

**RANI CHANNAMMA UNIVERSITY, BELAGAVI
SCHOOL OF EDUCATION**



UNDER GRADUATE CURRICULUM IN EDUCATION

**5th & 6th Semester
SYLLABUS**

**as per the Choice Based Credit System (CBCS)
designed in accordance with
Learning Outcomes-Based Curriculum Framework
(LOCF)**

w.e.f.

Academic Year 2023-24 and onwards

**Curriculum of
B.A.
in
EDUCATION
5th & 6th Semester**

PREAMBLE

A high priority task in the context of future education development agenda in India is fostering quality higher education. Improvement of quality of higher education is considered critical for enabling effective participation of young people in knowledge production, participation in the knowledge economy, improving national competitiveness in a globalized world and for equipping young people with skills relevant for global and national standards and enhancing the opportunities or social mobility. Sustained initiatives are required for institutionalizing an outcome-oriented higher education system and enhancing employability of graduates through curriculum reform based on a learning outcomes-based curriculum framework, improving/upgrading academic resources and learning environment, raising the quality of teaching and research across all higher education institutions; technology use and integration to improve teaching-learning processes and reach a larger body of students through alternative learning modes such as open and distance learning modes and use of MOOCs.

Other priority areas of action for fostering quality higher education include translation of academic research into innovations for practical use in society and economy, promoting efficient and transparent governance and management of higher education system, enhancing the capacity of the higher education system to govern itself through coordinated regulatory reform and increasing both public and private sector investment in higher education, with special emphasis on targeted and effective equity-related initiatives.

The Learning Outcomes-Based Curriculum Framework (LOCF) presented here visualizes that graduate training needs to attend to the following considerations:

The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications such as a Bachelor's Degree programmes are awarded on the basis of demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected of graduates of a programme of study.

- Learning outcomes specify what graduates completing a particular programme of study are expected to know, understand and be able to do at the end of their programme of study.

- The expected learning outcomes are used as reference points that would help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes which in turn will help in curriculum planning and development, and in the design, delivery and review of academic programmes.
- They provide general guidance for articulating the essential learning's associated with programmes of study and courses within a programme. It may be noted that the learning outcomes-based curriculum framework is not intended to promote designing of a national common syllabus for a programme of study or learning contents of courses within each programme of study or to prescribe a set of approaches to teaching-learning process and assessment of student learning levels.
- Instead, they are intended to allow for flexibility and innovation in (i) programme design and syllabi development by higher education institutions (HEIs), (ii) teaching-learning process, (iii) assessment of student learning levels, and (iv) periodic programme review within a broad framework of agreed expected graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes.

The overall objectives of the learning outcomes-based curriculum framework are to:

- Help formulate graduate attributes, qualification descriptors, programme learning outcomes and course learning outcomes that are expected to be demonstrated by the holder of a qualification;
- Enable prospective students, parents, employers and others to understand the nature and level of learning outcomes (knowledge, skills, attitudes and values) or attributes a graduate of a programme should be capable of demonstrating on successful completion of the programme of study;
- Maintain national standards and international comparability of learning outcomes and academic standards to ensure global competitiveness, and to facilitate student/graduate mobility; and
- Provide higher education institutions an important point of reference for designing teaching-learning strategies, assessing student learning levels, and periodic review of programmes and academic standards.

PROGRAM OUTCOMES

By the end of the program the students will be able to :

The learning outcomes-based curriculum framework is based on the premise that every student and graduate is unique. Each student or graduate has his/her own characteristics in terms of previous learning levels and experiences, life experiences, learning styles and approaches to future career-related actions. The quality, depth and breadth of the learning experiences made available to the students while at the higher education institutions help develop their characteristic attributes. The graduate attributes reflect both disciplinary knowledge and understanding, generic skills, including global competitiveness all students in different academic fields of study should acquire/attain and demonstrate. Some of the characteristic attributes that a graduate should demonstrate are as follows:

