



**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)/JS/MGJ(Gen)/2024-25/1612

Date:

ಅಧಿಸೂಚನೆ

27 JUL 2024

ವಿಷಯ: ಸರ್ಕಾರದ ಆದೇಶ ದಿನಾಂಕ: 08.05.2024 ಅನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ NEP ಅಡಿಯಲ್ಲಿ ಪ್ರೋಗ್ರಾಂ ವಿದ್ಯಾರ್ಥಿ (Curriculum Structure)ದಂತೆ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮದ ಅನುಷ್ಠಾನ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಪ್ರಧಾನ ಕಾರ್ಯದರ್ಶಿಗಳು, ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 166 ಯುಎನ್‌ಇ 2023, ದಿ: 08.05.2024.
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯಗಳ ಸಂ:2, 3, 4, 5, 6, 7, 8 & 9, ದಿ:16.07.2024.
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 27/07/2024

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ, ಉಲ್ಲೇಖ-01ರ ಸರ್ಕಾರ ಆದೇಶಾನುಸಾರ 2024-25ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಈ ಕೆಳಗಿನ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳ NEP ಅಡಿಯ ಪ್ರೋಗ್ರಾಂ ವಿದ್ಯಾರ್ಥಿ (Curriculum Structure)ದಂತೆ ಪರಿಷ್ಕೃತ ಪಠ್ಯಕ್ರಮ ರಚನೆ ಕುರಿತಾಗಿ ಸಂಬಂಧಿಸಿದ ಅಭ್ಯಾಸಸೂಚಿ ಮಂಡಳಿ ಹಾಗೂ ನಿಖಾಯಗಳ ಶಿಫಾರಸ್ಸಿನಂತೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪದವಿಗಳ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕ.ವಿ.ವಿ.ಯ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅ.ನಂ.	ಪದವಿ			ಸೆಮಿಸ್ಟರ್	
1	1	B.A	8	BTM	1 ರಿಂದ 6ನೇ ಸೆಮಿಸ್ಟರ್
	2	BSW	9	B.Sc	
	3	B.Sc. (H.M)	10	BCA	
	4	B.Com	11	B.Com (CS)	
	5	B.Com (E-Commerce Operation)	12	B.Com (Retail Operations)	
	6	B.Com (Banking Financial Services & Insurance)	13	B.Com (Logistics)	
	7	BBA	14	BBA (Logistics Management)	
2	1	B.Sc (Data Science)	2	B.Sc (Artificial Intellgence & Machinery Learning)	1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್
3	1	BASLP	3	BPA	1 ರಿಂದ 8ನೇ ಸೆಮಿಸ್ಟರ್
	2	BVA	4	B.Sc. Pulp & Paper	

A. Channarayana
ಕುಲಸಚಿವರು.

ಅಡಕ: ಮೇಲಿನಂತೆ

ಗೆ,
ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ. (ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ ಹಾಗೂ ಮಿಂಚಂಚೆ ಮೂಲಕ ಬಿತ್ತರಿಸಲಾಗುವುದು)

ಪ್ರತಿ:

- ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು / ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು / ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ / ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, ಯು.ಯು.ಸಿ.ಎಂ.ಎಸ್. ಘಟಕ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
- ಎನ್.ಇ.ಪಿ. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳು, ಸಿ.ಡಿ.ಸಿ. ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



KARNATAK UNIVERSITY, DHARWAD

PROGRAMME - B.A

DISCIPLINE: EDUCATION

Draft syllabus for B.A in Education

DISCIPLINE SPECIFIC CORE COURSE
(DSC) FOR I TO VI SEMESTER.
ELECTIVE COURSES (EC) FOR
V AND VI SEMESTER

(As per NEP Revised 2024)

Effective from 2024-25

Karnatak University, Dharwad

B.A.in Education

Effective from 2024-25

Semester	Type of Course	Theory /Practical	Course Code	Course Title	Instruction hour/week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
I	DSC-1	Theory	A1EDU1T1	Fundamentals of Education	05+1 hrs	75	03hrs	20	80	100	06
II	DSC-2	Theory	A2EDU1T1	Understanding Sociology of Education	05+1 hrs	75	03hrs	20	80	100	06
III	DSC-3	Theory	A3EDU1T1	Understanding Psychology of Education	05+1 hrs	75	03hrs	20	80	100	06
IV	DSC-4	Theory	A4EDU1T1	Human learning process and Personality	05+1 hrs	75	03hrs	20	80	100	06
*V	SPECIALIZATION-1	Theory	A5EDU2T1	Development of Education In Ancient and Medieval India	05+1 hrs	75	03hrs	20	80	100	06
	SPECIALIZATION-2	Theory	A5EDU2T2	Great Western Educational Thinkers	05+1 hrs	75	03hrs	20	80	100	06
	SPECIALIZATION-3	Theory	A5EDU2T3	Educational Administration and Management	05+1 hrs	75	03hrs	20	80	100	06
*VI	SPECIALIZATION-1	Theory	A6EDU2T1	History of Indian Education Under British Period	05+1 hrs	75	03hrs	20	80	100	06
	SPECIALIZATION-2	Theory	A6EDU2T2	Educational Principles of Great Indian Thinkers	05+1 hrs	75	03hrs	20	80	100	06
	SPECIALIZATION-3	Theory	A6EDU2T3	Guidance Services in School and Colleges	05+1 hrs	75	03hrs	20	80	100	06
V	OPEN ELECTIVE COURSE -1	Theory	A5EDU5T1	Philosophical, Psychological and Sociological Foundations of Education	03hrs	45	03hrs	20	80	100	03
VI	OPEN ELECTIVE COURSE-2	Theory	A6EDU5T1	Communication and Human Personality	03hrs	45	03hrs	20	80	100	03
IV/V/ VI	Skill Enhancement Course	Theory / Practical	COEDU6P1	Training on Micro-Teaching Skills	02 hrs	30	1 1/2 hrs	10	40	50	02

*There shall be Specialization in 5th and 6th Semester. Student shall either Specialization 1 or 2 or 3 in 5th semester, similarly, Specialization 1 or 2 or 3 in 6th semester.

