



Haveri University, Haveri

SUBJECT: EDUCATION - DSCC

SYLLABUS OF

SEMESTER III AND IV

AS PER NEP - 2020

[Effective from 2024-25]

DISCIPLINE SPECIFIC CORE COURSE (DSCC)

FOR SEM III AND IV

Haveri University, Haveri

Curriculum

Name of the Degree Program	: 04 Year under Graduate Program
Discipline Core Course	: Education
Total Credits for the Program (Excluding OEC and SEC)	: 12 (Third and Fourth Semester)
Starting year of implementation	: 2024-25

Program Outcomes:

The programme target is to produce ideal students who can reflect upon changing needs of the society and special attention to be paid to overall development of personality of the students. On successful completion of semester based four years degree (Major/Minor) in Education under CBCS Scheme students will be able to:

1. **Analyzing Content:** Understanding and analyzing subject content and pedagogy thoroughly
2. **Formulate and analyze:** An important Philosophical and Sociological issues and evaluate those using acceptable conceptual ideas.
3. **Effective Citizen Ethics:** Understand different values, morality, and social service and accept responsibility for the society.
4. **Effective Communication;** Presenting seminar before peer students and teachers and practicing communication skills through various activities and applying it for better classroom communication
5. **Self Directed learning:** Preparing scripts for seminars, Projects and online content.
6. **ICT in Learning:** Empowered to Integrate and applying ICT in learning process.
7. **Creative and Critical Thinking ability :** Students are empowered to Creative and Critical thinking on Philosophical, and Sociological perspectives of education and society. And analysis of curriculum.
8. **Pedagogical Skills:** Applying content skills and dealing with classroom problems.
9. **Value of Human Personality and Physical Development :** Understand and practice good intellectual, Social, Emotional and Moral values. And yoga, Self – defence and sports.

- 10. Select and integrate information:** From a variety of sources, including electronic and print resources, community resources and personal data, to answer the selected questions.

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the interrelationship between Education and Psychology
2. Recognize the Methods of Psychology
3. Comprehend the knowledge of different stages of human development
4. Analyze the Adolescence Psychology
5. Recognize the Components of Emotional Intelligence
6. Appreciate the role of Heredity and Environment in Human development.
7. Analyze the Growth and Distribution of Intelligence
8. Understand the Exceptional Children's.
9. Gain the knowledge of Concept and nature of Human ability

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High): No correlation

Title of the Course	CO	Programme Outcomes (POC)											
		PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
Course-05: "Introduction of Educational Psychology"													
	CO-1	3	3	2	2	3	3	3	2	3	3	3	2
	CO-2	3	3	3	3	3	3	3	3	3	3	3	1
	CO-3	3	3	3	3	3	3	3	2	3	2	-	3
	CO-4	3	2	3	3	3	3	3	3	3	3	1	3
	CO-5	3	3	3	3	-	3	3	3	3	3	3	3
Course-06: "Exceptionality in Human Abilities"													
	CO-6	3	3	3	3	2	3	3	3	3	3	3	3
	CO-7	3	3	3	3	3	3	3	3	3	3	3	3
	CO-8	3	3	2	1	3	3	3	3	3	3	3	3
	CO-9	3	3	3	3	3	3	3	3	3	3	3	3

Haveri University, Haveri

Subject - Education (DSCC)

As per New Syllabus of NEP – 2020

Academic Year 2022-2023

B.A III Semester

Title of the Course: Psychological Dimensions of Education

Course No.	Title of the 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
Course-05 013EDU011	“Introduction of Educational Psychology”	Theory	03	03	42 hrs	2hrs	40	60	100
Course-06 013EDU012	“Exceptionality in Human Abilities”	Theory	03	03	42 hrs	2hrs	40	60	100
OEC 003EDU051	“Curriculum Design”	Theory	03	03	42 hrs	2hrs	40	60	100

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the interrelationship between Education and Psychology
2. Recognize the Methods of Psychology
3. Comprehend the knowledge of different stages of human development
4. Analyze the Adolescence Psychology

B.A Semester III

Title of the Course 05: “Introduction of Educational Psychology”

Content of Course – 05 013EDU011	42 Hrs
Unit –1 Understanding Psychology and Educational Psychology	14
Chapter No. 1: Concept of Psychology and Educational Psychology 1.1. Meaning and Definitions 1.2. Nature of Psychology Chapter No. 2: Relationship between Education and Psychology Chapter No. 3: Educational Psychology 3.1. Meaning and Definitions. 3.2. Nature and Scope	5 hours 3 hours 6 hours
Unit - 2 Methods of Psychology	14
Chapter No. 4: Necessity of Educational Psychology to a Teacher Chapter No. 5: Traditional Methods of Psychology 5.1. Introspection method- 5.2. Observation method- Chapter No. 6: Advanced Methods of Psychology. 6.1. Case study method- 6.2. Experimental method-	3 hours 6 hours 5 hours
Unit - 3 Understanding Stages of Growth and Development	14
Chapter No. 7. Growth, Development and Maturation. 7.1. Meaning and Definitions 7.2. Differences between Growth and Development, Chapter No. 8. Stages of Growth and Development (E.B.Hurlock’s Classification) Chapter No. 9. Adolescent Psychology- 9.1. Meaning and Definitions 9.2. Specific characteristics 9.3. Needs and problems of adolescence	3 hours 4 hours 7 hours

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

Text Books / References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
- Benakanal V. A. Perspectives on Educational Psychology, Vidyanidhi Prakashan
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
- Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
- Kasinath, H. M. (2000). Advanced Educational Psychology. Gadag: Vidyanidhi Prakashan.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination January/ February 2023
B.A Third Semester
Course V**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
- 13
- 14.
- 15.

