

M.A. 2ND SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME AND CODE: PHILOSOPHICAL FOUNDATION OF
EDUCATION (EDN 2016)**

CREDITS: 06; PAPER-I

Course objectives:

1. To explore and understand the key philosophical foundations of education, including the major philosophical theories and thinkers that have influenced educational thought and practice.
2. To critically analyze and evaluate the philosophical concepts and principles that underpin various educational systems and approaches, fostering a deeper comprehension of how these ideas shape educational policies and practices.
3. To encourage students to reflect on and develop their own personal educational philosophy, integrating insights from various philosophical perspectives to inform their teaching practice and educational decisions.
4. To apply philosophical theories and concepts to contemporary educational issues and challenges, enabling students to use philosophical reasoning to address and solve problems in educational settings.

Unit: I Introduction to Philosophy of Education:

- Basics Branches of Philosophy
 - a) Epistemology
 - b) Metaphysics
 - c) Axiology
- Concept, nature and scope of philosophy of education
- Philosophy and science, Philosophy and education
- Functions of philosophy of education and relationship with educational philosophy

Unit: II Philosophical Approaches in Education:

- a) Indian Philosophies of Education –
 - Samkhya and Vedanta
 - Buddhism, Jainism and Islamic Philosophy
- b) Western Philosophies of Education
 - Realism and Existentialism
 - Logical Positivism

Unit: III Knowledge, Reality and Values:

- Meaning, nature and source of knowledge
- Meaning of Reality
- Values Meaning and Hierarchies of Values
- National values as enshrined in Indian Constitution and their Educational Implication

Unit: IV Modern Concept of Philosophy:

- Analysis-Logical analysis
- Logical empiricism
- Positive relativism
- Contributions of Philosopher –
 - a) Indian Philosopher Vivekananda, Tagore, Gandhi and Aurobindo
 - b) Western Philosopher – Rousseau, Russell and John Dewey

Selected readings

- Shrivastava, K. K. : Philosophical Foundation of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2
- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002
- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975

- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950
- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002
- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014
- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London

M.A. 2nd SEMESTER
DEPARTMENT OF EDUCATION
COURSE NAME & CODE. EDUCATIONAL PLANNING AND MANAGEMENT
(EDN 2026)

CREDITS: 06; PAPER-II

Course objectives:

- To provide students with a comprehensive understanding of the principles, processes and practices involved in educational planning, including strategic, operational and contingency planning.
- To equip students with the necessary management skills to effectively lead and administer educational institutions, focusing on areas such as resource allocation, human resource management and organizational behavior.
- To enhance students' abilities to make informed decisions based on data analysis, policy evaluation and stakeholder consultation, ensuring that educational initiatives are aligned with institutional goals and societal needs.
- To develop students' competencies in implementing and evaluating quality assurance mechanisms, including monitoring and evaluation systems, to maintain and improve the standards of educational programs and institutions.

Unit: I Basic concept of Educational Management:

- Meaning, nature and scope of educational management
- Basic principles of educational management
- Management, administration and organization- their differences and relationship
- Classroom management and managerial skills of teacher

Unit: II Management Process in Educational Planning:

- Planning, organizing, directing, supervising and controlling the educational management process
- The Central-State Relationship in Educational Planning and Management

- Meaning, nature, importance, principles of educational planning & Approaches of Educational Planning – Social Demand approach, Manpower requirement approach, Rate of Return approach
- Steps in Preparation of plans implementing, evaluating and readjusting a plan

Unit: III Personal Management and Financing in Education:

- Requirements and selection of teachers and administrative staff
- Financing-importance of educational financing at various levels
- Planning Programming Budgeting system (PPBS)
- Expenditure: State and Private Enterprise

Unit: IV Educational Administration:

- Concept of Educational Administration
- Centralization and Decentralization of administration in India: State and Private enterprise
- Existing problems of administration in India: External Controls and Internal Controls
- Equalization of Educational Opportunities (Constitutional Provision)

Selected Readings:

- Sharma, R.N. (2007) Educational Administration, Management and Organization, Surjeet Publications, Delhi-110007
- Taj, Hasneen and Bhargava Piyush (2012), Modern Perspectives of Organizational Behaviour, Harprasad Institute of Behavioural Studies, Agra-262007
- Mathu, M.V. (1983), Towards Improved Educational Planning and Administration, Dislogue Publication
- Bhatnagar, R.D. (1986). Educational Administration, Planning and Supervision, Anupam Publications

