



# **RANI CHANNAMMA UNIVERSITY**

# **BELAGAVI**

THE COURSE STRUCTURE & SYLLABUS OF UNDER GRADUATE

BACHELOR OF ARTS

EDUCATION

1<sup>ST</sup> TO 6<sup>TH</sup> Semesters

w.e.f.

Academic Year 2020-21 and Onwards  
Under

**CHOICE BASED CREDIT SYSTEM (CBCS)**

**Rani Channamma University Belagavi, School Of Education**  
**CBCS Based Syllabus Course in Education (Optional)**  
**(W.e.f Academic Year 2020-201 Onwards)**

Semester	Code/ Course	Paper No	Title Of the Paper	Teaching Hours / Week		Marks			Duration
				Hours	Credits	IA	Sem End Exam	Total	
I	DSC I	1	Principles of Education	5	3	20	80	100	3
II	DSC 2	2	Sociological Foundations of Education	5	3	20	80	100	3
III	DSC 3	3	Psychological Foundations of Education	5	3	20	80	100	3
	SEC 1	4	Personality Development & Life Skills	2	2	10	40	50	2
IV	DSC 4	5	Advanced Educational Psychology	5	3	20	80	100	3
	SEC 2	6	Educational Guidance & Counseling	2	2	10	40	50	2
V	DSC 1	7	Educational Thoughts of Great Indian Thinkers	5	4	20	80	100	3
	DSE 1	7.1	Development Of Education System in India	5	4	20	80	100	3
	OR								
	DSE 1	7.1	Educational Commission in Free India						
	SEC 3	8	Teaching Skills and Strategies	2	2	10	40	50	2
VI	DSC 1	9	Educational Thoughts of Great Western Thinkers	5	4	20	80	100	3
	DSE 1	9.1	Current Affairs in Indian Education	5	4	20	80	100	3
	OR								
	DSE 1	9.1	Educational Research & Statistics						
	SEC 4	10	Educational Technology & Communication skills	2	2	10	40	50	2
<b>Total</b>				<b>48</b>	<b>36</b>	<b>200</b>	<b>800</b>	<b>1000</b>	

# **CBCS SYLLABUS FOR BA (UG) EDUCATION (OPTIONAL)**

## **(2020-21 onwards)**

<b><u>BA I SEMESTER</u></b>	-	PRINCIPLES OF EDUCATION
DSC- Discipline Specific Course	-	

<b><u>BA II SEMESTER</u></b>	-	SOCIOLOGICAL FOUNDATIONS OF EDUCATION
(DSC- Discipline Specific Course)	-	

<b><u>BA III SEMESTER</u></b>	-	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION
(DSC- Discipline Specific Course)		
SEC Skill Enhancement Course (SEC)	-	PERSONALITY DEVELOPMENT & LIFE SKILLS

<b><u>BA IV SEMESTER</u></b>	-	ADVANCED EDUCATIONAL PSYCHOLOGY
(DSC- Discipline Specific Course)		
SEC Skill Enhancement Course (SEC)	-	EDUCATIONAL GUIDANCE AND COUNSELLING

<b><u>BA V SEMESTER</u></b>	-	EDUCATIONAL THOUGHTS OF GREAT INDIAN THINKERS
(DSC- Discipline Specific Course)		
DSE- Discipline Specific Elective	-	DEVELOPMENT OF EDUCATION SYSTEM IN INDIA OR EDUCATIONAL COMMISSIONS IN FREE INDIA
SEC Skill Enhancement Course (SEC)		TEACHING SKILLS & STRATEGIES

<b><u>BA VI SEMESTER</u></b>	-	EDUCATIONAL THOUGHTS OF WESTERN THINKERS
(DSC- Discipline Specific Course)		
DSE- Discipline Specific Elective	-	CURRENT AFFAIRS IN INDIAN EDUCATION OR EDUCATIONAL RESEARCH & STATISTICS
SEC Skill Enhancement Course (SEC)		EDUCATIONAL TECHNOLOGY & COMMUNICATION SKILLS

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## B.A. First Semester EDUCATION (Optional)

### PRINCIPLES OF EDUCATION (DSC)

Teaching 05 hours per week

Total 75 hours

#### OBJECTIVES:-

**On Completion of the course, the students will be able to:-**

1. Understand the basic concept of Education and its significance
2. Interpret the relation between Education and other sciences
3. Understand the different aims of Education
4. Describe the components and principle of curriculum
5. Develop the awareness of eternal human values

#### Unit I- Meaning, Importance and Scope of Education.

- 1.1 Meaning of Education - Broader and Narrow meaning of education, Indian and Western concept of Education
- 1.2 Scope and Importance of education
- 1.3 Education as a process and product
- 1.4 Education as a science or an art
- 1.5 Education for life skills

**15 hrs**

#### Unit II- Aims and functions of Education

- 2.1 Meaning and Need for Aims of Education
- 2.2 Individual Aims of Education - Education for Knowledge, Education for character, Education for culture, Education for health, Education for vocation
- 2.3 Social Aims of Education -- Education for Social efficiency, Education For Democracy and Citizenship, Education for National Integration, Education for International Understanding.
- 2.4 Functions of Education
- 2.5 Preservation and transmission of cultural Heritage

**15hrs**

### **Unit III- Relation Between Education And Other Sciences**

- 3.1 Philosophy and Education
- 3.2 Psychology and Education
- 3.3 Sociology and Education
- 3.4 Economics and Education
- 3.5 Technology and Education

**15 hrs**

### **Unit IV – Curriculum (Functions and Design)**

- 2.1 Curriculum- meaning and definitions of Curriculum
- 2.2 Components of Curriculum
- 2.3 Distinction between Curriculum and Syllabus
- 2.4 Principles of curriculum construction
- 2.5 Curriculum Design: Subject centered, Learners centered, Activity Centered

**15 hrs**

### **Unit V- Education and Values**

- 5.1 Values – Meaning and definitions
- 5.2 Importance of values
- 5.3 Classification: Physical, emotional, mental, social, moral and spiritual values and their examples
- 5.4 Religions as sources of eternal human values: Righteousness, Non violence, universal love or humanism, truthfulness and peace
- 5.5 Approaches to inculcation of Value Education: Direct, Indirect, Incidental and integrated methods

**15 hrs**

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20 Marks</b>	<b>80 Marks</b>

**Assignments:** (Any one)

1. A critical appraisal of relationship between education and other disciplines
2. Preparing a comparative chart of Individual and social aims of Education
3. Analyze the importance of value education in present context
4. Collect, compare and interpret different definitions on education from Indian and Western philosophers
5. Any other assignment suggested by the teacher relevant to the units

**References:**

- Aggarwal, J.C. (1996) Theory and Principles of Education: Philosophical and Sociological Bases of Education. Vikas Publishers, New Delhi.
- Broudy, S.H. (1962) Building a Philosophy of Education. New York: Prentice Hall.
- Brubacher, J.S. (1995) The Challenge to Philosophic about Education: Modern Philosophic and Education. Chicago: University of Chicago Press.
- Brubacher, John, S. (1947) History of the problems of Education. New York: McGraw –Hill.
- Chaube, S.P. (1998) Philosophical and Sociological Foundations of Akilesh Chaube Education. Vinod Pustak mandir, Agra.
- Christopher, (1969) What is Philosophy of Education. London: Collier McMillan Ltd.
- Curtis, S.J.(1996) An Introduction to Philosophy of Education. London: Turoria Press.
- Dewey,J. (1916) Democracy and Education. New York: McMillan.
- J.C.Walia (2001) Principles and Methods of Education. Paul Pub, Jalandhar.
- Jantli R.T. (1992) Shikshana Tatvashastra Hagu Samajashastra, Bharath book Depot, Dharwad.

- ✚ Karajagi B.D. (1994) Shikshanada Tatvagalu Mattu Shaikshanika Samajashastra. Sri Prakashana Dharwad.
- ✚ Kongawad, N.B. (1993) Bharatadalli Shikshana Hagu Prachalita Samasyegalu, Vidyanidhi Prakashana, Gadag.
- ✚ Mathur S.S. (1966) A Sociological Approach to Indian Education. Vinod Pustak Maldig.
- ✚ Obalesha Ghatti, (1994) Udayonmukha Bharatadalli Shikshana, Toranghatta.
- ✚ Sharma G.R. (1987) Trends in Contemporary Indian Philosophy of Education – A Critical Evaluation, New Delhi: Nirmal Publishers.
- ✚ Shivashankar H.V. (1982) Bharatadalli Shikshana, Hanji Prakashana Davanagere.