B.A III Semester

Title of the Course 06: Exceptionality in Human Abilities

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Appreciate the role of Heredity and Environment in Human development.
2. Analyze the Growth and Distribution of Intelligence
3. Analyze the areas and causes of individual difference
4. Understand the theories of Intelligence
5. Understand the classification of Exceptional Children's.
6. Gain the knowledge of Gifted children's

Content of Course-06 013EDU012	42 Hrs
Unit –1 Understanding of Heredity and Environment	14
Chapter No. 1: Heredity and Environment. 1.1. Meaning and Definitions 1.2. Laws/Principles of Heredity	4 hours 3 hours 7 hours
Chapter No. 2: Role of Heredity and Environment in Human Development	
Chapter No. 3: Individual differences in Human abilities. 3.1 Meaning and Definitions 3.2 Areas of Individual Differences 3.3 Causes of individual differences	
Unit - 2 Understanding Human Intelligence	14
Chapter No. 4: Intelligence 4.1. Meaning and Definitions. 4.2.Growth and Distribution 4.3. Concept of Intelligence Quotient	4 hours 6 hours 4 hours
Chapter No. 5. Theories of Intelligence 5.1. Charles spearman's two factor theory, 5.2. L.L. Thurston's Multiple factor theory of Intelligence.	
Chapter No. 6. Types of Intelligence Tests and Uses	
Unit - 3 Understanding Emotional Intelligence	14
Chapter No. 7. Meaning and Definitions of Emotional Intelligence	4 hours
Chapter No. 8. Components of Emotional Intelligence(In brief) 8.1.Self-Awareness 8.2.Self-Regulation 8.3. Motivation 8.4.Empathy 8.5.Social Skills	5 hours 5 hours
Chapter No. 9. Exceptional Children's 9.1. Meaning, Definitions and Classification 9.2.Gifted and Slow Learner Children's	

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain torming, Case Study, Experimental, Blended mode of Learning, PPT mode of Instruction, Community survey, etc.,

Text Books/ References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publshers, Delhi.
- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
- Benakanal V. A. Perspectives on Educational Psychology, Vidyanidhi Prakashan
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
- Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
- Kasinath, H. M. (2000). Advanced Educational Psychology. Gadag: Vidyanidhi Prakashan.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2020) “Philosophical, Sociological and Psychological Foundations of Education” Neelkamal Publication Hyderabad.
- Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana,Dharwad (Kannada)
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
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Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing, etc

Weight age

Type of Assessment	Weight age	Duration
Written test-1	10%	1 hour
Written test-2	10%	1 hour
Seminar	10%	10 minutes
Case study / Assignment / Field work / Project work/ Activity	10%	15 Days
Total	40% of the maximum marks allotted for the paper	

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination June/ July 2023
B.A Third Semester
Course VI**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
 - 13
 - 14.
 - 15.
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B.A -Third Semester Open Elective

Title of the Course: “ Curriculum Design”

Course	Title of the Course	Theory /Practical	Credits	Instru ction hour per week	Total No. of Lectures/Ho urs / Semester	Durati on of Exam	Formati ve Assess ment Marks	Summative Assessment Marks	Total Marks
OEC-3	“Curriculum Design”	Theory	03	03	42 hrs	2hrs	40	60	100

Course Specific Outcomes:

Upon completion of Course in Education the students will be able to:

1. Recognize the principles of Curriculum Construction
2. Understand the foundations of Curriculum Construction
3. Analyze the design of Curriculum Construction.

Content of Course 3-Open Elective 003EDU051	42 Hrs
Unit –1 Concept of Curriculum	14
Chapter No. 1: Curriculum 1.1. Meaning and Definitions of Curriculum and Syllabus 1.2. Characteristics of Curriculum	5 hours 3 hours 6 hours
Chapter No. 2: Need and Importance of Curriculum and Differences between Curriculum and Syllabus	
Chapter No. 3: Principles of Curriculum Construction	
Unit - 2 Components of Curriculum Construction	14
Chapter No. 4: Components of Curriculum Construction Chapter No.5: Foundations of Curriculum Construction (In brief) 5.1. Philosophical and Sociological Foundations 5.2. Psychological and Historical foundations	7 hours 7 hours
Unit – 3 Curriculum Design	14
Chapter No.6: Curriculum Design 6.1. Subject Centred 6.2. Learner Centred 6.3. Activity Centred 6.4. Problem Centred	14 hours

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of Learning, PPT mode of Instruction, Community survey, etc.,

Text Books / References

- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
- Dr Raju G (2020) “Philosophical, Sociological and Psychological Foundations of Education” Neelkamal Publication Hyderabad.
- Doyle, W. (1992). Curriculum and pedagogy. In P. Jackson (Ed.), Handbook of research in curriculum (pp. 486-516). New York: Macmillan.
- Glatthorn, A. (1994). Developing a quality curriculum. Alexandria, VA: Association for Supervision and Curriculum Development.
- Harris, D. & Carr, J. (1996). How to use standards in the classroom. Alexander, VA: Association for Supervision and Curriculum Development.
- and assessment K-12. Alexandria, VA: Association for Supervision and Curriculum Development.
- Jensen, E. (1998). Teaching with the Brain in Mind. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R. (2000). Transforming Classroom Grading. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hyerle, D. (1996). Visual Tools for Constructing Knowledge. Alexandria, VA: Association for Supervision and Curriculum Development.
- Payne, R. P. (1998). A Framework for Understanding Poverty. Highlands, TX: RFT Publishing Co.
- Martin, D. J. (1997). Elementary Science Methods: A Constructivist Approach. New York, NY: Delmar.
- Mestre, J. P., & R. R. Cocking. (2000). The Science of Learning. Special Issue of Journal of Applied Developmental Psychology, 21: 1 - 135.
- Schmoker, M. (1996). Results: The Key to Continuous School Improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A. (1995). How To Differentiate Instruction in Mixed-Ability Classrooms. Alexandria, VA: Association for Supervision and Curriculum Development.
- Williams, R. B. (1997). Twelve Roles of Facilitators for School Change. Arlington Heights, IL: IRI/Skylight Training and Publishing, Inc.

Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing, etc

Type of Assessment	Weight age	Duration
Written test-1	10%	1 hour
Written test-2	10%	1 hour
Seminar	10%	10 minutes
Case study / Assignment / Field work / Project work/ Activity	10%	15 Days
Total	40% of the maximum marks allotted for the paper	

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (OEC)
B.A Degree Exa mination January/ February 2023
B.A Third Semester
Open Elective Course**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
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- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
- 13
- 14.
- 15.

Haveri University, Haveri

Subject - Education (DSCC)

As per New Syllabus of NEP – 2020

Academic Year 2022-2023

B.A IV Semester

Title of the Course: “Understanding Human Learning, Personality and Motivation”

Course No.	Title of the 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
Course-07 014EDU011	“Human Learning and Personality”	Theory	03	03	42 hrs	2hrs	40	60	100
Course-08 014EDU012	“Human Motivation, Communication and Research”	Theory	03	03	42 hrs	2hrs	40	60	100
OEC-4 004EDU051	“Principles and Methods of teaching ”	Theory	03	03	42 hrs	2hrs	40	60	100

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the nature of Human learning process
2. Apply the principles of the learning in his/her learning.
3. Understand the factors influencing on Human personality.
4. Recognize the implications of defense mechanisms.
5. Understand the concept of motivation.
6. Gain the knowledge of theories of motivation.
7. Make an attempt to bring changes through the Communication process.
8. Understand the Concept and types of Research.

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-12)

1: Slight (Low) 2: Moderate (Medium) 3: Substantial (High): No correlation

Title of the Course	CO	Programme Outcomes (POC)											
"Understanding Human Learning, Personality and Motivation"													
		PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
Course-7: "Human Learning and Personality"	CO-1	3	1	2	2	3	3	3	2	3	3	1	2
	CO-2	3	3	3	3	3	3	3	3	3	3	3	1
	CO-3	3	3	3	3	3	3	3	2	3	2	3	3
	CO-4	3	3	3	3	3	3	3	2	3	2	3	3
Course-8: "Human Motivation, Communication and Research"													
	CO-5	2	3	3	3	3	3	3	3	3	3	2	3
	CO-6	3	3	3	3	2	3	3	3	3	3	3	3
	CO-7	3	3	3	3	2	3	3	3	3	3	3	3
	CO-8	3	3	3	3	3	3	3	2	3	2	3	3

BA Semester IV

Title of the Course-07: “Understanding Human Learning and Personality”

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the nature of Human learning process
2. Apply the principles of the learning in his/her learning.
3. Understand the factors influencing on Human personality.
4. Recognize the implications of defense mechanisms.

Content of Course -07 014EDU011	Hrs
Unit –1 Understanding Human Learning Process	14
Chapter No. 1: Learning- 1.1. Meaning, Definitions and Characteristics 1.2. Process of learning- Motive, Goal and Blocks Chapter No. 2: Factors Influencing on Learning Process- 2.1. Learner related factors (Internal factors). 2.2. Teacher related factors(External factors) 2.3. Environmental related factors(External factors) Chapter No. 3: Stimulus and Response Theories of Learning- 3.1. E L Thorndike’s theory of Trial and Error Learning(With Reinforcement) 3.2. Ivan Pavlov’s Classical conditioning theory of learning(Without Reinforcement)	4 hours 5 hours 5 hours
Unit – 2. Cognitive theories of Learning and Human Personality	14
Chapter No. 4: Cognitive theory of Learning- 4.1. Wolfgang Kohler’s Insight Learning Chapter No. 5: Observation or Social Learning- 5.1. Albert Bandura’s Social or Observation learning Chapter No. 6: Human Personality- 6.1. Meaning, Definitions and Nature of Personality- 6.2. Factors influencing on Personality Development	4 hours 5 hours 5 hours
Unit - 3 Theories of Personality and Mental Health	14
Chapter No. 7: Theories of Personality- 7.1. Psycho-analytic theory of Sigmund Freud 7.2. Trait theory of G.W. Allport Chapter No. 8: Personality Adjustment 8.1. Characteristics of well adjusted personality 8.2. Maladjusted personality Chapter No. 9: Adjustment Mechanisms or defense mechanisms and Mental Health	3 hours 7 hours 4 hours

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

Text Books/ References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
- Benakanal V. A. Perspectives on Educational Psychology, Vidyanidhi Prakashan
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
- Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
- Kasinath, H. M. (2000). Advanced Educational Psychology. Gadag: Vidyanidhi Prakashan.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2020) “Philosophical, Sociological and Psychological Foundations of Education” Neelkamal Publication Hyderabad.
- Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana, Dharwad (Kannada)
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
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Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing, etc

Type of Assessment	Weight age	Duration
Written test-1	10%	1 hour
Written test-2	10%	1 hour
Seminar	10%	10 minutes
Case study / Assignment / Field work / Project work/ Activity	10%	15 Days
Total	40% of the maximum marks allotted for the paper	

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination January/ Feb 2024
B.A Fourth Semester
Course VII**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
- 13
- 14.
- 15.

