

Model Curriculum of
BA/BSc/BCom
In
EDUCATION
5th & 6th Semester

Karnataka State Higher Education Council



Government of Karnataka
Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	EDUCATIONAL ADMINISTRATION AND MANAGEMENT (Theory)		
Course Code:	DSC-A9 (4):EDU(DC):5	No. of Credits	04
Contact hours	60Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): 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 teachers in school management.			
Contents			
Unit-1 Conceptual Framework.			13hrs
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.			
Unit -2 Administration and Management of Education at Centre and State Periods			17hrs
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).			

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

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
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

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.and Olson,Warren.E.(1994)_Total Quality Education,Technology and 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)_EducationalAdministration:PrinciplesandPractices',Jullundar:Krishna Brothers, Gate Mai Hiran.
11	Mathur,S.S.(1990)_Educational Administration and Management',Ambala CanttIndian Publication.
12	Mukhopadhyay,Marmar.(2005)_Total Quality Management in Education',New Delhi:SAGE Publications.
13	Patted,L.B. (2000) _ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾ ಆಡಳಿತ ನಿರ್ವಹಣೆ', ಧಾರವಾಡ: ಆಕಳವಾಡಿ ಬುಕ್‌ಡಿಪೋ
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 ', Saradar Sahar : Shanti Prakashan.
17	Sharma,T.S.(2005)_School Management and Administration',Patiala:Shaheed-E-AzamPrinters.



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	VALUE EDUCATION (Theory)		
Course Code:	DSC-A11 (4):EDU (DC):5	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Analyze the concept of values. CO1. Compare Indian values with western values. CO2. Discuss different types of values. CO3. Give reasons for value crisis CO4. Discuss the need of the value education. CO5. Adopt different methods in imparting value education CO6. Predicts the outcome of individual and social values CO7. Identify the role of teacher in imparting value education			
Contents			
Unit-1 Concept, Classification and Sources of Values			15Hrs
1.1 Meaning of Values: Concept, Nature and Significance of Value Education.			
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 brother hood, Tolerance.			
1.3 Classification of Values :Personal and Social, Intrinsic and instrumental.			
1.4 Different types of values – Intellectual, Social, Spiritual, Aesthetic, Economic, Health, Democratic, Cultural and Sources of values : Religion, family, culture, print media, philosophies			
Unit-2 Meaning, Importance, Objective and Issues of value Education			15 Hrs
2.1 Meaning, Importance and Scope of Value Education.			
2.2 Objectives of Values Education. General objectives and specific Objectives as specified by NPE.			

2.3 Factors influencing Value Orientation: Influence of a) home and society b) neighborhood and c) Socio Economic factors d) Mass media.	
Unit-3 Approaches and Strategies of Value Education	15hrs
3.1 Direct Approach : Meaning and Strategies – sharing reflections on songs, scripture passages, parables, stories; Case Study, Role play, Photo language, Brain storming – 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.	
UNIT:4 Role of Social Agencies in Value Education	15hrs
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 (POs 1-15)

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

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

References	
1	Jagadish Chand, Value Education, Anshah publication New Delhi – 2005.
2	Madhu Kapani – Education in Human Values Sterling Publication, New Delhi.
3	Prof. N. Venkataiah, Dr. N. Sandhya, Research in Value Education A.P.H. Publishing Corporation, New Delhi 26-1-2001.
4	R.I.M.S.E., Values Education outline.
5	Dr. B. Rathna Kumari, Education and Value orientation, Swathi Publication, Hyderabad.
6	Pia Nazareth RJM Matia E. Wables series, Serie 1,2,3,4, S. Abril S.J., Anand Publication, (X.E.T.C) Gamod (Kaira dt).
7	Value Orientation, Published by RIMSE, Mysore.
8	Prof. K. RAMA RAO, Moral Education a practical approaches, published by RIMSE, Mysore.
9	Documents in social, moral and spiritual values in education N.C.E.R.T.
10	ಪಾಯೋಗಿಕ ನೀತಿ ಶಿಕ್ಷಣ - ಪೊ.ಕೆ. ರಾಮರಾವ್.
11	ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ - ಪೊ.ಸಿ.ಹೆಚ್. ಮರಿದೇವರು, ಉದಯಭನು ಪಕಾಶನ.
12	ಮೌಲ್ಯ ಶಿಕ್ಷಣ - ಟಿ.ಜಯರಾಮ್, ಮಂದಾರ ಪಕಾಶನ, ಬೆಂಗಳೂರು.



