

YEAR	I	MAEdu-201 <b>SOCIOLOGICAL FOUNDATION OF EDUCATION</b>	CREDIT	4
SEMESTER	II		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To provide an in-depth understanding of the significant aspects of Educational Sociology.</p> <p><b>CO2:</b> To Justify about social organizations, dynamic characteristics and Educational Implications of social organizations.</p> <p><b>CO3:</b> To comprehend the concept of social change and socialization as well as certain current educational issues in social context.</p> <p><b>CO4:</b> To understand the concept of globalization, Industrialization, Modernization and privatization and their impact on Society.</p> <p><b>CO5:</b> To enhance the knowledge about the concept, nature, types and role of education in Social mobility &amp; stratification.</p>		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Education and Sociology</b>			11 Hrs
	<ul style="list-style-type: none"> <li>• Concept of sociology and educational sociology;</li> <li>• Relationship between sociology and education;</li> <li>• Educational sociology: nature, scope, function, and its importance;</li> <li>• Social Organization: Concept and factors of influence;</li> <li>• Dynamic characteristics of social organization and its Educational Implications.</li> </ul>			
<b>UNIT-II</b>	<b>Education &amp; Social Change</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Meaning, nature &amp; Process of social change;</li> <li>• Relationship between Education and social change;</li> <li>• Factors promoting social change (Agencies of social change): Family, religion, school and mass- media</li> <li>• Constraints on social change: Caste, Class, Language, Religion, population and regionalism.</li> </ul>			
<b>UNIT-III</b>	<b>The Process of Socialization</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Concept and nature of socialization;</li> <li>• Role of education in the process of socialization;</li> <li>• Agents of socialization: Family, School, Religion, Community, Politics, Religion, Culture, Democracy, Economy;</li> <li>• Education as a social system, as a social process and a process of social progress</li> </ul>			
<b>Education and Social System</b>				

<b>UNIT-IV</b>	<ul style="list-style-type: none"> <li>• Characteristics of School as a sub- social System</li> <li>• Education and Democracy; Concept of secularism and its Educational implications</li> <li>• Globalization, Industrialisation, Sanskritization, Modernization and privatization: Concept, Overview of its impact on education and society</li> <li>• Education as a potential equalizing social force: Equality of educational opportunities.</li> </ul>	14 Hrs
<b>UNIT-V</b>	<b>Social Mobility &amp; Stratification</b>	11 Hrs

## **Semester -II**

	<ul style="list-style-type: none"> <li>• Meaning, nature, types and factors in social stratification;</li> <li>• Meaning, factors and types in social mobility;</li> <li>• Role of education in social mobility;</li> <li>• Education of socially and economically disadvantaged section of society with special reference to: Scheduled Caste, Scheduled Tribes, Women and Rural population.</li> </ul>	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, etc.		
<p style="text-align: center;"><b>PRACTICUM (any one of the following)</b></p> <p>Students will be Preparing and presentation of Critical analysis of any two educational issues out of different units of the syllabus. They can do such a project either individually or jointly with other Students.</p> <p><b>COURSE OUTCOMES:</b> After completion of the course the students will be able</p> <p><b>CO1:</b> To describe an in-depth significant aspect of Educational Sociology. <b>CO2:</b> To analysis about social organizations and their Educational Implications. <b>CO3:</b> To explain the concept of socialization and certain educational issues in social context. <b>CO4:</b> To describe the concept of globalization, Industrialization, privatization and their impact on Society. <b>CO5:</b> To explain the concept, nature and role of education in Social stratification.</p>		

