

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

Karnataka State Higher Education Council
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	60 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:CO1. Elucidates concerns of Educational organization, administration and management.</p> <p>CO2.Explain the process of Educational Administration and management at different levels and their functioning.</p> <p>CO3.Explicates the role of headmaster and the teachers in school management: Supervision and inspection</p>			
Contents			
Unit-1 Conceptual Framework. Periods			13 hrs
<p>1.1 The concept and importance of Educational organization, Administration and management.</p> <p>1.2 Distinction between Educational Administration and management. The objectives, nature and scope of Educational management.</p> <p>1.3 Educational management as a System: Concept and importance, Educational institution as a system, human resources and other resources</p>			
Unit-2 Administration and Management of Education at Centre and State Periods			17 hrs
<p>2.1 Centre-State relationship in educational administration and management.</p> <p>2.2 Administration and management of Education at Central Ministry of Human Resource</p> <p>2.3 Development (MHRD), Advisory bodies to the Central Government on Education: UGC, CIBE, NUEPA, NCTE, NCERT.</p> <p>2.4 Administration and Management of Education at State. The Administrative structure of education in the State: KSHEC, Department of Public instruction, DSERT.</p> <p>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 Committee</p>			

Unit-3 Management of School and Supervision	17 Hrs
3.1 Basic components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource management. 3.2 Supervision and Monitoring (Inspection): Concept, objectives, scope, types, functions, challenges and suggestions for the improvement of supervision Institutional Planning: Concept, objectives, importance, preparation and Problems. 3.3 Total Quality Management: Role of the Head master and teachers in promoting the TQM in teaching, examination, promotion, library and labs and co-curricular activities and Time Management.	
Unit:-4 Maintaining Healthy Education Institutional Climate Period	13 Hrs
4.1 Institutional organization climate (school): Human resources and school components. 4.2 The Institutional Plant: Physical Surrounding and maintenance 4.3 Creative activities of the school: School Exhibition, Subject Clubs, formal and informal events, etc.	

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	Aggarwal, J.C. (1987) <u>'The Progress of Education in Free India'</u> , New Delhi: Arya Book Depot.
2	Aggarwal, J.C. (1994) <u>'Educational Administration, Management and Supervision'</u> , New Delhi: Arya Book Depot.
3	Daft, Richard. L. (2000) <u>'Management'</u> , USA: Harcourt College Publishers, Fort Worth, Texas.
4	Dash. B.N. (1996) <u>'School Organization, Administration and Management'</u> , Hyderabad: Neel Kamal Publications, Pvt. Ltd.
5	Devegouda, A.C. (1973) <u>'A Handbook of Administration of Education in Mysore'</u> , Bangalore, Bangalore Book Bureau.
6	Halpin, Andrew.W (1966) <u>'Theory and Research in Administration'</u> , New York: Macmillan Company.
7	Hertzke, Eugene. R. and Olson, Warren. E. (1994) <u>'Total Quality Education, Technology and Teaching'</u> , New Delhi: SAGE Publications, India, Pvt. Ltd.
8	Knezevich, Stephan, J.(1975) <u>'Administration of Public Education'</u> , New York: Harper and Row Publishers.
	Kochar, S.K. (1991) <u>'Secondary School Administration'</u> , New Delhi: Sterling Publishers
9	Martin, Lawrence. L (1993) <u>'Total Quality Management in Human Service Organizations'</u> , New Delhi: SAGE Publications India, Pvt. Ltd.
10	Mathur, S.S. ((1969) <u>'Educational Administration: Principles and Practices'</u> , Jullundar: Krishna Brothers, Gate Mai Hiran.
11	Mathur, S.S. (1990) <u>'Educational Administration and Management'</u> , Ambala Cantt Indian Publication.
12	Mukhopadhyay, Marmar. (2005) <u>'Total Quality Management in Education'</u> , New Delhi: SAGE Publications.
13	Patted, L.B. (2000) <u>'Educational Administration and Management'</u> , New Delhi: SAGE Publications.
14	Sachadev, M.S. (2001) <u>'School Management'</u> , Ludhiana: Bharat Book Centers.
15	Safaya, Raghunth and Shaida, B.D. (1977) <u>'School Administration and Organization'</u> , Delhi: Dhanapati Rai and Sons.
16	Sharma, Motilala (1978) <u>'Systems Approach- its application in Education'</u> , Saradar Sahar: Shanti Prakashan.
17	Sharma, T.S. (2005) <u>'School Management and Administration'</u> , Patiala: Shaheed-E-Azam Printers.