BA Semester IV

Title of the Course-08: “Human Motivation, Communication and Research”

Course Outcomes (COs):

At the end of the course the student should be able to:

1. Understand the concept of motivation.
2. Gain the knowledge of theories of motivation.
3. Make an attempt to bring changes through the Communication process.
4. Understand the Concept and types of Research.

Content of Course -08 014EDU012	39/ 42 Hrs
Unit –1 Understanding Human Motivation	14
Chapter No. 1 : Human motivation – 1.1 Meaning and Definitions. 1.2 Types, and Classification of Motivation	5 hours 6 hours 3 hours
Chapter No. 2 : Hierarchical theory of motivation	
Chapter No. 3 : Strategies for motivating students	
Unit - 2 Information processing	14
Chapter No. 4: Information processing – 4.1. Meaning and General Principles 4.2. Importance of information processing.	4 hours 7 hours 3 hours
Chapter No. 5 : Stage model of information processing – 5.1 Sensory memory 5.2 Short-term memory 5.3 Long term memory	
Chapter No. 6 : Cognitive process in the information processing a)Attention b) Perception c) Rehearsal d) Encoding e) Retrieval	
Unit - 3 Introduction of Research and Communication	14
Chapter No.7: Human Research – 7.1 Meaning and Definitions 7.2.Importance of Research	4 hours 4 hours 6 hours
Chapter No. 8: Types of Research– Basic, Applied and Action research	
Chapter No.9: Human Communication – 9.1 Communication – Meaning and Definitions 9.2. Characteristics of Communication 9.3. Types and Importance of Communication.	

Text Books / References

- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
- Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
- Benakanal V. A. Perspectives on Educational Psychology, Vidyanidhi Prakashan
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Dandekar, W. N. (1962) Measurement in Education and Psychology. New Delhi: Himalaya Publications.
- Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
- Kasinath, H. M. (2000). Advanced Educational Psychology . Gadag: Vidyanidhi Prakashan.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2014) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
- Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana, Dharwad (Kannada)
- Sharma, R . N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
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Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing, etc

Type of Assessment	Weight age	Duration
Written test-1	10%	1 hour
Written test-2	10%	1 hour
Seminar	10%	10 minutes
Case study / Assignment / Field work / Project work/ Activity	10%	15 Days
Total	40% of the maximum marks allotted for the paper	

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination January/ Feb 2024
B.A Fourth Semester
Course VIII**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
- 13
- 14.
- 15.

B.A -Fourth Semester Open Elective

Title of the Course: “Principles and Methods of teaching ”

Course	Title of the Course	Theory /Practical	Credits	Instru ction hour per week	Total No. of Lectures/Ho urs / Semester	Durati on of Exam	Formati ve Assess ment Marks	Summative Assessment Marks	Total Marks
OEC	“Principles and Methods of teaching ”	Theory	03	03	42 hrs	2hrs	40	60	100

Course Specific Outcomes:

Upon completion of Course in Education the students will be able to:

1. Recognize the Traditional and Modern methods of teaching
2. Analyze the Modern methods of teaching .
3. Comprehend the Assessment of methods and role of teacher .

Content of Course -4 - Open Elective 004EDU051	42 Hrs
Unit –1: Concept and Principles of Teaching	14
Chapter No. 1: Meaning, Definitions and principles of Teaching.	7 hours
Chapter No. 2: Principles of selection of the good teaching method	7 hours
Unit – 2:Traditional Methods of teaching	10
Chapter No.3: Lecture Method	5 hours
Chapter No.4: Source Method	5 hours
Unit – 3 Modern Methods of teaching	18
Chapter No.5: Discussion Method	6 hours
5.1. Meaning and Stages	6 hours
5.2. Merits and Demerits	6 hours
Chapter No.6: Project Method	
6.1. Meaning, Definitions,Principles and Stages	
6.2. Merits and Demerits	
Chapter No.7: Excursion Method	
6.1. Meaning, Definitions and Steps	
6.2. Merits and Demerits	

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of Learning, PPT mode of Instruction, Community survey, etc.,

Text Books / 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.**(2013)-“ “Principles of Educational Philosophy”, Vidhyanidhi Prakashan, Gadag.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju.G.**-(2017)-“Dimensions and Sociological perspectives of Education ” Bharath, Sindhu Rashmi Prakashana, Dharwad
- **Dr.Raju.G.**-(2013) “Methods of Teaching History and Civics” Vidhyanidhi Prakashan, Gadag
- **Dr.Raju.G.**-(2014) “Methods of Teaching Geography and Economics” Vidhyanidhi Prakashan, Gadag
- **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

Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing, etc

Waite age

Type of Assessment	Weight age	Duration
Written test-1	10%	1 hour
Written test-2	10%	1 hour
Seminar	10%	10 minutes
Case study / Assignment / Field work / Project work/ Activity	10%	15 Days
Total	40% of the maximum marks allotted for the paper	

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (OEC)
B.A Degree Examination June/ July 2023
B.A Fourth Semester
Open Elective Course**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART -A

I .Answer any five of the following questions in two to three sentences

2X5=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART -B

II. Answer any four of the following questions not more than one page

5X4=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages.

10X3=30

- 12.
- 13
- 14.
- 15.



