BAGALKOT UNIVERSITY

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)
III Semester

w.e.f.
Adapted from Rani Channamma University Belagavi Applicable from the

Academic Year 2024-25

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 behavior 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.

- **Life long 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.

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.	**126BAB03EDUDSC05T**	DSC	Development of Education in Modern India	4 (3+1+0)	2	40	60	100	3
2.	**126BAB03EDUDSC06T**	DSC	Issues and Challenges in Secondary Education	4 (3+1+0)	2	40	60	100	3
3.	**126BAB03EDUOEC03T**	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.

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/interdisciplinary domain), ii) reflective thinking, and iii) analytical reasoning.	Nil	i) Lecture method, ii) Assignments, and iii) Individual and Group Presentations iv) Virtual Mode v) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks
3	Life Skills in Education (OE)	i) Disciplinary knowledge (supportive/interdisciplinary domain), ii) critical thinking, and iii) moral and ethical awareness/reasoning.	Nil	i) Lecture method, ii) Field-based Learning, iii) Assignments iv) Individual and Group Activities v) Virtual Mode vi) Power Point Presentation	i) Internal Assessment for 40 marks comprising two written tests, assignment/seminar, and attendance; and ii) Written Semester-end Examination for 60marks

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

ASSESSMENT METHODS:

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

COURSE ARTICULATION MATRIX- III & IV Semesters:

Course Outcomes (COs) / Program Outcomes (POs)	EDU DSC5	EDU DSC6	EDU OE3	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

<h1 style="text-align:center; color:red;">B.A. EDUCATION (NEP) CURRICULUM</h1>

Name of the Degree Program	: **BA (EDUCATION)**	Discipline Core	: **EDUCATION**
Total Credits for the Program	: **25**	Year of implementation	: **2023-24**

<h2 style="text-align:center; color:red;">BA-Semester III</h2>

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 Code:** 126BAB03EDUDSC05T	
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	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 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 Code: 126BAB03EDUDSC06T**	
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	ಬಾರಂಜದ'ಲಿ &ಚ'–ಡಾಹ³ಚ್.9.&ತ'ಬ'ಂಚರ'ಹ'ಠ9ಪ'ಚಾಶನ'ದಾತಿಟಿ³ರ'–ಘ007.
29	&ಚ'ತಿಜುರಾಷ್ಟಿ&ಭಿಚಾಙ'9ಟ'ಬು–ಸಿ.9.ಥಿಂಥಿ ಣಪುಟುಚೌಹೌಞ್–ಘ007.
30	&ಚ'ತಿಜುರಾಷ್ಟಿಂಭ್ಟುಙ'9–ಚ³.9.ತಿಹ³ಇ್ಶ ತ'ಭಾಜಾಪಿ.ಅನ್,ತ್ಟಿಞ'ರು–ಘ007.
31	99ತ'ನಜೌಶ'ಲಟ'ಬು–9ರ'9ಅದ'ಚಿ³ಡ್ಯಂಡಿನತಿಟ'ನಾಣನಿಜಿಪಶಹಶನ'–ಘ00&.
32	ಡಾ.ಭಿಞ್.ಪಿ. ಪ'ದ'ಪ'ಹಾದ್ –&ಚ'ತಿಜುರಾಷ್ಟಿಂಗಿಞ್ಟು ಬ'9ಟ'ಙಾತಿಟು& ಪ'.ಚಾಶನ್–ಘ007.
33	ಣತಿಞ್ಟುಲಿ9ನ'ಬಾರಂಜದ'9,ನ'ಜ'ನ'&ಟ'9ನಾಣ'–ಪಿ.ನಾಟ'ರಾಥಿ, 9ದಾಜ ಪ'ಹಪಶನ'ಟ'ದಟ'–ಅ999.
34	ಬಾರಂಜದ'ಲಿ&ಚ'ತಿಜಣತ'ತ'ಭಾಭಿ–ಟಿ.ನಾಟ'ರಾಥಿ.ಲ& ಞ'ತುಜಚಿ³ಜ'ನ್ಬುಚೌಹೌಣ್,ತ್ಟಿಞ'ರ'–ಘ00&.
35	&ಚ'ದ'ಲಿಜ'ಞಾಣತಿಜ'ಣತ'ಶಲಿಞಾಣ'–ಪಿ.ನಾಟ'ರಾಥಿ.9ದಾಜ ಪ'ಹಪಶನ'ಟ'ದಟ'–ಘ00&.
36	ಪ'ಚಿ&9ಲಬಾರಂಜದ'ಲಿ&ಚ'–ಡಾ.ಥಿನ್.9.ಂಗಿದ'ತಾಡ', 9ದಾಜ ಪ'ಹಪಶನ'ಟ'ದಟ'ಘ007.
37	ರಾಷ್ಟಿ9ಂಗಿಞ್ಪ'9ತಿಜ'&ಚ'–ಘ³.ಪಿ.ಂಗಿಞ್.ಣಂಚ³ಇ್ಶ ರಜಾರಂಪ'ಹಪಶನ'.ತ್ಟಿಞಾರ'–ಘ009.
38	ಜಿದ'ಥ್ಞಿ³9ನ&ಬಾರಂಜದ'ಲಿ&ಚ'– ನ'ಸಿಂಹ'ಜಾರ್.ಬಾಂತಿಪ'ಹಪಶನ'.ತ್ಟಿಞಾರ'–ಘ009.
39	ಜಿದ'ಥ್ಞಿ³9ನ&ಬಾರಂಜದ'ಲಿ&ಚ'–ಉದ³ಇ್ಶ.
40	ಜಿದ'ಥ್ಞಿ³9ನ&ಬಾರಂಜದ'ಲಿ&ಚ'–ಡಾ.&ತಿಭ್ಞಿ.ಥಿಣ್.
41	ಣೌರಬ'ಆಖಂಇಖಖ ಬ³ಇಟ'ಞ'ರು.

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		**Course Code: 126BAB03EDUOEC03T**	
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	
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2	ChandraP., 2017FinancialManagement:Theory&Practice9[th]editionNewYork, McGrawHillEducation.

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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,

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

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