



ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ

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ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿ.ಟಿ.ಎಸ್/2022-23/ 900

ದಿನಾಂಕ:- 29.11.2022

ಅಧಿಸೂಚನೆ

ವಿಷಯ :- ಬಿ. ಎ ಸ್ನಾತಕ ಪದವಿಯ ಶಿಕ್ಷಣ ವಿಷಯದ NEP-2020 ರ ಅಡಿಯಲ್ಲಿ ಮೂರನೆ ಹಾಗೂ ನಾಲ್ಕನೆ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ : 1. GUK/ACA/BOS-NEP/2022-23/01 ದಿನಾಂಕ:- 19/09/2022
 2. ಶಿಕ್ಷಣ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿ ಸಭೆಯ ದಿನಾಂಕ:-19.09.2022
 3. ಶಿಕ್ಷಣ ನಿಕಾಯದ ಸಮಿತಿ ಸಭೆಯ ದಿನಾಂಕ:- 28.09.2022
 4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ:-08/11/2022

ಉಲ್ಲೇಖ (4) ರ ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಒಪ್ಪಿಗೆ ಮೇರೆಗೆ ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷ್ಕೃತ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ಮಂಡಳಿ ಹಾಗೂ ಶಿಕ್ಷಣ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಅನುಮೋದನೆ ಪಡೆಯಲಾಗಿರುವ ಸ್ನಾತಕ ಬಿ.ಎ ಪದವಿಯ ಶಿಕ್ಷಣ ವಿಷಯದ ಮೂರು ಮತ್ತು ನಾಲ್ಕನೆಯ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು 2022-23 ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಪರಿಷ್ಕರಿಸಿ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ.

ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ www.gug.ac.in ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.


ಕುಲಸಚಿವರು

28.11.22

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ

ಗೆ,

1. ಮುಖ್ಯಸ್ಥರು, ಶಿಕ್ಷಣ ಅಧ್ಯಯನ ವಿಭಾಗ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
2. ಎಲ್ಲಾ ಪದವಿ ಕಾಲೇಜುಗಳ ಪ್ರಾಂಶುಪಾಲರಿಗೆ.

ಪ್ರತಿಗಳು:

1. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
3. ನಿರ್ದೇಶಕರು, ಪಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
5. ಶಿಕ್ಷಣ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗಿ.ವಿ.ಕಲಬುರಗಿ.
6. ಸಂಯೋಜಕರು, NEP-2020 ಟಾಸ್ಕ್‌ಫೋರ್ಸ್ ಸಮಿತಿ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
7. ವಿಶೇಷಾಧಿಕಾರಿಗಳು, ಆಡಳಿತ, ವಿದ್ಯಾಮಂಡಲ, ಪರೀಕ್ಷಾ, ಅಭಿವೃದ್ಧಿ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
8. ಮುಖ್ಯಸ್ಥರು, ಗಣಕ ಕೇಂದ್ರ, ಗು.ವಿ.ಕಲಬುರಗಿ ರವರಿಗೆ ವೆಬ್‌ಸೈಟ್‌ನಲ್ಲಿ ಪ್ರತ್ಯೇಕ ಪೋರ್ಟಲ್‌ನಲ್ಲಿ ಪ್ರಕಟಿಸಲು ಸೂಚಿಸಲಾಗಿದೆ.
9. ನೋಡಲ್ ಅಧಿಕಾರಿಗಳ UUCMS ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ.ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Name: DEVELOPMENT OF EDUCATION IN MODERN INDIA ✓			
COURSE CODE	: DSC-A5 (3):EDU (DC):5		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none">➤ Analyse the development of education in India➤ Identify the problems of various stages of education➤ Explain the role of agencies of education in development of education.➤ Elaborates the evolution of National Education System.	42 Hrs
Content of Course- DSC-A5 (3):EDU (DC):5	
Unit-1 Development of Education in India	14 Hrs
1.1. Primary Education: Meaning and concepts, Aims and Objectives and Problems of Primary Education. 1.2. Secondary Education: Meaning and concepts, Aims and Objectives and Problems of Secondary Education. 1.3. Higher Education: Meaning and concepts, Aims and Objectives and Problems of Higher Education.	