** Student shall study Skill of this subject either in 4th / 5th / 6th but not in all the semester.

***A Students shall select any one elective course but it should be other than his/her Major course and will be study the same elective in both 5th and 6th semester for B.A Programme.

****Practice Teaching on Micro-Teaching Skills should be conducted in selected Primary or Secondary Schools.



Karnatak University, Dharwad

B.A. in Education

Programme Specific Outcomes (PSO):

On completion of the 03 years Degree in Arts students will be able to:

- Demonstrate, solve and understand the major concepts in all the disciplines of Arts
- Understanding and analyzing subject content and pedagogy thoroughly
- Understand practical skills so that they can understand and assess risks and work safely and competently in the field.
- To apply standard methodology to the solutions of problems in Education
- Provide students with the ability to plan and carry out experiments independently and assess the significance of outcomes.
- Develop in students the ability to adapt and apply methodology to the solution of unfamiliar types of problems.
- To build confidence in the candidate to be able to work on his own in institution of higher education.
- To develop an independent and responsible work ethics.
- Understand different values, morality, and social service and accept responsibility for the society.
- Empowered to Integrate and applying ICT in learning process.
- Understand and practice good intellectual, Social, Emotional and Moral values. And yoga, Self-defence and sports.
- From a variety of sources, including electronic and print resources, community resources and personal data, to answer the selected questions.

B.A. Semester-I

Discipline Specific Course (DSC)-01

Course Title: - Fundamentals of Education

Course Code: A1EDU1T1

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
DSC-1	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the Concept, Process and Scope of Education

CO2: Gain the knowledge of different Life Skills

CO3: Comprehend the Classical and Contemporary aims of Education

CO4: Understand the concept of Philosophy of Education.

CO5: Understand the interrelationship between Education and Philosophy.

CO6: Gain the knowledge of Curriculum Design

CO7: Understand the Principles and Methods of Teaching

Details of Unit	Title of the Paper: Fundamentals of Education	75 hrs/sem
Unit: I	Meaning, Abstract Concept and Scope of Education	15 hrs
	1.1 Education: Meaning, Definitions, Abstract Concept and Scope of Education 1.2. Education as a process and product 1.2.1. Education is continues Process 1.2 2. Bipolar Process of Education 1.2.3. Tree-polar Process of Education 1.2.4. Deliberate Process of Education 1.3. Education for Life Skills	
Unit:2	Classical and Contemporary Aims of Education	15 hrs
	2.1. Classical Aims of Education 2.1.1. Education for Knowledge 2.1.2. Education for Character Building 2.1.3. Education for Culture 2.2. Contemporary Aims of Education 2.2..1. Education for Social Efficiency	

	<p>2.2.2. Education for National Integration</p> <p>2.3. Functions of Educations</p> <p>2.3.1. Role of Education in Development of Intellectual Skills</p> <p>2.3.2. Role of Education in Development of Social Skills</p>	
Unit:3	Philosophical Bases of Education	15hrs
	<p>3.1. Meaning, Definitions and Concept of Philosophy of Education.</p> <p>3.2. Relationship between Philosophy and Education</p> <p>3.3. Western Schools of Philosophy (In brief)</p> <p>3.1. Idealism</p> <p>3.2. Naturalism</p> <p>3.3. Pragmatism</p> <p>3.4. Realism</p>	
Unit:4	Curriculum Design	15 hrs
	<p>4.1. Curriculum: Meaning, Definitions and Characteristics of Curriculum.</p> <p>4.2. Principles of Curriculum Construction</p> <p>4.3. Components of Curriculum Construction</p> <p>4.4. Curriculum Design</p> <p>4.1. Subject Centred,</p> <p>4.2. Learner Centred,</p> <p>4.3. Activity Centred</p> <p>4.4. Problem Centred</p>	
Unit:5	Principles and Methods of Teaching	15 hrs
	<p>5.1. Meaning, Definitions and principles of Teaching.</p> <p>5.2. Principles of selection of the good teaching method</p> <p>5.3. Discussion Method of Teaching</p> <p>5.3.1. Meaning and Stages</p> <p>5.3.2. Merits and Demerits</p> <p>5.4. Project Method Teaching</p> <p>5.4.1. Meaning, Definitions, Principles and Stages</p> <p>5.4.2. Merits and Demerits</p>	

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

Recommended books:

1. **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
2. **Bhatia K. K. and Narang C. L.**(2006)-“Principles of Education” Published by Prakashan Brothers, 546, Book Market, Ludhiana – 141 008.
3. **Chaube S.P. and AkhileshChaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
4. **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
5. **Dr.Raju G.**(2013)-“ “Principles of Educational Philosophy”, VidhyanidhiPrakashan, Gadag.
6. **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
7. **Dr.Raju.G.**-(2023) “Principles and Methods of Teaching ”VidhyanidhiPrakashan, Gadag
8. qÁ.gÁdÁ f. (2009)-“±PÁt PÁVÁÁ, ÁZÁ vÁÁÁÁ” «ZÁÁ Çü ¥ÁÁ±EÁ UÁÁÁ
9. qÁ.gÁdÁ f.(2011) “²PÁt ZÁ vÁÁÁÁ¹ÁÁÁ ÁÁVÁÁ , PÁÁd±Á¹ÁÁÁ DZÁgÁÁÁ” «ZÁÁ Çü ¥ÁÁ±EÁ UÁÁÁ

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment Test-1	05
Internal Assessment Test-2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester–II

Discipline Specific Course (DSC) -2

Course Title: -Understanding Sociology of Education

Course Code:A2EDU1T1

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No.of Lectures/Hours /Semester	Duration of Exam	Formative Assessment Marks	SummativeAssessmentMarks	TotalMarks
DSC-2	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

