



Government of Karnataka

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

ProgramName	BA/BSc/BCominEDUCATION	Semester	VI
CourseTitle	PEACE EDUCATION (Theory)		
CourseCode:	DSC-A13 (4):EDU(DC):6	No.ofCredits	04
Contacthours	60 Hours	DurationofSEA/Exam	2 hours
FormativeAssessmentMarks	40	SummativeAssessmentMarks	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:PeaceintheIndianContext	16hrs
<p>3.1: Great PersonalitiesinPromoting the Peace- Mother Theresa,Vivekananda, GandhianPhilosophy.</p> <p>3.2:RoleofreligioninpromotingthePeace.</p> <p>3.3:ChallengestoPeace– Stress,Conflict,Crime,Terrorism,ViolenceandModernization.3.4:DemocracyandPeace,SecularismandPeace,Cultureandpeace.</p>	
Unit-4:ClassificationofPeace	14hrs
<p>4.1: Types/Classification of Peace – Internal & External, Positive & Negative, Social peaceandPeacewithNature.</p> <p>4.2 PeaceTheories-DemocraticpeacetheoryandJohanGaltungtheoryofpeace.</p> <p>4.3 LevelsofPeace.</p> <p>4.4 Currentstatusof PeaceEducationatNationalandInternationallevel.</p>	

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs1-15)

CourseOutcomes(COs)/ProgramOutcomes(POs)	ProgramOutcomes(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>FormativeAssessmentasperguidelines</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. <i>Peace by Peaceful Means: Peace and Conflict, Development and Civilization</i> . London: SAGE Publications, 1996.
4	Goldstein, Tara; Selby, David, editors. <i>Weaving Connections: Educating for Peace, Social and Environmental Justice</i> . Toronto: Sumach Press, 2000.
5	Lederach, J.P.(1995). <i>Preparing for Peace: conflict transformation across cultures</i> . 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 framework for teachers" A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002.
8	Reardon, B.(1993). <i>Pedagogy as purpose: peace education in the context of violence</i> .
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

UG Model Curriculum in Education
Gulbarga University, Kalaburagi

Program Name	BA/BSc/BCom in EDUCATION	Semester	VI
Course Title	HUMAN RIGHTS EDUCATION (Theory)		
Course Code:	DSC-A15 (4):EDU(DC):5	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60

Course Pre-requisite(s):

Course Outcomes (COs): After the successful completion of the course, the student will be able to:
CO1. Define the concepts of Human Rights.
CO2. Explain the issues concerning 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 Revolution to human rights.

Unit-2 Universal Declaration of Human Rights

16hrs

- 2.1 International Convention on Civil and Political Rights.
- 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 AgenciesprotectingHumanRights

14hrs

3.1 Agencies: Office of the United Nations HighCommissioner for Human Rights(OHCHR),UNDP,UNESCO,UNICEF,ILO

3.2. National&StateHumanRightsCommission:Structureandfunctions.

3.3. PublicInterest Litigation.

Unit:-4HumanRightsEducationdifferentperspectives

16hrs

4.1 HumanRightsperspectiveincurriculum.

4.2 HumanRightsperspectiveinteaching-learningprocesses.

4.3 HumanRightsperspectiveinassessment.

4.4 HumanRightsperspectiveandschoolethosandculture.

CourseArticulationMatrix:MappingofCourseOutcomes(COs)withProgramOutcomes(POs1-15)

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

Pedagogy:.....

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

References

1	Andrew Clapham, Human Rights: A very short introduction, Oxford University press "New York, 2007.
2	Chiranjeevi Nirmal, Human Rights in India, oxford University press, New Delhi, 1997.
3	Darren J. 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	Shashi 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: Inhuman wrongs and Human Rights.
9	ಮಂಗಳಮೂರ್ತಿ-ಭಾರತದ ಸಂವಿಧಾನ ಹಾಗೂ ಮಾನವ ಹಕ್ಕುಗಳು
10	ಶ್ರೀಪಿ.ಎಸ್.ಗಂಗಾಧರ-ಭಾರತದ ಸಂವಿಧಾನ ತುತ್ತು ಮಾನವ ಹಕ್ಕುಗಳು
11	ಡಾ.ಬಿ.ಡಿ.ದೇವೇಗೌಡ, ಡಾ.ಕೆ.ಜೆ.ಸುರೇಶ್, ಶ್ರೀಲೋಹಿತಾಶ್ವಹೆಚ್.ಸಿ-ಮಾನವ ಹಕ್ಕುಗಳು



Government of Karnataka

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

Program Name	BA/BSc/BComin EDUCATION	Semester	VI
Course Title	SPECIAL EDUCATION (Theory)		
Course Code:	DSC-A16(4)::EDU(DC):5	No. of Credits	04
Contact hours	60 Hours	Duration of SEA/Exam	2 hours
Formative Assessment Marks	40	Summative Assessment Marks	60
Course Pre-requisite(s):			
Course Outcomes (COs): After the successful completion of the course, the student will be able to: CO1. Explains the global and national commitments towards the education of children with diverse needs CO2. Identifies and addresses diverse needs of all learners. CO3. Familiarize with the trends and issues in special education. CO4. Lists different types of disability. CO5. Distinguishes the concepts of special education, integrated education and inclusive education.			
Contents			
Unit-1 Introduction to Special Education			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-2 Types 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			

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 (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

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

Formative Assessment as per guidelines.

References	
1	Hegarty Seamus, Alur Mithu-2002, — Education And Children With Special Needs I Saga Publications. Maitrakrihna,
2	Sazenavandana-2008, — Inclusion Issues And Perspectives I, Kanishka Publishers, New Delhi.
3	Dhawan, M.L.-2007, — Education Of Children With Special Needs I, Isha Books.
4	Dandapani. S. Advanced Educational Psychology, Anmol Publications New Delhi
5	Chauhan. S. Advanced Educational Psychology, Vikas Publications, New Delhi
6	Mangal. S.K. Educational Psychology Prakash Brothers, Ludihana.
7	Asubel. D.P. Educational Psychology- Cognitive Approach. Rinehart, Holand
8	8. Winston, .Newyark Hurlock. E.B. Child Psychology +6300000 Mc. Gram Hill Book Co. Newyork.
9	Mann. N.L Introduction To Psychology Oxford And Ibh Publishing Company Mumbai