

P. K. University, Shivpuri (M.P.)
Ph.D. COURSE WORK SCHEME

SUBJECT:- Education

Sr. No.	Title of Course	Paper Code	Maximum Mark's	Qualify Marks 65%	No. of Credits (Per week)	Teaching Lecture	Exam Duration
1-	Research Methodology	PRESEAR101	100	65	04	60	03 hours
2-	Education	PEDUCDR102	150	65	06	90	03 hours
2-	Research and Publication Ethics	PRESECP103	50	33	02	30	02 hours
Total	-		300	163	12	180	

Ph.D. COURSE WORK SYLLABUS

Subject:- Education

Philosophical and Sociological Approach in Education (PPHILED102)

UNIT-1

Philosophy of Education : its concept and significance for teachers. Relationship between Philosophy and Education. Functions of philosophy of education (speculative, normative, analysis) logic, logical empiricism and positive relativism.

UNIT -2

Indian schools of Philosophy: Sankhya, Vedanta, Buddhism, Jainism and Islamic. Traditions, with special reference to the concepts of knowledge, reality and value, their educational implications for aims, contents and methods. Contribution to Educational Thought and practice made by Great Indian thinkers: Tagore, Vivekanand, Gandhiji and Radhakrishnan with special reference to the concept, aims, content and methods.

UNIT -3

Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Existentialism with special reference to the concepts of knowledge, reality and value, their educational implications for aims contents and methods. ii. Contribution to Educational Thought and practice made by Great Western thinkers: Plato, Rousseau, Dewey and Bertrand Russel] with special reference to the concept, aims, content and methods.

UNIT -4

Sociology of Education: Concept, Scope, and Development. Difference between Sociology of Education and Educational Sociology. Relationship between Education and Society. Structure and characteristics of Indian Social System, Social aims of Education, ii. Concept of culture: Nature and Role of Education in cultural context. iii. Education and Social Changes: Concept of social change, Social Mobility, Modernization, Democracy, Secularism and Globalization and their relationship with education. iv. Constitutional provisions for education, Nationalism and Education, Education for National integration and International understanding.

UNIT -5

Meaning, nature and scope of Gender studies, Need of Gender studies for Teachers. ii. Gender differences and Gender discrimination, Causes of discrimination, measures of eradication. iii. Gender sensitizes teaching practices in educational Institutions, Gender bias in curriculum, teachers and educational Institutions. iv. Gender: Types of Gender (Male, Female & Transgender), Gender rules and Gender division of labor, Role of gender studies in the 21th Century. V. Culture and the formation of Gender Identities, Process of socialization and gender disparity in family, school, community, religion and media.

References:

Regional Asher Delcon (1976) Lifelong learning, A philosophy or a strategy UNESCO Office Bangkok.
¢ New Bodo, York.

Beyd. H. Modern educational theories (1937) Mac Graw Hill Book Co.

Brubacher John S. (1981) Modern Philosophies of education.

John Dewey (1963) Democracy of education, Mac Millan, New York.

K. Patirick (1963) Philosophies of education, Mac Millan & Co. New York.