



BENGALURU CITY UNIVERSITY

CHOICE BASED CREDIT SYSTEM

**(Semester Scheme with Multiple Entry and Exit Options for
Under Graduate Course)**

**Syllabus for B.A. Education
(V & VI Semester)**

2023-24

Proceedings of the Board of Studies (UG) in Education held on 19.08.2023

The meeting of Board of Studies (UG) in Education was held on 19.08.2023 at Canara Bank School of Management Studies (CBSMS), Bengaluru City University, Bengaluru-01. The members attended the meeting are,

1. **Dr. Ningamma C. Betsur**

Professor, Dept. of Studies in Education
University of Mysore, Mysuru-570006.
Chairperson, Board of Studies in Education
Bengaluru City University, Bengaluru.

Chairperson

2. **Dr. Ambuja C. V**

Principal,
K.I.E.T. College of P.G. Studies and Research in Education
No. 60/1, 7th Cross,
Biamillah Nagar, Bannerhatta Road, Bengaluru – 560029.

3. **Dr. R. Latha Kumari**

Principal,
Sanjay Gandhi College of Education,
Chola Nagar, R.T.Nagar Post,
Hebbal, Bengaluru – 560032.



4. **Mr. Shivanna K**

Principal,
Anugraha B.Ed. College,
No. 206, 15th Main, Nagendra Block,
Girinagar, Bengaluru – 560050.



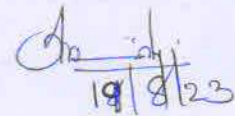
5. **Dr. Rajesh E. B**

Principal,
Cauvery B.Ed. College,
No.3/1, Kodigehalli Main Road,
Sahakaranagar, Bengaluru- 560092.



6. **Dr. Shinty Antony. V**

Principal,
M. S. Ramaiah College of Education,
M.S.R.I.T Post, Bengaluru – 560054.



19/8/23

7. **Dr. Meena. P. T**
Principal,
Vijaya Teacher's College,
11th Main, IV Block, Jayanagara,
Bengaluru - 560011.

Dr. Meena
19/08/2023

8. **Dr. Mangamma. H. S**
Assistant Professor,
Al-Ameen College of Education,
Hosur Main Road, Near Lalbagh Main Gate
Bengaluru- 560027.

H. S. Mangamma
19/08/23

9. **Dr. Lakshminarayan M R**
Principal,
B.E.S. College of Education,
Jayanagar, Bengaluru- 560011.

Lakshminarayan M R
19/8/23

The Chairperson of Board of Studies in Education (UG) welcomed the members of the meeting and placed the agenda that is finalization of syllabus of B.A Education.

- a) The syllabus of B.A. (Education) prepared by Karnataka State Higher Education Council.

The following is the resolution of meeting of Board of Studies (UG) in Education,

1. The syllabus of B.A. (Education) prepared by Karnataka State Higher Education Council (KSHEC) was ~~accepted~~ *modified, finalized and accepted.*

The approved syllabus of V & VI semesters of B.A. (Education) is attached here with.

Chairperson

N.C. Betsur

N.C. Betsur

(Ningamma C. Betsur)



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	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. Elucidate the concerns of Educational organization, administration and management. CO2.Explain the process of Educational Administration and management at different levels and their functioning. CO3.Explicate the role of head master and the teachers in school management.			
Contents			
Unit-1 Conceptual Framework.			13hrs
1.1 The Concept and importance of Educational Organization, Administration and Management. 1.2 Distinction between Educational Administration and Management. Objectives, Nature and Scope of Educational Management. 1.3 Educational Management as a System: Concept and Importance, Educational Institution as a System, Human resources and Other resources.			
Unit-2 Administration and Management of Education at Centre and State Periods			17hrs
2.1 Centre-State relationship in Educational Administration and Management. 2.2 Administration and Management of Education of Central Ministry of Human Resource Development.[MHRD] 2.3 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT. 2.4 Administration and Management of Education at State. The Administrative Structure of Education in the State: KSHEC, Department of Public Instruction, DSERT and DIET. 2.5 Management of Primary, Secondary and Higher Education and Grant-in-Aid Policy. The School Development and Monitoring Committee (SDMC) and Parent-Teacher Association (PTA).			

