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**Model Curriculum  
of  
BA/BSc/BCom  
In  
EDUCATION  
5<sup>th</sup> & 6<sup>th</sup> Semester**

Karnataka State Higher Education Council



Government of Karnataka

Model Curriculum

Program Name	<b>BA/BSc/B.Com in EDUCATION</b>	Semester	<b>V</b>
Course Title	<b>EDUCATIONAL ADMINISTRATION AND MANAGEMENT(Theory)</b>		
Course Code:	<b>DSC-A9 (4):EDU(DC):5</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to: CO1. Elucidate the concerns of educational organization, administration, and management. CO2.Explain the process of Educational Administration and management at different levels and their functioning. CO3.Explicate the role of headmaster and the teacher sin school management.			
<b>Contents</b>			
<b>Unit–1ConceptualFramework.</b>			<b>13hrs</b>
1.1 The Concept and importance of Educational Organization, Administration and Management. 1.2 Distinction between Educational Administration and Management. Objectives, Nature and Scope of Educational Management. 1.3 Educational Management as a System: Concept and Importance, Educational Institution as a System, Human resources, and other resources.			
<b>Unit-2 Administration and Management of Education at Centre and State Periods</b>			<b>17hrs</b>
2.1 Centre-State relationship in Educational Administration and Management. 2.2 Administration and Management of Education of Central Ministry of Human Resource Development. [MHRD] 2.3 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT. 2.4 Administration and Management of Education at State. The Administrative Structure of Education in the State: KSHEC, Department of Public Instruction, DSERT and DIET. 2.5 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee(SDMC) and Parent-Teacher Association(PTA).			

<b>Unit-3 Management of School and Supervision</b>	<b>17Hrs</b>
3.1 Basic Components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource Management. 3.2 Supervision, Inspection and Monitoring: Concept, Objectives, Scope, Types, Functions, Challenges and Suggestions for the improvement of supervision. 3.3. Institutional Planning: Concept, Objectives, Importance, Preparation and challenges. 3.4 Total Quality Management (TQM): Role of the Head Master and Teachers in Promoting the TQM in Education and Institution and Time Management.	
<b>Unit:-4 Maintaining Healthy Education Institutional Climate</b>	<b>13Hrs</b>
4.1 Institutional Organization Climate (School): Human Resources and Material resources of School Components. 4.2 The school complex :Meaning and its importance 4.3 Creative Activities of the School: School Exhibition, Subject Clubs, Formal and Informal events, etc. 4.4 School Records: Types, Need & Maintenance. E- Records and Maintenance.	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program**

Course Outcomes(COs)/Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Outcomes (POs1-15)**

<b>Formative Assessment for Theory</b>	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines.</i>	

**Pedagogy:**.....

References	
1	Aggarwal,J.C.(1987)_The Progress of Education in Free India', New Delhi: Arya Book Depot.
2	Aggarwal, J.C. (1994)_Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
3	Daft, Richard.L.(2000)_Management', USA: Harcourt College Publishers, Fort Worth, Texas.
4	Dash.B.N.(1996)_School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5	Devegouda, A. C.(1973)_A Hand book of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
6	Halpin,Andrew.W(1966)_Theory and Research in Administration',NewYork:Macmillan Company.
7	Hertzke,Eugene.R.andOlson,Warren.E.(1994)_TotalQualityEducation,Technologyand Teaching', New Delhi: SAGE Publications, India, Pvt.Ltd.
8	Knezevich, Stephan,J. (1975)_Administration of Public Education', NewYork: Harper and Row Publishers.
	Kochar, S.K.(1991)_Secondary School Administration', New Delhi: Sterling Publishers
9	Martin,Lawrence.L(1993)_Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
10	Mathur,S.S.((1969)_Educational Administration: Principles and Practices',Jullundar: Krishna Brothers, Gate Mai Hiran.
11	Mathur,S.S.(1990)_Educational Administration and Management',AmbalaCantt Indian Publication.
12	Mukhopadhyay,Marmar.(2005)_Total Quality Management in Education',NewDelhi:SAGE Publications.
13	Patted,L.B.(2000) _±fPit PA a P A, P A v A A - ADq/vk a B o Uf, z Ag P A q i D P M P A r S A P i r ¥ Ç A
14	Sachadev,M.S.(2001)_School Management',Ludhiana:Bharat Book Centers.
15	Safaya, Raghunth and Shaida,B.D.(1977)_School Administration and Organization',Delhi: Dhanapati Rai and Sons.
16	Sharma,Motilala(1978)_Systems Approach-its application in Education',SaradarSahar: Shanti Prakashana.
17	Sharma.T.S.(2005)_School Management and Administration',Patiala: Shaheed -E-Azam Printers.



