



## **BAGALKOT UNIVERSITY**

Mudhol Road, Jamkhandi-587301 Dist: Bagalkot

# **PROGRAM /COURSE STRUCTURE AND SYLLABUS FOR EDUCATION**

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

For  
**Bachelor of Arts  
(EDUCATION)**  
(General Degree)  
I and II Semester

w.e.f.

Academic Year 2024-25

## Preamble for UG Syllabus of Bagalkot University

Bagalkot University Jamkhandi has been established by the Government of Karnataka and has started functioning from the academic year 2023-24. All the degree colleges other than engineering and medical colleges in the district of Bagalkote, are affiliated to this university as per the Karnataka State Universities Act 2000, as modified by the 26th Act of 2022. The students taking admission to any of the colleges in the district of Bagalkote, from the academic year 2023-24 will be students of Bagalkot University. The Government of Karnataka has instructed all the Universities to revise the under graduate syllabus as per the Government order no. ED 166 UNE 2023 Bengaluru Dated 08-05- 2024 from the academic year 2024-25.

Hence the Bagalkot University has revised the syllabus as suggested by its Board of Studies and approved by Academic Council and Syndicate. The subject code format for all the subjects of the new syllabus is also revised.

The subject code format is described in the following.

### Subject Code Format

1	2	3	4	5	6	7	8	9	10
VER	DEGREE	SEM	DISCIPLINE			SUB. TYPE	SL. NO.	FOR	TH/LAB/F
							SUB. TYPE		
2	A	1	C	H	E	M	0	1	T
2	B	1	P	O	L	M	0	1	T

[1]The Version information gives the version of the syllabus. It can take values 1,2..9,a,b,...

[2]The UG degree codes to be provided as / The code applicable to all degrees

Sl. No	Degree Code		Degree
1	B.Sc.	A	Bachelor of Science
2	B.A	B	Bachelor of Arts
3	B.Com.	C	Bachelor of Commerce
4	BBA	D	Bachelor of Business Administration
5	BCA	E	Bachelor of Computer Applications
6	BSW	F	Bachelor of Social Work
7.	-----	S	Applicable to all degrees

**[3] The Semester Information is provided as**

Sl. No	Semester
1	1
2	2
3	3
....	

**[4-6 ] The Discipline Information to be provided as**

Sl No	Degree	Discipline Code
1	B.Com.	XXX
2	BCA	XXX
3	BBA	XXX
4	BSW	XXX
5	B.A	'HIS', 'POL', 'GEO', 'KAN', 'HIN' etc. The detailed list is to be provided
6	B.Sc.	'PHY', 'CHE', 'BOT', 'ELE' etc. The detailed List is to be Provided

**[7] The Subject Type to be provided as**

Sl. No.	TYPE	Description
1	Major	M
2	Language	L
3	Constitutional Moral Values	C
4.	Elective	E
5.	Skill / Practical based learning	S
6.	Mini Project	P
7.	Internship	I
8.	Case study/ Survey using principles of Research methodology	R

**[8-9] The Running Serial Number is to be provided for a particular Subject type 01 to 99**

**[10] This character specifies the category of the subject namely, T=Theory, L-Practical, P-Project Work, F-Field work, Viva-V, I- Internship, Dissertation-D**

## PROGRAM STRUCTURE

Syllabus and Credits Structure under Choice Based Credit System [CBCS] General Degree for the  
Three Years B.A. with Botany Undergraduate Programme with effect from 2024-25

### First Semester B.A. Education Scheme

<b>SEMESTER-I</b>											
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of Exam (Hrs)	Teaching Department
			IA	SEE	Total	L	T	P			
L1	-----	Language 1	20	80	100	3	-	-	3	3	-----
L2	-----	Language 2	20	80	100	3	-	-	3	3	-----
Major	2B1EDUM01T	BASICS OF EDUCATION	20	80	100	5	-	-	5	3	EDUCATION
Major	-----	Major Subject 2	20	80	100	5	-	-	5	3	---
Major	-----	Major Subject 3	20	80	100	5	-	-	5	3	---
	2S1XXXC01T	Constitutional Values/	10	40	50	3	-	-	2	2	Constitutional Values: Political Science
	2S1XXXC02T	Environment studies									Environmental Studies: Chemistry/ /Geography/ Botany
<b>Total Marks</b>					<b>550</b>	<b>Semester Credits</b>			<b>23</b>		