- ✚ ದಳವಾಯಿ ಎಸ್.ಬಿ (೨೦೧೦), ಶೈಕ್ಷಣಿಕ ತತ್ವಶಾಸ್ತ್ರ-ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ದೇವೇಗೌಡ ಎ.ಸಿ ಮತ್ತು ವೀರಪ್ಪ ಎನ್.ಎಸ್ ಶಿಕ್ಷಣದ ತತ್ವದೃಷ್ಟಿ ಮತ್ತು ಮನೋವಿಜ್ಞಾನ
- ✚ ಕರಜಗಿ ಬಿ.ಡಿ, ಶೈಕ್ಷಣಿಕ ತತ್ವಗಳು ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಮಾಜಶಾಸ್ತ್ರ
- ✚ ಹೆಗ್ಗನದೊಡ್ಡಿ ಎ.ಆರ್-೦೫) (೨೦೦೪) ಶಿಕ್ಷಣ ಶಾಸ್ತ್ರದ ಆಧಾರಗಳು, ವಿವೇಕ ಪ್ರಕಾಶನ, ಸಿಂಧಗಿ
- ✚ ಗುಡ್ಡಳ್ಳಿ ಎನ್.ಎಸ್ (೨೦೦೪) ಶಿಕ್ಷಣದ ಆಧಾರಗಳು, ಭಾರತ ಪ್ರಕಾಶನ, ಧಾರವಾಡ

### QUESTION PAPER PATTERN:

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each**

**(2x10=20marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages**

**(1x15=15 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## B.A. Second Semester EDUCATION (Optional)

### SOCIOLOGICAL FOUNDATIONS OF EDUCATION (DSC)

Teaching 05 hours per week

Total 75 hours

#### **OBJECTIVES:-**

**On Completion of the course, the students will be able to:-**

1. Trace the role of Education in Socialization process and favorable conditions for effective socialization
2. Describe the structure and functions of various agencies of education
3. Know the Importance of Social change and role of Education in Social change
4. Understand the deferent Social Issues and Strategies to resolve social issues
5. Understand the Concept of Traditionalism and Modernization

#### **Unit I- Meaning, Concept and Scope of Sociological Foundations of Education**

- 1.1 Meaning, nature and scope of Educational Sociology
- 1.2 Socialization- meaning, concept and scope
- 1.3 Education as a Socializing factor, conditions for effective socialization
- 1.4 Meaning and concept- Culture, cultural change and cultural lag
- 1.5 Education for transmission and refinement of culture

15 hrs

#### **Unit II - Agencies of Education**

- 2.1 Agencies of Education- meaning, definitions
- 2.2 Active (Direct) and Passive (Indirect) Agencies of Education
- 2.3 Formal, informal and non formal agencies of Education
- 2.4 Role of Family, School, Religious institutions, Play groups in Education
- 2.5 Mass media in Education - Radio, Television, ICT, Press and Cinema

15 hrs

#### **Unit III- Education and Social Change**

- 3.1 Social change: meaning and significance
- 3.2 Factors influencing social change
- 3.3 Resistance for social change
- 3.4 Education as an instrument of social change
- 3.5 Education and Economic Development: their inter-relationship, Education as an aspect of Human Resource Development

15 hrs

## **Unit IV – Social Issues and Education**

- 4.1 Social issues- Meaning and nature
- 4.2 Different social issues in the present educational context-unemployment, poverty, education of socially and economically backward classes
- 4.3 Causes for social issues
- 4.4 Strategies to resolve social issues- Initiatives by government and other agencies (NGO's and Charitable trusts)
- 4.5 Role of education in redressing social issues

**15 hrs**

## **Unit V – Traditionalism and Modernization**

- 5.1 Concept of traditionalism
- 5.2 Social and cultural traditions
- 5.3 Modernization – meaning and features
- 5.4 Attributes of modernization
- 5.5 Traditions in the present Indian society

**15 hrs**

## **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment/Tutorial</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20 Marks</b>	<b>80 Marks</b>

## **Assignments** (Any one)

1. Analyze the importance of education as an instrument of social change
2. Analyze the importance of Traditions in the present Indian Society
3. Study about strategies to resolve Social Issues.
4. Education as Socializing factor, conditions for effective socialization
5. Any other assignment suggested by the teacher relevant to the topics

## References:

6. Brown.F.1. - (1947) Educational sociology: New Delhi: Prentice Hall
  7. Bhushan.V.S- (1982) Introduction to sociology, Allahabad: Kitab Mahal
  8. Mathur.S.S. - (1966) A Sociological approach to Indian Education, Vinod Pustak Maldig
  9. Agarwal J C - Theory and Principles of Education Vikas Publishing House Pvt. Ltd. Delhi
  10. Chaube S P - Foundations of Education Vikas Publishing House Pvt. Ltd. Delhi
  11. Dr.Sharma - Philosophical and sociological Foundations of Education. Laxmi Narian Agarwal Education Publishers, Anupam Plaza Agra.
  12. Saiyibuduim - Education culture and social order
  13. Moris Ginsburg -Sociology of Education
  14. Lokman Ali – Teacher Education
  15. S.K.Murthy - Philosophical and Sociological foundations of Education
  16. R.S.Pandey - Principles of Education
  17. Ottaway - Introduction to the sociology of Education
  18. ಬಿ.ಡಿ. ಕರಜಗಿ- ಶೈಕ್ಷಣಿಕ ಉತ್ಪಾದನೆ ಮತ್ತು ಶೈಕ್ಷಣಿಕ ಸಮಾಜಶಾಸ್ತ್ರ
19. ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧) ಸಮಾಜಶಾಸ್ತ್ರದ ದೃಷ್ಟಿಯಲ್ಲಿ ಶಿಕ್ಷಣ ,ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
20. ಪ್ರೊ. ಕೆ.ಜಿ. ಕುಲಕರ್ಣಿ-ಶಿಕ್ಷಣದ ತಾತ್ವಿಕ ಹಾಗೂ ಸಾಮಾಜಿಕ ಬುನಾದಿಗಳು
21. ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೩-೧೪) ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ,ವಿದ್ಯಾನಿಶಿಕ್ಷಣ ಪ್ರಕಾಶನ,ಗದಗ
22. ರುದ್ರೇಶ ಬಿ ಎಸ್ (೨೦೦೭)-ಭಾರತೀಯ ಸಮಾಜದಲ್ಲಿ ಶಿಕ್ಷಕ ಹಾಗೂ ಶಿಕ್ಷಣ, ವಿದ್ಯಾ ಪ್ರಕಾಶನ,ಗದಗ

## **QUESTION PAPER PATTERN:**

**Total 80 Marks**

- Q.I. Answer any ten out of twelve questions in two to three sentences each**  
(10x2=20 marks)
- Q.II. Answer any five out of seven questions in about one page each**  
(5x5=25 marks)
- Q.III. Answer any two out of three questions in about two pages each**  
(2x10=20 marks)
- Q.IV. Answer any one out of two questions in about three pages**

**(1x15=15 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

**B.A. Third Semester EDUCATION (Optional)**

**PSYCHOLOGICAL FOUNDATIONS OF EDUCATION (DSC)**

**Teaching 05 hours per week**

**Total 75 hours**

## **OBJECTIVES: -**

**On Completion of the course, the students will be able to:-**

1. Acquire an understanding of meaning and importance of psychology and Educational Psychology.
2. Gain the knowledge of different stages of human development and understand the characteristics of various stages of development.
3. Acquaint with the role of heredity and environment, and understands the needs and problems of adolescents.
4. Understand the behavior of individual in a group.
5. Understand the memory and forgetting processes.

## **Unit 1: Psychology and Education**

- 1.1 Psychology – meaning and definitions and nature
- 1.2 Psychology as a science
- 1.3 Branches of Psychology - Developmental psychology, Differential psychology and Abnormal psychology
- 1.4 Educational Psychology - meaning, scope and importance.
- 1.5 Psychological Methods: Introspection method, Observation method, Case-study, Experimental method - meaning, steps, merits, demerits and educational implications

**15 Hrs**

## **Unit II: Stages of Growth and Development**

- 2.1 Growth and Development – Meaning and Principles
- 2.2 Differences between growth and development
- 2.3 Stages of development- infancy and childhood
- 2.4 Adolescent Psychology- Meaning, Importance, Problems of adolescents (Emotional, Social, Moral)
- 2.5 Role of education in solving problems of adolescents

**15 Hrs**

## **Unit III- Heredity and Environment**

- 3.1 Heredity - Meaning, concept and nature
- 3.2 Mechanism of heredity
- 3.3 Laws of heredity
- 3.4 Environment – Meaning and types of environment
- 3.5 Role of heredity and environment in human development

**15 Hrs**

## **Unit IV- Group Dynamics**

- 4.1 Group Dynamics - Meaning, characteristics and Importance
- 4.2 Types of group - Primary, Secondary and out group
- 4.3 Behavior of individual in a group
- 4.4 Role of Sympathy, Suggestion and Imitation in a Group
- 4.5 Group Morale and Leadership - meaning of group morale and leadership, characteristics of leadership, types of leadership – Democratic and Autocratic.