- CO1: Apply the principles of the Social context of learning in his/her learning.
- CO2: Recognize the facts and forms of Culture
- CO3: Make an attempt to bring social change through the process of Education.
- CO4: Establish the relationship between Technology and Education.
- CO5: Appreciate the role of Social agencies in learning process
- CO6: Understand the Importance of National Integration
- CO7: Understand the interrelationship between School Subjects

Details of Unit	Title of the Paper : Understanding Sociology of Education	75 hrs/sem
Unit:1.	Sociological Bases of Education	15 hrs
	1.1. Socialization: Meaning and Definitions 1.1.1 Education as a Socializing factor 1.1.2. Conditions for effective Socialization process in Schools. 1.2.Culture: Meaning and Definitions and Characteristics 1.3. Cultural change and Cultural Lag,	
Unit:2	Social Agencies of Education	15 hrs
	2.1. Agencies of Education: 2.1.1. Formal agencies of Education: Meaning, Characteristics and Role 2.1.2. Informal agencies of Education: Meaning, Characteristics and Role 2.1.3. Non-formal Agencies of Education:Meaning, Characteristics and Role 2.2. Family as an agency of Education 2,2,1.Meaning and Importance 2.2.2.Specific Educational Functions 2.3.Community: Meaning, Characteristics and Functions	
Unit-3	Education as an Instrument of Social Change.	15 hrs

	<p>3.1. Social Change:</p> <p>3.1.1. Meaning, Definitions and Characteristics</p> <p>3.1.2. Factors influencing on Social Change.</p> <p>3.2. Modernization Process</p> <p>3.2.1. Meaning and Definitions</p> <p>3.2.2. Characteristics of Modernization process</p> <p>3.3. Technology and Education</p> <p>3.3.1. Meaning and Definitions of Educational Technology</p> <p>3.3.2. Importance of Educational Technology</p>	
Unit-4	Education and National Integration	15 hrs
	<p>4.1. Concept and Significance of National Integration</p> <p>4.2. Fissiparous Tendencies in our National Life</p> <p>4.3. Role of Education in Promoting National Integration and International Understanding</p>	
Unit-5	Education as a School Subject	15 hrs
	<p>5.1. Meaning, Definitions and Significance of School Subject</p> <p>5.2. Interrelationship between Education and other School Subjects</p> <p>5.3. Education as an School subject</p>	

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

Recommended books:

- **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
- **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 AkhileshChaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
- **Dr.Raju.G.**-(2013)-“Sociological Perspectives of Education ” VidhyanidhiPrakashan, 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
- qÁ.gÁdÁ f. (2009)-“±Pñt PÁVÁÁ, DzÁ vÁUÁÁ” «ZÁ±Cü ¥DÁ±EÁ UZÁUÁ
- qÁ.gÁdÁ f. (2011) “²Pñt ZÁ vÁVÁÁ¹ÁÁÁ ÁÁVÁU, PÁÁd±Á¹ÁÁÁ DzÁgUÁÁ” «ZÁ±Cü ¥DÁ±EÁ UZÁUÁ

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- III

Discipline Specific Course (DSC)-03

Course Title: -Understanding Psychology of Education

Course Code:A3EDU1T1

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
DSC-3	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the interrelationship between Education and Psychology

CO2: Recognize the Methods of Psychology

CO3: Comprehend the knowledge of different stages of human development

CO4: Analyze the Adolescence Psychology

CO5: Appreciate the role of Heredity and Environment in Human development.

CO6: Gain the knowledge of Human Intelligence

CO7:Analyze the Growth and Distribution of Intelligence

CO8:Recognize the Components of Emotional Intelligence

Details of Unit	Title of the Paper : Understanding Psychology of Education	75 hrs/sem
Unit:1	Concept of Psychology and Educational Psychology	15 hrs
	1.1. Psychology: Meaning, Definitions and Nature 1.2. Relationship between Education and Psychology 1.3. Educational Psychology 1.3.1. Meaning and Definitions. 1.3.2. Nature and Scope 1.4.Necessity of Educational Psychology to a Teacher	
Unit:2	Methods of Psychology	15 hrs
	2.1. Traditional Methods of Psychology 2.1.1. Introspection method- 2.1.2.Observation method- 2.2. Advanced Methods of Psychology. 2.2.1.Case study method- 2.2.2. Experimental method-	

Unit-3	Concept of Growth, Development and Maturation	15 hrs
	<p>3.1. Growth, Development and Maturation.</p> <p> 3.1. Meaning and Definitions</p> <p> 3.2. Differences between Growth and Development,</p> <p>3.2. Stages of Growth and Development (E.B.Hurlock's Classification)</p> <p>3.3. Adolescent Psychology-</p> <p> 3.1. Meaning and Definitions</p> <p> 3.2. Specific characteristics</p> <p> 3.3. Needs and problems of adolescence</p>	
Unit-4	Understanding of Heredity and Environment	15 hrs
	<p>4.1. Heredity and Environment.</p> <p> 4.1.1. Meaning and Definitions</p> <p> 4.1. 2. Laws/Principles of Heredity</p> <p>4.2. Role of Heredity and Environment in Human Development</p> <p>4.3. Individual differences in Human abilities.</p> <p> 4.3.1 Meaning and Definitions</p> <p> 4.3.2 Areas of Individual Differences</p> <p>4.3.3 Causes of individual differences</p>	
Unit-5	Understanding Human Intelligence and Emotional Intelligence	15 hrs
	<p>5.1. Human Intelligence</p> <p> 5.1.1. Meaning and Definitions.</p> <p> 5.1.2. Growth and Distribution</p> <p> 5.1.3. Concept of Intelligence Quotient</p> <p>5.2. Theories of Intelligence</p> <p> 5.2.1. Charles Spearman's two factor theory,</p> <p> 5.2.2 L.L. Thurston's Multiple factor theory of Intelligence.</p> <p>5.3. Types of Intelligence Tests and Uses</p> <p>5.4. Meaning and Components of Emotional Intelligence(In Brief)</p> <p> 5.4.1. Self-Awareness</p> <p> 5.4.2. Self-Regulation</p> <p> 5.4.3. Motivation</p> <p> 5.4.4. Empathy</p> <p> 5.4.5. Social Skills</p>	