Unit-2 Agencies for development of Education.	14 Hrs
2.1. Meaning of agencies of education, Active and passive agencies of education, Home and education. 2.2. Importance of the school, Function of the School – Meaning of community, Characteristics of community. 2.3. Relationship between the school and community, Ways of co-ordinating school and community.	
Unit-3 Education and National Development	14 Hrs
3.1. Evolution of the national system of University, Primary and Secondary Education — Commissions (1949,1952 & 1964). 3.2. New Policy on Education – 1986. 3.3. National Education Policy – 2020: - Salient feature of Higher Education	

Suggested Practical activities:

1. Visit to a Primary education institution and reporting the functioning of the institution.
2. Visit to a Secondary education institution and reporting the functioning of the institution.
3. Visit to a Higher education institution and reporting the functioning of the institution.
4. A survey of problems of Teacher/Students/Head of Institution in Primary Educational Institution
5. A survey of problems of Teacher/Students/Head of Institution in Secondary Educational Institution.
6. A survey of problems of Teacher/Students/Head of Institution in Higher Educational Institution

Reference Textbooks	
1	National Education Commission (1964-66), Ministry of Education, Government of India, New Delhi.
2	National Policy on Education (1986& 92). Ministry of Human Resource
3	Development Government of India, New Delhi.
4	Right to Education Act (2009), Ministry of Human Resource Development, Government of India, New Delhi.
5	Aggarwal, J. C. (1992). Development and Planning of Modern Education Vikas Publishing House Pvt. Ltd., New Delhi.
6	Ain, L.C. (2010). Civil Disobedience Book Review Literary Trust: New Delhi. Select chapters.

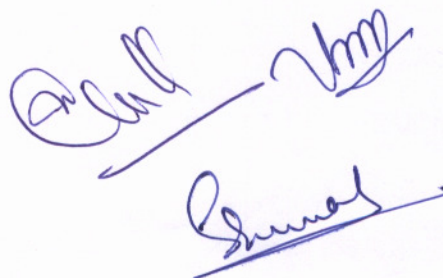
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7	Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society NCERT New Delhi.
8	Bhat. B.D. (1996) Educational Documents in India Arya Book Depot New Delhi.
9	Bhatia. K. & Bhatia. B. (1997) The Philosophical and Sociological Foundations Doaba House, New Delhi.
10	Biswas A (1992) Education in India Arya Book Depot New Delhi.
11	Biswas. A. & Aggarwal, J.C. (1992) Education in India, Arya Book Depot New Delhi.
12	Haseen Taj (2007) Current Challenges in Education. Neel Kamal Publications Pvt. Hyderabad-
13	Haseen Taj (2007) National Concerns and Education -Neel Kamal Publications Pvt. Hyderabad
14	Chakravarty, S. (1987). Development Planning: The Indian Experience Oxford University press, New Delhi.
15	Chandra B (1997). Nationalism and Colonialism Orient Long man Hyderabad.
16	Choudhary. K.C., & Sachdeva, L. (1995). Total literacy by 2000, IAE Association New Delhi.
17	Deaton A., & Dreze, J. (2008-2009). Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed.) in Indian Economy since Independence, Oxford University Press New Delhi
18	Deshpande S (2004). Contemporary India a Sociological View Penguin New Delhi.
19	Dubey S. C (2001) Indian Society, National Book Trust New Delhi.
20	Famous Speeches of Gandhi ji: Speech on the Eve of The Last Fast, January 12, 1948.
21	http://unesdoc.unesco.org/images/0023/002322/232205e.pdf

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date: 16.05.2022



Subject Committee Chairperson



Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Title: ISSUES AND CHALLENGES IN SECONDARY EDUCATION			
COURSE CODE	: DSC-A6 (3):EDU (DC):6		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none">➤ Enumerates the issues and challenges in secondary Education.➤ Explain the constitutional provisions related to education.➤ Identify and analyse the challenges of Indian Education.➤ Enlist the diverse initiatives of governmental and non-governmental agencies for improving the school education.	42 Hrs
Content of Course- DSC-A6(3):EDU (DC):6	
Unit-1 Constitution and Education	14 Hrs
1.1. Constitutional Provisions –Articles15,16,17,19,21,21a,24,28,29,30 and 45 –related to educational aspects.	
1.2. Karnataka Education Act 1983 –Features related to School Education.	
1.3. Right to Education Act–2009 –Salient features and Universalisation of Education.	

Unit-2 Issues and challenges related to Indian Education	14 Hrs
2.1. Study of Languages and Medium of instruction, Education for National and Emotional integration 2.2. Human rights Education – Universal declaration of Human Rights, Meaning and Importance of Human Rights Education. 2.3. Liberalization, Privatization, Globalization – its impact on Education for International understanding.	
Unit-3 Total Quality Management in Education	14 Hrs
3.1. Meaning and Importance of the Total Quality Management (TQM) in Education. 3.2. Sarva Shikshana Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana (RMSA) as agencies of quality improvement. 3.3. Role of Institution and Organization – a) NCERT, b) CTE, c) DIET, d) NGO's.	