Unit-3 Management of School and Supervision	17Hrs
3.1 Basic Components of the Management: Planning, Organizing, Directing, Controlling, Decision Making, Communication and Resource Management.	
3.2 Supervision, Inspection and Monitoring: Concept, Objectives, Scope, Types, Functions, Challenges and Suggestions for the improvement of supervision.	
3.3. Institutional Planning: Concept, Objectives, Importance, Preparation and Challenges.	
3.4 Total Quality Management (TQM): Role of the Head Master and Teachers in Promoting the TQM in Education and Institution and Time Management.	

Unit:-4 Maintaining Healthy Education Institutional Climate	13Hrs
4.1 Institutional Organization Climate (School): Human Resources and Material resources of School Components.	
4.2 The school complex :Meaning and its importance	
4.3 Creative Activities of the School: School Exhibition, Subject Clubs, Formal and Informal events, etc.	
4.4 School Records: Types, Need & Maintenance. e-Records and Maintenance.	

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

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

Pedagogy:.....

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

References	
1	Aggarwal, J. C.(1987)_The Progress of Education in Free India', New Delhi: Arya Book Depot.
2	Aggarwal, J.C. (1994)_ Educational Administration, Management and Supervision', New Delhi: Arya Book Depot.
3	Daft, Richard. L.(2000)_Management', USA: Harcourt College Publishers, Fort Worth, Texas.
4	Dash.B.N.(1996)_School Organization, Administration and Management', Hyderabad: Neel Kamal Publications, Pvt.Ltd.
5	Devegouda, A.C.(1973)_A Hand book of Administration of Education in Mysore', Bangalore, Bangalore Book Bureau.
6	Halpin, Andrew.W(1966)_Theory and Research in Administration', NewYork: Macmillan Company.
7	Hertzke, Eugene. R. and Olson, Warren. E.(1994)_Total Quality Education, Technology and Teaching', New Delhi: SAGE Publications, India, Pvt .Ltd.
8	Knezevich, Stephan,J.(1975)_Administration of Public Education',NewYork: Harper and Row Publishers.
	Kochar, S.K.(1991)_Secondary School Administration', New Delhi: Sterling Publishers
9	Martin,Lawrence.L(1993)_Total Quality Management in Human Service Organizations', New Delhi: SAGE Publications India, Pvt. Ltd.
10	Mathur,S.S.((1969)_Educational Administration: Principles and Practices', Jullundar: Krishna Brothers, Gate MaiHiran.
11	Mathur,S.S.(1990)_Educational Administration and Management', Ambala Cantt Indian Publication.
12	Mukhopadhyay,Marmar.(2005)_TotalQualityManagementinEducation',NewDelhi:SAGE Publications.
13	Patted,L.B.(2000) ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾ ಆಡಳಿತ ನಿರ್ವಹಣೆ', ಧಾರವಾಡ: ಅಕಳವಾಡಿ ಬುಕ್ ಡಿಪೋ
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15	Safaya, Raghunth and Shaida, B. D.(1977)_School Administration and Organization', Delhi: Dhanapati Rai and Sons.
16	Sharma, Motilala(1978)_Systems Approach-its application in Education',Saradar Sahar: Shanti Prakashan.
17	Sharma,T.S.(2005)_School Management and Administration', Patiala: Shaheed-E-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	60Hours	Duration of SEA/Exam	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

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

- CO1. Describe the concept of 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 Leadership: Meaning, Definition, Grid concept of Leadership, Nature and Importance. .
- 1.2 Types of Leadership: Autocratic, Democratic and Laizzis – Faire Leadership- Meaning, Merits and Limitations.
- 1.3 Principles of Leadership.
- 1.4 Characteristics of a good Leader

Unit-2 Styles and Skills of Leadership

17hrs

- 2.1. Styles of Leadership :Meaning and Importance of
 - 1) Directive Leadership
 - 2) Supportive Leadership.
 - 3) Achievement-Orientate Leadership
 - 4) Participative Leadership.
 - 5) The Transactional Leadership.
- 2.2 Characteristics and Qualities of a good Leader
- 2.3 Exemplary Leadership Model–Meaning and Importance.

