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 Frame work (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 frame work 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	**DSC A1(3): EDU (DC):1** Foundations of Indian Education (4) **DSC-A2(3) : EDU (DC):2** Philosophical Foundations of Education (4)	**OE-1 (3): EDU (OE):1** 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	**DSC-A3(3): EDU (DC):3** Sociological Foundations of Education **DSC-A4(3): EDU(DC):4** Psychological Foundations of Education	**OE-2 (3): EDU (OE):2** 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
	Exit option with Certificate (48 credits)							
III	**DSC-A5(3): EDU (DC):5** Development of Education in Modern India **DSC-A6(3): EDU (DC):6** Issues and Challenges in Education (4)	**OE-3 (3): EDU (OE):3** 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	**DSC-A7(3): EDU (DC):7** Indian Thinker in Education **DSCA8(3):DSC-B7(3): EDU (DC):8** Western Thinker in Education	**OE-4 (3): EDU (OE):4** 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	**DSC- A9(3): EDU (DC):9** Educational Administration and Management **DSC- A10(3): EDU (DC):10** Leadership in Education **DSC- B11(3): EDU (DC):11** Value Education	**DSE A, E-1 (3): EDU: (DSE- 1)** 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	**DSC-A12(3): EDU (DC):12** Gender and Society **DSC- A13(3): EDU (DC):13 Guidance and Counselling**	**DSE A, E-2 (3): EDU: (DSE- 2)** 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	**DSC-A15(3): EDU (DC):15** Human Rights Education **DSC-A16(3)** : **EDU (DC):16** Global Education **DSC-A17(3)**: **EDU (DC):17** Inclusive Education **DSC**-A18(3): **EDU (DC):18** EducationalTechnology	**DSE A, E-3 (3): EDU: (DSE- 3)** DistanceEducation **DSEA,E4(3): EDU: (DSE- 4)** Population Education **Res.Methodology (3)**						21

VIII	DSC-A19(3): EDU (DC):19 Women Education DSC- A20(3): EDU (DC):20 Environmental Education DSC-A21(3): EDU (DC):21 Human Resource Development and Education DSC-A 22(3) : EDU (DC):22 Educational Policy and Planning	DSE AE5(3): EDU: (DSE- 5) Language Across the Curriculum Research Project (6)* (3)						21
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.									
Total								700	25

* 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.									
Total								700	25

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	Psycho logical 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

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:

Course Outcomes (COs) / Program Outcomes (POs)	EDU DSC1	EDU DSC2	EDU OE1									
	(FOE)	(PFE)	(HE)									
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 17th - 19th week of the semester, a semester end examination shall be conducted by the University for each course. This for the 3rd 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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

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: **FOUNDATIONS OF INDIAN EDUCATION**	
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

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

Program Outcomes: On completion of the course, the student will be able to: ● Recognize the salient features of the various systems of education that prevailed in India in the past. ● Compare and contrast the Vedic, Buddhistic, Medieval and Contemporary systems of Education. ● Appreciate the great educational heritage of India. ● Make a critical analysis of the different systems that prevailed in India at various points of time. ● Synthesise the various beneficial aspects of the different systems. ● Analyze the contributions of the various education commissions /committees/policies in shaping the present systems of education. **Content of Course 1**	**42 Hrs**
Unit –1 **Pre independence Education period**	**14**
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.	**4hours**
1.3 BUDDHIST SYSTEM OF EDUCATION- EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS	**4 hours**
1.4 IN MEDIEVAL INDIA-. EDUCATION WITH REFERENCE TO - BACKGROUND , AIMS, RITUALS,TEACHING, CURRICULUM,PUPIL-TEACHER RELATIONSHIP AND MERITS AND DEMERITS.	**4 hours**
Unit –2 BRITISH SYSTEM OF EDUCATION	**14**
2.1BRITISH SYSTEM OF EDUCATION -WITH REFERENCE TO INTRODUCTION , OBJECTIVES,BACKGROUND	**5 hours**
2.2 MACAULAY'S MINUTE AND WOODS DISPATCH	**3 hours**
2.3 HORTOG COMMITTEE	**3 hours**
2.4 SARGENT COMMISSION	**3 hour**
Unit – 3 POST INDEPENDENCE PERIOD	**14**
3.1 UNIVERSITY EDUCATION COMMISSION,	**3 hours**
3.2 MUDALIAR COMMISSION	**3 hours**
3.3 KOTHARI EDUCATION COMMISSION ,	**4 hours**
3.4 NATIONAL EDUCATIONAL POLICY 1986	**4 hours**

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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

UG PROGRAMME
SEMESTER 1

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

Semester 1
Title of the Course: **Philosophical Foundations of Education**

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

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.

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

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 Hormony	**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 Frieri : 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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

UG PROGRAMME
SEMESTER 2

COURSE TITLE; - S*O*CIOLOGICAL FUNDATIONS OF EDUCATION	
TOTAL CONTACT HOURS: 42 hrs	COURSE CREDIT: 3
FORMATIVE ASSESMENT MARKS: 40	DURATION OF ESA\ EXAM; 3 hrs
MODEL SYLLABUS AUTHORS : KSHEC	SUBMATIVE ASSESMENT MARKS: 60

Title of the Course: S*O*CIOLOGICAL FUNDATIONS OF EDUCATION

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

Program Outcomes:	42 Hrs
On completion of the course, the student will be able toeflect on the concepts of 'Sociology' and 'Sociology of Education'. ● Identify the various social processes involved in education. ● Analses the role of different modes of education. ● Identify and relate education to various factors of social development like social change, modernization and soci mobility. ● Develop concern for various social issues and relate education to social development. **Content of Course 3**	
Unit – MEANING AND SCOPE 0f EEDUCATIONAL SOCIOLOGY	**14hrs**
1.1. MEANING AND SCOPE OF SOCIOLOGY OF EDUCATION,	**2hrs**
1.2. SCHOOL AS SOCIAL SYSTEM	**4hrs**
1.2. MEANING OF SOCIAL CHANGES FACTORS INFLUENCING SOCIAL CHANGES. 1.4. ROLE OF EDUCATION IN BRINGING ABOUT DESIRABLE SOCIAL CHANGES.	**4hrs** **4hrs**

Unit – 2 SOCIAL AGENCIES OF EDUCATION	14hrs
2.1. PRIMARY GROUP - FAMILY THE FAMILY PATRON IN INDIAN SOCIETY AND ITS EFFECT ON SOCIOLIZATION.	3hrs
2.2. SECONDARY GROUP - THE SCHOOL, THE SCHOOL AND THE COMMUNITY RELATIONSHIP,	4hrs
2.3. INTERDEPENDENCE OF SCHOOL, COMMUNITY AND FAMILY IN THE PROCESS OF SOCIALIZATION OF THE CHILD.	4hrs 3hrs
2.4. ROLE OF NGO AND STATE	
UNIT - 3 - EDUCATION AND SOCIAL PROCESS	14hrs
3.1. EDUCATION AND SOCIAL STRATIFICATION	2hrs
3.2. EDUCATION AND SOCIAL MOBILITY,	3hrs
3.3. ROLE OF COMMUNICATION IN SOCIAL INTERACTIONS.	3hrs
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	6hrs

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 & NationalConcerns–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, ಹಂಜಿ, ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ-2007

20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು -ಸಿ. ವಿ. ಜಯಣ್ಣ ಸಪ್ಷಬುಕ್ 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 ಲಕ್ಷ್ಮಿಮತ್ತು 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.ಶಿವಯ್ಯಎಸ್

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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

UG PROGRAMME

SEMESTER 2

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

Programme outcomes	42 Hrs
On completion of the course, the student teacher will be able to: ● Identify the relevance of implications of educational psychology. ● Develop an understanding of different dimensions and stages of human development and developmental tasks. ● Analyse the range of cognitive capacities among learners. ● Reflect on the understanding of the nature of learning and the factors influencing learning. ● Explain the influence of socio-cultural factors on learning. **Content of Course -4**	

