



DAVANGERE UNIVERSITY

Shivagangothri – 577007, Davangere

B.A. III SEMESTER

COURSE: UNDERSTANDING PSYCHOLOGY OF EDUCATION

Course No.	Title of the Course	Theory Practical	Credits	Instructional hours per week	Total Number of Lecturers/ Hours/ Semester	Duration of Examination	Formative Assessment Marks	Summative Assessment Marks	Total Marks
III	Understanding Psychology of Education	Theory	04	04	60 hours	3 hours	20	80	100

ಕುಲಸಚಿವರು
ದಾವಣಗೆರೆ ವಿಶ್ವವಿದ್ಯಾನಿಲಯ
ಶಿವಗಂಗೋತ್ರಿ, ದಾವಣಗೆರೆ-577007


DEAN
Faculty of Education, Davangere University
Shivagangothri, DAVANGERE-577007

B.A. III SEMESTER

COURSE: UNDERSTANDING PSYCHOLOGY OF EDUCATION

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

1. Understand the interrelationship between education and psychology
2. Recognize the methods of psychology
3. Comprehend the knowledge of different stages of human development
4. Analyze the adolescence psychology
5. Appreciate the role of heredity and environment in human development
6. Gain the knowledge of human intelligence
7. Analyze the growth and distribution of intelligence
8. Recognize the components of emotional intelligence

Unit: 1	Psychology and Educational Psychology	15 hours
	<p>1.1 Psychology: concept, meaning, definitions and nature</p> <p>1.2 Relationship between education and psychology</p> <p>1.3 Educational psychology : meaning, and definitions, nature and scope</p> <p>1.4. Necessity of the knowledge educational psychology to a teacher</p> <p>1.5. Methods of psychology: Traditional Methods of Psychology: Introspection method and Observation method. Advance methods of psychology: Case study method and Experimental method</p>	
Unit: 2	Growth, Development and Maturation	15 hours
	<p>2.1 Growth, development and maturation: concept, meaning and definitions</p> <p>2.2 Differences between growth and development</p> <p>2.3 Stages of growth and development (E.B. Hurlock's Classification)</p> <p>2.4 Adolescent psychology: concept, meaning and definitions</p> <p>2.5 Specific characteristics of adolescence</p> <p>2.6 Needs and problems of adolescence</p>	

Unit: 3	Understanding of Heredity, Environment and Individual differences	15 hours
	<p>3.1 Heredity and environment: concept, meaning and definitions</p> <p>3.2 Laws/Principles of Heredity</p> <p>3.3 Role of heredity and environment in human development</p> <p>3.4 Individual differences: concept, meaning and definitions</p> <p>3.5 Areas of individual differences</p> <p>3.6 Causes for individual differences</p>	
Unit: 4	Understanding Intelligence and Emotional Intelligence	15 hours
	<p>4.1 Intelligence: concept, meaning and definitions</p> <p>4.2 Concept of intelligence quotient</p> <p>4.3 Theories of intelligence: Charles Spearman's two factor theory and Thurston's multiple factor theory of intelligence.</p> <p>4.4 Types of intelligence tests and uses</p> <p>4.5 Emotional intelligence: concept, meaning and definitions</p> <p>4.6 Components of emotional intelligence: self-awareness, self-regulation, motivation, empathy and social skills</p>	

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

RECOMMENDED BOOKS

1. Aggarwal, J.C. (1998) Essential Educational Psychology. Vikas Publishers, Delhi.
2. Bhatia, K.K. (1977) Measurement and Evaluation in Education: A Hand book for Teachers under Training. Prakash Brothers, Ludhiana.
3. Bracht, H. Glemund Others (1992). Perspectives in Educational and Psychological Measurement.
4. Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
5. Guilford, J.P. (1967) The Nature of Human Intelligence. New York: Mac Graw Hill Book Company.
6. Mangal, S. K.(1987) Educational Psychology. Prakash Brothers, New Delhi.
7. Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashana, Gadag.
8. Raju G (2020) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication, Hyderabad.
9. Sharma, R.N. (1984) General Psychology Including Experimental Psychology: An Review New Delhi, Surjeet Publication.

