

## SEMESTER - IV

COURSE CODE: MS4PC7

CREDITS: 4

### EDUCATIONAL STUDIES

#### COURSE OBJECTIVES:

- CO1: Understand the theoretical perspectives of education as a discipline in terms of social, cultural, political, economic, technological factors, and other substantial education system and the process of knowledge construction.
- CO2: Explore the widening of interdisciplinary knowledge in education with respect to philosophy, psychology, sociology, management, economics, anthropology, ICT, etc. and insightful construction of knowledge.
- CO3: Incorporate the socio-cultural context of India, in line with 'unity in diversity' with reference to multilingual and multicultural, socialisation and acculturation among the community and its stakeholders, Equality in educational opportunities and education for socio-economically deprived groups and Policy of inclusion and multi- foundational approaches to learning disabilities.
- CO4: Acquire knowledge about multiple school contexts and its personnel management system, contemporary challenges, participation of different stakeholders and reconceptualised learning resources.
- CO5: Acquaint with institutions, systems and structure of education along with its various regulatory and advisory bodies in education.
- CO6: Apply their interdisciplinary knowledge to resolve the issues and problems in all walks of life.
- CO7: Get engaged with social service for betterment of the society and well-being of the public.
- CO8: Emerge with the novel ideas and innovations for nation building as well for better tomorrow too.
- CO9: Inculcate the values and ethos of teaching profession in order to producing the younger generation as good citizens.
- CO10: Nurture the trio-bond among educational institutions, society and industry for vibrant nation building.

REGISTRAR

TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097



VICE-CHANCELLOR  
TAMILNADU TEACHERS EDUCATION UN  
KARAPAKKAM, CHENNAI - 600 097.

## **UNIT – I: THEORETICAL PERSPECTIVES OF EDUCATION AS A DISCIPLINE**

Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors - Critical analysis of concepts, principles, theories, assumptions related to education discipline, sustainable education, schooling, curriculum, syllabus, text books, assessment, teaching-learning process - Critical analysis of education as a discipline - Aims of Indian Education in democratic, secular, egalitarian and humane society - Bridging gap of knowledge construction between: Content knowledge and Pedagogy knowledge; School knowledge and out of the school knowledge; Experiential knowledge and empirical knowledge; Knowledge on action and reflection on outcome of action; Theoretical knowledge and practical knowledge; Universal knowledge and contextual knowledge.

## **UNIT - II: EDUCATION AS INTERDISCIPLINARY KNOWLEDGE**

Interdisciplinary nature of education pertinent to philosophy, psychology, sociology, management, economics, anthropology, ICT etc. and the framework for insightful construction of knowledge - Contribution of science and technology to education and challenges ahead - Axiological issues in education: Role of peace and other values, aesthetics in education - Issues in planning, management and monitoring of school and teacher education in behavioural management - Interrelation between education and development.

## **UNIT - III: SOCIO-CULTURAL CONTEXT OF EDUCATION**

Social purposiveness of education - Understanding Indian society: Multilingual and multicultural, appropriate approaches for teaching of diversity - Process of socialization and acculturation of the child-critical appraisal: Role of school, parents, peer group, community and other stakeholders - Equality in educational opportunity-critical analysis in schooling, teaching-learning and curriculum for social inequality - Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities in society - Policy of inclusion and multi-foundational approaches to learning disability.



**REGISTRAR**

TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097



**VICE-CHANCELLOR**  
TAMILNADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI - 600 097.

## **UNIT - IV: SCHOOL CONTEXT**

Multiple school contexts: Rural/urban, tribal etc. - Role of personnel's in school management: Teacher, headmaster, and administrators - Nurturing learner friendly school environment - School as site of curricular engagement - Teacher's autonomy and professional independence - School education: Contemporary challenges - Educational transformation in national development: The rights of the child - Concepts of quality and excellence in education: Quality of life - Different stakeholders in school/teacher education: Media, ICT, NGOs, Civil society groups, Teacher organisations, Family and local community - Monitoring and evaluation of schools - Reconceptualize of learning resources: Textbooks, supplementary books, workbooks, multimedia and ICT, school library and well- equipped laboratories etc.