Unit –1 : INTRODUCTION TO EDUCATIONAL PSYCHOLOGY	12 Hrs.
1.1 Psychology - Meaning and Branches.	**2hrs**
1.2 Educational Psychology - Meaning, Nature and Scope. Usefulness to classroom Teacher.	**3hrs**
1.3 Relationship of Educational Psychology with important branches of Psychology. (Child, Clinical, Social Developmental psychology)	**4hrs**
1.4 Methods of Psychology (Observation, Experimental and Case Study)	**3hrs**

Unit – 2 UNDERSTANDING THE CHILD	14 Hrs
2.1 Growth and Development – Meaning and Principles.	**2hrs**
2.2 Salient features of Cognitive development (Piaget) Psycho–Social Development (Erickson) (With special reference to Childhood and Adolescence	**4hrs**
2.3 Adolescent – Meaning, Developmental Tasks.	**4hrs**
2.4 Needs & Problems of Adolescents - their Educational Implications	**4hrs**

Unit – 3 INDIVIDUAL DIFFERENCES AMONG THE CHILDRENS	16 Hrs.
3.1 Individual Differences – Meaning Causes and Areas. Measures to meet Individual Differences (with special reference to Gifted & Backward)	**5hrs**
3.2 Intelligence– Meaning, importance and types. Concepts of MA & IQ, Distribution of I Q. Emotional Intelligence- Meaning, importance an dimensions	**5hrs**

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**

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 11th 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 ಎ. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ (2010).

10. ಎ. ಎ ಗೋವಿಂದರಾವ ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ ,ಮುರಳಿ ಪ್ರಕಾಶನ ,ಮೈಸೂರು.

11. ಉಮೇಶ ಹೆಚ್.ಎಸ್.ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ವಿಸ್ಮಯ ಪ್ರಕಾಶನ,ಮೈಸೂರು.

12. ಡಾ.ಕೊಂಗವಾಡ್-ಶೈಕ್ಷಣಿಕಮನೋವಿಜ್ಞಾನ,-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ.

13. ಡಾ.ಮಹಾಬಲೇಶ್ವರರಾವ್,ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,ಪೇರಮುಗೇರು,ಶ್ಯಾಂತಜೆ 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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

UG PROGRAMME
SEMESTER 1

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

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.   6 hours

-   Initiation ceremony (Upanayana).
-   Centers of learning (Gurukulas).
-   Teacher pupil relation.
-   Curriculum and approaches/methods.
-   Status of women Education.
-   Discipline.
-   Closing ceremony.

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 (Maktabs/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.ಎಚ. ಎ. 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(ಪ್ರಚಲಿತಸಮಸ್ಯೆಗಳು) -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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

UG PROGRAMME

SEMESTER 2

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

Program Outcomes:

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

• Understand the process of communication and Information Technology. • Appreciate the role of New Educational Technology. • Use open source content for instruction. Initiate online discussion group. • Understand the concept of presentation softwares	**42 Hrs**

Unit –1 **Information & communication technology {ICT} in education**	14
1.1 Meaning & importance of ICT & ICT in education.	**3 hours**
1.2 Meaning & use of Technology tools : Blue tooth, webcam, WinZip, USB	**4 hours**
	4 hours
1.3 Meaning & use of Communication Tools : Blogs, Wikis, Youtube	**3 hours**
1.4 Meaning, Scope & importance of multimedia in Education.	
Unit –2 **New Technologies in Education.**	14
2.1 Computer assisted Instruction, Internet, Multimedia	**3 hours**
2.2 Tele Lecture, Tele conference, Tele seminar, Interactive video,	**4 hours**

Video text, Video conferencing,		
2.3 digital resources	3 hours	
2.4 Smart Board, Virtual class room, Artificial Intelligence,	4 hours	
Unit –3: Web Tools	14	
.**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. 3.3 Social networking – Orkut, facebook, twitter – Instructional use.	5 hours 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. Shaikshkanikathantraganaparichaya 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	
Seminars/Presentation/Activity	10		10	60
Case study/Assignment/ Field work/Project work		10	10	
Total	20	20	40	60

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 Frame work (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 frame work 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	**DSC A1(3)**: **EDU (DC):1** Foundations of Indian Education (4) **DSC-A2(3)** : **EDU (DC):2** Philosophical Foundations of Education (4)	**OE-1 (3): EDU (OE):1** 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	**DSC-A3(3)**: **EDU (DC):3** Sociological Foundations of Education **DSC-A4(3)**: **EDU(DC):4** Psychological Foundations of Education	**OE-2 (3): EDU (OE):2** 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
Exit option with Certificate (48 credits)							
III	**DSC-A5(3)**: **EDU (DC):5** Development of Education in Modern India **DSC-A6(3)**: **EDU (DC):6**	**OE-3 (3): EDU (OE):3** 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

Sem	DSC	DSE/OE	Lang		SEC		NCC/NSS	Credits
	Issues and Challenges in Secondary Education (4)							
IV	**DSC-A7(3): EDU (DC):7** Indian Thinker in Education **DSCA8(3):DSC-B7(3): EDU (DC):8** Western Thinker in Education	**OE-4 (3): EDU (OE):4** 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	**DSC- A9(3): EDU (DC):9** Educational Administration and Management **DSC- A10(3): EDU (DC):10** Leadership in Education **DSC- B11(3): EDU (DC):11** Value Education	**DSE A, E-1 (3): EDU: (DSE- 1)** 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	**DSC-A12(3): EDU (DC):12** Gender and Society **DSC- A13(3): EDU (DC):13 Guidance and Counselling**	**DSE A, E-2 (3): EDU: (DSE- 2)** 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	**DSC-A15(3): EDU (DC):15** Human Rights Education **DSC-A16(3) : EDU (DC):16** Global Education **DSC-A17(3): EDU (DC):17**	**DSE A, E-3 (3): EDU: (DSE- 3)** DistanceEducation **DSEA,E4(3): EDU: (DSE- 4)** Population Education **Res.Methodology (3)**						21

	Inclusive Education **DSC**-A18(3): **EDU (DC):18** EducationalTechnology						
VIII	**DSC-A19(3): EDU (DC):19** Women Education **DSC- A20(3): EDU (DC):20** Environmental Education **DSC-A21(3): EDU (DC):21** Human Resource Development and Education **DSC-A 22(3) : EDU (DC):22** Educational Policy and Planning	**DSE AE5(3): EDU: (DSE- 5)** Language Across the Curriculum **Research Project (6)*** (3)						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.									
Total								300	09

* 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.									
Total								**300**	**09**

PROGRAM ARTICULATION MATRIX

Sem ester	Name of the course- Discipline Specific Core Course (DSCC)	What all program outcomes the course addresses (not exceeding three per course)	Pre- requ isite cour se(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/interdiscip linary 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/interdiscip linary 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	EDU DSC7	EDU DSC8	EDU OE4						
	(DEM)	(ICSE)	(LSE)	(ITE)	(WTE)	(EIE)						
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 17th - 19th week of the semester, a semester end examination shall be conducted by the University for each course. This for the 3rd 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	
Seminars/Presentation/Activity	10		10	60
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	: **BA (EDUCATION)**	Discipline Core	: **EDUCATION**
Total Credits for the Program	: **25**	Year of implementation	: **2022-23**

BA-Semester III

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

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

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➢ **Analyze the development of education in India** ➢ **Identify the problems of various stages of education** ➢ **Explain the role of agencies of education in development of education.** ➢ **Elaborates the evolution of National Education System.**	**42 Hrs**
Content of Course- DSC-A5 (3):EDU (DC):5	

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

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

	Reference Textbooks
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, IAEAssociationNewDelhi.
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 | http://unesdoc.unesco.org/images/0023/002322/232205e.pdf |

Assessment:

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

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

BA-Semester III

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

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

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➢ **Enumerates the issues and challenges in secondary Education.** ➢ **Explain the constitutional provisions related to education.** ➢ **Identify and analyse the challenges of Indian Education.** ➢ **Enlist the diverse initiatives of governmental and non-governmental agencies for improving the school education.**	**42 Hrs**
Content of Course- DSC-A6(3):EDU (DC):6	

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

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.

