EDUCATION**

<b>OE-4(3):EDU (OE):4</b>			
<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>	<b>Number of Theory Credits</b>	<b>Number of lecture hours/semester-</b>
<b>3 Credit</b>	<b>42 Hours</b>	<b>03</b>	<b>42</b>

<b>Course Outcome/ LOCF</b>	
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> <li>➤ Elucidates the concept of Entrepreneurship</li> <li>➤ Differentiate between various types of entrepreneurs</li> <li>➤ Explains the role of entrepreneurs as Appreciate the role of global and Indian</li> <li>➤ Establishes /proves that entrepreneurs or innovators and problem solvers.</li> </ul>	<b>42 Hrs</b>
<b>OE-4(3):EDU (OE):4</b>	
<b>Unit-1 Meaning and Evolution of Entrepreneurship</b>	<b>14 Hrs</b>

1.1. Meaning and Importance, Evolution of term 'Entrepreneurship'	
1.2. Factors influencing entrepreneurship. A. Psychological factors,	
1.3. B. Social factors, C. Economic factor, D. Environmental factors Entrepreneur as problem solvers and innovators.	
<b>Unit-2 Entrepreneurial Motivation and Creativity</b>	<b>14 Hrs</b>
2.1. Motivation, Maslow's theory, and McGrigor's Theory	
2.2. Entrepreneurship and Creativity	
2.3. Skills of an entrepreneur, Decision making and Problem Solving.	
<b>Unit-3 Entrepreneurship as Innovation and Problem Solving</b>	<b>14 Hrs</b>
3.1. Entrepreneurship and social responsibilities	
3.2. Innovations and Entrepreneurial Ventures – Indian and Global.	
3.3. Role of Education in developing Entrepreneurship skills.	

### Suggested Practical activities

1. Conduct a case study of any entrepreneurial venture.
2. Survey of Educational Institutions conducting programmes for developing entrepreneurial skills.
3. Visit any one business enterprise and give a report on its development and growth.

<b>Bibliography</b>	
1	Udyamita (in Hindi) by Dr.MMP.Akhouri and S.P Mishra, pub. By National Institute for Entrepreneurship and Small Business Development (NIESBUD), NSIC-PATC Campus, Okhla.
2	Windrum, P., & Koch, P.M.(Eds.). (2008). Innovation in public sector services: entrepreneurship, creativity, and management. Edward Elgar Publishing.
3	Mazzolini, E. (2003). Review of academic capitalism: Politics, policies, and the entrepreneurial university. Workplace,10,196-198.
4	CBSE TextBooks
5	Morris, M., &Schindehutte, M(2005). Entrepreneurial values and the ethnic enterprise:

<b>Bibilography</b>	
	An examination of six subcultures. Journal of Small Business Management,43(4),453-479.
6	Shepherd, D.A(2003). Learning from business failure: Propositions of grief's recovery for the self-employed. Academy of Management Review, 28(2),318-328.

**Assessment:**

<b>Weightage for assessments (in percentage)</b>				
<b>Type of Assessments</b>	<b>C1</b>	<b>C2</b>	<b>Formative Assessment</b>	<b>Summative Assessment C3</b>
<b>Session Test</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>60</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>	<b>-</b>	<b>10</b>	
<b>Case study/Assignment/ Field work/Project work</b>	<b>-</b>	<b>10</b>	<b>10</b>	
	<b>20</b>	<b>20</b>	<b>40</b>	<b>60</b>