Suggested Practical activities: -

1. Quality assessment of educational institutions (anyone)
2. Survey of government educational programs. (anyone)
3. Survey of the perception of the major problems faced by the Educational Institutions. (anyone)
4. Survey of the initiatives taken by the Educational Institutions for TQM.

Reference Textbooks	
1	Kochhar . S. K (2005) Pivotal issues in Indian Education–Sterling publication private limited.
2	Singh Y K, Kanoth Ruchi (2005) Education in Emerging Indian Society–A.P. H. Publishing corporation, New Delhi
3	Sharma, Pramila (2005) Problems of Education–A O H Publishing Corporation New Delhi.
4	Teacher and Education in the Emerging Indian society volume–1, Neelkamal publication private limited.
5	Sharma, Pramila (2005) The Aims of Education–Pramila Sharma A P H Publishing corporation, New Delhi.
6	Sharma, Pramila (2005) Philosophy of Education–Pramila Sharma A P H Publishing Corporation New Delhi.
7	Yadav & Yadav (2006) Education in Emerging Indian Society–Tandon Publication, Ludhiana
8	Haseen Taj (2007) Current Challenges in Education. Neel Kamal Publications PVT. Hyderabad
9	Chaube S.P., Chaube A (2004) Foundation of Education –Vikas Publishing House Pvt. Ltd. New Delhi

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Reference Textbooks	
10	Venkataiah S Modern Education–Anmol Publications Pvt. Ltd. New Delhi.
11	Chaube S.P., Chaube A .Education in Ancient and Medieval India. Vikas Publishing House Pvt. Ltd., New Delhi.
12	Safaya, Shoida, Shukla .Teacher in Emerging Indian Society–Dhanpot Roi Publishing company Ltd., New Delhi.
13	Aggarwal J C (2005)Development and Publishing of Modern Education Vikas Publishing House Pvt. Ltd.
14	Wadhwa S S.(2006)Education in Emerging Indian Society Tandon Publications Ludhiana
15	Muniruddin (2005)Indian Education–Anmol Publications Pvt. Ltd., New Delhi
16	S Venkataiah S (2005) Fundamentals of Basic Education–Anmol Publications Pvt. Ltd., New Delhi
17	Vijaya Kumari Koushik S.R Sharma. R(2005) Education and Social change–Anmol Publications Pvt. Ltd., New Delhi.
18	Bhatia K K., Narang. C L. Philosophical and Sociological Bases of Education Tandon Publications Ludhiana.
19	Yogesh Kumar Singh R .History of Indian Education System –
20	Suresh, P S, Rao.T P S (2008) National concern and Education –Anuradha Publications Bengaluru.
21	Prasad C G (2006)Education and National Concerns S. M. V. Publications Kolar
22	Aggarwal J C (2007)Theory of principles of Education Philosophical and Sociological Bases of Education I Vikas Publishing House Pvt. Ltd.
23	Raghunath Saurya() .Problems of Indian Education–.
24	Kohli.()Problems of Indian Education
25	Naseema C ().Human Rights Education
26	Constitution of India.
27	Landmarks in the history of modern Indian Education–J.C. Aggarwal
28	ಶಿವಶಂಕರ, ಹೆಚ್.ವಿ.(2007) ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-ಡಾ ಹಂಜಿ ಪ್ರಕಾಶನ, ದಾವಣಗೆರೆ.
29	ಜಯಣ್ಣ, ಸಿ.ವಿ.(2007)ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು ಸಪ್ನ ಬುಕ್‌ಹೌಸ್
30	ಮಹೇಶ್ ಕೆ.ಜಿ. (2007)ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮಾತಾ ಪ್ರಿಂಟರ್ಸ್, ಮೈಸೂರು
31	-ಅರವಿಂದ ಚೊಕ್ಕಾಡಿ (2005)ಜೀವನ ಕೌಶಲಗಳು ನವಕರ್ನಾಟಕ ಪ್ರಕಾಶನ
32	ಪದ್ಮಪ್ರಸಾದ್ ಎನ್.ಪಿ.(2007)ಶಿಕ್ಷಣ ಮತ್ತು ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿಗಳು ಸುಮುಖ ಪ್ರಕಾಶನ
33	ನಾಗರಾಜ ಪಿ. (1999)ಸಮ ಕಾಲೀನ ಭಾರತದ ವಿನೂತನ ಶಿಕ್ಷಣ ವಿನ್ಯಾಸ, ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
34	ನಾಗರಾಜ. ಟಿ (2005)ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ ಮತ್ತು ಸಮಾಜ-ಲಕ್ಷ್ಮೀ ಮತ್ತು ಚೇತನ್ ಬುಕ್‌ಹೌಸ್, ಮೈಸೂರು
35	ನಾಗರಾಜ ಪಿ. (2005) ಶಿಕ್ಷಣದಲ್ಲ ತತ್ವಶಾಸ್ತ್ರ ಮತ್ತು ಸಮಾಜಶಾಸ್ತ್ರ- ಪಿ. ನಾಗರಾಜ. ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ
36	ಯಾದವಾಡ, ಎನ್.ಇ.(2007) ಪ್ರಗತಿಶೀಲ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ -ವಿದ್ಯಾನಿಧಿ ಪ್ರಕಾಶನ, ಗದಗ