Government of Karnataka

**Model Curriculum**

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>V</b>
Course Title	<b>VALUE EDUCATION(Theory)</b>		
Course Code:	<b>DSC-A11 (4):EDU(DC):5</b>	No .of Credits	<b>04</b>
Contact hours	<b>60Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<p><b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:</p> <p>CO1.Analyze the concept to values.</p> <p>CO1.Compare Indian values with western values.</p> <p>CO2.Discuss different types of values.</p> <p>CO3.Give reasons for value crisis</p> <p>CO4.Discuss the need of the value education.</p> <p>CO5.Adopt different methods in imparting value education</p> <p>CO6. Predicts the outcome of individual and social values</p> <p>CO7. Identify the role of teacher in imparting value education</p>			
<b>Contents</b>			
<b>Unit-1 Concept, Classification and Sources of Values</b>			<b>15 Hrs</b>
<p>1.1 Meaning of Values: Concept, Nature and Significance of Value Education.</p> <p>1.2 Indian value system – Purusharthas (Dharma, Artha, Kama, Moksha) and Ashrama Dharma(Bramhacharya, Gruhastha, Vanaprastha, Sanyasa), Satya, Lokasangraha, Ahimsa, Tyaga, Prema, Dharma and Karma : Contemporary values – Democratic living, secular Universal brotherhood, Tolerance.</p> <p>1.3 Classification of Values: Personal and Social, Intrinsic and instrumental.</p> <p>1.4 Different types of values–Intellectual, Social, Spiritual, Aesthetic, Economic, Health, Democratic,CulturalandSourcesofvalues:Religion,family,culture,printmedia,philosophies</p>			
<b>Unit-2 Meaning, Importance, Objective and Issues of value Education</b>			<b>15Hrs</b>
<p>2.1 Meaning, Importance and Scope of Value Education.</p> <p>2.2 Objectives of Values Education. General objectives and specific Objectives as specified by NPE-1986</p>			

2.3 Factors influencing Value Orientation: Influence of a) home and society b) neighborhood and c) Socio Economic factors d) Mass media.	
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<b>Unit-3 Approaches and Strategies of Value Education</b>	<b>15hrs</b>
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3.1 Direct Approach: Meaning and Strategies – sharing reflections on songs, scripture passages, parables, stories; Case Study, Role play, Photo language, Brainstorming–Meaning, importance, use, steps, merits and limitations.	
3.2 Indirect Approach: meaning and Strategies - Identification of plug points in school subjects for value education (Integration in the teaching of school subjects).	
3.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to Highlight values –Deliberate and unplanned.	

<b>UNIT:4 Role of Social Agencies in Value Education</b>	<b>15hrs</b>
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4.1 Family/Religion/and	
4.2 Educational Institutions	
4.3 Communities	
4.4 Mass Media (Print and Electronic)	
4.5 Information and Communication Technology (Computer and Internet)	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes (COs)/Program Outcomes(POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines.</i>	

References	
1	Jagadish Chand, (2005) .Value Education, Anusha publication New Delhi
2	Madhu Kapani–Education in Human Values Sterling Publication New Delhi.
3	Venkataiah, N.and.Sandhya, N Research in Value Education, A.P.H. Publishing Corporation, New Delhi 26-1-2001.
4	Values Education on outline. R.I.M.S.E ,
5	Rathna Kumari, B. Education and Value Orientation, Swathi Publication, Hyderabad.
6	Pia Nazareth RJM Matia E.Wables, Series 1,2,3,4,S.Abril S.J., Anand Publication, (X.E.T.C) Gamod (Kairad).
7	Value Orientation, Published by RIMSE, Mysore.
8	Ramarao, K. Moral Education and practical approaches, published by RIMSE, Mysore.
9	Documents in social, moral and spiritual values in education N.C.E.R.T.
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Government of Karnataka

Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>V</b>
Course Title	<b>GENDER AND SOCIETY (Theory)</b>		
Course Code:	<b>DSC-A12 (4):EDU(DC):6</b>	No. of Credits	<b>04</b>
Contact hours	<b>60 Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Pre-requisite(s):</b>	
<b>Course Outcomes(COs):</b> After the successful completion of the course, the student will be able to: CO1.Explain the concept and concerns of gender sensitization and discrimination CO2.Analyze the Feminist theories and its impact on society CO3.Describesocializationanditsinteractionwithgender CO4.Identify the gender disparities in the curriculum framing and implementation CO5.Recall the constitutional provisions for girls education and upliftment.	
<b>Contents</b>	
<b>Unit-1Key Constructs in Gender</b>	<b>14hrs</b>
1.1 Concept of Gender, Third Gender Sensitization-Definition-Meaning-Genesis-Need-Objectives 1.2 Gender discrimination-Gender Stereotyping-Gender Roles-Gender needs-Practical and Strategic- Gender Justice & Equality, Patriarchy 1.3 Feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.	
<b>Unit-2 Social Construct of Gender</b>	<b>16hrs</b>
2.1 Socialization – Meaning – definition – stages – agencies of socialization. Social Construction of Gender 2.2 Socialization in the family and at school, occupation and identity (identities largely unavailable to women such as farmer, scientist etc.) stereotypes about girls and women prevalent in the society, media and literature; 2.3 Gender and its intersection with poverty, caste, class, religion, disability and region(rural, urban and tribal areas); essential zed male and female and transgender identities LGBT	



<b>Unit-3 Gender and School</b>	<b>16 hrs</b>
3.1 Girls as learners, Impact of Teacher attitudes, Expectations and Organizational culture on gender stereotyping mathematics, social sciences and life sciences using genderasalens. 3.2 Gendered representations in textbooks (illustrations and text), policy interventions in school education, Gender Concerns Related to Access, Enrolment, Retention, Participation, and Overall Achievement 3.3 Gender Issues in Curriculum: construct of gender in national curriculum frameworks, promotion of gender equality.	
<b>UNIT:-4 Constitutional provisions for Women</b>	<b>14 hrs</b>
4.1 Definition of Violence and Gender Based Violence, Classification of Gender Based Violence, 4.2 Legal support and provisions in various organization. 4.3 Government and other agencies for girl child uplift. 4.4 Education for all constitutional provisions.	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes(COs)/Program Outcomes(POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines</i>	

References	
1	Beasley, Chris.(1999).What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2	Conway, Jillk., et al. (1987). Introduction: The Concept of Gender', Daedalus, Vol. 116, No.4, learning about Women: Gender, Politics, and Power (Fall): XXI-XXX.
3	Engineer, Asghar Ali.(1994). Status of Muslim Women', Economic and Political Weekly, Vol.29,No.6(Feb.):297-300
4	Erikson, Erik H.(1964). Inner and Outer Space: Reflection on Womanhood',Daedalus,Vol.93,No.2,The Woman in America (Spring):582-606
5	Ganesh, K.(1994). Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', Indian Journal of Social Science,7(3&4):355-62
6	Ganesh, K (1999). Patrilineal Structure and Agency of Women: Issues in Gendered Socialization 'in
7	Gardner, Carol Brooks.(1983).Passing By: Street Remarks, Address Rights, and the Urban Female ' Sociological Inquiry 50: 328-56
8	Gilligan,Carol.(1982).InaDifferentVoiceEngland:HarvardUniversityPress
9	Government of India.(1975) Towards Equality: Report of the Committee on the Status of Women in India (Delhi: Department of Social Welfare, Government of India)
10	Government of India.(1994).The Girl Child and the Family: An Action Research Study. Department of Women and Child Development Delhi: RD Ministry, Government of India11.
11	Hasan, Zoya and Menon, Ritu.( 2005). Educating Muslim Girls: A Comparison of Five Indian Cities Delhi: Women Unlimited
12	Kumar, Krishna.(2010).Culture, State and Girls: An Educational Perspective 'Economic and Political Weekly Vol.XLV, No.17April 24
13	Saraswathi T.S. (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.



