



KARNATAK UNIVERSITY, DHARWAD  
ACADEMIC (S&T) SECTION

ಕರ್ನಾಟಕ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಧಾರವಾಡ  
ವಿದ್ಯಾಮಂಡಳ (ಎಸ್&ಟಿ) ವಿಭಾಗ



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NAAC Accredited  
'A' Grade 2014

website: kud.ac.in

No. KU/Aca(S&T)/JS/MGJ(Gen)/2023-24/59

Date: 04/09/2023

ಅಧಿಸೂಚನೆ

ವಿಷಯ: 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಎಲ್ಲ ಸ್ನಾತಕ ಪದವಿಗಳಿಗೆ 5 ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್  
NEP-2020 ಪಠ್ಯಕ್ರಮವನ್ನು ಅಳವಡಿಸಿರುವ ಕುರಿತು.

- ಉಲ್ಲೇಖ: 1. ಸರ್ಕಾರದ ಅಧೀನ ಕಾರ್ಯದರ್ಶಿಗಳು(ವಿಶ್ವವಿದ್ಯಾಲಯ 1) ಉನ್ನತ ಶಿಕ್ಷಣ ಇಲಾಖೆ ಇವರ  
ಆದೇಶ ಸಂಖ್ಯೆ: ಇಡಿ 104 ಯುಎನ್‌ಇ 2023, ದಿ: 20.07.2023.  
2. ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ನಿರ್ಣಯ ಸಂಖ್ಯೆ: 2 ರಿಂದ 7, ದಿ: 31.08.2023.  
3. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶ ದಿನಾಂಕ: 04/09/2023

ಮೇಲ್ಕಾಣಿಸಿದ ವಿಷಯ ಹಾಗೂ ಉಲ್ಲೇಖಗಳನ್ವಯ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಆದೇಶದ ಮೇರೆಗೆ, 2023-24ನೇ  
ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ, ಎಲ್ಲ B.A./ BPA (Music) /BVA / BTTM / BSW/ B.Sc./B.Sc. Pulp &  
Paper Science/ B.Sc. (H.M)/ BCA/ B.A.S.L.P./ B.Com/ B.Com (CS) / BBA & BA ILRD ಸ್ನಾತಕ ಪದವಿಗಳ 5  
ಮತ್ತು 6ನೇ ಸೆಮೆಸ್ಟರ್‌ಗಳಿಗೆ NEP-2020ರ ಮುಂದುವರೆದ ಭಾಗವಾಗಿ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಅನುಮೋದಿತ  
ಕೋರ್ಸಿನ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ. ಅಂತರ್ಜಾಲ [www.kud.ac.in](http://www.kud.ac.in) ದಲ್ಲಿ ಭಿತ್ತರಿಸಲಾಗಿದೆ. ಸದರ ಪಠ್ಯಕ್ರಮಗಳನ್ನು ಕ.ವಿ.ವಿ.  
ಅಂತರ್ಜಾಲದಿಂದ ಡೌನ್‌ಲೋಡ್ ಮಾಡಿಕೊಳ್ಳಲು ಸೂಚಿಸುತ್ತ ವಿದ್ಯಾರ್ಥಿಗಳ ಹಾಗೂ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲ ಬೋಧಕರ ಗಮನಕ್ಕೆ  
ತಂದು ಅದರಂತೆ ಕಾರ್ಯಪ್ರವೃತ್ತರಾಗಲು ಕವಿವಿ ಅಧೀನದ/ಸಂಲಗ್ನ ಮಹಾವಿದ್ಯಾಲಯಗಳ ಪ್ರಾಚಾರ್ಯರುಗಳಿಗೆ  
ಸೂಚಿಸಲಾಗಿದೆ.

ಅಡಕ: ಮೇಲಿನಂತೆ

  
ಕುಲಸಚಿವರು.

ಗೆ,

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

ಪ್ರತಿ:

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



Karnatak University, Dharwad

B.A. IN EDUCATION

Syllabus for V and VI Semester

AS PER NEP - 2020

[Effective from 2023-24]

Sem.	Type of Course	Theory/ Practical	Course Code	CourseTitle	Instructi onhour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-09	Theory	015 EDU 011	Educational Contributions of Indian Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015 ED0U 012	Educational Contributions of Western Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015 EDU 013	Guidance Services in School and Colleges	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	SEC-3	Theory	015 EDU 061	Integration of Micro-Teaching Skills	02hrs	28	01 hr	20	30	50	02
<b>Total</b>											26
VI	DSCC-12	Theory	016 EDU 011	Education in Ancient and Medieval India	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016 EDU 012	Indigenous Education and Ancient Indian Universities	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016 EDU 013	Education Under British Period	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	Internship/		016 EDU 091	-----	-----	-----	-----	50	0	50	02
SEC-4		016 EDU 061	Education for Life Skills	02hrs	28	01 hr	20	30	50	02	
<b>Total</b>											26

\* in lieu of internship, 01 additional SEC/ Course based Activities may be offered

**Internship:**

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

**Note;**

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6<sup>th</sup> semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.