## **REFERENCES**

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- Sodhi, T.S. & Suri, Aruna (1998). Philosophical and sociological Foundation of Education, Patiala: Bawa Publication.
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- Gupta, Renu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana: Tondon Publications.
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YEAR	I	MAEdu-202 ADVANCED EDUCATIONAL PSYCHOLOGY	CREDIT	4
SEMESTER	II		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To well-informed about the concept of Educational Psychology and Various Schools of Psychology as well as to understand the role and implication of Psychology in Education.</p> <p><b>CO2:</b> To understand the concept and theories of personality in western and Indian perspective.</p> <p><b>CO3:</b> To develop critical appraisal and understanding about Aptitude, Interest and Creativity.</p> <p><b>CO4:</b> To develop an appropriate understanding about Intelligence in terms of its concept, measurement, evolution and theories.</p> <p><b>CO5:</b> To get acquainted with concept and nature of children with special needs such as; Dyslexia, Dysgraphia and Dyscalculia.</p> <p><b>CO6:</b> To understand the problems and approaches for managing classroom behavior like; Distraction and to know group dynamics.</p>		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Advanced Educational Psychology</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Concept of Advanced Educational Psychology, meaning and definitions</li> <li>• Concept of various schools of psychologies: psychodynamic, humanistic, behaviouristic, cognitive, neurobiological</li> <li>• Contribution of Advanced Educational Psychology to the teaching process.</li> </ul>			
<b>UNIT-II</b>	<b>Understanding Learner's Diversity</b>			12 hrs
	<ul style="list-style-type: none"> <li>• Meaning, nature and definition of personality</li> <li>• Determinants of Personality</li> <li>• Theories of personality: Western and Indian perspective</li> <li>• Assessment of Personality (Projective &amp; Objective technique)</li> <li>• Intelligence – cognitive (J.P. Guilford, Emotional (D. Goleman) and Multiple (H. Gardner)</li> <li>• Aptitude, Interest, Creativity</li> </ul>			
<b>UNIT-III</b>	<b>Children with Special Needs</b>			12 hrs
	<ul style="list-style-type: none"> <li>• Catering to Individual Differences i) Cognitively Exceptional Children ii) Physically Exceptional Children iii) Socio –</li> </ul>			

	<p>Culturally Exceptional Children</p> <ul style="list-style-type: none"> <li>• Concept and Types of Learning Disabilities i) Dyslexia ii) Dysgraphia iii) Dyscalculia</li> <li>• Emotional and Behavioural Disorders i) Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) ii) Disruptive Behaviour Disorder</li> </ul>	
<b>UNIT-IV</b>	<b>Implications for Learning and Thinking Styles in Classroom Teaching</b>	10 hrs
	<ul style="list-style-type: none"> <li>• Learning styles : Concepts and Application of Kolb's Model</li> <li>• Thinking Syles : concept, Application and Contribution of R. Sternberg</li> <li>• Creative Thinking : Concept, Application and Contribution of E. De'Bono</li> <li>• Teaching Thinking : Feuerstein's Approach</li> </ul>	
<b>UNIT-V</b>	<b>Problems and Approaches to Managing Classroom Behavior</b>	12 Hrs
	<ul style="list-style-type: none"> <li>• Identifying Behavior Problem : i) Distraction ii) Aggression iii) Interpersonal Problems</li> <li>• Analyzing Behavior Problems: i) Defining Behavior ii) Identifying Antecedents and Consequences, Chain of Events Leading to Behavior Problems.</li> <li>• Changing Behavior : Behavioristic vs. Humanistic Approach</li> <li>• Group Dynamics : Leadership, Team Building and Techniques of Managing the Group</li> </ul>	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<b>PRACTICUM</b>		
<ul style="list-style-type: none"> <li>• Intelligence test</li> <li>• Personality test/ Word Association Test</li> <li>• Detailed report on problematic child</li> <li>• Case study on learning disability</li> <li>• Aptitude test</li> </ul>		
<b>COURSE OUTCOMES:</b>		
After completion of the course the students will be able		
<b>CO1:</b> To describe the concept of Educational Psychology and the implication of Psychology in Education.		
<b>CO2:</b> To explain the concept and theories of personality in western and Indian perspective.		
<b>CO3:</b> To identify the critical appraisal about Aptitude, Interest and Creativity.		
<b>CO4:</b> To describe the Intelligence in terms of its concept, measurement, evolution and theories.		
<b>CO5:</b> To analysis the concept and nature of children with special needs and explain the approaches for managing classroom behavior of Divyangjan.		

