



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)/SSL-394A/2022-23/1059

Date: 23 SEP 2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2022-23ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ BA Education ವಿಷಯದ 3 ಮತ್ತು 4ನೇ ಸೆಮೆಸ್ಟರ್
NEP-2020 ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 260 ಯುಎನ್ಇ 2019(ಭಾಗ-1), ದಿ:7.8.2021.
2. ಶಿಕ್ಷಣ ನಿಖಾಯ ಸಭೆಯ ಕರಾವಳಿ ದಿನಾಂಕ: 25.08.2022
3. ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂ. 52, ದಿನಾಂಕ: 17.09.2022
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 22-09-2022

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2022-23ನೇ
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಶಿಕ್ಷಣ ನಿಖಾಯದ BA Education ವಿಷಯದ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (NEP)-
2020 ರಂತೆ 3 ಮತ್ತು 4ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗಾಗಿ ವಿಶೇಷ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ ಪಠ್ಯಕ್ರಮವನ್ನು
ಪ್ರಕಟಪಡಿಸಿದ್ದು, ಸದರ ಪಠ್ಯಕ್ರಮವನ್ನು ಕ.ವಿ.ವಿ. www.kud.ac.in ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು
ಸೂಚಿಸುತ್ತಾ, ವಿದ್ಯಾರ್ಥಿಗಳು ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿ
ಅಧೀನದ / ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

(Signature)
ಕುಲಸಚಿವರು

ಗೆ,

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

ಪ್ರತಿ:

1. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
2. ಕುಲಸಚಿವರ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
3. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
4. ಅಧೀಕ್ಷಕರು, ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆ / ಗೌಪ್ಯ / ಜಿ.ಎ.ಡಿ. / ವಿದ್ಯಾಂಡಳ (ಪಿ.ಜಿ.ಪಿ.ಎಚ್.ಡಿ) ವಿಭಾಗ, ಸಂಬಂಧಿಸಿದ
ಕೋರ್ಸುಗಳ ವಿಭಾಗಗಳು ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
5. ನಿರ್ದೇಶಕರು, ಕಾಲೇಜು ಅಭಿವೃದ್ಧಿ / ವಿದ್ಯಾರ್ಥಿ ಕಲ್ಯಾಣ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.



Karnatak University, Dharwad

SUBJECT: EDUCATION - DSCC

SYLLABUS OF

SEMESTER III AND IV

AS PER NEP - 2020

[Effective from 2022-23]

DISCIPLINE SPECIFIC CORE COURSE (DSCC)

FOR SEM III AND IV



Karnatak University, Dharwad

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	: 2022-23

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)											
"Psychological Dimensions of Education"													
Course-05: "Introduction of Educational Psychology "		PO-1	PO-2	PO-3	PO-4	PO-5	PO-6	PO-7	PO-8	PO-9	PO-10	PO-11	PO-12
	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



Karnatak University, Dharwad

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	“Introduction of Educational Psychology ”	Theory	03	03	42 hrs	2hrs	40	60	100
Course-06	“Exceptionality in Human Abilities”	Theory	03	03	42 hrs	2hrs	40	60	100
OEC	“Curriculum Design”	Theory	03	03	42 hrs	2hrs	40	60	100
SEC	“Micro Teaching Skills”	Theory	02	03	30 hrs	01 hrs	20	30	50

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	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	5 hours 3 hours 6 hours
Chapter No. 2: Relationship between Education and Psychology	
Chapter No. 3: Educational Psychology 3.1. Meaning and Definitions. 3.2. Nature and Scope	
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-	3 hours 6 hours 5 hours
Chapter No. 6: Advanced Methods of Psychology. 6.1. Case study method- 6.2. Experimental method-	
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,	3 hours 4 hours 7 hours
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	

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.
- ಗಾಡ್. ಫ (2004)–‘ಪಾಪಾಣಿ’ ಎಂಬ ಲೇಖನ (ಸಂಪಾದಕರು) ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ

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 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	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 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	4 hours 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 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.
- gida f (2004) - PAPA REA «EAC® FED» M k z a z c y b a A A A A

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.
-

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

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 Examination 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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- 6.

PART -B

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

5X4=20

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- 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 -Third Semester
Skill Enhancement Course (SEC)
Title of the Course: “Micro Teaching Skills”

Course	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
SEC	"Micro Teaching Skills"	Theory	02	03	30 hrs	01 hrs	20	30	50

Course Specific Outcomes:

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

1. Understand the Micro Teaching Skills
2. Recognize the Components of each Skills
3. Appreciate the Skill integration.

Content of Skill Enhancement Course	30 Hrs
Unit –1 Micro Teaching Skills -Part “A”	15
Chapter No. 1: Skill of Fluency on Questioning. 1.1. Meaning and Components 1.2. Lesson Plan	5 hours 5 hours 5hours
Chapter No. 2: Skill of Explaining. 2.1. Meaning and Components 2.2. Lesson Plan	
Chapter No. 3: Skill of Reinforcement 3.1. Meaning and Components 3.2. Lesson Plan	
Unit - 2 Micro Teaching Skills -Part “B”	15
Chapter No. 4: Skill of Stimulus Variation 4.1. Meaning and Components 4.2. Lesson Plan	7 hours 8 hours
Chapter No. 5: Skill of Using Blackboard 5.1. Meaning and Components 5.2. Lesson Plan	

