

RANI CHANNAMMA UNIVERSITY BELAGAVI
School of Education



UG – Programme in Education
Revised Syllabus

(CBCS Course Structure and Syllabus)

For

UG- B.A in Education (Optional)

(III TO VI Semesters)

w.e.f

Academic Year 2025-26 & Onwards

RANI CHANNAMMA UNIVERSITY BELAGAVI,
School of Education
UG – Programme in Education
(CBCS Course Structure and Syllabus)
UG- B.A in Education (Optional)
(III TO VI Semesters)
w.e.f Academic Year 2025-26 & Onwards

Sem	Code/ Course	Paper No	Title of the Paper	Teachin g Hours/ Week	Credits	Marks			Duration
						IA	Sem End Exam	Total	
I	Major	1	Basic Concepts of Education	5	5	20	80	100	3
II	Major	2	Educational Sociology	5	5	20	80	100	3
III	Major	3	Psychological Foundation of Education	5	5	20	80	100	3
	Elective	3.1	Elective 1 ICT in Education 2 Life Skills in Education	2	2	10	40	50	3
IV	Major	4	Advance Educational Psychology	5	5	20	80	100	3
	Elective	4.1	Elective 1 Personality Development and	2	2	10	40	50	3

			Communication Skills 2 Educational Guidance and Counselling						
V	Major	5	Educational Administration and Management	5	5	20	80	100	3
		5.1	Teaching Skills and Strategies OR Issues and Challenges in Education	5	4	20	80	100	3
VI	Major	6	Educational Thoughts of Great Indian and Western Thinkers	5	5	20	80	100	3
		6.1	Current Affairs in Indian Education OR Educational Research and Statistics	5	4	20	80	100	3
			Total	44	42				

RANI CHANNAMMA UNIVERSITY, BELAGAVI

B.A. Third Semester EDUCATION (Optional)

3 PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Define psychology, its nature, and key branches, including educational psychology.
2. Explain heredity, environmental influences, and their role in human development.
3. Differentiate between growth and development and address adolescent issues through education.
4. Understand memory, forgetting, and techniques to enhance memory retention.
5. Analyze group dynamics, leadership styles, and their impact on individual and group behavior.

Unit I: Psychology and Education

1.1 Psychology – meaning and definitions and nature

1.2 Origin of Psychology

1.3 Branches of Psychology - Developmental psychology, Differential psychology and Abnormal psychology

1.4 Educational Psychology - meaning, scope and importance. 15 Hrs

Unit II: Heredity and Environment

2.1 Heredity - Meaning, concept and nature

2.2 Laws of heredity

2.3 Environment – Meaning and types of environments

2.4 Role of heredity and environment in human development 15 Hrs

Unit III: Stages of Growth and Development

3.1 Growth and Development – Meaning and Stages of development.

3.2 Differences between growth and development

3.3 Adolescent Psychology- Meaning, Importance, Problems of adolescents (Emotional, Social, Moral)

3.4 Role of education in solving problems of adolescents 15 Hrs

Unit IV: Memory and Forgetting

4.1 Memory – Meaning, definitions and stages of memory

4.2 Types of memory

4.3 Measures to improve Memory

4.4 Forgetting - Meaning, types and Causes

15Hrs

Unit V: Group Dynamics

5.1 Group Dynamics - Meaning, characteristics and Importance

5.2 Types of group - Primary, Secondary and out group

5.3 Behavior of individual in a group

5.4 Group Morale and Leadership - meaning of group morale and leadership, characteristics of leadership, types of leadership – Democratic and Autocratic.

15 Hrs

Assignments (Any one)

1 Explain different types of environments and their impact on learning and personality development. Provide examples to illustrate how school, family, and social surroundings shape an individual's growth.

2 Analyze how different environmental factors influence intelligence, personality, and learning abilities.

3 Major problems faced by adolescents in emotional, social, and moral aspects. How can teachers and educational institutions help in overcoming these challenges

4 Group interactions influence on learning, decision-making, and classroom dynamics. Provide examples from real-life educational settings

