

UNIVERSITY OF MUMBAI



Ordinances, Regulations and the Curriculum for the Master of Arts

M. A. (Education) 2 Years Degree Programme

(Semester III & IV)

(As per Credit Based Choice System with effect from the
academic year June 2021)

**SUMMARY OF COURSES AND CREDIT FOR M.A.(EDUCATION) PROGRAMME
2021-22**

The courses along with their credits are as follows

Components	Courses	Credits
Elective Courses	1. Educational Management & Leadership 2. Guidance and Counselling 3. Open and Distance Learning 4. Economics of Education 5. History of Education	30
Ability Enhancement Courses	1. Academic Communication and Writing	06
Interdisciplinary Courses	1. Peace Education and Sustainable Development	06
Project Based Course	1. Dissertation	10
Total Credits		100

M.A. (Education) Curriculum Framework

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester- III (Elective Courses)				
1. Educational Management & Leadership	06	60	40	100
2. Guidance and Counselling	06	60	40	100
3. Open and Distance Learning	06	60	40	100
4. Economics of Education	06	60	40	100
5. History of Education	06	60	40	100
Total	30	300	200	500
Semester- IV (One ability enhancement course, one interdisciplinary course/cross disciplinary and one project based course)				
Ability Enhancement Courses 1. Academic Communication and Writing	06	60	40	100
Interdisciplinary Courses 1. Peace Education and Sustainable Development	06	60	40	100
Project based course(Dissertation)	10	25	75	100
Total	22	145	155	300

SEMESTER III
ELECTIVE COURSE (EC- 4)
EDUCATIONAL MANAGEMENT AND LEADERSHIP

Theory: 60 Internals: 40

Total Marks 100

Total Credits= 6

Course Objectives

- To understand the Management of Education
- To understand the Leadership in Education
- To understand Human Resource Management in organization
- To understand the importance of Management and Mentorship
- To understand finance management in Education

Module I: Management of Education and Leadership (Credits 2) Unit 1: Management of Education

- a) Management of Education: Concept, Scope, Need and Objectives and Functions of Management,
- b) Educational Manager: Functions, Mintzberg's Managerial Roles, Competencies and Skills, Managerial Ethics
- c) Efficiency, Effectiveness and Performance of a Manager, Impact on Management of Education in Private and Self-financed Educational Institutions.

Unit 2: Leadership in Education

- a) Leadership in Education: Concept of Leadership, Characteristics, Leader and Manager, Effective and Successful Leader
- b) Approaches to Leadership: Trait, Transformational, Transactional, Psycho-dynamic, Charismatic, Social.
- c) Golman's Leadership Styles: **The pacesetter leader, the authoritative leader, the affiliative leader, the coaching leader, the coercive leader and democratic leader.**

Unit 3: Human Resource Management in Organizations

- a) Human Resource Management: Meaning, Nature, Objectives, Scope, Job analysis.
- b) Staff Development : Need and Objectives of Staff Development, Approaches (Fragmented, Formalized, Focused), Methods and Process of Staff Development
- c) Organizational Development: Components of OD process.

Module I: Management and Mentorship

(Credits 2) Unit

4: Managing People

- a) Conflict Management: Concept & Meaning of Conflict and Conflict Management, Types of Conflict (**Interpersonal conflict, Intrapersonal conflict, Intragroup conflict, Intergroup conflict and Conflict between an individual and a group**), Causes of Conflict, Strategies of Conflict Management.
- b) Anger Management: Sources of Anger, Strategies for handling Anger

- c) Time Management: Obstacles to Time Management, Strategies for Effective Use of Time, Maintaining Relationships with Boss.

Unit 5: Mentoring Mentorship

- a) Mentoring: concept of mentee and mentoring ,principles ,need and significance
- b) Models of mentoring : One on –one Mentoring, Peer Mentoring, Group Mentoring, E-Mentoring, Speed Mentoring And Reverse Mentoring
- c) Mentoring Skills and Role of mentor in Education

Unit 6: Finance Management in Education

- a) Financial Planning : Objectives and Need for Financial Planning
- b) Concept of Budget and Budgeting, Revenue Generation Strategies in Education.
- c) Cost Management: Meaning and Types of Costs, Cost Benefit Analysis, Cost Effective Analysis

Module 3: Internal Assignment:

(Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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8. Northouse, P. (2010). *Leadership Theory and Practice*. New Delhi: Sage Publications.
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11. Prasad, A. (2007). *University Education Administration and the Law*. New Delhi: Deep & Deep Publications.

