



**AMITY UNIVERSITY**  
 ——— UTTAR PRADESH ———

### FORMAT FOR COURSE CURRICULUM

L	T	S	SW/ FW	P	TOTAL CREDIT UNITS
3	1	-	-	-	4

**Course Title: Education Studies**

**Course Code: Credit Units: 4**

**Course Objectives:** The course aims to expose the students to certain selected seminal educational texts that represent the foundational perspectives [This may be done in a guided reading mode where a small cohort of students reads these texts with a faculty mentor]; b) orienting the students to the institutions, systems and structures of education and flagging the contemporary concerns of education policy and practice (which would be taken-up in greater depth with in other practices

**Pre-requisites: Graduate in education**

**Course Contents/Syllabus:**

	Weightage (%)
<b>Module I I Readings in Education</b>	25
<b>Descriptors/Topics</b>	
<ul style="list-style-type: none"> <li>• Modern Philosophies of Education - Brubacher</li> <li>• Aims of Education – R.S. Peter</li> </ul>	

<ul style="list-style-type: none"> <li>• Divaswapna – GijubhaiPhadeka</li> <li>• Freedom from Known – Jiddu Krishnamurthy</li> <li>• Pedagogy of the Oppressed – Paul Freire</li> <li>• Deschooling Society – Ivan Illich</li> <li>• Critical Pedagogy – Kichnole</li> <li>• Experience and Education – John Dewey</li> <li>• Education and Sociology - Durkheim</li> </ul>	
<b>Module II Structure and Governance of Indian Education</b>	<b>15</b>
<p><b>Descriptors/Topics</b></p> <ul style="list-style-type: none"> <li>• .Structure of School Education (10+2+3 pattern)</li> <li>• Structure of higher/technical Education</li> <li>• Governance <ul style="list-style-type: none"> <li>- Role of MHRD, NCERT, NUEPA, School Boards ( CBSE,ICSE, IB)</li> <li>- Role of Statutory Bodies – NCTE, UGC, NAAC</li> </ul> </li> </ul>	
<b>Module III Contemporary Indian Schooling: concerns and issues</b>	<b>15</b>
<ul style="list-style-type: none"> <li>• <b>Descriptors/Topics Universalization of School Education</b> <ul style="list-style-type: none"> <li>- Right to Education and its implications for Universalization of Elementary and Secondary Education</li> <li>- Interventions in achieving Universalisation of Elementary Education (UEE)</li> <li>- Status of Universalization of Secondary Education (USE)</li> <li>- Issues and concerns: <ul style="list-style-type: none"> <li>a) Universal enrolment, retention and success</li> <li>b) Quality and equity</li> <li>c) Inclusive</li> </ul> </li> </ul> </li> <li>- <b>Post Liberalization Reforms in Indian Schooling System</b></li> <li>- Introduction of flexible Evaluation – CCE, Grading</li> </ul>	

<p>- Impact of ICT in Pedagogy</p>	
<p><b>Module IV Contemporary issues in Education</b></p>	<p>15</p>
<p><b>Descriptors/Topics</b></p> <p>(a) Autonomy in Higher Education – Meaning, Purpose  (b) Quality in Education – Assessment and Enhancement  (c) Multicultural Education – Meaning, Purpose – Need and Principles of teaching and learning in multicultural society  (d) Human Rights and Education – Human Rights Education, Concept, Types and Need, Governments’ Legislation to ensure Human Rights Education  (e) Emerging perceptions in Value Education, nurturing values as an instrument to counter terrorism</p>	
<p><b>Module V Emerging Global Trends in Education</b></p>	<p>15</p>
<p><b>Descriptors/Topics</b></p> <ul style="list-style-type: none"> <li>• Peace as a dynamic social reality</li> <li>• Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life</li> <li>• Peace context: conditions for promotion of peace, UNESCO’s concerns on peace and international understanding</li> <li>• Role of education in promotion of peace: implications for pedagogy</li> <li>• Sustainable Development- concept, history and preparation of teachers as practitioner</li> </ul>	
<p><b>Model VI : Changing Socio-cultural Context of Education</b></p>	<p>15</p>
<ul style="list-style-type: none"> <li>• Social purposeviness of education.</li> <li>• Understanding contemporary Indian society-with reference to multilingual, multicultural, gender, equity, poverty, diversity, human rights and rights of the child,</li> <li>• Appropriate approaches for teaching young children in the context of diversities.</li> <li>• Process of socialization and acculturation of the child-critical appraisal of the role of school, parents, peer group and the community.</li> </ul>	

- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. Education of marginalized sections of society based on gender, local (rural/urban), income differential and different disabilities as reflected in society: status, access and opportunities.

**Student Learning Outcomes:** After completion of the course, the student will be able to

- Familiar with the standard work done by the educationists from different disciplines
- Identify the major obstacles in achieving the target of Education for all
- Define the major terms popular in the field of education
- Reflect upon the current trends in a critical way

• **Pedagogy for Course Delivery:**

- Textbook Reading
- Discussion
- Case Studies
- Seminar

(a) **Lecture Plan/Session Plan :**

(b) **Lab/ Practicals:**

**List of Experiments**

**Assessment/ Examination Scheme:**

Theory L/T (%)	Lab/Practical/Studio (%)
100%	-

**Theory Assessment (L&T):**

<b>Continuous Assessment/Internal Assessment</b>					<b>End Term Examination</b>
<b>Components (Drop down)</b>	<b>Class test</b>	<b>Project</b>	<b>Textbook Review</b>	<b>Attendance</b>	
<b>Weightage (%)</b>	10	10	05	05	70

**Lab/ Practical/ Studio Assessment:**

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down	Class test	Project	Textbook Review	Attendance	
Weightage (%)	10	10	05	05	70

- **Text & References: :Hyman, Irwin.A& Wise, James. H. (1979) – Corporal Punishment in American Education : Reading in History, Practice and Alternatives, Temple University Press**
- **Englander, Meryl.E. (1987) – Strategies for Classroom Discipline,Praeger**
- **Hollins, Etta.R. (1996) – Transforming Curriculum For a Culturally Diverse Society,LawrenceErlbaum Associates**
- **Mitchell, Bruce.M, Salsbury, Robert.E. (1996) - Multicultural Education: An International Guide to Research Policies & Programs, Greenwood Press**
- **Kincheloe, Joe.L. & Steinberg (1997) – Changing Multiculturalism, Open University Press**
- **Webster, Yehudi.O. (1997) – Against the Multicultural Agenda: A Critical Thinking Alternative , Praeger Westport**
- **Holzman Lois (1997) – Schools For Growth : Radical Alternatives to Current Educational Models, Lawrence Erlbaum**
- **Benator David (1998) –Corporal Punishment, Social Theory & Practice**
- **Tauber, Robert. T. (1999) – Classroom Management : Sound Theory & Effective Practice, Third Edition, Bergin & Garvey**
- **Hakim, Simon & Ryan, Danial.J. & Stull, Judith.C. (2000) – Restructuring Education: Innovations and Evaluation of Alternative System**
- **Scheurich, James. Skerla, Linda. And Johnson Joseph (2000) – Thinking Carefully about Equity and Accountability ,Phi Delta Kappan,Volume 82,issue 4**
- **Sprague, Jeffrey. & Tobin, Tary. (2000) Alternative Education, Strategies: Reducing violence in School and Community, Journal Of Emotional And BehavioralDisorders,Voulme 8,Issues:3**
- **A Kappan Special Section on Alternative Schools: Changing the odds for Young People – Next Steps for Alternative Education, Phi Delta Kappan,2001,Volume 82,Issue;8**

- **Hamilton, aura. S., StecherBrian.M. andKlein,Stephen.P. (2002)** – making Sense Of test- based Accountability in Education, and
- **The Effect of Corporal Punishment on Antisocial behavior in Children (2004)**, Social Work research, Volume28, Issue