	Reference Textbooks
1	PivotalissuesinIndianEducation–S.K.KochharSterlingpublicationprivatelimited–2005.
2	Education in Emerging Indian Society–YKSinghRuchikanothA.P.H.Publishingcorporation,New Delhi–2005.
3	Problems of Education–Pramila SharmaAOHPublishing CorporationNewDelhi–2005.
4	Teacher and Education in the Emerging Indian societyvolume–1, Neelkamal publication private limited.
5	The Aims of Education–PramilaSharmaAPHPublishingcorporation, NewDelhi–2005.
6	Philosophy of Education–Pramila SharmaAPHPublishingCorporationNewDelhi–2005.
7	Education in Emerging Indian Society–Yadav&YadavTandonPublication,Ludhiana-2006.
8	'Current Challenges in Education' Neel Kamal Publications PVT. Hyderabad- Dr.Haseen Taj-2007
9	Foundation of Education –S.PChaubeAChaubeVikasPublishingHousePvt. Ltd. NewDelhi–2004.
10	Modern Education–S.VenkataiahAnmol Publications Pvt. Ltd. NewDelhi.
11	Education in Ancient and Medieval India–S.P Chaube A Chaube Vikas Publishing House Pvt. Ltd.,New Delhi.
12	TeacherinEmergingIndianSociety–Safaya, Shoida,ShuklaDhanpotRoiPublishingcompanyLtd., NewDelhi.
13	DevelopmentandPublishingofModernEducationJ.C.AggarwalVikasPublishingHousePvt. Ltd.,2005.
14	Education in Emerging Indian Society–Dr.S.S.WadhwaTandonPublicationsLudhiana–2006.
15	IndianEducation–MuniruddinAnmolPublicationsPvt.Ltd.,NewDelhi–2005.
16	FundamentalsofBasicEducation–SVenkataiahAnmolPublicationsPvt.Ltd.,NewDelhi–2005.
17	EducationandSocialchange– Vijaya KumariKoushikS.RSharmaAnmolPublications Pvt.Ltd.,NewDelhi–2005.
18	PhilosophicalandSociologicalBasesofEducation–KKBhatirC.L.NarangTandonPublicationsLudhiana.
19	History of Indian Education System –Yogesh Kumar SinghR
20	National concern and Education – Prof. P.S. Suresh, Prof. T.P.S. Rao. Anuradha PublicationsBengaluru–2008.
21	EducationandNationalConcerns–C.G.PrasadS.M.V.PublicationsKolar–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–ಡಾಹೆಚ್.ವಿ.ಶಿವಶಂಕರ,ಹಂಜಿಪ್ರಕಾಶನ,ದಾವಣಗೆರೆ–೨೦೦೭.	
29	ಶಿಕ್ಷಣಮತ್ತುರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳು–ಸಿ.ವಿ.ಜಯಣ್ಣ. ಸಪ್ನಬುಕ್ಹೌಸ್–೨೦೦೭.	
30	ಶಿಕ್ಷಣಮತ್ತುರಾಷ್ಟ್ರೀಯಕಾಳಜಿ–ಕೆ.ಜಿ.ಮಹೇಶ್ಮಾತಾಪ್ರಿಂಟರ್ಸ್,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.ಲಕ್ಷ್ಮೀಮತ್ತುಚೇತನ್ಬುಕ್ಹೌಸ್,ಮೈಸೂರ–೨೦೦೫.	
35	ಶಿಕ್ಷಣದಲ್ಲಿತತ್ತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ–ಪಿ.ನಾಗರಾಜ.ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ–೨೦೦೫.	
36	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಡಾ.ಎನ್.ಬಿ.ಯಾದವಾಡ, ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ೨೦೦೭.	
37	ರಾಷ್ಟ್ರೀಯಕಾಳಜಿಮತ್ತುಶಿಕ್ಷಣ–ಪ್ರೊ.ಪಿ.ಎಸ್.ಸುರೇಶ್ಚಿತ್ತಾರಪ್ರಕಾಶನ,ಮೈಸೂರು–೨೦೦೯.	
38	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ– ನರಸಿಂಹಚಾರ್.ಭಾರತಿಪ್ರಕಾಶನ,ಮೈಸೂರು–೨೦೦೯.	
39	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ರುದ್ರೇಶ್.	
40	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಡಾ.ಶಿವಯ್ಯ.ಎಸ್.	
41	ಸೌರಭDSERT ಬೆಂಗಳೂರು.	

Assessment:

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

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

BA-Semester III

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

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

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➢ **Justifies the significance of life skill education.** ➢ **Suggest the ways and means for life skills.** ➢ **Elaborates on the different types of Life skills.** ➢ **Explains the role of education in developing life skills.**	**42 Hrs**
Content of Course- OE-3(3): EDU (OE): 3	
Unit–1 Concepts of Life Skills	**14 Hrs**

1.1. Meaning and importance of Life Skills. 1.2. Recommendations of Life Skills by World Health Organisation (WHO) - Problem solving, Decision making, Critical thinking, Creative thinking, Effective communication, understanding others, controlling emotions, Controlling mental stress, empathy. 1.3. Strategies for Development of Life Skills.	
Unit-2 Communication and Professional Skills	**14 Hrs**
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	
Unit-3 Leadership and Managerial Skills	**14 Hrs**
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.

Bibliography and Suggested Readings Books	
1	Ashokan,M.S.2015Karmayogi: ABiographyofE.Sreedharan, LondonUKPenguinBrownT.2012ChangebyDesignNewYork, HarperBusiness.
2	ChandraP., 2017FinancialManagement:Theory&Practice9[th]editionNewYork, McGrawHillEducation.

	Bibliography and Suggested Readings Books
3	Dawkins,E.R.2016, 52WeeksofSelfReflection—YourGuidedJournalofSelfReflectionChicago, ABJohnsonPublishing.
4	Elkington J. and Hartigan, P. 2008. The Power of Unreasonable People: HowSocial Entrepreneurs Create Markets that Change the World. Boston, MA:HarvardBusinessPress Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
5	Kalam A.P.J. 2003Ignited Minds: Unleashing the Power within India. New DelhiPenguinBooks India.
6	Kelly T., and Kelly, D. 2014Creative Confidence: Unleashing the Creative PotentialWithinUsAllNewDelhi, HarperCollins PublishersIndia.
7	Kurien. V., andSalve, G.2012ITooHadaDream, NewDelhi, Roli, Books Private Limited.
8	LivermoreD.A.2010LeadingwithCulturalIntelligence:TheNewSecrettoSuccessNewYork, AmericanManagement Association.
9	Mc. CormackM.H1986WhatTheyDon'tTeachYouatHarvardBusinessSchool, NotesfromAStreet-Smart ExecutiveNewYork, Bantham.
10	O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers WhoTriedtoDoWellbyDoingGoodNewYork, HarperCollinsPublishers.
11	Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
12	SternbergR.J.andBaltesP.B.(Eds.).2004InternationalHandbookofIntelligenceCambridge, UK: Cambridge University Press.

	E-Resources
1	Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 fromhttps://positivepsychology.com/introspection-self-reflection/
2	Fries, K. 2019.Eight Essential Qualities That Define Great LeadershipForbes. Retrieved 2019-02-15 fromhttps://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63.
3	HowtoBuildYourCreativeConfidenceTEDtalkbyDavidKellyhttps://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
4	India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta.https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
5	Knowledge@WhatonInterviewsFormerIndianPresidentAPJAbdulKalam "ALeaderShouldKnowHowtoManageFailure" https://www.youtube.com/watch?v=laGZaS4sdeU
6	MartinR.2007HowSuccessfulLeadersThinkHarvardBusinessReview,

E-Resources
85(6):60.NPTELCourse onLeadershiphttps://nptel.ac.in/courses/122105021/9

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 work/Project work	-	10	10	
	20	20	40	60

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

BA-Semester IV

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

Title of the Course:INDIAN THINKERS IN EDUCATION

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➢ Explains the Contributions of Indian Philosophers to Education. ➢ Compare and distinguishes the views of different Indian Thinkers about Indian Education Philosophy. ➢ Identify the Influence of Indian Education Thinkers Thoughts on Indian Education.	42 Hrs
Content of Course- DSC-A7(3): EDU (DC):07	
Unit–1 INDIAN THINKERS -1	**14 Hrs**
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.		
Unit-2 INDIAN THINKERS -2	**14 Hrs**	
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.		
Unit-3 INDIAN THINKERS -3	**14 Hrs**	
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.

Reference Textbooks	
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 IndianSociety.

	Reference Textbooks
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–ಶ್ರೀಕರಜಗಿ.
16	ಭಾರತದಲ್ಲಿಶಿಕ್ಷಣಹಾಗೂಶಿಕ್ಷಕನಸಮಸ್ಯೆಗಳು–ಡಾಶಿವಶಂಕರ್.
17	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಸುಗಂದಿ.
18	ನವನೀತಪ್ರಕಾಶನ–ದಾವಣಗೆರೆ–ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಥಮಾನಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ–ಗದಗ.
20	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ–ಗದಗ.
21	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜಮತ್ತುಶಿಕ್ಷಣ–ಡಾ.ಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದಲ್ಲಿತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ–ವಿದ್ಯಾಪ್ರಕಾಶನ–ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದತಾತ್ವಿಕನೆಲೆ–ಅನುರಾಧಪ್ರಕಾಶನ–ಡಾ.ವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕಇತಿಹಾಸ–ಪ್ರಸಾರಂಗ–ಕೆ.ಟಿ.ವೀರಪ್ಪ.

Assessment:

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

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

BA-Semester IV

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

Title of the Course: WESTERN THINKERS IN EDUCATION

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➢ Explain the Contributions of Westerns Philosophers to Education. ➢ Compare and distinguishes the views of different Western Thinkers about Western Education Philosophy. ➢ Identify the Influence of Indian Education Thinkers Thoughts on Western Education.	**42 Hrs**
Content of Course- DSCA8(3): DSC-B7(3): EDU (DC):08	
Unit–1 WESTERN THINKERS-1	**14 Hrs**

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.	
Unit-2 WESTERN THINKERS-2	**14 Hrs**
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.	
Unit-3 WESTERN THINKERS-3	**14 Hrs**
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.

Reference Textbooks	
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 IndianSociety.
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.
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18	ನವನೀತಪ್ರಕಾಶನ–ದಾವಣಗೆರೆ–ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ.
19	ಪ್ರವರ್ಥಮಾನಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ–ಗದಗ.
20	ಪ್ರಗತಿಶೀಲಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ–ಗದಗ.
21	ಉದಯೋನ್ಮುಖಭಾರತದಲ್ಲಿಶಿಕ್ಷಣ–ಎ.ಎಲ್.ನರಸಿಂಹಾಚಾರ್.
22	ಸಮಾಜಮತ್ತುಶಿಕ್ಷಣ–ಡಾಕೆ.ರಘು.
23	ಶಿಕ್ಷಣದಲ್ಲಿತತ್ವಶಾಸ್ತ್ರಮತ್ತುಸಮಾಜಶಾಸ್ತ್ರ–ವಿದ್ಯಾಪ್ರಕಾಶನ–ಪಿ.ನಾಗರಾಜ್.
24	ಶಿಕ್ಷಣದತಾತ್ವಿಕನೆಲೆ–ಅನುರಾಧಪ್ರಕಾಶನ–ಡಾವೈ.ಎನ್.ಶ್ರೀಧರ.
25	ಭಾರತೀಯ ಶೈಕ್ಷಣಿಕಇತಿಹಾಸ–ಪ್ರಸಾರಂಗ–ಕೆ.ಟಿ.ವೀರಪ್ಪ.

Assessment:

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

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

BA-Semester IV

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

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

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

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: ➤ Elucidates the concept of Entrepreneurship ➤ Differentiate between various types of entrepreneurs ➤ Explains the role of entrepreneurs as Appreciate the role of global and Indian ➤ Establishes /proves that entrepreneurs or innovators and problem solvers.	**42 Hrs**
OE-4(3):EDU (OE):4	
Unit–1 Meaning and Evolution of Entrepreneurship	**14 Hrs**

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 factorsEntrepreneur as problem solvers and innovators.		
Unit-2 Entrepreneurial Motivation and Creativity	**14 Hrs**	
2.1. Motivation, Maslow's theory, and McGragor's Theory		
2.2. Entrepreneurship and Creativity		
2.3. Skills of an entrepreneur, Decision making and Problem Solving.		
Unit-3 Entrepreneurship as Innovation and Problem Solving	**14 Hrs**	
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.

Bibilography	
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:

	Bibilography
	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:

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

RANI CHANNAMMA UNIVERSITY, BELAGAVI
SCHOOL OF EDUCATION

UNDER GRADUATE CURRICULUM IN EDUCATION

5th & 6th Semester
SYLLABUS

as per the Choice Based Credit System (CBCS) designed in accordance with
Learning Outcomes-Based Curriculum Framework (LOCF)

w.e.f.
Academic Year 2023-24 and onwards

Curriculum of

B.A.

in

EDUCATION

5th & 6th Semester

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 Frame work (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 frame work 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, formulates 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 adoptin 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.

ASSESSMENT METHODS:

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

Listing of Courses from V to VI Semesters for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week Theory	Instructional hours per week Practical	Duration Of Exam (Hrs.)	Marks IA	Marks Exam	Marks Total
V	DSC	EDU A9	Educational Administration and Management	4	4		2	40	60	100
		EDU A10	Leadership in Education	4	4		2	40	60	100
		EDU A11	Value Education	4	4		2	40	60	100
		EDU A12	Gender and Society	4	4		2	40	60	100
	DSE	EDU E1	Distance Education	3	3		2	40	60	100
	Vocational	EDU V1	Educational Guidance and Counselling	3	3		2	40	60	100
VI	DSC	EDU A13	Peace Education	4	4		2	40	60	100
		EDU A14	Economics of Education	4	4		2	40	60	100
		EDU A15	Human Rights Education	4	4		2	40	60	100
		EDU A16	Special Education	4	4		2	40	60	100
	DSE	EDU E2	Human Resource Development and Education	3	3		2	40	60	100
	Vocational	EDU V2	Educometrics	3	3		2	40	60	100

Listing of Courses from V Semester for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration Of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
V	DSC	EDU A9	Educational Administration and Management	4	4		2	40	60	100
		EDU A10	Leadership in Education	4	4		2	40	60	100
		EDU A11	Value Education	4	4		2	40	60	100
		EDU A12	Gender and Society	4	4		2	40	60	100
	DSE	EDU E1	Distance Education	3	3		2	40	60	100
	Vocational	EDU V1	Educational Guidance and Counselling	3	3		2	40	60	100
			Total	22	22		14	240	360	600

Listing of Courses from VI Semester for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration Of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
VI	DSC	EDU A13	Peace Education	4	4		2	40	60	100
		EDU A14	Economics of Education	4	4		2	40	60	100
		EDU A15	Human Rights Education	4	4		2	40	60	100
		EDU A16	Special Education	4	4		2	40	60	100
	DSE	EDU E2	Human Resource Development and Education	3	3		2	40	60	100
	Vocational	EDU V2	Educometrics	3	3		2	40	60	100
			Total	22	22		12	240	360	600

FIFTH SEMESTER

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**V**
Course Title	**EDUCATIONAL ADMINISTRATION AND MANAGEMENT(Theory)**			
Course Code:	**DSC-A9 (4):EDU (DC):5**		No. of Credits	**04**
Contact hours	**60Hours**	Duration of SEA / Exam		**2hours**
Formative Assessment Marks	**40**	Summative Assessment Marks		**60**

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1.Elucidates concerns of Educational organization, administration and management.

CO2.Explain the process of Educational Administration and management at different levels and their functioning.

