

J.S.S. BANASHANKARI ARTS, COMMERCE AND SHANTIKUMAR GUBBI SCIENCE COLLEGE, VIDYAGIRI, DHARWAD

Affiliated to Karnatak University, Dharwad

Accredited with 'A' Grade in last three cycles



Fourth Cycle NAAC Accreditation SELF STUDY REPORT (SSR)

≡ CRITERION - I ≡

1.2.1 (Q_nM)

EDUCATION (CBCS)



Submitted to
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL, BENGALURU



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
 ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited
 'A' Grade 2014

website: kud.ac.in

No. KU /Aca(S&T)/ RIH-290/CBCS/2020-21/ 315

Date: 13 AUG 2020

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2020-21ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. DO No. 1-1/2016(SECY), dt. 10.08.2016.
 2. Academic Council Res. No. 2, 21.05.2020.
 3. KU/Aca(S&T)/RIH-194/20-21/71, dt. 08.06.2020.
 4. KU/VCS/2020-21, dt. 11.08.2020.
 5. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ 13.08.2020.

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, 2020-21ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಮಾದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯನ್ನು (Pending Approval of Academic Council Meeting) ನಿರೀಕ್ಷೆಯಲ್ಲಿರಿಸಿ ಅಳವಡಿಸಲಾಗಿದೆ.

ಮುಂದುವರೆದು, ಈ ಮೇಲಿನ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಪಠ್ಯಕ್ರಮವು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಬಿತ್ತರಿಸಲಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ತಿಳಿಸಲಾಗಿದೆ.

(Handwritten signature and date: 13/08/2020)
 (ಡಾ. ಹನುಮಂತಪ್ಪ ಕೆ.ಟಿ)
 ಕುಲಸಚಿವರು

ಗೆ,

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ.

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ: ಡೀನರು, ಕಲಾ, ಸಮಾಜ ವಿಜ್ಞಾನ, ವಿಜ್ಞಾನ ಹಾಗೂ ತಂತ್ರಜ್ಞಾನ, ವಾಣಿಜ್ಯ, ಕಾನೂನು, ಶಿಕ್ಷಣ ಮತ್ತು ಮ್ಯಾನೇಜ್‌ಮೆಂಟ್ ನಿಖಾಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

ಪ್ರತಿ:

1. ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಪತಿಗಳ ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರು(ಮೌಲ್ಯಮಾಪನ) ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ನಿರ್ದೇಶಕರು, ಇಂಟರನೆಟ್ ಸೆಕ್ಷನ್, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ಅಧೀಕ್ಷಕರು, ಸಿಡಿಪಿ (ಸಂಯೋಜನೆ) ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ

2. Unit-2: Aims and Functions of Education

15 Hours

Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Aim: Meaning, Characteristics and Necessity
- 2.4. Classical Aims of Education
 - 2.2.1. Education for Knowledge
 - 2.2.2. Education for Character Building
 - 2.2.3. Education for Culture
 - 2.2.4. Education for Social Efficiency
- 2.5. Contemporary Aims of Education
 - 2.5.1. Education for Democracy
 - 2.5.2. Education for National Integration
- 2.6. Functions of Educations
 - 2.6.1 Role of Education in the Development of Intellectual Skills
 - 2.6.2 Role of Education in the Development of Social Skills
- 2.7 Let us Sum Up
- 2.8 Answer to Check Your Progress
- 2.9 Unit end Exercises
- 2.10 Suggested Readings

Unit-3: Philosophical Bases of Education

15 Hours

Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3. Philosophy – Meaning, Definitions and Concept of Philosophy of Education.
- 3.4. Relationship between Philosophy and Education
- 3.5. Comparative Study of Idealism, Naturalism, Pragmatism and Realism with respect of Aims of Education, Curriculum, Methods of Teaching, Concept of Discipline and Role of Teacher
- 3.6 Let us Sum Up
- 3.7 Answer to Check Your Progress
- 3.8 Unit end Exercises
- 3.9 Suggested Readings

Unit-4: Education as a School Subject

15 Hours

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Meaning and Significance of School Subject
- 4.4. Interrelationship between School Subjects
- 4.5. Education as School Subject in all stages of Education
- 4.6. Let us Sum Up
- 4.7. Answer to Check Your Progress