2.4. Measurement of Leadership: Brief Introduction of the following Tools 1. The Leader Behavior Description Questionnaire [LBDQ] 2. The Leader Opinion Questionnaire [LOQ] 3. Supervisory Behavior Description [SBD] 4. Leader Effectiveness and Adoptability Description [LEAD]	
2.5. Skills of Leadership-Technical skill, Human skill, Conceptual skill.	
Unit-3 Educational Leadership	14hrs
3.1 Duties and functions of Institutional Head	
3.2 Role of the Teacher	
3.3 School Management & Leadership	
Unit-4 Theories of Leadership	14hrs
Theories of Leadership: Meaning, Merits and Limitations of Following theories 1. Situational Leadership Theory. 2. Path-Goal Theory. 3. READDIN’S3-D Theory of Leadership. 4. VROOM’S and YETTON’S Normative, Contingency Theory. 5. HERSEY’S and BLANCHARD’S Situational Theory. 6. DOUGLA’S MCGREGER’S Theory ‘X’ and ‘Y’ Theory. 7. William G. OUCHI’S Theory ‘Z’ 8. Fielder’s Contingency theory of Leadership 9. The Trait Theory of Leadership. 10. The behavior theories of Leadership.	

Course Articulation Matrix: mapping of Course Outcomes(Cos) with Program Outcomes (POs1-15)

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

Pedagogy:.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case Study/Assignment/Field Work/Project Work	10
Total	40Marks
<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. 10 th Edition. New York: Mc Graw-Hill, 2014.
3	J.A.F. Stoner, Management. New Jersey: Engle wood 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: P T 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	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:CO1. Analyze the concept of values.</p> <p>CO1.Compare Indian values with western values.</p> <p>CO2. Discuss different types of values.</p> <p>CO3.Give reasons for value crisis</p> <p>CO4.Discuss the need of the value education.</p> <p>CO5. Adopt different methods in imparting value education</p> <p>CO6. Predicts the outcome of individual and social values</p> <p>CO7. Identify the role of teacher in imparting value education</p>			
Contents			
Unit-1 Concept, Classification and Sources of Values			15Hrs
1.1 Meaning of Values: Concept, Nature and Significance of Value Education.			
1.2 Indian value system – Purusharthas (Dharma, Artha, Kama, Moksha) and Ashrama Dharma (Bramhacharya, Gruhastha, Vanaprastha, Sanyasa), Satya, Lokasangraha, Ahimsa, Tyaga, Prema, Dharma and Karma : Contemporary values – Democratic living, secular Universal brotherhood, Tolerance.			
1.3 Classification of Values: Personal and Social, Intrinsic and instrumental.			
1.4 Different types of values–Intellectual, Social, Spiritual, Aesthetic, Economic, Health, Democratic, Cultural and Sources of values: Religion, family, culture, print media, philosophies			
Unit-2 Meaning, Importance, Objective and Issues of value Education			15Hrs
2.1 Meaning, Importance and Scope of Value Education.			
2.2 Objectives of Values Education. General objectives and specific Objectives as specified by NPE.			

2.3 Factors influencing Value Orientation: Influence of a) home and society b) neighborhood and c) Socio Economic factors d) Mass media.	
Unit-3 Approaches and Strategies of Value Education	15hrs
3.1 Direct Approach : Meaning and Strategies – sharing reflections on songs, scripture passages, parables, stories; Case Study, Roleplay, Photo language, Brain storming–Meaning, importance, use, steps, merits and limitations.	
3.2 Indirect Approach: meaning and Strategies - Identification of plug points in school subjects for value education (Integration in the teaching of school subjects).	
3.3 Incidental Approach: Meaning and ways, Identification and use of incidental situation to Highlight values –Deliberate and unplanned.	
UNIT:4 Role of Social Agencies in Value Education	15hrs
4.1 Family/Religion/and	
4.2 Educational Institutions	
4.3 Communities	
4.4 Mass Media(Print and Electronic)	
4.5 Information and communication technology (Computer and Internet)	

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

Course Outcomes (COs)/ Program Outcomes (POs)	Program Out comes (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 outline.
5	Dr. B. Rathna Kumari, Education and Value orientation, Swathi Publication, Hyderabad.
6	Pia Nazareth RJMMatia E.Wablesseries,Serie1,2,3,4,S.Abril S. J., Anand Publication, (X.E.T.C) Gamod (Kairadt).
7	Value Orientation, Published by RIMSE, Mysore.
8	Prof.K.RAMARAO, 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. ಮರಿ ದೇವರು, ಉದಯಭನು ಪ್ರಕಾಶನ.
12	ಮೌಲ್ಯ ಶಿಕ್ಷಣ-ಟಿ. ಜಯರಾಮ್, ಮಂದಾರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.