5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

1. Ausubel, D.P. (1968) Educational Psychology; A cognitive View, New York: Holt, Rineart and Winston, Inc.
2. Biehler, R.F. and Snowman, Jack (1993) Psychology Applied to Teaching (Seventh Edition), New Jersey: Houghton Mifflin Co.
3. Bigge, M.L. and Hunt, M.P. (1980) Psychological Foundations of Education: An Introduction to Human Motivation, Development and Learning, (3rd Ed), New York: Harpan and Row Publishers.
4. Bigger, J.J. (1983) Human Development, New York: Macmillan Publishing Co.Inc.
5. Blair. G.H., Jones, R.S. and Simpson, R.H. (1975) Educational Psychology, (4th Ed), New York: Macmillan Publishing Co.Inc.
6. Bhargava, Mahesh (1994) Introduction to Exceptional Children, New Delhi
7. Chaube S.P. (1997) Educational Psychology, Agra: Laxmi Narain Agarwal.
8. Bhatia,K.K. Educational Psychology and techniques of Teaching, Kalyani Publishers, Ludhiana 1944
9. Bhargava, Mahesh, (1994) Introduction to Exceptional Children, Sterling Pulishers, New Delhi.
10. Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing House, New Delhi.
11. Dandapani, S. (2000) Advanced Educational Psychology, Anmol Publications Pvt. Ltd.
12. DeCecco, John,P. (1987) Psychology of Learning and Instruction, Prentice Hall, New Delhi.
13. ಎಸ್.ಬಿ.ದಳವಾಯಿ(2012) ಶಿಕ್ಷಣದ ಮನೋವೈಜ್ಞಾನಿಕ ಆಧಾರಗಳು, ವಿದ್ಯಾ ಪ್ರಕಾಶನ,ಗದಗ
14. ಕಾಶೀನಾಥ, ತಳವಾರ, ಜಾತಸ್ವಾಮಿ, ಕೈಲಾಸಲಿಂಗಂ(1989) ಬೋಧನೆ, ಕಲಿಕೆಪ್ರಕ್ರಿಯೆಯಮುಲ್ಲಿನೋವಿಜ್ಞಾನ, ಯುವಜನ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ವೇದಿಕೆ,ಇಳಕಲ್.
15. ಕೊಂಗವಾಡ ಎನ್.ಬಿ(2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,
16. ಎಚ್.ವಿ.ವಾಮದೇವಪ್ಪ(2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನಬ್ಲೀ,ಶ್ರೀಕೃಷ್ಣಶುಕ್ಲ, ಪ ದಾವಣಗೆರೆ
17. ದಳವಾಯಿ ಎಸ್.ಬಿ(2011) ಮಾನವ ವಿಕಾಸದ ವಿವಿಧವೈಜ್ಞಾನಿಕ, ಪ್ರಕಾಶನ,ಗದಗ
18. ರಾಜು (2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
19. ಎಚ್.ಎಂ.ಚಂದ್ರಾಚಾರ(2014) ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ಅಶ್ವಿನಿ ಪ್ರಕಾಶನ,ರಾಣಿಬೆನ್ನೂರ

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

Elective 3.1.1 ICT in Education

Teaching 02 hours per week

Total 40 hours

OBJECTIVES: -

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

1. Understand the meaning, importance, and role of ICT in education.
2. Explore and utilize various technology and communication tools for effective teaching and learning.
3. Analyze and apply new technologies such as AI, smart boards, and virtual classrooms in education.
4. Use web tools, open-source content, and social networking platforms for instructional purposes.
5. Integrate educational technology into teaching-learning processes for enhanced engagement and effectiveness.

Unit-1 Information & communication technology {ICT} in education

1.1 Meaning & importance of ICT & ICT in education.

1.2 Meaning & use of Technology tools: Blue tooth, webcam, WinZip, USB

1.3 Meaning & use of Communication Tools: Blogs, Wikis, Youtube.

1.4 Meaning, Scope & importance of multimedia in Education.

13 Hrs

Unit-2 New Technologies in Education.

2.1 Computer assisted Instruction, Internet, Multimedia

2.2 Tele Lecture, Tele conference, Tele seminar, Interactive video, Video text, Video conferencing,

2.3 Digital resources

2.4 Smart Board, Virtual class room, Artificial Intelligence,

13 Hrs

Unit-3 Web Tools

- 3.1 Open source content – Wikipedia, wiki educator, school education, using in teaching and learning.
- 3.2 Blog discussion group, online forum, online video conference, using in teaching and learning
- 3.3 Social networking – Orkut, facebook, twitter – Instructional use.
- 3.4 Teaching learning processes and educational technology

14 Hrs

Assignments (Any one)

- 1 Write a communication tools like blogs, wikis, and YouTube in education. How can these tools enhance student engagement and collaborative learning?
- 2 Analyze the impact of smart boards, virtual classrooms, and artificial intelligence in education.
- 3 Role of social networking platforms such as Facebook, Twitter, and Orkut in education. How can teachers and students use these platforms for instructional purposes?
- 4 Write a impact of artificial intelligence (AI) in education. How can AI tools be used to personalize learning and assist teachers in instructional design?
- 5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
02	05	03	10

References

1. Apter, Michael, J. (1968). *The New Technology of Education*. London: MacMillan.
2. Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques*. New Delhi: Kanikshka Publishers Distributors.
3. Bhushan, Anand and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
4. Dale Edgar. (1954). *Audio-visual methods in Teaching*. (2nd ed). New York: The Dryden Press
5. Dale, Edgar.(1946). *Audio-visual methods in Teaching*. New York: The Dryden Press.
6. Dale Edgar. (1969). *Audio-visual methods in Teaching*. (3rd ed). New York: The Dryden Press.

7. Dange, Jagannath, K.(2014). *Learning and Experiences*. Lap Lambert Publication. Germany.
8. Goel, D. R., and Joshi, P. (1999). *A Manual for INTERNET Awareness*. CASE: The M. S. University of Baroda Press.
9. Khirwadkar, A. (2005). *Information & Communication Technology in Education*. New Delhi: Sarup & Sons.
10. Khirwadkar, A. (2010). *e-learning Methodology: Perspectives on the Instructional Design for Virtual Classrooms*. New Delhi: Sarup Book Publication Ltd.
11. Kulkarni, S.S. (1986). *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.
12. Kumar, K.L. (1996). *Educational Technology and Communication Media*. Cuttack: Nalanda.
13. Mahapatra, B.C. (2006). *Education in Cybernetic Age*. New Delhi: Sarup Sons.
14. Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.