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment 1	05
Internal Assessment 2	05
Assignment	10
Total	20 Marks
Formative Assessment as per guidelines	


DEAN
Faculty of Education, Davangere University
Shivangotri, DAVANGERE-577009



DAVANGERE UNIVERSITY

Shivagangothri – 577007, Davangere

B.A. IV SEMESTER

COURSE: HUMAN LEARNING PROCESS AND PERSONALITY

Course No.	Title of the Course	Theory Practical	Credits	Instructional hours per week	Total Number of Lecturers/ Hours/ Semester	Duration of Examination	Formative Assessment Marks	Summative Assessment Marks	Total Marks
IV	Human learning Process and Personality	Theory	04	04	60 hours	3 hours	20	80	100

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Shivagangothri, DAVANGERE-577007

B.A. IV SEMESTER

COURSE: HUMAN LEARNING PROCESS AND PERSONALITY

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

1. Apply the learning principles in his/her learning.
2. Understand the factors influencing on human personality.
3. Recognize the implications of defense mechanisms.
4. Understand the concept of motivation.
5. Make an attempt to bring changes through the communication process.
6. Understand the information processing.

Unit: 1	Understanding Human Learning Process	15 hours
	<p>1.1. Learning: meaning, definitions and characteristics.</p> <p>1.2 Process of learning: motive, goal and blocks</p> <p>1.3 Factors influencing learning process: Learner related factors (Internal factors), Teacher related factors (External factors) and Environmental related factors (External factors)</p> <p>1.4 Theories of learning: E. L. Thorndike's theory of trial and error learning (with reinforcement), Ivan Pavlov's classical conditioning theory of learning (without reinforcement), Wolf Gang Kohler's insight learning and Albert Bandura's social or observation learning</p>	
Unit: 2	Understanding Human Personality and Mental Health	15 hours
	<p>2.1 Human personality: concept, meaning, definitions and nature of personality.</p> <p>2.2 Factors influencing personality development</p> <p>2.3 Theories of personality: Psycho-analytic theory of Sigmund Freud and Trait Theory of G.W. Allport</p> <p>2.4 Characteristics of a well-adjusted personality</p> <p>2.5 Concept of maladjusted personality</p> <p>2.6 Adjustment mechanisms or defense mechanisms and mental health</p>	

Unit: 3	Understanding Human Motivation and Communication	15 hours
	3.1 Human motivation: concept, meaning and definitions 3.2 Types and classification of motivation 3.3 Hierarchical theory of motivation 3.4 Strategies for motivating of students 3.5 Human communication: concept, meaning and definitions 3.6 Characteristics of human communication 3.7 Types and importance of communication	
Unit: 4	Information Processing	15 hours
	4.1 Information processing: concept and meaning 4.2 General principles of information processing 4.3 Importance of information processing. 4.4 Stage model of information processing: Sensory memory, Short-term memory and Long- term memory 4.5 Cognitive process in the information processing: Attention, Perception Rehearsal, Encoding and Retrieval	

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

RECOMMENDED BOOKS

1. Aggarwal, J.C (1998) Essential Educational Psychology. Vikas Publishers, Delhi
2. Chauhan, S.S. (1996) Advanced Educational Psychology, Vikas Publishing, New Delhi.
3. Guilford, J.P. (1967) The Nature of Human Intelligence. New York: Mac Graw Hill. Book Company.
4. Mangal, S.K. (1987) Educational Psychology. Prakash Brothers, New Delhi.
5. Raju G (2014) Advanced Educational Psychology, Vidyanidhi Prakashana, Gadag.
6. Raju G (2022) "Philosophical, Sociological and Psychological Foundations of Education" Neelkamal Publication, Hyderabad.
7. Raju G (2017) Understanding Human Development and Potentialities Bharath, Sindhu Rashmi Prakashana, Dharwad (Kannada)

Formative Assessment for Theory	
Details of Assessment	Marks
Internal Assessment 1	05
Internal Assessment 2	05
Assignment	10
Total	20 Marks
Formative Assessment as per guidelines	


