



SEMESTER-II

COURSE-I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours

Credits:4

Max. Marks- 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES

This paper aims at developing the following competencies:

- Undertaking the nature and functions of philosophy of education.
- Writing a critical note on the nature of knowledge and knowledge getting process.
- Understanding the Contribution of various Indian and Western Schools of Philosophy in the field of Education.
- Critical appraisal of contributions made to education by prominent educational Thinkers
- Logical analysis, interpretation and synthesis of various concepts, proposition and Philosophical assumption about educational phenomena.

COURSE CONTENTS

UNIT –I

- Meaning of Education and Philosophy
- Relationship of Education and Philosophy.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.
- Meaning and Nature of Knowledge.
- Types and Source of Knowledge.
- Methods of Acquiring Knowledge.

UNIT-II

- Indian Schools of Philosophy-
 - Vedanta
 - Sankhya,
 - Buddhism
 - Jainism
 - Islamic traditions

with special references to the concept of reality, knowledge and values and their educational implications.

UNIT – III

Western schools of Philosophy:

- Idealism
- Realism
- Naturalism
- Pragmatism
- Existentialism

with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of

UNIT-IV

- Education Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore, Gandhi, Dr. Radhakrishnan & J. Krishnamurthy.
- Modern Concept of Philosophy:-
 - Logical analysis
 - Logical empiricism and
 - Logical Positivism.

Tasks & Assignments: Any one of the following :(10 marks)

- Write a script on Educational development in ancient India after classroom discussion.
- The Essay Course : Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.
- Any other task assigned by the institution.

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John. Democracy and Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
8. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
9. Pandey, R.S. An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
11. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
12. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
13. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

COURSE-II

SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

Course objectives-

The students will be able to:

- define the meaning and concept of educational sociology.
- explain the concept of social organization and factor affecting it.
- illustrate Education as a process of social system and socialization.
- critically appropriate the issues related to social change, determinate of social change, equity and equality of education opportunities.
- explain the important issues like social stratification and social mobility.

COURSE CONTENT

UNIT-I

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, dynamic characteristics of social organization, factor influencing social organization- folkways, mores, institution and values etc and its educational implications

UNIT-II

- Socialization: meaning and concept, Agencies of socialization: family, school, society and community, Role of Education in Socialization.
- Culture: meaning and nature of Culture.
- Education and Culture.
- Cultural determinants of education
- Education and cultural change
- Concept of Cultural Lag, Enculturation & Acculturation

UNIT-III

- Value education: meaning and concept of values and its nature, Role of Education in inculcating values.
- Education and Social Change: meaning and nature, Factor determining social change.

- Constraints of social change in India- Caste, Ethnicity, Class and Language, Religion and Regionalism.
- Role of education in social change.

UNIT-IV

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.
- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications

Tasks and Assignments: Any one of the following(10 marks)

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Any other activity assigned by the institution.

SELECTED READINGS

1. Pandey, K.P. Perspectives in Social Foundations of Education. Amitash Prakashan, Ghaziabad, 1983.
2. Havighurst, Robert et al. Society and Education. Allyn and Bacon, Boston, 1995.
3. Gore, M.S. Education and Modernization in India, Rawat Publication, Jaipur, 1984.
4. Kamat, A.R. Education and Social Change In India. Samaiya Publishing co., Bombay, 1985.
5. Maunheim, K. et al. An Introduction to Sociology of Education Routledge and Kegan Paul , London, 1962.
6. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
9. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
11. Mossish, loor, Sociology of Education : An Introduction, George Allen and Unwin, London, 1972
12. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

COURSE-III
CURRICULUM STUDIES

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

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2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- conceptualize the meaning and different perspectives of curriculum
- understand the epistemological, sociological and the psychological basis of curriculum development
- understand the different types of curriculum with respect to their main orientation and approaches
- compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

COURSE CONTENTS

UNIT – I

- Concept of ‘Curriculum’ and ‘Syllabus’ and their scope
- Process of curriculum development
- Bases of curriculum
- Principles of curriculum development
- Factors affecting curriculum development

UNIT – II

- Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based, core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance
- Approaches in Curriculum Development - Developmental approach, Functional approach and Eclectic approach
- Curricular trends- Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum

UNIT – III

- Models of curriculum development and planning
 - Taba's Model of curriculum development
 - Administrative model
 - Grass root model
 - Demonstrative model
 - System analysis model

UNIT – IV

Curriculum transaction and its evaluation
Formative and summative evaluation
Methods of curriculum evaluation and models of curriculum evaluation
Role of teacher in curriculum evaluation
Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
NCF, 2005 and NCFTE, 2009
Recent developments and research trends in curriculum designing

Tasks and Assignments: Any one of the following:(10 marks)

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Compare and prepare report on different curriculum prescribed by different boards at secondary level.
- Any other work assigned by the institution.