**15 Hrs**

## **Unit V: Memory and Forgetting**

- 5.1 Memory – Meaning, definitions and stages of memory
- 5.2 Types of memory
- 5.3 Measures to improve Memory
- 5.4 Forgetting - Meaning, types and Causes
- 5.5 Information process – Meaning and Importance

**15Hrs**

## ASSESSMENT

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20M Arks</b>	<b>80 Marks</b>

### Assignments: (Any one)

1. Preparing a comparative chart of different psychological methods
2. Preparing comparative charts of different stages of development with reference to physical, mental, emotional and social characteristics
3. Conduct a brief survey on role of sympathy suggestion and imitation in a group
4. Study about the importance of Heredity and Environment on human Development
5. Any other assignment suggested by the teacher relevant to the topic

### **References:**

- ✚ Ausubel, D.P. (1968) Educational Psychology; A cognitive View, New York: Holt, Rineart and Winston, Inc.
- ✚ Biehler, R.F. and Snowman, Jack (1993) Psychology Applied to Teaching (Seventh Edition), New Jersey: Houghton Mifflion Co.
- ✚ Bigge, M.L. and Hunt, M.P. (1980) Psychological Foundations of Education: An Introduction to Human Motivation, Development and Learning, (3<sup>rd</sup> Ed), New York: Harpan and Row Publishers.
- ✚ Bigger, J.J. (1983) Human Development, New York: Macmillan Publishing Co.Inc.
- ✚ Blair. G.H., Jones, R.S. and Simpson, R.H. (1975) Educational Psychology, (4<sup>th</sup> Ed), New York: Macmillan Publishing Co.Inc.
- ✚ Bhargava, Mahesh (1994) Introduction to Exceptional Children, New Delhi: Sterling Publishers.
- ✚ Chaube S.P. (1997) Educational Psychology, Agra: Laxmi Narain Agarwal.

- ✚ Bhatia, K.K. Educational Psychology and techniques of Teaching, Kalyani Publishers, Ludhiana 1944
- ✚ Bhargava, Mahesh, (1994) Introduction to Exceptional Children, Sterling Pulishers, New Delhi.
- ✚ Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing House, New Delhi.
- ✚ Dandapani, S. (2000) Advanced Educational Psychology, Anmol Publications Pvt. Ltd.

✚ DeCecco, John, P. (1987) Psychology of Learning and Instruction, Prentice Hall, New Delhi.

✚ Educational Psychology – B.Kuppaswamy

✚ Educational Psychology – C.E.Skinner

✚ Advanced Educational Psychology – Dr.H.M.Kashinath

✚ Adolescent Development – E.B.Harlock

✚ Gifted children in the classroom – Torrance

✚ ಪ್ರೊ.ಎಸ್.ಬಿ.ದಳವಾಯಿ(೨೦೧೨) ಶಿಕ್ಷಣದ ಮನೋವೈಜ್ಞಾನಿಕ ಆಧಾರಗಳು, ವಿದ್ಯಾ ಪ್ರಕಾಶನ, ಗದಗ

✚ ಡಾ|| ಕಾಶೀನಾಥ, ಡಾ|| ತಳವಾರ, ಡಾ|| ಅಜಾತಸ್ವಾಮಿ, ಡಾ|| ಕೈಲಾಸಲಿಂಗಂ(೧೯೮೯) ಬೋಧನೆ, ಕಲಿಕೆಪ್ರಕ್ರಿಯೆಯಲ್ಲಿನೋವಿಜ್ಞಾನ, ಯುವಜನ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ವೇದಿಕೆ, ಇಳಕಲ್.

✚ ಡಾ|| ಕೊಂಗವಾಡ ಎನ್.ಬಿ(೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,

✚ ಡಾ|| ಎಚ್.ವಿ.ವಾಮದೇವಪ್ಪ(೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನಬ್ಲೀ, ಶ್ರೀಕಾಶ್‌ನ, ಪ ದಾವಣಗೆರೆ

✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧) ಮಾನವ ವಿಕಾಸದ ವಿಅರಿಡ್ವ್ಯಾನಿಧಿ, ಪ್ರಕಾಶನ, ಗದಗ

✚ ಜಿ. ರಾಜು (೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

✚ ಹನುಮಂತರೆಡ್ಡಿ ಜಿ.(೨೦೦೬) ಮನೋವೈಜ್ಞಾನಿಕ ದೃಷ್ಟಿಯಲ್ಲಿ'ಬ್ಲೀಶಿಕ್ಷಕೇಶನ.ಲನ್ಹ್ವೇ, ಪ ಮೈಸೂರು

✚ ಎಚ್.ಎಂ.ಚಂದ್ರಾಚಾರ(೨೦೧೪) ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ಅಶ್ವಿನಿ ಪ್ರಕಾಶನ, ರಾಣೆಬೆನ್ನೂರ

**QUESTION PAPER PATTERN:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each (2x10=20**

**marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages (1x15=15 marks**

RANI CHANNAMMA UNIVERSITY, BELAGAVI.  
B.A. Third Semester EDUCATION (Optional)  
(Skill Enhancement Course)

***Personality Development and Life Skills***

Teaching 02 hours per week

Total Hrs: 30

***OBJECTIVES:-***

**After completion of the course students will be able to :**

1. Understand the meaning and concept of Education and personality.
2. Understand the agencies of personality development and dimensions/Determinants of personality
3. Understand the self concept, perception and cognition
4. Understand the Meaning and concept of Leadership
5. . Understand the aware of the need and importance of life skills Education,
6. Understand and to use various strategies and gain mastery over each of the core life skills.

**UNIT I- Meaning and definition of Education and Personality**

- 1.1 Education: Meaning and definition of Education, analysis of the concept of Education, Process and Product, Aims of Education.
- 1.2 Personality: Meaning and definition of personality,
- 1.3 Personality development as a process and Importance of Personality development.
- 1.4 Role of different agencies in personality Development: Home, School, Society and Media
- 1.5 Personality: Concept and Nature . Dimensions of Personality – Physical, Intellectual, Emotional, Social, moral and spiritual.

**UNIT:2 –Self- Concept ,Perception ,Cognition and Leadership**

- 2.1 Meaning and components of Self concept. Individual as a Self Sculptor
- 2.2 Perception-Meaning, process development and impact of Perception.
- 2.3 Cognition – Meaning , Stages of Cognitive intellectual Development Growth and its Impact.
- 2.4 Leadership as process- Meaning, Qualities of Leadership, working as Team and Management of Conflicts.

### **UNIT – 3- Life Skills Education**

3.1 Meaning and concept of Life Skills.

3.2 Need for the development of skills.

3.3 Importance of Life Skills.

3.4 Core Life Skills for the promotion of the health and well-being of children and adolescents.(as laid down WHO)

(a) Decision making (b) Problem solving (c) Creative thinking (d) Critical thinking  
(e) Effective communication (f) Interpersonal relationship skills (g) Self-awareness.  
(h) Empathy (i) Coping with emotions. (j) Coping with stress.

3.5 Development of the learners through Life Skills Education.

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>5 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>5 Marks</b>	
<b>Total</b>	<b>10M Arks</b>	<b>40 Marks</b>

Assignments:( Any one )

1. Preparing a brief write on different agencies of personality
2. Prepare a write on dimensions of personality
3. Preparing a brief write on concept of self concept, perception and cognition
4. Preparing a brief write on concept of leadership and interpersonal skills
5. Study about the importance of study skills and life skills
6. Any other assignment suggested by the teacher relevant to the topic

## REFERENCE

- 1. Asch.M. (2003), Creativity and Personality, Published by IVY Publishing House, Co.Ltd.
- 2. Bharathi.T. Hariprasad.M. and Prakasam (2011), Personality Development and Communicative English. Neelkamal Publications Pvt.Ltd, Educational Publishers, New Delhi.
- 3. Hema Venkatesh Handral (2013), Personality Development, Vijay Vahini, Shivamoga, Karnataka.
- 4. Yandamoori Veerendranath (2010), A student book on Personality Development and Communication Skills, Sahitya Prakashana, Hubli, Karnataka
- 5. World Health Organization (1997), Life Skills Education for Children and Adolescents in Schools. Geneva.
- 6. A Guide for Family Health and Life Skills Education for teachers and students. N.C.E.R.T. 200.
- 7. NIMHANS, life Skill Education Manual.
- 8. Charrigon (2007), The ABC's OF Teaching Life-Skills , Infinity Publisher, London.
- 9. WHO (2001), parents in life skills education, Conclusions from a United Nations inter agency meeting. Geneva World Health Organization.
- 10. Arul Joseph Raj, Ganesan, Kirthi Munjal, Jasim Ahmad, Rachna Rathore , EDU TRACKS, November 2013, Vol.13.No.3 and August 2011, Vol.10.12.
- 11. [www.studyskill.com](http://www.studyskill.com)
- 12.. Lakshmi and Rupa, (2014), Global Perspectives of Education, Lambert Academic Publishing. Germany.
- 13.. Gumasthe Deshpande, (2006) Personality Development and Communication Skills, Jayalakshmi Prakashana, Bagalakot, Karnataka. (kannada version).
- 14.. Yandamoori Veerendranatha,( 2012), Personality Development and Communication Skills, Sahithya prakashana, Hubballi, Karnataka. (kannada version).
- 15.. Balavantha.M. Police patil (2014), Personality Development and Communication Skills, Sri Siddalingeshwara Book depo, Gulbarga, Karnataka. (kannada version).

**Question Paper Pattern:**

**Total 40 Marks**

**Q.I. Answer any 5 out of 7 questions in two to three sentences each**

**(5x2=10 marks)**

**Q.II. Answer any 4 out of 6 questions in about one page each**

**(4x5=20 marks)**

**Q.III. Answer any 1 out of 2 questions in about two pages**

**(1x10=10 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

**B.A. Fourth Semester EDUCATION (Optional)**

**ADVANCED EDUCATIONAL PSYCHOLOGY (DSC)**

**Teaching 05 hours per week**

**Total 75 hours**

## **OBJECTIVES: -**

**On Completion of the course, the students will be able to:-**

1. Recognize the significance of the learning and factors affecting learning in shaping individuals personality
2. understand the meaning and developmental factors affecting personality
3. Identify individual differences among human beings.
4. understand the mental health and hygiene
5. develop the ability to compare different types of intelligent tests

## **Unit I- Learning**

- 1.1 Learning - Meaning, Definitions and Process
- 1.2 Types of Learning
- 1.3 Theories of Learning - Trial and Error Learning (Thorndike), Conditioned learning (Pavlov and Skinner), Insight learning (Kohler)
- 1.4 Factors influencing learning – Motivation, Attention, Interest, Fatigue
- 1.5 Transfer of learning - Meaning, Types and Methods to increase transfer of learning

**15 Hrs**

## **Unit II- Personality**

- 2.1 Personality – Meaning and definitions
- 2.2 Factors influencing on personality development
- 2.3 Theories of Personality - Body type theories (Kreishmer, Sheldon), Psycho-analytic theories (Freud, Jung)
- 2.4 Personality adjustment – Meaning and characteristics
- 2.5 The role of home, School and teachers in the personality adjustment

**15Hrs**

## **Unit III: Mental Health and Hygiene**

- 3.1 Mental Health – Meaning and Importance
- 3.2 Mental hygiene – Meaning, concept and characteristics of a mentally healthy person
- 3.3 Maladjustment – Meaning and causes, resistance for adjustment- tension, frustration and conflicts
- 3.4 Defense mechanisms
- 3.5 Role of Education in maintaining mental health of children.

**15 Hrs**

## **Unit IV- Intelligence and Creativity**

- 4.1 Intelligence - Meaning, definitions, growth, distribution, concept of IQ
- 4.2 Theories of intelligence – Spearman’s Two Factor Theory and Guilford’s Structure of Intelligence
- 4.3 Intelligence Tests - Uses, types (Individual and group)
- 4.4 Creativity - Meaning, Characteristics measures to enhance creativity
- 4.5 Emotional Intelligence - Meaning, components

**15 Hrs**

## **Unit V: Human Abilities**

- 5.1 Human Abilities - Cognitive, Affective and Psycho-motor, Measures to enhance human abilities
- 5.2 Individual differences – meaning and characteristics
- 5.3 Areas and causes of individual differences
- 5.4 Exceptions in Human Abilities – Gifted and Slow learners
- 5.5 The role of education in overcoming the Juvenile delinquency

**15 Hrs**

## ASSESSMENT

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20M Arks</b>	<b>80 Marks</b>

### Assignments: (any one)

1. Preparing a comparative chart of different types of learning
2. Role of home and school in maintaining mental health of children
3. Conduct a brief survey on role of sympathy suggestion and imitation in a group
4. Case study of some selected individuals with special human abilities
5. Any other assignment suggested by the teacher relevant to the topic

### **References:**

- ✚. Ausubel, D.P. (1968) Educational Psychology; A cognitive View, New York: Holt, Rineart and Winston, Inc.
  - ✚ Bigge, M.L. and Hunt, M.P. (1980) Psychological Foundations of Education: An Introduction to Human Motivation, Development and Learning, (3<sup>rd</sup> Ed), New York: Harpan and Row Publishers.
  - ✚ Blair. G.H., Jones, R.S. and Simpson, R.H. (1975) Educational Psychology, (4<sup>th</sup> Ed), New York: Macmillan Publishing Co.Inc.
  - ✚ Chaube S.P. (1997) Educational Psychology, Agra: Laxmi Narain Agarwal.
- Educational Psychology – B.Kuppaswamy
- Educational Psychology – C.E.Skinner
- Advanced Educational psychology S.S Chavan
- Advanced Educational psychology  
– Dr.H.M.Kashinath

 Perspectives of Educational Psychology – Dr.V.A.Benakanal

-  ಪ್ರೊ.ಎಸ್.ಬಿ.ದಳವಾಯಿ(೨೦೧೨) ಶಿಕ್ಷಣದ ಮನೋವೈಜ್ಞಾನಿಕ ಆಧಾರಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕ  
ಡಾ|| ಕಾಶೀನಾಥ, ಡಾ|| ತಳವಾರ, ಡಾ|| ಅಜಾತಸ್ವಾಮಿ, ಡಾ|| ಕೈಲಾಸಲಿಂಗಂ(೧೯೮೯) ಬೋಧನೆ,  
ಹೈಯೆಯಲ್ಲಿ ಮನೋವಿಜ್ಞಾನ, ಯುವಜನ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ವೇದಿಕೆ,ಇಳಕಲ್.
-  ಡಾ|| ಕೊಂಗವಾಡ ಎನ್.ಬಿ(೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
-  ಡಾ|| ಎಚ್.ವಿ.ವಾಮದೇವಪ್ಪ(೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,  
ದಾವಣಗೆರೆ
-  ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧)ಮಾನವ ವಿಕಾಸದ ಅರಿವಿಡ್ವಾನಿಧಿ, ಪ್ರಕಾಶನ,ಗದಗ
-  ಜಿ. ರಾಜು (೨೦೦೯) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
-  ಹನುಮಂತರೆಡ್ಡಿ ಜಿ.(೨೦೦೬) ಮನೋವೈಜ್ಞಾನಿಶಿಕ್ಷಣದ ಅಭಿವೃದ್ಧಿ, ಲಯಲಿಪಿಪಬ್ಲಿಕೇಶನ್ಸ್,  
ಮೈಸೂರು
-  ಎಚ್.ಎಂ.ಚಂದ್ರಾಚಾರ(೨೦೧೪) ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ಅಶ್ವಿನಿ  
ಪ್ರಕಾಶನ,ರಾಣೆ

**Question Paper Pattern:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20  
marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each**

**(2x10=20 marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages**

**(1x15=15 marks)**

Rani Channamma University, Belagavi  
B.A. Fourth Semester, Education (Optional)  
(Skill Enhancement Course)  
**Educational Guidance and Counseling**

**Teaching 02 hours per week**

**Total : 30**

**OBJECTIVES:-**

**On Completion of the course, the students will be able to :-**

- 1,Understand the need for guidance and its meaning, nature and scope**
- 2,Understand the between guidance and counseling**
- 3.Understand the Identify the areas of guidance**
- 4. Understand the knowledge the sources of career information**
- 5. understand the different areas of counseling**

**Unit: 1- Guidance and Education**

- 1.1. Meaning, Definitions and Nature of guidance**
- 1.2. Educational guidance-Nature ,scope and objectives**
- 1.3. Guidance and Education, Basic principles of guidance**
- 1.4. Need for guidance at various levels of education/schooling**
- 1.5. Types of guidance and Group guidance: Educational, Vocational and Personal**

**Unit:2- Vocational guidance and Understanding Dissemination of Career Information**

- 2.1. Vocational Guidance – Nature, Need, Scope,**
- 2.2. Vocational Information –Nature, sources,Techniques, collection,**
- 2.3. Vocational guidance and career guidance, importance of career information,**
- 2.4.Dissemination of career information –Group techniques, objectives, advantages and limitations.**
- 2.5,Group activities: career talks, career conference/exhibition, displays, field trips, film shows etc.**

**Unit:3- Understanding Counseling , Counseling skills, Approaches and Techniques**

- 3.1. Meaning and nature of counseling**
- 3.2. Scope of counseling, Relationship between guidance and counseling,**
- 3.3. Different approaches of Counseling-Directive, Non-directive and Eclectic.**
- 3.4 Skills and qualities of an effective counselor**
- 3.5.Counseling techniques: Cognitive, behavioral and systemic**

## ASSESSMENT

Internal	Internal Marks	External Marks
Test	05 Marks	
Assignment/Sessional work	05 Marks	Theory Examination
Total	10 Marks	40 Marks

**Assignments/Sessional work: (Any one)**

**The students may undertake any one of the following activities:**

- 1. Prepare a detailed outline of a class talk on ‘Need for guidance at various levels of education/in schools.**
- 2. Prepare class talk and career talk on assigned topics.**
- 3. Prepare a list of resources required for setting up a guidance-oriented curriculum**
- 4. Plan career information activities for secondary and higher secondary school stages**
- 5. Prepare a plan for peer counseling in the school.**

