

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

NATIONAL EDUCATION POLICY - 2020



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

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

**UG PROGRAMME (MULTIDISCIPLINARY)
IN
EDUCATION**

w.e.f.

Academic Year 2021-22 and onwards

PREAMBLE

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

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

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

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

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

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

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

PROGRAM OUTCOMES

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

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

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

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

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

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

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

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

PROGRAM STRUCTURE:

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

Sem.	Discipline Core (DSC) (Credits) (L+T+P)	Discipline Elective(DSE)/ Open Elective (OE) (Credits) (L+T+P)	Ability Enhancement Compulsory Courses (AECC), Languages (Credits) (L+T+P)	Skill Enhancement Courses (SEC)			Total Credits	
				Skill based (Credits) (L+T+P)	Value based (Credits) (L+T+P)			
I	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
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Award of Bachelor of Arts Honors, B.A. (Hons.) degree in a discipline etc. (186 credits)

COURSE STRUCTURE

SEMESTER – I

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

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	60
Seminars/Presentation/Activity	10		10	
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: <ul style="list-style-type: none">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.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.	42 Hrs
Content of Course 1	
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	60
Seminars/Presentation/Activity	10		10	
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
1.2 Branches 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 Harmony	3 hours

Text Books –References

1. NCERT, The Teacher and Education in Emerging India Society, New Delhi.
2. Mohanty J. Indian Education in the Emerging Society Sterling publications, Bangalore.
3. Yadav and Yadav : Education in the Emerging Indian Society, Tandon Publications.
4. B.N. Dash, Principles of Education in Emerging Indian Society.
5. HumanyunKabir : Indian philosophy of Education, Bombay Asia publication House.
6. National Curriculum Frame Work School Education 2000. NCERT.
7. R.S. Peters : Concept of Education.
8. O' Connoz, philosophy of Education.
9. Paulo Friere : Pedagogy of oppressed.
10. The Teacher and Education in Emerging Indian Society, New Delhi. NCERT, 1985.
11. A.L. Narasimhachar :Bharathadalli Shikshana, Shikshana Prakashana, Mysore.
12. NCERT – 2005 : National Curriculum Frame Work, New Delhi.
13. ಭಾರತದ ಶಿಕ್ಷಣ ಇತಿಹಾಸ-ಶ್ರೀ ನಂಜುಂಡಸ್ವಾಮಿ.
14. ಭಾರತದ ಶಿಕ್ಷಣ ಚರಿತ್ರೆ - ಶ್ರೀ ಕರಜಗಿ.
15. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಶಿಕ್ಷಕರ ಸಮಸ್ಯೆಗಳು - ಡಾ| ಶಿವಶಂಕರ್.
16. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ಸುಗಂಧಿ.
17. ನವನೀತ ಪ್ರಕಾಶನ- ದಾವಣಗೆರೆ- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ.

Assessment:Weightage for assessments (in percentage)

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

**UG PROGRAMME
SEMESTER 2**

COURSE TITLE; - SOCIOLOGICAL FOUNDATIONS 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: SOCIOLOGICAL FOUNDATIONS 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