# Karnatak University, Dharwad

Subject - Education  
As per New Syllabus of NEP – 2020

Academic Year 2023-2024

**B.A V Semester**

Sem.	Type of Course	Theory/ Practical	Course Code	CourseTitle	Instruc tion hour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
V	DSCC-09	Theory	015 EDU 011	Educational Contributions of Indian Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-10	Theory	015 EDU 012	Educational Contributions of Western Thinkers	04hrs	56	02 hrs	40	60	100	04
	DSCC-11	Theory	015 EDU 013	Guidance Services in School and Colleges	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	SEC-3	Theory		015 EDU 061	Integration of Micro-Teaching Skills	02hrs	28	01 hr	20	30	50
	Total										26

## B.A. Semester – V

### Discipline Specific Core Course (DSCC)-09

**Course Title: Educational Contributions of Indian Thinkers**

**Course Code: 015 EDU 011**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-09</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**CO 1:** Understand the Philosophy of Indian Thinkers

**CO 2:** Analyze the Principles of Swami Vivekananda, Rabindranath Tagore, and Mahatma Gandhi

**CO 3:** Comprehend the knowledge of Kayak, Religious and Mass education, Vishwabharati and Basic Education.

**CO 4:** Recognize the classical work of Basaveshwara, Vivekanada, Tagore and Gandhi

**CO 5:** Appreciate the contributions of Indian Philosophers

<b>Content of Course – 09</b>	<b>56 Hrs</b>
<b>Unit –1 Educational Contributions of Basaveshwara</b>	14
<b>Chapter No.1:</b> Life and Works	4 hours
<b>Chapter No. 2:</b> His Progressive Thoughts	5 hours
2.1. Kayak	5 hours
2.2 Superstitions	
2.3. Casteism	
<b>Chapter No. 3:</b> His view on Women’s Education	
<b>Unit - 2 Educational Contributions of Swami Vivekananda</b>	14
<b>Chapter No. 4:</b> Life and Works	4 hours
<b>Chapter No. 5:</b> Educational Principles and Aims of Education, Curriculum, Methods of Teaching, Qualities of Teacher and Students	6 hours
<b>Chapter No. 6:</b> Religious Mass and Women’s Education	4 hours
<b>Unit - 3 Educational Contributions of Mahatma Gandhi</b>	14
<b>Chapter No.7:</b> Life and Works	2 hours
<b>Chapter No. 8:</b> Educational Principles, Aims of Education, Curriculum and Methods of Teaching	6 hours
	6 hours

<b>Chapter No. 9.</b> Basic Education has his Special Contribution	
<b>Unit – 4: Educational Contributions of Rabindranath Tagore</b>	14
<b>Chapter No. 10:</b> Life and Works	2 hours
<b>Chapter No. 11:</b> Educational Principles, Aims of Education, Curriculum and Methods of Teaching	6 hours
<b>Chapter No. 12</b> Vishwabharati –Teaching and Learning process	6 hours

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

**Text Books / References**

- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak,Delhi-110006.
- **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
- **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju G.**-“Doctrine of Great Educators”, Vidhyaniidhi Prakashan, Gadag.
- **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
- **qĀ.gĀĀ f. .**-(2010)“±ĀĀ ĀPĀĀ vĀĀĀ” «ZĀĀ ĀĀ ĀĀĀĀ UĀĀĀ

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>

**QUESTION PAPER PATTERN FOR**  
**B.A. EDUCATION (DSCC)**  
**B.A Degree Examination February/March 2024**  
**B.A Fifth Semester**  
**Course IX**

**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 5X2=10

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

**PART –B**

II. Answer any four of the following questions not more than one page 4X5=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.