Haveri University, Haveri
B.A. IN EDUCATION
Syllabus for V and VI Semester AS PER
NEP - 2020

[Effective from 2024-25]

Sem.	Type of Course	Theory/ Practical	Course Code	Course Title	Instructi onhour/ week	Total hours / sem	Duratio of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-09	Theory	015 EDU 011	Educational Contributions of Indian Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015 ED0U 012	Educational Contributions of Western Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015 EDU 013	Guidance Services in School and Colleges	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	SEC-3	Theory	015 EDU 061	Integration of Micro-Teaching Skills	02hrs	28	01 hr	20	30	50	02
Total											26
VI	DSCC-12	Theory	016 EDU 011	Education in Ancient and Medieval India	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016 EDU 012	Indigenous Education and Ancient Indian Universities	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016 EDU 013	Education Under British Period	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	Internship/		016 EDU 091	-----	-----	-----	-----	50	0	50	02
SEC-4		016 EDU 061	Education for Life Skills	02hrs	28	01 hr	20	30	50	02	
Total											26

* in lieu of internship, 01 additional SEC/ Course based Activities may be offered

Internship:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Note;

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.

Haveri University, Haveri

Subject - Education

As per New Syllabus of NEP – 2020

Academic Year 2023-2024

B.A V Semester

Sem.	Type of Course	Theory/ Practical	Course Code	Course Title	Instruc tion hour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-09	Theory	015 EDU 011	Educational Contributions of Indian Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015 EDU 012	Educational Contributions of Western Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015 EDU 013	Guidance Services in School and Colleges	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	SEC-3	Theory		015 EDU 061	Integation of Micro-Teaching Skills	02hrs	28	01 hr	20	30	50
Total											26

B.A. Semester – V

Discipline Specific Core Course (DSCC)-09

Course Title: Educational Contributions of Indian Thinkers
Course Code: 015 EDU 011

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
DSCC-09	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the Philosophy of Indian Thinkers

CO 2: Analyze the Principles of Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi

CO 3: Comprehend the knowledge of Kayak, Religious and Mass education, Vishwabharati and Basic Education.

CO 4: Recognize the classical work of Basaveshwara, Vivekanada, Tagore and Gandhi

CO 5: Appreciate the contributions of Indian Philosophers

Content of Course – 09	56 Hrs
Unit –1 Educational Contributions of Basaveshwara	14
Chapter No.1: Life and Works	4 hours
Chapter No. 2: His Progressive Thoughts	5 hours
2.1. Kayak	5 hours
2.2 Superstitions	
2.3. Casteism	
Chapter No. 3: His view on Women’s Education	
Unit - 2 Educational Contributions of Swami Vivekananda	14
Chapter No. 4: Life and Works	4 hours
Chapter No. 5: Educational Principles and Aims of Education, Curriculum, Methods of Teaching, Qualities of Teacher and Students	6 hours
Chapter No. 6: Religious Mass and Women’s Education	4 hours
Unit - 3 Educational Contributions of Mahatma Gandhi	14
Chapter No.7: Life and Works	2 hours
Chapter No. 8: Educational Principles, Aims of Education, Curriculum and Methods of Teaching	6 hours
	6 hours

Chapter No. 9. Basic Education has his Special Contribution	
Unit – 4: Educational Contributions of Rabindranath Tagore	14
Chapter No. 10: Life and Works	2 hours
Chapter No. 11: Educational Principles, Aims of Education, Curriculum and Methods of Teaching	6 hours
Chapter No. 12 Vishwabharati –Teaching and Learning process	6 hours

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

Text Books / References

- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak,Delhi-110006.
- **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.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju G.**“Doctrine of Great Educators”, Vidhyanidhi Prakashan, Gadag.
- **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
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Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination February/March 2024
B.A Fifth Semester
Course IX

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13
- 14.
- 15.

B.A. Semester – V

Discipline Specific Core Course (DSCC)-10

Course Title: Educational Contributions of Western Thinkers

Course Code: 015 EDU 012

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
DSCC-10	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the Philosophy of Western Thinkers

CO 2: Analyze the Educational Principles of Jean Jacques Rousseau, John Heinrich Pestalozzi, Friedrich William August Froebel and Dr. Maria Montessori

CO 3: Comprehend the knowledge of Negative Education, Theory of Anschauung, Kindergarten and Method of Sensory Training

CO 4: Appreciate the classical works of Western Philosopher.

CO 5: Recognize the educational system advocated by Western Thinkers

Content of Course – 10	56 Hrs
Unit –1 Educational Contributions of Jean Jacques Rousseau	14
Chapter No. 1: Life and Works	4 hours
Chapter No. 2: Educational Principles and Aims of Education , Concept of Negative Education and Rousseau ‘s view on Women’s Education	5 hours 5 hours
Chapter No. 3: Stages of Growth and Development and Education. 3.1.Education for Infancy 3.2.Education for Childhood 3.3.Education for Boyhood 3.4.Education for Youth	
Unit - 2 Educational Contributions of John Heinrich Pestalozzi	14
Chapter No. 4: Life and Works	7 hours
Chapter No. 5: Educational Principles, Aims of Education and Educational Experiments	7 hours
Chapter No. 6: Theory of Anschauung and Methods of Teaching	
Unit - 3 Educational Contributions of Friedrich William August Froebel	14
Chapter No.7: Life and Works	2 hours
Chapter No.8: Educational Principles and Aims of Education	6 hours 6 hours

Chapter No. 9. Kindergarten and Methods of Teaching	
9.1. Meaning, Objectives and Salient features	
9.2. Methods of Teaching –	
1) Song, Gestures and construction method	
2) Gifts method	
3) Occupations method	
4) Play way method	
Unit – 4: Educational Contributions of Dr. Maria Montessori	14
Chapter No. 10: Life and Works	2 hours
Chapter No. 11: Educational principles and Children House	7 hours
Chapter No. 12: Sensory Training and Methods of Teaching	5 hours

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

Text Books / References

- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak,Delhi-110006.
- **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.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju G.**“Doctrine of Great Educators”, Vidhyanidhi Prakashan, Gadag.
- **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
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Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination February /March 2024
B.A Fifth Semester
Course X

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13
- 14.
- 15.