## REFERENCES

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YEAR	I	<b>MAEdu-203</b> <b>EDUCATIONAL STATISTICS</b>	CREDIT	4
SEMESTER	II		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		After completion of the course the students will be able <b>CO1:</b> To understand the Concept, types, nature and different levels of data as well as to find its normal distribution through Normal Probability curve. <b>CO2:</b> To convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation. <b>CO3:</b> To examine relationship between and among different types of variables of a research study. <b>CO4:</b> To explain or predict values of a dependent variable based on the values of one or more independent variables. <b>CO5:</b> To estimate the concept of Parameter, Sampling Error, Standard Error and to test different hypothesis. <b>CO6:</b> To demonstrate competence in the use of Parametric and Non-Parametric statistics with the help of SPSS for analysis of data.		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Descriptive Analysis of Quantitative Data</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Data types: Nominal, Ordinal, Interval and Ratio;</li> <li>• Data Levels: individual and group; Graphical representation of Data</li> <li>• Description and comparison of groups: measures of central tendencies and dispersion, assumptions, uses and interpretation</li> <li>• Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, characteristics of Normal Probability curve and its applications; Relative Positions Percentile Rank z-scores.</li> </ul>			
<b>UNIT-II</b>	<b>Data Relations</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Examining Relationships: Scatter plots and their interpretation;</li> <li>• Product Moment, Rank, Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations;</li> <li>• Linear Regression Analysis-concept of regression, regression equation,</li> <li>• regression line and their uses, accuracy of prediction</li> </ul>			
<b>UNIT-III</b>	<b>Inferential Analysis of Quantitative Data-1</b>			10 Hrs
	<ul style="list-style-type: none"> <li>• Estimation of a Parameter-Concept of parameter and statistics, sampling error, sampling distribution, Standard Error of Mean</li> <li>• Testing of Hypotheses-Null and Alternative Hypotheses, Directional Alternative Hypotheses,</li> <li>• Testing of Null Hypotheses, types of Error,</li> <li>• Levels of Significance, testing the Significance of difference between the following statistics for independent and correlated</li> </ul>			



	samples: Proportions, Means (including small samples), Variances	
<b>UNIT-IV</b>	<b>Inferential Analysis of Qualitative Data-2</b>	14 Hrs
	<ul style="list-style-type: none"> <li>• Analysis of variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses</li> <li>• Analysis of Frequencies using Chi-square-Chi-square as test of goodness of fit and test of independence,</li> <li>• contingency coefficient and its uses</li> <li>• Non-Parametric statistics: assumptions and uses of sign test, rank test and median test</li> </ul>	
<b>UNIT-V</b>	<b>Computer for Data Analysis and Preparation of Research Report</b>	12 Hrs
	<ul style="list-style-type: none"> <li>• Analysis of visual data, segmenting coding and developing category systems;</li> <li>• Enumeration, identifying relationships among categories, constructing diagrams, corroborating and validating results</li> <li>• Use of Computer for Data Analysis and its importance</li> <li>• Knowledge of Software for Statistical Analysis such as SPSS, EXCEL, N6 etc</li> </ul>	
<p><b>PRACTICUM (any one of the following):</b></p> <p>Presentation, Demonstration and discussion, reading additional resources provided on web- based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.</p>		
<p><b>COURSE OUTCOMES:</b></p> <p>After completion of the course the students will be able</p> <p><b>CO1:</b> To explain the Concept, nature and different levels of data through Normal Probability curve.</p> <p><b>CO2:</b> To analysis the set of data by representing in tabular and graphical forms and computing relevant measures of variation.</p> <p><b>CO3:</b> To describe the relationship among different types of variables of a research study.</p> <p><b>CO4:</b> To explain the values of a dependent variable based on the values of one or more independent variables.</p> <p><b>CO5:</b> To describe the concept of Parameter different hypothesis and Errors.</p> <p><b>CO6:</b> To analysis the use of Parametric and Non-Parametric statistics with the help of SPSS and other softwares.</p>		
<p><b>Sessional Work:</b></p> <p>The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> <li>• A critical assessment of statistical techniques used in a research report</li> <li>• Preparation of graphic designs of data obtained in a research study</li> <li>• Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis</li> <li>• Analysis of data using Statistical Packages like SPSS, N6, Excel etc</li> </ul>		