CO3.Explicates the role of headmaster and the teachers in school management: Supervisionand inspection

Contents	
Unit–1 Conceptual Framework.	**13 hrs**
1.1 The concept and importance of Educational organization, Administration and management. 1.2 Distinction between Educational Administration and management. The objectives, nature and scope of Educational management. 1.3 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources	
Unit-2 Administration and Management of Education at Centre and State.	**17 hrs**
2.1 Centre-State relationship in educational administration and management. 2.2 Administration and management of Education at Central Ministry of Human Resource 2.3 Development(MHRD), Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT. 2.4 Administration and Management of Education at State. The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT. 2.5 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee (SDMC) and Parent- Teacher Association Committee	

Unit-3 Management of School and Supervision	17Hrs
3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management. 3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision Institutional Planning: Concept, objectives, importance, preparation and Problems. 3.3 Total Quality Management: Role of the Headmaster and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.	
Unit:-4 Maintaining Healthy Education Institutional Climate	**13Hrs**
4.1 Institutional organization climate (school): Human resources and school components. 4.2 The Institutional Plant: Physical Surrounding and maintenance 4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Aggarwal, J.C. (1987) The Progress of Education in Free India', New Delhi: Arya BookDepot.
2	Aggarwal,J.C. (1994)Educational Administration, Management and Supervision', New Delhi: Arya BookDepot.
3	Daft, Richard. L. (2000) Management', USA: Harcourt College Publishers, Fort Worth,Texas.
4	Dash. B.N. (1996) School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt.Ltd.
5	Devegouda, A.C. (1973) A Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.

6	Halpin, Andrew.W (1966) Theory and Research in Administration, New York: Macmillan Company.
7	Hertzke, Eugene. R. and Olson, Warren. E. (1994) Total Quality Education, Technology and Teaching', New Delhi: SAGE Publications, India, Pvt. Ltd.
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9	Kochar, S.K. (1991) Secondary School Administration', New Delhi: Sterling Publishers
10	Martin, Lawrence. L (1993) Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
11	Mathur, S.S. ((1969) Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate Mai Hiran.
12	Mathur, S.S. (1990) Educational Administration and Management', Ambala Cantt Indian Publication.
13	Mukhopadhyay, Marmar. (2005) Total Quality Management in Education', New Delhi: SAGE Publications.
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15	Sachadev, M.S. (2001) School Management', Ludhiana: Bharat Book Centers.
16	Safaya, Raghunth and Shaida, B.D. (1977) School Administration and Organization', Delhi: Dhanapati Rai and Sons.
17	Sharma, Motilala (1978) Systems Approach- its application in Education', Saradar Sahar: Shanti Prakashan.
18	Sharma, T.S. (2005) School Management and Administration, Patiala: Shaheed-E-Azam Printers.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**V**
Course Title	**LEADERSHIP IN EDUCATION (Theory)**			
Course Code:	**DSC-A10(4):EDU (DC):5**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1.Describe the concept Leadership CO2.Apply the Skills of Leadership CO3.Define the role of School Management & Leadership. CO4.Analyze different styles of leadership CO5.Apply theories of leadership in school management

Contents	
Unit–1 Leadership	**15hrs**
1.1 Concept and Characteristics of Leadership. 1.2 Types of Leadership. Situational or Transactional leadership, Democratic leadership, Autocratic leadership. 1.3 Principles of Leadership.	
Unit-2 Styles and Skills of Leadership	**17 hrs**

2.1 Leadership
 	
   2.1.1 Definition of Leadership.
 	
   2.2.2 Transformational and Transactional Leadership
 	
   2.2.3. Styles of Leadership
 	
   2.2.4. Theories of Leadership
 	
   2.2.5. Powers of Leadership
 	
   2.2.6. Principles of Leadership
 	
   2.2.7. Characteristics and Qualities of A Leader
 	
   2.2.8. Five Practices of Exemplary Leadership Model
 	
2.2 Leadership styles-Autocratic, democratic, Situational, Laissez fair .
 	
2.3 Skills of Leadership- Technical skill, Human skill, Conceptual skill.
 	
2.4 Theories of Leadership	

Unit-3 Educational Leadership	14hrs
3.1 Duties and functions of institutional Head 3.2 Role of Teacher & Parents 3.3 School Management & Leadership	
Unit-4 Theories of Leadership	**14hrs**
4.1 Behavioural theory. 4.2 Situational theory. 4.3 Participating theory.	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Kinicki. A, Williams B.K.,. Scott-Ladd B.D, and Perry.M., Management: A practical introduction. McGraw-Hill Irwin, 2011.
2	Bass. B.M. and Stogdill R.M., Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. Simon and Schuster, 1990.
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UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**V**
Course Title	**VALUE EDUCATION** (Theory)			
Course Code:	**DSC-A11 (4):EDU (DC):5**		No. of Credits	**04**
Contact hours	**60Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**	Summative Assessment Marks		**60**

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Analyze the concept of values.

CO2.Compare Indian values with western values.

CO3.Discuss different types of values.

CO4.Give reasons for value crisis

CO5.Discuss the need of the value education.

CO6. Adopt different methods in imparting value education

CO7. Predicts the outcome of individual and social values

CO8. Identify the role of teacher in imparting value education

Contents	
Unit–1 Concept, Classification and Sources of Values	**15Hrs**
1.1 Meaning of values: Absolute and relative, Place of values in the development of personality.	
1.2 Indian value system – Purusharthas (Dharma, Artha, Kama, Moksha) and Ashrama Dharma (Bramhacharya, Gruhastha, Vanaprastha, Sanyasa), Satya, Lokasangraha, Ahimsa, Tyaga, Prema, Dharma and Karma ; Contemporary values – Democratic living, secular Universal brother hood, Tolerance.	
1.3 Classification of values : Personal and Social, Intrinsic and instrumental. Different types of values – Intellectual, Social, Spiritual, Aesthetic, Economic, Health, Democratic, Cultural and Sources of values : Religion, family, culture, print media, philosophies	
Unit-2 Meaning, Importance, Objective and Issues of value Education	**15Hrs**
2.1 Meaning, Importance and scope of value Education.	
2.2 Objectives of Values Education. Study the General objectives and specific Objectives of it.	
2.3 Factors influencing Value Orientation: a) Influence of home and society b) Influence of neighborhood and Socio Economic factors c) Influence of Mass media.	

Unit-3 Approaches and Strategies of Value Education	15 hrs
3.1 Direct Approach : Meaning and Strategies – sharing reflections on songs, scripture passages, parables, stories; Case Study, Role play, Photo language, Brain storming – Meaning, importance, use, steps, merits and limitations. 3.2 Indirect Approach: meaning and Strategies - Identification of plug points in school subjects for value education (Integration in the teaching of school subjects). 3.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to highlight values – Deliberate and unplanned.	
UNIT:4 Role of Social Agencies in Value Education	15 hrs
4.1 Family , Religion 4.2 Educational Institutions 4.3 Communities 4.3 Mass Media (print and Electronic) Information and communication technology (Computer and internet)	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Documents in social, moral and spiritual values in education N.C.E.R.T.
2	Jagadish Chand, Value Education, Anshah publication New Delhi – 2005.
3	Madhu Kapani – Education in Human Values Sterling Publication, New Delhi.
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7	RAMA RAO K, Moral Education a practical approaches, published by RIMSE, Mysore.
8	Venkataiah.N,, N. Sandhya, Research in Value Education A.P.H. Publishing Corporation, New Delhi 26-1-2001.
9	Value Orientation, Published by RIMSE, Mysore.
10	ರಾಮರಾವ್– ಪ್ರಾಯೋಗಿಕ ನೀತಿ ಶಿಕ್ಷಣ
11	ಮರಿದೇವರು ಸಿ.ಹೆಚ್. –ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ ಉದಯಭಾನು ಪ್ರಕಾಶನ.
12	ಜಯರಾಮ್ ಟಿ.– ಮೌಲ್ಯ ಶಿಕ್ಷಣ ಮಂದಾರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**V**
Course Title	**GENDER AND SOCIETY (Theory)**			
Course Code:	**DSC-A12 (4):EDU (DC):6**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Explain the concept and concerns of gender sensitization and discrimination

CO2. Analyze the Feminist theories and its impact on society

CO3. Describe socialization and its interaction with gender

CO4. Identify the gender disparities in the curriculum framing and implementation