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

Recommended books:

1. Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
2. Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
3. Bracht, H. Glem and Others (1992). Perspectives in Educational and Psychological Measurement.
4. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
5. Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
6. Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
7. Dr Raju G (2014) Advanced Educational Psychology, VidyanidhiPrakashan Gadag.
8. Dr Raju G (2020) “Philosophical, Sociological and Psychological Foundations of Education” Neelkamal Publication Hyderabad.
9. Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
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Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- IV

Discipline Specific Course (DSC)-04

Course Title: -Human learning Process and Personality

Course Code:A4EDU1T1

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
DSC-4	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the nature of Human learning process

CO2: Apply the principles of the learning in his/her learning.

CO3: Understand the factors influencing on Human personality.

CO4: Recognize the implications of defense mechanisms.

CO5: Understand the concept of motivation.

CO6: Make an attempt to bring changes through the Communication process.

CO7: Understand the Information Processing

Detail of Unit	Title of the Paper: “Human learning Process and Personality”	75 hrs/sem
Unit:1	Understanding Human Learning Process	15 hrs
	1.1. Learning- 1.1. Meaning, Definitions and Characteristics 1.2. Process of learning- Motive, Goal and Blocks 1.2. 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) 1.3. Theories of Learning- 1.3.1. E L Thorndike’s theory of Trial and Error Learning(With Reinforcement) 1.3.2. Ivan Pavlov’s Classical conditioning theory of learning(Without Reinforcement) 1.3.3. Wolfgang Kohler’s Insight Learning 1. 3.4. Albert Bandura’s Social or Observation learning	
Unit:2	Understanding Human Personality and Mental Health	15 hrs

	<p>2.1. Human Personality:</p> <p>2.1.1 Meaning, Definitions and Nature of Personality-</p> <p>2.1.2. Factors influencing on Personality Development</p> <p>2.2. Theories of Personality-</p> <p>2.2.1. Psycho-analytic theory of Sigmund Freud</p> <p>2.2.2 Trait theory of G.W. Allport</p> <p>2.3. Personality Adjustment</p> <p>2.3.1. Characteristics of well adjusted personality</p> <p>2.3.2. Maladjusted personality</p> <p>2.4. Adjustment Mechanisms or defense mechanisms and Mental Health</p>	15hrs
Unit:3	Understanding Human Motivation	15 hrs
	<p>3.1. Human motivation-</p> <p>3.1.1 Meaning and Definitions.</p> <p>3.1.2.Types, and Classification of Motivation</p> <p>3.2.Hierarchical theory of motivation</p> <p>3.3.Strategies for motivating students</p>	
Unit:4	Information processing	15 hrs
	<p>4.1.Information processing-</p> <p>4.1.1. Meaning and General Principles</p> <p>4.1.2. Importance of information processing.</p> <p>4.2.Stage model of information processing-</p> <p>4.2.1 Sensory memory</p> <p>4.2.2 Short-term memory</p> <p>4.2.3 Long term memory</p> <p>4.3. Cognitive process in the information processing</p> <p>a)Attention b) Perception c) Rehearsal d) Encoding e) Retrieval</p>	
Unit:5	Understanding Human Communication	15 hrs
	<p>5.1. Human Communication-Meaning and Definitions</p> <p>5.2.Characteristics of Communication</p> <p>5.3. Types and Importance of Communication.</p>	

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

Recommended books:

1. Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi
2. Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash

Brothers, Ludhiana.

3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
4. Guilford, J. P. (1967) The Nature of Human Intelligence. New York: MacGraw Hill Book Company.
5. Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
6. Dr Raju G (2014) Advanced Educational Psychology, VidyanidhiPrakashan Gadag.
7. Dr Raju G (2022) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
8. Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana,Dharwad (Kannada)
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Formative Assessment for Theory	
Details of Assessment	Marks
Internal AssessmentTest1	05
Internal AssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- V

Student shall select Specialization 1 or 2 or Specialization 3 for 06 credits only

Specialization -01

Course Title:-Development of Education in Ancient and Medieval India

Course Code:A5EDU2T1

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
Specialization -01	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

- CO1:** Understand the Ideals of Vedic, Buddhist and Islam education
- CO2:** Comprehend the knowledge of Educational Rituals
- CO3:** Recognize the Methods of teaching during Vedic, Buddhist and Islam Education
- CO4:** Appreciate the educational system of Vedic, Buddhist and Islam.
- CO5:** Understand the Salient features of Indigenous education
- CO6:** Analyze the causes for downfall of Indigenous Educational Institution
- CO7:** Comprehend the knowledge Ancient Indian Universities
- CO8:** Appreciate the educational system of ancient Indian Universities

Details of Unit	Title of the Paper :”Development of Education In Ancient and Medieval India”	75 hrs/sem
Unit:1	Understanding Vedic Education	15 hrs
	1.1. The Concept and Ideals of Vedic Education 1.2. Educational Principles, Forms of educational institutions – 1.2.1 Gurukula 1.2.2. Parishad 1.2.3. Sammelanas. 1.3. Educational Rituals, Curriculum, Methods of Teaching, Discipline, Examination Qualities of Pupil, Teacher and their Relationship.	
Unit:2.	Understanding Buddhist Educations.	15 hrs
	2.1. The Concept and Ideals of Buddhist Education. 2.2. Principles, Age and admission, Educational Ritual, Duties of Teacher, Relation of Guru with Disciples 2.3. Curriculum, Methods of Teaching, Discipline and Examination, Merits and demerits of Buddhist Education.	