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 each (1x10=10 marks)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

B.A. Third Semester EDUCATION

Elective 3.1.2 Life Skills in Education

Teaching 02 hours per week

Total 40 hours

OBJECTIVES: -

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

1. Understand the meaning and importance of ICT and its role in education.
2. Explain the use of various technology tools like Bluetooth, webcam, WinZip, and USB.
3. Analyze the significance of multimedia, blogs, wikis, and YouTube in teaching and learning.
4. Explore new technologies such as AI, smart boards, teleconferencing, and virtual classrooms in education.
5. Utilize web tools, social networking, and digital resources for effective instructional purposes.

Unit-1 Life Skills Education

- 1.1 Meaning and concept of Life Skills.
- 1.2 Need for the development of skills.
- 1.3 Importance of Life Skills.
- 1.4 Strategies for Development of Life Skills.

13 Hrs

Unit-2 Cognitive and psychosocial skills.

- 2.1 Concept and components of cognitive skills - Creative thinking, critical thinking, decision making, problem. Solving.
- 2.2 Concept and components of psycho- Social Skills.
- 2.3 Self-awareness empathy interpersonal relationship and effective communication.
- 2.4 Coping Skills Coping with emotions and stress.

13 Hrs

Unit-3 Life skills program Implementation and evaluation.3

3.1 practical applications of life skills

3.2 Social-emotional awareness programs and community involvement

3.3 Role of teachers in life skill education.

3.3 Professional Skills: Resume Skills, Career. Skills- Interview Skills, Group discussion skills, Exploring career opportunities. Team Skills

14 Hrs

Assignments (Any one)

1 Different strategies for developing life skills among students? Provide examples of effective methods used in schools and colleges.

2 Explain how self-awareness, empathy, and effective communication contribute to healthy interpersonal relationships.

3 The concept and components of cognitive skills-creative thinking, critical thinking, decision-making, and problem-solving. Provide real-life applications of these skills.

4 How can life skills be practically applied in everyday life? Provide examples from different areas such as education, workplace, and personal life.

5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
02	05	03	10

References

1. Bhagyashree A.D.(2016) Life Skills education, Bookman.
2. Jain, Usha & Jain, Rajiv Kumar. (2014), Life skills- A guide to steer life. Vayo Education of India.
3. James, Larry. (2006). The first book lifeskills. Mumbai. Embassy Books.
4. Joshi Rokeach (1973). The nature of human values. New Yourk: The Free Press
5. Ravikanth Rao, K & Dinakar, P.(2018)
6. Asch.M. (2003), Creativity and Personality, Published by IVY Publishing House, Co.Ltd.

7. Bharathi.T. Hariprasad.M. and Prakasam (2011), Personality Development and Communicative English.Neelkamal Publications Pvt.Ltd, Educational Publishers, New Delhi.
8. Hema Venkatesh Handral (2013), Personality Development, Vijay Vahini, Shivamoga, Karnataka.
9. Yandamoori Veerendranath (2010), A student book on Personality Development and Communication Skills, Sahitya Prakashana, Hubli, Karnataka
10. World Health Organization (1997), Life Skills Education for Children and Adolescents in Schools. Geneva.
11. A Guide for Family Health and Life Skills Education for teachers and students. N.C.E.R.T. 200.
12. NIMHANS, life Skill Education Manual.
13. Charrigon (2007), The ABC's OF Teaching Life-Skills , Infinity Publisher, London.
14. WHO (2001), parents in life skills education, Conclusions from a United Nations inter agency meeting. Geneva World Health Organization.
15. Arul Joseph Raj, Ganesan, Kirthi Munjal, Jasim Ahmad, Rachna Rathore , EDU TRACKS,

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 each (1x10=10 marks)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

B.A. Fourth Semester EDUCATION (Optional) 4 ADVANCED EDUCATIONAL PSYCHOLOGY

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand human abilities, individual differences, and educational strategies for gifted and slow learners.
2. Explain learning processes, types, and key learning theories by Thorndike, Pavlov, Skinner, and Kohler.
3. Analyze personality development, influential factors, and major personality theories.
4. Explore intelligence, IQ, creativity, and emotional intelligence with their applications in education.
5. Understand mental health, mental hygiene, maladjustment, and defense mechanisms for overall well-being.

Unit I: Human Abilities

- 1.1 Human Abilities - Cognitive, Affective and Psycho-motor, Measures to enhance human abilities
- 1.2 Individual differences – meaning and characteristics Areas and causes of individual differences
- 1.3 Exceptions in Human Abilities – Gifted and Slow learners
- 1.4 The role of education in overcoming the Juvenile delinquency

15 Hrs

Unit II: Learning

- 2.1 Learning - Meaning, Definitions and Process
- 2.2 Types of Learning
- 2.3 Theories of Learning - Trial and Error Learning (Thorndike), Conditioned learning (Pavlov and Skinner), Insight learning (Kohler)
- 2.4 Factors influencing learning – Motivation, Attention, Interest, Fatigue