CO5. Recall the constitutional provisions for girls education and upliftment

Contents	
Unit–1 Key Constructs in Gender	**14 hrs**
1.1 Concept of Gender, Need for Gender Sensitization – Definition – Meaning – Genesis – Growth – Objectives 1.2 Gender discrimination – Gender Stereotyping – Gender Roles – Gender needs – Practical and Strategic- Gender Justice& Equality, Patriarchic power. 1.3 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.	
Unit-2 Social Construct of Gender	**16 hrs**
2.1 Socialization – Meaning – definition – stages – agencies of socialization. Social Construction of Gender 2.2 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature; 2.3 Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender; discourse of LGBT	

Unit-3 Gender and School	16 hrs
3.1 Girls as learners, hidden curriculum(teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement 3.3 Gender Issues in Curriculum: construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.	
UNIT:-4 Constitutional provisions for girl child education	14 hrs
4.1 Definition of Violence and Gender Based Violence, Classification of Gender Based Violence, 4.2 Legal support and provisions in various Government support 4.3 Government and other agencies for girl child uplift. 4.4Equal opportunities for all the gender	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines	

References	
1	Beasley, Chris. 1999. Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2	Conway, Jill K., et al. 1987. Introduction: The Concept of Gender', Daedalus, Vol. 116, No. 4, learning about Women: Gender, Politics, and Power (Fall): XXI-XXX
3	Engineer, Asghar Ali. 1994. Status of Muslim Women', Economic and Political Weekly, Vol. 29, No. 6 (Feb.): 297-300
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	India', Indian Journal of Social Science, 7(3 & 4): 355-62
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9	Government of India. 1975 a. Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)
10	Government of India. 1994.The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: HRD Ministry, Government of India 11.
11	Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited
12	Kumar, Krishna. 2010. _Culture, State and Girls: An Educational Perspective' Economic and Political Weekly Vol. XLV No. 17 April 24
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UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**V**
Course Title	**DISTANCE EDUCATION (Theory)**			
Course Code:	**DSE A,E-1(3):EDU (DC):5**		No. of Credits	**03**
Contact hours	**45 Hours**		Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**	Summative Assessment Marks		**60**

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to:
CO1. Explain the characteristics and importance of distance education.
CO2.Describe the history of distance education in India and Karnataka
CO3. Appreciate the importance of Distance Education.
CO4. Recognize the various institutions, agencies and resources of Distance Education
CO5. Identify the issues and problems in Distance Education
CO6. Explain the recent trends/developments in Distance Education
CO7. Appreciate the role of I.C.T and Mass Media in Distance Education
CO8. Elucidate the importance of continuing education and Inclusive education

Contents	
Unit–1 Concept and development of Distance Education	**15 hrs**
1.1 Concept, Meaning and definitions of Distance Education, characteristics, functions of distance education. Need, Importance and objectives of distance education.	
1.2 Origin of Distance Education, Historical background of distance education in India and Karnataka. Forms of distance education – print, audio and video.	
1.3 Levels and Types of Courses of Distance education- Nature and Importance.	
1.4 Concept, Nature and Differences: Non formal education, correspondence education and distance education.	
Unit-2 Agencies and Resources of Distance Education	**15hrs**
2.1 Distance education institutions and open Universities - IGNOU, KSOU, Open School System.	
2.2 Self-instructional materials (SIM) – Meaning, concept, Components, principles and styles.	
2.3 Modes of distance education – P.C.P. (Personal contact programme), Counseling- academic and non academic,	
2.4 Media in Distance education: Two way audio, one-way video, Internet, Online, Mass Media, Radio Lessons and Role of teacher in distance education.	

Unit-3 Continuing Education And problems of Distance Education	15hrs
3.1 Meaning and concept of continuing education and lifelong Education, Importance and objectives of continuing education, Management of continuing education.	
3.2 Problems relating to admission, study centres and Material Production (Print, audio video).	
3.3 Recent trends and development in distance education.	
3.4 Inclusive Education and distance education- Possibilities and challenges	

Formative Assessment for Theory	
Assessment Occasion /type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	**Balachandra B**. "Choose your Career" A.V. Publishers , New Delhi.
2	**Dosh, N.K. and Manor S.B**. "Training of Professionals through Distance Education in South India".
3	**Kaushel Kumar,** Lifelong Education, ABD Publishers Jaipur
4	*Michael Grahame Moore* **and William C. Diehl (2018)***Handbook of Distance Education*, Tailor and Francis.
5	**Pradeep Kumar Joshi** "Modern Distance Education", Ammos Publications Pvt. Ltd. New Delhi.
6	**Sharma B.M.** Distance Education", Common wealth publishers, New Delhi.
7	**Sharma R.A (1995).** Distance Education, Eagle Book International, Merut.
8	**Singh U,K and Sudarshan K,N(1996)** Distance Education, Discovery Publishing, New Delhi.
9	www.ksoumysuru.ac.in
10	www.ignou.ac.in
11	www.nios.ac.in

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester		**V**
Course Title	**EDUCATIONAL GUIDANCE AND COUNSELING** (Theory)				
Course Code:	**Vocation-1(3):EDU (DC):5**		No. of Credits	**03**	
Contact hours	**45 Hours**		Duration of SEA/Exam	**2 hours**	
Formative Assessment Marks		**40**	Summative Assessment Marks	**60**	

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Defines guidance and counseling

CO2.Explains types of guidance and its needs

CO3.Acquires the skills to administer and interpret standardized tools

CO4.Practices counseling techniques in simulated conditions

CO5. Prepares a schedule for guidance and counseling activities in the school

Contents	
Unit–1 Introduction to Educational Guidance	**15hrs**
1.1 Educational Guidance: Meaning, need and importance of guidance in schools	
1.2 Principles of guidance. –1. Principle of Continuity, 2. Principle of individual differences, 3. Principle of Cooperation,4. Principle of Holistic Development, 5. Principle of all round development.	
1.3 Nature and types of problems among secondary school students: Problems with Peers, Issues with Authority, Social Inadequacy, Family Events, Alcohol and Drugs, and Suicide.	
1.4 Types of guidance: Educational, Vocational, and Personal: their Meaning, objectives, Need and importance.	
Unit-2 Guidance Service and Devices	**15hrs**
2.1Guidance Services: orientation, counseling, pupil inventory, occupational information, placement and follow-up services.	
2.2 Tools and Techniques in guidance: Standardized Tests: Intelligence tests uses Aptitude tests, Personality Inventory, Attitude scales, Creativity tests.	
2.3 Non-Standardized Tests – observation, Anecdotal record, diary, rating scales, progress record, sociometry and interview.	
Unit-3 Counseling	**15hrs**
3.1 Counseling – meaning, objectives, need, difference between guidance and counseling	
3.2 Types of counseling – directive, non-directive and eclectic – Meaning, characteristics and steps	
3.3 Role and Qualities of a counselor, Code of Ethics in Counseling.	
3.4 Guidance and Counseling activities in school.	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Aggarwal J.C. (1991) Educational Vocational Guidance and Counseling, New Delhi, Dubhai House.
2	Chauhan S.S. (2008) Principles and techniques of guidance U.P. Vikas publishing house Pvt. Ltd.
3	Crow and Crow (2008) An introduction to guidance, Delhi, Surjeet Publications.
4	Prasanna Counseling Centre. A Manual on counseling for lay counselors.
5	Sharma R.N. (2008) vocational Guidance and Counseling, Delhi: Surjeet Publication.
6	ಹಂಪಿಹೊಳಿ – ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ.
7	ಭಿಮಯ್ಯ ಕೆ.ಎನ್ – ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
8	ತಿಮ್ಮೇಗೌಡ ಟಿ.ವಿ. – ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.

SIXTH SEMESTER

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**VI**
Course Title	**PEACE EDUCATION (Theory)**			
Course Code:	**DSC-A13 (4):EDU (DC):6**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Explain the aims and objective of Peace Education.

CO2. Elucidate the role of Family, Mass media, NGOs in promoting Peace Education

CO3. Suggest measures to foster Peace Education

CO4. Identify the challenges to Peace Education.

CO5. Illustrate classification of Peace.