SEMESTER III
ELECTIVE COURSE (EC- 5)
GUIDANCE AND COUNSELLING

Theory: 60 Internals: 40

Total Marks 100
Total Credits= 6

Course Objectives

- To understand the Basics of Guidance and Counselling
- To understand the Guidance for Special Needs and Counselling Approaches
- To understand Intervention Strategies and Ethical Considerations in Counselling
- To develop an understanding of the relationship between work and mental health
- To understand the need of Occupational Information
- To understand importance of Psychometric Methods and Techniques for Guidance and Counselling

Module 1: Perspectives in Guidance and Counselling

(Credits 2)

Unit 1: Basics of Guidance and Counselling

- a) Guidance and Counselling: Concept, Meaning, Principles, Types, Need and Significance
- b) Agencies of Guidance: International, National, State and Local Levels.
Process of Counselling: Stages and Skills
- c) Counsellor: Characteristics, Skills, Role and Functions.

Unit 2: Guidance for Special Needs and Counselling Approaches

- a) Guidance for Population with Special Needs - Mentally challenged Learners : Slow Learners, Mentally Retarded and Gifted,
- b) Women : Exploitation at Home and Work ,Senior Citizens : Emotional, Social and Physical Problems
- c) Counselling Approaches: Cognitively Oriented Counselling- Trait and Factor
Affectively Oriented Counselling Approaches - Psycho analytic.

Unit 3: Counselling: Intervention Strategies and Ethical Considerations

- a) Counselling in Contemporary Times: Conflict Resolution, Stress Management and Life Style Planning.
- b) Intervention Strategies: Rational Emotive Therapy, Crisis Intervention and Disaster Management
- c) Legal and Ethical Considerations in Counselling

Module 2: Occupational Information and Psychometric Techniques (Credits 2)

Unit 4: Work, Mental Health and Guidance Personnel

- a) Work and Mental Health : Meaning , Need and Significance
- b) Relation between Work and Leisure and Work and Incentives, work and mental health factors affecting mental health
- c) Role of Guidance Personnel in Promoting and Preserving Mental Health

Unit 5: Occupational Information & Job Satisfaction

- a) Occupational Information: Need and Sources ,Job Satisfaction: Meaning and Factors
- b) Methods of Collection, Filling, Classification, and Dissemination of Occupational Information
- c) Relationship between Job Analysis, Job specification and Job Profile

Unit 6: Psychometric Methods and Techniques for Guidance and Counselling

- a) Psychological Tests: Intelligence Tests, Interest Inventories, Aptitude Tests, Achievement Tests, Attitude Scales, Personality Tests.
- b) Testing Tools and Techniques: Socio-metric Technique, Case Study, Cumulative Record Card, Autobiography, Observation, Interviews, Home visits.
- c) Ethical Basis in the Use of Psychological Tests and Tools

Module 3: Internal Assignment:**(Credit 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

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SEMESTER III

ELECTIVE COURSE (EC- 6)
OPEN AND DIATANCE LEARNING

Theory: 60 Internals: 40

Total Marks 100
Total Credits= 6

Course Objectives

- To develop an understanding of Open and Distance Learning (ODL)
- To develop an understanding of Curricular issues and trends of open and distance learning (ODL)
- To develop an understanding of Curriculum planning and transaction in open and distance learning (ODL)
- To develop an understanding of **Instructional Techniques & Materials and Learner Support Systems** in ODL
- To develop an understanding of Planning and management of open and distance learning (ODL)
- To develop an understanding of Process and Types of Evaluation in ODL

Module 1: Overviews, Curricular Issues, Trends and Curriculum Planning & Transaction of ODL **(Credits 2)**

Unit 1: Overviews of ODL

- a) Overview of Open and Distance Learning (ODL) : Concept, nature and Scope of ODL ,
- b) Historical Perspective of ODL ,Significance of ODL in the Indian Context
- c) Bases of Curriculum for ODL : Philosophical Sociological and Psychological Foundations of ODL