### **References:**

- 1. Aggarwal.J.C. (1977), Educational Vocational Guidance and Counselling, Doaba House. New Delhi,**
- 2. Bhattacharya, S. (1963), Guidance in Education, Asia Publications, Bombay.**
- 3. Barki.B.G. and Mukhopadhyay (1986) Guidance and Counselling: A Manual, New Delhi: Sterling Publishers Pvt. Ltd.**
- 4. Chauhan.S.S. (1982) Principles and Techniques of Guidance. American Book Co. New York.**
- 5. Crow.L.D. and Crow, Alice (1960) An Introduction to Guidance, New Delhi**
- 6. Rao and Narayana.S.(2000), Counselling and Guidance, New Delhi: Tata McGraw-Hill.**
- 7. N.C.E.R.T. Counselling and Guidance in Secondary Schools, Delhi.**
- 8. Kochhar.S.K. (2008), Educational and Vocational Guidance in Secondary Schools. Sterling publishers private limited. New Delhi.**
- 9. Lokapur I.A. (2005), Educational and Vocational Guidance, Vidya Nidhi Prakashana, Gadaga, Karnataka. (kannada version).**
- 10. Rajashekaraiyah, (2004), Vocational Education and Counselling in Education , Chetan Book House, Mysore. Karnataka. (kannada version)**
- 11. Prabhu.R.G. (2005), Vocational Education and Counselling in Education, Vidhyanidhi prakashana, Gadag, Karnataka. (kannada version)**

**12. Nagappa p shahapur, Dineshchandra and Anilkumar, (2007) Educational Guidance and Counselling, vidyanidhi prakashana, gadaga, Karnataka, (kannada version).**

**13. Satheesh A. Hiremutt,(2006), Educational and Vocational Guidance, Sri siddlingeshwara prakashana,Gulbarga, Karnataka, (kannada version).**

**QUESTION PAPER PATTERN:**

**Total 40 Marks**

**Q.I. Answer any 5 out of 7 questions in two to three sentences each**

**(5x2=10 marks)**

**Q.II. Answer any 4 out of 6 questions in about one page each**

**(4x5=20 marks)**

**Q.III. Answer any 1 out of 2 questions in about two pages**

**(1x10=10 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## **B.A. Fifth Semester EDUCATION (optional)**

### **COMPULSORY PAPER**

#### **EDUCATIONAL THOUGHTS OF GREAT INDIAN THINKERS (DSC)**

**Teaching 05 hours per week**

**Total 75 hours**

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. explain the educational principles and ideas of Rabindranath Tagore
2. Trace the educational principles and contributions of swami Vivekananda
3. Appreciate the views of Mahatma Gandhi on education
4. Explain the progressive thoughts of sri Basaweswar on kayak superstitions, casteism and women's education
5. Interpret the views of Dr. Radhakrishnan on aims , principles, and womans education

#### **Unit I- Rabindranath Tagore**

- 1.1 Life and works
- 1.2 Educational principles, Aims of Education
- 1.3 curriculum, views on teacher and discipline
- 1.4 methods of teaching, shantiniketan
- 1.5 Educational contributions.

**15 Hrs**

#### **Unit II – Swami Vivekananda**

- 2.1 Life and works
- 2.2 Educational principles and aims of Education
- 2.3 Qualities of teacher, qualities of pupil, Religious education
- 2.4 Woman education, Mass education
- 2.5 Educational contributions

**15 Hrs**

### **Unit III- Mahatma Gandhiji**

- 3.1 Life and works
- 3.2 Educational principles, Aims of Education
- 3.3, Methods of teaching, curriculum
- 3.4 Basic education
- 3.5 Educational contributions

**15 Hrs**

### **Unit IV- Sri Basaveswar**

- 4.1 Life and Works
- 4.2 His progressive thoughts on superstitions, kayaka, castiesm
- 4.3 womans education and religious education
- 4.4 educational thoughts and moral education
- 4.5 Educational contributions

**15Hrs**

### **Unit 5: Dr. S. Radhakrishnan**

- 5.1 Life and works
- 5.2 Educational Principles and Aims of Education
- 5.3 Views on Teacher and Discipline
- 5.4 Religious Education and Women's Education
- 5.5 Educational contributions.

**15 Hours**

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20</b>	<b>80 Marks</b>

## ASSIGNMENTS: ANY ONE

1. Compare the Educational principles of R Tagore and swami Vivekananda with regard to their relevance to the present society
2. Study the impact of Basaveshwara's progressive thoughts on transmission of the present society (study tour to kudalasangama)
3. Study the Biography of Dr. S. Radhakrishnan. (Photography, Life Sketch, Contributions)
4. Any other assignment suggested by the teacher relevant to the topics

## References:

- ✚ Mani R S [1964]. Educational ideas and ideals of Gandhi and Tagore.
- ✚ Swami Prabhunand [1981] Spiritual Heritage of India. Sri Ramkrishna math, Madras. -600004, India.
- ✚ Great Modern Indian Educators –S. P. Choube.
- ✚ Doctrines of Great Educators. –R.R.Rusk.
- ✚ Outlines of Great Educators –G. B. Mench.
- ✚ Recent Educational Philosophers in India-S.P.Choube.
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೦೯) ಭಾರತೀಯ ಚಿಂತಕರ ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- ✚ ಪ್ರೊ ಆರ್.ಎಸ್.ಗಿರಡ್ಡಿ ( ೧೯೮೯) ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು.ವಿವೇಕ ಪ್ರಕಾಶನ
- ✚ ಡಾ.ವಿ.ಕೆ.ಹಂಪಿಹೊಳಿ ಹಾಗೂ ಇತರರು(೧೯೯೩) ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು,ವಿಜಯ ಪ್ರಕಾಶನ ಗದಗ

**QUESTION PAPER PATTERN:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each (10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each (5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each (2x10=20 marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages (1x15=15 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

**B.A. Fifth Semester EDUCATION (optional)**

## **OPTIONAL PAPER I**

### **DEVELOPMENT OF EDUCATION SYSTEM IN INDIA (DSE)**

**Teaching 05 hours per week**

**Total 75hours**

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. Identify concept, ideals and principles of Vedic Education in ancient India and to realize the importance of Gurukula system
2. Explain the Educational principles and rituals of Buddhism and to know the Educational implications of these Doctrines
3. Highlight the structure, organization and practices of Education based on Islamic Education
4. Explain the implications of lord maculae's minute on Indian educational system
5. Explain the merits progress of Education under provincial autonomy

#### **Unit I - Vedic Education**

- 1.1 The concept and ideals (aims) of education
- 1.2 Principles,, Educational Institutions
- 1.3 Characteristics, Educational Rituals, Curriculum
- 1.4 Methods of teaching, discipline and examination
- 1.5 Gurukula System - Qualities of Pupil, Teacher-Pupil Relationship.

**15 Hrs**

## **Unit II-Bhuddhistic Education**

- 2.1 The concept and ideals (aims) of education
- 2.2 Boudh Sangh Educational rituals, methods of teaching
- 2.3 Duties of a teacher, Teacher-Pupil relationship
- 2.4 Curriculum, Methods of Teaching, women's education
- 2.5 Educational centers and Universities in ancient India, merits and demerits

**15 Hrs**

## **Unit III -Islamic Education**

- 3.1 The concept and ideals (aims) of education
- 3.2 Educational Rituals, Curriculum
- 3.3 Teacher-Pupil relationship, Discipline, Educational institutions (Maktab and Madarasa)
- 3.4 Role of a Teacher, Educational centers, Female Education
- 3.5 Methods of Teaching, Examinations

**15 Hrs**

## **Unit IV- Education during 1833-1910**

- 4.1classist And Anglicist Controversies
- 4.2 Lord Macaulay's Minutes
- 4.3 Wood's Dispatch of 1854
- 4.4 Hunter Commission Of 1882
- 4.5 G.K.Gokhale's efforts for compulsory Primary Education

**15 Hrs**

## **Unit V- Education during 1919-1944**

- 5.1 Education Under Diarchy
- 5.2 Hartog Committee 1929(Wastage And Stagnation)
- 5.3 Vardha scheme as basic education-1937
- 5.4 Prgress of Education under Provincial Autonomy
- 5.5 Sargent report on education-1944.

**15 Hrs**

## ASSESSMENT

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20 Marks</b>	<b>80 Marks</b>

### Assignments : (Any one)

1. Critically appraise the main characteristics of Vedic, Buddhist and Islamic Education with regard to their merits and limitations
2. Prepare report on Educational institutions which functioning in budhistic period
3. Critically analyze the lard Macaulay minute
4. Prepare a report on major recommendations of Indian Education Commissions
5. Any other assignment suggested by the teacher relevant to the topic

## References:

- ✚ Chaube, S.P. (1994) History and Problems of Indian Education. 5<sup>th</sup> Ed., Agra: Vinod Pustak Mandir.
- ✚ Conze, E (1969) Buddhism. London: Faber and Faber.
- ✚ Jantli, R.T. (1994) Shikshana Hagu Prachalita Samasyegalu. Dharwad: Bharat Book Depot.
  
