

MAE101-I BASICS OF EDUCATION

Unit I - Concept and Knowledge of Education

- 1.1 Education: Meaning, Aim and Objective of Education
- 1.2 Democratic & Total Aims of Education
- 1.3 Concept & Nature of Knowledge
- 1.4 Education & Schooling
- 1.5 Education & Instruction (Teaching Learning Process)

Unit - II Philosophical & Psychological Basic of Education

- 2.1 Meaning of Philosophy & Psychology
- 2.2 Interdependence of Philosophy & Psychology
- 2.3 Nature & Scope of Philosophy & Psychology
- 2.4 Contribution of Philosophy & Psychology
- 2.5 Philosophy & Teacher

Unit 3 - Sociological Basis of Education

- 3.1 Socialization of Child
- 3.2 Society & Education
- 3.3 Social Cultural Aim of Education
- 3.4 Social Change and Education
- 3.5 Social factors forming basis of Education

Unit 4 - Forms & Agencies of Education

- 4.1 Informal – Meaning, Characteristics, Scope & Limitations
- 4.2 Formal – Meaning, Characteristics, Scope & Limitations
- 4.3 Non-formal- Meaning, Characteristics, Scope & Limitations
- 4.4 Formal Agencies of Education - School and College
- 4.5 Informal Agencies of Education – Home, Community, Peer-group, Mass Media

Unit- I Philosophy and Education

- 1.1 Philosophy - Meaning & Various definitions & scope of Philosophy
- 1.2 Interrelationship between Philosophy & Education, Need of philosophy in life and for Teacher in Practical
- 1.3 Contemporary Concept of Philosophy – Phenomenology Post Modern

Unit- II Indian Schools of Philosophy

- 2.1 Vedic, Buddhism, Jainism, Islamic
- 2.2 Education Implications of these schools with special reference to the - Concept of Knowledge, reality & values, methodology, pupil- teacher relationship, freedom & discipline, Basic Tenets, aims, & objectives, Curriculum
- 2.3 Educational Contributions of –Swami Vivekanand, Ravindranath Tagore, Mahatma Gandhiji, Dr. Babasaheb Ambedkar, Mahatma Jyotirao Phule & J.P.Naik, Aurobindo Gosh

Unit- III Western Schools of Philosophy

- 3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Maxism.
- 3.2 Educational implications of these schools with special reference to the – Concept of knowledge, reality & values, methodology, pupil – teacher relationship, freedom & discipline. Basic Tenets, aims & objectives, Curriculum.
- 3.3 Educational Contribution of- Plato, Aristotle, Rousseau, John Dewey

Unit- IV Philosophy of Human Values, Culture & Education

- 4.1 Meaning and types of values - spiritual, moral, social, aesthetic values
- 4.2 Equality, Futurity, Liberty
- 4.3 Global Citizenship Education
- 4.3 Indian Constitution & their educational implications

Practical Work (Anyone):

- i) Visit of the institutions working on Philosophical ideas of Philosopher.
- ii) Study of the comparison between one western school with one Indian school of philosophy.
- iii) Study of human values and professional ethics
- iv) Student will be preparing a term on any given topic in the syllabus.

Unit - I- Landmarks in Indian Education System

- i. Education during Ancient Period
- ii. Education during Medieval Period
- iii. Colonial and Missionaries Educational efforts till 1813 Act
- iv. McCauley's Minute 1835, Woods Dispatch 1854
- v. Right to Education Act 2009 and Regulatory Bodies

Unit - II - BEFORE INDEPENDENCE

- i. Hunter Education Commission 1882-83
- ii. Indian University Act-1904
- iii. Saddler University Commission-1917-19
- iv. Hartog Committee-1929
- v. Wardha Scheme of Basic Education-1939

Unit - III - AFTER INDEPENDANCE

- i. Dr.Radhakrishnan Commission 1948-49
- ii. Mudliar Commission on Secondary Education 1952-53
- iii. Kothari Education Commission 1964-66
- iv. National Education Policy 1986
- v. Rammurti Committee 1990 and NEP 1992

Unit - IV - OTHER EDUCATIONAL POLICIES

- i. Educational Policies for Inclusive Education
- ii. Educational Policies for Women
- iii. Educational Policies for Minorities
- iv. Educational Schemes-SSA,RMSA,RUSAand Mid Day Meal scheme
- v. Educational initiative-swayam,swayam prabha,udaan,vidyanjali,digilocker,saransh,national academic depository etc

Unit I - Basics of Inclusive Education

- i. Concept of Inclusive Education
- ii. Need of Inclusive Education
- iii. Scope of Inclusive Education
- iv. Policy & Practices of Inclusive Education in India
- v. Inclusive Education Global Scenario

Unit II - Types of Disabilities

- i. Visual : Complete, Low vision, color blindness, night blindness
- ii. Motor: One/both arms affected, one/both legs affected, fingers affected, immovable neck etc.
- iii. Auditory and speech impaired: Deaf & hard of hearing, speech impaired, Deaf & speech impaired
- iv. Cognitive and neurological disability: cerebral palsy, mental illness, autism, ADHD child: Characteristics and catering to their needs
- v. Learning disabilities: Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia etc.

Unit III - Inclusive Instructional Strategies

- i. Individualized Education Plan (I.E.P.)
- ii. Team teaching and co-teaching
- iii. Buddy system and circles of friends
- iv. Collaborative and co-operative learning
- v. Self-regulated learning, parent involvement

Unit IV - Inclusive Institutes

- i. Infrastructural facilities for Inclusive schools
- ii. Challenges for an Inclusive schools
- iii Qualities of Inclusive teacher
- iv Assistive Technology for Inclusion
- v. N.G.O. s promoting inclusive education