B.A. Semester – V

Discipline Specific Core Course (DSCC)-11

Course Title: Guidance Services in School and Colleges

Course Code: 015 EDU 013

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
DSCC-11	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the Concept, Principle and Types of Guidance

CO 2: Analyze the Importance of Guidance Services

CO 3: Comprehend the knowledge of Orientation, Information, Counseling, Placement and Follow up Service

CO 4: Recognize the Scope of guidance services

CO 5: Appreciate the advantages of Guidance services

Content of Course – 11	56 Hrs
Unit –1 – Introduction of Guidance	14
Chapter No. 1: Meaning , Definitions and Characteristics	4 hours
Chapter No. 2: Types of Guidance –Educational , Vocational and Personal	5 hours
Chapter No. 3: Organization of Guidance Services –	5 hours
3.1. Role of Principal/Head Master	
3.2. Role of Career Master	
Unit - 2 Guidance Services	14
Chapter No. 4: Orientation Service	7 hours
4.1. Concept and Importance	7 hours
4.2. Organization of service	
Chapter No. 5: Information service	
5.1. Concept and Sources of Information	
5.2. Types of Information	
5.2.1. Educational Information	
5.2.2. Vocational Information	
5.2.3. Personal Information	
5.3. Need of Information service	

Chapter No.6: Counseling Service 6.1. Meaning and Nature 6.2. Steps involved in Counseling Process 6.3. Types of Counseling-Directive(Counselor Centred), Non directive(Counselee Centred) and Eclectic 6.4. Techniques of Counseling	
Unit - 3 Placement and Remedial Service	14
Chapter No.7: Concept , and Objectives of Placement and Remedial Service Chapter No.8: Types of Placement and Importance of Remedial Service Chapter No. 9: Advantages and Disadvantages of Placement service	2 hours 6 hours 6 hours
Unit – 4: Follow-up and Evaluation service	14
Chapter No.10: Concept, Characteristics and Objectives Chapter No.11: Plan for Follow-up Service Chapter No. 12: Organization of Follow-up service and Evaluation Service	4 hours 5 hours 5 hours

Transaction Mode References: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc..

Text Books /

- Bhatia, K. K. (1977) Measurement and Evaluation in Education: A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2020) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
- Dr Raju G (2010) Guidance and Counseling Vidyanidhi Prakashan Gadag.
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
- gÁdÄ. f (2004) –'±íPtP ºÄ£ÆÄ«eÁ£ (£Á®£Ä DªÄ) «zÁ:æ¢ ¥:Ä±£ UzU

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination February//March 2024
B.A Fifth Semester
Course XI

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13
- 14.
- 15.

B.A. Semester – V

Skill Enhancement Course (SEC)-03

Course Title: Integration of Micro-Teaching Skills

Course Code: 015 EDU 061

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
SEC-03	Theory	02	02	28 hrs.	1hrs.	20	30	50

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the importance of integration of Skills

CO 2: Analyze components of different desirable and undesirable skills

CO 3: Comprehend the knowledge of Micro-Teaching Skills.

CO 4: Recognize the differences between Macro and Micro lesson plan

CO 5: Appreciate the Skill integration.

Course Title: Integration of Micro-Teaching Skills	28 Hrs
Unit –1 - Micro Teaching Skills (Part-A)	09
Chapter No. 1 : Micro Teaching Skills	4 hours 5hours
1.1. Skill of Writing Instructional Objectives	
1.1.1. Meaning, Components and Lesson Plan	
2.2. Skill of Introducing a Lesson	
2.2.1. Meaning, Components and Lesson Plan	
Unit –2 - Micro Teaching Skills (Part-B)	10
Chapter No. 2: Skill of Fluency on Questioning.	3 hours 4 hours 3 hours
2.1. Meaning and Components	
2.2. Lesson Plan	
Chapter No. 3: Skill of Explaining.	
3.1. Meaning and Components	
3.2. Lesson Plan	
Chapter No. 4: Skill of Reinforcement	
4.1. Meaning and Components	
4.2. Lesson Plan	

Unit - 3 Unit –2 - Micro Teaching Skills (Part-C)	09
Chapter No. 5: Skill of Stimulus Variation	3 hours
5.1.Meaning and Components	3hours
5.2.Lesson Plan	3hours
Chapter No. 6: Skill of Using Blackboard	
6.5.Meaning and Components	
6.6.Lesson Plan	
Chapter No. 6: Integration of Skills	

Transaction Mode: Lecture, Demonstration, Discussion, Project, Problem Solving, Brain Storming, , PPT mode of Instruction,

Text Books / References

- Buch, M.B. (1977) Developing skills of instruction through microteaching. In APEID, Teacher Education for a Changing Society, (Mimeo), 113-15. UNESCO Regional Office (ACEID), Bangkok.
- Das, R.C., Passi, B.K. and Singh, L.C. (1978a) Effectiveness of microteaching in teacher training — a study. In Indian Educational Review 13, 1, 1-19.
- Das, R.C. and Singh, L.C. (1978) A study of the effects of sex, age and qualification on development and teaching competence through microteaching. In Journal of Education & Psychology 35, 4, 180-90.
- Das, R.C, Passi, B.K., Janghira, N.K. and Singh, A. (1979) Effectiveness of Variations in Microteaching Components — An Experimental Study, (Mimeo). NCERT, New Delhi.
- Das, R.C, Passi, B.K. and Singh, L.C (1980) Relative Effectiveness of Microteaching Components. NCERT, New Delh
- Dr.Raju.G. (2007) ” Micro Teaching Skills ” Vidhyanidhi Prakashan Gadag
- Dr.Raju.G. (2006) ” Lesson Plan, Unit Plan, Resource Unit Plan and Micro-Teaching Skills ” Vidhyanidhi Prakashan Gadag