- **Disciplinary knowledge:** Capable of demonstrating comprehensive knowledge and understanding of one or more disciplines that form a part of an undergraduate programme of study.
- **Communication Skills:** Ability to express thoughts and ideas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
- **Critical thinking:** Capability to apply analytic thought to a body of knowledge analyses and evaluate evidence, arguments, claims, beliefs on the basis of empirical evidence; identify relevant assumptions or implications; formulate coherent arguments; critically evaluate practices, policies and theories by following scientific approach to knowledge development.
- **Problem solving:** Capacity to extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems, rather than replicate curriculum content knowledge; and apply one's learning to real life situations.
- **Analytical reasoning:** Ability to evaluate the reliability and relevance of evidence; identify logical flaws and holes in the arguments of others; analyze and synthesize data from a variety of sources; draw valid conclusions and support them with evidence and examples, and addressing opposing viewpoints.
- **Research-related skills:** A sense of inquiry and capability for asking relevant/appropriate questions, problematizing, synthesizing and articulating; Ability

to recognise cause-and-effect relationships, define problems, formulate hypotheses, test hypotheses, analyse, interpret and draw conclusions from data, establish hypotheses, predict cause-and-effect relationships; ability to plan, execute and report the results of an experiment or investigation.

- **Cooperation/Team work:** Ability to work effectively and respectfully with diverse teams; facilitate cooperative or coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team.
- **Scientific reasoning:** Ability to analyse, interpret and draw conclusions from quantitative/qualitative data; and critically evaluate ideas, evidence and experiences from an open-minded and reasoned perspective.
- **Reflective thinking:** Critical sensibility to lived experiences, with self-awareness and reflexivity of both self and society.
- **Information/digital literacy:** Capability to use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
- **Self-directed learning:** Ability to work independently, identify appropriate resources required for a project, and manage a project through to completion.
- **Multicultural competence:** Possess knowledge of the values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
- **Moral and ethical awareness/reasoning:** Ability to embrace moral/ethical values in conducting one's life, formulates a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work, avoid unethical behaviour such as fabrication, falsification or misrepresentation of data or committing plagiarism not adhering to intellectual property rights; appreciating environmental and sustainability issues; and adoptin objective, unbiased and truthful actions in all aspects of work.
- **Leadership readiness/qualities:** Capability for mapping out the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.

- **Lifelong learning:** Ability to acquire knowledge and skills, including learning how to learn', that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development / reskilling.

ASSESSMENT METHODS:

Type of Course	Formative Assessment / IA	Summative Assessment
Theory	40	60
Practical	-	-
Projects	40	60
Experiential Learning (Internships/Research etc.)	40	60

Listing of Courses from V to VI Semesters for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration Of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
V	DSC	EDU A9	Educational Administration and Management	4	4		2	40	60	100
		EDU A10	Leadership in Education	4	4		2	40	60	100
		EDU A11	Value Education	4	4		2	40	60	100
		EDU A12	Gender and Society	4	4		2	40	60	100
	DSE	EDU E1	Distance Education	3	3		2	40	60	100
	Vocational	EDU V1	Educational Guidance and Counselling	3	3		2	40	60	100
VI	DSC	EDU A13	Peace Education	4	4		2	40	60	100
		EDU A14	Economics of Education	4	4		2	40	60	100
		EDU A15	Human Rights Education	4	4		2	40	60	100
		EDU A16	Special Education	4	4		2	40	60	100
	DSE	EDU E2	Human Resource Development and Education	3	3		2	40	60	100
	Vocational	EDU V2	Educometrics	3	3		2	40	60	100

Listing of Courses from V Semester for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration Of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
V	DSC	EDU A9	Educational Administration and Management	4	4		2	40	60	100
		EDU A10	Leadership in Education	4	4		2	40	60	100
		EDU A11	Value Education	4	4		2	40	60	100
		EDU A12	Gender and Society	4	4		2	40	60	100
	DSE	EDU E1	Distance Education	3	3		2	40	60	100
	Vocational	EDU V1	Educational Guidance and Counselling	3	3		2	40	60	100
Total				22	22		14	240	360	600

