

Mangalore University

MEd

MEH403 - Educational Studies

Objectives / Course Outcomes

At the end of the course the students will be able to:

- Analyse various perspectives and views on the concept of education.
- Introduce the nature of educational studies and map the fields.
- Introduce Educational studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding
- Critically analyse selected seminal educational texts that represents the foundational perspectives.
- Flag the contemporary concerns of education policy and practice.
- Examine the role of institutions, systems and structures of education.
- Examine the structural framework of the Right to Education (RTE) Act 2009.
- Evaluate education policies in a systematic way and to accommodate new principles and new knowledge

Unit 1: Education, Society and Structure of Education

- 1.1 Education – Meaning: education as process and product; education as a natural process; education as a social process; education as an intentional activity.
- 1.2 Education as a subsystem of society – characteristics, education and schooling, major purposes of schooling; School as social system – social structure and functioning of the school ; The Indian system of schooling ; Structure and organization of school – characteristics, principles, bureaucratization of schools.
- 1.3 Socio cultural change and educational reorganization ; Education as an agent of social change ; Impact of social change on education ; Need for educational reorganization; Acculturating role of education ; Multiculturalism ; Learning to live together.

Unit 2: Nature of Education Studies and Equity & Excellence in Education

- 2.1 Meaning, Nature of Education Studies, Traditional disciplines and Education Studies.
- 2.2 Defining principles of education studies, Key issues in Education Studies.

2.3 Equity and Excellence in Education, Strategies for Equity in Education, Equality of Educational opportunity – concerns; Excellence in Education – concept, strategies and indicators of excellence at school level, Excellence of Institutions – measures.



Unit 3 Seminal Educational Texts

- 3.1 Educational thoughts of Mahatma Gandhiji “Gandhi on Education” – Aims of Education, Ethical teaching in schools, Gandhiji's thoughts on students and teachers - students Dharma, students life, students faith, social service, self-study, improve teaching methods, Be makers of new India, use all resources to be constructive and creative, establish spiritual relationship, make schools ideal.
- 3.2 Seminal Educational Text of Western Educationist: Paulo Freire “Pedagogy of freedom” – Ethics, Democracy and civic courage; Teaching requires curiosity, Teaching is a human act.
- 3.3 Seminal Educational Text of Indian Educationist: Jiddu Krishna Murthy – “Krishnamurthi on Education” – Talks to students on Education, on the religious and scientific mind, on knowledge and intelligence, on freedom and order, on behaviour. Talks to teacher – on right education, on the long vision, on action, on competition, on teaching and learning, on meditation and education.

Unit 4: Contemporary Educational Policies and Practices

- 4.1 School Policies – Universalization of Elementary Education (UEE) – National UEE targets; Sarva Shiksha Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana (RMSA) – Salient features.
- 4.2 Right to Education (RTE) Act ,2009 – Objective of RTE Act – salient features, Functions – with relevant clause, Responsibilities of schools and teachers, specific duties of teachers, curriculum and evaluation – factors considered; Code of professional ethics for teachers in the context of RTE Act; Mechanism to deal with violations; Issues and challenges, suggestions.
- 4.3 Higher Education Policies –National Knowledge Commission, Intellectual Property Act, Potential for Excellence, Foreign University Bill, RUSA – salient features.

Practicum:

- Seminar on Field of Educational studies
- Play on educational contribution of any seminal text.
- Comparative study educational contribution of any one Indian and western educationist.
- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?

(Any other relevant or suitable topics related to the syllabus)

References

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