## REFERENCES

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YEAR	I	<b>MAEdu-204</b> <b>COMPARATIVE EDUCATION:</b> <b>NATIONAL AND</b> <b>INTERNATIONAL</b> <b>PERSPECTIVES</b>	CREDIT	4
SEMESTER	I		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		After completion of the course the students will be able <b>CO1:</b> To comprehend the concept, significance, scope and factors affecting development of Comparative Education system. <b>CO2:</b> To acquaint with the various approaches to study of comparative education and also factors affecting development of education. <b>CO3:</b> To comprehend and compare the concept, practice teaching and evaluation system of teacher education on focused countries. <b>CO4:</b> To know the recent trends and best practices in education such as distance and open learning, vocational education and educational administration. <b>CO5:</b> To understand and reflect on comparison of the educational systems of USA, UK, and India with special reference to Primary Education, Secondary Education and Higher Education. <b>CO6:</b> To comprehend the prevailing problems and issues in education and also know the role of various agencies which acts for the progress of comparative education system regarding National and International Education system.		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Conceptual Framework of Comparative Education</b>			10 Hrs
	<ul style="list-style-type: none"> <li>• Concept, Significance and Scope of Comparative Education</li> <li>• Factors Affecting Development of Educational System</li> <li>• Approaches to the study of Comparative Education: Historical, Philosophical and Sociological views</li> </ul>			
<b>UNIT-II</b>	<b>A Comparative Reflections on Teacher Education (Finland and India)</b>			10 Hrs
	<ul style="list-style-type: none"> <li>• Concept, Importance and Scope</li> <li>• Practice teaching</li> <li>• Evaluation system</li> </ul>			
<b>UNIT-III</b>	<b>Structure of Educational System: A Comparative Study</b>			14 Hrs
	A comparative study of education systems of the following countries with special reference to Primary Education, Secondary Education and Higher Education: <ul style="list-style-type: none"> <li>• United States of America</li> <li>• United Kingdom</li> <li>• India</li> </ul>			
<b>UNIT-IV</b>	<b>Comparative Reflections on Recent Trends and Best Practices in Education</b>			14 Hrs
	<ul style="list-style-type: none"> <li>• Distance and Open Learning in U.K., Australia and India: Aims, Methods of instruction and Evaluation system.</li> <li>• Vocational Education : USA &amp; India</li> <li>• Educational Administration in USA, UK &amp; India</li> </ul>			
<b>UNIT-V</b>	<b>Current Issues and Significance of Research in Education</b>			12 Hrs
	<ul style="list-style-type: none"> <li>• Issues: Poverty, population explosion, environmental</li> </ul>			

	<p>degradation, human trafficking, terrorism, unemployment, illiteracy, in-equalization of educational opportunities.</p> <ul style="list-style-type: none"> <li>• Role of various International agencies: UNO, SAARC, UNICEF, UNESCO.</li> <li>• Role of various National scheme in Education: SSA,RMSA, RUSSA, MDG, RTE</li> </ul>	
<b>MODE OF TRANSACTION:</b> Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show		
<p style="text-align: center;"><b>PRACTICUM</b></p> <p>Preparation and presentation on comparative analysis of education system of any two countries.</p> <ul style="list-style-type: none"> <li>• Preparing a report on some current issues and also measures taken by concern International agencies.</li> <li>• Unit test will be conducted</li> <li>• Group discussion will be organized on some given topics</li> <li>• Students will review various researches carried out in this area and also will be identifying dearth research topics. +</li> <li>• Writing a report on the best practices of teacher training programs in India and Finland</li> </ul> <p><b>COURSE OUTCOMES:</b></p> <p>After completion of the course the students will be able</p> <p><b>CO1:</b> To explain the concept and factors affecting development of Comparative Education system.</p> <p><b>CO2:</b> To define the various approaches to study of comparative education and also factors affecting development of education.</p> <p><b>CO3:</b> To describe the concept and evaluation system of teacher education.</p> <p><b>CO4:</b> To explain the recent trends and best practices in education such as open learning and vocational education.</p> <p><b>CO5:</b> To identify the comparison of the educational systems of different countries with the special reference to various levels of Education.</p> <p><b>CO6:</b> To analysis the prevailing problems and issues in comparative system of education regarding National and International Education system.</p>		
<p><b>REFERENCES</b></p> <ul style="list-style-type: none"> <li>• Beredy, G.Z.F. (1964). Comparative Methods in Education. New Delhi: Oxford &amp; East Publishing Co.</li> <li>• Blavic, Emile. (1987). Primary Education: Development and Reform, Perspectives in Education. In Education, Vol. 3, 153-60.</li> <li>• Carlton, R., Colley. and Machinnon. (1977). Educational change and Society. Toronto: Gage Educational Publishing.</li> <li>• Carnoy, M.H. Levin. (1985). Schooling and Work in the Democratic State. California: Standford University Press.</li> <li>• Cantor, Leonard. (1989). The Re-visioning of Vocational Education in American High School. In Journal of Comparative Education, Vol. 25, Number 2.</li> <li>• Dearden, R.F. (1970). The Philosophy of Primary Education. London: Routledge and Kegan Paul Ltd.</li> </ul>		