Listing of Courses from VI Semester for the Undergraduate Program in EDUCATION

Sem. No.	Course Category	Course Code	Course Title	Credits Assigned	Instructional hours per week		Duration Of Exam (Hrs.)	Marks		
					Theory	Practical		IA	Exam	Total
VI	DSC	EDU A13	Peace Education	4	4		2	40	60	100
		EDU A14	Economics of Education	4	4		2	40	60	100
		EDU A15	Human Rights Education	4	4		2	40	60	100
		EDU A16	Special Education	4	4		2	40	60	100
	DSE	EDU E2	Human Resource Development and Education	3	3		2	40	60	100
	Vocational	EDU V2	Educometrics	3	3		2	40	60	100
Total				22	22		12	240	360	600

FIFTH SEMESTER

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	2hours
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.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: Supervisionand inspection</p>			
Contents			
Unit–1 Conceptual Framework.			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.			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 Development(MHRD), Advisory bodies to the Central Government on Education: UGC, CUBE, 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	17Hrs
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 Headmaster 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	13Hrs
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.	

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

References	
1	Aggarwal, J.C. (1987) The Progress of Education in Free India', New Delhi: Arya BookDepot.
2	Aggarwal, J.C. (1994) Educational Administration, Management and Supervision', New Delhi: Arya BookDepot.
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 Handbook of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.

6	Halpin, Andrew.W (1966) Theory and Research in Administration, New York: 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, New York: Harper and Row Publishers.
9	Kochar, S.K. (1991) Secondary School Administration', New Delhi: Sterling Publishers
10	Martin, Lawrence. L (1993) Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
11	Mathur, S.S. ((1969) Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate Mai Hiran.
12	Mathur, S.S. (1990) Educational Administration and Management', Ambala Cantt Indian Publication.
13	Mukhopadhyay, Marmar. (2005) Total Quality Management in Education', New Delhi: SAGE Publications.
14	Patted, L.B. (2000) ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾ ಆಡಳಿತ ನಿರ್ವಹಣೆ', ಧಾರವಾಡ: ಆಕಳವಾಡಿ ಬುಕ್‌ಡೆಪೋ
15	Sachadev, M.S. (2001) School Management', Ludhiana: Bharat Book Centers.
16	Safaya, Raghunth and Shaida, B.D. (1977) School Administration and Organization', Delhi: Dhanapati Rai and Sons.
17	Sharma, Motilala (1978) Systems Approach- its application in Education', Saradar Sahar: Shanti Prakashan.
18	Sharma, T.S. (2005) School Management and Administration, Patiala: Shaheed-E-Azam Printers.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	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.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	15hrs
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 of Leadership.	
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	14hrs
3.1 Duties and functions of institutional Head	
3.2 Role of Teacher & Parents	
3.3 School Management & Leadership	
Unit-4 Theories of Leadership	14hrs
4.1 Behavioural theory.	
4.2 Situational theory.	
4.3 Participating theory.	

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

References	
1	Kinicki. A, Williams B.K.,. Scott-Ladd B.D, and Perry.M., Management: A practical introduction. McGraw-Hill Irwin, 2011.
2	Bass. B.M. and Stogdill R.M., Bass & Stogdill's handbook of leadership: Theory, research, and managerial applications. Simon and Schuster, 1990.
3	Yukl G.A., Leadership in organizations. Pearson Education India, 1998.
4	Koontz.H, Donnell O., and Weihrich.H., Management, Volume 1, eighth edition , Original title: Management Eighth Edition. United Kingdom: Mc Graw-Hill, Inc., 1984.
5	Soetopo.H, Organizational Behavior. Bandung: PT RemajaRosdakarya, 2010.
6	Macawimbang J.H., Quality Education Leadership. Bandung: Alfabeta, 2012.
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9	Gibson. L., Donnelly.J.H., Ivancevich. J.M., and Konopaske.R, Organizaciones: comportamiento, estructura, procesos. McGraw-Hill, 2006.
10	Hughes R.L., Leadership: Enhancing the lessons of experience. Richard D. Irwin, Inc., 1993.
11	Schermerhorn, Organizational Behavior 11th edition, USA: John Wiley & Sons, Inc., 2011.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA in EDUCATION	Semester	V
Course Title	VALUE EDUCATION (Theory)		
Course Code:	DSC-A11 (4):EDU (DC):5	No. of Credits	04
Contact hours	60Hours	Duration of SEA/Exam	2hours
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. 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			15Hrs
<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			15Hrs
<p>2.1 Meaning, Importance and scope of value Education.</p> <p>2.2 Objectives of Values Education. Study the General objectives and specific Objectives of it.</p> <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.</p>			