Transaction Mode: Demonstration, Project, Problem Solving, Experimental, PPT mode of Instruction, etc.,

Text Books / References

- Applebee, A.N. (1976) Microteaching component skills and the training of teachers: an evaluation of a research and development project. In British Journal of Educational Technology 7, 2, 35A3.
- Appleton, F.C. (1977) Microteaching research and its limited application in the Philippines. In Asian Institute of Teacher Educators Newsletter 6, 1-6.
- Bhattacharya, S.P. (1974a) Micro teaching in the training of polytechnic teachers. Unpublished PhD dissertation. M.S. University of Baroda, Vadodara, India.
- Brown, G. (1975) Microteaching : A Programme of Teaching Skills. Methuen, LABUM.
- 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.
- Butts, D.C. (1977) An assessment of micro-teaching in the context of the graduate training. In McIntyre, D., MacLeod, G. and Griffith, R. (eds) Investigations of Microteaching, 160-78. Croom Helm, London.
- Chandy, V. (1976) Microteaching. In Journal of Educational Research and Extension 12, 4, 219-21.
- Chawdhury, U.S. (1972) Microteaching: an innovation in teacher education. In NIE Journal 6, 3, 19- 23.
- Cooper, J. (1980) Microteaching: forerunner to competency-based teacher education. In Journal of Teacher Education 31,6, 139-46.
- Das, B.C. (1974) Supervision and modelling in microteaching. In TTTL, Report of the Seminar on Microteaching, 19-22. Technical Teachers' Training Institute, Calcutta.
- Das, R.C., Passi, B.K. and Singh, L.C. (1976) Effectiveness of Microteaching: An Experimental Study. NCERT, New Delhi.
- Das, R.C., Passi, B.K. and Singh, L.C. (1977a) Research Studies on Microteaching. NCERT, New Delhi.
- Das, R.C., Passi, B.K. and Singh, L.C. (1977b) An Experimental Study of Differential Effectiveness of Micro-teaching Components, (Mimeo). NCERT, New Delhi.
- 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 Delhi.
- Dr.Raju.G. (2008) "Micro Teaching" Vidyanidhi Prakashan Gadag
- Dr.Raju.G. (2022) "concept of Micro-Teaching Vidyanidhi Prakashan Gadag

Pedagogy

Computational Thinking, Lectures, Seminars, Project based learning, Group Discussion, Case Study, Learning by doing and Practicing Micro teaching Skills.

Weight age

Type of Assessment	Weight age	Duration
Written test-1	10% (5 Marks)	1/2 hour
Written test-2	10% (5 Marks)	1/2 hour
Seminar	10% (5 Marks)	10 Minutes
Case study / Assignment / Field work / Project work/ Activity	10% (5 Marks)	10 Days
Total (20Marks)	40% (of the maximum marks allotted for the paper)	

QUESTION PAPER PATTERN FOR
B.A. EDUCATION (SEC)
B.A Degree Examination January/February 2023
B.A Third Semester
Skill Enhancement Course

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

2X5=10

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

PART -B

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

5X2=10

- 7
- 8
- 9

PART -C

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

10X1=10

- 10.
- 11.



Karnatak University, Dharwad

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	“Human Learning and Personality”	Theory	03	03	42 hrs	2hrs	40	60	100
Course-08	“Human Motivation, Communication and Research”	Theory	03	03	42 hrs	2hrs	40	60	100
OEC	“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	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	4 hours 5 hours 5 hours
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)	
Unit – 2. Cognitive theories of Learning and Human Personality	14
Chapter No. 4: Cognitive theory of Learning- 4.1. Wolfgang Kohler’s Insight Learning	4 hours 5 hours 5 hours
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	
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	3 hours 7 hours 4 hours
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	

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)
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- gAdl. f (2004)-PAPAEEI«eADFA®EED^aWJkZArCfYB+AAZBA

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	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 Chapter No. 2: Hierarchical theory of motivation Chapter No. 3: Strategies for motivating students	5 hours 6 hours 3 hours
Unit - 2 Information processing	14
Chapter No.4: Information processing- 4.1. Meaning and General Principles 4.2. Importance of information processing. 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	4 hours 7 hours 3 hours
Unit - 3 Introduction of Research and Communication	14
Chapter No.7: Human Research- 7.1 Meaning and Definitions 7.2.Importance of Research 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.	4 hours 4 hours 6 hours

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.
- gAdl. f (2004) – PAPAEEI <E@EED^N> kZi r cYB+AAZBA

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	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment 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	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.
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- **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.