Government of Karnataka

Model Curriculum

ProgramName	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	GENDER AND SOCIETY(Theory)		
Course Code:	DSC-A12 (4):EDU(DC):6	No.ofCredits	04
Contact hours	60Hours	Duration of SEA/Exam	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs):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.Describe socialization and its in teraction with gender
- CO4.Identify the gender disparities in the curriculum framing and implementation
- CO5.Recall the constitutiona lprovisions for girls education and upliftment

Contents

Unit-1Key Constructs in Gender

14hrs

- 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, Patriarchic power.
- 1.3 Feminist theories:radical,liberal,psychoanalyst,socialist and Marxist.

Unit-2Social Construct of Gender

16hrs

- 2.1 Socialization - Meaning - definition - stages - agencies of socialization. Social Construction of Gender
- 2.2 Socialization in thefamily 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); essentialized male and female and tram gender identities LGBT

Unit-3 Gender and School	16hrs
3.1 Girls as learners, Impact of Teacher attitudes, Expectations and Organizational culture on gender stereotyping mathematics, social sciences and life sciences using gender as a lens, 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 frame works, promotion of gender equality.	
UNIT:-4 Constitutional provisions for Women	14hrs
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)														
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Pedagogy:.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40Marks
<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.,etal.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 T.S.Saraswathi(ed.),Culture, Socialization and Human Development Delhi:Sage Publication India Pvt. Ltd.
- 8 Gardner,Carol Brooks.1983. _Passing By: Street Remarks, Address Rights, and the Urban Female' Sociological Inquiry 50:328-56
- 9 Gilligan,Carol.1982.In a Different Voice England: Harvard University Press
- 10 Government of India.1975a.Towards Equality: Report of the Committee on the Status of Women in India(Delhi: Department of Social Welfare, Government of India)
- 11 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 India 11.
- 12 Hasan,Zoya and Menon,Ritu..2005. Educating MuslimGirls: A Comparison of Five Indian Cities Delhi: Women Unlimited
- 13 Kumar,Krishna.2010. _Culture,State and Girls: An Educational Perspective 'Economic and Political Weekly Vol. XLV No. 17 April 24



Government of Karnataka

Model Curriculum

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

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

Unit-2 Agencies and Resources of Distance Education	15 hrs
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 non academic,	
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.	
Unit-3 Continuing Education And problems of Distance Education	15 hrs
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 (POs 1-15)

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/ Field work/Project work	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References