Unit:3	Understanding Islam Education	15 hrs
	3.1.The Concept and Ideals of Islam Education 3.2.Educational Principles and Rituals, Aims and Objectives of Education, Curriculum Teacher-Pupil relationship and Discipline. 3.3.Educational Organization- 3.3.1. Maktabas and Madrasas.	
Unit:4	Early Europeans Educational efforts	15 hrs
	4.1. Early Europeans Educational efforts 4.2.Contributions of East India Company and Christian Missionaries to Indian Education 4.3.Significance of Charter Act of 1813	
Unit:5	Understanding Indigenous Education	15 hrs
	5.1.Survey report of Bengal, Madras and Bombay Provinces 5.2.The Concept and Characteristics of Indigenous Educational Institutions 5.3.Causes of downfall of Indigenous Educational Institution	

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

Recommended books:

1. **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
2. **Chaube, S.P.** "History of Education in India", Ram Narain Lal and Beni Madho, Allahabad.
3. **Das.S.K.**"Educational System of Ancient Hindus", Panchamontola Road, Calcutta.
4. **Mukerji.Radhakumud**"Ancient Indian Education", Motilal Banarasi DAS, Delhi
5. **Mudaliar.A.L.**" Education of India", Asia Publication House, Bombay
6. **P.L.Rawat**"History of Indian Education"Published by Ram Prasad and Sons, Agra-
7. **Dr.Raju.G.**"Education in ancient and medieval India," Neelkamal PrakashanHydrabad
8. **Dr.Raju.G.**"History of Indian education" VidyanidhiPrakashan Gadag

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- V Specialization -02

Course Title: -Great Western Educational Thinkers

Course Code: A5EDU2T2

Type of Course	Theory /Practical	Credits	Instruction hours per week	Total No. of Lectures/Hours /Semester	Duration of Exam	Formative Assessments Marks	Summative Assessment Marks	Total Marks
Specialization -02	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the Philosophy of Western Thinkers

CO2: Analyze the Educational Principles of Western Thinkers

CO3: Comprehend the knowledge of Theory of Anschauung, and Method of Sensory Training

CO4: Appreciate the classical works of Western Philosophers.

CO5: Recognize the educational system advocated by Western Thinkers

Details of Unit	Title of the Paper: "Great Western Educational Thinkers"	75 hrs/sem
Unit –1	Unit –1 Educational Contributions of Jean Jacques Rousseau	15 hrs
	1.1. Life and Works 1.2. Educational Principles and Aims of Education 1.3. Concept of Negative Education and Rousseau 's view on Women s Education 1.4. Stages of Growth and Development and Education. 1.4.1. Education for Infancy 1.4.2. Education for Childhood 1.4.3. Education for Boyhood 1.4.4 Education for Youth	
Unit –2	Educational Contributions of John Heinrich Pestalozzi	15 hrs
	2.1. Life and Works 2.2. Educational Principles, Aims of Education. 2.3. Educational Experiments 2.4. Theory of Anschauung and Methods of Teaching	
Unit –3	Educational Contributions of Friedrich William August Froebel	15hrs
	3.1. Life and Works 3.2. Educational Principles and Aims of Education 3.3. Kindergarten and Methods of Teaching	

	3.3.1. Meaning, Objectives and Salient features 3.3.2. Methods of Teaching – A) Song, Gestures and construction method B) Gifts method C) Occupations method D) Play way method	
Unit –4	Educational Contributions of Dr. Maria Montessori	15hrs
	4.1. Life and Works 4.2. Educational principles and Children House 4.3. Sensory Training and Methods of Teaching	
Unit –5	Educational Contributions of John Dewey	15hrs
	5.1. Life and Works 5.2. Educational principles and Aims of Education 5.3. The curriculum and Methods of Teaching 5.4. Laboratory school (Experimental School) 5.5. Activity Movement	

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

Recommended books:

1. **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi
2. **Chauhan S.P. and Akhilesh Chauhan**(2002) -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
3. **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
4. **Dr. Raju. G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
5. **Dr. Raju G.**-(2009)“Doctrine of Great Educators”, Vidhyanidhi Prakashan, Gadag.
6. **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
7. **q. g. Ad. f.** -(2010)“**Education in India**” <ZÁ=Çü ¥Bá+ÈÁ UZUA

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment Test 1	05
Internal Assessment Test 2	05
Assignment	10
Total	20 Marks
Formative Assessment as per guidelines.	

B.A. Semester- V Specialization -03

Course Title:- Educational Administration and Management

Course Code: A5EDU2T3

Type of Course	Theory / Practical	Credits	Instruction hours per week	Total No. of Lectures / Hours / Semester	Duration of Exam	Formative Assessments Marks	Summative Assessment marks	Total Marks
Specialization -03	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Elucidate the concerns of Educational organization, administration and management.

CO2. Explain the process of Educational Administration and management at different levels and their functioning.

CO3. Explicate the role of head master and the teachers in school management.

Details of Unit	Title of the Paper: Educational Administration and Management	75 hrs/ sem
Unit -1	Educational Organization	15 hrs
	1.1. The Concept and importance of Educational Organization, Administration and Management. 1.2. Distinction between Educational Administration and Management. Objectives, Nature and Scope of Educational Management. 1.3. Educational Management as a System: Concept and Importance, Educational Institution as a System, Human resources and Other resources.	
Unit -2	Administration and Management of Education at Centre and State Periods	15 hrs
	2.1 Centre-State relationship in Educational Administration and Management. 2.2 Administration and Management of Education of Central Ministry of Human Resource Development.[MHRD] 2.3 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT. 2.4 Administration and Management of Education at State. The Administrative Structure of Education in the State: KSHEC, Department of Public Instruction, DSERT and DIET. 2.5 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee (SDMC) and	

	Parent-Teacher Association (PTA).	
Unit –3	Management of School and Supervision	15hrs
	<p>3.1 Basic Components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource Management.</p> <p>3.2 Supervision, Inspection and Monitoring: Concept, Objectives, Scope, Types, Functions, Challenges and Suggestions for the improvement of supervision.</p> <p>3.3. Institutional Planning: Concept, Objectives, Importance, Preparation and Challenges.</p> <p>3.4 Total Quality Management (TQM): Role of the Head Master and Teachers in Promoting the TQM in Education and Institution and Time Management.</p>	
Unit –4	Maintaining Healthy Education Institutional Climate	15hrs
	<p>4.1 Institutional Organization Climate (School): Human Resources and Material resources of School Components.</p> <p>4.2 The school complex :Meaning and its importance</p> <p>4.3 Creative Activities of the School: School Exhibition, Subject Clubs, Formal and Informal events, etc.</p> <p>4.4 School Records: Types, Need & Maintenance. e-Records and Maintenance</p>	
Unit –5	Financing Education in India	15hrs
	5.1.Financing of education in India: Role of Union Government, State Government, Local Bodies/Government, UNESCO, UNICEF, UNDP, World Bank and UNFA in financing education – Funding system of education: Public, fees, student loans, education ches, industry and external aids.	