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

Unit – 2 SOCIAL AGENCIES OF EDUCATION	14hrs
2.1. PRIMARY GROUP - FAMILY THE FAMILY PATRON IN INDIAN SOCIETY AND ITS EFFECT ON SOCIALIZATION.	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
2.4. ROLE OF NGO AND STATE	3hrs
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 & National Concerns—C.G.Prasad.S.M.V.PublicationsKolar – 2006.
13. Theory of principles of Education Philosophical and Sociological Bases of Education. – J.C. Aggarwal. Vikas Publishing House Pvt. Ltd., 2007.
14. Problems of Indian Education – RaghunathSaurya.
15. Problems of Indian Education – Khohli.
16. Human Rights Education – C. Naseema.
17. Constitution of India.
18. Landmarks in the history of modern 'Indian Education – J.C. Aggarwal'.
19. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ಡಾ.ಹೆಚ್. ವಿ. ಶಿವಶಂಕರ, ಹಂಪಿ, ಪ್ರಕಾಶನ ದಾವಣಗೆರೆ-2007
20. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು -ಸಿ. ವಿ. ಜಯಣ್ಣ ಸಪ್ತಬುಕ್ ಹೌಸ್-2007
21. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ - ಕೆ.ಜಿ.ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು 2007
22. ಜೀವನಕೌಶಲಗಳು - ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ-2005
23. ಡಾ. ಎಸ್. ಪಿ. ಪದ್ಮ ಪ್ರಸಾದ -ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯಕಾಳಜಿಗಳು ಸುಮುಖ ಪ್ರಕಾಶನ- 2007
24. ಸಮಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ -ಪಿ.ನಾಗರಾಜ ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ ಗದಗ - 1999
25. ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ - ಪಿ.ನಾಗರಾಜ ಲಕ್ಷ್ಮಿ ಮತ್ತು ಚೇತನ ಬುಕ್ ಹೌಸ್ ಮೈಸೂರು - 2005
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27. ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಬಿ.ಆರ್.ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ ಗದಗ-2007
28. ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ -ಪ್ರೊ ಪಿ.ಎಸ್.ಸುರೇಶ ಚಿತ್ತಾರ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
29. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ-ನರಸಿಂಹಚಾರ್.ಭಾರತಿ ಪ್ರಕಾಶನ ಮೈಸೂರು-2009
30. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ರುದ್ರೇಶ್
31. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ -ಡಾ.ಶಿವಯ್ಯುವಸ್
32. ಸೌರಭ DSERT ಬೆಂಗಳೂರು.

Assessment: Weightage for assessments (in percentage)

Type of Course	C1	C2	Formative Assessment	summative assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10		10	
Case study/Assignment/ Field work/Project work		10	10	
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
<p>On completion of the course, the student teacher will be able to:</p> <ul style="list-style-type: none"> ● 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
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References

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

1. Lindgren H.C. (1980) 'Educational psychology in the classroom, New York, Oxford University Press.
2. Dececo "Psychology of learning and instruction New Delhi - Anmol Publications.
3. Patricia A. Alexander, Phillip H Winne (2006) Hand Book of Educational Psychology.
4. Woolfolk A.E. (2009) Educational psychology 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. ವಿ. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಶ್ರೇಯಸ್ ಪಬ್ಲಿಕೇಶನ್ ದಾವಣಗೆರೆ (2010).
10. ಎ. ವಿ ಗೋವಿಂದರಾವ ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ ,ಮರಳಿ ಪ್ರಕಾಶನ ,ಮೈಸೂರು.
11. ಉಮೇಶ ಹೆಚ್.ಎಸ್. ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ವಿಸ್ಮಯ ಪ್ರಕಾಶನ,ಮೈಸೂರು.
12. ಡಾ.ಕೊಂಗವಾಡ್-ಶೈಕ್ಷಣಿಕಮನೋವಿಜ್ಞಾನ,-ವಿದ್ಯಾನಿಧಿಪ್ರಕಾಶನ,ಗದಗ.
13. ಡಾ.ಮಹಾಬಲೇಶ್ವರರಾವ್.ಶಿಕ್ಷಣದಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ,ಪೇರಮುಗೇರು,ಶೈಂತಜೆ ಪ್ರಕಾಶನ.
14. ದಂಡಪಾಣಿ ಎಸ್. (1998)ಮಹಾಬಲೇಶ್ವರರಾವ್(2000)ಮನಃಶಾಸ್ತ್ರಮತ್ತುಶಿಕ್ಷಣಉಪ್ಪಿನಕೋಟೆಸುಮಂತಪ್ರಕಾಶನ.
15. ಚಂದ್ರಶೇಖರ ಸಿ. ಆರ್(1996)ವಿದ್ಯಾರ್ಥಿಗಳ ಮಾನಸಿಕ ಸಮಸ್ಯೆಗಳು.

Assessment: Weightage for assessments (in percentage)

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

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

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

Unit 3 : Education in Medieval Period (14 Hours)

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

References :

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

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

Assessment:

Weightage for assessments (in percentage)

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

<ul style="list-style-type: none"> • 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
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Unit –1Information & 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
1.3 Meaning & use of Communication Tools : Blogs, Wikis, Youtube	4 hours
1.4 Meaning, Scope & importance of multimedia in Education.	3 hours
Unit –2New 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.	5 hours
3.3 Social networking – Orkut, facebook, twitter – Instructional use.	4 hours

Text Books –References

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

Assessment: Weightage for assessments (in percentage)

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