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)	

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

References	
1	Documents in social, moral and spiritual values in education N.C.E.R.T.
2	Jagadish Chand, Value Education, Anshah publication New Delhi – 2005.
3	Madhu Kapani – Education in Human Values Sterling Publication, New Delhi.
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5	R.I.M.S.E., Values Education on outline.
6	Rathna Kumari B., Education and Value orientation, Swathi Publication, Hyderabad.
7	RAMA RAO K, Moral Education a practical approaches, published by RIMSE, Mysore.
8	Venkataiah.N., N. Sandhya, Research in Value Education A.P.H. Publishing Corporation, New Delhi 26-1-2001.
9	Value Orientation, Published by RIMSE, Mysore.
10	ರಾಮರಾವ್- ಪ್ರಾಯೋಗಿಕ ನೀತಿ ಶಿಕ್ಷಣ
11	ಮರಿದೇವರು ಸಿ.ಹೆಚ್. -ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ ಉದಯಭಾನು ಪ್ರಕಾಶನ.
12	ಜಯರಾಮ್ ಟಿ.- ಮೌಲ್ಯ ಶಿಕ್ಷಣ ಮಂದಾರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	2hours
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 concept and concerns of gender sensitization and discrimination</p> <p>CO2. Analyze the Feminist theories and its impact on society</p> <p>CO3. Describe socialization and its interaction with gender</p> <p>CO4. Identify the gender disparities in the curriculum framing and implementation</p> <p>CO5. Recall the constitutional provisions for girls education and upliftment</p>	
Contents	
Unit-1 Key Constructs in Gender	14 hrs
<p>1.1 Concept of Gender, Need for Gender Sensitization – Definition – Meaning – Genesis – Growth – Objectives</p> <p>1.2 Gender discrimination – Gender Stereotyping – Gender Roles – Gender needs – Practical and Strategic- Gender Justice& Equality, Patriarchic power.</p> <p>1.3 A brief introduction to feminist theories: radical, liberal, psychoanalyst, socialist and Marxist.</p>	
Unit-2 Social Construct of Gender	16 hrs
<p>2.1 Socialization – Meaning – definition – stages – agencies of socialization. Social Construction of Gender</p> <p>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;</p> <p>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</p>	

Unit-3 Gender and School	16 hrs
<p>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</p> <p>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</p> <p>3.3 Gender Issues in Curriculum: construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.</p>	
UNIT:-4 Constitutional provisions for girl child education	14 hrs
<p>4.1 Definition of Violence and Gender Based Violence, Classification of Gender Based Violence,</p> <p>4.2 Legal support and provisions in various Government support</p> <p>4.3 Government and other agencies for girl child uplift.</p> <p>4.4 Equal opportunities for all the gender</p>	

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

References	
1	Beasley, Chris. 1999. 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	Gardner, Carol Brooks. 1983. Passing By: Street Remarks, Address Rights, and the Urban Female', Sociological Inquiry 50: 328-56
8	Gilligan, Carol. 1982. In a Different Voice England: Harvard University Press
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10	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.
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. 17 April 24
13	Saraswathi T.S. (ed.), Culture, Socialization and Human Development Delhi: Sage Publication India Pvt. Ltd.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	15hrs
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	15hrs
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	

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

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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 counseling</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 counseling techniques in simulated conditions</p> <p>CO5. Prepares a schedule for guidance and counseling activities in the school</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 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			15hrs
<p>2.1Guidance 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
<p>3.1 Counseling – meaning, objectives, need, difference between guidance and counseling</p> <p>3.2 Types of counseling – directive, non-directive and eclectic – Meaning, characteristics and steps</p> <p>3.3 Role and Qualities of a counselor, Code of Ethics in Counseling.</p> <p>3.4 Guidance and Counseling activities in school.</p>			