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

Recommended books:

1. Aggarwal, J.C. (1994)_ Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
2. Devegouda, A.C.(1973)_A Hand book of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
3. Kochar, S.K.(1991)_Secondary School Administration', New Delhi: Sterling Publishers
4. Martin, Lawrence.L(1993)_Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
5. Mathur,S.S.((1969)_Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate MaiHiran
6. Sharma,T.S.(2005)_School Management and Administration', Patiala: Shaheed-E-Azam Printers.

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- VI

Student shall select Specialization 1 or 2 or Specialization 3 for 06 credits only

Specialization -01

Course Title: -History of Indian Education under British Period

Course Code: A6EDU2T1

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
Specialization -01	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the Macaulay minute and Woods Dispatch of 1854.

CO2: Analyze the growth of Primary, Secondary and Higher education under Diarchy and Provincial Autonomy

CO3: Comprehend the knowledge of recommendations made by various commissions and committee

CO4: Recognize the major recommendations made by various commissions and committees

CO5: Appreciate the Growth of education under British period

Details of Unit	Title of the Paper:”History of Indian Education Under British Period”	75 hrs/sem
Unit –1	Education during 1813 to 1882	15 hrs
	1.1. Controversy between Classicist and Anglicist 1.2. Lord Macaulay ‘s Minute and its Result 1.3. Woods Dispatch of 1854 and Its impact on Educational Growth 1.4. Indian Education Commission of 1882 1.4.1. Appointment of the Commission 1.4.2. Objectives 1.4.3. Major Recommendations	
Unit –2	Education during 1904 to 1917	15 hrs
	2.1.Educational policy of Lord Curzon and Government resolution of 1904 2.2.Gopal Krishna Gokhale’s’ efforts for compulsory primary education 2.3.Calcutta University Commission of 1917	
Unit –3	Education during 1921 to 1937	15 hrs
	3.1.Education Under Diarchy 3.2.Dr. Philip Hartog Committee of 1929 3.2.1. Concept of Wastage and Stagnation	

	3.2.2. Causes and Remedies of Wastage and Stagnation 3.3. Central Advisory Board of Education	
Unit –4	Education during 1937 to 1944	15 hrs
	4.1. Education under Provincial Autonomy 4.2. Wood and Abbott committee report of 1937 4.3. Wardha Scheme of Education	
Unit –5	Education during Independence	15 hrs
	5.1. John Sergeant report on Education 5.2. The status of Indian education on the eve of Independence 5.3. Shortcomings and Achievements	

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

Recommended books:

1. **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
2. **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
3. **Das.S.K.** “Educational System of Ancient Hindus”, Panchamontola Road, Calcutta.
4. **J.P.Naik and Syed Nurullah.** “A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
5. **P.L.Rawat** “History of Indian Education” Published by Ram Prasad and Sons, Agra-
6. **Dr.Raju.G.(2018)** “Education in ancient and medieval India,” Neelkamal Prakashan Hyderabad
7. **Dr.Raju.G.(2022)** “History of Indian education” Vidyanidhi Prakashan Gadag

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment Test - 1	05
Internal Assessment Test -2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- VI

Specialization -02

Course Title: -Educational Principles of Great Indian Thinkers

Course Code: A6EDU2T2

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
Specialization -02	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the Educational Philosophy of Indian Thinkers

CO2: Analyze the Principles of Indian Thinkers .

CO3: Comprehend the knowledge of Kayaka, Basic Education and Integral Education

CO4: Recognize the classical work of Indian Thinkers.

CO5: Appreciate the contributions of Indian Thinkers.

Details of Unit	Title of the Paper:"Educational Principles of Great Indian Thinkers"	75 hrs/ sem
Unit –1	Educational Contributions of Sri Basaveshwara	15 hrs
	1.1. Life and Works 1.2.His Progressive Thoughts 1 2.1. Kayak 1.2.2 Superstitions 1.2.3. Casteism 1.3.His view on Women Education	
Unit –2	Educational Contributions of Swami Vivekananda	15 hrs
	2.1.Life and Works 2.2.Educational Principles and Aims of Education, Curriculum, Methods of Teaching, Qualities of Teacher and Students 2.3.Religious Mass and Women Education	
Unit –3	Educational Contributions of Mahatma Gandhi	15 hrs
	3.1 Life and Works 3.2.Educational Principles, Aims of Education, Curriculum and Methods of Teaching 3.3.Basic Education has his Special Contribution	
Unit –4	Educational Contributions of Rabindranath Tagore	15 hrs

	4.1. Life and Works 4.2. Educational Principles, Aims of Education, Curriculum and Methods of Teaching 4.3. Vishwabharati –Teaching and Learning process	
Unit –5	Sri Aurobindo	15 hrs
	5.1. Life and Works 5.2. Educational Principles 5.3. Integral Education	

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

Recommended books:

1. **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
2. **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
3. **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
4. **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
5. **Dr.Raju G.**-(2009)“Doctrine of Great Educators”, VidhyanidhiPrakashan, Gadag.
6. **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
7. qÁ.gAdã f. -(2010)“±Pit vDjA” «ZÁÇü ¥BA±EÄ UZUA