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	LEADERSHIP IN EDUCATION (Theory)		
Course Code:	DSC-A10(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. Describe the concept Leadership	
CO2. Apply the Skills of Leadership	
CO3. Define the role of School Management & Leadership.	
CO4. Analyze different styles of leadership	
CO5. Apply theories of leadership in school management	
Contents	
Unit-1 Leadership	15 hrs
1.1 Concept and Characteristics of Leadership.	
1.2 Types of Leadership. Situational or Transactional leadership, Democratic leadership, Autocratic leadership.	
1.3 Principles of Leadership.	
Unit-2 Styles and Skills of Leadership	17 hrs
2.1 Leadership	
2.1.1 Definition	
2.2.2 Transformational and Transactional Leadership	
2.2.3. Styles of Leadership	
2.2.4. Theories of Leadership	
2.2.5. Powers of Leadership	
2.2.6. Principles of Leadership	
2.2.7. Characteristics and Qualities of A Leader	
2.2.8. Five Practices of Exemplary Leadership Model	

2.2 Leadership styles-Autocratic, democratic, Situational, Laissez fair .	
2.3 Skills of Leadership- Technical skill, Human skill, Conceptual skill.	
2.4 Theories of Leadership	
Unit-3 Educational Leadership	14 hrs
3.1 Duties and functions of institutional Head	
3.2 Role of Teacher & Parents	
3.3 School Management & Leadership	
Unit-4 Theories of Leadership	14 hrs
4.1 Behavioural theory.	
4.2 Situational theory.	
4.3 Participating theory.	

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	Schermerhorn, Organizational Behavior 11th edition, USA: John Wiley & Sons, Inc., 2011.
2	J.M. Ivancevich, M.T. Matteson, and R. Konopaske, Organizational behavior and management. 10th edition. New York: McGraw-Hill, 2014.
3	J.A.F. Stoner, Management. New Jersey: Englewood Cliffs, Printice Hall, Inc., 1982.
4	A. Kinicki, B.K. Williams, B.D. Scott-Ladd, and M. Perry, Management: A practical introduction. McGraw-Hill Irwin, 2011.
5	B.M. Bass and R.M. Stogdill, Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. Simon and Schuster, 1990.
6	R.L. Hughes, Leadership: Enhancing the lessons of experience. Richard D. Irwin, Inc., 1993.
7	G.A. Yukl, Leadership in organizations. Pearson Education India, 1998.
8	H. Koontz, O'Donnell, and H. Weihrich, Management, Volume 1, eighth edition , Original title: Management Eighth Edition. United Kingdom: Mc Graw-Hill, Inc., 1984.
9	J.H. Macawimbang, Quality Education Leadership. Bandung: Alfabeta, 2012.
10	H. Soetopo, Organizational Behavior. Bandung: PT Remaja Rosdakarya, 2010.
11	L. Gibson, J.H. Donnelly, J.M. Ivancevich, and R. Konopaske, Organizaciones: comportamiento, estructura, procesos. McGraw-Hill, 2006.



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):			
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Analyze the concept of values.</p> <p>CO2. Compare Indian values with western values.</p> <p>CO3. Discuss different types of values.</p> <p>CO4. Give reasons for value crisis</p> <p>CO5. Discuss the need of the value education.</p> <p>CO6. Adopt different methods in imparting value education</p> <p>CO7. Predicts the outcome of individual and social values</p> <p>CO8. Identify the role of teacher in imparting value education</p>			
Contents			
Unit-1 Concept, Classification and Sources of Values			15 Hrs
<p>1.1 Meaning of values: Absolute and relative, Place of values in the development of personality.</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 brother hood, Tolerance.</p> <p>1.3 Classification of values : Personal and Social, Intrinsic and instrumental. Different types of values – Intellectual, Social, Spiritual, Aesthetic, Economic, Health, Democratic, Cultural and Sources of values : Religion, family, culture, print media, philosophies</p>			
Unit-2 Meaning, Importance, Objective and Issues of value Education			15 Hrs
<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.</p>			

