

Perspectives of Education

Programme(s) in which it is offered: **B.A.B.Ed. English and B.Sc.B.Ed. Mathematics**

Course Category: Core	Schedule of Offering: Even
Course Credit Structure: 3	Course Code: EDN1211
Total Number of Hours: 45	Contact Hours Per Week: 3
Lecture: 2 Credits, 30 Hours	Tutorial: 1 Credit, 15 Hours
Practical: 0 Credits, 0 Hours	Medium of Instruction: English
Date of Revision:	Skill Focus: Employability
Short Name of the Course: PoE	Course Stream : NA
Grading Method: Pass/Fail, Regular	Repeatable: Non Repeatable
Course Level: Beginner	

Course Description

This course is offered as a Professional Education Course for Integrated B.A.B.Ed. and B.Sc.B.Ed. students. It is focused on highlighting the philosophical and sociological bases of education. The students acquire the basic understanding of application of philosophy and sociology in teaching and learning processes.

Course Introduction

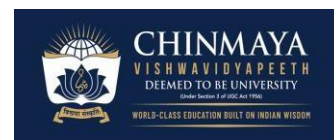
This course intends to acquaint the students with the basic concepts of philosophy and sociology of education. A brief overview of the Indian and Western concepts of education, the educational ideas of eminent Indian and Western philosophers; a brief history of the evolution of Indian education; and the relationship between school and society and its mutual influence are also included in the course.

Course Objectives

1. Understand the various concepts related to Philosophy and Education
2. Analyse the various schools of philosophy and examine their contributions to educational thought and practice
3. Analyse the contributions of various Indian and Western philosophers and examine their contributions to educational thought and practice
4. Comprehend the evolution of Education in India through the Ancient and Medieval periods with special emphasis on Dravidian and Vedic systems of Education

Version No:

Approval Date:



5. Understand the various aspects of Sociological foundations of Education and their relevance in the contemporary educational scenario

Course Outcomes

At the end of this course, student teachers will be able to:

1. Describe the various concepts related to Philosophy and Education
2. Compare the various schools of philosophy and examine their contributions to educational thought and practice
3. Compare the contributions of various Indian and Western philosophers and examine their contributions to educational thought and practice
4. Explain the evolution of Education in India through the Ancient and Medieval periods with special emphasis on Dravidian and Vedic systems of Education
5. Examine the various aspects of Sociological foundations of Education and their relevance in the contemporary educational scenario

PO-CO Mapping

This explains how the Course Outcomes (CO) are mapped with the Programme Outcomes (PO).

PO-CO Mapping Matrix

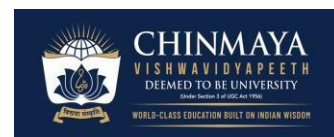
CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

Pedagogy

This course employs Lecture cum discussion, PowerPoint presentations, Library works , Debates, Reading of related articles on education, Assignment, Seminar, etc. All the students will have to submit an assignment. Each student is expected to take part actively in daily discussions which will be assessed for class participation marks.

Version No:

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Suggested Reading:

1. Agarwal, J.C. (2010), *Teacher and education in a developing society*, Delhi; Vikash Publishing house.
2. Bigge, Morris, L.. (1982). *Educational philosophies for teachers*. Columbus: Charles E. Merrill Publishing Co.
3. Ozman, Howard A., & Craver, Samuel M., (2002) *Philosophical foundations of education*. (7th Ed). NJ: Pearson.
4. Paulo, F. (1996). *Pedagogy of the oppressed*, New Delhi: Penguin Books
5. Sachdeva, M.S. (2007). *Education in the emerging Indian society*. Ludhiana: Prakash Book Depot.
6. Taneja, V.R. (2005). *Foundation of education*. Chandigarh: Abhishek Publishers.