Government of Karnataka

Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>V</b>
Course Title	<b>DISTANCE EDUCATION (Theory)</b>		
Course Code:	<b>DSEA, E-1(3):EDU(DC):5</b>	No. of Credits	<b>03</b>
Contact hours	<b>45 Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Pre-requisite (s):</b>	
<p><b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:</p> <p>CO1. Explain the characteristics and importance of Distance Education.</p> <p>CO2. Describe the history of distance education in India and Karnataka</p> <p>CO3. Appreciate the importance of Distance Education.</p> <p>CO4. Recognize the various institutions, agencies and resources of Distance Education</p> <p>CO5. Identify the issues and problems in Distance Education</p> <p>CO6. Explain the recent trends/developments in Distance Education</p> <p>CO7. Appreciate the role of I.C.T and Mass Media in Distance Education</p> <p>CO8. Elucidate the importance of continuing education and Inclusive Education</p>	
<b>Contents</b>	
<b>Unit-1 Concept and development of Distance Education</b>	<b>15hrs</b>
<p>1.1 Concept, Meaning and definitions of Distance Education, characteristics, functions of distance education .Need, Importance and objectives of distance education.</p> <p>1.2 Origin of Distance Education, Historical back ground of distance education in India and Karnataka. Forms of distance education–print, audio and video.</p> <p>1.3 Levels and Types of Courses of Distance education-Nature and Importance.</p> <p>1.4 Concept, Nature and Differences: Non formal education, correspondence education and distance education.</p>	

<b>Unit-2 Agencies and Resources of Distance Education</b>	<b>15 hrs</b>
2.1 Distance education institutions and Open Universities-IGNOU, KSOU, Open School System.	
2.2 Self-Instructional Materials (SIM)–Meaning, concept, components, principles and styles.	
2.3 Modes of distance education–P.C.P.(Personal contact programme), Counseling-academic and nonacademic,	
2.4 Media in Distance Education: Two way audio, one-way video, Internet, Online, Mass Media, Radio Lessons and Role of teacher in distance education.	
<b>Unit-3 Continuing Education And problems of Distance Education</b>	<b>15 hrs</b>
3.1 Meaning and concept of continuing education and lifelong Education Importance and objectives of continuing education, Management of continuing education.	
3.2 Problems relating to admission, study centres and Material Production (Print, audio video).	
3.3 Recent trends and development in distance education.	
3.4 Inclusive Education and distance education- Possibilities and challenges	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes (COs)/Program Outcomes (POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines.</i>	

References	
1	<b>Balachandra B.</b> “Choose your Career” A.V .Publishers, New Delhi.
2	<b>Dosh, N.K. and Manor S.B.</b> “Training of Professionals through Distance Education in South India”.
3	<b>Kaushel Kumar,</b> Lifelong Education, ABD Publishers Jaipur
4	<b>Michael Grahame Moore and William C. Diehl (2018)</b> <i>Handbook of Distance Education</i> , Tailor and Francis.
5	<b>Pradeep Kumar Joshi</b> “Modern Distance Education” Ammos Publications Pvt .Ltd. New Delhi.
6	<b>Sharma B.M.</b> Distance Education”, Common wealth publishers, New Delhi.
7	<b>Sharma R.A (1995).</b> Distance Education, Eagle Book International, Merut.
8	<b>Singh U, KandSudarshan K, N (1996)</b> Distance Education, Discovery Publishing, New Delhi.
9	<a href="http://www.ksoumysuru.ac.in">www.ksoumysuru.ac.in</a>
10	<a href="http://www.ignou.ac.in">www.ignou.ac.in</a>
11	<a href="http://www.nios.ac.in">www.nios.ac.in</a>