SELECTED READINGS

- Bobbitt, F. (1918). *The Curriculum*. Boston: Houghton Mifflin. Co.
- Denis, L. (1986). *Social Curriculum Planning*. Sydney: Hodder&Stoughton, London.
- Edward, A. K. (1960). *The Secondary School Curriculum*. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). *Curriculum Development*. Panipat: N. M. Publishers.
- Goodland, J. (1979). *Curriculum Enquiry – The Study of Curriculum Practices*. New York: McGraw Hill.
- Hamilton, D. (1976). *Curriculum Evaluation*. London: Open Books Publishing Limited.
- Hass, G. (1991). *Curriculum Planning: A New Approach*. Boston: Allyn Bacon.
- Hooer, R. (1971). *Curriculum: Context, Design and Development*. New York: Longmans.
- Lewy, A. (1977). *Handbook of Curriculum Evaluation*. New York: Longman, Inc.
- Lewy, A. (1977). *Studying Curriculum*. Buckingham: Open University Press.
- Oliver, A. (1977). *Curriculum Improvement – A Guide to Problems, Principles and Processes*. New York: Harper and Row.
- Payne, D. A. (1973). *Curriculum Evaluation: Commentaries on Purpose, Process and Product*. Boston: D. C. Heath.
- Pratt, D. (1980). *Curriculum Design and Development*. New York: Harcourt, Brace and Jovanvich.
- Saylor, J. G. & Alexander, W. M. (1960). *Curriculum Planning*. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). *Designing the Curriculum*. London: Open Books Publishing Ltd.

- Taba, H. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). *Curriculum Development: Theory into Practice*. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). *Curriculum Principles and Foundations*. London: Harper and Row Publishers.

COURSE-IV

TEACHER EDUCATION: PRE-SERVICE & IN-SERVICE

Time: 3 Hours
Credits:4

Max. Marks- 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

1. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
2. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
3. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
4. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- enable the students to understand human capital, education & employment analysis of earning
- understand the concept of teacher education along with its need and scope
- understand the historical developments in the field of teacher education in India
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education
- and needs of innovation in pre-service teacher education programmes
- understand concept, structure and modes of in-service teacher education
- explain the role of various international, national and state agencies in teacher education
- discuss current trends in teacher education
- discuss various challenges faced by teacher education in 21st century.

COURSE CONTENTS

UNIT – I

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.

- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66) in India.
- Aims and Objectives of Teacher Education at:
 - Elementary Level.
 - Secondary Level.
 - Higher Level.

UNIT-II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission),NUEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21st century.

Tasks & Assignments: Any one of the following (10marks)

- Prepare a report on role of various central and state agencies in Teacher Education.
- Prepare a project on challenges in Teacher Education in 21st Century.`
- Any other activity assigned by the Institution.

SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Dwivedisp(1980). Teacher Education: A Resource Book, New Delhi: NCERT.

COURSE-V

INTERNSHIP: TEACHER EDUCATION INSTITUTE (SIX WEEKS)

(Evaluation by external examiner only at the end of the semester)

Max. Marks: 100

Duration: 6 weeks

Credits: 4

Note: Do any four activities from the following:

- 1) Design a curriculum and develop teaching-learning material on any subject. (25 marks)
- 2) Suggest some new research studies to be undertaken in field of education. (25 marks)
- 3) Working with community based on any project of social welfare. (submission of activity report). (25 marks)
- 4) Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged. (25 marks)

- 5) Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)
- 6) Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health. (25 Marks)
- 7) Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment. (25 Marks)

COURSE:VI DISSERTATION

(Evaluation by external examiner only at the end of the semester)

Credit-2

Maximum Marks: 50

- Writing synopsis (with review of related literature) and its presentation.

