

Program specific outcomes-

This course provides the basics of philosophical ideologies that have influenced the Education. It introduces learners to Indian and Western philosophical perspectives of Education. It also attempts to acquaint the students with philosophical and educational thoughts of thinkers.

This course aims to acquaint students with the knowledge of Socio-Political-Economic perspectives of Education. It would familiarize them with Social contexts, Social change and Social mobility. This paper introduces the students about concept of Educational psychology. It explores the process of development and learning in Human Beings. It elaborates the approaches of learning and basics of human behavior. It examines the causes of individual differences and individuals with special needs. Mental health will also be discussed with students.

**BA 2nd , Sem. III,
Course I
(Theory)**

Program/Class: Diploma /BA	Year: Second	Semester: Third
Subject: Education		
Course Code: E010301T	Course Title: Philosophical- Sociological- Political-Economic Perspectives of Education	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Define Education and Philosophy. ● Explain difference between Darshan and Philosophy. ● Identify significant features of the Indian and Western philosophies. ● Illustrate the relevance of the Indian and Western philosophical for modern educational system and society. ● Compare the Indian and Western Philosophical thoughts. ● Define pluralism and diversity in Indian society. ● Relate Education with Political and Economic issues. ● Distinguish between Fundamental Rights and duties. ● Value role of Education for Sustainable Development 		
Credits: 4		
Core Compulsory		
Max. Marks: NA		Min. Passing Marks:
Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w		

Unit	Topics	No. of Lectures
I	<u>EDUCATION AND PHILOSOPHY</u> <ul style="list-style-type: none"> • Meaning and Concept of Philosophy and ‘Darshan’; Difference between Philosophy and ‘Darshan’, its relationship with Education. • Branches of Philosophy and Education. 	8
II	<u>A BRIEF INTRODUCTION TO ANCIENT INDIAN PHILOSOPHIES</u> <ul style="list-style-type: none"> • Vedant. • Bhagavad Geeta. 	8
III	<u>A BRIEF INTRODUCTION TO WESTERN PHILOSOPHIES</u> <ul style="list-style-type: none"> • Idealism. • Naturalism. • Pragmatism. 	7
IV	<u>SOME PROMINENT EDUCATIONAL THINKERS</u> •Mahatma Gandhi. <ul style="list-style-type: none"> • Swami Vivekanand. • BR. Ambedkar. • Rousseau. • Dewey. 	7
V	<u>INTRODUCTION TO INDIAN SOCIETY</u> <ul style="list-style-type: none"> • Pluralism and Diversity in Indian Society. • Social Stratification of Indian Society: Caste, Class, Gender. 	8
VI	<u>SCHOOL EDUCATION AND SOCIETY</u> <ul style="list-style-type: none"> • School as Social Organization. • Social Change and Education. • Social Mobility and Education. 	8
VII	<u>POLITICAL PERSPECTIVES OF EDUCATION</u> <ul style="list-style-type: none"> •Fundamental Rights and Duties. •Directive Principles. 	7

VIII	<u>ECONOMIC PERSPECTIVES OF EDUCATION</u>	7
	<ul style="list-style-type: none"> • Education as Development Indicator. • Education for Sustainable development • UN Millennium development goals VS Sustainable development goals. 	
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • कमर, के. शिक्षा और ज्ञान. दिल्ली, ग्रंथशिल्पी. 2002 • सलूजासी.के, शिक्षा दर्शन, हिंदी माध्यम कार्यान्वयन निदेशालय नई दिल्ली • धकर आर. शिक्षा और समाज. हरियाणा, आधार प्रकाशन. 2006 • ओडएल.के, शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रंथ अकादमी, 1994 • पांडेय के.पी, शिक्षा के दार्शनिक एवं सामाजिक आधार, वाराणसी विश्वविद्यालय प्रकाशन • Archer, M.S. <i>Social Origins of Educational Systems</i>, New Delhi: Sage. 1984 • Brubacher, John S. (ed) . <i>Modern Philosophy of Education</i>, New Jersey: Prentice Hall Inc., Englewood Cliffs. 12 Hours. 1962 • Cohen, B. <i>Educational Thought: An Introduction</i>. Macmillan, Britain. 1969 • Dewey, J. <i>The School and Society</i>. Chicago, The University of Chicago Press. 1915 • Durkheim, E. <i>Education and Sociology</i>. New York: The Free Press. 1956 • Elmhirst, L.K. <i>Rabindranath Tagore: Pioneer in Education</i>. Delhi: Sahitya Chayan. 1994 • Freire, P. <i>Pedagogy of the Oppressed</i>. London, Penguin Books. N.p. 1970 • Kneller, G.F. <i>Foundations of Education</i>. London and New York, John Wiley and Sons, Inc. 1963 • Kumar, K. <i>The Political Agenda of Education: A Study of Colonialist and nationalist Ideas</i>. New Delhi, Sage Publications. 1991 • Shukla, S. and Kumar, K. <i>Sociological Perspective in Education</i>. New Delhi, Chanakya Publications. 1985 • Shukla, S. C. and Kaul, R. (eds.) <i>Education, Development and Underdevelopment</i>, New Delhi: Sage. 1998 		
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods: Assignment / test / Quiz(MCQ) / Seminar		
Suggested equivalent online courses: Courses on Swayam / MOOCs		

**BA 2nd , Sem. III,
Course II
(Practical)**

Program/Class: Diploma/BA	Year: Second	Semester: Third
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Subject: Education		
Course Code: E010302P	Course Title: Practical: Review a book written by prominent educational thinkers included in the course II.	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> ● Develop an stronger orientation towards research • Understand the concept of Book review. 		
Credits: 2	Core Compulsory	
Max. Marks: -	Min. Passing Marks:	
Total No. of Lectures-Tutorials-Practical (in hours per week): P-2		
Unit	Topics	No. of Lectures
I	● What is Book review?	2
II	● Introduction and the discussion of the books written by M.K Gandhi, Swami Vivekanand and B.R Ambedkar.	18
III	● Introduction and the discussion of the books written by Rousseou and Dewey.	10
<p>Note: In Final Examination report shall be examined by external and internal examiners. Marks Distribution: Review presentation- 15 marks Viva- 10</p>		