

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON COURSE

Course Code 901: THEORETICAL FOUNDATIONS OF EDUCATION

COURSE OUTLINE

Contact Hours: 108

Max. Weight: 32

Duration of Exam: 3 hrs.

No. of Credits: 4

Course Objectives

To enable student-teacher to :

- ❖ formulate the philosophical structure for education by making linkages between theoretical understanding and practices.
- ❖ critically examine the concepts of education in Indian and Western Philosophical thoughts and to synthesise them.
- ❖ indulge in independent reflection on philosophical basis of major educational issues in the global context.
- ❖ understand the sociological basis of education.
- ❖ ensure proper interaction between school and family and mould the citizens of a global perspective.
- ❖ appreciate the role of education in social reconstruction and for sustainable development

- ❖ develop research competence with due emphasis on interdisciplinary knowledge base.

COURSE CONTENT

Unit I: Philosophy of Education (5 hrs)

Education and Philosophy: Meaning, scope and nature of philosophy. Aims of education - Education for knowledge management - purpose of human existence as the common denominator between education and philosophy – Nature and functions of philosophy - Speculative , Normative and Analytical.

Unit II: Philosophical Areas of Study (6 hrs)

Metaphysics: Metaphysical problems and education related to Nature, Man and Society.

Epistemology: Epistemology and education knowledge, Methods of acquiring valid knowledge.

Axiology: Axiology and Education. Critical appreciation of the contributions made by various religions to education. Democratic and Totalitarian concept of Discipline

Unit III: Western Schools of Philosophy (6 hrs)

Idealism, Naturalism, Pragmatism, Realism, Humanism, Reconstructionism, Existentialism and Marxism with special reference to Epistemology, Metaphysics and Axiology and their educational implications. Eclectic tendencies in education

Unit IV: Indian Philosophy and Education (8 hrs)

Indian Schools of Philosophy: Vedanta, Sankya, Nyaya Yoga, Buddhism, Jainism. Educational importance of Upanishads and Bhagavad-Gita. Educational prescriptions of Islam and Christianity as evidenced through Quran and Bible and their influence on education

Heterodox Schools of *Philosophy: Buddhism, Jainism and Charvaka.*

Karma and Dharma in *Bhagavad Gita*, Monism and Monotheism in *Quran*, , Message of Love and Service for humanity in the *Bible*

Unit V: Western Philosophers (10 hrs)

Contributions to Educational thought and practice by great western thinkers – Plato, Aristotle, Kant, Dewey, Spencer, Froebel, Montessori, Ivan Illich, Paulo Freire, Comenius, Hegel.

Unit VI : Indian Philosophers (10 hrs)

Contributions to Educational thought and practice by great Indian thinkers- Vivekananda, Aurobindo, Gandhiji, Tagore, Radhakrishnan, Krishna Murthi.

Unit VII: Education and Sociology (14 hrs)

Definition and scope of Relationship of Education and Sociology – Educational Sociology and Sociology of Education – Social system. Education for a socialistic pattern of society.

Social Institutions – Home & Community. Process of socialization – factors of socialization, agencies of socialization – elements of socialization.

Unit VIII: Education and the Society (14 hrs)

Origin of society – Types of society, Nature of society, Social structures – Elements of social structures – Types of social structure. Social structure and education. Social control and social change. Nature of social control and social change - constraints of social change.

Education related to social stratification and social mobility. Education and modernization. The role of education in social reconstruction in India.

Unit IX: Education and Nation (13 hrs)

Education and the states: Education and Politics. Education and Democracy.

Education and culture. Meaning and nature of culture.

Education of the disadvantaged sections - scheduled castes, scheduled tribes, women and rural population - Legal and constitutional provisions relating to Education in India.

Unit X: National Integration (11 hrs)

Education for National Integration- Education for national and international understanding - Education related to social equity and equality of educational opportunities.

Unit XI: Education and Values (11 hrs)

Value education and Human Rights Education – Moral Education: Material, intellectual, social, aesthetic, moral and spiritual values. Change in values, National values in the Indian Constitution. Human Rights Education: Need and importance - Rights to Education. Recent researches in value education and Human rights education

Practicum

Any Two Items

1. Prepare a report on comparison of different schools of philosophy.
2. Prepare a report on the extent to which democratic principles of education are maintained in educational institutions in the state.
3. Prepare a report on social composition and structure of a chosen school and social interaction amongst different groups.
4. Write an ethnographic description of interaction in an elementary class room.

References

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M.Ed. Degree Examination - Semester I
Model Question Paper
Course Code: 901 Theoretical Foundations of Education

Time: Three Hours

Maximum Weight : 32

Part A

Answer any two questions
Each question carries a weight of 4

1. Describe the salient features of a system of Education based on Existential Philosophy. Briefly explain the axiological, metaphysical and epistemological aspects of existentialism.
2. Outline the importance of Human Rights Education in the present context.
3. Describe the recent Research directions in emerging philosophical sociological issues with due priority to education in the present scenario.
4. What is women empowerment? Discuss the various constraints in imparting education to women in India and its impact in Kerala.

(2x4 = 8 weight)

Part- B

Answer any six questions.
Each question carries a weight of two

5. What are the different concepts involved in the idea of “equality of educational opportunity”? State the provisions made in Indian Constitution for providing equality of educational opportunity to its citizens.
6. What is meant by “cultural lag.” How can you avoid this through education?
7. Briefly describe the importance of education of the weaker sections of the community in a democratic country.

8. What do you mean by values? Explain “absolute values and “instrumental values” with suitable examples.
9. Define the terms “Social Stratification” and “Social Mobility”.
10. What are the special problems of imparting moral education in Indian schools? Suggest means for solving these problems.
11. In what ways does sociology of education determine curriculum?
12. Explain the modern concept of philosophy.

(6x2=12 weight)

Part C

Answer any six questions

Each question carries a weight of 1

13. Explain the concept of Discipline.
14. Examine the various dimensions of education for International understanding.
15. What are the salient features of Mahatma Gandhi’s Scheme of Basic Education?
16. Identify the disruptive forces working against secularism.
17. Differentiate between Elite and Mass education.
18. Examine the role of education in the cultural context.
19. How is education instrumental in International Understanding?
20. Briefly describe the educational implications of Humanism.

(6x1=6 weight)

Part D

Answer all questions

Each question carries ½ weight

21. What is peace culture?
22. How can you maintain sustainable development among pupils?
23. Mention the main features of Buddhist education.
24. Highlight Froebel’s contributions to early childhood education.

25. Give the basic principles of Basic Education.
26. Suggest two measures for women empowerment.
27. Define philosophy.
28. Define social mobility.
29. Examine the salient features of Existentialism.
30. The major provisions of 'Right to Education'.
31. Define constructivism.
32. What is NCF?

(12x ½ = 6 weight)