DEAN
Faculty of Education, Davanagere University
Shivagangotri, DAVANGERE-577002

B.A. (EDUCATION)
ELECTIVE PAPER-1
GUIDANCE AND COUNSELLING

Credits: 2

Max. Marks: 50

Learning Outcomes: The students will be able to

1. Explain the meaning, need and significance of Guidance and Counseling in the context of education
2. Differentiate Guidance and Counseling with special reference to the purpose and strategies
3. Clarify the general, social, psychological, and historical perspective of Guidance and Counseling
4. Describe the basic features of Guidance and Counseling with reference to students needs at school level
5. Explain the basic principles of Guidance and Counseling
6. Organize guidance program

Unit - 1: Guidance

- 1.1. Meaning, need, nature and scope of Guidance.
- 1.2. Brief historical background of Guidance movement in India.
- 1.3. Individual and Group Guidance.
- 1.4. Basic assumptions and principles of Guidance.
- 1.5. Need to understand the needs of the individual and group in the context of Guidance.
- 1.6. Essential information for Effective Guidance.
- 1.7. Vocational Guidance and Role of teachers.

Unit - 2: Counselling

- 1.1. Meaning, importance, areas, and types of Counseling.
- 1.2. Approaches to Counseling: directive, non-directive and eclectic, behaviorally, and cognitively oriented.
- 1.3. Process of Counseling: initiating counseling, preparation, and intake procedures, establishing rapport, termination and response to initial interview.

- 1.4. Establishing Structure: attending behaviour, observation, non-verbal behavior, listening, verbal patterning and communication responses, silence, use of questions.
- 1.5. Role of family and community in Counseling.

Suggestive Practicum:

1. Prepare a case study on students with learning difficulties.
2. Prepare a report on challenges of organizing guidance and counseling programmes at school.

Suggestive Mode of Transaction: The course content transaction will include the following:

1. Small group discussion
2. Panel interactions
3. Small theme-based seminars
4. Group discussions
5. Selections from theoretical readings

Suggestive Reading Materials:

1. Asha K. Kinra (2020) Guidance and Counselling, Pearson Education Crescent Publishing Corporation
2. Meera Ravi (2020) Counselling (Revised & Updated Edition), Viva Books Originals.
3. Namita Ranganathan (2008). Education For Mental Health: Rethinking Issues In Guidance and Counselling, Shipra Publications.
4. Rachana Sharma and Ram Nath Sharma (2024). Guidance and Counselling in India, Atlantic Publishers and Distributors (P) Ltd.
5. Ramesh Chaturvedi (2007) Guidance and Counselling For College Students.
6. Ramnath Sharma (2021). Guidance and Counselling in India, Atlantic publisher

Teachers may suggest books/readings as per the need of the learners and learning content.


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B.A. (EDUCATION)
ELECTIVE PAPER-2
PEACE EDUCATION

Credits: 2

Max. Marks: 50

Learning Outcomes: The students will be able to

1. Acquire a holistic and critical understanding of the theoretical and practical bases of peace education
2. Trace the historical development and status of the peace education field
3. Searching and identifying the best ways to follow peace in life
4. Understand and practice the positive action and non-violent conflict resolution in society
5. Connect course content to current public events and issues worldwide.

Unit – 1: Peace Education

- 1.1. Nature and Significance
- 1.2. Peace and Peace Education.
- 1.3. Meaning, need, dimensions and goal of Peace Education.
- 1.4. A brief review of Historical Development of Peace Education.
- 1.5. Philosophical, sociological, and psychological perspectives of Peace Education.
- 1.6. Types of Peace: positive, negative, inner, social and with nature.
- 1.7. Conflict-Resolution and Peace Education.
- 1.8. Relationship between Development and Peace building.
- 1.9. Learning from experiences to explore the scope of Peace Education.
- 1.10. Challenges to Peace Education.

Unit – 2: Towards the Global Culture of Peace

- 2.1. Process of Peace building.
- 2.2. Culture of Peace vs Culture of War.
- 2.3. Approaches to Peace Education.
- 2.4. Conflict Analysis and Resolution.
- 2.5. Role of Social and Religious Foundations in Peace building.
- 2.6. Role of local and International Agencies in the Peace building process.
- 2.7. Contributions of Mahatma Gandhi, Tagore, Sri Aurbindo and Dalai Lama to build the Culture of Peace at Global level.