15 Hrs

Unit III- Personality

3.1 Personality – Meaning and definitions

3.2 Factors influencing on personality development

3.3 Theories of Personality - Body type theories (Kreishmer, Sheldon), Psycho-analytic theories (Freud, Jung)

3.4 Personality adjustment – Meaning and characteristics. 15Hrs

Unit IV- Intelligence and Creativity

4.1 Intelligence - Meaning, definitions, growth, distribution, concept of IQ

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: Mental Health and Hygiene

5.1 Mental Health – Meaning and Importance

5.2 Mental hygiene – Meaning, concept and characteristics of a mentally healthy person

5.3 Maladjustment – Meaning and causes, resistance for adjustment- tension, frustration and conflicts

5.4 Defense mechanisms

15 Hrs

Assignments (Any one)

- 1 Write a causes of juvenile delinquency. What role does education play in preventing and rehabilitating juvenile delinquents?
- 2 Compare and contrast the theories of learning proposed by Thorndike, Pavlov, Skinner, and Kohler.
- 3 Analyse the role of motivation, attention, interest, and fatigue in the learning process.
- 4 Write a various factors that influence personality development. How do heredity and environment shape an individual's personality.
- 5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

1. Ausubel, D.P. (1968) Educational Psychology; A cognitive View, New York: Holt, Rineart and Winston, Inc.
2. Biehler, R.F. and Snowman, Jack (1993) Psychology Applied to Teaching (Seventh Edition), New Jersey: Houghton Mifflin Co.
3. Bigge, M.L. and Hunt, M.P. (1980) Psychological Foundations of Education: An Introduction to Human Motivation, Development and Learning, (3rd Ed), New York: Harpan and Row Publishers.
4. Bigger, J.J. (1983) Human Development, New York: Macmillan Publishing Co.Inc.
5. Blair. G.H., Jones, R.S. and Simpson, R.H. (1975) Educational Psychology, (4th Ed), New York: Macmillan Publishing Co.Inc.
6. Bhargava, Mahesh (1994) Introduction to Exceptional Children, New Delhi:
7. Chaube S.P. (1997) Educational Psychology, Agra: Laxmi Narain Agarwal.
8. Bhatia,K.K. Educational Psychology and techniques of Teaching, Kalyani Publishers, Ludhiana 1944
9. Bhargava, Mahesh, (1994) Introduction to Exceptional Children, Sterling Pulishers, New Delhi.
10. Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing House, New Delhi.
11. Dandapani, S. (2000) Advanced Educational Psychology, Anmol Publications Pvt. Ltd.
12. DeCecco, John,P. (1987) Psychology of Learning and Instruction, Prentice Hall, New Delhi.
13. ಎಸ್.ಬಿ.ದಳವಾಯಿ(2012) ಶಿಕ್ಷಣದ ಮನೋವೈಜ್ಞಾನಿಕ ಆಧಾರಗಳು, ವಿದ್ಯಾ ಪ್ರಕಾಶನ,ಗದಗ
14. ಕಾಶೀನಾಥ, ತಳವಾರ, ಜಾತಸ್ವಾಮಿ, ಕೈಲಾಸಲಿಂಗಂ(1989) ಬೋಧನೆ, ಕಲಿಕೆಪ್ರಕ್ರಿಯೆಯಲ್ಲಿನೋವಿಜ್ಞಾನ, ಯುವಜನ ಸಾಹಿತ್ಯ ಅಧ್ಯಯನ ವೇದಿಕೆ,ಇಳಕಲ್.
15. ಕೊಂಗವಾಡ ಎನ್.ಬಿ(2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,
16. ಎಚ್.ವಿ.ವಾಮದೇವಪ್ಪ(2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನಬ್ಲೀ,ಶ್ರೀಕೃಷ್ಣಶುಕ್ಲ, ಪ ದಾವಣಗೆರೆ

17. ದಳವಾಯಿ ಎಸ್.ಬಿ(2011) ಮಾನವ ವಿಕಾಸದ ವಿಅರಿದವ್ಯಾನಿಧಿ, ಪ್ರಕಾಶನ,ಗದಗ
18. ರಾಜು (2009) ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
19. ಎಚ್.ಎಂ.ಚಂದ್ರಾಚಾರ(2014) ಸಮಗ್ರ ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ,ಅಶ್ವಿನಿ ಪ್ರಕಾಶನ,ರಾಣಿಬೆನ್ನೂರ

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

Elective 4.1 Personality Development and Communication Skills

Teaching 02 hours per week

Total 40 hours

OBJECTIVES: -

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

1. Understand the meaning, definition, and continuous process of personality development.
2. Analyze the role of home, school, society, and media in shaping personality.
3. Explore major personality theories, including Freud's psychoanalytic theory and Erickson's psychosocial development theory.
4. Explain the meaning, importance, and types of communication, including verbal and non-verbal forms.
5. Develop effective communication skills (listening, speaking, reading, writing) and overcome communication barriers in classroom settings.

UNIT-I: Meaning and definition of Personality

- 1.1 Personality: Meaning and definition of personality,
- 1.2 Personality development Continue process and Importance of Personality development.
- 1.3 Role of different agencies in personality Development: Home, School, Society and Media
- 1.4 Dimensions of Personality – Physical, Intellectual, Emotional, Social, moral and spiritual.

13 Hrs

Unit-II: Theories of personality.