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Quiz/ Assignment/ Small Project	05
Seminar	05
Total	20 Marks

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (SEC)
B.A Degree Examination February /March 2024
B.A Fifth Semester
Course -3**

Duration: 01 Hours

Maximum Marks: 30

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any two of the following questions not more than one page 2X5=10

- 7
- 8
- 9
- 10

PART –C

III. Answer any one of the following questions not more than two pages 1X10=10

- 12.
- 13

Haveri University, Haveri

Subject - Education

As per New Syllabus of NEP – 2020

Academic Year 2023-2024

B.A VI Semester

Sem.	Type of Course	Theory/ Practical	Course Code	Course Title	Instructi onhour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
VI	DSCC-12	Theory	016 EDU 011	Education in Ancient and Medieval India	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016 EDU 012	Indigenous Education and Ancient Indian Universities	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016 EDU 013	Education Under British Period	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	Internship/			016 EDU 091	-----	-----	-----	-----	50	0	50
	SEC-04		016 EDU 061	Education for Life Skills	02hrs	28	01 hr	20	30	50	02
Total											26

* in lieu of internship, 01 additional SEC/ Course based Activities may be offered

Internship:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

Note;

- 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6th semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.

B.A. Semester – VI
Discipline Specific Core Course (DSCC)-12

Course Title: Education in Ancient and Medieval India
Course Code: 016 EDU 011

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
DSCC-12	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

- CO 1:** Understand the Ideals of Vedic, Buddhist and Islam education
- CO 2:** Analyze the Principles of Vedic, Buddhist and Islam education
- CO 3:** Comprehend the knowledge of Educational Rituals
- CO 4:** Recognize the Methods of teaching during Vedic, Buddhist and Islam Education
- CO 5:** Appreciate the educational system of Vedic, Buddhist and Islam.

Content of Course – 12	56 Hrs
Unit –1 - Vedic Education	14
Chapter No. 1: The Concept and Ideals of Vedic Education	4 hours
Chapter No. 2: Educational Principles, Forms of educational institutions – Gurukula, Parishad and Sammelanas.	5 hours
Chapter No. 3: Educational Rituals, Curriculum, Methods of Teaching, Discipline, Examination, Qualities of Pupil, Teacher and their Relationship.	5 hours
Unit - 2 Buddhist Educations.	14
Chapter No. 4: The Concept and Ideals of Buddhist Education.	7 hours
Chapter No. 5: Principles, Age and admission, Educational Ritual, Duties of Teacher, Relation of Guru with Disciples	7 hours
Chapter No.6: Curriculum, Methods of Teaching, Discipline and Examination, Merits and demerits of Buddhist Education.	
Unit - 3 Islam Education	14
Chapter No.7: The Concept and Ideals of Islam Education	2 hours
Chapter No.8: Educational Principles and Rituals, Aims and Objectives of Education, Curriculum, Teacher-Pupil relationship and Discipline.	6 hours
	6 hours

Chapter No. 9: Educational Organization- 9.1. Maktabas and Madrasas.	
Unit – 4: Early Europeans Educational efforts	14
Chapter No. 10: Early Europeans Educational efforts Chapter No. 11 : Contributions of East India Company and Christian Missionaries to Indian Education Chapter No. 12: Significance of Charter Act of 1813	4 hours 6 hours 4 hours

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc,

Text Books / References

- **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
- **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **J.P.Naikand Syed Nurullah.**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **P.L.Rawat**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.**“History of Indian education” Vidyanidhi Prakashan Gadag
- **Sharma.** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination June /July 2024
B.A Sixth Semester
Course XII**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13
- 14.
- 15.

B.A. Semester – VI

Discipline Specific Core Course (DSCC)-13

Course Title: Indigenous Education and Ancient Indian Universities

Course Code: 016 EDU 012

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
DSCC-13	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

- CO 1:** Understand the Salient features of Indigenous education
- CO 2:** Analyze the causes for downfall of Indigenous Educational Institution
- CO 3:** Comprehend the knowledge Ancient Indian Universities
- CO 4:** Recognize the famous ancient Indian Universities
- CO 5:** Appreciate the educational system of ancient Indian Universities

Content of Course – 13	56 Hrs
Unit –1 – Concept of Indigenous Education	14
Chapter No. 1: Survey report of Bengal, Madras and Bombay Provinces	4 hours
Chapter No. 2: The Concept and Characteristics of Indigenous Educational Institutions	5 hours
Chapter No. 3: Causes of downfall of Indigenous Educational Institution	5 hours
Unit - 2 Agencies of Indigenous education	14
Chapter No. 4: Family- Meaning, Characteristics and Educational functions.	7 hours
Chapter No. 5: Community- Meaning, Characteristics and Educational Functions	7 hours
Chapter No. 5: Gurukulas, Patashalas, Buddha sangha, Maktabas, Churches and Temples	
Unit - 3 Ancient Indian Universities	14
Chapter No.7: Takshashila University	4 hours
Chapter No.8: Nalanda University	5 hours
Chapter No. 9: Vikramashila and Vallabhi University	5 hours

Unit – 4: Methods of Teaching in Indigenous educational Institutions	14
Chapter No. 10: Oral, Question and Answer, Storytelling, Excursion and Lecture and Discussion method Chapter No. 11 : Evidence method, Prominence of logic, Meditation in Solitude Conference method,	7 hours 7 hours

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc,

Text Books / References

- **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
- **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **Das.S.K.**“Educational System of Ancient Hindus”, Panchamontola Road, Calcutta.
- **J.P.Naikand Syed Nurullah.**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **P.L.Rawat**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.**“History of Indian education” Vidyanidhi Prakashan Gadag
- **Sharma.** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination June /July 2024
B.A Sixth Semester
Course XIII**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7
- 8
- 9
- 10
- 11

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13
- 14.
- 15.