## B.A. Semester – V

### Discipline Specific Core Course (DSCC)-10

**Course Title: Educational Contributions of Western Thinkers**

**Course Code: 015 EDU 012**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-10</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**CO 1:** Understand the Philosophy of Western Thinkers

**CO 2:** Analyze the Educational Principles of Jean Jacques Rousseau, John Heinrich Pestalozzi, Friedrich William August Froebel and Dr. Maria Montessori

**CO 3:** Comprehend the knowledge of Negative Education, Theory of Anschauung, Kindergarten and Method of Sensory Training

**CO 4:** Appreciate the classical works of Western Philosophers.

**CO 5:** Recognize the educational system advocated by Western Thinkers

Content of Course – 10	56 Hrs
<b>Unit –1 Educational Contributions of Jean Jacques Rousseau</b>	14
<b>Chapter No. 1:</b> Life and Works	4 hours
<b>Chapter No. 2:</b> Educational Principles and Aims of Education , Concept of Negative Education and Rousseau ‘s view on Women’s Education	5 hours 5 hours
<b>Chapter No. 3:</b> Stages of Growth and Development and Education. 3.1.Education for Infancy 3.2.Education for Childhood 3.3.Education for Boyhood 3.4.Education for Youth	
<b>Unit - 2 Educational Contributions of John Heinrich Pestalozzi</b>	14
<b>Chapter No. 4:</b> Life and Works	7 hours
<b>Chapter No. 5:</b> Educational Principles, Aims of Education and Educational Experiments	7 hours
<b>Chapter No. 6:</b> Theory of Anschauung and Methods of Teaching	
<b>Unit - 3 Educational Contributions of Friedrich William August Froebel</b>	14
<b>Chapter No.7:</b> Life and Works	2 hours
<b>Chapter No.8:</b> Educational Principles and Aims of Education	6 hours 6 hours

<b>Chapter No. 9.</b> Kindergarten and Methods of Teaching 9.1. Meaning, Objectives and Salient features 9.2. Methods of Teaching – 1) Song, Gestures and construction method 2) Gifts method 3) Occupations method 4) Play way method	
<b>Unit – 4: Educational Contributions of Dr. Maria Montessori</b>	14
<b>Chapter No. 10:</b> Life and Works <b>Chapter No. 11:</b> Educational principles and Children House <b>Chapter No. 12:</b> Sensory Training and Methods of Teaching	2 hours 7 hours 5 hours

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

**Text Books / References**

- **Bhatia and Bhatia**-(2002)“Theory and Principles of Education” Published by Doaba Book House, Nai Sarak,Delhi-110006.
- **Chaube S.P. and Akhilesh Chaube(2002)** -“Educational Ideals of the Great in India” Neelkamal Publication Hyderabad
- **Dash B. N.**-(1998) “Principles of Education” Neelkamal Publications Ltd., Educational Publishers, Hyderabad.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju G.**-“Doctrine of Great Educators”, Vidhyanidhi Prakashan, Gadag.
- **Tajeja V. R.**(2001)-“Educational Thought and Practice “Sterling Publishers Pvt. Ltd, Green Park Extension New Delhi
- **qA.gAdA f.** -(2010)“+Bp0 2Pit v10A” «ZÁrCiü ¥B+ÉA UZUA

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>

**QUESTION PAPER PATTERN FOR**  
**B.A. EDUCATION (DSCC)**  
**B.A Degree Examination February /March 2024**  
**B.A Fifth Semester**  
**Course X**

**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 5X2=10

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

**PART –B**

II. Answer any four of the following questions not more than one page 4X5=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.

## B.A. Semester – V

### Discipline Specific Core Course (DSCC)-11

**Course Title: Guidance Services in School and Colleges**

**Course Code: 015 EDU 013**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-11</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**CO 1:** Understand the Concept, Principle and Types of Guidance

**CO 2:** Analyze the Importance of Guidance Services

**CO 3:** Comprehend the knowledge of Orientation, Information, Counseling, Placement and Follow up Service

**CO 4:** Recognize the Scope of guidance services

**CO 5:** Appreciate the advantages of Guidance services

<b>Content of Course – 11</b>	<b>56 Hrs</b>
<b>Unit –1 – Introduction of Guidance</b>	14
<b>Chapter No. 1:</b> Meaning , Definitions and Characteristics	4 hours
<b>Chapter No. 2:</b> Types of Guidance –Educational , Vocational and Personal	5hours 5 hours
<b>Chapter No. 3:</b> Organization of Guidance Services –	
3.1. Role of Principal/Head Master	
3.2. Role of Career Master	
<b>Unit - 2 Guidance Services</b>	14
<b>Chapter No. 4:</b> Orientation Service	7 hours 7 hours
4.1. Concept and Importance	
4.2. Organization of service	
<b>Chapter No. 5:</b> Information service	
<b>5.1.</b> Concept and Sources of Information	
<b>5.2.</b> Types of Information	
<b>5.2.1.</b> Educational Information	
<b>5.2.2.</b> Vocational Information	
<b>5.2.3.</b> Personal Information	
<b>5.3.</b> Need of Information service	