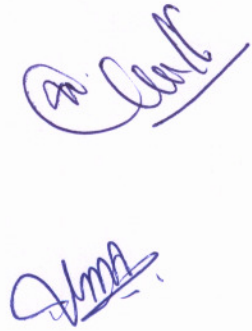
Reference Textbooks	
37	ಸುರೇಶ್ ಪಿ.ಎಸ್. (2009)ರಾಷ್ಟ್ರೀಯ ಕಾಳಜಿ ಮತ್ತು ಶಿಕ್ಷಣ- ಚಿತ್ತಾರ ಪ್ರಕಾಶನ, ಮೈಸೂರು
38	ನರಸಿಂಹಚಾರ್ (2009)ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ-. ಭಾರತಿ ಪ್ರಕಾಶನ, ಮೈಸೂರು
39	ರುದ್ರೇಶ್.(.)ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ
40	ಶಿವಯ್ಯ. ಎಸ್.(.)ಉದಯೋನ್ಮುಖ ಭಾರತದಲ್ಲ ಶಿಕ್ಷಣ
41	ಸೌರಭ DSERT ಬೆಂಗಳೂರು.

Assessment:

Weightage for assessments (in percentage)				
Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022

Subject Committee Chairperson







Government of Karnataka

Model Curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA-Semester III

Course Title: LIFE SKILLS IN EDUCATION			
COURSE CODE	: OE-3(3): EDU (OE): 3		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: KSHEC	DURATION OF SE EXAM	: 2hrs

Course Outcome/ LOCF	
On completion of the course, the student teacher will be able to: <ul style="list-style-type: none">➤ Justifies the significance of life skill education.➤ Suggest the ways and means for life skills.➤ Elaborates on the different types of Life skills.➤ Explains the role of education in developing life skills.	42 Hrs
Content of Course- OE-3(3): EDU (OE): 3	
Unit-1 Concepts of Life Skills	14 Hrs
1.1. Meaning and importance of Life Skills.	
1.2. Recommendations of Life Skills by World Health Organisation (WHO) - Problem solving, Decision making, Critical thinking, Creative thinking, Effective communication, understanding others, controlling emotions, Controlling mental stress, empathy.	
1.3. Strategies for Development of Life Skills.	

A. Chell

Shree

Shree

Unit-2 Communication and Professional Skills	14 Hrs
2.1. Communication Skills-Listening, Speaking, Reading, and Writing.	
2.2. Professional Skills- Resume Skills, Career. Skills- Interview Skills, Group discussion skills, Exploring career opportunities. Team Skills	
2.3. Brain storming, Social and cultural Etiquettes	
Unit-3 Leadership and Managerial Skills	14 Hrs
3.1. Leadership skills and Managerial skills.	
3.2. Universal Human Values- Love and Compassion, Constitutional values, Justices, and human rights.	
3.3. Role of education in developing life skills.	

Suggested Practical activities: -

1. Case study about the successful Leaders in varied fields.
2. Submission of a report on the conduct of an interview for successful educational leaders.
3. Survey of leadership programmes conducted in Educational Institutional (any ten Educational Institutions)
4. Survey of Educational Institutional to investigate the implementation of life skills activities.