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- VI Specialization -03

Course Title: -Guidance Services in School and Colleges

Course Code:A6EDU2T3

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
Specialization -03	Theory	6	5+1	75hrs.	3hrs.	20	80	100

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

CO1: Understand the Concept, Principle and Types of Guidance

CO2: Analyze the Importance of Guidance Services

CO3: Comprehend the knowledge of Orientation, Information, Counseling, Placement and Follow up Service

CO4: Recognize the Scope of guidance services

CO5: Appreciate the advantages of Guidance services

Details of Unit	Title of the Paper: "Guidance Services in School and Colleges"	75 hrs/sem
Unit –1	Introduction of Guidance	15 hrs
	1.1. Guidance : Meaning, Definitions and Characteristics 1.2. Types of Guidance –Educational, Vocational and Personal Guidance) 1.3. Organization of Guidance Services 1.3.1.Role of Principal/Head Master in organization of Guidance Services 1.3.2. Role of Career Master in organization of Guidance Services	
Unit –2	Orientation and Information services	15 hrs
	2.1 Orientation Services 2.1.1Concept and Importance 2.1.2. Organization of service 2.2. Information service 2.2.1 Concept and Sources of Information 2.2.2 Types of Information A)Educational information B)Occupational Information C)Personal-social information.	

	2.2.3 Need of Information service	
Unit –3	Counseling Service	15 hrs
	3.1. Counseling Service 3.1.1. Meaning and Nature 3.1.2. Steps involved in Counseling Process 3.2. Types of Counseling-Directive (Counselor Centred), Non directive(Counselee Centred or Clint) and Eclectic 3.3. Techniques of Counseling	
Unit –4	Placement and Remedial Service	15 hrs
	4.1. Concept, and Objectives of Placement and Remedial Service 4.2. Types of Placement and Importance of Remedial Service 4.3. Advantages and Disadvantages of Placement service	
Unit –5	Follow-up and Evaluation Services	15 hrs
	5.1. Concept, Characteristics and Objectives. 5.2. Plan for Follow-up Service 5.3. Organization of Follow-up service and Evaluation Services	

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

Recommended 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, VidyanidhiPrakashan Gadag.
- Dr Raju G (2020) “Philosophical, Sociological and Psychological Foundations of Education” Neelkamal Publication Hyderabad.
- Dr Raju G (2010) Guidance and Counseling VidyanidhiPrakashan Gadag.
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
- gAdA. f (2004)–‘±PMEPA a ÅEVEÅ«eÅEA (EA®EA Dª ÅM) «ZÅª Çi ¥Dª±EUEZUA

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester- V
Open Elective Course (OEC)
It is for other combination students

Course Title:-Philosophical, Psychological and Sociological Foundations of Education

Course Code:A5EDU5T1

Type of Course	Theory /Practical	Credits	Instruction hour per week	Total No.of Lectures/Hours /Semester	Duration of Exam	FormativeAssessment Marks	Summative Assessment Marks	Total Marks
EC-1	Theory	03	04	45hrs.	3hrs.	20	80	100

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

CO1: Understand the Concept, Process and Scope of Education

CO2: Gain the knowledge of Philosophy of Education

CO3: Understand the Interrelationship between Psychology and Education.

CO4: Understand the interrelationship between Education and Philosophy.

CO5: Gain the knowledge of Educational Psychology

CO6:Understand the conditions for effective socialization in School and Colleges.

Details of Unit	Title of the Paper:Philosophical,Psychological and Sociological Foundationsof Education	45 hrs/sem
Unit: I	Philosophical Foundations of Education	15 hrs
	1.1 Education: Meaning, Definitions, Abstract Concept and Scope of Education 1.2. Education as a process and product 1.3. Meaning, Definitions and Concept of Philosophy of Education. 1.4. Interrelationship between Philosophy and Education	
Unit: 2	Psychological Foundations of Education	15 hrs
	2.1. Psychology: Meaning, Definitions and Nature. 2.2. Interrelationship between Psychology and Education 2.3. Educational Psychology 2.3.1. Meaning and Definitions 2.3.2. Nature and Scope 2.4. Necessity of Educational Psychology to a Teacher	
Unit:3	Sociological Foundations of Education	15 hrs
	3.1. Socialization: Meaning and Definitions 3.1.1. Education as a Socializing factor	

	3.1.2. Conditions for effective Socialization process in Schools.	
	3.2. Culture: Meaning and Definitions and Characteristics	
	3.3. Cultural change and Cultural Lag,	

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

Recommended books:

1. **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak,Delhi
2. **Chaube S.P. and AkhileshChaube**(2002) -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
3. **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad
4. **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
5. **Dr.Raju.G.**-(2013)-“Sociological Perspectives of Education ” VidhyanidhiPrakashan, Gadag.
6. **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
7. **Dr.Sharma**-(2008)“Philosophical and Sociological Foundations of Education” Lakshmi NarianAgarwal Educational Publishers,
8. **qÁ.gÁdÄ f.(2009)**-“±Pñt PñVñÄ, ßZñ VñVñÄ” «ZñCñ ¥BñEñ UñZñÄ
9. **qÁ.gÁdÄ f.(2011)** “²Pñt Zñ VñEñ¹ñAiñ ññVñUñ PññÄcñ¹ñAiñ DzñgñVñÄ” «ZñCñ ¥BñEñ UñZñÄ

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment Test -1	05
Internal Assessment Test -2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester– VI

Open Elective Course (OEC)

Course Title: -Communication and Human Personality.