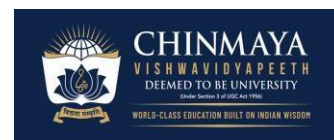
Evaluation Pattern

Evaluation Matrix

	Component Type	Weightage Percentage	Total Marks	Tentative Dates	Course Outcome Mapping
Continuous Internal Assessment (CIA) Components	Mid-term Exam	33% of CIA Marks	10	10 th week	1, 2 & 3
	Participation	17% of CIA Marks	05	Daily	1, 2, 3, 4, 5
	Presentation	33% of CIA Marks	10	8 th and 12 th weeks	3, 5
	Assignment / Practicum	17% of CIA Marks	05	13 th week	5
	CIA Marks	100 % (To be converted to 30%)	30		
	ESE		70%	70	End of the Semester

Version No:

Approval Date:



Module Sessions

Module I: Education and Philosophy

(9 Hours)

Education – definitions - Indian and Western; concept, nature, scope and relevance; Types of Education – Formal, Informal and Non-formal; Agencies of Education – Family, Peer group, School, Community and State; Functions and Aims of Education; Philosophy - Meaning, nature and importance; Branches of Philosophy; Methods of Philosophy; Educational Philosophy; Relationship between Education and Philosophy; Functions of Education towards (i) the individual, (ii) society (iii) nation and (iv) world; Cultivating social, moral a spiritual values.

Readings:

- a) Agarwal, J.S., (2002). *Philosophical and Sociological Perspectives on Education*. New Delhi: Shipra publications.
- b) Taneja, V.R. (2005). *Foundation of Education*. Chandigarh: Abhishek Publishers.

Activities:

- a) Interactive discussion / debate on relevant contexts in education

Module II: Philosophy of Education - Nature and function

(15 Hours)

Major Schools of Philosophy - study of the following schools of philosophy with special reference to their basic principles, aims, curriculum and teaching methodology - Idealism, Naturalism, Realism, Pragmatism, Existentialism and Humanism; Analysis of Educational Ideas of Indian Thinkers - Mahatma Gandhi, Rabindra Nath Tagore, Swami Vivekananda, Aurobindo Ghosh, Dr. S. Radhakrishnan; Analysis of Educational Ideas of Western Thinkers – Plato, Rousseau, Aristotle, John Dewey, Froebel and Maria Montessori.

Readings:

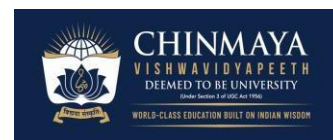
- a) Chauhe, S. P., & Chaube, A (2009), *Foundation of education* , New Delhi; Vikash, Publishing house Pvt. Ltd
- b) Sharma, R. (2004). *Great philosophers of the World*. Spring Books, New Delhi.

Activities:

- a) Critical comparison of educational ideas of Indian and Western philosophers
- b) Invited lecture on Educational ideas of Swami Chinmayananda

Version No:

Approval Date:



Module III: Education in India through the ages

(9 Hours)

Contribution of Upanishads, Bhagavad Gita, Buddhism, Jainism, Islam, and Christianity to Indian Education with special reference to principles aims, content and methods of education: salient features of Dravidian education and Vedic education - characteristics and curriculum.

Readings:

- a) Aggarwal, J.C. (2010) *Landmarks in the history of modern Indian education* (7th Ed) New Delhi: Vikash Publishing Pvt Ltd.
- b) Das, K. K. (1993). *Development of education in India*. New Delhi: Kalyani Publishers.
- c) Gupta, M. (2007). *Education in India*. New Delhi. KSK Publisher and Distributions.
- d) Rawat, P. L. (1989). *History of Indian Education*. New Delhi: Ram Prasad & Sons.

Activities:

- a) Invited talk on contribution of Upanishads/Bhagavad Gita on Indian Education
- b) Interactive presentations and group discussions on the evolution of Indian education system

Module IV: Sociological Foundation of Education

(12 Hours)

Meaning and functions of sociology and sociology of education; society - structure, social stratification, social mobility; equality of educational opportunities and social equity; social change in India; factors affecting social change: caste - ethnicity, class, language, religion and regional imbalances; education and social change; culture and education; cultural determinants of education - functions of education in preservation, transmission and transformation of culture; socialization; agencies of socialization—family, peer group, school, community, mass media,, and their impact on education and society

Readings:

- a) Deshpande, S. (2004). *Contemporary India: A sociological view*. New Delhi: Penguin.
- b) Sachdeva, M. S., Sharma, K.K., & Chanchal Kumar (2015) *Contemporary India and education*. New Delhi: New Century Publication.

Activities:

- a) Assignment / Practicum on any Social issue in the locality