Government of Karnataka

Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>V</b>
Course Title	<b>EDUCATIONAL GUIDANCE AND COUNSELING (Theory)</b>		
Course Code:	<b>Vocation-1(3):EDU(DC):5</b>	No. of Credits	<b>03</b>
Contact hours	<b>45Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:			
CO1. Define guidance and counseling.			
CO2. Explain types of guidance and its needs.			
CO3. Acquire the skills to administer and interpret standardized tools.			
CO4. Practice counseling techniques in simulated conditions.			
CO5. Prepares a schedule for guidance and counseling activities in the school.			
CO6. Understanding the Strength and Learning difficulties of Students.			
<b>Contents</b>			
<b>Unit-1 Introduction to Educational Guidance</b>			<b>15 hrs</b>
1.1 Educational Guidance: Meaning, Nature, Scope, Need and importance of guidance in schools.			
1.2 Principles of guidance. –1. Principle of Continuity, 2. Principle of individual differences, 3. Principle of Cooperation, 4. Principle of Holistic Development, 5. Principle of all round development and 6. Principle of confidentiality.			
1.3 Aims of Guidance and Counseling, Group dynamic			
1.4 Types of problems among secondary school students: Problems with Peers, Issues with Authority, Social Inadequacy Family issues, Alcohol and Drugs, and Suicidal tendencies, influence of social media.			
1.5 Types of guidance: Educational, Vocational, and Personal: their Meaning, objectives, Need and importance.			
<b>Unit-2 Guidance Service and Devices</b>			<b>15 hrs</b>
2.1 Guidance Services, activities in school: orientation, counseling, class talk, career talk, vocational-occupational exhibition guidance, pupil inventory, occupational information, placement and follow-up services.			
2.2 Tools and Techniques in guidance: Administration, interpretation and uses.			
Standardized Tests: Intelligence tests, Aptitude tests, Personality Inventory, Attitude scales, Creativity tests. Uses and Administration & interpretation for each one of them.			





Government of Karnataka

**Model Curriculum**

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>VI</b>
Course Title	<b>ECONOMICS OF EDUCATION(Theory)</b>		
Course Code:	<b>DSCA14(4):EDU(DC):6</b>	No. of Credits	<b>04</b>
Contact hours	<b>60Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to: CO1.Recognize changing concepts of Economics in relation to Education. CO2.Understand the concepts of Economics of Education. CO3.Identify the result and changes in the Indian Education system due to the impact of the new economic reforms. CO4. Appreciate the growing importance of Economics of Education.			
<b>Contents</b>			
<b>Unit1—Introduction to Economics of Education</b>			<b>15hrs</b>
1.1 Definition of Education and economics, Importance of economics in education. 1.2 Input output analysis in education. 1.3 Concept of cost of education. 1.4 Types of educational cost – Direct cost, indirect cost, private cost, social cost, and Opportunity cost.			
<b>Unit2: Cost Benefit Analysis</b>			<b>15 hrs</b>
2.1 Meaning of cost benefit analysis, its purposes and problems. 2.2 Calculation of private marginal and benefit cost ratio. 2.3 Cost effectiveness analysis in education. 2.4 Differences between costs benefit and cost effectiveness analysis.			



<b>Unit 3: Economic Returns in Education</b>	<b>15 hrs</b>
3.1 Nature of stratification and competition in the market for higher education with the Mix of profit and nonprofit provisions. 3.2 Human capital and rate of return. 3.3 Estimates of economic returns to schooling. 3.4 School resources on achievement of students.	
<b>Unit4: Education, Economic growth and development</b>	<b>15 hrs</b>
4.1 The concepts of economic growth and development. 4.2 The interrelationship between education and economic development. 4.3 Suggestions for improvement in the educational system for enhancing and sustaining economic development. 4.4 Measuring the contribution of education to economic growth-correlation approach, residual approach and wage differential approach.	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes(COs)/Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>

*Formative Assessment as per guidelines.*

References	
1	Backer G.S.:Human Capital–A Theoretical and Analysis with special reference to New York
2	Bleaug M(Ed): Economics of Education
3	Dash BN: Foundation of Education
4	HaseenTajDr.:Current Challenges in Education
5	Harbison F and Mayers CA: Education
6	Backer G.S.: Human Capital–A Theoretical and Analysis with special reference to New York



Government of Karnataka

Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>VI</b>
Course Title	<b>HUMAN RIGHTS EDUCATION (Theory)</b>		
Course Code:	<b>DSC-A15 (4):EDU(DC):5</b>	No .of Credits	<b>04</b>
Contact hours	<b>60Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