Government of Karnataka

Model Curriculum

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

Course Pre-requisite(s):

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

- CO1. Explain the concept and concerns of gender sensitization and discrimination
- CO2. Analyze the Feminist theories and its impact on society
- CO3. Describe socialization and its 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

14hrs

- 1.1 Concept of Gender, Third Gender Sensitization-Definition-Meaning-Genesis-Need-Objectives
- 1.2 Gender discrimination- Gender Stereo typing-Gender Roles-Gender needs-Practical and Strategic-Gender Justice & Equality, Patriarchy
- 1.3 Feminist theories: radical, liberal, psycho analyst, socialist and Marxist.

Unit-2 Social Construct of Gender

16hrs

- 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 and transgender identities LGBT

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

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

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

Pedagogy:.....

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

References	
1	Beasley,Chris.1999.What isFeminism:AnIntroductionto Feminist Theory. Sage: New Delhi
2	Conway, JillK.,etal.1987. _Introduction:The Concept of Gender‘, Daedalus, Vol. 116,No.4, learning about Women: Gender, Politics, and Power (Fall):XXI-XXX
3	Engineer, AsgharAli.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 Woman hood‘, 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 ofIndia.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: RD 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/B.Com 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	2hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

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

- CO1. Explain the 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

15hrs

- 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 back ground 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	

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

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

Pedagogy:.....

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



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/B.Com 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):			
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Define guidance and counseling. CO2. Explain types of guidance and its needs. CO3.Acquire the skills to administer and interpret standardized tools. CO4.Practice counseling techniques in simulated conditions. CO5. Prepares a schedule for guidance and counseling activities in the school CO6. Understanding the Strength and Learning difficulties of Students.			
Contents			
Unit-1 Introduction to Educational Guidance			15hrs
1.1 Educational Guidance: Meaning, Nature, Scope, Need and importance of guidance in schools. 1.2 Principles of guidance. –1. Principle of Continuity, 2. Principle of individual differences, 3.Principle of Cooperation, 4. Principle of Holistic Development, 5. Principle of all round development and 6. Principle of confidentiality. 1.3 Aims of Guidance and Counseling, Group dynamic 1.4 Types of problems among secondary school students: Problems with Peers, Issues with Authority, Social Inadequacy, Family issues, Alcohol and Drugs, and Suicidal tendencies, influence of social media. 1.5 Types of guidance: Educational, Vocational, and Personal: their Meaning, objectives, Need and importance.			
Unit-2 Guidance Service and Devices			15hrs

2.1 Guidance Services, activities in school: orientation, counseling, class talk, career talk, vocational-occupational exhibition guidance, pupil inventory, occupational information, placement and follow-up services.	
2.2 Tools and Techniques in guidance: Administration, interpretation and uses. Standardized Tests: Intelligence tests, Aptitude tests, Personality Inventory, Attitude scales, Creativity tests. Uses and Administration & interpretation for each one of them.	
2.3 Non-Standardized Tests–Observation, Anecdotal record, personal diary, rating scales, progress record, sociometry and interview. Merits and demerits.	
Unit-3: Counseling	15hrs
3.1 Counseling–Meaning, Objectives, Need, Difference between guidance and counseling.	
3.2 Types of counseling – Directive, non-directive and eclectic – Meaning, characteristics and steps.	
3.3 Role and Qualities of a counselor, Code of Ethics in Counseling.	
3.4 Counseling techniques in schools – behavioral techniques, projective techniques, reinforcement techniques, cognitive techniques. Guidance and Counseling activities in school.	

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

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

Pedagogy:.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40 Marks
<i>Formative Assessment as per guidelines.</i>	
References	
1	Chauhan S.S.(2008) Principles and techniques of guidance U.P. Vikas publishing house Pvt. Ltd.

2	Sharma R.N.(2008) vocational Guidance and Counseling, Delhi: Surjeet Publication.
3	Crow and Crow(2008) An introduction to guidance, Delhi, Surjeet Publications.
4	Aggarwal J.C.(1991) Educational Vocational Guidance and Counseling, New Delhi, Dubhai House.
5	ಕೆ.ಎನ್.ಭೀಮಯ್ಯ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
6	ಟಿ.ವಿ. ತಿಮ್ಮೇಗೌಡ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾರ್ಗದರ್ಶನ.
7	ಹಂಪಿ ಹೊಳೆ-ಮಾರ್ಗದರ್ಶನ ಮತ್ತು ಸಲಹೆ.
8	Prasanna Counseling Centre. A Manual on counseling for lay counselors.