- 2.1 Psychoanalytic theory. (Sigmund Freud)
- 2.2 Phenomenological theory. (Carl Rogers)
- 2.3 Cognitive theory. (George a Kelly)
- 2.4 Psychosocial development theory. (Erickson)

13 Hrs

UNIT-III: COMMUNICATION SKILLS

- 4.1. Meaning, definitions and concept of communication.
- 4.2. Importance and Process of Communication. Types of Communication – Verbal and non-verbal.
- 4.3 Communication Skills-Listening, Speaking, Reading, and Writing.
Components of Communication, Barriers of Communication.
- 4.4 Classroom Communication-Mass media approach- The art of public speaking.

14 Hrs

Assignments (Any one)

- 1 write a role of home, school, society, and media in shaping an individual's personality.
- 2 Describe the six dimensions of personality: physical, intellectual, emotional, social, moral, and spiritual.
- 3 write a s George Kelly's Cognitive Theory of personality.
- 4 Communication skills like listening, speaking, reading, and writing and its impact on effective classroom learning and public speaking.
- 5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
02	05	03	10

References

1. Arulsamy S. and Zayapragassarazan (2014) Teaching Skills and Strategies, Neelkamal Publications Pvt. Ltd, Hyderabad
2. Kochhar, S.K. (2004), Methods 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)

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 each
(1x10=10 marks)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

B.A. Fourth Semester, Education

Elective 4.1.2 Educational Guidance and Counselling

Teaching 02 hours per week

Total 40 hours

OBJECTIVES: -

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

1. Understand the meaning, nature, and importance of guidance in education.
2. Analyze different types of guidance, including educational, vocational, and personal guidance.
3. Explain vocational guidance, career information dissemination, and their role in career planning.
4. Understand the nature, scope, and different approaches to counselling.
5. Develop counselling skills and techniques for effective guidance and support.

Unit I: Guidance and Education

1.1 Meaning, Definitions and Nature of guidance

1.2 Educational Guidance-Nature, scope and objectives

1.3 Need for guidance at various levels of education/schooling

1.4 Types of guidance and Group guidance: Educational, Vocational and Personal

15 Hrs

Unit II: 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.

15 Hrs

Unit III: Understanding Counselling, Counselling skills, Approaches and Techniques

3.1. Meaning and nature of counselling

3.2. Scope of counselling, Relationship between guidance and counselling,

3.3. Different approaches of Counselling-Directive, Non-directive and Eclectic.

3.4 Skills and qualities of an effective counsellor, Counselling techniques: Cognitive, behavioral and systemic

15 Hrs

Assignments (Any one)

1 Differentiate between vocational guidance and career guidance. Why is career information crucial for students?

2 Define vocational guidance. Why is it important in career planning, and what are the major sources of vocational information?

3 What are the essential skills and qualities of an effective counsellor? How do these skills impact the counselling process?

4 write a directive, non-directive, and eclectic approaches to counselling.

5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
02	05	03	10

References:

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2. Bhatnagar, A. and Gupta, N.: Guidance and Counselling Vol. I – A Theoretical Perspective. New Delhi: Vikas Publishing House, 1999.
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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=10marks)

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 each (1x10=10 marks)

RANI CHANNAMMA UNIVERSITY, BELAGAVI

B.A. V Semester EDUCATION

5.EDUCATIONAL ADMINISTRATION AND MANAGEMENT

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand the concepts, importance, and distinction between educational administration and management.
2. Analyze the administrative structure of education at the state and central levels, including key institutions like UGC, NCERT, and NCTE.
3. Explore the components of school management, supervision, and the role of institutional planning in educational development.
4. Examine Total Quality Management (TQM) and the responsibilities of school leaders in maintaining academic and co-curricular excellence.
5. Understand the significance of institutional climate, school infrastructure, and creative activities in fostering a positive learning environment.

Unit I: Conceptual Framework.

- 1.1 The concept and importance of Educational organization, Administration and management.
- 1.2 Distinction between Educational Administration and management.
- 1.3 The objectives, nature and scope of Educational management.
- 1.4 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources

15Hrs

Unit II: Administration of Education in the State

- 2.1 The Administrative structure of education in the state
- 2.2 State Advisory Board of Education (SABE)
- 2.3 School Development and Monitoring Committee (SDMC)
- 2.4 DSERT and KSHEC

15 Hrs

UNIT III: Administration of Education in the Centre

3.1 University Grant Commission (UGC)

3.2 National Institute of Educational Planning and Administration (NIEPA)

3.3 Central Advisory Board of Education (CABE)

3.4 National Council for Teacher Education (NCTE) and NCERT 15 Hrs

Unit IV: Management of School and Supervision

4.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management.

4.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions.

4.3 Challenges and suggestions for the improvement of supervision Institutional Planning: Concept, objectives, importance, preparation and Problems.

4.4 Total Quality Management: meaning, Role of the Headmaster and teachers in promoting the TQM in examination, promotion, library and labs and co-curricular activities and Time Management.

15Hrs

Unit V: Maintaining Healthy Education Institutional Climate

5.1 Institutional organization climate (school): Human resources and school components.

5.2 The Institutional Plant: Physical Surrounding and maintenance

5.3 Creative activities of the school: Role and Importance in Institutions.

5.4. Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.