- Adams, H.P. and Dickey F.G. (1993), Basic Principles of Supervision, American Book Co. New York
- Bhatnagar, R.P. and Agarwal, V. (2003), Educational Administration, R. Lal Book Depot, Meerut
- Cambell, C.M. (2000), Practical Application of Democratic Administration, Harper and Brothers, New York

M.A. 2ND SEMESTER

DEPARTMENT OF EDUCATION

**COURSE NAME & CODE.: METHODS AND TECHNIQUES OF TEACHING
(EDN 2036)**

CREDITS: 03 +03 =06; PAPER-III

Course Objectives:

- To comprehend the fundamental principles and components of the teaching-learning process and apply them to create effective educational environments.
- To explore and critically evaluate different teaching methods and styles, understanding their strengths and weaknesses in order to select appropriate strategies for diverse educational contexts.
- To develop and implement a range of teaching techniques that enhance student engagement and learning outcomes, catering to varied learning needs and preferences.
- To refine instructional skills by incorporating best practices in teaching, including classroom management, communication, and assessment, to foster a supportive and productive learning atmosphere.

(Theory 50)

Unit: I The Teaching Learning Process:

- Meaning, nature and characteristics of teaching
- Teaching learning process
- Marks of good teaching

Unit: II Teaching, Methods and Styles:

- Teaching devices – Explanation, Questioning, Illustration, Teaching Aids
- Style of teaching –
 - Autocratic style – Lecture method, Demonstration, Tutorial, Team Teaching
 - Permissive style of teaching – Group discussion, Panel discussion, Project, Seminar, Symposia, Workshop

Unit: III Teaching Techniques:

- Maxims of teaching
- Micro teaching, skill development and Simulation
- Lesson plan – Essential of a good lesson plan, Herbartian steps of lesson plan, LPSGU model of lesson plan

(Practical-50)

Contents:

- Students are required to Prepared 20 Lesson Plans, taking two Method Subjects (10 Lesson in each of the two Subjects)
 - Practice Teaching will have to be done by the Students in the Neighboring Schools.
 - The Lesson Plan are to be Countersigned by the Supervisor and Headmaster/ Headmistress of the Respective School.
1. Teaching Practical: 25
 2. Note Book: 15
 3. Viva Voce: 10

Total = 50

Selected Readings:

- The Skillful Teacher: Building Your Teaching Skills” by Jonathan D. Finkelstein
- “Tools for Teaching” by Barbara Gross Davis
- “The Art of Teaching” by Gilbert Highet
- “Teaching to Transgress: Education as the Practice of Freedom” by bell hooks

- “How to Teach Now: Five Keys to Personalized Learning in the Global Classroom” by William Powell and Ochan Kusuma-Powell

MA. 2nd SEMESTER

DEPARTMENT OF EDUCATION

COURSE NAME AND CODE: COMPARATIVE EDUCATION (EDN 2046)

CREDITS: 06; PAPER-IV

Course Objectives:

- To understand the concept and scope of comparative education.
- To analyze the education systems of India, England, Japan and the USA.
- To compare and contrast the key features of these education systems.
- To evaluate the impact of cultural, social, and political factors on education in these countries.

Unit: I

- Concept, scope and importance of comparative education
- Determinants of national system of education
- Comparative education in Indian context with reference to primary, secondary and Higher education

Unit: II

- England-National education system of England, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Unit: III

- Japan-National education system of Japan, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Unit: IV

- USA – National education system of USA, Pattern of Administration, Primary Education, Secondary education, Higher Education and Teacher Education

Selected Readings:

- Hans, Nicholas, Comparative Education, University Book Stall, 5 Anachari Road, New Delhi-110002
- Chaube, S.P., Comparative Education, Prasad & Sons, Agra-3
- Kandel, I.L., The new Era in Education, Houghton Mifflin Co. Boston
- Kenneth, R.K., Education in USA, Alven Redman Ltd., London
- Russel, J.D. & Judd, C.H., The Americal Education System, Houghton Mifflin Co. Boston
- Alexender, W.P. Education in England, Newness Publishing Company Ltd. London
- Curtis, S.J. History of Education in Great Britain, University Tutorial Press Ltd. London
- Keenleyside H.L. & Thomas A.F. History of Japanese Education and Present Education system, H Kueido Press, Tokyo