

**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS)**  
**M.Ed. SYLLABUS - I SEMESTER**  
**MCC1 - PHILOSOPHICAL FOUNDATIONS OF EDUCATION**  
**(4 CREDITS- 128 HOURS)**

**OBJECTIVES**

**On completion of this course the prospective teacher educators will**

1. acquire the concept of philosophy and its branches
2. understand the orthodox and heterodox system of Indian philosophy
3. understand thoughts of Indian philosophers
4. acquire basic concepts of western philosophy
5. acquaint themselves with western philosophers

**UNIT I: PHILOSOPHY (L-12, P-6, T-4)**

Philosophy – Meaning, Definitions and Features of Philosophy

Branches of Philosophy- Metaphysics Epistemology and Axiology

Relation between Philosophy and Education

Scope and Function of Educational Philosophy

**UNIT II: HETERODOX AND ORTHODOX SYSTEM OF INDIAN PHILOSOPHY  
(L-14, P-6, T-6)**

Heterodox system: Charvaka, Jainism, Buddhism

Orthodox system: Nyaya, Vaisesika, Sankhya, Mimamsa, Vedanta and Yoga

**UNIT III: THOUGHTS OF INDIAN PHILOSOPHERS (L-15, P-6, T-6)**

Rabindranath Tagore

M.K.Gandhi

Swami Vivekananda

Sri Aurobindo

J.Krishnamurthi

**UNIT IV: BASIC CONCEPT OF WESTERN PHILOSOPHY (L-15, P-6, T-5)**

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

**UNIT V: THOUGHTS OF WESTERN PHILOSOPHERS (L-15, P-7, T-5)**

**John Locke, John Dewey, Pestalozzi, Rousseau and Frobel**

## **PRACTICUM**

Discussion on the relationship between philosophy and education

Present a report on the heterodox system of Indian philosophy

Panel discussion on thoughts of Indian philosophers

Discussion on implications of western philosophies in education

Prepare a report on Rousseau's educational philosophy

## **REFERENCES**

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2. Dr.Girish Pachauri, Education in Emerging India, Vinay Rakheja, Meerut, (2014).
3. Dr. Jasraj Kaur, Dr. Reshma Saraswat, Philosophical Foundation Education, Agra, (2015).
4. Kamal .S. Srinivasan, Sangeeta Srivastava, great Philosophers and Thinkers on Education, A.P.H. Publishing Corporation, New Delhi, (2011).
5. Mujibal Hasan Siddiqui, Philosophical and Sociological Perspectives of Education, New Delhi, (2007).
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7. Premila sharma, Philosophy of Education, A.P.H. Publishing Corporation, New Delhi, (2016).
8. R. P. Pathak, Philosophical and sociological Perspectives of Education, New Delhi, (2011).
9. Dr. Santhosh Vallikkal, Philosophies of Education, A.P.H. Publishing Corporation, New Delhi, (2018).
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11. U.C.Vashishtha, Hemant Khandai, Anshu Mathur, Educational Philosophy, A.P.H. Publishing Corporation, New Delhi, (2011).
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**SRI SARADA COLLEGE OF EDUCATION (AUTONOMOUS), SALEM-16.**

**M. Ed. SYLLABUS - III SEMESTER**

**MCC6 -HISTORY AND POLITICAL ECONOMY OF EDUCATION**

**(4 CREDITS 128 HOURS)**

**OBJECTIVES**

**On completion of this course the prospective teacher educators will**

1. acquire the knowledge of the historical perspective of education in pre and Post independent India
2. understand the implications of various contribution through education for an equitable society
3. develop knowledge about the political perspective of education
4. develop understanding of the economics of education
5. develop understanding of the Perspectives on Political economy of education

**UNIT I: EDUCATION IN PRE-INDEPENDENT INDIA (L-13, P-7, T-5)**

Ancient India: Vedic, Buddhist, Jain

Medieval India: Sultanate and Mughal period

Colonial Period: Oriental Vs. Anglicist Education, Macaulay's Minutes, Woods Despatch, Indian Education (Hunter) Commission, Hartog Committee.

**UNIT II: EDUCATION FOR AN EQUITABLE SOCIETY IN A GLOBAL ERA  
(L-15, P-6, T-5)**

Right to Education Act (RTE)

Education for the marginalized group, Girls education and Inclusive education

Right to Education, Implication of GATT, WTO for Education

Education for all: Dakar Framework for action, Autonomy of Higher Education

**UNIT III: POLITICAL PERSPECTIVES OF EDUCATION (L-15, P-7, T-5)**

Concept of Politics and need in Education, Perspectives on the Politics of Education: Liberal, Conservative and Critical

Approaches to understanding Politics: Behavioralism, Theory of Systems analysis and theory of rational choice

Political reforms and Education, Education for political development and Political socialization

#### **UNIT IV: ECONOMICS OF EDUCATION (L-13, P-7, T-5)**

Concept, Need and Principles of Economics of Education

Cost Benefit Analysis in Educational Planning: Meaning, purpose and cost benefit Vs Cost Effective analysis,

Unit cost and Capital cost; Social and Individual cost; recurring and Non-recurring cost, Opportunity cost.

Theories of economics and its influence on Education: Human capital theory, signalling theory

#### **UNIT V: INDIAN ECONOMY (L-13, P-5, T-7)**

**Globalization, liberalization and privatization of economic development.**

Environmental concerns

Agrarian economy: key features, land ownerships, landlessness, agriculture production and marketing

Social and political movements in Indian Economy.

#### **PRACTICUM**

Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education

Develop a Cost benefit analysis chart and report with reference to any educational institute

Carry out an impact evaluation of any one educational projects of the government (survey or case study)

Group Discuss on Globalization, liberalization and privatization

#### **REFERENCES**

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