15Hrs

Assignments (Any one)

- 1 Concept and importance of Educational Organization, Administration, and Management. How do they contribute to the efficiency of an educational institution?
- 2 Administrative structure of education in your state. Discuss the roles of SABE, SDMC, DSERT, and KSHEC in educational governance.
- 3 Compare and contrast the roles of UGC, NIEPA, CABE, NCTE, and NCERT in the administration of education at the national level.
- 4 Major challenges in educational supervision and monitoring? Suggest strategies for improving supervision and institutional planning in schools.
- 5 Role of a Headmaster in Total Quality Management (TQM) in schools.
- 6 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

- 1 Aggarwal, J.C. (1987) The Progress of Education in Free India, New Delhi: Arya BookDepot.
- 2 Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya BookDepot.
- 3 Daft, Richard. L. (2000) Management, USA: Harcourt College Publishers, Fort Worth, Texas.
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19 ಮೋರೆ ವೆಂಕಪ್ಪಾ & ಜೋಷಿ ಎ.ಎಚ್ (2017) ಶಾಲಾ ಆಡಳಿತ ಮತ್ತು ನಿರ್ವಹಣಾಶಾಸ್ತ್ರ
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20 ಮೋರೆ ವೆಂಕಪ್ಪಾ & ಇತರರು (2019) ಶಾಲಾ ಆಡಳಿತ ಮತ್ತು ನಿರ್ವಹಣಾಶಾಸ್ತ್ರ
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ಪಬ್ಲಿಕೇಶನ್, ಶಿವಬಸವ ನಗರ, ಬೆಳಗಾವಿ ಆರ್.ಎಸ್.ಎನ್. ನಂ- 978-81-92765-71-9

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. V Semester EDUCATION

5.1.1 Teaching Skills and strategies

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand the meaning, nature, and principles of teaching, and distinguish between teaching as an art and science.
2. Explain the concept, importance, and components of micro-teaching, including its advantages and limitations.
3. Analyze various teaching strategies, differentiating between teacher-centered and learner-centered methods.
4. Explore principles and methods of teaching, including discussion and project-based learning approaches.
5. Understand the role of teaching technology and ICT resources in education, including e-learning, teleconferencing, and online educational platforms.

UNIT I: Teaching And Learning Process

- 1.1 Meaning and Definitions of Teaching
- 1.2 Nature of Teaching. Characteristics of Good Teaching
- 1.3. Principles of Teaching
- 1.4 Teaching as an Art and Teaching as Science.

15Hrs

UNIT II: 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, advantages of Micro-Teaching and Limitations of Micro-Teaching

15Hrs

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

15Hrs

Unit IV: Principles And Methods Of Teaching

4.1. Meaning, Definitions and principles of Teaching.

4.2. Principles of selection of the good teaching method

4.3. Discussion Method of Teaching

4.3.1. Meaning and Stages

4.3.2. Merits and Demerits

4.4. Project Method Teaching

4.4.1. Meaning, Definitions, Principles and Stages

15Hrs

Unit V: TEACHING TECHNOLOGY AND ICT RESOURCES

5.1. e-learning, mobile learning- concept, advantages and limitations.

5.2. Teleconferencing: meaning & types; Interactive white board- Characteristics & advantages

5.3. Web services: e-mail, online forums, blog, wikipedia, e-library

5.4. Resource centers and services in educational technology: NROER, EDUSAT, NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET.SWAYAMPURABHA, MOOCs,

Merits and Demerits

15Hrs

Assignments (Any one)

- 1 write a characteristics of good teaching and analyze how teaching can be considered both an art and a science.
- 2 Micro-Teaching in teacher training programs.
- 3 Critically analyze the principles of selecting a good teaching method.
- 3 write a role of ICT in modern teaching-learning processes
- 5 Write a detailed note on web-based educational resources
- 6 Any one suggested by Lecturer.

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

- 1.Arulsamy S.and Zayapragassarazan(2014) Teaching Skills and Stragegies, Neelkamal Publications Pvt. Ltd,Hyderabad
2. Kochhar, S.K. (2004), Methos and Techniques of Teaching, New Delhi, Sterling Publishers, Private Limited.
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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. V Semester EDUCATION

5.1.2 Issues and Challenges in Education

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand constitutional provisions related to education, including the Right to Education Act (2009) and NEP 2020.
2. Analyze key issues and challenges in Indian education, including women's empowerment, human rights education, and the impact of globalization.
3. Explain the concept of quality assurance in education, the role of agencies like NAAC and NCTE, and principles of Total Quality Management.
4. Explore the concept, objectives, challenges, and measures for the universalization of primary education.
5. Understand the role of education in promoting national integration and international understanding while addressing communalism, linguism, and provincialism.

Unit-1 Constitution and Education

- 1.1. Constitutional Provisions –Articles - 15,16,17,19,21,21a,24,28,29,30 and 45 –related to educational aspects.
- 1.2. Karnataka Education Act 1983 –Features related to School Education.
- 1.3. Right to Education Act–2009 –Salient features and Universalization of Education.
- 1.4. NEP 2020

15Hrs

Unit-2 Issues and challenges related to Indian Education

- 2.1 Empowerment - concept, importance, strategies, the role of Education in Woman Empowerment
- 2.2 Human rights Education – Universal declaration of Human Rights, Meaning and Importance of Human Rights Education.
- 2.3 Liberalization, Privatization, Globalization – its impact on Education for International understanding.
- 2.4 Sarva Shikshan Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana (RMSA) as agencies of quality improvement

Unit 3 - Quality Assurance in Education.