Bibliography and Suggested Readings Books	
1	Ashokan, M. S. 2015 Karmayogi: A Biography of E. Sreedharan, London UK Penguin Brown T. 2012 Change by Design New York, Harper Business.
2	Chandra P., 2017 Financial Management: Theory & Practice 9 th edition New York, Mc Graw Hill Education.
3	Dawkins, E.R. 2016, 52Weeks of Self Reflection—Your Guided Journal of Self Reflection Chicago, A B Johnson Publishing.
4	Elkington J. and Hartigan, P. 2008. The Power of Unreasonable People: How Social Entrepreneurs Create Markets that Change the World. Boston, MA: Harvard Business Press Goleman, D. 1995. Emotional Intelligence. New Delhi: Bloomsbury Publishing India Private Limited.
5	Kalam A.P.J. 2003 Ignited Minds: Unleashing the Power within India. New Delhi Penguin Books India.
6	Kelly T., and Kelly, D. 2014 Creative Confidence: Unleashing the Creative Potential Within Us All New Delhi, Harper Collins Publishers India.
7	Kurien. V., and Salve, G.2012 I Too Had a Dream, New Delhi, Roli, Books Private Limited.
8	Livermore D.A. 2010 Leading with Cultural Intelligence: The New Secret to Success New York, American Management Association.

Bibliography and Suggested Readings Books

9	Mc. Cormack M.H 1986 What They Don't Teach You at Harvard Business School, Notes from A Street-Smart Executive New York, Bantham.
10	O'Toole, J. 2019. The Enlightened Capitalists: Cautionary Tales of Business Pioneers Who Tried to Do Well by Doing Good New York, Harper Collins Publishers.
11	Sinek, S. 2009. Start With Why: How Great Leaders Inspire Everyone to Take Action. London, Penguin.
12	Sternberg R.J. and Baltes P.B.(Eds.).2004 International Handbook of Intelligence Cambridge, UK: Cambridge University Press.

E-Resources

1	Ackerman, C.E. 87 Self-Reflection Questions for Introspection [+Exercises]. Retrieved 2021 from https://positivepsychology.com/introspection-self-reflection/
2	Fries, K. 2019.Eight Essential Qualities That Define Great Leadership Forbes. Retrieved 2019-02-15 from https://www.forbes.com/sites/kimberlyfries/2018/02/08/8-essential-qualities-that-define-great-leadership/#452ecc963b63 .
3	How to Build Your Creative Confidence TED talk by David Kelly https://www.ted.com/talks/david_kelley_how_to_build_your_creative_confidence
4	India's Hidden Hot Beds of Invention. TED Talk by Anil Gupta. https://www.ted.com/talks/anil_gupta_india_s_hidden_hotbeds_of_invention
5	Knowledge @ What on Interviews Former Indian President APJ Abdul Kalam "A Leader Should Know How to Manage Failure" https://www.youtube.com/watch?v=laGZaS4sdeU
6	Martin R.2007 How Successful Leaders Think Harvard Business Review, 85(6):60. NPTEL Course on Leadership https://nptel.ac.in/courses/122105021/9

Assessment:

Weightage for assessments (in percentage)

Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study/Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

Date:16.05.2022



Subject Committee Chairperson





Government of Karnataka
Model curriculum

Name of the Degree Program	: BA (EDUCATION)	Discipline Core	: EDUCATION
Total Credits for the Program	: 25	Year of implementation	: 2021-22

BA- Semester-III

Course Title : PROFESSIONAL EDUCATION			
COURSE CODE	: OE-3(3) : EDU (OE): 3		
TOTAL CONTACT HOURS	: 42hrs	COURSE CREDIT	: 3
FORMATIVE ASSESMENT MARKS	: 40	SUMMATIVE ASSESMENT MARKS	: 60
MODEL SYLLABUS AUTHORS	: GUK : BOS	DURATION OF SE EXAM	: 2hrs

Course Outcome/LOCF	
On completion of the course, the student teacher will be able to :	42Hrs
➤ Justifies the significance of Professional education.	
➤ Suggest the ways and means for Professional education.	
➤ Elaborates the significance of Teacher education in Indian context.	
➤ Explains the importance of Physical education .	
Content of Course –OE-3(3) : EDU (OE) : 3	
Unit-1: Introduction to Professional Education	14Hrs
1.1 Meaning, Characteristics & importance	
1.2 Types, Qualities of a Professional, difference between profession and professional	
1.3 The Professional development of teachers	
Unit – 2: Teacher Education	14Hrs
2.1 Meaning and Nature	
2.2 Need, Scope and objectives	
2.3 Changing context of Teacher Education in the Indian scenario	
Unit – 3: Physical Education	14Hrs
3.1 Physical education a profession	
3.2 Objectives of physical Education	
3.3 Aspects of physical education	

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Suggested Practical activates :-

Bibliography and Suggested Reading Books Assessment :

Weightage for assessments (in percentage)

Type of Assessments	C1	C2	Formative Assessment	Summative Assessment C3
Session Test	10	10	20	60
Seminars/Presentation/Activity	10	-	10	
Case study /Assignment/ Field work/Project work	-	10	10	
	20	20	40	60

A. K. S.

(Signature)