



Course Title: Education as a Field of Study

Course Code: To be decided later

Credit Units: 04

Level : PG

Course Objectives:

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

To enable the students to:

- Understand the nature of education as a discipline/an area of study. Examine issues related to education as interdisciplinary knowledge
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- Discuss the emerging dimensions of school and teacher education
- Acquaint themselves with the major Indian and western school of philosophy and their educational implications
- Appreciate the contributions made by some Indian and western thinkers to thought and practices of education.
- To understand the social context of education with reference to recent changes; political, economic, social, cultural and global order.

Pre-requisites:

Understanding of the philosophy and society

Student Learning Outcomes:

After the completion of the course the student teacher will be able to

- Define the nature of education as a discipline.
- Examine issues related to education as interdisciplinary knowledge
- Examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
- Discuss the emerging dimensions of school and teacher education
- Appreciate the contributions made by some Indian and western thinkers to thought and practices of education.

• **Course Contents/Syllabus:**

	Weightage (%)
Module I	20
Descriptors/Topics Education as a Discipline: Theoretical and Evolutionary Perspective <ul style="list-style-type: none"> • Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching, learning, instruction, freedom, autonomy and control in relation to the child and teacher Shifts in process of education: • Knowledge and its type, Linking various forms of knowledge with life and community; content with pedagogy; universal knowledge with contextual knowledge. • National values as enshrined in the Indian Constitution, and their educational implications • Education: disciplinary, multidisciplinary and transdisciplinary nature • Domains of education: Inputs, Process and education 	
Module II	20
Descriptors/Topics Indian and Western Educational Thoughts <ul style="list-style-type: none"> • Critical analysis of different Indian Philosophical schools of thought such as – Sankhya, Vedanta, Nyaya, Buddhism, Jainism and Islamic • Critical analysis of different Western Philosophical schools of thought such as –Idealism, Naturalism Existentialism, Realism, Idealism their educational Implications with especial reference to Metaphysics, epistemology and axiology. • Philosophical basis of education: Needs and importance, difficulties in studying education as a discipline 	
Module III	20
Descriptors/Topics Indian and Western Educational Thinkers <ul style="list-style-type: none"> • Indian educational thinkers and their contribution to education: Gandhiji, Tagore, Shri Aurobindo, Vivekanand, • Western educational thinkers and their contribution to education: Socrates, Plato, John Dewey, 	
Module IV	
Descriptors/Topics Sociological Perspective of Indian Education <ul style="list-style-type: none"> • Need to define education in sociological perspective • Concept and nature of Sociology of Education, difference between Sociology 	20

<p>of Education and Educational Sociology: Social organization; social group; social stratification; factors influencing society.</p> <ul style="list-style-type: none"> • Education and Modernisation, Politics, Religion and Culture. • Education as related to Social Stratification and Social Mobility • Constitutional provisions for education of socially and economically disadvantaged section of the society with special reference to schedule caste, schedule tribes, women and rural population. • Education and social stratification :caste, class, equity and inclusion, gender and educational divide, regional divide, education of SC, ST and minorities 	
Module V	20
<p>Descriptors/Topics</p> <p>Changing Political context of education : School Context</p> <ul style="list-style-type: none"> • Multiple school contexts-rural/urban, tribal, schools affiliated to different boards. Changing role of personnel in school management: teachers, headmasters, and administrators. • Need for nurturing learner-friendly school environment. School as site of curricular engagement. • Teacher’s autonomy and academic freedom. • (Discussion on these issues with the help of case studies and examples). • School as sites for struggle and social change. 	

Pedagogy for Course Delivery:

Lecture, Presentation, Seminar, Project

Assessment/ Examination Scheme:

Theory L/T (%)	Lab/Practical/Studio (%)	End Term Examination
100%	NA	70%

Theory Assessment (L&T):

Continuous Assessment/Internal Assessment					End Term Examination
Components (Drop down)	Class Test	Project	Seminar	Attendance	
Weightage (%)	10	10	5	5	70

Text & References

- Aggarwal, J.C. (2005), *Philosophical and Sociological Perspectives on Education*, Shipra Publications, Delhi.
- Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Alynand, Becon.
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