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/ Field work/Project work	10
Total	40Marks
<i>Formative Assessment as per guidelines.</i>	
References	
1	Aggarwal J.C. (1991) Educational Vocational Guidance and Counseling, New Delhi, Dubhai House.
2	Chauhan S.S. (2008) Principles and techniques of guidance U.P. Vikas publishing house Pvt. Ltd.
3	Crow and Crow (2008) An introduction to guidance, Delhi, Surjeet Publications.
4	Prasanna Counseling Centre. A Manual on counseling for lay counselors.
5	Sharma R.N. (2008) vocational Guidance and Counseling, Delhi: Surjeet Publication.
6	ಹಂಪಿಹೊಳೆ - ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ.
7	ಭಿಮಯ್ಯ ಕೆ.ಎನ್ - ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
8	ತಿಮ್ಮೇಗೌಡ ಟಿ.ವಿ. - ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.

SIXTH SEMESTER

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	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:	
<p>CO1. Explain the aims and objective of Peace Education.</p> <p>CO2. Elucidate the role of Family, Mass media, NGOs in promoting Peace Education</p> <p>CO3. Suggest measures to foster Peace Education</p> <p>CO4. Identify the challenges to Peace Education.</p> <p>CO5. Illustrate classification of Peace.</p> <p>CO6. Explain theories of Peace</p>	
Contents	
Unit-1:Introduction	14hrs
<p>1.1: Peace Education – Concept, Nature, Scope, Need and Significance.</p> <p>1.1 Peace as a Universal Value.</p> <p>1.2 Aims and Objectives of Peace Education.</p> <p>1.3 Role of Family, Mass media, Community, School, NGO, Government in promoting Peace Education.</p> <p>1.4 NCF-2009 recommendations about Peace Education.</p>	
Unit-2:Promoting Culture of Peace	16 hrs
<p>2.1 Meaning of culture of peace and non-violence – conflict prevention and resolution.</p> <p>2.2 Fostering culture of peace through education.</p> <p>2.3 Promoting inner peace, understanding, tolerance, solidarity.</p> <p>2.4 Peace Education Institutions/Organizations.</p> <p>2.5 Education for non-violence – UNESCO culture of peace programmes –International peace and security.</p>	

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

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/ Field work/Project work	10
Total	40Marks
<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),“ Encyclopaedia 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

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	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. 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 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				15hrs
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				15hrs
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	15hrs
4.1 Consumer Rights Education. 4.2 Liberalization, Privatization and Globalization(LPG) and their implications on education 4.3 Challenges in Indian Education system under the new economic reforms.	

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

Formative Assessment as per guidelines.

References	
1	Backer G.S. : Human Capital – A Theoretical and Analysis with special reference to New York
2	Bhattacharya, Dipak Kumar (2017) HR Analytics- Understanding Theories and Applications, Sage Texts, India.
3	Bleaug M (Ed) : Economics of Education
4	Dash BN : Foundation of Education
5	Haseen Taj : Current Challenges in Educaiton
6	Harbison F and Mayers CA : Education
7	Pithawalla, H.D Consumer Protection Act, C. Jamnadas and Co.
8	Peerzade, S. A., Economics of Taxation. New Delhi: Atlantic Publishers & Distributors Pvt. Ltd.
9	Pratyush, Banerjee; Jatin Pandey; Manish Gupta(2019) Practical Applications of HR Analytics by, Sage Texts, India
10	Sury, M. M., Tax Systems in India: Evolution and Present Structure. New Century Publications: New Delhi.