<b>Chapter No.6: Counseling Service</b> 6.1. Meaning and Nature 6.2. Steps involved in Counseling Process 6.3. Types of Counseling-Directive(Counselor Centred), Non directive(Counselee Centred) and Eclectic 6.4. Techniques of Counseling	
<b>Unit - 3 Placement and Remedial Service</b>	14
<b>Chapter No.7: Concept , and Objectives of Placement and Remedial Service</b> <b>Chapter No.8: Types of Placement and Importance of Remedial Service</b> <b>Chapter No. 9: Advantages and Disadvantages of Placement service</b>	2 hours 6 hours 6 hours
<b>Unit – 4: Follow-up and Evaluation service</b>	14
<b>Chapter No.10: Concept, Characteristics and Objectives</b> <b>Chapter No.11: Plan for Follow-up Service</b> <b>Chapter No. 12: Organization of Follow-up service and Evaluation Service</b>	4 hours 5 hours 5 hours

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

**Text Books /**

- Bhatia, K. K. (1977) Measurement and Evaluation in Education: A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
- Chauhan, S. S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
- Mangal, S. K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
- Dr Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashan Gadag.
- Dr Raju G (2020) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication Hyderabad.
- Dr Raju G (2010) Guidance and Counseling Vidyanidhi Prakashan Gadag.
- Sharma, R. N. (1984) General Psychology Including Experimental Psychology: An Review. New Delhi, Surjeet Publication.
- गार्गस (2004) शिक्षण मूल्यांकन (शैक्षणिक दृष्टिकोण) का प्रारंभिक पाठ्यक्रम

Formative Assessment for Theory	
Assessment Occasion/ type	Marks
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>

**QUESTION PAPER PATTERN FOR**  
**B.A. EDUCATION (DSCC)**  
**B.A Degree Examination February//March 2024**  
**B.A Fifth Semester**  
**Course XI**

**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 5X2=10

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

**PART –B**

II. Answer any four of the following questions not more than one page 4X5=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.

## B.A. Semester – V

### Skill Enhancement Course (SEC)-03

**Course Title: Integration of Micro-Teaching Skills**

**Course Code: 015 EDU 061**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
SEC-03	Theory	02	02	28 hrs.	1hrs.	20	30	50

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

**CO 1:** Understand the importance of integration of Skills

**CO 2:** Analyze components of different desirable and undesirable skills

**CO 3:** Comprehend the knowledge of Micro-Teaching Skills.

**CO 4:** Recognize the differences between Macro and Micro lesson plan

**CO 5:** Appreciate the Skill integration.

<b>Course Title: Integration of Micro-Teaching Skills</b>	<b>28 Hrs</b>
<b>Unit –1 - Micro Teaching Skills (Part-A)</b>	09
<b>Chapter No. 1 : Micro Teaching Skills</b>	4 hours 5hours
1.1. Skill of Writing Instructional Objectives	
1.1.1. Meaning, Components and Lesson Plan	
2.2. Skill of Introducing a Lesson	
2.2.1. Meaning, Components and Lesson Plan	
<b>Unit –2 - Micro Teaching Skills (Part-B)</b>	10
<b>Chapter No. 2: Skill of Fluency on Questioning.</b>	3 hours 4 hours 3 hours
2.1. Meaning and Components	
2.2. Lesson Plan	
<b>Chapter No. 3: Skill of Explaining.</b>	
3.1. Meaning and Components	
3.2. Lesson Plan	
<b>Chapter No. 4: Skill of Reinforcement</b>	
4.1. Meaning and Components	
4.2. Lesson Plan	

<b>Unit - 3 Unit –2 - Micro Teaching Skills (Part-C)</b>	09
<b>Chapter No. 5: Skill of Stimulus Variation</b>	3 hours
5.1.Meaning and Components	3hours
5.2.Lesson Plan	3hours
<b>Chapter No. 6: Skill of Using Blackboard</b>	
6.5.Meaning and Components	
6.6.Lesson Plan	
<b>Chapter No. 6: Integration of Skills</b>	