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



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	EDUCATIONAL GUIDANCE AND COUNSELING (Theory)		
Course Code:	Vocation-1(3):EDU (DC):5	No. of Credits	03
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Understanding the Concept of Guidance and Counseling</p> <p>CO2. Defines guidance and counseling</p> <p>CO3. Explains types of guidance and its needs</p> <p>CO4. Acquires the skills to administer and interpret standardized tools</p> <p>CO5. Practices counseling techniques in simulated conditions</p> <p>CO6. Prepares a schedule for guidance and counseling activities in the school</p> <p>CO7. Understanding the Strength and Learning difficulties of Students</p>			
Contents			
Unit-1 Introduction to Educational Guidance			15hrs
<p>1.1 Educational Guidance: Meaning, need and importance of guidance in schools</p> <p>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.</p> <p>1.3 Aims of Guidance and Counseling, Group dynamic</p> <p>1.4 Nature and types of problems among secondary school students: Problems with Peers, Issues with Authority, Social Inadequacy, Family Events, Alcohol and Drugs, and Suicide.</p> <p>1.5 Types of guidance: Educational, Vocational, and Personal: their Meaning, objectives, Need and importance.</p>			
Unit-2 Guidance Service and Devices			15hrs
<p>2.1 Guidance Services: orientation, counseling, pupil inventory, occupational information, placement and follow-up services.</p> <p>2.2 Tools and Techniques in guidance: Standardized Tests: Intelligence tests uses Aptitude tests, Personality Inventory, Attitude scales, Creativity tests.</p> <p>2.3 Non-Standardized Tests – observation, Anecdotal record, diary, rating scales, progress record, sociometry and interview.</p>			

Unit-3 Counseling	15hrs
3.1 Counseling – meaning, objectives, need, difference between guidance and counseling	
3.2 Types of counseling – directive, non-directive and eclectic – Meaning, characteristics and steps	
3.3 Role and Qualities of a counselor, Code of Ethics in Counseling. Guidance and Counseling activities in school.	

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:.....

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

Formative Assessment as per guidelines.

References	
1	Chauhan S.S. (2008) Principles and techniques of guidance U.P. Vikas publishing house Pvt. Ltd.
2	Sharma R.N. (2008) vocational Guidance and Counseling, Delhi: Surjeet Publication.
3	Crow and Crow (2008) An introduction to guidance, Delhi, Surjeet Publications.
4	Aggarwal J.C. (1991) Educational Vocational Guidance and Counseling, New Delhi, Dubhai House.
5	ಕೆ.ಎನ್. ಭೀಮಯ್ಯ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
6	ಟಿ.ವಿ. ತಿಮ್ಮೇಗೌಡ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
7	ಹಂಪಿಹೊಳೆ - ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ.
8	Prasanna Counseling Centre. A Manual on counseling for lay counselors.



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION		Semester	VI
Course Title	ECONOMICS OF EDUCATION (Theory)			
Course Code:	DSCA14(4):EDU(DC):6	No. of Credits	04	
Contact hours	60 Hours	Duration of SEA/Exam	2 hours	
Formative Assessment Marks	40	Summative Assessment Marks	60	
Course Pre-requisite(s):				
Course Outcomes (COs): 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 resultant changes in the Indian Education system due to the impact of the new economic reforms.				
CO4. Appreciate the growing importance of Economics of Education.				
Contents				
Unit 1--Introduction to Economics of education				15hrs
1.1 Definition of Education and economics				
1.2 Input output analysis in education				
1.3 Concept of cost of education				
1.4 Types of educational class direct cost indirect cost private cost social cost and opportunity cost				
Unit 2: Cost benefit analysis				15hrs
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 cost benefit and cost effectiveness analysis				

Unit 3 : Economic returns in education	15hrs
3.1 Natures 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	
Unit 4: Education economic development and growth	15hrs
4.1 The concepts of economic development and economic growth 4.2 The inter relationship 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)														
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Pedagogy:

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

Formative Assessment as per guidelines.

References	
1	Backer G.S.: Human Capital– A Theoretical and Analysis with special reference to NewYork
2	Bleaug M(Ed): Economics of Education
3	Dash BN: Foundation of Education
4	Haseen Taj Dr.: Current Challenges in Educaiton
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	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	HUMAN RIGHTS EDUCATION (Theory)		
Course Code:	DSC-A15 (4):EDU (DC):5	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

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

- CO1. Defines the concepts of Human Rights
- CO2.Explains the issues concerning to the rights of citizens.
- CO3.Identifies the problems related to human rights with regard to social customs prevailing in India
- CO4.Develops an awareness for the need of Human Rights