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	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. 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	14hrs
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	16hrs
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	14hrs
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 Different perspective in Human Rights Education	16hrs
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	

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

References	
1	Andrew Clapham, Human Rights (2007)A very short Introduction, Oxford University press"New York,
2	Chiranjeevi Nirmal,(1997) Human Rights in India, oxford University press, New Delhi.
3	Darren J.BByrne, (2004) Human Rights : An Introduction, Pearson Education Pvt Ltd,New Delhi.
4	Janusz Symonides (2006), New Dimensions and Challenges for Human Rights, Rawat publications, Jaipur.
5	Johari J.C Human(1998)., Rights and New world Order, Anmol Publications. New Delhi.
6	Shasi Motilal &BijayaLaxmi(2000).,Human Rights, Gender and Environment Allied Publishers, New Delhi,
7	South Asia Human Rights Documentation Centre(2007) .,University Press, New Delhi.
8	Upendra Baxi : Inhuman wrongs and Human Rights.
9	ಮಂಗಳ ಮೂರ್ತಿ- ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು
10	ಗಂಗಾಧರ ಪಿ.ಎಸ್. - ಭಾರತದ ಸಂವಿಧಾನ ಮತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು
11	ದೇವೇಗೌಡ, ಟಿ.ಡಿ., .ಸುರೇಶ್, ಕೆ.ಜೆ ಮತ್ತು ಲೋಹಿತಾಶ್ವ ಹೆಚ್.ಸಿ - ಮಾನವ ಹಕ್ಕುಗಳು

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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):			
<p>Course Outcomes (COs): After the successful completion of the course, the student will be able to:</p> <p>CO1. Explains the global and national commitments towards the education of children with diverse needs</p> <p>CO2. Identifies and addresses diverse needs of all learners.</p> <p>CO3. Familiarize with the trends and issues in special education.</p> <p>CO4. Lists different types of disability.</p> <p>CO5. Distinguishes the concepts of special education, integrated education and inclusive education.</p>			
Contents			
Unit-1 Introduction to Special Education			15hrs
<p>1.1 Concept, determinants and areas of special education.</p> <p>1.2 Concept of a special child/exceptional child /disabled. Integrated Education for such children's</p> <p>1.3 Need and Scope of special education</p>			
Unit-2 Types of Disability			15 hrs
<p>2.1 Sensory Disability, Intellectual Disability and Developmental disabilities</p> <p>2.2 Learning disabled- definition, characteristics and classification, Remedial Instruction.</p> <p>2.3 Types of disability- visually impaired, hearing impaired, orthopedically handicapped, children with special health problems-Characteristics</p>			
Unit-3 Education of Differently Abled Children			15 hrs
<p>3.1 Developmental Disabilities: Autism, Cerebral Palsy – Characteristics, Remedial Instruction</p> <p>3.2 Challenges, Government initiatives, Disability acts. National and Regional level institutions for differently abled children.</p> <p>3.3 Use of ICT in the education of special children</p>			

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

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

Formative Assessment as per guidelines.

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

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	2hours
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. Describe the role of Education in HRD</p> <p>CO2. Differentiate and explain the various uses of training, education, and career development in the workplace environment.</p> <p>CO3. Analyze the relationship between HRD, Economic and National Development</p> <p>CO4. Explain the need, scope and components of HRD in Education</p> <p>CO5. Identify the methods of training to develop human resource</p> <p>CO6. Discuss Strategies related to HRD</p>			
Contents			
Unit-1 Concept and Background of Human Resource Development			15 hrs
<p>1.1 Concept and background of HRD.</p> <p>1.2 Importance of Education in HRD.</p> <p>1.3 Human resources and Economic and National Development,</p> <p>1.4 Role of Education in developing human resource.</p> <p>1.5 Barriers to HRD in Education.</p>			
Unit-2 Need and importance of HRD			15 hrs
<p>2.1 Need and importance of HRD in Education.</p> <p>2.2 Scope and objectives of HRD in Education.</p> <p>2.3 Components, principles and system of HRD.</p> <p>2.4 Impact of Globalization and Liberalization on HRD through Education</p>			
Unit-3 Training and Development of HRD			15 hrs
<p>3.1 Objectives of training course for HRD in Education</p> <p>3.2. Methods of training, Task Analysis, Recruitment and placement, Role definition, Developing the person in the role, Performance appraisal, Performance Review and Counseling,</p> <p>3.3 Implementation and evolution of training and development programme</p>			