Unit 2: Curricular Issues, Trends and Curriculum Planning for ODL

- a) Curricular Issues Related to ODL : Instructional Issues , Discipline Based Issues ,Individual Based Curriculum , Relevance Based Issues ,Curriculum and Ideology at Andragogic Level
- b) Curricular Trends in ODL : Mass Community Education , National Development and Rural Development
- c) Curriculum Planning for ODL: Theories of Learning and ODL. , Theories of Communication and ODL, Designing Instruction for ODL-I Setting Educational Goals II.Deciding Learning Experiences III. Organizing the Content IV. Deciding Evaluation Schemes

Unit 3: Curriculum Transaction in ODL

- a) Curriculum Transaction in OD a. Instructional Design for ODL i. Analyzing system Requirements ii. Designing the System iii. Evaluating the System Effectiveness a. Learner Characteristics in ODL. b. Instructional Media in ODL. c. Evaluation: Continuous and Terminal Evaluation.
- b) Enhancing Curricular Transactions :Embedding Study Skills in SLM , Counselling and Tutoring and Feedback Mechanisms-Assignments and Term End Exam
- c) Role of ICT in ODL (Audio, Video, TV, Computers, Satellite Technology, Teleconferencing. Innovative Practices – Lab Based Learning, Net Based Learning. Project Based Learning, Summer Residential Schools

Module 2: Instructional Techniques, Planning , Management and Evaluation Process in ODL
(Credits 2)

Unit 4: Instructional Techniques and Materials and Learner Support Systems in ODL

- a) Instructional Techniques and Materials in ODL : Concept and Characteristics of Self Learning Materials (SLM) , Importance of SLM in ODL
- b) Development of SLM in ODL and Criteria for Evaluation of SLM
- c) Learner Support Systems: a. Need for Learner Supports System in Distance Education. b. Characteristics of Distance Learners c. Characteristics of Distance Learning d. Characteristics of Distance Education Institutions f. Characteristics of Distance Learning Materials.

Unit 5: Planning & Management of ODL

- a) Planning & Management of ODL: a) Institutional Mechanisms for ODL b) Role of Distance Teacher in DL c) Emerging Profile of a Distance Teacher.
- b) Academic Staff: Curriculum designers, Course Coordinators, Course Writers, Editors, Assessors and Evaluators, Academic counselors, Media Specialists.
- c) Non Academic Staff : a) Planners & Decision Making Officers : Planning, Publishing, Printing Material, Distribution, Students Admission, Evaluation, Computer & Communications. b) Support Staff Technical Assistant. Computer Operators, Typists others.

Unit 6: Process and Types of Evaluation in ODL

- a) Purpose & functions of Course Evaluation ,Techniques & Tools of Evaluation
- b) Students Evaluation and Institutional Evaluation
- c) Program Evaluation and Personnel Evaluation

Module 3: Internal Assignment:

(Credit 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References :

1. Alvarado B. J. agostino, S. G. D. and Balajios, M. G. (1991) “Orientation and Conceptualization of The Academic Quality Control Centre”, in R. Schuemer (Ed) Evaluation Concepts and Practice in selected Distance Education institution, (pp 37-51), Hagen: FernUniversitat – Gesamthoebschule.
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SEMESTER III

ELECTIVE COURSE (EC- 7)
ECONOMICS OF EDUCATION

Theory: 60 Internals: 40

Total Marks 100
Total Credits= 6

Course Objectives

- To develop an understanding of Conceptual Issues in Economics of Education
- To develop an understanding of Cost-Benefit Analysis, Pricing and Financing of Education
- To develop an understanding of Allocation of funds to Education in the 5-year Plans
- To develop an understanding of the Human Resource Development
- To develop an understanding of Education, Economic Development and Growth
- To develop an understanding of Productivity, Wastage Equity and Income Distribution in Education

Module 1: Conceptual Background and Cost of Education (Credits 2)

Unit 1: Conceptual Issues in Economics of Education

- a) Meaning, definition, scope and importance of Economics of Education. The relationship between education and the economic system. The role of the economic system in (i) financing of education, and (ii) absorbing the educated manpower.
- b) Education as an industry, Education as consumption and Education as individual, social and national investment, Spill-over and inter-generational effects of education.
- c) Concept of Cost of Education. Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost. Unit cost of Education, External and Internal Efficiency of Education

Unit 2: Cost-Benefit Analysis, Pricing and Financing of Education

- a) Meaning of cost-benefit analysis. Its purpose and problems, Profiles of age-education earnings. Calculation private marginal and benefit cost ratio, Interpretations and evaluation of rates of return on investment in education, Cost Effectiveness Analysis in Education. Difference between Cost-benefit and Cost –Effectiveness Analysis, Concept of Cost Consciousness in Education.
- b) Pricing of Education: Micro and Macro aspects of pricing of education, Practical solution to the pricing of education especially at the tertiary level, Problem of capitation fees.
- c) Financing of Education a. Sources of finance for education: private, public, fees, donations, b. Endowments and grants. Grant-in- aid principles and practices with special reference to higher education. c. Government's role in financing education at different levels with special reference to higher education.