YEAR	I	MAEdu-205 (Generic Elective) PEACE EDUCATION	CREDIT	3
SEMESTER	II		HOURS	60
			Marks	100(60+40)
<b>OBJECTIVES:</b>		<p>After completion of the course the students will be able</p> <p><b>CO1:</b> To understand the concept, scope, nature and objectives of Peace Education and to acquire knowledge about human miseries, pacifism and Gandhian view on Peace.</p> <p><b>CO2:</b> To describe the origin and role of various International agencies, such as; UNO, UNESCO, UNICEF, ICRC and NGO to establish peace in global perspective.</p> <p><b>CO3:</b> To acquire the knowledge about curriculum development, stage specific approach, media integration and subject perspective of Peace Education.</p> <p><b>CO4:</b> To recognize the aspects, types, management and models of conflicts and its resolution to make peaceful life.</p> <p><b>CO5:</b> To analysis the Culture of Peace, Gender Equality, Sustainable development and present scenario of International Peace and Security.</p> <p><b>CO6:</b> To comprehend the concept of participatory communication, democratic participation and Non-violence.</p>		
<b>COURSE CONTENT / SYLLABUS</b>				
<b>UNIT-I</b>	<b>Peace Education</b>			
	Introduction, Meaning,- Definition – Concept – Scope- Objectives of peace education, Human Miseries in the Modern world and quest for peace, Gandhian concept of peace, Different approaches to peace; Establishment of peace education institutions; Pacifism and Education.			
<b>UNIT-II</b>	<b>Historical Development of Peace Education</b>			
	Aims, Creation of United Nations, Creation of UNESCO, UNICEF, UNO-UNDP, UNEP, UNHIRC, Amnesty International, International Committee of Red Cross and NGOs, Peace Education in India and its development,			
<b>UNIT-III</b>	<b>Integrating peace Education in the Curriculum</b>			
	Curriculum Development of Education for peace, Stage specific approach - Early childhood; Elementary stage; Secondary stage; Higher Education stage; Adult Education stage. Major Media of Integration, Subject context, - Subject perspectives - Teaching methods.			
	<b>Conflict Resolution</b>			

<b>UNIT-IV</b>	Aspects of Conflicts - Antagonism; social divisions - Types of Conflicts; Conflict resolution; Conflict management; Models of conflict Resolution.	
<b>UNIT-V</b>	<p><b>Promoting culture of peace</b></p> <p>Introduction; Peaceful Home ; Culture of Peace; Fostering culture of peace for inner peace; Participatory Communication;</p>	

	Democratic Participation and Gender equality; Sustainable Economic and social development; Non- violence; International Peace and Security in the present scenario.	
<b>PRACTICUM</b>		
<p>Street Play for demonstrating the importance of peaceful life</p> <p>Field Visit to have real experience of peaceful existence of the society</p> <p>Conflict resolution Management in the affected in the tribal areas.</p> <p><b>COURSE OUTCOMES:</b>          After completion of the course the students will be able</p> <p><b>CO1:</b> To describe the concept and objectives of Peace Education to acquire knowledge about pacifism and Gandhian view on Peace.</p> <p><b>CO2:</b> To describe the origin and role of various International agencies to establish peace in global perspective.</p> <p><b>CO3:</b> To identify the knowledge about curriculum development, stage specific approach and media integration of Peace Education.</p> <p><b>CO4:</b> To recognize the aspects, management and models of conflicts and its resolution to make peaceful life.</p> <p><b>CO5:</b> To analysis the Culture of Peace, Gender Equality, Sustainable development and present scenario of International Peace and Security.</p> <p><b>CO6:</b> To explain the concept of participatory communication, democratic participation and Non-violence.</p>		

## REFERENCES

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