## Second Semester B.A. Education Scheme

SEMESTER-II											
Category	Course code	Title of the Paper	Marks			Teaching hours/ week			Credits	Duration of exams (Hrs)	Teaching Department
			IA	SE E	Total	L	T	P			
L3	-----	Language 3	20	80	100	3	-	-	3	3	-----
L4	-----	Language 4	20	80	100	3	-	-	3	3	-----
Major	2B1EDUM02T	SOCIOLOGICAL BASIS OF EDUCATION	20	80	100	5	-	-	5	3	EDUCATION
Major	-----	Major Subject 2	20	80	100	5	-	-	5	3	-----
Major	-----	Major Subject 3	20	80	100	5	-	-	5	3	-----
	2S1XXXC01T	Constitutional Values	10	40	50	2	-	-	2	2	Constitutional Values: Political Science
	2S1XXXC02T	Environment Studies									Environmental Studies: Chemistry/Geography / Botany
<b>Total Marks</b>					<b>550</b>	<b>Semester Credits</b>			<b>23</b>		

**B.A. First Semester**  
**EDUCATION (MAJOR)**  
**BASICS OF EDUCATION**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
Major	<b>Theory</b>	<b>05</b>	<b>05</b>	<b>60 hrs.</b>	<b>3hrs.</b>	<b>20</b>	<b>80</b>	<b>100</b>

Teaching 05 hours per week

Total 60 hours

**OBJECTIVES:- On Completion of the course, the students will be able to:-**

1. Understand the basic concept of Education and its significance
2. Interpret the relation between Education and other sciences
3. Understand the different aims of Education
4. Describe the components and principle of curriculum
5. Develop the awareness of Democracy in Education

**Unit I- Basics of Education.**

**15hrs**

- 1.1 Concept, Meaning and Definitions of Education –  
 (Broader and Narrow meaning of education, Indian and Western concept of Education)
- 1.2 Scope and Importance of education
- 1.3 Education as a process and product
- 1.4 Education as a Science and an art
- 1.5 Education for life skills

**Unit II– Aims and Functions of Education**

**15hrs**

- 2.1 Meaning and Need for Aims of Education
- 2.2 Individual Aims of Education
  - Education for Knowledge
  - Education for character
  - Education for culture
  - Education for health
  - Education for vocation
- 2.3 Social Aims of Education
  - Education for Social efficiency
  - Education for Democracy and Citizenship

- Education for National Integration,
- Education for International Understanding.

## 2.4 Functions of Education

### **Unit III-Democracy and Relationship of Education with Other Subjects      15hrs**

3.1 Meaning and Importance of Democracy

3.2 Democracy and Aims of Education.

3.3 Philosophy and Education

3.4 Psychology and Education

3.5 Sociology and Education

### **Unit IV – Curriculum      15hrs**

4.1 Curriculum-Concept, meaning and definitions of Curriculum

4.2 Components of Curriculum

4.3 Distinction between Curriculum and Syllabus

4.4 Principles of curriculum construction

4.5 Types of Curriculum



### **Assignments/Seminar/Field Visits: (Any one)**

1. A critical appraisal of relationship between education and other disciplines
2. Preparing a comparative chart of Individual and social aims of Education
3. Collect, compare and interpret different definitions on education from Indian and Western philosophers.
4. Any other assignment suggested by the teacher relevant to the units

