

## Perspectives of Education

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

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

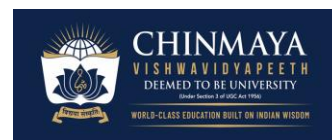
### Course Introduction

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

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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	P01	P02	P03	P04	P05	P06
C01						
C02						
C03						
C04						
C05						

### 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.

### Suggested Reading:

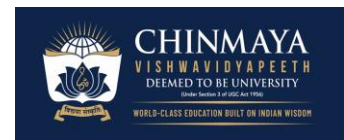
1. Agarwal, J.C. (2010), *Teacher and education in a developing society*, Delhi; Vikash Publishing house.
2. Bigge, Morris, L.. (1982). *Educational philosophies for teachers*. Columbus: Charles E. Merrill Publishing Co.
3. Ozman, Howard A., & Craver, Samuel M., (2002) *Philosophical foundations of education*. (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

	<b>Component Type</b>	<b>Weightage Percentage</b>	<b>Total Marks</b>	<b>Tentative Dates</b>	<b>Course Outcome Mapping</b>
<b>Continuous Internal Assessment (CIA) Components</b>	Mid-term Exam	40% of CIA Marks	40	10 <sup>th</sup> week	1, 2 & 3
	Participation	15% of CIA Marks	15	Daily	1, 2, 3, 4, 5
	Presentation	25% of CIA Marks	25	8 <sup>th</sup> and 12 <sup>th</sup> weeks	3, 5
	Assignment / Practicum	20% of CIA Marks	20	13 <sup>th</sup> week	5
	CIA Marks	100 % (To be converted to 30%)	100		
ESE		70%	70	End of the Semester	1,2,3,4,5

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## 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 and 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

### **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