**Transaction Mode:** Lecture, Demonstration, Discussion, Project, Problem Solving, Brain Storming, , PPT mode of Instruction,

#### **Text Books / References**

- Buch, M.B. (1977) Developing skills of instruction through microteaching. In APEID, Teacher Education for a Changing Society, (Mimeo), 113-15. UNESCO Regional Office (ACEID), Bangkok.
- Das, R.C., Passi, B.K. and Singh, L.C. (1978a) Effectiveness of microteaching in teacher training — a study. In Indian Educational Review 13, 1, 1-19.
- Das, R.C. and Singh, L.C. (1978) A study of the effects of sex, age and qualification on development and teaching competence through microteaching. In Journal of Education & Psychology 35, 4, 180-90.
- Das, R.C., Passi, B.K., Janghira, N.K. and Singh, A. (1979) Effectiveness of Variations in Microteaching Components — An Experimental Study, (Mimeo). NCERT, New Delhi.
- Das, R.C., Passi, B.K. and Singh, L.C (1980) Relative Effectiveness of Microteaching Components. NCERT, New Delh
- Dr.Raju.G. (2007) " Micro Teaching Skills " Vidhyanidhi Prakashan Gadag
- Dr.Raju.G. (2006) " Lesson Plan, Unit Plan, Resource Unit Plan and Micro-Teaching Skills " Vidhyanidhi Prakashan Gadag

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
<b>Internal Assessment Test 1</b>	<b>05</b>
<b>Internal Assessment Test 2</b>	<b>05</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20 Marks</b>



**QUESTION PAPER PATTERN FOR  
B.A. EDUCATION (SEC)  
B.A Degree Examination February /March 2024  
B.A Fifth Semester  
Course -3**

**Duration: 01 Hours**

**Maximum Marks: 30**

**Instructions:**

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

**PART –A**

I. Answer any five of the following questions in two to three sentences 5X2=10

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

**PART –B**

II. Answer any two of the following questions not more than one page 2X5=10

- 7
- 8
- 9
- 10

**PART –C**

III. Answer any one of the following questions not more than two pages 1X10=10

- 12.
- 13



# Karnatak University, Dharwad

Subject - Education

As per New Syllabus of NEP - 2020

Academic Year 2023-2024

## B.A VI Semester

Sem.	Type of Course	Theory/ Practical	Course Code	Course Title	Instruction hour/ week	Total hours / sem	Duration of Exam	Marks			Credits
								Formative	Summative	Total	
VI	DSCC-12	Theory	016 EDU 011	Education in Ancient and Medieval India	04hrs	56	02 hrs	40	60	100	04
	DSCC-13	Theory	016 EDU 012	Indigenous Education and Ancient Indian Universities	04hrs	56	02 hrs	40	60	100	04
	DSCC-14	Theory	016 EDU 013	Education Under British Period	04hrs	56	02 hrs	40	60	100	04
	Other subject										04
	Other subject										04
	Other subject										04
	Internship/			016 EDU 091	-----	----	-----	----	50	0	50
	SEC-04		016 EDU 061	Education for Life Skills	02hrs	28	01 hr	20	30	50	02
	<b>Total</b>										26

\* in lieu of internship, 01 additional SEC/ Course based Activities may be offered

### Internship:

A course requiring students to participate in a professional activity or work experience, or cooperative education activity with an entity external to the education institution, normally under the supervision of an expert of the given external entity. A key aspect of the internship is induction into actual work situations for 2 credits. Internships involve working with local industry, local governments (such as panchayats, municipalities) or private organizations, business organizations, artists, crafts persons, and similar entities to provide opportunities for students to actively engage in on-site experiential learning.

### Note;

1. 1 credit internship is equal to 30hrs on field experience.
2. Internship shall be Discipline Specific of 45-60 hours (2 credits) with duration 1-2 weeks.
3. Internship may be full-time/part-time (full-time during last 1-2 weeks before closure of the semester or weekly 4 hrs in the academic session for 13-14 weeks). College shall decide the suitable method for programme wise but not subject wise.
4. Internship mentor/supervisor shall avail work allotment during 6<sup>th</sup> semester for a maximum of 20 hours.
5. The student should submit the final internship report (45-60 hours of Internship) to the mentor for completion of the internship.
6. Method of evaluation: Presentations/Report submission/Activity etc.