- ✚ Mohanty, J. (1988) Indian Education in the Emerging Society. Bangalore: Sterling Publishers.
- ✚ Mukharjee, S.N. (1966) History of Education in India. Baroda: Acharya Book Depot.
- ✚ Mukharjee, R.K. (1974) Ancient Indian Education, New Delhi: Motilal Bararjidas.
- ✚ Shivashankar H.V. (1982) Bharatadalli Shikshana Davanagere : Hanji Prakashana.
- ✚ Swami Prabhunandanand (1981) Spiritual Heritage of India. Shri Ramakrishna Math, Madras.
- ✚ Aritts, A.I.S.N.C.(1979) Aims and objectives of Islamic Education. Jeddah Holder and Stoughton.
- ✚ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧) ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ವಿದ್ಯಾನಿಧಿ ಇತಿಹಾಸ ಪ್ರಕಾಶನ, ಗದಗ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೧) ಬ್ರಿಟೀಷ್‌ರಲ್ಲಿವದಿ ಶಿಕ್ಷಣ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ ಡಾ|| ಎನ್.ಎಸ್.ವೀರಪ್ಪಭಾರತೀಯ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ
- ✚ ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೪-೧೫)) ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ವ್ಯವಸ್ಥೆಯ ವಿಕಾಸ ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ

## QUESTION PAPER PATTERN:

Total 80 Marks

**Q.I. Answer any 10 out of 12 questions in two to three sentences each (10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

(5x5=25 marks)

**Q.III. Answer any 2 out of 3 questions in about two pages each**

(2x10=20 marks)

**Q.IV. Answer any 1 out of 2 questions in about three pages**

(1x15=15 marks)

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## B.A. Fifth Semester EDUCATION (Optional)

### OPTIONAL PAPER II

#### EDUCATIONAL COMMISSIONS IN FREE INDIA (DSE)

Teaching 05 hours per week

Total 75 hours

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-k2**

- 1) Analyze the major recommendations of University Education commission (1948) in terms of their implications.
- 2) Outline the impact of secondary Education (1954) on Indian Secondary Education.
- 3) Review the various recommendations of Indian Education Commission (1964) and their impact on various stages of Indian Education.
- 4) Understand aims, curricula, methods of teaching, evaluation procedure as highlighted in the National Policies of Education.
- 5) Understand the Different Views of National Education Policy of 2019.

#### **UNIT I-UNIVERSITY EDUCATION COMMISSION 1948**

(Major recommendations with reference to the following :)

1.1-Aims of Education.

1.2-Pattern of Education.

1.3-Curriculum,Medium of instruction, System of Examination.

1.4-Religious Education, Student welfare and activities, University Grant Commission-establishment and its functions.

1.5-Quality of Education, Female Education.

**15 Hrs**

## **UNIT II-SECONDARY EDUCATION COMMISSION1952-54**

(Major recommendations with reference to the following:)

- 2.1-Aims of Education, Pattern of Education.
- 2.2-Curriculum,Diversified Courses.
- 2.3-Vocational Guidance and Counseling Bureau.
- 2.4-, System of Examination, Moral Education.
- 2.5-Student Welfare programmes.

**15 Hrs**

## **UNIT III-INDIAN EDUCATION COMMISSION. 1964-66**

(Major recommendations with reference to the following:)

- 3.1-National Goals of Education.
- 3.2-Pattern of Education, Medium of Instruction.
- 3.3-Curriculum, Examination Reform.
- 3.4 Work Experience and Social Service..
- 3.5-Moral Education, Vocational Education.

**15 Hrs**

## **UNIT IV-NATIONAL POLICIES ON EDUCATION**

- 4.1-National Policy on Education-1968.
- 4.2- National Policy on Education-1986.
- 4.3-Programme of Action-1992.
- 4.4-National Curriculum for Secondary Education-2000.

**15 Hrs**

## **Unit V-NATIONAL EDUCATION POLICY (NEP)-2019**

- 5.1-Introduction to NEP-2019
- 5.2- School Education- New Design (5+3+3+4)
- 5.3- Curriculum and Pedagogy in Schools
- 5.4 – Higher Education: Quality Universities and Colleges

**15Hours**

## ASSESSMENT

Internal	Internal Marks	External Marks
Test	10 Marks	Theory Examination
Assignment	10 Marks	
Total	20 Marks	

### Assignments: ANY ONE

- 1) Prepare a proposal of vocationalization of + 2 stage based on the recommendations of Indian Education commission of 1964.
- 2) Prepare a report on Important recommendations of NEP-2019.
- 3) Prepare a comprehensive note on National policy of Education-1986.
- 4) Prepare a report on major recommendations of University Education Commission - 1948.
- 5) Any other assignment suggested by the teacher relevant to the topics.

### Reference Books:

- ✚ B.C.Rai(1998)-History of Indian Education and problems-prakashan Kendra Lucknow.
- ✚ The report of Indian Education Commission (1964)-Government of India Ministry of Education).
- ✚ The report of Secondary Education Commission (1952)-Government of India Ministry of Education
- ✚ Government of India MHRD (1986) Revised (1992) National Policy of Education New Delhi.
- ✚ Government of India (1992)Report of core group on Value orientation of Education Planning commission.
- ✚ P L Rawat- History of Indian Education
- ✚ Suresh Bhatnagar-Education Today and Tommorrow.
- ✚ Mukherjee S. N.- Education in India Today and Tomorrow.
- ✚ J.C.Agarwal- National policy on Education.
- ✚ ಡಾ|| ಎಚ್.ಎಂ.ಕಾಶಿನಾಥ- ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ ೧೯೮೬ ಪ್ರಗತಿ ಪರಿಶೀಲನೆ
- ✚ ಡಾ|| ಆರ್.ಟಿ.ಜಂತಲಿ- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ ಹಾಗೂ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು
- ✚ ಪ್ರೊ|| ಎಸ್.ಬಿ.ದಳವಾಯಿ- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ

- ✚ ಡಾ|| ಎಸ್.ಬಿ.ಯಾದವಾಡ- ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ
- ✚ ಡಾ|| ಎನ್.ಎಸ್.ವೀರಪ್ಪ- ಭಾರತೀಯ ಶಿಕ್ಷಣದ ಇತಿಹಾಸ
- ✚ ಡಾ|| ಎನ್.ಬಿ.ಕೊಂಗವಾಡ- ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ
- ✚ ಪ್ರೊ|| ಎಸ್.ಬಿ.ದಳವಾಯಿ- ಸ್ವತಂತ್ರ ಭಾರತದಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಆಯೋಗಗಳು
- ✚ ಆರ್.ಡಿ.ಕರಜಗಿ- ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣದ ಚರಿತ್ರೆ

**QUESTION PAPER PATTERN:**

**Total 80 Marks**

**Q.I. Answer any ten out of twelve questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any five out of seven questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any two out of three questions in about two pages each**

**(2x10=20 marks)**

**Q.IV. Answer any one out of two questions in about three pages**

**(1x15=15 marks)**

**Rani Channamma University, Belagavi**  
**B.A. Fifth Semester, Education ( Skill Enhancement Course)**  
**Teaching Skills and Strategies**

Teaching 02 hours per week

Total : 30

**OBJECTIVES:-**

On Completion of the course, the students will be able to :-

- 1, Understand the meaning and definitions of teaching
- 2, Understand the principles of teaching
3. Understand the meaning and importance of micro teaching
4. Understand the Teacher centred learning method
5. understand the Learner centred learning method

**UNIT: 1. TEACHING AND LEARNING PROCESS**

**1.1 Meaning and Definitions of Teaching**

**1.2 Nature of Teaching**

**1.3 Characteristics of Good Teaching**

**1.4 Principles of Teaching**

**1.5 Teaching as an Art and Teaching as Science.**

**UNIT:2- MICRO TEACHING**

**2.1 Meaning, definitions and importance of Micro-Teaching**

**2.2 Characteristics of Micro Teaching**

**2.3 Micro-Teaching cycle**

**2.4 Elements of Micro-Teaching-Modelling, Setting (simulation/real), feed-back, integration**

**2.5 Advantages of Micro-Teaching and Limitations of Micro-Teaching**

**UNIT:3- STRATEGIES OF TEACHING**

**3.1. Meaning Of Teaching Strategy**

**3.2. Teacher centered Method-**

a) Exposition Method-(Meaning, context of use, Features of exposition method)

b) Demonstration Method- (Meaning, Planning and Uses)

**3.3. Learner Centered Method – a) Discussion Method –(Meaning, Planning, Context, choice of topic issued-based)**

b) Types of Small group discussion- Brain storming, Buzz, panel discussion

**3.4 Distinguish between teacher centred methods and learner centred methods of teaching**

**3.5 Project Method – Principles of Project Method, Steps of Project Method, Characteristics of Good Project, Advantages and Limitations of Pfoject Method.**

## ASSESSMENT

Internal	Internal Marks	External Marks
Test	05 Marks	
Assignment	05 Marks k2	Theory Examination
Total	10 Marks	40 Marks

**Assignments: (Any one)**

**The students may undertake any one of the following activities:**

- 1. Prepare a report on concept of teaching and characteristics of teaching**
- 2. Prepare a write on micro teaching cycle and elements**
- 3. Prepare a different methods of teaching**
- 4. Prepare activity based project method concern any subject**
- 5. Any other assignment suggested by the teacher relevant to the topics**