- 3.1 Meaning and importance of Quality Assurance
- 3.2 Total Quality Management in Education. (Meaning, importance, factors influencing)
- 3.3 Agencies of Quality Assurance. (NAAC and NCTE)
- 3.4 Total Quality Management – Meaning and Principles 15 Hrs

Unit IV - Universalization of Primary Education

- 4.1 Historical background, Meaning, objectives and importance
- 4.2 Measures taken for fulfillment of Universalization of primary Education
- 4.3 Hindrance in Universalization of primary Education
- 4.4 Remedies for improvement of Universalization of primary Education 15Hrs

Unit V- Education and National Integration

- 5.1 Meaning and need of Nationalism, Meaning and need of National Integration
- 5.2 Fissiparous tendencies in our National life: Communalism, Linguism and Provincialism
- 5.3 The role of Education in promoting National integration
- 5.4 Meaning and need of International Understanding. 12 Hrs

Assignments (Any one)

- 1 The major features of the Karnataka Education Act of 1983.
- 2 Right to Education Act (RTE) 2009
- 3 The impact of Liberalization, Privatization, and Globalization (LPG) on education.
- 4 Role of education in promoting national integration and international understanding. How can education counter issues like communalism, linguism, and provincialism in society?
- 5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

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2. Problems of Education–Pramila Sharma APH publishing Corporation NewDelhi–2005.
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19. Human Rights Education-C.Naseema.
20. Constitution of India
21. Landmarks in the history of modern Indian Education-J.C.Aggarwal
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23. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು-ಸಿ.ವಿ.ಜಯಣ್ಣ. ಸಪ್ತಬುಕ್ ಹೌಸ್-2007.
24. ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ-ಕೆ.ಜಿ.ಮಹೇಶ್ ಮಾತಾಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು-2007.
25. ಜೀವನ ಕೌಶಲಗಳು-ಅರವಿಂದ ಚೊಕ್ಕಾಡಿನ ವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ-2005.
26. ಎಸ್.ಪಿ. ಪದ್ಮಪ್ರಸಾದ್-ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು ಸುಮುಖಿ ಪ್ರಕಾಶನ-2007.
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30. ಶಿಕ್ಷಣದಲ್ಲಿ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ-ಪಿ.ನಾಗರಾಜ.ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ-2005.
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33. ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲಿ ಶಿಕ್ಷಣ- ನರಸಿಂಹಚಾರ್.ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು-2009.

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. VI Semester EDUCATION

6. Educational thoughts of Great Indian and Western thinkers

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand the life, works, and educational contributions of Rabindranath Tagore, Sri Basaveshwar, Swami Vivekananda, Dr. S. Radhakrishnan, Rousseau, Dewey, Montessori, and Froebel.
2. Analyze the educational principles, aims of education, curriculum, and methods of teaching proposed by these thinkers.
3. Examine their views on teacher-student relationships, discipline, religious education, and women's education.
4. Evaluate the impact of their progressive thoughts on superstitions, casteism, mass education, and moral education.
5. Compare and contrast different educational philosophies and their relevance to modern education.

Unit I- Rabindranath Tagore and Sri Basaveshwar

1.1 Life and works

1.2 Educational principles, Aims of Education, curriculum, views on teacher and discipline, methods of teaching, Shantiniketan and Vishwabarati, Educational contributions.

1.3 Sri Basaveshwar Life and Works

1.4 His progressive thoughts on superstitions, Casteism, women's education and religious education, educational thoughts and moral education, Educational contributions

15Hrs

Unit II- Swami Vivekananda

2.1 Life and works

2.3 Educational principles and aims of Education

2.3 Qualities of teacher, qualities of pupil, religious education

2.4 Woman education, Mass education, educational contributions

15Hrs

Unit III- Dr. S. Radhakrishnan

3.1 Life and works

3.2 Educational Principles and Aims of Education

3.3 Views on Teacher and Discipline

3.4 Religious Education and Women's Education, Educational contributions.

15Hrs

Unit IV- Jean Jaques Rousseau and Johan Dewey

4.1 Life and works

4.2 Educational principles and aims of Education, stages of growth and development and education, woman education, negative education, Educational contributions

4.3 Johan Dewey Life and works

6.1 Educational Principles and Aims of Education, curriculum, laboratory school, methods of teaching, Educational contributions.

15Hrs

Unit V- Maria Montessori and Fedrick Froebel

5.1 Life and Works

5.2 Educational principles, Montessori schools, sensory training, Methods of teaching, Educational contributions

5.3 Fedrick Froebel Life and works

5.4 Educational principles, Aims and functions Education, Methods of teaching, Kindergarten, Educational contributions

Assignments (Any one)

1 Compare and contrast the educational philosophies of Rabindranath Tagore and Sri Basaveshwar. Discuss their contributions to education, including their views on curriculum, discipline, and teaching methods.

2 Analyze Swami Vivekananda's philosophy of education.

3 write a Dr. S. Radhakrishnan's views on education.

3 Examine Jean-Jacques Rousseau's concept of education.

4 write a e Montessori and Kindergarten methods of education.

