



ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

ಜ್ಞಾನ ಗಂಗಾ, ಕಲಬುರಗಿ-585 106, ಕರ್ನಾಟಕ, ಭಾರತ
(ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಶ್ವವಿದ್ಯಾಲಯಗಳ ಅಧಿನಿಯಮ 1976ರ ಪ್ರಕಾರ 19-09-1980 ರಂದು ಸ್ಥಾಪಿಸಲಾದ ವಿಶ್ವವಿದ್ಯಾಲಯ ಮತ್ತು 2000ರ ಅಧಿನಿಯಮದ ಅಡಿಯಲ್ಲಿ ಬದಲಾಯಿಸಿದಂತೆ)
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ವಿದ್ಯಾಮಂಡಲ



ಕ್ರ.ಸಂ.ಗುವಿಕ/ವಿಮವಿ/ಬಿಟಿಎಸ್/2023-24/451

ದಿನಾಂಕ: 17.11.23

ಅಧಿಸೂಚನೆ

ವಿಷಯ: ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಶಿಕ್ಷಣ ವಿಷಯದ ಐದನೇ ಹಾಗೂ ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮ ಅನುಮೋದಿಸಿ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿದ ಬಗ್ಗೆ.

- ಉಲ್ಲೇಖ:1. ಸರ್ಕಾರದ ಆದೇಶ ಸಂಖ್ಯೆ. ಇಡಿ 104 ಯುಎನ್ಇ 2023 ಬೆಂಗಳೂರು, ದಿನಾಂಕ: 20.07.2023
2. ಶಿಕ್ಷಣ ವಿಷಯದ ಸ್ನಾತಕ ಅಧ್ಯಯನ ಮಂಡಳಿಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 21.09.2023.
3. ಶಿಕ್ಷಣ ನಿಕಾಯಗಳ ಸಮಿತಿ ಸಭೆಯ ನಿರ್ಣಯ ದಿನಾಂಕ: 07.11.2023.
4. ಮಾನ್ಯ ಕುಲಪತಿಗಳ ಅನುಮೋದನೆ ದಿನಾಂಕ: 13.11.2023.

ಸರ್ಕಾರದ ನಿರ್ದೇಶನದಂತೆ, 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಪ್ರಸಕ್ತ ಸಾಲಿನಿಂದ ಜಾರಿಗೊಳಿಸಿರುವ ಸ್ನಾತಕ ಪದವಿ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ ಪಠ್ಯಕ್ರಮವನ್ನು ಜಾರಿಗೊಳಿಸಬೇಕಾಗಿರುವ ಪ್ರಯುಕ್ತ ಶಿಕ್ಷಣ ವಿಷಯದ ಅಧ್ಯಯನ ಮಂಡಳಿಯು ಪಠ್ಯಕ್ರಮವನ್ನು ಪರಿಷ್ಕರಿಸಿ ಶಿಫಾರಸ್ಸು ಮಾಡಿರುವುದರಿಂದ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಶಿಕ್ಷಣ ನಿಕಾಯದ ಸಭೆಯಲ್ಲಿ ಒಪ್ಪಿಗೆ ಪಡೆದಿರುವಂತೆ, ವಿದ್ಯಾವಿಷಯಕ ಪರಿಷತ್ ಸಭೆಯ ಘಟನೋತ್ತರ ಅನುಮೋದನೆಯನ್ನು ನಿರೀಕ್ಷಿಸಿ ಸದರಿ ಪಠ್ಯಕ್ರಮವನ್ನು ಪ್ರಸ್ತುತ ಸ್ನಾತಕ ಪದವಿ ಕೋರ್ಸಿನ ಶಿಕ್ಷಣ ವಿಷಯದ ಐದನೇ ಮತ್ತು ಆರನೇ ಸೆಮಿಸ್ಟರ್ 2023-24ನೇ ಶೈಕ್ಷಣಿಕ ಸಾಲಿನಿಂದ ಅನ್ವಯವಾಗುವಂತೆ ಜಾರಿಗೊಳಿಸಲಾಗಿದೆ.