CO6. Explain theories of Peace

Contents	
Unit–1:Introduction	**14hrs**
1.1: Peace Education – Concept, Nature, Scope, Need and Significance. 1.1 Peace as a Universal Value. 1.2 Aims and Objectives of Peace Education. 1.3 Role of Family, Mass media, Community, School, NGO, Government in promoting Peace Education. 1.4 NCF-2009 recommendations about Peace Education.	
Unit-2:Promoting Culture of Peace	**16 hrs**
2.1 Meaning of culture of peace and non-violence – conflict prevention and resolution. 2.2 Fostering culture of peace through education. 2.3 Promoting inner peace, understanding, tolerance, solidarity. 2.4 Peace Education Institutions/Organizations. 2.5 Education for non-violence – UNESCO culture of peace programmes –International peace and security.	

Unit-3 : Peace in the Indian Context	16 hrs
3.1: Great Personalities in Promoting the Peace **-** Mother Theresa, Vivekananda, Gandhian Philosophy.	
3.2: Role of religion in promoting the Peace.	
3.3: Challenges to Peace – Stress, Conflict, Crime, Terrorism, Violence and Modernization.	
3.4: Democracy and Peace, Secularism and Peace, Culture and peace.	
Unit-4 :Classification of Peace	**14hrs**
4.1: Types/Classification of Peace – Internal & External, Positive & Negative, Social peace and Peace with Nature.	
4.2 Peace Theories - Democratic peace theory and Johan Galtung theory of peace.	
4.3 Levels of Peace.	
4.4 Current status of Peace Education at National and International level.	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines	

	References
1	Adams.D (ED) (1997).*UNESCO and a culture of Peace: Promoting a Global Movement.*Paris UNESCO.
2	Boulding, E. (1996). Peace behaviour in various societies. In from a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp31-54.
3	Galtung, Johan.Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
4	Goldstein, Tara;Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.

5	Lederach,J.P.(1995). Preparing for Peace: conflict transformation across cultures. Syracuse, New York: Syracuase University Press.
6	Mishra, Lokanath ,(2009)," Encyclopaedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
7	Mishra, Dr. Loknath, (2009),"Peace education frame work for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
8	Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence.
9	https://www.pupilstutor.com/2021/08/peace-education-syllabus.html
10	https://www.learningclassesonline.com/2019/07/peace-education-syllabus.html

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**VI**
Course Title	**ECONOMICS OF EDUCATION** (Theory)			
Course Code:	**DSC A14 (4):EDU (DC):6**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Recognize changing concepts of Economics in relation to Education

CO2.Understand the concepts of Economics of Education

CO3.Identify the resultant changes in the Indian Education system due to the impact of the new economic reforms.

CO4.Appreciate the growing importance of Economics of Education.

Contents	
Unit–1Introduction to Economics of Education	**15hrs**
1.1 Modern concepts of Economics. Concepts and scope of Economics of Education. Education according to economists.	
1.2 Education and Economic Development – Gross Domestic product (GDP) and Education. Education and Productivity. Education and HRD – Human Capital Formation.	
1.3 Concept of Demand and Supply of manpower – Causes for change in Demand and Supply of Manpower.	
Unit-2Financing of Education	**15hrs**
2.1 Education as an investment.	
2.2 Budgetary provisions and funding for Education during the five year plans (a brief survey).	
2.3 Approach to Education under the XI Five Year Plan period	
Unit-3Education Under Economic Reforms	**15hrs**
3.1 Consumer Rights Education.	
3.2 Liberalization, Privatization and Globalization (LPG) and their implications on Education.	
3.3 Problems/challenges in Indian Education System under the New Economic Reforms	

Unit-4 Education Under Economic Reforms	15hrs
4.1 Consumer Rights Education. 4.2 Liberalization, Privatization and Globalization(LPG) and their implications on education 4.3 Challenges in Indian Education system under the new economic reforms.	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Backer G.S. : Human Capital – A Theoretical and Analysis with special reference to New York
2	Bhattacharya, Dipak Kumar (2017) HR Analytics- Understanding Theories and Applications, Sage Texts, India.
3	Bleaug M (Ed) : Economics of Education
4	Dash BN : Foundation of Education
5	Haseen Taj : Current Challenges in Educaiton
6	Harbison F and Mayers CA : Education
7	Pithawalla, H.D Consumer Protection Act, C. Jamnadas and Co.
8	Peerzade, S. A., Economics of Taxation. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.
9	Pratyush, Banerjee; Jatin Pandey; Manish Gupta(2019) Practical Applications of HR Analytics by, Sage Texts, India
10	Sury, M. M., Tax Systems in India: Evolution and Present Structure. New Century Publications: New Delhi.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**VI**
Course Title	**HUMAN RIGHTS EDUCATION (Theory)**			
Course Code:	**DSC-A15 (4):EDU (DC):5**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**	Summative Assessment Marks		**60**

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to:
CO1. Defines the concepts of Human Rights
CO2.Explains the issues concerning to the rights of citizens.
CO3.Identifies the problems related to human rights with regard to social customs prevailing in India
CO4.Develops an awareness for the need of Human Rights

Contents	
Unit–1 Concept of Human Rights	**14hrs**
1.1 Meaning, evolution, importance and Characteristics of human rights 1.2 Approaches: Western, Marxian and Third World 1.3 Contributions of American and French Revolutions to human rights	
Unit-2 Universal Declaration of Human Rights	**16hrs**
2.1 International Convention on civil and Political Right, 2.2 Implementation and critical analysis of human rights in United Nations Charter and Indian Constitution. 2.2 Civil and Political Rights, Socio-economic and cultural Rights. 2.3 Acts of Human Rights: Right to Information Act, Right to Education act 2.4 Human Rights violations – Minorities, Dalits, Adivasis, women and children. Universal Declaration of Human Rights	
Unit-3 Agencies protecting Human Rights	**14hrs**
3.1 Agencies: Office of the United Nations High Commissioner for Human Rights (OHCHR),UNDP,UNESCO, UNICEF, ILO 3.2. National &State Human Rights Commission: Structure and functions. 3.3. Public Interest Litigation.	

Unit:-4 Different perspective in Human Rights Education	16hrs
4.1 Human Rights perspective in curriculum 4.2 Human Rights perspective in teaching-learning processes 4.3 Human Rights perspective in assessment 4.4 Human Rights perspective and school ethos and culture	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Andrew Clapham, Human Rights (2007)A very short Introduction, Oxford University press"New York,
2	Chiranjeevi Nirmal,(1997) Human Rights in India, oxford University press, New Delhi.
3	Darren J.BByrne, (2004) Human Rights : An Introduction, Pearson Education Pvt Ltd,New Delhi.
4	Janusz Symonides (2006), New Dimensions and Challenges for Human Rights, Rawat publications, Jaipur.
5	Johari J.C Human(1998)., Rights and New world Order, Anmol Publications. New Delhi.
6	Shasi Motilal &BijayaLaxmi(2000).,Human Rights, Gender and Environment Allied Publishers, New Delhi,
7	South Asia Human Rights Documentation Centre(2007) .,University Press, New Delhi.
8	Upendra Baxi : Inhuman wrongs and Human Rights.
9	ಮಂಗಳ ಮೂರ್ತಿ– ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು
10	ಗಂಗಾಧರ ಪಿ.ಎಸ್. – ಭಾರತದ ಸಂವಿಧಾನ ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು
11	ದೇವೆಗೌಡ, ಟಿ.ಡಿ., .ಸುರೇಶ್, ಕೆ.ಜೆ ಮತ್ತು ಲೋಹಿತಾಶ್ವ ಹೆಚ್.ಸಿ – ಮಾನವ ಹಕ್ಕುಗಳು

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA in EDUCATION		Semester	VI
Course Title	**SPECIAL EDUCATION (Theory)**			
Course Code:	**DSC-A16(4)::EDU (DC):5**		No. of Credits	**04**
Contact hours	**60 Hours**		Duration of SEA/Exam	**2 hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

 CO1. Explains the global and national commitments towards the education of children with

diverse needs

 CO2.Identifies and addresses diverse needs of all learners.

 CO3.Familiarize with the trends and issues in special education.

 CO4.Lists different types of disability.

 CO5. Distinguishes the concepts of special education, integrated education and inclusive education.