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/ Field work/Project work	10
Total	40Marks
<i>Formative Assessment as per guidelines.</i>	
References	
1	Anthony William P., Perrewe Pamela L., and Kacmar Michele K , Strategic Human Resource Management, The Dryden Press
2	Armstrong Michael A. A Handbook of Human Resource Management, Kogan Page.
3	Beardwell Ian 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 Work life, Profits, McGraw Hill
6	DeCenzo David A. and Robbins Stephen P., Personnel/Human Resource Management, Prentice Hall.
7	Dowling P J and Schuler R S, International Dimensions of Human Resource PADMALITA
8	Krishnaveni R., Human Resource Development
9	Mahanty Kalyani And Routray., Human Resource Development and Organizational Effectiveness
10	Veeraiah.B Education in Emerging India
11	Yogesh Kumar Sigh., Sociological Foundation of Education

UNDER GRADUATE CURRICULUM IN EDUCATION

Program Name	BA 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	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:	
<p>CO1. Elucidate the techniques of assessment and evaluation</p> <p>CO2.Explain the portfolio assessment and development of rubrics,</p> <p>CO3.Enumerate the features of examination reforms.</p> <p>CO4.Justify the use of diagnostic testing as an assessment technique</p> <p>CO5. Evaluate the project work by using a rubric</p>	
Contents	
Unit 1: Portfolio Assessment and Development of Rubrics	15hrs
<p>1.1 Concept, Scope and use of Student Portfolio</p> <p>1.2 Types of student Portfolios, Forms and Styles of Keeping Portfolios.</p> <p>1.3 Student portfolio as an Assessment tool</p> <p>1.4 Advantages and disadvantages of Portfolio Assessment</p> <p>1.5 Development and uses of Rubrics</p> <p>1.6 Types of Rubrics</p>	
Unit 2: Policy and Perspectives on Examination and Assessment	15hrs
<p>2.1 Evaluation Process and Examination Reforms</p> <p>2.2 The Policies and Strategies for Implementation</p> <p>2.3 Concept of National Curriculum Framework</p> <p>2.4 National curriculum Framework 2005</p> <p style="padding-left: 20px;">-Vision of Assessment for Learning</p> <p style="padding-left: 20px;">- Examination reforms and Essentials</p>	
Unit 3: Diagnostic Testing and Remedial Teaching	15hrs
<p>3.1 Meaning and purpose of Diagnostic Testing</p> <p>3.2 Construction of a Diagnostic Test</p> <p>3.3 Uses and limitations of Diagnostic Testing</p> <p>3.4 Remedial Teaching –concept and procedure</p>	

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

References	
1	Bhatia .K.K(1995) Measurement and Evaluation in Education Ludhiana: Prakash Bros.
2	Mrunalini.T (2017) Educational Evaluation Neelkamal Publication.New Delhi
3	Marami Goswami(2011) Measurement & Evaluation in Psychology & Education Neelkamal Publication. New Delhi.
4	Narasimha Rao, K.V.V.L Exploration in Educational Evaluation, Neelkamal Publication.New Delhi.
5	NCERT (2005). National Curriculum Framework-2005 New delhi : NCERT.
6	Radha Mohan (2016) Measurement Evaluation And Assessment In Education.,Eastern Education Edition.
7	Rambhai N P(2004) Educational Evaluation theory & Practice.
8	Vidyasagar J (2016) Measurement and evaluation in Education. Neelkamal Publication.New Delhi.

QUESTION PAPER PATTERN FOR B.A. IN EDUCATION

Paper Code:		Paper Title:	
Duration of Exam	2 Hours	Max Marks	60
Instruction:	1. Write the answers according to the instructions given 2. Answers to the questions should be specific.		

Section-A

I. Answer any five out of seven questions. (two or three sentences each)	5X2=10 Marks

Section-B

II. Answer any five out of seven questions. (about one page)	5X5 = 25 Marks

Section-C

III. Answer anyone of the following questions. (about two pages)	1X10 =10 Marks

Section-D

IV. Answer anyone of the following questions. (about three pages)	1X15 = 15 Marks