Course Code:A6EDU5T1

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
EC-2	Theory	03	04	45hrs.	3hrs.	20	80	100

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

CO1: Understand the factors influencing on Personality Development

CO2: Gain the knowledge of Communication Skills

CO3: Recognize the role of Cognitive Process and Different types of memory in the information processing

Details of Unit	Title of the Paper: Communication and Human Personality	45 hrs/sem
Unit: I	Understanding Human Personality	15 hrs
	1.1. Human Personality: Meaning and Characteristics 1.2. Factors influencing on Personality Development 1.3. Psycho analytic theory of Sigmund Freud	
Unit: 2	Understanding Human Communication	15 hrs
	2.1. Human Communication: Meaning and Characteristics 2.2. Process of Communication 2.3. Types and Importance of Communication	
Unit:3	Information processing	15 hrs
	3.1. Information Processing: Meaning and General Principles 3.2. Stage model of Information Processing 3.2.1. Sensory Memory 3.2.2. Short term Memory 3.2.3. Long term Memory 3.3. Cognitive Process in the information Processing	

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

Recommended books:

1. Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi

2. Bhatia, K. K. (1977) Measurement and Evaluation in Education : A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
3. Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
4. Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
5. Dr Raju G (2014) Advanced Educational Psychology, VidyanidhiPrakashan Gadag.
6. Dr Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana,Dharwad (Kannada)
7. gÁclĀ f (2004) - 'PĤ PĀ ĀĒĒĀ «ĒĒĀ (ĒĀ®ĒĀ DĀĤ) «ZĀĀCĪ YĒĒĒĀ

Formative Assessment for Theory	
Details of Assessment	Marks
InternalAssessmentTest1	05
InternalAssessmentTest2	05
Assignment	10
Total	20Marks
Formative Assessment as per guidelines.	

B.A. Semester–IV/ V/VI **Skill Enhancement Course (SEC)**

Student shall study SEC in any one of the Semesters either in IV or V or VI semester
College shall decide to allot the students

Course Title: Training on Micro-Teaching Skills

Course Code: COEDU6P1

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	Theory	02	04	56hrs.	1 1/2hrs.	10	40	50

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

CO1: Understand the Elements of Micro-Teaching Skills

CO2: Analyze components of Micro-Teaching skills

CO3: Comprehend the knowledge of Integrating Skills.

CO4: Recognize the differences between Macro and Micro lesson plan

CO5: Appreciate the Skill integration.

Details of Unit	Title of the Paper: Training on Micro-Teaching Skills	30 hrs/sem
Unit: I	Concept of Micro-Teaching	10 hrs
	1.1 Meaning, Definitions and characteristics of Micro Teaching. 1.2. Elements of Micro Teaching. 1.3. Micro Teaching Cycle 1.3.1. Plan 1.3.2. Teaching 1.3.3. Feedback 1.3.4. Re-Plan 1.3.5. Re –Teaching 1.3.6. Re – Feedback	
Unit: 2	Traditional teaching and Micro Teaching	10 hrs
	2.1. Traditional teaching and Micro Teaching 2.2. Micro Teaching Skills 2.2.1. Skill of Writing Instructional Objectives- Meaning, Components and Lesson Plan 2.2.2. Skill of Introducing a Lesson -Meaning, Components and Lesson Plan	
Unit:3	Micro Teaching Skills	10 hrs

	<p>3.1. Skill of Fluency on Questioning.</p> <p style="padding-left: 40px;">3.1.1 Meaning and Components</p> <p style="padding-left: 40px;">3.1.2. Lesson Plan</p> <p>3.2. Skill of Explaining.</p> <p style="padding-left: 40px;">3.2.1. Meaning and Components</p> <p style="padding-left: 40px;">3.2.2 Lesson Plan</p> <p>3.3. Skill of Reinforcement</p> <p style="padding-left: 40px;">3.3.1. Meaning and Components</p> <p style="padding-left: 40px;">3.3.2. Lesson Plan</p>	
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Special Note: Practice Teaching on Micro-Teaching Skills should be conducted in adopted primary or Secondary School

Recommended books:

1. **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
2. **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
3. **Das, R.C. and Singh, L.C. (1978)** A study of the effects of sex, age and qualification on development and teaching competence through micro teaching. In Journal of Education & Psychology 35, 4, 180-90
4. **Das, R.C, Passi, B.K., Janghira, N.K. and Singh, A. (1979)** Effectiveness of Variations in Micro teaching Components — An Experimental Study, (Mimeo). NCERT, New Delhi
5. **RC, Passi, B.K. and Singh, L.C (1980)** Relative Effectiveness of Micro teaching Components. NCERT, New Delhi
6. **Dr.Raju.G. (2008)**” Micro Teaching” VidhyanidhiPrakashan Gadag
7. **Dr.Raju.G. (2022)**” Concept of Micro Teaching” VidhyanidhiPrakashan Gadag

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment Test I & Test 2	05
Assignment	05
Total	10Marks
Formative Assessment as per guidelines.	

GENERAL PATTERN OF THEORY QUESTION COURSE FOR SEC
(40 marks for semester end Examination with 1 1/2 hrs duration)

B.A. EDUCATION (SEC)
Code No- COEDU6P1
B.A Degree Examination
B.A Fourth/Fifth/Sixth Semester

Duration: 1 1/2 Hours

Maximum Marks: 40

Instructions:

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

PART -A

I .Answer the following questions in two to three sentences

5X2=10

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

PART -B

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

2X5=10

- 06
- 07
- 08
- 09

PART -C

III. Answer any two of the following questions not more than three pages 2X10=20

- 10
- 11
- 12
- 13

B.A. programme(DSC / EC) : 2024-25

GENERAL PATTERN OF **THEORY** QUESTION COURSE FOR **DSC/ EC /AECC**

(80 marks for semester end Examination with 3 hrs duration)

Part-A

1. Question number 1-05 carries 2 marks each. : 10 marks

Part-B

2. Question number 06- 15 carries 05Marks each. Answer any 08 questions : 40 marks

Part-C

3. Question number 16-19 carries 10 Marks each. Answer any 03 questions : 30 marks
(Minimum 1 question from each unit and 10 marks question may have
sub questions for 7+3 or 6+4 or 5+5 if necessary)

Total: 80 Marks

Note: Proportionate weight age shall be given to each unit based on number of hours

Prescribed