**B.A. Semester – VI**  
**Discipline Specific Core Course (DSCC)-12**

**Course Title: Education in Ancient and Medieval India**  
**Course Code: 016 EDU 011**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-12</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**CO 1:** Understand the Ideals of Vedic, Buddhist and Islam education

**CO 2:** Analyze the Principles of Vedic, Buddhist and Islam education

**CO 3:** Comprehend the knowledge of Educational Rituals

**CO 4:** Recognize the Methods of teaching during Vedic, Buddhist and Islam Education

**CO 5:** Appreciate the educational system of Vedic, Buddhist and Islam.

<b>Content of Course – 12</b>	<b>56 Hrs</b>
<b>Unit –1 - Vedic Education</b>	14
<b>Chapter No. 1:</b> The Concept and Ideals of Vedic Education	4 hours
<b>Chapter No. 2:</b> Educational Principles, Forms of educational institutions – Gurukula, Parishad and Sammelanas.	5 hours
<b>Chapter No. 3:</b> Educational Rituals, Curriculum, Methods of Teaching, Discipline, Examination, Qualities of Pupil, Teacher and their Relationship.	5 hours
<b>Unit - 2 Buddhist Educations.</b>	14
<b>Chapter No. 4:</b> The Concept and Ideals of Buddhist Education.	7 hours
<b>Chapter No. 5:</b> Principles, Age and admission, Educational Ritual, Duties of Teacher, Relation of Guru with Disciples	7 hours
<b>Chapter No.6:</b> Curriculum, Methods of Teaching, Discipline and Examination, Merits and demerits of Buddhist Education.	
<b>Unit - 3 Islam Education</b>	14
<b>Chapter No.7:</b> The Concept and Ideals of Islam Education	2 hours
<b>Chapter No.8:</b> Educational Principles and Rituals, Aims and Objectives of Education, Curriculum, Teacher-Pupil relationship and Discipline.	6 hours
	6 hours

<b>Chapter No. 9:</b> Educational Organization- 9.1. Maktab and Madrasas.	
<b>Unit – 4: Early Europeans Educational efforts</b>	14
Chapter No. 10: Early Europeans Educational efforts Chapter No. 11 : Contributions of East India Company and Christian Missionaries to Indian Education Chapter No. 12: Significance of Charter Act of 1813	4 hours 6 hours 4 hours

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

**Text Books / References**

- **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
- **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **J.P.Naikand Syed Nurullah.**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **P.L.Rawat**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.**“History of Indian education” Vidyanidhi Prakashan Gadag
- **Sharma.** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

<b>Formative Assessment for Theory</b>	
Assessment Occasion/ type	Marks
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>

**QUESTION PAPER PATTERN FOR  
B.A. EDUCATION (DSCC)  
B.A Degree Examination June /July 2024  
B.A Sixth Semester  
Course XII**

**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 5X2=10

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

**PART -B**

II. Answer any four of the following questions not more than one page 4X5=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.

## B.A. Semester – VI

### Discipline Specific Core Course (DSCC)-13

**Course Title: Indigenous Education and Ancient Indian Universities**

**Course Code: 016 EDU 012**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
DSCC-13	Theory	04	04	56 hrs.	2hrs.	40	60	100

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

- CO 1:** Understand the Salient features of Indigenous education
- CO 2:** Analyze the causes for downfall of Indigenous Educational Institution
- CO 3:** Comprehend the knowledge Ancient Indian Universities
- CO 4:** Recognize the famous ancient Indian Universities
- CO 5:** Appreciate the educational system of ancient Indian Universities

Content of Course – 13	56 Hrs
<b>Unit –1 – Concept of Indigenous Education</b>	14
<b>Chapter No. 1:</b> Survey report of Bengal, Madras and Bombay Provinces	4 hours
<b>Chapter No. 2:</b> The Concept and Characteristics of Indigenous Educational Institutions	5 hours 5 hours
<b>Chapter No. 3:</b> Causes of downfall of Indigenous Educational Institution	
<b>Unit - 2 Agencies of Indigenous education</b>	14
<b>Chapter No. 4:</b> Family- Meaning, Characteristics and Educational functions.	7 hours
<b>Chapter No. 5:</b> Community- Meaning, Characteristics and Educational Functions	7 hours
<b>Chapter No. 5:</b> Gurukulas, Patashalas, Buddha sangha, Maktabas, Churches and Temples	
<b>Unit - 3 Ancient Indian Universities</b>	14
<b>Chapter No.7:</b> Takshashila University	4 hours
<b>Chapter No.8:</b> Nalanda University	5 hours
<b>Chapter No. 9:</b> Vikramashila and Vallabhi University	5 hours

