



Programme and Subject: Master of Education

Semester-2 (two years) Syllabus with Effect from June 2021 MASTER OF EDUCATION

Syllabus with effect from the Academic Year 2021-2022

<p>Programme Outcome (PO) – for Master of Education Programme</p>	<ul style="list-style-type: none">▪ Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development teachers.▪ To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological to make sense of education – its policies, systems, institutions, practices and processes.▪ To understand and practice to logical balance between theory and field exposure▪ Professional preparation and continuing professional development of students in turn need teachers educators who are themselves professional teacher and who have through a process of critical scrutiny of theory, critical reflection on practices as well as doing research, deepened their understanding of the larger societal factors them circumscribe the context and scope of the core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics played out in the psychic and social world of the learners.▪ To prepare teacher educators; however, in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.▪ Service provided with a relationship characterized by desire to help and with a sense of integrity and authorized by an institutional body.• A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's OWN also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.
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PROGRAMME STRUCTURE

Master of Education(M.Ed.)

Semester-II

**Programme Specific Outcome(PSO)-
for M.Ed.Semester-II**

Having completed semester-II the learner will be able to

- Explain the relation between philosophy and education.
- Classify the metaphysical, epistemological and axiological implications of educational ideas and processes.
- Develop a critical attitude towards practices centring philosophical aspects.
- Evaluate attitude towards social issues related to education.
- Analyse the emerging trends and democratic concerns.
- Explain and evaluate the contribution of Indian and Western Sociological thinkers.
- Understand the epistemological, sociological and psychological bases of curriculum development.
- Understand and different types of curriculum respect to their main orientation and approaches.
- Compare and analyse the NCF over the years with respect to their Foundational considerations, concerns, priorities goals.
- Define the research objectives.
- Identify the research problem and the variables affecting the research problem.
- Develop research proposal.
- Identify capacities to work effectively in teacher education institute.
- Apply theoretical knowledge into practice teaching learning process, arranges co-curricular activities and its implementation.





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Course type	Course Code	Name of Course	Theory/ practical	Credi t	Contact Hours/ week	Exam duration in hrs	Component of Marks		
							Internal Marks	External Marks	Total
							Passing/Total	Passing/Total	Passing/Total
CORE	PE02CMED51	Philosophical foundation of education	Theory	4	4	3 hours	10/30	28/70	40/100
	PE02CMED52	Sociological foundation of education	Theory	4	4	3 hours	10/30	28/70	40/100
	PE02CMED53	Curriculum studies	Theory	4	4	3 hours	10/30	28/70	40/100
	PE02CMED54	Teacher Education Directions	Theory	4	4	3 hours	10/30	28/70	40/100
	PE02CMED55	Dissertation	practical	2	4		20/50	--	20/50
	PE02CMED56	Internship in a TE1	practical	4	4		40/100	--	40/100
		Total			22	24		100/270	112/280





MASTER OF EDUCATION
Semester II

Course Code	PE02CMED51	Title of the Course	Philosophical Foundation of Education
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to... <ul style="list-style-type: none">• Explain the relation between philosophy and education.• Classify the metaphysical, epistemological and axiological implications of educational ideas and processes.<ul style="list-style-type: none">▪ Conclude the ideas from Indian Schools of philosophy and Educational thinkers and around the world.▪ Develop a critical attitude towards practices centring philosophical aspects.• Develop competence in analysing philosophical texts and researches.
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Course Content		
Unit	Description	Weightage* (%)
1.	ORIENTATION OF PHILOSOPHY AND PHILOSOPHY OF EDUCATION <ul style="list-style-type: none">• Meaning of philosophy and philosophy of education including nature and scope of educational philosophy and relation between education and philosophy.• Philosophical foundation of Indian Education: ekatmta, life is one & constant, goal of life, holistic view of life, co-existence, no struggle.• Basic understanding of metaphysics, epistemology and Axiology including educational implications.• Philosophical attitude and its implications in educational practice.	25%
2.	PHILOSOPHICAL “isms” AND EDUCATION <ul style="list-style-type: none">• Meaning of “ism”, idealism• Naturalism, pragmatism,• Realism and existentialism• Humanism: (Discuss these all isms in relation to meaning, belief about eternal truth, form of knowledge and methods to achieving it. Belief about value, Curriculum, teaching learning methods, role of teacher, discipline, Educational	25%





	implications)	
3.	THINKERS AS EDUCATIONIST AND THEIR CONTRIBUTION <ul style="list-style-type: none">• Dr. Sarvapalli Radhakrishna's educational thinking and concerns.• Sardar Vallabhbhai Patel's educational thinking and concerns.• Deen Datal Upadhyay's educational thinking and concerns.• Michel Foucanlts thinking interprtatum and implications.	25%
4.	BASIC UNDERSTANDING ON EASTERN SCHOOLS OF PHILOSOPHY AND ADVANCEMENT IN PHILOSOPHICAL UNDERSTANDINGS. <ul style="list-style-type: none">• Philosophy in Bhagvad Gita with reference to theory of Action and concept of Gnanyog , Sankhy Darshan, Nyaya,ShankerVedantand educational implications,• Jainism and Islamic thinking in educational perspectives and educational implications,• Analysis of selected philosophical texts from educational perspectives• Nature of Research in Educational Philosophy with illustrations of at least 3 research studies.	25%

Teaching-Learning Methodology	Lecture- cum- discussion, abhinavpanchpadi education methodology, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicium, project work, visits, etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

1.	Explaining the relation between philosophy and education.
2.	Classifying the metaphysical, epistemological and axiological implications of educational ideas and processes.
3.	Concluding the ideas from Indian Schools of philosophy and Educational thinkers and around the world.
4.	Developing a critical attitude towards practices centring philosophical aspects.
5.	Analyzing philosophical texts from educational perspectives.
6.	Explaining the nature of Research in Educational Philosophy with illustration.

Suggested References:

References

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