## **UNIT – V: INSTITUTIONS, SYSTEMS AND STRUCTURE OF EDUCATION**

Teacher education: Functional relation adequacy and contemporary issues as reflects in NCF (2005) - Department of Public instruction, Ministry and other Government agencies, Academic Institutes: Role, involvements, issues related to control and autonomy - Regulatory and advisory bodies in education: NCERT, NUEPA, UGC, NAAC, NCTE, ICSSR, DST – Two/Three Language Formula - Diversification of courses and its utilitarian values - Institutions of higher education (universities, deemed universities and autonomous colleges).

### **SUGGESTED ACTIVITIES:**

1. Observational studies: Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers.
2. Seminar reading presentation by students on selected themes individually and collectively leading to discussion.
3. Library readings on selected theme followed by group discussion.
4. Study of documents and references, interaction with field staff and reflective interaction with the peer group.
5. Visit various educational institution such as universities, colleges, IITs, NITs, IISCs etc. to get good exposure.

  
**REGISTRAR**  
TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097



  
**VICE-CHANCELLOR**  
TAMILNADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI - 600 097.

## TEXT BOOKS:

1. Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. Teachers College Press.
2. Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*. UNESCO.
3. *International Encyclopaedia of Education*. (1994) 2nd edition. Vol.10. Pergamon Press.
4. Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publisher.
5. Wall, Edmund (2001). *Educational theory: Philosophical and political Perspectives*. Prometheus Books.

## SUPPLIMENTARY READING:

1. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer.
2. NCERT (2005). *National curriculum framework*. NCERT Press.
3. MHRD, Govt. of India (1992). *National policy on education (revised)*. MHRD.
4. MHRD, (1992). *Programme of action*. Govt. of India.
5. Naik, J.P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Allied Publications.

## E – RESOURCES:

1. <http://www.mhrd.gov.in>
2. <http://www.ugc.ac.in>
3. <http://www.ncert.nic.in>
4. <http://www.unicef.org>
5. <http://www.unesco.org>

REGISTRAR

TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097



VICE-CHANCELLOR  
TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI - 600 097.

## **COURSE OUTCOMES:**

After completion of this course, the students will be able to:

- CO1: Understand the concept of education as a discipline with reference to social, cultural, political, economic, and technological aspects in knowledge construction.
- CO2: Obtain interdisciplinary knowledge from philosophy, psychology, sociology, economics, management and ICT for insightful constructive knowledge.
- CO3: Analyse the socio-cultural concept of India in the light of ‘\_unity in diversity’ by integrating all the stakeholders for equality and quality education to socio- economically deprived groups with policy of inclusion to learning disabilities.
- CO4: Explore the multiple school contexts, its management system, challenges, participation of stakeholders in reconceptualization of learning resources.
- CO5: Acquire knowledge on various regulatory and advisory bodies and agencies of education in India and overseas.
- CO6: Get exposure with best practices by visiting IITs, NITs, IISCs, and other autonomous universities (Central/State/Deemed) and colleges.
- CO7: Sensitise about contemporary issues and challenges in school education and teacher education in line with UNESCOs Sustainable Development Goals 2030 (SDGs) G4: ‘\_Equitable and quality education to all’.
- CO8: Assimilate about multilingual and multicultural approaches for teaching diversity.
- CO9: Apply their novel and critical ideas and concepts for bridging the gap in constructing knowledge along with skills.
- CO10: Appreciate the values, ethos, culture and aesthetics in context of India.

  
REGISTRAR


TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097



  
VICE-CHANCELLOR  
TAMILNADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI - 600 097.

## OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓		✓					✓
CO2	✓								✓	✓		✓					✓
CO3	✓								✓	✓		✓					✓
CO4	✓								✓	✓		✓					✓
CO5	✓								✓	✓		✓					✓
CO6	✓								✓	✓		✓					✓
CO7	✓								✓	✓		✓					✓
CO8	✓								✓	✓		✓					✓
CO9	✓								✓	✓		✓					✓
CO10	✓								✓	✓		✓					✓



**REGISTRAR**  
TAMIL NADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI-600 097




**VICE-CHANCELLOR**  
TAMILNADU TEACHERS EDUCATION UNIVERSITY  
KARAPAKKAM, CHENNAI - 600 097.