Suggestive Practicum:

1. Critical analysis of Educational Policies, Curriculum and Text Material for Peace building Process.
2. Reflection on Human Rights, with special reference to Constitution of India, as a process of Social-cohesion and Peace.
3. Collection of statements, shloka or sukta (Good Sayings) from ancient Indian literature related to inner and Social Peace.
4. Study of Yoga-Darshana as a process of Peace and Harmony.

Suggestive Mode of Transaction: The course content transaction will include the following:

1. Small group discussion
2. Panel interactions
3. Small theme-based seminars
4. Group discussions
5. Selections from theoretical readings

Suggestive Reading Materials:

1. Abhishek Pandey and Bilal Ahmed Bhat (2021). Peace and value education, Taran publication.
2. Krishna Kumar. Education, Conflict and Peace, Orient blackswan publisher.
3. Suman Kalyan Roy. A comprehensive guidebook on peace education, Indian books and periodicals/Kunal books. ISBN: 9788193836279
4. Usha Rao (2023). Education for peace, Himalayan publishing house. ISBN: 978-93-5051-546-4
5. Veera Karoli. Value and Peace Education, Thakur publication. ISBN: 978-93-88280-95-2

Teachers may suggest books/readings as per the need of the learners and learning content.


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B.A. (EDUCATION)
ELECTIVE PAPER-3
GENDER EDUCATION

Credits: 2

Max. Marks: 50

Learning Outcomes: The students will be able to

1. Clarify key concepts like gender, transgender, gender bias, gender stereotype, empowerment, gender parity, equity and equality and patriarchy,
2. Explain the shifting from women studies to gender studies,
3. Clarify gender issues in school, curriculum, and textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion, and region,
4. Examine school environment, curriculum, and pedagogy with reference to gender related issues,
5. Address issues related to sexuality, sexual violence, and abuse
6. Draw framework for gender sensitized classroom and school environment.

Unit – 1: Gender and Education

- 1.1. Meaning, relationship, and significance of studying.
- 1.2. Conceptual clarity of related terms: Gender, gender perspective, sexuality, patriarchy, masculinity, feminist, gender bias, transgender, gender stereotyping and empowerment.
- 1.3. Gender as the basis in school education.
- 1.4. Constitutional Provisions with special reference to equity and equality, rights of girls.
- 1.5. Education and women's empowerment.
- 1.6. Shifting from women's studies to Gender Studies.

Unit – 2: Learning Gender Roles

- 2.1. Social and Cultural Perspectives of Gender Identity: role of family and school, media, and other formal and informal organizations/agencies

- 2.2. Socialization and learning gender roles.
- 2.3. Gender stereotyping/Role models.
- 2.4. Preventing Measures: role of school and home.

Suggestive Practicum:

1. Preparing a Report on National Educational Policies, (1986/1992 and 2020) in the context of gender issues in Education.
2. Preparation of projects on:
 - a. Analysis of textual materials from the gender perspective for identifying gender bias and gender stereotype in textual materials.
 - b. Recommendations of commissions and policies on education to empower girls/women.


Suggestive Mode of Transaction: The course content transaction will include the following:

1. Small group discussion
2. Panel interactions
3. Small theme-based seminars
4. Group discussions
5. Selections from theoretical readings

Suggestive Reading Materials:

1. Anu Aneja (2018). Women's and gender studies in India: Crossings, Routedledge. ISBN: 9780367202347
2. C Joshi (2021). Gender issues and education, Yking books Publishers. ISBN: 9788195171170
3. Girish Pachauri, Premlata Maisnam and Vandana Goswami (2023), R Lall Edition. ISBN: 9788194813941
4. N C Ashwini and G C Basavaraju (2022). Re-thinking gender, equality and development: Perspectives from Academia, Vernon press. ISBN: 9781648892905
5. Nandhini Manjrekar (2021). Gender and education in India, Routledge and Akar Books ISBN: 9781032043579

Teachers may suggest books/readings as per the need of the learners and learning content.


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