### **References:**

1. Aggarwal, J.C. (1996) Theory and Principles of Education: Philosophical and Sociological Bases of Education. Vikas Publishers, New Delhi.
2. Broudy, S.H. (1962) Building a Philosophy of Education. NewYork: Prentice Hall.
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4. Brubacher, John, S. (1947) History of the problems of Education. NewYork: McGraw – Hill.
5. Chaube, S.P. (1998) Philosophical and Sociological Foundations of Akilesh Chaube Education. Vinod Pustak mandir, Agra.
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7. Curtis, S.J.(1996) An Introduction to Philosophy of Education. London: Turoria Press.
8. Dewey,J. (1916) Democracy and Education. New York: McMillan.
9. Walia. J.C. (2001) Principles and Methods of Education. Paul Pub, Jalandhar.
9. Jantli R.T. (1992) Shikshana Tatvashastra Hagu Samajashastra, Bharath book Depot, Dharwad.
10. Karajagi B.D. (1994) Shikshanada Tatvagalu Mattu Shaikshanika Samajashastra. Sri Prakashana Dharwad.
11. Kongawad, N.B. (1993) Bharatadalli Shikshana Hagu Prachalita Samasyegalu, Vidyanidhi Prakashana, Gadag.
12. Mathur S.S. (1966) A Sociological Approach to Indian Education. Vinod Pustak Maldig.Obalesha Ghatti, (1994) Udayonmukha Bharatadalli Shikshana, Toranghatta.
13. Sharma G.R. (1987) Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation, New Delhi: Nirmal Publishers.
14. Shivashankar H.V. (1982) Bharatadalli Shikshana, Hanji Prakashana Davanagere.
15. ದಳವಾಯಿ ಎಸ್.ಬಿ (2010), ಶೈಕ್ಷಣಿಕ ತತ್ವಶಾಸ್ತ್ರ-ವಿದ್ಯಾನಿಧಿ, ಪ್ರಕಾಶನ, ಗದಗ
16. ದೇವೇಗೌಡ ಎ.ಸಿ ಮತ್ತು ವೀರಪ್ಪ ಎನ್.ಎಸ್ ಶಿಕ್ಷಣದ ತತ್ವದೃಷ್ಟಿ ಮತ್ತು ಮನೋವಿಜ್ಞಾನ
17. ಕರಜಗಿ ಬಿ.ಡಿ, ಶೈಕ್ಷಣಿಕ ತತ್ವಗಳು ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಮಾಜಶಾಸ್ತ್ರ
18. ಹೆಗ್ಡೆನಡೂಡ್ಡಿ ಎ.ಆರ್-05) (2004 ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರದ ಆಧಾರಗಳು.ವಿವೇಕ ಪ್ರಕಾಶನ, ಸಿಂದಗಿ
19. ಗುಡ್ಡಳ್ಳಿ ಎನ್.ಎಸ್ (2004) ಶಿಕ್ಷಣದ ಆಧಾರಗಳು, ಭಾರತ ಪ್ರಕಾಶನ, ದಾರವಾಡ

**B.A. Second Semester**  
**DSC-2 - EDUCATION (MAJOR)**  
**SOCIOLOGICAL BASIS OF EDUCATION**

**Objectives:**

This course intends to introduce-

- The students to understand various dimensions of Indian Society.
- To enhance students understand about different institutions of

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
Major	<b>Theory</b>	<b>05</b>	<b>05</b>	<b>60 hrs.</b>	<b>3hrs.</b>	<b>20</b>	<b>80</b>	<b>100</b>

**OBJECTIVES:- On Completion of the course, the students will be able to:-**

1. Trace the role of Education in Socialization process and favorable conditions for Effective socialization
2. Describe the structure and functions of various agencies of education
3. Know the Importance of Social change and role of Education in Social change
4. Understand the deferent Social Issues and Strategies to resolve social issues
5. Interpret the role of teacher in ancient and free India

**Unit I- Sociology and Education**

**15hrs**

- 1.1 Meaning, Objectives and Importance of Educational Sociology
- 1.2 Socialization: meaning, concept and Importance
- 1.3 Education as a Socializing factor, conditions for effective socialization
- 1.4. Culture: Concept, Meaning and Features
- 1.5. Cultural change and cultural lag
- 1.6. Education for transmission and preservation of culture

**Unit II - Agencies of Education**

**15hrs**

- 2.1 Agencies of Education- meaning, definitions and Importance
- 2.2. Classifications of agencies.
  - 2.2.1 Active (Direct) and Passive (Indirect) Agencies of Education
  - 2.2.2. Formal, informal and non formal agencies of Education
- 2.3 Role of Family, School, Religion and Open University in Education
- 2.4. Mass media in Education-Radio, Television, Press and Internet

15 hrs

### Unit III- Education and Social Change

15hr

- 3.1 Social change: meaning, Definitions and Significance
- 3.2 Causes for Social Change
- 3.3 Resistance for social change
- 3.4 Role of Education in Social Change
- 3.5 Education and Economic Development: their inter-relationship, Education as an Aspect of Human Resource Development