## REFERENCES:

- 1.Arulsamy S.and Zayapragassarazan(2014) Teaching Skills and Strategies, Neelkamal Publications Pvt. Ltd,Hyderabad**
- 2. Kochhar, S.K. (2004), Methos and Techniques of Teaching, New Delhi, Sterling Publishers, Private Limited.**
- 3.Nimbalkar, M.C. (2010), Educational Skills and Strategies of Teaching, Neelkamal Publications Pvt, Ltd, Hyderabad.**
- 4. Singh, L.C.and Sharma R.D. ‘Micro-Teaching: Theory and Practice, National psychological Corporation, Agra.**
- 5.Pasi,B.K. AND Lalitha, M.S. (1976) Micro-Teaching Approach, Ahmedabad Sahitya, Mudranalaya, Ahmedabad.**
- 6. Shailaja H.M. and Rajeev P. Gundale , (2006), Skills Strategies Teaching, Vidyanidhi Prakashana, Gadag, Karnataka.**
- 7. Pattanashetti.M.M. (2003), Shala Kalegugalalli Parinamakari Bhodanege Anubodhane., U.NEED.Publications, Davanagere, Karnataka (kannada version)**
- 8. Karigannanavar A.G. and Karigannanavar G.Y. Bodhana Koushallyagalu mattu Hunnaragalu, Jnanaganghotri prakashana , Gadaga, Karnataka (Kannada version)**
- 9. Patted.(smt) L.B. (2010), Bodhana Koushallyagalu Paddathigalu, Madarigalu and Karyatrantragalu, Vidhy Nidhi Prakashana, Gadaga, Karnataka.(Kannada version).**
- 10.Obaleshagatti.(1999). Teaching Skill and Strategies, Vidhyanidhi prakashana, Gadag, Karnataka. (kannada version)**

**QUESTION PAPER PATTERN:**

**Total 40 Marks**

**Q.I. Answer any 5 out of 7 questions in two to three sentences each**

**(5x2=10 marks)**

**Q.II. Answer any 4 out of 6 questions in about one page each**

**(4x5=20 marks)**

**Q.III. Answer any 1 out of 2 questions in about two pages**

**(1x10=10 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

## B.A. SIXTH SEMESTER EDUCATION (Optional)

### COMPULSORY PAPER

#### EDUCATIONAL THOUGHTS OF GREAT WESTERN THINKERS (DSC)

Teaching 05 hours per week

Total 75 hours

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. explain the educational principles and ideas of Plato
2. Trace the aims of education, women's education and stages of development according to Rousseau
3. Appreciate the views of John Dewey on education
4. Explain the educational thoughts of Froebel
5. Interpret the educational contributions of Montessori

#### **Unit I- Plato**

- 1.1 Life and works
- 1.2 Educational principles, Aims of Education
- 1.3 woman's education, courses of study stages of instruction
- 1.4 Plato's academy, theory of knowledge
- 1.5 Educational contributions.

**15 Hrs**

#### **Unit II – Jean Jaques Rousseau**

- 2.1 Life and works
- 2.2 Educational principles and aims of Education
- 2.3 stages of growth and development and education
- 2.4 woman education, negative education
- 2.5 Educational contributions

**15 Hrs**

### **Unit III- Fedrick Froebel**

- 3.1 Life and works
- 3.2 Educational principles, Aims and functions Education
- 3.3 Methods of teaching
- 3.4 Kindergarten
- 3.5 Educational contributions

**15 Hrs**

### **Unit IV- Maria Montessori**

- 4.1 Life and Works
- 4.2 educational principles,
- 4.3 Montessori schools, sensory training
- 4.4 Methods of teaching
- 4.5 Educational contributions

**15 Hrs**

### **Unit V: Johan Dewey**

- 5.1 Life and works
- 5.2 Educational Principles and Aims of Education
- 5.3 curriculum, laboratory school
- 5k.4 methods of teaching
- 5.5 Educational contributions.

**15 Hrs**

### **ASSESSMENT**

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20</b>	<b>80 Marks</b>

## Assignments: Any One

1. Compare the Educational principles of Plato and Rousseau with regard to their relevance to the present society
2. Collect the educational contributions of Froebel
3. Prepare the plan of Montessori views on education
4. Study the biography of John Dewey
5. Any other assignment suggested by the teacher relevant to the topics

## References:

- + Doctrines of Great Educators. –R.R.Rusk.
- + Outlines of Great Educators –G. B. Mench.
- + Recent Educational Philosophers in India-S.P.Choube.
- + Great Modern Indian Educators –S. P. Choube.
- + Doctrines of Great Educators. –R.R.Rusk.
- + Outlines of Great Educators –G. B. Mench.
- + Recent Educational Philosophers in India-S.P.Choube.
- + Some great Western Educators- S.P.Choube.
- + Some great western Educators.-B. C. Rai.
- + Rousseau- A study of his thought Arnold –J.H. Broome.
- + ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- + ಪ್ರೊ.ದಳವಾಯಿ ಎಸ್.ಬಿ(೨೦೧೦) ಪಾಶ್ಚಿಮಾತ್ಯ ಚಿಂತಕರ ಶೈಕ್ಷಣಿಕ ಕೊಡುಗೆಗಳು,
- + ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- + ಪ್ರೊ ಆರ್.ಎಸ್.ಗಿರಡ್ಡಿ ( ೧೯೮೯) ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು.ವಿವೇಕ ಪ್ರಕಾಶನ
- + ಡಾ.ವಿ.ಕೆ.ಹಂಪಿಹೊಳಿ ಹಾಗೂ ಇತರರು(೧೯೯೩) ಶ್ರೇಷ್ಠ ಶಿಕ್ಷಣ ತಜ್ಞರು,ವಿಜಯ ಪ್ರಕಾಶನ ಗದಗ

**QUESTION PAPER PATTERN:**

**Total 80 Marks**

- Q.I. Answer any ten out of twelve questions in two to three sentences each  
(10x2=20 marks)**
- Q.II. Answer any five out of seven questions in about one page each  
(5x5=25 marks)**
- Q.III. Answer any two out of three questions in about two pages each  
(2x10=20 marks)**
- Q.IV. Answer any one out of two questions in about three pages  
(1x15=15 marks)**

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

**B.A. Sixth Semester EDUCATION (Optional)**

**OPTIONAL PAPER - I**

**CURRENT AFFAIRS IN INDIAN EDUCATION (DSE)**

**Teaching 05 hours per week**

**Total 75 hours**

## **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. acquire the knowledge of meaning, nature and scope of Inclusive Education
2. understand the Problems of Population explosion
3. understand the measures to improve Women's Education
4. gain the knowledge about importance of Environment Education
5. understand the brief historical background of universalization of primary education

## **Unit I – Inclusive Education**

- 1.1 Inclusive Education \_Meaning, concept and importance, difference between Traditional and Inclusive education.
- 1.2 Children with Physically challenged.
- 1.3 Children with Visually challenged.
- 1.4 Children with Hearing challenged.
- 1.5 Children with Mentally challenged.

**15 Hrs**

## **Unit II- Population Education**

- 2.1 Population Explosion- Concept, Causes, Problems
- 2.2 Population Education- Concept, Objectives, Importance
- 2.3 Role of Teacher In Population Education
- 2.4 Role of Curriculum And Teaching Methods In Population Education
- 2.5 Measures To Control Population Explosion

**15Hrs**

## **Unit III - Education For Woman Empowerment**

- 3.1 History of Woman's Education
- 3.2 Importance of Woman's Education
- 3.3 Hindrances for Woman's Education
- 3.4 Measures to improve Woman's Education
- 3.5 Woman Empowerment - concept, importance, strategies, the role of Education in Woman Empowerment

**15 Hrs**

## **Unit IV – Health Yoga & Physical Education**

- 4.1 Meaning & Objective of Health Education
- 4.2 Importance & Determinants of Health
- 4.3 Meaning, Objectives & Scope of physical Education
- 4.4 Meaning & History of Yoga
- 4.5 Different Yoga asanas & Importance of Yoga

**15Hrs**

## **Unit V - Universalization of Primary Education**

- 5.1 Historical background
- 5.2 Meaning, objectives and importance
- 5.3 Measures taken for fulfillment of Universalization of primary Education
- 5.4 Hindrance in Universalization of primary Education
- 5.5 Remedies for improvement of Universalization of primary Education

**15 Hrs**

## ASSESSMENT

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10 Marks</b>	
<b>Total</b>	<b>20 Marks</b>	

### Assignments: (any one)

1. Measures taken for fulfillment of Universalization of primary education
2. Create the Interest for the Practice of Yogasanas.
3. Collect important dates and events of history of Women's Education in INDIA
4. Writing report regarding educational provisions and remedial measures for Challenged childrens.
5. Any other assignment suggested by the teacher relevant to the topics

## References:

- ✚ Baggaley J. P.et. all (1975),Aspects of Educational technology- 27 , Austrellia: Pitman publishing Pvt Ltd.
- ✚ Dass, R.C (1993) , Educational Technology – A basic Text, New Delhi; Streling Publishers.
- ✚ Dr J G Roddannavar – Trends in Indian Education.
- ✚ Dr S P Choube- History and problems of Indian Education.
- ✚ Lokman Ali- Teacher Education.
- ✚ ಪ್ರೊ ದಳವಾಯಿ .ಬಿ.ಎ.ಸ್( ೨೦೧೦-೧೧)- ಭಾರತೀಯ ಶಿಕ್ಷಣದಲ್ಲಿನ ಹೊಸ