Unit 3: Allocation of funds to Education in the 5-year Plans

- a) The concepts of five year planning. Actual and estimated allocation of funds at different levels of education in the Five-year plans (I-IX Plans), Priority for education in the various five year plans, Priorities within education in the various five year plans.
- b) Educational expenditure and national economy, Expenditure of education, public education at different levels (central state level) in India, Types of plans – Central, State and Institutional

Module 2: Economic Development, Growth, and Education (Credits 2)

Unit 4: Human Resource Development

- a) The concept of human resource development. Meaning, definition. Significance and Development of human resources through education. Need for manpower planning and Estimation of manpower requirements.
- b) Human capital and its relation to other form of resources and need for retraining. d. The problems of educated unemployment, underemployment and disguised unemployment
- c) Meaning and purpose of Economics of Teacher provision, Estimating the demand for and supply of teachers and the problems associated with the estimation, Policy implications of economics of teacher provision.

Unit 5: Education, Economic Development and Growth

- a) The concepts of economic development and economic growth. The interrelationship between education and economic development. Education as a prerequisite as an accelerator and a major determinant of economic development.
- b) Suggestions for improvement in the educational system for enhancing and sustaining economic development. Resource constraints and Resource
- c) Measuring the Contribution of Education to Economic Growth : a. Approaches other than Cost Benefit Analysis b. Correlation Approach c. Residual approach d. Manpower Forecasting Approach e. Wage-differential Approach

Unit 6: Productivity, Wastage Equity and Income Distribution in Education

- a) Productivity of the educational system and Learning for productivity objectives. Internal and external efficiency of the Educational system. c. Dual approach, Process approach, Product approach.
- b) Meaning, definition and significance of wastage in education e. Estimation of the drop-out rates at different levels of education f. Types of wastage: Money. Time Material resources, human capital and ideological.
- c) Education, Equity and Income Distribution: a. Educational equity measures (a) the equal opportunity criterion (b) the cost – benefit criterion, and (c) the ability to pay criterion. b. Education as a determinant of income variance, and the relevant contribution of different levels of education. c. Tools to assess the equity and income distribution d. The Gini coefficient, the Lorenz curve.

Module 3: Internal Assignment:**(Credit 2)**

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References :

1. Balsara, M. (1996) New Education policy and Development Challenge, New Delhi. Kanishka

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SEMESTER III
ELECTIVE COURSE (EC- 8)

HISTORY OF EDUCATION

Theory: 60 Internals: 40

Total Marks 100

Total Credits= 6

Course Objectives

- To develop an understanding of Progress of education in Vedic, Post Vedic Education
- To develop an understanding of Progress of education in Buddhist and Islamic Education
- To develop an understanding of Progress of education during Pre Independent India
- To understand the educational progress of Indian education
- To understand the Various commission and policies on Education
- To understand the Problems Trends and Issues of Indian Education

Module 1: Progress of Education in Ancient and During Medieval Times (Credits 2)

Unit 1: Vedic and Post Vedic Education

- a) Fundamentals of ancient Indian education ,Purpose of studying Vedas – Rig – Veda, Yajurveda, Atharvaveda, Samveda
- b) Educational system – main characteristics ,Female education e. Swadhaya or self learning
- c) Teacher – importance and duties ,Duties of a student ,Forms of educational institutions:- Gurukulas, Parishads and Sammel

Unit 2: Buddhist and Islamic Education

- a) Buddhist Education System : Characteristics of Buddhist Education ,Pupil :- Meals, residence and curriculum
- b) Methods of teaching ,Female Education ,Comparison of Buddhist and Brahmanical Education
- c) Islamic Education a. Introduction to Islamic Education b. State patronage and Growth of education during this time c. Primary Education (Maktabs) d. Higher Education (Madarsas) e. Female Education f. Student and Teacher relationship