ಈ ಮಾಹಿತಿಯನ್ನು ಸಂಬಂಧಪಟ್ಟ ಶಿಕ್ಷಕರ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಗಮನಕ್ಕೆ ತರಲು ಸೂಚಿಸಲಾಗಿದೆ. ಪಠ್ಯಕ್ರಮದ ವಿವರಗಳನ್ನು ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯದ ವೆಬ್‌ಸೈಟ್ www.gug.ac.in ದಿಂದ ಪಡೆಯಬಹುದಾಗಿದೆ.

ಕುಲಸಚಿವರು

ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ.

15.11.23

ಗೆ.

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

ಪ್ರತಿಗಳು:

1. ಡೀನರು, ಶಿಕ್ಷಣ ನಿಕಾಯ, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
2. ಕುಲಸಚಿವರು (ಮೌಲ್ಯಮಾಪನ) ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ
3. ನಿರ್ದೇಶಕರು, ಟಿಎಂಇಬಿ ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
4. ಗ್ರಂಥಪಾಲಕರು, ಗುಲಬರ್ಗಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.
5. ಶಿಕ್ಷಣ ನಿಕಾಯದ ಎಲ್ಲಾ ಅಧ್ಯಯನ ವಿಭಾಗಗಳ ಮುಖ್ಯಸ್ಥರಿಗೆ ಗು.ವಿ. ಕಲಬುರಗಿ
6. ಸಂಯೋಜಕರು, ಟಾಸ್ಕ್‌ಪೋರ್ಸ್ 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 ಅಧಿಕಾರಿಗಳು, UUCMS, ಗು.ವಿ.ಕಲಬುರಗಿ ಇವರ ಮಾಹಿತಿಗಾಗಿ
10. ಕುಲಪತಿಗಳ ಆಪ್ತ ಕಾರ್ಯದರ್ಶಿ/ಕುಲಸಚಿವರ ಆಪ್ತ ಸಹಾಯಕರ ಗು.ವಿ. ಕಲಬುರಗಿ ರವರ ಮಾಹಿತಿಗಾಗಿ.



Government of Karnataka

**UG Model Curriculum in Education
Gulbarga University, Kalaburagi**

ProgramName	BA/BSc/BCom in EDUCATION	Semester	V
CourseTitle	VALUE EDUCATION (Theory)		
CourseCode:	DSC-A11 (4):EDU(DC):5	No.ofCredits	04
Contacthours	60 Hours	DurationofSEA/Exam	2 hours
FormativeAssessmentMarks	40	SummativeAssessmentMarks	60
CoursePre-requisite(s):			
<p>CourseOutcomes(COs): After the successful completion of the course, the student will be able to:</p> <p>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. Predict 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
<p>1.1 Meaning of Values: Concept, Nature and Significance of Value Education.</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 brotherhood, Tolerance.</p> <p>1.3 Classification of Values: Personal and Social, Intrinsic and instrumental.</p> <p>1.4 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
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 neighborhood and c) Socio Economic factors d) Mass media.	b)
Unit-3 Approaches and Strategies of Value Education	15hrs
3.1 Direct Approach : Meaning and Strategies – sharing reflections on songs, scripture passages, parables, stories; Case Study, Role play, Photo language, Brainstorming – 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 situations to highlight values – Deliberate and unplanned.	
UNIT: 4 Role of Social Agencies in Value Education	15hrs
4.1 Family/Religion/and	
4.2 Educational Institutions	
4.3 Communities	
4.4 Mass Media (Print and Electronic)	
4.5 Information and communication technology (Computer and Internet)	

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

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

Pedagogy:.....

FormativeAssessmentforTheory	
AssessmentOccasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Casestudy/Assignment/Fieldwork/Project work	10
Total	40Marks
<i>FormativeAssessmentasper guidelines.</i>	