ಪರಿಕಲ್ಪನ ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ

- ✚ ಡಾ.ಎನ್ ಬಿ. ಕೊಂಗವಾ-ಡೈಕ್ಟನರಿಕ ತಂತ್ರಜ್ಞಾನ ,ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- ✚ ಸಿ. ವಿ. ಮ್ಯಾಗೇರಿ(೨೦೦೯)- ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- ✚ ಪ್ರೊ ದಳವಾಯಿ ಎಸ್.ಬಿ. (೨೦೧೪)-ಭಾರತೀಯ ಶಿಕ್ಷಣದ ಪ್ರಚಲಿತ ವಿದ್ಯಮಾನಗ  
ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
- ✚ ಡಾ.ನೂರಜಹಾನ್ ಎನ್. ಗನಿಹಾರ ಮತ್ತುಪ್ರೀತಿಡಾ.ಪಿ. ಬಂಡಾರಕ (೨೦೦೮)-  
ಪ್ರಾಚೀನ
- ✚ ಭಾರತದಲ್ಲಿ ಸ್ತ್ರೀ ಶಿಕ್ಷಣದ ಬೆಳವಣಿಗೆ ಮತ್ತು ವಿಕಾಸ. ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ

## QUESTION PAPER PATTERN:

Total 80 Marks

- Q.I. Answer any ten out of twelve questions in two to three sentences each  
(10x2=20 marks)
- Q.II. Answer any five out of seven questions in about one page each  
(5x5=25 marks)
- Q.III. Answer any two out of three questions in about two pages each  
(2x10=20 marks)
- Q.IV. Answer any one out of two questions in about three pages  
(1x15=15 marks)

# RANI CHANNAMMA UNIVERSITY, BELAGAVI

**B.A. Sixth Semester EDUCATION (Optional)**

## **OPTIONAL PAPER II**

### **EDUCATIONAL RESEARCH AND STATISTICS (DSE)**

**Teaching 05 hours per week**

**Total 75 hours**

#### **OBJECTIVES: -**

**On completion of the course the student will be able to:-**

1. Develop The Awareness of Research in Education
2. Comprehend The Meaning, Need And Significance Of Research In Education
3. Know the importance of Measurement and Evaluation in Education
4. Gain the knowledge regarding Action Research
5. Interpret The Global Trends In Education

#### **Unit I- Research in Education**

- 1.1 Research: Meaning and characteristics
- 1.2 Educational research: Meaning and importance
- 1.3 Methods of Research- Meaning and Importance  
(a) Historical, (b) Descriptive and (c) Experimental
- 1.4 Types of Research- Action Research, Fundamental Research, Applied Research
- 1.5 Steps in research.

**15 hrs**

#### **Unit II – Tools and Techniques in Educational research**

- 2.1 Educational Statistics : Meaning and importance
- 2.2 Quantification of Data - Classification and Tabulation of Data
- 2.3 Graphical Representation (Bar/Histogram, Frequency Polygon, Circle Graph)
- 2.4 Analysis of Data- Measures of Central Tendencies (Mean, Median, Mode)

2.5 Measures of variability (Range, Mead deviation, Standard deviation and Quartile deviation)

### **Unit III - Measurement and Evaluation in Education**

- 3.1 Measurement and Evaluation – Meaning, Concept and Importance
- 3.2 Differences between Measurement and Evaluation
- 3.3 Types of Evaluation: Summative, Formative, Placement and Diagnostic Evaluations
- 3.4 Achievement Tests: Teacher made tests and Standardized tests
- 3.5 Types of tests: Oral, Written, Performance, Essay type, Short answer type and Objective type

**15hrs**

### **Unit IV – Action Research**

- 4.1 Meaning , Definitions, Scope and Importance of Action Research
- 4.2 Limitations of Action research
- 4.3 Action problems in different areas in school examples
- 4.4 Distinction between Traditional, Educational and Action research
- 4.5 Steps in Action Research, data analysis and report writing

**15hrs**

### **Unit V- Global Trends in Education**

- 5.1 Concept of Liberalization
- 5.2 Concept of Privatization
- 5.3 Concept of Globalization
- 5.4 Global Agencies of Education. (UNESCO and UNICEF)
- 5.5 Influence of LPG on Education

**15 hrs**

## ASSESSMENT

<b>Internal</b>	<b>Internal Marks</b>	<b>External Marks</b>
<b>Test</b>	<b>10 Marks</b>	<b>Theory Examination</b>
<b>Assignment</b>	<b>10Marks</b>	
<b>Total</b>	<b>20 Arks</b>	<b>80 Marks</b>

### Assignments: (any one)

1. Analyze the importance of Evaluation in education
2. Preparing a comparative chart of different research methods
3. Analyze the importance of Action research
4. Write a report regarding influence of LPG on education .
5. Any other assignment suggested by the teacher relevant to the topics

### **References:**

- ✚ Batia. K.K. and C. L. Narang [1990] Theory and Principles of Education. Prakash Brothers. Jalandar.
- ✚ Swami Prabhunanand [1981] Spiritual Heritage of India. Sri Ramkrishna math, Madras.600004, India.
- ✚ Great Modern Indian Educators –S P choubé.
- ✚ Doctrines of Great Educators. –R.R.Rusk.
- ✚ Recent Educational Philosophers in India-S.P.Choubé.
- ✚ Some great Western Educators-S.P.Choubé.
- ✚ Some great western Educators.-B. C. Rai.
- ✚ History of Indian Education – S.N.Mukherji
- ✚ Research in Education - J.W.Best (1998)
- ✚ Action Research - E.T.Stringer(2000)

- ✚ Action Research      In special education – Susan M. Bruce.  
✚ Business Statistics      - Punkaj Mehra  
✚ Business Statistics      ✚      ✚ - Bendre

**QUESTION PAPER PATTERN:**

**Total 80 Marks**

**Q.I. Answer any 10 out of 12 questions in two to three sentences each**

**(10x2=20 marks)**

**Q.II. Answer any 5 out of 7 questions in about one page each**

**(5x5=25 marks)**

**Q.III. Answer any 2 out of 3 questions in about two pages each**

**(2x10=20 marks)**

**Q.IV. Answer any 1 out of 2 questions in about three pages**

**(1x15=15 marks)**

**Rani Channamma University, Belagavi**  
**B.A. Sixth Semester, Education (Optional)**  
**(Skill Enhancement Course)**  
**Educational Technology and Communication Skills**

**Teaching 02 hours per week**

**Total : 30**

**OBJECTIVES:-**

**On Completion of the course, the students will be able to :-**

- 1.Understand the meaning and definitions of Educational Technology**
- 2.Understand the Objectives of Educational Technology**
- 3.Understand the origin, meaning of Programmed instruction.**
- 4. Understand the distinguish between communication and instruction**
- 5. understand the components of communication.**

**UNIT: 1. EDUCATIONAL TECHNOLOGY**

- 1.1 Meaning ,definitions and concept of Educational Technology.**
- 1.2 Scope of Educational Technology.**
- 1.3 Objectives of Educational Technology.**
- 1.4 Components of Educational Technology- Hardware and Software**
- 1.5 Differences between Educational Technology and Instructional Technology.**

**UNIT:2- PROGRAMMED INSTRUCTION:**

- 2.1. Origin of Programmed Instruction**
- 2.2. Meaning and Principles of programmed instruction**
- 2.3. Types of Programmed instructions -Linear and Branching**
- 2.4. Advantages and Limitations of Programmed Instructions**

**UNIT:3- COMMUNICATION SKILLS**

- 3.1. Meaning ,definitions and concept of communication.**
- 3.2. Importance and Process of Communication**
- 3.3. Types of Communication-Verbal and non-verbal.**
- 3.4 Components of Communication ,Barriers of Communication.**
- 3.5 Classroom Communication-Mass media approach- The art of public speaking.**

## ASSESSMENT

Internal	Internal Marks	External Marks
Test	05 Marks	
Assignment	05 Marks	Theory Examination
Total	10 Marks	40 Marks

### Assignments: (Any one)

The students may undertake any one of the following activities:

1. Prepare and collect the information about Meaning ,concept and scope of Educational Technology.
2. Prepare and collect the information about Objectives and Components of Educational Technology
3. Prepare and collect the Meaning, Principles and Types of Programmed instructions.
4. Preparation of classroom teaching aids/instruments.
5. Any other assignment suggested by the teacher relevant to the topic

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4. Singh, L.C.and Sharma R.D. ‘Micro-Teaching: Theory and Practice, National psychological Corporation, Agra.
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6. Shailaja H.M. and Rajeev P. Gundale , (2006), Skills Strategies Teaching, k8Vidyanidhi Prakashana, Gadag, Karnataka.
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**QUESTION PAPER PATTERN:**

**Total 40 Marks**

**Q.I. Answer any 5 out of 7 questions in two to three sentences each**

**(5x2=10**

**marks)**

**Q.II. Answer any 4 out of 6 questions in about one page each**

**(4x5=20 marks)**

**Q.III. Answer any 1 out of 2 questions in about two pages**

**(1x10=10 marks)**