Unit 3: Anglicization, Indian Education and Educational Progress

- a) Anglicization of Education 1836-1855 a. Exponents of Oriental Education b. The Anglicists c. Macaulay's Minutes and its effect d. Female Education e. Woods Dispatch – 1854:- Recommendations
- b) Indian Education and Educational Progress a. Indian Education Commission – Recommendations regarding Primary, Secondary and University Education
- c) The University Commission (1902) ,The Hartog Committee (1928-29) .The Filtration Theory of Education

Module 2: Commissions, Problems, Trends and Issues of Indian Education (Credits 2)

Unit 4: Indian Education and Educational Progress (1921-193)

- a) Inter University Board
- b) Establishment of new Universities
- c) Teachers Training , Technical Education

Unit 5: Various commission and policies on Education

- a) Secondary Education Commission 1953, Education Commission 1964-66
- b) National Policy on Education 1986 ,Rammurthy Review Committee 1990
- c) National Commission on Teacher 1999 ,National house Committee 2004,

Unit 6:Problems Trends and Issues of Indian Education

- a) Problems of Indian Education a. Problems of wastage and stagnation b. Examination Reform c. Inclusive Education d. Education for Marginalized Group
- b) Trends and Issues in Education a. National Knowledge Commission b. Impact of Globalization on Higher Education
- c) Millennium Development Goal given by UNESCO Highlighting Education and Privatization of Higher Education

Module 3: Internal Assignment:

(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

References :

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ACADEMIC COMMUNICATION AND WRITING

Theory: 60 Internals: 40

Total Marks 100

Total Credits= 6

Course Objectives

1. To develop an understanding of Academic Communication Process
2. To develop an understanding of Academic Communication Skills
3. To examine the various avenues of Academic Communication
4. To develop an Understanding of the process Academic Writing
5. To develop the skill in Academic Writing
6. To analyze the issues in Academic Writing

Module 1: Fundamental of Academic Communication

(Credits 2)

Unit 1: Understanding Academic Communication Process

- a) Academic Communication: Concept, Elements and Significance
- b) Models of communication: Linear, Interactional, and Transactional
- c) Types of communication: Target related & Process related,

Unit 2: Academic Communication Skills

- a) Academic Listening -Meaning and Stages
- b) Academic reading - Meaning and Stages
- c) Ethics and Etiquettes in academic communication -General & Social Media

Unit 3: Avenues of Academic Communication

- a) Internal communication- Classroom communications & within the organization
- b) External communication- Seminar, conferences and Workshops
- c) Communicating with academic community- publishers for publication of articles and research paper

Module 2 : Fundamental of Academic Writing

(Credits 2)

Unit 4: Academic Writing and Writing Styles

- a) Academic Writing- Concept & styles (Narrative, Descriptive and Persuasive Writing)
- b) Scholarly papers- Theme- based paper, research paper and review paper
- c) Organizing academic writing - Writing of Abstract, Keyword and Executive Summary,

Unit 5: Understanding the process Academic Writing

- a) Writing a Theme paper- Criteria and Format
- a) Writing research Paper-Criteria and Format
- b) Writing a Review -Journal article and book (Criteria and Format)

Unit 6: Issues and Challenges in Academic writing

- a) Plagiarism - Process and Avoidance

- b) Publication -Process, Challenges and opportunities
- c) Indexing and Citation

Module 3: Internal Assignment:

(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalin- Experiential Learning /Open Book Assignment/ Class test	10

References:

- Academic Writing-A Guide for Management Students and Researchers, [Mathukutty M Monippally](#), [Badrinarayan Shankar Pawar](#) · 2008 ISBN:9788132105473, 8132105478, Publisher: [SAGE Publications](#)
- Academic Writing ,By [Luke Strongman](#) ISBN:9781443850544, [Cambridge Scholars Publishing](#), 2013
- <https://www.toppr.com/guides/business-studies/directing/communication/>
- <https://www.eapfoundation.com/writing/>
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- <https://ideas.repec.org/a/cmj/seapas/y2015i8p273-282.html>,
- https://hrmars.com/papers_submitted/113/External_Communication_and_Its_Influence_on_Secondary_Schools_Corporate_Image_A_Case_Study_of_Kitale_Academy_Secondary_School.pdf
- (Ethics and Etiquettes of Social Media: [can we incorporate this topic in this unit](#)) <https://www.compukol.com/social-media-ethics-and-etiquette/>)
- https://www.academia.edu/4347529/Preparing_And_Presenting_a_Seminar_A_Guide