References	
1	JagadishChand, ValueEducation, AnshahpublicationNewDelhi- 2005.
2	MadhuKapani-EducationinHumanValuesSterlingPublication,NewDelhi.
3	Prof.N.Venkataiah,Dr.N.Sandhya,ResearchinValueEducationA.P.H.PublishingCorporation, NewDelhi26-1-2001.
4	R.I.M.S.E., ValuesEducatin onoutline.
5	Dr. B. RathnaKumari, EducationandValueorientation, SwathiPublication,Hyderbad.
6	PiaNazarethRJMMatiaE. Wablesseries, Serie1,2,3,4, S.Abrils.J., AnandPublication,(X.E.T.C) Gamod(Kairadt).
7	ValueOrientation, PublishedbyRIMSE, Mysore.
8	Prof.K.RAMARAO, MoralEducationapracticalapproaches, publishedbyRIMSE, Mysore.
9	Documentsinsocial, moralandspiritualvaluesineducationN.C.E.R.T.
10	ಪ್ರಾಯೋಗಿಕ ನೀತಿ ಶಿಕ್ಷಣ-ಪ್ರೊ.ಕೆ.ರಾಮರಾವ್.
11	ಶಿಕ್ಷಣ ತತ್ವಶಾಸ್ತ್ರ-ಪ್ರೊ.ಸಿ.ಹೆಚ್.ಮರಿದೇವರು, ಉದಯಭನುಪ್ರಕಾಶನ.
12	ಮೌಲ್ಯಶಿಕ್ಷಣ-ಟಿ.ಜಯರಾಮ ಮಂದಾರ ಪ್ರಕಾಶನ, ಬೆಂಗಳೂರು.



Government of Karnataka

**UG Model Curriculum in Education
Gulbarga University, Kalaburagi**

Program Name	BA/BSc/BCom in EDUCATION		Semester	V
Course Title	EDUCATIONAL ADMINISTRATION AND MANAGEMENT (Theory)			
Course Code:	DSC-A9 (4):EDU(DC):5	No. of Credits	04	
Contact hours	60 Hours	Duration of SEA/Exam	2 hours	
Formative Assessment Marks	40	Summative Assessment Marks	60	
Course Pre-requisite(s):				
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Elucidate the concerns of Educational organization, administration and management. CO2. Explain the process of Educational Administration and management at different levels and their functioning. CO3. Explicate the role of headmaster and the teachers in school management.				
Contents				
Unit-1 Conceptual Framework.				13hrs
1.1 The Concept and importance of Educational Organization, Administration and Management.				
1.2 Distinction between Educational Administration and Management. Objectives, Nature and Scope of Educational Management.				
1.3 Educational Management as a System: Concept and Importance, Educational Institution as a System, Human resources and Other resources.				
Unit-2 Administration and Management of Education at Centre and State Periods				17hrs
2.1 Centre-State relationship in Educational Administration and Management.				
2.2 Administration and Management of Education of Central Ministry of Human Resource Development. [MHRD]				
2.3 Advisory bodies to the Central Government on Education: UGC, CABE, NUEPA, NCTE, NCERT.				
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 Outcomes (POs 1-15)

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

Pedagogy:.....

Formative Assessment for Theory

Assessment Occasion/type	Marks
Session Test	20
Seminars/Presentation/Activity	10
Case study/Assignment/Fieldwork/Projectwork	10
Total	40 Marks

Formative Assessment as per guidelines.

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', 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: ಅಕಳವಾಡಿಬುಕ್ ಡಿಪೋ
- 15 Sachdev, M.S. (2001) _School Management', Ludhiana: Bharat Book Centers.
- 16 Safaya, Raghunthand 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.



Government of Karnataka

UG Model Curriculum in Education
Gulbarga University, Kalaburagi

Program Name	BA/BSc/BCom in EDUCATION	Semester	V
Course Title	LEADERSHIP IN EDUCATION (Theory)		
Course Code:	DSC-A10(4):EDU(DC):5	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Describe the concept 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 – I Leadership			15hrs
1.1 Leadership: Meaning, Definition, Grid concept of Leadership, Nature and Importance. . 1.2 Types of Leadership: Autocratic, Democratic and Laissez – 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-Oriented 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'S 3-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 (POs 1-15)

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

Pedagogy:.....

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

References

1	Schermerhorn, Organizational Behavior 11th edition, USA: John Wiley & Sons, Inc., 2011.
2	J.M. Ivancevich, M.T. Matteson, and R. Konopaske, Organizational behavior and management. 10th Edition. New York: McGraw-Hill, 2014.
3	J.A.F. Stoner, Management. New Jersey: Englewood Cliffs, Prentice 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: McGraw-Hill, Inc., 1984.
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