Contents	
Unit–1 Introduction to Special Education	**15hrs**
1.1 Concept, determinants and areas of special education. 1.2 Concept of a special child/exceptional child /disabled. Integrated Education for such children's 1.3 Need and Scope of special education	
Unit-2 Types of Disability	**15 hrs**
2.1 Sensory Disability, Intellectual Disability and Developmental disabilities 2.2 Learning disabled- definition, characteristics and classification, Remedial Instruction. 2.3 Types of disability- visually impaired, hearing impaired, orthopedically handicapped, children with special health problems-Characteristics	
Unit-3 Education of Differently Abled Children	**15 hrs**
3.1 Developmental Disabilities: Autism, Cerebral Palsy – Characteristics, Remedial Instruction 3.2 Challenges, Government initiatives, Disability acts. National and Regional level institutions for differently abled children. 3.3 Use of ICT in the education of special children	

Unit -4 Children with Special Ability	15 hrs
4.1 Gifted children: Meaning, Characteristics, Identification and Enrichment Programme 4.2 Role of voluntary organizations in educating the Challenged /disabled child, special schools\ institutions 4.3 Specifics for children with different abilities	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Asubel.D.P. Educational Psychology - Cognitive Approach. Rinehart, Holand
2	Chauhan.S. Advanced Educational Psychology, Vikas Publications, New Delhi
3	Dhawan, M.L.(2007),Education Of Children With Special Needs‖, Isha Books.
4	Dandapani.S. Advanced Educational Psychology, Anmol Publications New Delhi
5	Hegarty Seamus, Alur Mithu (2002), Education And Children With Special Needs.,Saga Publications. Maitrakrihna,
6	Mangal. S.K. Educational Psychology Prakash Brothers, Ludihana.
7	Mann.N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai
8	Morgan.G.T. And King R.A. Introduction To Psychology. (6th Ed) Tata Mc GrawhallPublishing Co New Delhi
9	Sazenavandana (2008), Inclusion Issues And Perspectives‖, Kanishka Publishers, New Delhi.
10	Winston,. NewyarkHurlock. E.B.Child Psychology, Mc.Gram Hill Book Co.Newyork.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**VI**
Course Title	**HUMAN RESOURCE DEVELOPMENT AND EDUCATION (Theory)**			
Course Code:	**DSE A, E-2 (3): EDU (DC):6**		No. of Credits	**03**
Contact hours	**45 Hours**		Duration of SEA/Exam	**2hours**
Formative Assessment Marks	**40**		Summative Assessment Marks	**60**

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Describe the role of Education in HRD

CO2.Differentiate and explain the various uses of training, education, and career development in the workplace environment.

CO3.Analyze the relationship between HRD, Economic and National Development

CO4.Explain the need, scope and components of HRD in Education

CO5. Identify the methods of training to develop human resource

CO6. Discuss Strategies related to HRD

Contents	
Unit–1 Concept and Background of Human Resource Development	**15 hrs**
1.1 Concept and background of HRD.	
1.2 Importance of Education in HRD.	
1.3 Human resources and Economic and National Development,	
1.4 Role of Education in developing human resource.	
1.5 Barriers to HRD in Education.	
Unit-2 Need and importance of HRD	**15 hrs**
2.1 Need and importance of HRD in Education.	
2.2 Scope and objectives of HRD in Education.	
2.3 Components, principles and system of HRD.	
2.4 Impact of Globalization and Liberalization on HRD through Education	
Unit-3 Training and Development of HRD	**15 hrs**
3.1Objectives of training course for HRD in Education	
3.2. Methods of training, Task Analysis, Recruitment and placement, Role definition, Developing the person in the role, Performance appraisal, Performance Review and Counseling,	
3.3 Implementation and evolution of training and development programme	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Anthony William P., Perrewe Pamela L., and Kacmar Michele K , Strategic Human Resource Management, The Dryden Press
2	Armstrong Michael A. A Handbook of Human Resource Management, Kogan Page.
3	Beardwell Ian and Holden., Human Resource Management., A contemporary perspective, MacMillan
4	Beer, M, Spector B, Lawrence PR, Mills DR and Walton RE, Managing Human Assets, Free Press
5	Casio Wayne F., Managing Human Resource: Quality of Work life, Profits, McGraw Hill
6	DeCenzo David A. and Robbins Stephen P., Personnel/Human Resource Management, Prentice Hall.
7	Dowling P J and Schuler R S, International Dimensions of Human Resource PADMALITA
8	Krishnaveni R., Human Resource Development
9	Mahanty Kalyani And Routray., Human Resource Development and Organizational Effectiveness
10	Veeraiah.B Education in Emerging India
11	Yogesh Kumar Sigh., Sociological Foundation of Education

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	**BA in EDUCATION**		Semester	**VI**
Course Title	**EDUCOMETRICS (Theory)**			
Course Code:	**Vocational-2 (3):EDU (DC):5**	No. of Credits	**03**	
Contact hours	**45 Hours**	Duration of SEA/Exam	**2hours**	
Formative Assessment Marks	**40**	Summative Assessment Marks	**60**	

Course Pre-requisite(s):
Course Outcomes (COs): After the successful completion of the course, the student will be able to:

CO1. Elucidate the techniques of assessment and evaluation

CO2.Explain the portfolio assessment and development of rubrics,

CO3.Enumerate the features of examination reforms.

CO4.Justify the use of diagnostic testing as an assessment technique

CO5. Evaluate the project work by using a rubric

Contents	
Unit 1: Portfolio Assessment and Development of Rubrics	**15hrs**
1.1 Concept, Scope and use of Student Portfolio	
1.2 Types of student Portfolios, Forms and Styles of Keeping Portfolios.	
1.3 Student portfolio as an Assessment tool	
1.4 Advantages and disadvantages of Portfolio Assessment	
1.5 Development and uses of Rubrics	
1.6 Types of Rubrics	
Unit 2: Policy and Perspectives on Examination and Assessment	**15hrs**
2.1 Evaluation Process and Examination Reforms	
2.2 The Policies and Strategies for Implementation	
2.3 Concept of National Curriculum Framework	
2.4 National curriculum Framework 2005	
-Vision of Assessment for Learning	
- Examination reforms and Essentials	
Unit 3: Diagnostic Testing and Remedial Teaching	**15hrs**
3.1 Meaning and purpose of Diagnostic Testing	
3.2 Construction of a Diagnostic Test	
3.3 Uses and limitations of Diagnostic Testing	
3.4 Remedial Teaching –concept and procedure	

Formative Assessment for Theory	
Assessment Occasion/type	**Marks**
Session Test	**20**
Seminars/Presentation/Activity	**10**
Case study/Assignment/ Field work/Project work	**10**
Total	**40Marks**
Formative Assessment as per guidelines.	

References	
1	Bhatia .K.K(1995) Measurement and Evaluation in Education Ludhiana: Prakash Bros.
2	Mrunalini.T (2017) Educational Evaluation Neelkamal Publication.New Delhi
3	Marami Goswami(2011) Measurement & Evaluation in Psychology & Education Neelkamal Publication. New Delhi.
4	Narasimha Rao, K.V.V.L Exploration in Educational Evaluation, Neelkamal Publication.New Delhi.
5	NCERT (2005). National Curriculum Framework-2005 New delhi : NCERT.
6	Radha Mohan (2016) Measurement Evaluation And Assessment In Education.,Eastern Education Edition.
7	Rambhai N P(2004) Educational Evaluation theory & Practice.
8	Vidyasagar J (2016) Measurement and evaluation in Education. Neelkamal Publication.New Delhi.

QUESTION PAPER PATTERN FOR
B.A. IN EDUCTION

Paper Code:		Paper Title:		
Duration of Exam	2 Hours		**Max Marks**	60
Instruction:	1.Write the answers according to the instructions given 2. Answers to the questions should be specific.			

Section-A

I. Answer any five out of seven questions. (two or three sentences each)	**5X2=10 Marks**

Section-B

II. Answer any five out of seven questions. (about one page)	**5X5 = 25 Marks**

Section-C

III. Answer anyone of the following questions. (about two pages)	**1X10 =10 Marks**

Section-D

IV. Answer anyone of the following questions. (about three pages)	**1X15 = 15 Marks**