



KARNATAK UNIVERSITY, DHARWAD
ACADEMIC (S&T) SECTION
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ
 ವಿದ್ಯಾಮಂಡಲ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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 A Grade 2018

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No. KU/Aca(S&T)/RIH-290/CBCS/2020-21/ 315

Date: 13 AUG 2020

ಅಧಿಸೂಚನೆ

ದಿವಸ: 2020-21ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳಿಗೆ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಮಾದರಿಯ ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. DO No. 1-1/2016(SECY), dt. 10.08.2016.
 2. Academic Council Res. No. 2, 21.05.2020.
 3. KU/Aca(S&T)/RIH-194/20-21/71, dt. 08.06.2020
 4. KU/VCS/2020-21, dt. 11.08.2020.
 5. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ 13.08.2020

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ, 2020-21ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಕೋರ್ಸುಗಳ 1 ಮತ್ತು 2ನೇ ಸೆಮಿಸ್ಟರ್‌ಗಳಿಗೆ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಮಾದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದನೆಯನ್ನು (Pending Approval of Academic Council Meeting) ನಿರೀಕ್ಷೆಯಲ್ಲಿರಿಸಿ ಅಳವಡಿಸಲಾಗಿದೆ.

ಮುಂದುವರೆದು, ಈ ಮೇಲಿನ ಸಿ.ಬಿ.ಸಿ.ಎಸ್. ಪಠ್ಯಕ್ರಮವು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ www.kud.ac.in ದಲ್ಲಿ ಬಿತ್ತರಿಸಲಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ತಿಳಿಸಲಾಗಿದೆ.

Handwritten signature: 13/08/2020
 (ಡಾ. ಹನುಮಂತಪ್ಪ ಕೆ.ಟಿ)
 ಕುಲಸಚಿವರು

ಗೆ,
 ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವ್ಯಾಪ್ತಿಯಲ್ಲಿ ಬರುವ ಎಲ್ಲ ಅಧೀನ ಹಾಗೂ ಸಂಬಂಧಿತ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ.

ಪ್ರತಿ ಮಾಹಿತಿಗಾಗಿ: ಡೀನರು, ಕಲಾ, ಸಮಾಜ ವಿಜ್ಞಾನ, ವಿಜ್ಞಾನ ಹಾಗೂ ತಂತ್ರಜ್ಞಾನ, ವಾಣಿಜ್ಯ, ಕಾನೂನು, ಶಿಕ್ಷಣ ಮತ್ತು ಮ್ಯಾನೇಜ್‌ಮೆಂಟ್ ನಿಲಾಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.

- ಪ್ರತಿ:**
1. ಅಪ್ಪ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಪತಿಗಳ ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
 2. ಅಪ್ಪ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರ ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
 3. ಅಪ್ಪ ಕಾರ್ಯದರ್ಶಿಗಳು, ಕುಲಸಚಿವರು(ಮೌಲ್ಯಮಾಪನ) ಕಾರ್ಯಾಲಯ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
 4. ನಿರ್ದೇಶಕರು, ಇಂಟರನೆಟ್ ಸೆಕ್ಟರ್, ಪರೀಕ್ಷಾ ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ.
 5. ಅಧೀಕ್ಷಕರು, ಸಿಡಿಪಿ (ಸಂಯೋಜನೆ) ವಿಭಾಗ, ಕ.ವಿ.ವಿ. ಧಾರವಾಡ

**QUESTION PAPER PATTERN FOR
B.A. EDUCATION (OEC)
B.A Degree Examination June /July 2022
B.A Second Semester**

Duration: 2 Hours

Maximum Marks: 60

Instructions:

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

PART-A

I. Answer any five of the following questions in two to three sentences 2X5=10

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

PART-B

II. Answer any four of the following questions not more than one page 5X4=20

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

PART -C

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

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

(CBCS)

B.A III Semester**Title of the Course -“Understanding Human Development”****Course Outcomes:**

Upon completion of the course, the students will be able to:

1. Understand the interrelationship between Education and Psychology
2. Gain the knowledge of different stages of human development.
3. Understand the role of heredity and environment in human development.
4. Understand the need and importance of Intelligence and Emotional Intelligence.
5. Understand the theories of Intelligence and Emotional Intelligence.