<b>Course Pre-requisite(s):</b>	
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to: CO1.Define the concepts of Human Rights. CO2.Explain the issues concerning to the rights of citizens. CO3.Identifie the problems related to human rights with regard to social customs prevailing in India. CO4.Develop an awareness for the need of Human Rights.	
<b>Contents</b>	
<b>Unit-1 Concept of Human Rights</b>	<b>14hrs</b>
1.1 Meaning, evolution, importance and Characteristics of human rights. 1.2 Approaches: Western, Marxian and Third World. 1.3 Contributions of American and French Revolutions to human rights.	
<b>Unit-2 Universal Declaration of Human Rights</b>	<b>16hrs</b>
2.1 International Convention on civil and Political Right. 2.2 Implementation and critical analysis of human rights in United Nations Charter and Indian Constitution Civil and Political Rights, Socio-economic and cultural Rights. 2.3 Acts of Human Rights: Right to Information Act, Right to Education act. 2.4 Human Rights violations–Minorities, Dalits, Adivasis, women and children. Universal Declaration of Human Rights	

<b>Unit-3 Agencies protecting Human Rights</b>	<b>14 hrs</b>
3.1 Agencies: Office of the United Nations High Commissioner for Human Rights (OHCHR),UNDP,UNESCO,UNICEF,ILO 3.2. National & State Human Rights Commission: Structure and functions. 3.3. Public Interest Litigation.	
<b>Unit:-4 Human Rights Education different perspectives</b>	<b>16 hrs</b>
4.1 Human Rights perspective in curriculum. 4.2 Human Rights perspective in teaching-learning processes. 4.3 Human Rights perspective in assessment. 4.4 Human Rights perspective and school ethos and culture.	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes (COs)/Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines.</i>	

References	
1	Andrew Clapham, Human Rights: A very short Introduction, Oxford University press"New York,2007.
2	Chiranjeevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.
3	Darren J.B Byrne, (ed), Human Rights: An Introduction, Pearson Education Pvt Ltd, New Delhi,2004.
4	Janusz Symonides (ed), New Dimensions and Challenges of Human Rights, Rawat publications, Jaipur, 2006.
5	Johari J.C Human Rights and New world Order, Anmol Publications. New Delhi, 1998.
6	Shasi Motilal & Bijaya Laxmi : Human Rights, Gender and Environment Allied Publishers, New Delhi,2000.
7	South Asia Human Rights Documentation Centre: University Press, New Delhi, 2007.
8	Upendra Baxi: In human wrongs and Human Rights.
9	^AAU^A ^AEwD-`AgMZA ,A«ZAEA °AUKE S^AEP A °PAU^A
10	UAU^zjA  .J ,i.-`AgMZA ,A«ZAEA ^AV^ ^AEP A °PAU^A
11	Z^UEqA n.r, .Pfef ,Ag^i, -^EA»v^±A °Zi.1-^AEP A °PAU^A



Government of Karnataka

**Model Curriculum**

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>VI</b>
Course Title	<b>SPECIAL EDUCATION (Theory)</b>		
Course Code:	<b>DSC-A16(4)::EDU(DC):5</b>	No. of Credits	<b>04</b>
Contact hours	<b>60Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to:			
CO1. Explains the global and national commitments towards the education of children with diverse needs			
CO2. Identifies and addresses diverse needs of all learners.			
CO3.Familiarize with the trends and issues in special education.			
CO4.Lists different types of disability.			
CO5.Distinguishes the concepts of special education, integrated education and inclusive education.			
<b>Contents</b>			
<b>Unit-1 Introduction to Special Education</b>			<b>15hrs</b>
1.1 Concepts of disability, impairment, handicap, specially able child, children with special need (CWSN)			
1.2 Concept, determinants and areas of special education, main streaming, Integrated and Inclusive Education of the disabled.			
1.3 Need and Scope of special education			
<b>Unit-2 Types of Disability</b>			<b>15hrs</b>
2.1 Sensory Disability –Visually Impaired, Hearing Impaired; Neuro Developmental disabilities-Learning Disability, Mental Retardation, Autism; loco motor and Multiple Disability-Cerebral Palsy, Multiple Disability.			
2.2 Mentally Retarded Children-definition, characteristics and classification.			
2.3 Psycho-Social and family issues.			
<b>Unit-3 Education of Differently Abled Children</b>			<b>15hrs</b>
3.1 Developmental Disabilities: Autism, Cerebral Palsy–Characteristics, Remedial Instruction			
3.2 Challenges, Government initiatives, PWD act (1995) and National policy for person with Disabilities 2006 with reference to inclusive education; National and Regional level institutions for differently abled children.			