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/B.Com 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

14hrs

- 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

16hrs

- 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	16hrs
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	14hrs
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 (POs1-15)

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

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

References	
1	Adams.D(ED)(1997). <i>UNESCO and a culture of Peace: Promoting a Global Movement</i> . Paris UNESCO.
2	Boulding, E.(1996). Peace behavior in various societies. In from a culture of violence to a culture Of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31-54.
3	Galtung, Johan.Pease by Peaceful Means: Peace and Conflict, Development and Civilization. London: SAGE Publications, 1996.
4	Goldstein, Tara; Sel by, 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:Syra cuase University Press.
6	Mishra,Lokanath,(2009),“Encyclopaedia of Peace Education, A.P.H Publishing Corporation, Anrariroad, 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/B.Com in EDUCATION	Semester	VI
Course Title	ECONOMICS OF EDUCATION (Theory)		
Course Code:	DSCA14(4):EDU(DC):6	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	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 result and changes in the Indian Education system due to the impact of the new economic reforms. CO4. Appreciate the growing importance of Economics of Education.			
Contents			
Unit1—Introduction to Economics of Education			15hrs
1.1 Definition of Education and economics, Importance of economics in education. 1.2 Input out put analysis in education. 1.3 Concept of cost of education. 1.4 Types of educational cost—Direct cost, indirect cost, private cost, social cost, and opportunity cost.			
Unit 2:Cost Benefit Analysis			15hrs
2.1 Meaning of cost benefit analysis, it's purposes and problems. 2.2 Calculation of private marginal and benefit cost ratio. 2.3 Cost effectiveness analysis in education. 2.4 Differences between cost benefit and cost effectiveness analysis.			

Unit3:Economic Returns in Education	15hrs
3.1 Nature of stratification and competition in the market for higher education with the Mix of profit and nonprofit provisions. 3.2 Human capital and rate of return. 3.3 Estimates of economic returns to schooling. 3.4 School resources on achievement of students.	
Unit4:Education, Economic growth and development	15hrs
4.1 The concepts of economic growth and development. 4.2 The interrelationship between education and economic development. 4.3 Suggestions for improvement in the educational system for enhancing and sustaining economic development. 4.4 Measuring the contribution of education to economic growth-correlation approach, residual approach and wage differential approach.	

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

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

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40Marks
<i>Formative Assessment as per guidelines.</i>	
References	
1	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 Education
5	Harb is on F and Mayers CA: Education
6	Backer G.S.: Human Capital–A Theoretical and Analysis with special reference to New York



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Model Curriculum

Program Name	BA/BSc/B.Com in EDUCATION	Semester	VI
Course Title	HUMANRIGHTS EDUCATION (Theory)		
Course Code:	DSC-A15 (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):

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

- CO1. Define the concepts of Human Rights.
- CO2. Explain the issues concerning to the rights of citizens.
- CO3. Identify the problems related to human rights with regard to social customs prevailing in India.
- CO4. Develop 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. 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 Human Rights Education different perspectives	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.	

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

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

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

References	
1	Andrew Clapham, Human Rights: A very short Introduction, Oxford University press "NewYork, 2007.
2	Chiranjeevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.
3	Darren J.B Byrne, (ed), Human Rights: An Introduction, Pearson Education Pvt Ltd, New Delhi, 2004.
4	Janusz Symonides (ed), New Dimensions and Challenges 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 & Bijaya Laxmi :Human Rights, Gender and Environment Allied Publishers, New Delhi, 2000.
7	South Asia Human Rights Documentation Centre: University Press, New Delhi, 2007.
8	Upendra Baxi: In human wrongs and Human Rights.
9	ಮಂಗಳ ಮೂರ್ತಿ-ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು
10	ಶ್ರೀ ಪಿ. ಎಸ್. ಗಂಗಾಧರ-ಭಾರತದ ಸಂವಿಧಾನ ತುತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು
11	ಡಾ. ಟಿ. ಡಿ. ದೇವೆಗೌಡ, ಡಾ.ಕೆ.ಜಿ.ಸುರೇಶ್, ಶ್ರೀ ಲೋಹಿತಾಶ್ವ ಹೆಚ್. ಸಿ-ಮಾನವ ಹಕ್ಕುಗಳು