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial 90 Hours
 (15-18 Weeks of Academic work (Minimum 90 working days))

Unit-1: Understanding Psychology and Education**15 Hours****Structure**

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Meaning, Definitions, and Nature of Psychology
- 1.4 Psychology as a Science
- 1.5 Educational Psychology
 - 1.5.1. Meaning and Definitions
 - 1.5.2. Relationship between Education and Psychology
 - 1.5.3. Nature and Scope of Educational Psychology
- 1.6. Methods of Psychology.
 - 1.6.1. Introspection method,
 - 1.6.2. Observation method,
 - 1.6.3. Case study method.
 - 1.6.4. Experimental method,
 - 1.6.5. Survey method
- 1.7. Let us Sum Up
- 1.8. Answer to Check Your Progress
- 1.9. Unit end Exercises
- 1.10 Suggested Readings

Unit-2: Stages of Development**15 Hours****Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Growth, Development and Maturation-
 - 2.3.1. Meaning and Definitions
 - 2.3.2. Differences between growth and development,
 - 2.3.3. Principles of growth and development
 - 2.3.4. Stages of Growth and development (E B Hurlock's Classification)
- 2.4. Perspectives of Development- Physical growth and development, Intellectual or mental development, Emotional development, Social development
- 2.5. Adolescent Psychology-
 - 2.5.1 Meaning and Definitions
 - 2.5.2 General and specific characteristics
 - 2.5.3 Need and problems of adolescence
 - 2.5.4 Role of the teacher, parents and school in adolescents' education
- 2.6. Let us Sum Up
- 2.7. Answer to Check Your Progress
- 2.8. Unit end Exercises
- 2.9. Suggested Readings

Unit-3: Human Abilities**15 Hours****Structure**

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Heredity and Environment- Their role in human development
- 3.4 Human Abilities-
 - 3.4.1. Concept and Nature
 - 3.4.2. Types of ability—Cognitive, Effective and Psychomotor
- 3.5 Individual differences in Human abilities-



- 3.5.1 Meaning and Definitions
- 3.5.2 Areas of Individual Differences
- 3.5.3 Causes and measurement of individual differences
- 3.6. Exceptions in Human Abilities- Gifted, Slow learner and mentally Retarded.
- 3.7 Let us Sum Up
- 3.8 Answer to Check Your Progress
- 3.9 Unit end Exercises
- 3.10 Suggested Readings

Unit-4: Human Intelligence
15 Hours

Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Intelligence-
 - 4.3.1 Meaning, Definitions, and features
 - 4.3.2 Growth and Distribution and Concept of I Q
- 4.4. Theories of Intelligence- Charles Spearman's two factor theory
L.L. Thurston's Multiple factor theory.
- 4.5. Types of Intelligence Tests- Individual and Group test of Intelligence. Uses of Intelligence
- 4.6. Creativity- Meaning, Characteristics and Relationship between Creativity and Intelligence
- 4.7. Let us Sum Up
- 4.8. Answer to Check Your Progress
- 4.9 . Unit end Exercises
- 4.10. Suggested Readings

Unit-05 Emotional Intelligence
15 Hours

Structure

- 5.1. Introduction
- 5.2. Objectives
- 5.3. Emotional Intelligence-

5.3.1 Meaning, Definitions and Significance

5.3.2 Components of Emotional Intelligence- a) Self awareness b) Self-regulation c) Motivation d) Empathy e) Social skills

5.4. Emotional intelligence (E I) and Intelligence Quotient (IQ)

5.5 . Let us Sum Up

5.6. Answer to Check Your Progress

5.7. Unit end Exercises

5.8. Suggested Readings

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

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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References

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

(CBCS)

B.A IV Semester

Title of the Course - "Understanding Human Potentialities"

Course Outcomes:

Upon completion of the course, the students will be able to:

1. Understand the process and factors influencing on Learning
2. Understand the factors influencing on Personality development.
3. Gain the knowledge of different theories of Learning and Personality
4. Apply the knowledge of information process in developing integrated personality
5. Understand the concept, types, theories and Strategies of Motivation.
6. Appreciate the need and importance of Guidance programme.

