

CLUSTER UNIVERSITY OF JAMMU

SYLLABUS – SEMESTER 2nd (CBCS) – B.Ed
(CORE COURSE - THEORY)

(EXAMINATION TO BE HELD IN 2017, 2018 AND 2019)

TITLE: Philosophical And Sociological Bases of Education

COURSE CODE : 5PSETC0201	CREDITS : 04
DURATION OF EXAMINATION	TOTAL: 100 Marks
MINOR TEST : 01 Hour	MINOR TEST: 40 Marks
MAJOR TEST : 03 Hours	MAJOR TEST: 60 Marks

OBJECTIVE

To enable the pupil teachers to:

- know and understand the Indian thinkers who contributed in education .
- know and understand the fundamentals of the western philosophy on education.
- know and understand the different aspects of social and political set up in context of teacher education.
- know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic –pluralistic society.

Note for Paper Setters

The Question paper consists of 9 questions having Q no 1 as Compulsory having four parts spread over the entire Syllabus, with a weightage of 12 marks .The rest of Question paper is divided into four Units and the students are to attend four Questions from these units with the internal choice. The essay type Question carries 12 marks each. Unit IV having the sessional work/field work(section) could also be a part of the theory paper.

Internship/field work Unit IV having the components/activities of the internship is to be developed in the form of the Reflective Journal. All the activities under the internship are to be evaluated for credits and hence all the activities are to be showcased by the trainee and are to be fully recorded with the complete certification of its genuineness.

The Theory paper is to have 60 marks (external). 40 Marks are for the In House activities encompassing different components. The details of the Internals are given in the syllabus.

UNIT-I

Critical analysis of the Contribution of Mahatma Gandhi: Rabindra Nath Tagore ,Aurobindo Ghosh and Swami Vivekanand (Curriculum , Methodology) Implications of the contributions in the contemporary times(affinities and Differences),characteristics of the secular education; classrooms and the Non violence.

UNIT II

Fundamentals of Western philosophy

Conceptual of Metaphysics, Epistemology And axiology-implications on education. The Socratic Pedagogy; behaviorism and the constructivism. The western schools of

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education Realism and Pragmatism(Curriculum &Methodology),Implications of the same for the Indian class rooms (differentiation)

UNIT III

Teachers and the Socio political understandings

Society –Concept and the functions, Role of Education in the society; Different societies –Welfare Democratic State(Role of teachers , importance and the limitation of the role);Secularism in society(Role of teacher, factors affecting the cause of secularism) and the different inequalities in the Indian society(Language ,Demographic & social inequalities - causes, effects, role of the teachers and the remedies for it) Review of the policies and programs after 1986(political and social Implications for the teachers and the classrooms)

UNIT IV

Teachers and diversities in Indian Society

National Integration (role of teachers, factors –for & against, Remedies) Concept of Universalism vs Nationalism; Emotional Integration and international understandings and the role of teachers and the teaching; teacher and its role for the cause, remedies for the promotion of understanding in the pluralistic democratic society like India. Education and tolerance. Critical analysis of the ‘Learning: The Treasure Within’(Delors’Report)

Field work / Sessional work

Detailed Report Writing on any of the prescribed Indian Thinker(proper documentation along critical commentary of the student teacher in Reflective Journal) ; A critical analysis of outcomes of western philosophy on the Indian teacher,Arranging /enacting the activities in the society regarding the ethos of secularism , democracy;Arranging the get together among the different communities in the colleges as well as the visit of the prospective teachers to the community centers.

Books Recommended & Web Resources

1. *Philosophy and Education* Mrinal Miri , Oxford Publications, Delhi
2. *Philosophy & India Ancestors, Outsiders & Predecessors-* A Raghuramaraju,Oxford, Delhi. *Indian & Western Educational philosophy-* A P Sharma,UniCorn Books,New Delhi (also available @ on pay term basis<http://www.unicornbooks.in/books/book/indian-western-educationalphilosophy-prof-a-p-sharma/ isbn 788178062013/zb.,479,a.0,USD.0,a/index.html>)
3. *AncientIndianUniversities-ApteDG*
<https://ia600407.us.archive.org/34/items/cu31924005633130/cu31924005633130.pdf>
4. *Philosophical & Sociological Basis of Education –V R Taneja*

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5. *Educational Thought and Practice* Taneja ,VR ; Sterling Publishing House
6. *Philosophical & Sociological Foundations of Education* –Rajesh R Sharma
7. *Indian Education in Emerging Society*-PC Singh
8. *Fundamentals of Indian Philosophy*-R. Puligandla
9. *GATS and Hr Education –the need of Regulatory Policies* –NV Verghese – UNESCO,IIEP ,Paris unesdoc.unesco.org/images/0015/001506/150689e.pdf
10. *PanchMukhiShiksha* http://www.banasthali.org/banasthali/wcms/en/home/about-us/five-fold_education/index.html
11. *Ground work of Educational theory.* Ross, James S MacMillan India.
12. *Modern Philosophies of Education* , J, S. Brubacher. Tata Mc Graw Hill ,Delhi
13. *Introduction to the Philosophy of Education*, -Connor, DJO
14. *Sociology: Primary Principles* Shanker Rao, C.N; S. Chand and Co., New Delhi (2002)
15. *Sociological Thoughts* Abhram and Morgan – McMillan, New Delhi.
16. *A Profile of Indian Education System* :Cheney & Ruzzi (Nov 2005) National Centre on Education & Economy <http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf>