

SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.

B.Ed. SYLLABUS - II SEMESTER

BCC4-PERSPECTIVES IN EDUCATION

(3 CREDITS - 48 HOURS)

OBJECTIVES

On completion of this course the student teachers will be able to

1. acquire knowledge on philosophies of education
2. understand the philosophical thoughts of Eastern and western philosophers
3. acquire knowledge on education for nationalism and national integration
4. acquaint with the knowledge of national agencies on education
5. understand the meaning, characteristics and quality indicators of quality education

UNIT I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION (L-5, P-2, T-1)

Meaning and Definitions of Philosophy

Relationship between Philosophy and Education

Scope of philosophy of Education

Philosophies of Education- Idealism, Realism, Naturalism, Pragmatism and Existentialism

UNIT II : EASTERN AND WESTERN PHILOSOPHERS (L-5, P-1, T-1)

Eastern Philosophical Thoughts of Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo and J.Krishnamoorthy

Western Philosophical Thoughts of Rousseau, Froebel, John Dewey, Montessori and Pestalozzi

UNIT III: EDUCATION FOR INTERNATIONAL UNDERSTANDING AND NATIONAL INTEGRATION (L-6, P-5, T-2)

International Understanding and National Integration: Meaning and Concept

Obstacles - Communalism, Casteism, Regionalism, Language issue, Narrow Politics, Lack of leadership and guiding principles

Curricular for developing International Understanding and National Integration- History, Geography and Civics, Science, Language and Literature - Co- Curricular activities for developing International Understanding and National Integration - Drawing, Painting, Modelling and Handicraft, School assembly, Dramatic Presentation, School Newspaper and Bulletins, Educational Tour and Student Exchange Programmes

UNIT IV: DIFFERENT SCHOOL BOARDS IN INDIA AND ROLE OF NATIONAL AGENCIES ON EDUCATION (L-9, P-2, T-2)

UNIT V: QUALITY IN EDUCATION (L-5, P-1, T-1)

Meaning and Characteristics of Quality Education

Dimensions of Quality Education- Learners, Learning Environment, Content, Processes, Outcomes

Indicators of Quality-Input, Process and Output Indicators

Role of Quality Assurance Cell in quality Education

PRACTICUM

Compare different Philosophies of Education and Highlight their Implications

Discussion on Philosophical thoughts of Eastern and Western Philosophers

Present a Report on Co-Curricular Activities for promoting International Understanding

Discussion on Role of NCTE and NCERT in Enhancing Teacher Education

Identifying and reporting about measures of Quality Education in schools

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