- 4.8. Unit end Exercises
4.9. Suggested Readings

Unit -5 Educational Contributions of Thinkers**15 Hours**

Structure

- 5.1. Introduction
5.2. Objectives
5.3. Sri Basaveshwara (1131-1167)
5.3.1 Kayaka Theory
5.3.2. Views on Casteism
5.4. Rev. Ferdinand Kittel
5.4.1. Progressive Thoughts
5.4.2. Literary Achievement-Kannada Dictionary
5.5. Mahatma Gandhiji [1869-1948]
5.5.1. His Educational Principles-
5.5.2. Basic Education has his Special Contribution
5.6. Let us Sum Up
5.7. Answer to Check Your Progress
5.8. Unit end Exercises
5.9. Suggested Readings
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- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100

References

- **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
 - **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
 - **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
 - **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
 - **Dash B. N.**-(1998)“Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
 - **Dr.Raju.G.**-(2017)-“Dimensions of Educaion” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
 - **Dr.Raju.G.**(2017)-“Sociological Perspectives of Education” Bharath, SindhuRashmi Prakashana, Dharwad (Kannada)
 - **Dr.Raju G.**(2013)-“Principles of Educational Philosophy”, Vidhyanidhi Prakashan, Gadag.
 - **Dr.Raju.G.**-(2013)-“Sociological Perspectives of Education ” Vidhyanidhi Prakashan, Gadag.
 - **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
 - **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers, Anupam Plaza, I Block No. 50, Agra.
 - **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
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B.A II Semester

Title of the Course -"Sociological Perspectives of Education"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the interdependence between Education and Society
 2. Appreciate the role and responsibility of State and Social agencies of education
 3. Understand the need of Socialization Process
 4. Gain the knowledge of Educational Technology.
 5. Appreciate the role of Education in Promoting National Integration and International Understanding
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Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial 90 Hours
(15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Society and Education

15 Hours

Structure

- 1.1. Introduction
 - 1.2. Objectives
 - 1.3. Sociological Bases of Education : Meaning of Sociology of Education
 - 1.4. Meaning of Socialization: Education as a Socializing factor; conditions for effective Socialization
 - 1.5. Culture: Meaning of culture, cultural change and cultural Lag, Education for Transmission and Refinement of Culture
 - 1.6. Let us Sum Up
 - 1.7. Answer to Check Your Progress
 - 1.8. Unit end Exercise
 - 1.9. Suggested Readings
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Unit-2: Social Agencies of Education

15 Hours

Structure

- 2.1. Introduction
- 2.2. Objectives
- 2.3. Formal, Informal and Non-formal Agencies of Education
- 2.4. Role of State in Education
- 2.5. Let us Sum Up
- 2.6. Answer to Check Your Progress
- 2.7. Unit end Exercises
- 2.8. Suggested Readings

Unit-3: Education as an Instrument of Social Change **15 Hours**

Structure

- 3.1. Introduction
- 3.2. Objectives
- 3.3. Social Change: Meaning, Importance and factor influencing on Social Change.
- 3.4. Education and Modernization Process.
- 3.5. Technology in Education.
 - 3.5.1. Meaning and Importance of Educational Technology
 - 3.5.2. Audio-Visual Aids
- 3.6. Let us Sum Up
- 3.7. Answer to Check Your Progress
- 3.8. Unit end Exercises
- 3.9. Suggested Readings

Unit-4: Education and Democracy **15 Hours**

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Democracy and Authoritarianism: Meaning and their Implication on Education – Aims, Curriculum, Methods of teaching, Discipline.
- 4.4. Methods of Teaching in Democracy
 - 4.4.1. Discussion Method
 - 4.4.2. Project Method
- 4.5. Let us Sum Up
- 4.6. Answer to Check Your Progress
- 4.7. Unit end Exercises
- 4.8. Suggested Readings

Unit-5: Education and National Integration **15 Hours**

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. National Integration and International Understanding; Concept and Significance
- 5.4. Fissiparous Tendencies in our National Life;Communalism, Casteism, Linguism and Provincialism
- 5.5. Role of Education in Promoting National Integration and International Understanding
- 5.6. Let us Sum Up
- 5.7. Answer to Check Your Progress
- 5.8. Unit end Exercises
- 5.9. Suggested Readings

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- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,.**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100

References

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