3.3 Use of ICT in the education of special children, Remedial instruction, Rehabilitation, performing and visual Art.	
<b>Unit-4 Education of the Gifted</b>	<b>15hrs</b>
4.1 Gifted children: Meaning, Characteristics, Identification.	
4.2 Role of voluntary organizations in educating the gifted and creative children	
4.3 Enrichment, use of technology in interventions.	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes(COs)/ Program Outcomes(POs)	Program Outcomes (POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>

*Formative Assessment as per guidelines.*

References	
1	HegartySeamus,Alur Mithu-2002,—Education And Children With Special Needs Saga Publications. Maitrakrihna,
2	Sazenavandana–2008, Inclusion Issues And Perspectives, Kanishk Publishers, New Delhi.
3	Dhawan, M.L.–2007, Education of Children With Special Needs ,IshaBooks.
4	Dandapani. S. Advanced Educational Psychology, Anmol Publications NewDelhi
5	Chauhan.S. Advanced Educational Psychology, Vikas Publications, NewDelhi
6	Mangal. S. K. Educational Psychology rakish Brothers, Ludihana.
7	Asubel. D.P. Educational Psychology-Cognitive Approach .Rinehart, Holand
8	Winston,.,NewyarkHurlock.E.B.Child Psychology+6300000Mc.GramHill Book Co. New york.
9	Mann.N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai
10	Morgan.G.T.And King R.A.Introduction To Psychology.(6thEd)Tata McGrawhall Publishing Co New Delhi



Government of Karnataka

## Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>VI</b>
Course Title	<b>HUMAN RESOURCE DEVELOPMENT AND EDUCATION (Theory)</b>		
Course Code:	<b>DSEA,E-2(3):EDU(DC):6</b>	No. of Credits	<b>03</b>
Contact hours	<b>45Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>
<b>Course Pre-requisite(s):</b>			
<b>Course Outcomes (COs):</b> After the successful completion of the course, the student will be able to: CO1.Describe the role of Education in HRD CO2.Differentiate and explain the various uses of training, education, and career development in the work place environment. CO3. Analyze the relationship between HRD, Economic and National Development CO4.Explain the need, scope and components of HRD in Education CO5. Identify the methods of training to develop human resource CO6. Discuss Strategies related toHRD			
<b>Contents</b>			
<b>Unit-1 Concept and Background of Human Resource Development</b>			<b>15hrs</b>
1.1 Concept and background of HRD. 1.2 Importance of Education in HRD. 1.3 Human resources and Economic and National Development, 1.4 Role of Education in developing human resource. 1.5 Barriers to HRD in Education.			
<b>Unit-2 Need and importance of HRD</b>			<b>15hrs</b>
2.1 Need and importance of HRD in Education. 2.2 Scope and objectives of HRD in Education. 2.3 Components, principles and system of HRD. 2.4 Impact of Globalization and Liberalization on HRD through Education			
<b>Unit-3 Training and Development of HRD</b>			<b>15hrs</b>
3.1 Objectives of training course for HRD in Education 3.2. Methods of training, Task Analysis, Recruitment and placement ,Role definition, Developing			

The person in the role, Performance appraisal, Performance Review and Counseling, 3.3 Implementation and evolution of training and development programme	
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**Course Articulation Matrix: Mapping of Course Outcomes (Cos ) with Program Outcomes (POs1-15)**

Course Outcomes(COs)/ Program Outcomes(POs)	Program Outcomes(POs)														
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Pedagogy:**.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
<b>Total</b>	<b>40Marks</b>

*Formative Assessment as per guidelines.*

References	
1.	Anthony William P, Perrewe Pamela Land Kacmar Michele K, Strategic Human Resource Management, The Dryden Press
2.	Armstrong Michael A. A Hand book of Human Resource Management ,Kogan Page.
3.	Beard wellIan and Holden, Human Resource Management: A contemporary perspective, MacMillan
4.	Beer, M, Spector B, Lawrence PR, Mills DR and Walton RE, Managing Human Assets, Free Press
5.	Casio Wayne F., Managing Human Resource: Quality of Worklife, Profits, McGraw Hill
6.	DeCenzo David A. and Robbins Stephen P., Personnel/Human Resource Management ,Prentice Hall.
7.	Dowling P J and Schuler RS, International Dimensions of Human Resource
8.	Krishnaveni. R. Human Resource Development-
9.	Mahanthy Kalyani and Raut Ray. Human Resource Development and Organizational Effectiveness
10.	Veeraiah. B. Education in Emerging India-
11.	Yogesh Kumar Singh. Sociological Foundation of Education





Government of Karnataka

## Model Curriculum

Program Name	<b>BA/BSc/B Com in EDUCATION</b>	Semester	<b>VI</b>
Course Title	<b>EDUCOMETRICS(Theory)</b>		
Course Code:	<b>Vocational-2(3):EDU(DC):5</b>	No .of Credits	<b>03</b>
Contact hours	<b>45Hours</b>	Duration of SEA/Exam	<b>2hours</b>
Formative Assessment Marks	<b>40</b>	Summative Assessment Marks	<b>60</b>

### Course Pre-requisite(s):

**Course Outcomes (COs):**After the successful completion of the course, the student will be able to:

- CO1.Elucidate the techniques of assessment and evaluation
- CO2. Explain the portfolio assessment and performance assessment and development of rubrics,
- CO3.Enumerate the features of examination reforms.
- CO4. Justify the use of diagnostic testing and assessment technique
- CO5.Evaluate the project work by using a rubric

### Contents

#### Unit1: Educometrics

**15hrs**

- 1.1 Educometrics- concept, Principles, theory to application, issues.
- 1.2 Need and scope in Education
- 1.3 Information and communication technology and Educometrics.

#### Unit 2: Policy and Perspectives on Examination and Assessment

**15hrs**

- 2.1 Evaluation Process and Examination Reforms
- 2.2 The Policies and Strategies for Implementation
- 2.3 Concept of National Curriculum Framework
- 2.4 National curriculum Framework 2005 with respect to assessment.

<b>Unit 3: Tools for measurement and for Diagnostic Testing and Remedial Program</b>	<b>15 hrs</b>
3.1 Concept, Scope and use of Student Portfolio assessment and performance assessment; Types of student Portfolios, Forms and Styles of Keeping Portfolios. 3.2 Student portfolios as Assessment tool, Advantages and disadvantages of Portfolio Assessment. 3.3Types of Rubrics Development and uses of Rubrics 3.4 Meaning and purpose of Diagnostic Testing ;Construction of a Diagnostic Test; Uses an limitations of Diagnostic Testing 3.5 Remedial Teaching–concept and procedure	

**Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs1-15)**

Course Outcomes(COs)/ Program Outcomes(POs)	Program Outcomes (POs)														
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**Pedagogy:**.....

<b>Formative Assessment for Theory</b>	
<b>Assessment Occasion/type</b>	<b>Marks</b>
<b>Session Test</b>	<b>20</b>
<b>Seminars/Presentation/Activity</b>	<b>10</b>
<b>Case study/Assignment/Fieldwork/Project work</b>	<b>10</b>
<b>Total</b>	<b>40Marks</b>
<i>Formative Assessment as per guidelines.</i>	

<b>References</b>	
1	
2	
3	
4	

## Question Paper Pattern for UG Semester DSC, DSEC & OEC

Paper Code:		Paper Title:		
Duration of Exam	<b>2Hours</b>	Max Marks	<b>60</b>	
Instruction:	<b>Answer all the sections</b>			

### Section-A

.....	<b>Marks</b>

### Section-B

.....	<b>Marks</b>

### Section-C

.....	<b>Marks</b>