Teaching: 06 hours per week

05 hours Theory and 01 hour Tutorial	90 Hours
(15-18 Weeks of Academic work (Minimum 90 working days))	

Unit-1: Human Learning Process

15 Hours

Structure

- 1.1. Introduction
- 1.2. Objectives
- 1.3. Learning-
 - 3.3.1. Meaning, Definitions and Characteristics
 - 3.3.2. Process of learning
- 1.4. Theories of Learning-
 - 1.4.1. E L Thorndike's Theory of Trial and Error Learning
 - 1.4.2. Ivan Pavlov's Classical conditioning theory of learning
 - 1.4.3. B F Skinner's theory of operant conditioning
 - 1.4.4. Albert Bandura's social or observation learning
- 1.5. Factors Influencing Learning Process- Learner related factors or Internal factors, External or Teacher, Parents and Environmental related factors
- 1.6 Let us Sum Up
- 1.7 Answer to Check Your Progress
- 1.8 Unit end Exercises
- 1.9 Suggested Readings


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Unit-2: Human Personality

15 Hours**Structure**

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Personality-
 - 2.3.1 Meaning and Nature
 - 2.3.2 Factors influencing Personality Development
- 2.4 Theories of Personality- a) Psycho-analytic theories, b) Trait theories
- 2.5. Personality adjustment and mental health-
 - 2.5.1. Meaning and definitions
 - 2.5.2. Characteristics of well adjusted personality,
 - 2.5.3. Meaning, Symptoms and causes of Maladjustment
 - 2.5.4. Adjustment mechanisms or defense mechanisms
 - 2.5.5. Mental Hygiene and mental health
 - 2.5.6. Mental Hygiene and mental health
- 2.6 Let us Sum Up
- 2.7 Answer to Check Your Progress
- 2.8 Unit end Exercises
- 2.9 Suggested Readings

Unit-3: Human Motivation

15 Hours**Structure**

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Human motivation-
 - 3.3.1 Meaning, definitions, Types, and Classification of Motivation
- 3.4. Hierarchical theory of motivation
- 3.5 Strategies for motivating students
- 3.6 Let us Sum Up
- 3.7 Answer to Check Your Progress

- 3.8 Unit end Exercises
3.9 Suggested Readings

Unit 4: Information processing approach to cognition **15 Hours**

Structure

- 4.1 Introduction
4.2 Objectives
4.3 Information processing-
 4.3.1 Meaning, General Principles and importance
 4.3.2 Components of information processing.
4.4. Stage model of information processing-
 4.4.1 Sensory memory
 4.4.2 Short-term memory
 4.4.3 Long term memory
4.5. Cognitive process in the information processing model- a)
 Attention b) Perception c) Rehearsal d) Encoding e) Retrieval
4.6. Let us Sum Up
4.7. Answer to Check Your Progress
4.8. Unit end Exercises
4.9. Suggested Readings

Unit-5: Guidance and Counselling **15 Hours**

Structure

- 5.1 Introduction
5.2 Objectives
5.3 Guidance- Meaning, Principles, Need and Types of Guidance
5.4. Counseling- Meaning, Nature, and Types of Counseling
5.5. Counselor- Characteristics and Role of Counselor in Guidance
 Programme
5.6 Let us Sum Up
5.7 Answer to Check Your Progress
5.8 Unit end Exercises
5.9 Suggested Readings
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- ❖ **Transaction Mode: Lecture, Discussion, Project, Problem Solving, Brain Storming, Case study, Experimental, Blended mode of learning, PPT mode of Instruction, Community survey, etc.,**

Internal Marks

S.No	Particular	Internal Marks
01	Home Assignment	10
02	Internal Test	10
	Total	20

Grand Total

01	Internal +Theory	20+80=100
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- Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
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- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.