Contents

Unit-1 Concept of Human Rights

14 hrs

- 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

Unit-2 Universal Declaration of Human Rights

16 hrs

- 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.
- 2.2 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

Unit-3 Agencies protecting Human Rights	14 hrs
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.	
Unit:-4 Human Rights Education different perspective	16 hrs
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 (POs 1-15)

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Pedagogy:

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

References

1	Andrew Clapham, Human Rights:A very short Introduction, Oxford University press"New York, 2007.
2	Chiranjevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.
3	Darren J.BByrne, (ed), Human Rights : An Introduction, Pearson Education Pvt Ltd,New Delhi, 2004.
4	JanuszSymonides (ed), New Dimensions and Challenges for Human Rights, Rawat publications, Jaipur, 2006.
5	Johari J.C Human Rights and New world Order, Anmol Publications. New Delhi, 1998.
6	Shasi Motilal &BijayaLaxmi :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 : Inhuman wrongs and Human Rights.
9	ಮಂಗಳ ಮೂರ್ತಿ- ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು
10	ಶ್ರೀ ಪಿ.ಎಸ್. ಗಂಗಾಧರ - ಭಾರತದ ಸಂವಿಧಾನ, ಮಾನವ ಹಕ್ಕುಗಳು
11	ಡಾ.ಟಿ.ಡಿ.ದೇವೇಗೌಡ, ಡಾ.ಕೆ.ಜೆ.ಸುರೇಶ್, ಶ್ರೀ ಲೋಹಿತಾಶ್ವ ಹೆಚ್.ಸಿ - ಮಾನವ ಹಕ್ಕುಗಳು



Government of Karnataka

Model Curriculum

ProgramName	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	SPECIAL EDUCATION(Theory)		
Course Code:	DSC-A16(4)::EDU(DC):5	No.of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): 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.			
Contents			
Unit-1Introduction to Special Education			15hrs
1.1	Concepts of disability, impairment, handicap, specially able child, children with special need (CWSN)		
1.2	Concept,determinants and areas of special education, mainstreaming, Integrated and Inclusive Education of the disabled.		
1.3	Need and Scope of special education		
Unit-2Types of Disability			15hrs
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.		
Unit-3 Education of Differently Abled Children			15hrs
3.1	Government initiatives,Disability Acts.National and Regional level institutions for differently abled children.		
3.2	Remedial Instruction, Rehabilitation, Performing and Visual Art.		
3.3	Challenges ,Use of ICT in the education of special children,		

Unit-4 Education of the Gifted	15hrs
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 (POs 1-15)

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/ Field work/Project work	10
Total	40 Marks

Formative Assessment as per guidelines.

References	
1	Hegarty Seamus, Alur Mithu-2002, —Education And Children With Special Needs Saga Publications. Maitrakrihna,
2	Sazenavandana – 2008, —Inclusion Issues And Perspectives , Kanishka Publishers, New Delhi.
3	Dhawan, M.L. – 2007, —Education Of Children With Special Needs , Isha Books.
4	Dandapani.S. Advanced Educational Psychology, Anmol Publications New Delhi
5	Chauhan.S. Advanced Educational Psychology, Vikas Publications, New Delhi
6	Mangal. S.K. Educational Psychology Prakash Brothers, Ludihana.
7	Asubel.D.P.Educational Psychology - Cognitive Approach. Rinehart, Holand
8	8. Winston,,Newyark Hurlock.E.B.Child Psychology+6300000 Mc.Gram Hill Book Co.Newyork.
9	Mann.N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai
10	Morgan.G.T. And King R.A. Introduction To Psychology. (6th Ed) Tata Mc Grawhall Publishing Co New Delhi



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	HUMAN RESOURCE DEVELOPMENT AND EDUCATION (Theory)		
Course Code:	DSE A, E-2 (3): EDU (DC):6	No. of Credits	03
Contact hours	45 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): 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 workplace 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 to HRD			
Contents			
Unit-1 Concept and Background of Human Resource Development			15 hrs
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.			
Unit-2 Need and importance of HRD			15 hrs
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			
Unit-3 Training and Development of HRD			15 hrs
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

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-15)

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/ Field work/Project work	10
Total	40 Marks

Formative Assessment as per guidelines.