B.A. Semester – VI

Discipline Specific Core Course (DSCC)-14

Course Title: Education under British Period

Course Code: 016 EDU 013

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
DSCC-14	Theory	04	04	56 hrs.	2hrs.	40	60	100

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the Macaulay's minute and Woods Dispatch of 1854.

CO 2: Analyze the growth of Primary, Secondary and Higher education under Diarchy and Provincial Autonomy

CO 3: Comprehend the knowledge of recommendations made by various commissions and committee

CO 4: Recognize the major recommendations made by various commissions and committees under British Tertiary in India

CO 5: Appreciate the Growth of education under British period

Content of Course – 14	56 Hrs
Unit –1 – Education during 1813 to 1882	14
Chapter No. 1 Controversy between Classist and Anglicist 1.1. Lord Macaulay 's Minute and its Result	4 hours 5 hours 5 hours
Chapter No. 2. Woods Dispatch of 1854 and Its impact on Educational Growth	
Chapter No. 3. Indian Education Commission of 1882 3.1. Appointment of the Commission 3.2. Objectives 3.3. Major Recommendations	
Unit – 2-Education during 1904 to 1917	14
Chapter No. 4 Educational policy of Lord Curzon and Government resolution of 1904	7 hours 7 hours
Chapter No. 5: Gopal Krishna Gokhale's' efforts for compulsory primary	

education	
Chapter No.6: Calcutta University Commission of 1917	
Unit – 3-Education during 1921 to 1937	14
Chapter No. 7: Education Under Diarchy	2 hours
Chapter No. 8: Dr. Philip Hartog Committee of 1929	6 hours
8.1. Concept of Wastage and Stagnation	6 hours
8.2. Causes and Remedies of Wastage and Stagnation	
Chapter No. 9: Central Advisory Board of Education	
Unit – 4: Education during 1937 to 1944	14
Chapter No. 10: Education under Provincial Autonomy	3 hours
Chapter No. 11 : Wood and Abbott committee report of 1937	5 hours
Chapter No. 12: John Sergeant report on Education	6 hours

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc,

Text Books / References

- **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
- **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **Das.S.K.**“Educational System of Ancient Hindus”, Panchamontola Road, Calcutta.
- **J.P.Naikand Syed Nurullah.**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **P.L.Rawat**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.**“Education in ancient and medieval India,” Neelkamal Prakashan Hyderabad
- **Dr.Raju.G.**“History of Indian education” Vidyanidhi Prakashan Gadag

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	10
Internal Assessment Test 2	10
Quiz/ Assignment/ Small Project	10
Seminar	10
Total	40 Marks

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (DSCC)
B.A Degree Examination June /July 2024
B.A Sixth Semester
Course XIV

Duration: 2 Hours

Maximum Marks: 60

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any four of the following questions not more than one page 4X5=20

- 7.
- 8.
- 9.
- 10.
- 11.

PART -C

III. Answer any three of the following questions not more than two pages. 3X10=30

- 12.
- 13.
- 14.
- 15.

B.A. Semester – VI
Internship or Skill Enhancement Course (SEC)-04

Course Title: Internship or Education for Life Skills

Course Code: 016 EDU 091 or 016 EDU 061

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
*INTERNSHIP OR	Theory	02				50	0	50
SEC-04	Theory	02	02	28 hrs.	1hrs.	20	30	50

Course Outcomes (COs): At the end of the course students will be able to:

CO 1: Understand the different Life Skills

CO 2: Analyze components of different Life skills

CO 3: Comprehend the knowledge of Life Skills education and Literacy Programme.

CO 4: Recognize the types of Life Skills

CO 5: Appreciate the Literacy Programme.

Course Title: Education for Life Skills	28 Hrs
Unit –1 – Concept of Life Skill	09
Chapter No. 1 : Meaning, Definitions, and Importance of Life Skills	4 hours 5hours
Chapter No. 2: Classification of Skills – 2.1. Ability oriented Skills, 2.2. Emotional Skills and 2.3. Social Skills	
Unit –2 – Ability oriented Skills	10
Chapter No. 3: Skill of decision making and Skill Problem Solving Chapter No. 4: Skill Critical Thinking and Creative Thinking	5hours 5 hours
Unit - 3 Unit –Social and Emotional Skills	09
Chapter No. 5: Skill of Communication and Interpersonal Relationship.	3 hours

Chapter No. 6: Skill of Empathy and Coping with Stress and Emotions	3hours
Chapter No. 7: Skill of Self Awareness	3hours

Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case Study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc,

Text Books / 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.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju.G.**-(2022) “Process and Philosophical Dimensions of Education” Vidyaniidhi Prakashan Gadag
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Formative Assessment for Theory	
Assessment Occasion/ type	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Quiz/ Assignment/ Small Project	05
Seminar	05
Total	20 Marks

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (SEC)
B.A Degree Examination June /July 2024
B.A Sixth Semester
Course IV

Duration: 01 Hours

Maximum Marks: 30

Instructions:

- * Answer to the questions according to instructions given
- * Answer to the questions should be specific

PART –A

I. Answer any five of the following questions in two to three sentences 5X2=10

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

PART –B

II. Answer any two of the following questions not more than one page 2X5=10

- 7
- 8
- 9
- 10

PART -C

III. Answer any one of the following questions not more than two pages. 1X10=10

- 12.
- 13