### UNIT –IV Education and Social Process

15hrs

- 4.1. Education and Social Stratification – Meaning, Definitions and Importance
- 4.2. Education and Social Mobility - Meaning, Features and Relationship between Education & Mobility
- 4.3. Education and Community in Social Interactions –  
Meaning, Functions & Co-ordination of School and Community
- 4.4. Education in the process of Modernization –  
Meaning, Futures and Causes & Role of Education in Modernization
- 4.5. Education in National Integration –  
Meaning, Importance & Role of Education in Modernization

### **Assignments/Seminars/Field visits (Any one)**

- 1. Analyze the importance of education as an instrument of social change
- 2. Analyze the importance of Modernization in the present Indian Society
- 3. Study about strategies to resolve Social Issues.
- 4. Education as Socializing factor, conditions for effective socialization
- 5. Any other assignment suggested by the teacher relevant to the topics

### **References:**

- 1. Brown.F.1. - (1947) Educational sociology: New Delhi: Prentice Hall
- 2. Bhushan.V.S- (1982) Introduction to sociology, Allahabad: Kitab Mahal
- 3. Mathur.S.S. - (1966) A Sociological approach to Indian Education, Vinod Pustak Maldig
- 4. Agarwal J C - Theory and Principles of Education Vikas Publishing House Pvt. Ltd. Delhi
- 5. Chaube S P - Foundations of Education Vikas Publishing House Pvt. Ltd. Delhi
- 6. Dr.Sharma - Philosophical and sociological Foundations of Education.
- 7. Laxmi Narian Agarwal Education Publishers, Anupam Plaza Agra.
- 8. Saiyibuduim - Education culture and social order
- 9. Moris Ginsburg -Sociology of Education
- 10. Lokman Ali – Teacher Education
- 11. Murthy, S.K. - Philosophical and Sociological foundations of Education

12..Pandey R.S - Principles of Education

13. Ottaway - Introduction to the sociology of Education

೧೪. ಬಿ.ಡಿ. ಕರಜಗಿ- ಶೈಕ್ಷಣಿಕ ಉತ್ಪಾದನೆಯಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಸಮಾಜಶಾಸ್ತ್ರ

೧೫. ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧) ಸಮಾಜಶಾಸ್ತ್ರದ ದೃಷ್ಟಿಯಲ್ಲಿ ಶಿಕ್ಷಣ ,ವಿದ್ಯಾನಿಧಿ ೧೬.  
ಪ್ರಕಾಶನ, ಗದಗ

೧೬. ಪ್ರೊ. ಕೆ.ಜಿ. ಕುಲಕರ್ಣಿ-ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಬುನಾದಿಗಳು

೧೭. ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೨-೧೪) ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ,ವಿದ್ಯಾನಿಶಿಕ್ಷೆ  
ಪ್ರಕಾಶನ,ಗದಗ

೧೮. ರುದ್ರೇಶ ಬಿ ಎಸ್ (೨೦೦೭)-ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿ ಶಿಕ್ಷಕ ಹಾಗೂ ಶಿಕ್ಷಣ, ವಿದ್ಯಾ  
ಪ್ರಕಾಶನ,ಗದಗ

# QUESTION PAPER PATTERN

Education

Title of the Paper

Time: 03.00 Hours

Max. Marks: 80

Instruction: 1) Answer all the sections

## Part-A

Answer any four of the following:

5x4=20

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Part-B

Answer any three of the following

10x3=30

7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

## Part-C

Answer any two of the following:

15x2=30

12. \_\_\_\_\_
13. \_\_\_\_\_
14. \_\_\_\_\_
15. \_\_\_\_\_

## ASSESSMENT METHODS

### Formative Assessment for Theory

Evaluation Scheme for Internal Assessment: Continuous Internal Assessment (CIA)

Assessment Criteria for 20 marks		
1st Internal Assessment Test for 20 marks of 1 hour duration after 8 weeks and later marks should be reduced to 5	CIA : C1	5 Marks
2nd Internal Assessment Test for 40 marks 2 hours duration after 15 weeks and marks should be reduced to 10	CIA : C2	10 Marks
Assignment/ Activity	CIA : C3	05 Marks
Total		20 Marks

### Summative Assessment for Theory:

SEMESTER END EXAM : SEE	C4	80 Marks
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