References	
1	Sociological Foundation of Education – Dr.YOGESH KUMAR SIGH
2	Education in Emerging India-B.VEERAI AH
3	Human Resource Development-KRISHNAVENI R.
4	Human Resource Development and Organizational Effectiveness-MAHANTY KALYANI AND ROUTRAY
5	Anthony William P, Perrewe Pamela L and Kacmar Michele K , Strategic Human Resource Management, The Dryden Press
6	Armstrong Michael A. A Handbook of Human Resource Management, Kogan Page.
7	Beardwell Ian and Holden, Human Resource Management: A contemporary perspective, MacMillan
8	Beer, M, Spector B, Lawrence PR, Mills DR and Walton RE, Managing Human Assets, Free Press
9	Casio Wayne F., Managing Human Resource: Quality of Worklife, Profits, McGraw Hill
10	DeCenzo David A. and Robbins Stephen P., Personnel/Human Resource Management, Prentice Hall.
11	Dowling P J and Schuler R S, International Dimensions of Human Resource PADMALITA



Government of Karnataka

Model Curriculum

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

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 development of rubrics, CO3. Enumerate the features of examination reforms. CO4. Justify the use of diagnostic testing as an 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.	
Unit2:PolicyandPerspectivesonExaminationandAssessment	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.	

Unit3: Tools for measurement and for Diagnostic Testing and Remedial Program	15hrs
3.1 Concept, Scope and use of Student Portfolio; Types of student Portfolios, Forms and Styles of Keeping Portfolios. 3.2 Student portfolios as Assessment tool, Advantages and disadvantages of Portfolio Assessment. 3.3 Types of Rubrics Development and uses of Rubrics 3.4 Meaning and purpose of Diagnostic Testing; Construction of a Diagnostic Test; Uses and limitations of Diagnostic Testing 3.5 Remedial Teaching–concept and procedure	

Course Articulation Matrix: Mapping of Course Outcomes (COs) with Program Outcomes (POs 1-15)

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/ Field work/Project work	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	

References	
1	
2	
3	
4	

Question Paper Pattern for UG Semester
DSC, DSEC &OEC

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

Section-A

.....	Marks

Section-B

.....	Marks

Section-C

.....	Marks

No.AC6/305/2022-23

Dated: 02-09-2023

Notification

Sub:- Syllabus and Scheme of Examination of Education programme
(V & VI Semester) with effect from the Academic year 2023-24.

Ref:- 1. This office circular No: AC2(S)/151/2020-21 dated 08-08-2023.
2. Decision of BOS in Education meeting held on 04-08-2023.

The Board of Studies in Education which met on 04-08-2023 has resolved to recommended and approved the syllabus and scheme of Examinations of Education programme (V & VI semester) with effect from the academic year 2023-24.

Pending approval of the Faculty of Education and Academic Council meetings the above said syllabus and scheme of examinations are hereby notified.

The syllabus and Scheme of Examinations contents may be downloaded from the University website i.e., www.uni-mysore.ac.in


Registrar
REGISTRAR
University of Mysore
MYSORE

To;

1. All the Principal of affiliated Colleges of University of Mysore, Mysore.
2. The Registrar (Evaluation), University of Mysore, Mysuru.
3. The Dean, Faculty of Education, Physical Education and Sports Sciences, University of Mysore, Mysore.
4. The Chairman, BOS/DOS in Education, Manasagangothri, Mysore.
5. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
6. The Director, PMEB, Manasagangothri, Mysore.
7. Director, College Development Council, Manasagangothri, Mysore.
8. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
9. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
10. Office Copy.