Curriculum

For

Doctor of Philosophy (Ph.D) in Education

School of Education

Adamas Knowledge City

Barasat – Barrackpore Road, P.O. – Jagannathpur,

District – 24 Parganas (North), Kolkata – 700 126,

West Bengal, India

Recent Trends in Education

Course Code: EDN81101 (3-1-0 = 4 Credit)

Objectives: The students will be able

- To understand the current trends of study in Education
- To explore different aspects, perspectives, dimensions of current trends of study in Education
- Develop insights to apply the above competencies in the practices of education.
- To identify the current area of research in Education

Unit-I: Interdisciplinary Approach in Education

   i. Interdisciplinary - concept need and scope.

  ii. Interdisciplinary approaches in Educational Research.

 iii. Interdisciplinary curriculum and teaching

 iv. Emergence of Various Disciplines from Education

  v. Merger of Various Disciplines into Education

Unit- II: Approaches and Process of Learning

i) Approaches:

  a) Lifelong Learning

  b) Distance Learning

  c) Co-operative Learning

  d) Blended Learning

  e) Flexi Space Learning

  f) Reflective Learning

ii) Processes

  a) Inquiry Based Learning

  b) Brain Based Learning

  c) Media literary and Learning

Unit-III: Recent Trends in Education

  i. Inclusive Education

 ii. ICT in Education

iii. Life Skill Education

iv. Multicultural Education

v. Alternative Assessment

vi. Social Constructivism

Unit-IV: Issues in Education

i. Educational Policies

ii. Wellbeing, Peace and Value Education

iii. Comparative Education

iv. Development Education

v. Citizenship Education

vi. Economics of Education.

vii. Creative Innovation in Education

Unit-V: Teacher Education

i. Concept of Pedagogy and Andragogy, Quality Enhancement for Professionalization of Teacher Education

ii. Meaning of Reflective Teaching and Innovation in Teacher Education Models of Teacher Education -Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

iii. Agencies and Institutions of Teacher Education at District, State and National Levels

Suggested Readings:

o Barris, K. (1979) Education and Knowledge: The structured Misrepresentation of reality; Routledge & Kegan Paul, London.

o Blaug, Mark (1972). An introduction to Economics of Education. Allen Lane, London. Penguin.

o Bodner, G.M. (1986). Constructivism: A Theory of Knowledge. Journal of Chemical Education.

o Bruner, J.C. (1997). The Culture and Education. London: Harvard University Press.

o Deway, J. (1956) The School and society, Phonex Books, University of Chicago Press.

o Deway, J. (1963) Democracy and Education, Macmillan, New York.

o   Deway, J. (1963) Experience and Education, Collier-Macmillan.

o   Edqerton, Susan Huddleston (1997). Translating the Curriculum: Multiculturalism into the Cultural Studies. Routledge.

o   Etta, R. Hollins (1996): Transforming Curriculum for a Culturally Diverse Society. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.

o   Freire, P. (1970) Cultural Action for freedom, Penguin Education special, Ringwood, Victoria, Australia.

o   Government of India (2001). National Human Development Report 2001. New Delhi: Planning Commission.

o   Hergenhahn, B.R. & Matthew H. Olson (2007). An Introduction to Theories of Learning. (7th edition). Prentice Hall of India.

o   Hirst, P.H. and Papers, R.S. (1963). The logic of Education, Routledge & Kegan Paul, London.

o   Hirst, P.H. (Ed.) (1963) Educational theory and its Foundation, Disciplines, Routledge & Kegan Paul, London.

o   Illich, I.D. (1970). Deleberation of Awareness, Penguin Education specials, Ringwood, Victoria Australia.

o   Illich, I.D. (1970). Deschooling Society Penguin Education specials, Ringwood, Victoria Australia.

o   Maureen T. (2000). Constructivism, Instructional Design and Technology: Implications for Transforming Distant Learning.

o   Naik, J.P. (1975). Equality, Quality and Quantity. The Illusive Triangle in Indian Education. Bombay: Allied.