

DEPARTMENT OF EDUCATION

SEMESTER-III

16EDOE16 OPEN ELECTIVE OPTION-II

16EDOE16 Opt(i) PEACE EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

- Note:** Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.
1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
 2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

After completion of the course, student teachers will be able to

- understand the theory of peace education and its importance
- understand peace as a dynamic social reality
- understand the NCF 2009 recommendations on peace education
- familiarize with transactional modalities
- develop the skill in role playing & story telling
- develop the feelings of peace, love compassion, tolerance and harmony through
- meditation, yoga and exercise
- implement the philosophies of great thinkers in their day to day life

COURSE CONTENTS

UNIT -1

Peace: Concept and Scope

- Peace – Meaning, nature and its relevance relating to the present global scenario
- Different sources of peace: Philosophical, Religious, Social and Psychological.
- Types/Classification of peace- Positive, Negative, Inner peace, Social Peace and Peace with Nature.

Peace Education: concept and scope

- Peace education – fundamental concept, scope, need and its importance
- Aims of Peace Education
- Types of peace education

UNIT-II

Peace Education: Strategies and Agencies

- Different Peace Education Strategies.
- Role of different organizations like UNESCO in Peace Education (with special reference to Delor's Commission Report)
- NCF 2009 recommendations on Peace Education.
- Role of community, school and family in the development of values for Peaceful coexistence

UNIT-III

Understanding Peace as a Dynamic Social Reality

- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Role of Peace education in development of Love, Compassion, Tolerance and Harmony at National and International levels.

Transactional modalities

- Cooperative Learning
- Group Discussion
- Project Work
- Conflict Resolution

UNIT-IV

Contribution of the following Great Educational Thinkers in Peace Education and their Educational Implications

- Rabindranath Tagore
- Mahatma Gandhi
- Aurbindo
- Swami Vivekananda

SUGGESTED READINGS

- Balvinder K. (2006).Peace Education. New Trends and Innovations, Deep & Deep Publications Pvt. Ltd., Rajouri Garden, New Delhi.
- Bernard, H.W. (1951). Towards Personality Adjustment, Mc Graw Hill Book Co., New York.
- Biggs, D.(1995). In Our Own Backyard: A teaching guide for the rights of the child, Toronto: UNICEF Canada.
- Blakeway, M., (1997). Compilation of Research Materials. Washington D.C., National Institute for Dispute Resolution.
- Blalock, H. M. (1967).Toward a Theory of Minority-Group Relations. New York: Wiley.

- Boulding, E. (1996). Peace behaviours in various societies. In From a culture of violence to a culture of peace, Peace and Conflict Issues Series, UNESCO Publishing, pp 31–54.
- Dewey (1969). The school and Society, Chicago, Univ. of Chicago Press (Reprint).
- Lederach, J. P.(1995). Preparing for peace: conflict transformation across cultures. Syracuse, New York: Syracuse University Press.
- Machel, G. (1996). Promotion and protection of the rights of children: impact of armed conflict on children. United Nations, New York.
- Reardon, B., ed. (1988). Educating for global responsibility: Teacher-designed curricula for peace education, K-12. New York: Teachers College Press, Columbia University.
- Reardon, B.(1993). Pedagogy as purpose: peace education in the context of violence. In Cremin, P., ed.(1993). Education for Peace. Educational Studies Association of Ireland and the Irish Peace Institute.
- Shah, I. (1971). Thinkers of the East. London: Penguin Books.
- UNICEF(1994). I Dream of Peace. New York: Harper-Collins.
- UNICEF (1996). The State of the World’s Children Report 1996. Oxford University Press.
- UNICEF Lebanon (1993). ‘Learning for life programme’.
- UNICEF Liberia (1993). Kukatonon: Training manual of conflict resolution, reconciliation, and peace.

16EDOE16 Opt(ii) DISTANCE EDUCATION

Time: 3 hours
Credits-5

Max. Marks: 100
(External: 80, Internal: 20)

Note: Paper setters will set 9 questions in all, out of which students will be required to attempt 5 questions.

1. Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
2. Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each. All questions carry equal marks.

COURSE OBJECTIVES

After completion of course, the students will be able to:

- Understand the concept of distance education, open learning system, open and virtual university.
- Explain Recent Trends and Developments in Distance Education.
- Describe Instructional Transaction and delivery in distance teaching-learning
- Elucidate student support services, evaluation and counselling in distance education.
- Comprehend the management of distance education.
- Know the role communication technology and multimedia in distance education.
- Be acquainted with the concept of E-learning, M-learning, U-Learning, web-based teaching-learning.
- Understand the problems and issues pertaining to distance education

COURSE CONTENTS

UNIT-I

❖ Introduction to Distance Education

- Concept and History of Distance Education
- Differentiate between Distance and Open Learning Systems
- Open University/Virtual University
- Recent Trends and Developments in Distance Education: National and International Perspectives

UNIT-II

❖ Modalities in Distance Education

- Instructional Transaction and delivery
- Students Support Services in Distance Education
- Evaluation process in Distance Education
- Counseling in Distance Education

UNIT-III

❖ Managing Distance Education

- Management of Distance Education
- Communication Technology for Distance Education
- Multimedia in distance education

UNIT-IV

❖ Recent Trends in Distance Education

- **E-Learning**-Meaning, History, Features, Modalities, Skills required for E-Learning, Role of teacher and learner, Advantages and Disadvantages.
- **M-Learning**-Concept, Models for M-Learning, Design and Development of M-Learning, Advantages and challenges.
- **U-Learning**- Meaning, Origin, Features, Pedagogy, Merits and Demerits.
- **Web-Based Teaching (WBT)**-Meaning, Characteristics, Principles, Tools for WBT, Role of Teacher, Challenges.
- Problems and issues pertaining to Distance Education.

SELECTED READINGS

- Anderson, T.(2008). The Theory and Practice of Online Learning. Athabasca University Press
- Garg, S. (2012). Four Decades of Distance Education in India. Viva books publisher.
- Keegan, D. (2013). Foundations of Distance Education. Routledge publisher.
- Matheswarn, V.P.(2005). Distance Education: Student Support Services. Anmol Publication Pvt. Ltd.
- Moore, M.G.(2013). Handbook of Distance Education.Routledge publisher.
- Sharma, D.C.(2006). Management of Distance Education. Anmol Publication Pvt. Ltd.
- Sharma, H.L.(2014). Innovative Inputs in ICT. Amit Prakashan, Jalandhar.

- Veletsiano(2010).Emerging Technologies in Distance Education. Athabasca University Press.