<b>Unit – 4: Methods of Teaching in Indigenous educational Institutions</b>	14
<b>Chapter No. 10:</b> Oral, Question and Answer, Storytelling, Excursion and Lecture and Discussion method <b>Chapter No. 11 :</b> Evidence method, Prominence of logic, Meditation in Solitude Conference method,	7 hours 7 hours

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

**Text Books / References**

- **Altekar.A.S.**, Education in Ancient India, Nand Kishore and Bros., Varanasi, 1958.
- **Chaube, S.P.** “History of Education in India”, Ram Narain Lal and Beni Madho, Allahabad.
- **Das.S.K.**“Educational System of Ancient Hindus”, Panchamontola Road, Calcutta.
- **J.P.Naikand Syed Nurullah.**“A Students History of Education in India” Published by S.G Wasani for the Macmillan Company of India Limited Delhi.
- **P.L.Rawat**“History of Indian Education”Published by Ram Prasad and Sons, Agra-3
- **Dr.Raju.G.**“History of Indian education” Vidyanidhi Prakashan Gadag
- **Sharma.** “History and Problems of Education in India” Published by Lakshmi Narain Agarwal, Educational publisher, Agra.

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>



**QUESTION PAPER PATTERN FOR  
B.A. EDUCATION (DSCC)  
B.A Degree Examination June /July 2024  
B.A Sixth Semester  
Course XIII**

**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 5X2=10

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

**PART –B**

II. Answer any four of the following questions not more than one page 4X5=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.

## B.A. Semester – VI

### Discipline Specific Core Course (DSCC)-14

**Course Title: Education under British Period**

**Course Code: 016 EDU 013**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>DSCC-14</b>	<b>Theory</b>	<b>04</b>	<b>04</b>	<b>56 hrs.</b>	<b>2hrs.</b>	<b>40</b>	<b>60</b>	<b>100</b>

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

**CO 1:** Understand the Macaulay's minute and Woods Dispatch of 1854.

**CO 2:** Analyze the growth of Primary, Secondary and Higher education under Diarchy and Provincial Autonomy

**CO 3:** Comprehend the knowledge of recommendations made by various commissions and committee

**CO 4:** Recognize the major recommendations made by various commissions and committees under British Tertiary in India

**CO 5:** Appreciate the Growth of education under British period

Content of Course – 14	56 Hrs
<b>Unit –1 – Education during 1813 to 1882</b>	14
<b>Chapter No. 1</b> Controversy between Classist and Anglicist 1.1. Lord Macaulay 's Minute and its Result	4 hours 5hours 5 hours
<b>Chapter No. 2.</b> Woods Dispatch of 1854 and Its impact on Educational Growth	
<b>Chapter No. 3.</b> Indian Education Commission of 1882 3.1. Appointment of the Commission 3.2. Objectives 3.3. Major Recommendations	
<b>Unit – 2-Education during 1904 to 1917</b>	14
<b>Chapter No. 4</b> Educational policy of Lord Curzon and Government resolution of 1904	7 hours 7 hours
<b>Chapter No. 5:</b> Gopal Krishna Gokhale's' efforts for compulsory primary	

education	
<b>Chapter No.6:</b> Calcutta University Commission of 1917	
<b>Unit – 3-Education during 1921 to 1937</b>	14
<b>Chapter No. 7:</b> Education Under Diarchy	2 hours
<b>Chapter No. 8:</b> Dr. Philip Hartog Committee of 1929	6 hours
8.1. Concept of Wastage and Stagnation	6 hours
8.2. Causes and Remedies of Wastage and Stagnation	
<b>Chapter No. 9:</b> Central Advisory Board of Education	
<b>Unit – 4: Education during 1937 to 1944</b>	14
<b>Chapter No. 10:</b> Education under Provincial Autonomy	3 hours
<b>Chapter No. 11 :</b> Wood and Abbott committee report of 1937	5 hours
<b>Chapter No. 12:</b> John Sergeant report on Education	6 hours

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

**Text Books / References**

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

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/ type</b>	<b>Marks</b>
<b>Internal Assessment Test 1</b>	<b>10</b>
<b>Internal Assessment Test 2</b>	<b>10</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>10</b>
<b>Seminar</b>	<b>10</b>
<b>Total</b>	<b>40 Marks</b>

**QUESTION PAPER PATTERN FOR**  
**B.A. EDUCATION (DSCC)**  
**B.A Degree Examination June /July 2024**  
**B.A Sixth Semester**  
**Course XIV**

**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 5X2=10

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

**PART –B**

II. Answer any four of the following questions not more than one page 4X5=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.