Government of Karnataka

Model Curriculum

Program Name	BA/BSc/B.Com in EDUCATION	Semester	VI
Course Title	SPECIAL EDUCATION (Theory)		
Course Code:	DSC-A16(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):			
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			15hrs
1.1 Concepts of disability, impairment, handicap, specially able child, children with special need (CWSN) 1.2 Concept, determinants and areas of special education, mainstreaming, Integrated and Inclusive Education of the disabled. 1.3 Need and Scope of special education			
Unit-2Types of Disability			15hrs
2.1 Sensory Disability- Visually Impaired, Hearing Impaired; Neuro Developmental disabilities-Learning Disability, Mental Retardation, Autism; locomotor and Multiple Disability-Cerebral Palsy, Multiple Disability. 2.2 Mentally Retarded Children-definition, characteristics and classification. 2.3 Psycho-Social and family issues.			
Unit-3 Education of Differently Abled Children			15hrs
3.1 Developmental Disabilities: Autism, Cerebral Palsy–Characteristics, Remedial Instruction 3.2 Challenges, Government initiatives, PWD act (1995) and National policy for person with Disabilities 2006 with reference to inclusive education, National and Regional level institutions for differently abled children. 3.3 Use of ICT in the education of special children, Remedial instruction, Rehabilitation, performing and visual Art.			

Unit-4 Education of the Gifted	15hrs
4.1 Gifted children: Meaning, Characteristics, Identification.	
4.2 Role of voluntary organizations in educating the gifted and creative children	
4.3 Enrichment, use of technology in interventions.	

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

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

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

Formative Assessment as per guidelines.

References	
1	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	Winston,.New yark Hurlock. E. B. Child Psychology+6300000 Mc. Gram Hill Book Co. Newyork.
9	Mann. N. L Introduction To Psychology Oxford And I b h Publishing Company Mumbai
10	Morgan. G. T. And King R. A. Introduction To Psychology. (6 th Ed)Tata Mc Graw hall Publishing Co New Delhi



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Model Curriculum

Program Name	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	HUMAN RESOURCE DEVELOPMENT AND EDUCATION (Theory)		
Course Code:	DSEA, E-2(3):EDU(DC):6	No. of Credits	03
Contact hours	45Hours	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 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			15hrs
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			15hrs
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			15hrs
3.1 Objectives of training course for HRD in Education 3.2. Methods of training, Task Analysis, Recruitment and placement, Role definition, Developing			

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

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

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

Formative Assessment as per guidelines.

References	
1	Sociological Foundation of Education– Dr. YOGESH KUMAR SIGH
2	Education in Emerging India- B.VEERAAIAH
3	Human Resource Development- KRISHNAVENIR.
4	Human Resource Development and Organizational Effectiveness- MAHANTYKALYANI AND ROUTRAY
5	Anthony William P, Perrewe Pamela Land Kacmar Michele K, Strategic Human Resource Management, The Dryden Press
6	Armstrong Michael A. A Hand book of Human Resource Management, Kogan Page.
7	Beard well Ian and Holden, Human Resource Management: A contemporary perspective, MacMillan
8	Beer, M, Spector B, Lawrence P R, Mills DR and Walton RE, Managing Human Assets, Free Press
9	Casio Wayne F.,Managing Human Resource: Quality of Work life, Profits, Mc Graw Hill
10	De Cenzo 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



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Model Curriculum

Program Name	BA/BSc/B.Com in EDUCATION	Semester	VI
Course Title	EDUCOMETRICS (Theory)		
Course Code:	Vocational-2(3):EDU(DC):5	No. of Credits	03
Contact hours	45Hours	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. Elucidate the techniques of assessment and evaluation
- CO2. Explain the portfolio assessment and performance assessment and development of rubrics,
- CO3. Enumerate the features of examination reforms.
- CO4. Justify the use of diagnostic testing as an assessment technique
- CO5. Evaluate the project work by using a rubric

Contents

Unit1:Educometrics

15hrs

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

Unit2: Policy and Perspectives on Examination and Assessment

15hrs

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

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

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

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

Pedagogy:.....

Formative Assessment for Theory	
Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Project work	10
Total	40Marks
<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	2Hours		Max Marks	60
Instruction:	Answer all the sections			

Section-A

.....	Marks

Section-B

.....	Marks

Section-C

.....	Marks