5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

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2. Anand C. L. [1993]. Teacher and Education in the Emerging Indian society. NCERT New Delhi.
3. Batia. K.K. and C. L. Narang [1990] Theory and Principles of Education. Prakash Brothers. Jalandar.
4. Swami Prabhunanand [1981] Spiritual Heritage of India. Sri Ramkrishna math, Madras. -600004, India.
5. Great Modern Indian Educators –S. P. Choube.
6. Doctrines of Great Educators. –R.R.Rusk.
7. Outlines of Great Educators –G. B. Mench.
8. Recent Educational Philosophers in India-S.P.Choube.
9. Some great Western Educators- S.P.Choube.
10. Some great western Educators.-B. C. Rai.
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13. ದಳವಾಯಿ ಎಸ್.ಬಿ(2010) ಪಾಶ್ಚಿಮಾತ್ಯ ಚಿಂತಕರ ಶೈಕಣಿಕ ಕೊಡುಗಗಳು, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
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15. ವಿ.ಕ.ಹಂಪಿಹೊಳಿ ಹಾಗೂ ಇತರು(1993). ಶ್ರೇಷ್ಠ ಶಿಕಣ ತಜರು,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. VI Semester EDUCATION

6.1.1 Current affairs in Indian Education

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand the meaning, importance, and differences between traditional and inclusive education while identifying the needs of children with physical, visual, hearing, and mental challenges.
2. Analyse the causes and consequences of population explosion and evaluate the role of teachers, curriculum, and teaching methods in population education.
3. Examine the history, significance, and challenges of women's education and explore strategies for women's empowerment through education.
4. Explain the objectives and significance of health education, physical education, and yoga, including different asanas and their benefits.
5. Assess the importance of universalization of primary education, its historical background, challenges, and measures taken for its fulfilment.

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. and Children with Mentally challenged.

15Hrs

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, Measures to Control Population Explosion

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, Different Yoga asanas & Importance of Yoga
- 15Hrs

Unit V - Universalization of Primary Education

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

15Hrs

Assignments (Any one)

- 1 Compare and contrast traditional education with inclusive education, highlighting the needs of children with physical, visual, hearing, and mental challenges.
- 2 Analyze the causes and consequences of population explosion.
- 3 Evaluate the significance of women's education in India.
- 4 Assess the importance of universalization of primary education.
- 5 Examine the role of teachers in inclusive and population education.
- 6 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

1. 1 Baggaley J. P.et. all (1975), Aspects of Educational technology- Austrellia: Pitman publishing Pvt Ltd.
2. Dass, R.C (1993), Educational Technology – A basic Text, New Delhi; Streling Publishers.
3. Dr J G Roddannavar – Trends in Indian Education.
4. .Dr S P Choube- History and problems of Indian Education.
5. Lokman Ali- Teacher Education.
6. ಪ್ರೊ ದಳವಾಯಿ. ಬಿ.ಎ.ಎಸ್ (2010–11)– ಭಾರತೀಯ ಶಿಕ್ಷಣದಲ್ಲಿನ ಹೊಸ ಪರಿಕಲ್ಪನೆ ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
7. ಡಾ.ಎನ್ ಬಿ. ಕೊಂಗವಾಡ ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ ,ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
8. ಸಿ. ವಿ. ಮ್ಯಾಗೇರಿ(2009)– ಶೈಕ್ಷಣಿಕ ತಂತ್ರಜ್ಞಾನ, ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ,ಗದಗ
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10. ಡಾ.ನೂರಜಹಾನ್ ಎನ್. ಗನಿಹಾರ ಮತ್ತು ಪ್ರೀತಿ ಡಾ.ಪಿ. ಬಂಡಾರಕ (2008)–ಪ್ರಾಚೀನ
11. ಭಾರತದಲ್ಲಿ ಸ್ತ್ರೀ ಶಿಕ್ಷಣದ ಬೆಳವಣಿಗೆ ಮತ್ತು ವಿಕಾಸ. ವಿಧ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ

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(10x2=20 marks)

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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. VI Semester EDUCATION

6.1.2 Educational Research and Statistics

Teaching 05 hours per week

Total 75 hours

OBJECTIVES: -

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

1. Understand the meaning, characteristics, and steps of research in education, along with different research methods such as historical, descriptive, and experimental.
2. Analyze educational statistics, including data classification, tabulation, graphical representation, and measures of central tendencies and variability.
3. Differentiate between measurement and evaluation in education and examine various types of evaluation and achievement tests.
4. Explore the meaning, scope, and importance of action research, its limitations, and the process of conducting and reporting action research in schools.
5. Assess the impact of liberalization, privatization, and globalization on education and understand global trends influencing educational systems.

Unit I- Research in Education

1.1 Research: Meaning and characteristics, Steps in research.

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

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

15Hrs

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, 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 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 Influence of LPG on Education

15 hrs

Assignments (Any one)

1 Analyze the importance of educational statistics in research.

2 The various types of evaluation (summative, formative, placement, and diagnostic) and discuss different types of achievement tests with examples.

3 Global trends in education with reference to liberalization, privatization, and globalization.

4 Illustrate the steps involved in conducting an experimental research study in education.

5 Any one suggested by Lecturer

ASSESSMENT

1 st Test	2 nd Test	Workbook/Assignment	Total
04	10	06	20

References

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- 2 Aggarwal. Y. P. (1988), Better Sampling, Sterling, New Delhi.
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