2.3 Factors influencing Value Orientation: a) Influence of home and society b) Influence of neighborhood and Socio Economic factors c) Influence of Mass media.	
Unit-3 Approaches and Strategies of Value Education	15 hrs
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	15 hrs
4.1 Family , Religion	
4.2 Educational Institutions	
4.3 Communities	
4.3 Mass Media (print and Electronic) 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)														
	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	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 on 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	ಪ್ರಾಯೋಗಿಕ ನೀತಿ ಶಿಕ್ಷಣ - ಪ್ರೊ. ಕೆ. ರಾಮರಾವ್.
11	ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ - ಪ್ರೊ. ಸಿ.ಹೆಚ್. ಮರಿದೇವರು, ಉದಯಭಾನು ಪ್ರಕಾಶನ.
12	ಮೌಲ್ಯ ಶಿಕ್ಷಣ - ಟಿ.ಜಯರಾಮ್, ಮಂದಾರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	GENDER AND SOCIETY (Theory)		
Course Code:	DSC-A12 (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. 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 interaction with gender CO4. Identify the gender disparities in the curriculum framing and implementation CO5. Recall the constitutional provisions for girls education and upliftment	
Contents	
Unit-1 Key Constructs in Gender	14 hrs
1.1 Concept of Gender, Need for Gender Sensitization – Definition – Meaning – Genesis – Growth – Objectives 1.2 Gender discrimination – Gender Stereotyping – Gender Roles – Gender needs – Practical and Strategic- Gender Justice & Equality, Patriarchic power. 1.3 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.	
Unit-2 Social Construct of Gender	16 hrs
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); essentialized male and female identities and the introduction to third gender; discourse of LGBT	

Unit-3 Gender and School	16 hrs
3.1 Girls as learners, hidden curriculum(teacher attitudes, expectations and peer culture), Epistemological Issues in mathematics, social sciences and life sciences using gender as a lens, subject choice made in Grade XI and its relation with gender	
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, teacher in India: an analysis using gender as a lens.	
UNIT:-4 Constitutional provisions for girl child education	14 hrs
4.1 Definition of Violence and Gender Based Violence, Classification of Gender Based Violence,	
4.2 Legal support and provisions in various Government support	
4.3 Government and other agencies for girl child uplift.	
4.4 Equal opportunities for all the gender	

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	Beasley, Chris. 1999. What is Feminism: An Introduction to Feminist Theory. Sage: New Delhi
2	Conway, Jill K., 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	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. 1975 a. 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: HRD Ministry, Government of India 11.
12	Hasan, Zoya and Menon, Ritu.. 2005. Educating Muslim Girls: 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):	
<p>Course Outcomes (COs): 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>	
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. Defines guidance and counselling</p> <p>CO2. Explains types of guidance and its needs</p> <p>CO3. Acquires the skills to administer and interpret standardized tools</p> <p>CO4. Practices counselling techniques in simulated conditions</p> <p>CO5. Prepares a schedule for guidance and counselling activities in the school</p>			
Contents			
Unit-1 Introduction to Educational Guidance			15 hrs
<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 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>1.4 Types of guidance: Educational, Vocational, and Personal: their Meaning, objectives, Need and importance.</p>			
Unit-2 Guidance Service and Devices			15 hrs
<p>2.1 Guidance Services: orientation, counselling, 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	15 hrs
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.	
3.4 Guidance and Counseling activities in school.	

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	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. ಭಿಮಯ್ಯ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
6	ಟಿ.ವಿ. ತಿಮ್ಮೇಗೌಡ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
7	ಹಂಪಿಹೂಳಿ - 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	PEACE EDUCATION (Theory)		
Course Code:	DSC-A13 (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. Explain the aims and objective of Peace Education. CO2. Elucidate the role of Family, Mass media, NGOs in promoting Peace Education CO3. Suggest measures to foster Peace Education CO4. Identify the challenges to Peace Education. CO5. Illustrate classification of Peace. CO6. Explain theories of Peace	
Contents	
Unit-1 : Introduction	14 hrs
1.1: Peace Education – Concept, Nature, Scope, Need and Significance. 1.1 Peace as a Universal Value. 1.2 Aims and Objectives of Peace Education. 1.3 Role of Family, Mass media, Community, School, NGO, Government in promoting Peace Education. 1.4 NCF-2009 recommendations about Peace Education.	
Unit-2 : Promoting Culture of Peace	16 hrs
2.1 Meaning of culture of peace and non-violence – conflict prevention and resolution. 2.2 Fostering culture of peace through education. 2.3 Promoting inner peace, understanding, tolerance, solidarity. 2.4 Peace Education Institutions/Organizations. 2.5 Education for non-violence – UNESCO culture of peace programmes –International peace and security.	

Unit-3 : Peace in the Indian Context	16 hrs
3.1: Great Personalities in Promoting the Peace - Mother Theresa, Vivekananda, Gandhian Philosophy. 3.2: Role of religion in promoting the Peace. 3.3: Challenges to Peace – Stress, Conflict, Crime, Terrorism, Violence and Modernization. 3.4: Democracy and Peace, Secularism and Peace, Culture and peace.	
Unit-4 : Classification of Peace	14 hrs
4.1: Types/Classification of Peace – Internal & External, Positive & Negative, Social peace and Peace with Nature. 4.2 Peace Theories - Democratic peace theory and Johan Galtung theory of peace. 4.3 Levels of Peace. 4.4 Current status of Peace Education at National and International level.	