SEMESTER IV

INTERDISCIPLINARY COURSE (IDC – 2)
PEACE EDUCATION AND SUSTAINABLE DEVELOPMENT

Theory: 60 Internals: 40

Total Marks 100
Total Credits= 6

Course Objectives

1. To develop an understanding of Peace and Peace Education and Education for Peace
2. To understand the approaches and historical development of Peace Education
3. To understand the Challenges and Strategies of Peace Education
4. To Explore an Integration of Peace Education in Curriculum
5. To develop an understanding of Theories, Models & Culture of Peace
6. To develop an understanding of Conflict Management and Peace building

Module 1: Perspectives of Peace Education

(Credits 2)

Unit 1: Understanding Peace and Peace Education

- a) Peace: Concept, Need and Significance, Types-Positive & Negative
- b) Peace Education: Concept, Basic Assumptions, Nature & Scope, Types, Goals, Aims & Objectives
- c) Education for Peace: Concept Causes – choosing path of Peace, Peacemaker, Peace Education is an ethical imperative; Peace Education is practical imperative, Peace Education as Transformative Education.

Unit 2: Approaches of Peace & Peace Education

- a) Approaches of Peace : Power Politics, World Order, Conflict Resolution, Non-Violence and Transformation
- b) Approach to Peace Education at various stages- Early Childhood, Elementary Education, Secondary Education, Higher Education, and Adult Education.
- c) Historical Development of Peace Education, Peace Education in India and its Development

Unit 3: Agencies, Challenges and Strategies of Peace Education

- a) Agencies of Peace Education- Family, Social Media, Communities, NGOs
- a) Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- b) Strategies of teaching Peace Education- Meditation, Yoga , Dramatization, Debate

Module 2: Practices in Peace Education

(Credits 2)

Unit 4: Integration of Peace Education in Curriculum

- a) Subject Context - Language, Social Sciences, Mathematics, Science, Art & Craft, Subject perspectives
- b) Methods of teaching- Cooperative Learning ,Story telling ,Group Discussion , Service learning, Peer Teaching ,Experimental Teaching ,Brainstorming ,Inquiry based learning and teaching ,Role play , Dialogues ,Energizer
- c) Curricular and Co-Curricular Activities

Unit 5: Theories, Models & Culture of Peace

- a) Peace Theories : Healthy Relationship and Connections Theory, Individual Change Theory
- b) Models of Peace Education :Flower petal Model, Integrated Model
- c) Culture of Peace : Concept, Achievement of Culture of Peace, Building blocks of Peace Culture, Developing Culture of Peace through curricular and co-curricular activities

Unit 6: Conflict Management and Peace building

- a) Concept, Types and causes of Conflict, Strategies of Conflict Management
- b) Conflict Triad and Peace Triad (Galtung/Reimann) in Peace Building
- c) Role of Teacher as Peace Builder

Module 3: Internal Assessment

(Credits 2)

Sr. No.	Particulars	Marks
1.	Assignments (2*10)	30
2.	Case study/Projects/Posters and exhibits /Seminar/ Workshop/ Cooperative Learning /Blended Learning/Construction/NaiTalim- Experiential Learning /Open Book Assignment/ Class test	10

Suggested tasks:

- Prepare a poster on the topic “Peace Education for Sustainable Development” and present it online.
- Visit any NGO working towards culture of peace and present a case study.
- Create a concept map of Strategies of Conflict Management (can make use of digital tools for concept mapping like [MindMeister](#), [MindMup](#), [Bubbl.us](#))
- Organize any group activity in a school/college to promote peace. Create a video of the same and submit it along with report.

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- Brenes-Castro, A. (2004). An Integrated Model of Peace Education. In A.L. Wenden (Ed.), Educating for a Culture of Peace and Ecological Peace. Albany: State University of New York Press, p.77-98.
- Castro, L. and Galace, J. (2010). Peace Education: A pathway to a Culture of

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- Kester, K. (2012). Peace Education Primer. Journal of Global Citizenship &Equity Education, Vol. 2(2). Available from journals.sfu.ca/jgcee

Online References:

- <https://youtu.be/Aed7NqMgEE0>
- <https://www.youtube.com/watch?v=sV6m2a0v3Bc&t=64s>
- <https://www.youtube.com/watch?v=Aed7NqMgEE0&t=3s>
- <https://www.youtube.com/watch?v=z2treLpizmA&t=125s>