**B.A. Semester – VI**  
**Internship or Skill Enhancement Course (SEC)-04**

**Course Title: Internship or Education for Life Skills**

**Course Code: 016 EDU 091 or 016 EDU 061**

Type of Course	Theory / Practical	Credits	Instruction hour per week	Total No. of Lectures/Hours / Semester	Duration of Exam	Formative Assessment Marks	Summative assessment Marks	Total Marks
<b>*INTERNSHIP OR</b>	<b>Theory</b>	<b>02</b>				<b>50</b>	<b>0</b>	<b>50</b>
<b>SEC-04</b>	<b>Theory</b>	<b>02</b>	<b>02</b>	<b>28 hrs.</b>	<b>1hrs.</b>	<b>20</b>	<b>30</b>	<b>50</b>

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

**CO 1:** Understand the different Life Skills

**CO 2:** Analyze components of different Life skills

**CO 3:** Comprehend the knowledge of Life Skills education and Literacy Programme.

**CO 4:** Recognize the types of Life Skills

**CO 5:** Appreciate the Literacy Programme.

<b>Course Title: Education for Life Skills</b>	<b>28 Hrs</b>
<b>Unit –1 – Concept of Life Skill</b>	09
<b>Chapter No. 1 :</b> Meaning, Definitions, and Importance of Life Skills	4 hours 5 hours
<b>Chapter No. 2:</b> Classification of Skills – 2.1. Ability oriented Skills, 2.2. Emotional Skills and 2.3. Social Skills	
<b>Unit –2 – Ability oriented Skills</b>	10
<b>Chapter No. 3:</b> Skill of decision making and Skill Problem Solving	5 hours 5 hours
<b>Chapter No. 4:</b> Skill Critical Thinking and Creative Thinking	
<b>Unit - 3 Unit –Social and Emotional Skills</b>	09
<b>Chapter No. 5:</b> Skill of Communication and Interpersonal Relationship.	3 hours

<b>Chapter No. 6:</b> Skill of Empathy and Coping with Stress and Emotions	3hours
<b>Chapter No. 7:</b> Skill of Self Awareness	3hours

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

**Text Books / References**

- **Aggarwal J. C.**-(1996)“Theory and principles of Education” Vikas Publishing House Pvt. Ltd., Jangpura, New Delhi-110 014
- **Bhatia and Bhatia**-(2002) “Theory and Principles of Education” Published by Doaba Book House, Nai Sarak, Delhi-110006.
- **Dr.Raju.G.**-(2019)“Philosophical and sociological Foundations of Education” Neelkamal Publication Hyderabad
- **Dr.Raju.G.**-(2022) “Process and Philosophical Dimensions of Education” Vidyandhri Prakashan Gadag
- qĀ.gĀdĀ f.(2011) “2PĪt zĀ vĪvĀĀ1ĀiĀ ĀĀvĀĀ, PĀĀdĀĀ1ĀiĀ DzĀgUĀĀ” «zĀĀCĭ ĽBĀĒĀ UlzUĀ

<b>Formative Assessment for Theory</b>	
Assessment Occasion/ type	Marks
<b>Internal Assessment Test 1</b>	<b>05</b>
<b>Internal Assessment Test 2</b>	<b>05</b>
<b>Quiz/ Assignment/ Small Project</b>	<b>05</b>
<b>Seminar</b>	<b>05</b>
<b>Total</b>	<b>20 Marks</b>

**QUESTION PAPER PATTERN FOR**  
**B.A. EDUCATION (SEC)**  
**B.A Degree Examination June /July 2024**  
**B.A Sixth Semester**  
**Course IV**

**Duration: 01 Hours**

**Maximum Marks: 30**

**Instructions:**

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

**PART –A**

I .Answer any five of the following questions in two to three sentences 5X2=10

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

**PART –B**

II. Answer any two of the following questions not more than one page 2X5=10

- 7
- 8
- 9
- 10

**PART -C**

III. Answer any one of the following questions not more than two pages. 1X10=10

- 12.
- 13