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	Adams.D (ED) (1997). <i>UNESCO and a culture of Peace: Promoting a Global Movement</i> .Paris UNESCO.
2	Boulding, E. (1996). Peace behaviour in various societies. In from a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp31-54.
3	Galtung, Johan. Peace by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
4	Goldstein, Tara; Selby, David, editors. Weaving Connections: Educating for Peace, Social and Environmental Justice. Toronto: Sumach Press, 2000.
5	Lederach,J.P.(1995). Preparing for Peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
6	Mishra, Lokanath ,(2009), “ Encyclo paedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002.
7	Mishra, Dr. Loknath, (2009), “Peace education frame work for teachers” A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
8	Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence.
9	https://www.pupilstutor.com/2021/08/peace-education-syllabus.html
10	https://www.learningclassesonline.com/2019/07/peace-education-syllabus.html



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	ECONOMICS OF EDUCATION (Theory)		
Course Code:	DSC A14 (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			15 hrs
1.1 Modern concepts of Economics. Concepts and scope of Economics of Education. Education according to economists.			
1.2 Education and Economic Development – Gross Domestic product (GDP) and Education. Education and Productivity. Education and HRD – Human Capital Formation.			
1.3 Concept of Demand and Supply of manpower – Causes for change in Demand and Supply of Manpower.			
Unit-2 Financing of Education			15 hrs
2.1 Education as an investment.			
2.2 Budgetary provisions and funding for Education during the five year plans (a brief survey).			
2.3 Approach to Education under the XI Five Year Plan period			

Unit-3 Education Under Economic Reforms	15 hrs
3.1 Consumer Rights Education. 3.2 Liberalization, Privatization and Globalization (LPG) and their implications on Education. 3.3 Problems/challenges in Indian Education System under the New Economic Reforms	
Unit-4 Education Under Economic Reforms	15 hrs
4.1 Consumer Rights Education. 4.2 Liberalization, Privatization and Globalization(LPG) and their implications on education 4.3 Problems/Challenges in Indian Education system under the new economic reforms.	

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	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	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)

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	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.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 ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು
11	ಡಾ. ಟಿ.ಡಿ.ದೇವೇಗೌಡ, ಡಾ. ಕೆ.ಜೆ.ಸುರೇಶ್, ಶ್ರೀ ಲೋಹಿತಾಶ್ವ ಹೆಚ್.ಸಿ - ಮಾನವ ಹಕ್ಕುಗಳು



Government of Karnataka

Model Curriculum

Program Name	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	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. 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-1 Introduction to Special Education			15 hrs
1.1 Concept, determinants and areas of special education.			
1.2 Concept of a special child/exceptional child /disabled. Integrated Education of the disabled.			
1.3 Need and Scope of special education			
Unit-2 Types of Disability			15 hrs
2.1 Sensory Disability, Intellectual Disability and Developmental disabilities			
2.2 Learning disabled- definition, characteristics and classification, Remedial Instruction.			
2.3 Types of disability- visually impaired, hearing impaired, orthopedically handicapped, children with special health problems-Characteristics			
Unit-3 Education of Differently Abled Children			15 hrs
3.1 Developmental Disabilities: Autism, Cerebral Palsy – Characteristics, Remedial Instruction			
3.2 Challenges, Government initiatives, Disability acts. National and Regional level institutions for differently abled children.			
3.3 Use of ICT in the education of special children			

Unit -4 Children with Special Ability	15 hrs
4.1 Gifted children: Meaning, Characteristics, Identification and Enrichment Programme	
4.2 Role of voluntary organizations in educating the of , Challenged /disabled, special schools\ institutions	
4.3 Specifics for children with different abilities	

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.VEERAAIAH
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

Unit 1: Portfolio Assessment and Development of Rubrics	15 hrs
1.1 Concept, Scope and use of Student Portfolio 1.2 Types of student Portfolios, Forms and Styles of Keeping Portfolios. 1.3 Student portfolio as an Assessment tool 1.4 Advantages and disadvantages of Portfolio Assessment 1.5 Development and uses of Rubrics 1.6 Types of Rubrics	
Unit 2: Policy and Perspectives on Examination and Assessment	15 hrs
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 -Vision of Assessment for Learning - Examination reforms and Essentials	

Unit 3: Diagnostic Testing and Remedial Teaching	15 hrs
3.1 Meaning and purpose of Diagnostic Testing 3.2 Construction of a Diagnostic Test 3.3 Uses and limitations of Diagnostic Testing 3.4 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