

DEPARTMENT OF EDUCATION

MINUTES OF MEETING -BOARD OF STUDIES (BOS)

The BOS meeting held on _____

The Agenda of the meeting is as under.

- 1 Curriculum and Syllabus framing.
- 2 Course and Subject coding.

S. No.	Name of the Faculty	Designation	Sign.
1	Prof. Arti Tiwari	Chairman	<i>Arti</i>
2	Prof. Chandrakant Pandey	Faculty Member	<i>Chandrakant</i>
3	Dr. Brahma Nanda Nayak	Faculty Member	<i>Brahma</i>
4	Prof. R. K. Saxena	Expert Member	<i>R.K. Saxena</i>
5	Prof. U. S. Gupta	Expert Member	<i>U.S. Gupta</i>
6	Dr. Suraj Shrivastava	VC Nominee	<i>Suraj</i>

The following points were discussed

- The proposed subjects were discussed and approved (Annexure attached).

Arti
Chairman

Copy to:

Vice Chancellor

DEPARTMENT OF EDUCATION

As per the provision made in Statute No. 17, point No. 2 of Eklavya University published statute. The Board of Studies is constituted with the following members:

S. No.	Name of the Faculty	Address	E-Mail ID.	Mobile No.	Designation
1	Prof. Arti Tiwari	S. CIVIL Line Sagar, M.P.	art.tiwari@rediffmail.com 19798	782856 2692	Chairman
2	Prof. Chandrakant Pandey	Shukrawar Taru Sagar	pandeyck13 @gmail.com	94256 899.69	Faculty Member
3	Dr. Brahma Nanda Nayak	BU CAMPUS, Dumoh M.P.	bndnanda@rediffmail.com gmail.com	9431271598	Faculty Member
4	Prof. R. K. Saxena	C.T.E. Chhotaha	rajay.saxena23@rediffmail.com gmail.com	9425474197	Expert Member
5	Prof. U. S. Guru	Principal U.R. D.C.E Dumoh	usguru30@gmail.com l-mail.com	97704 97403	Expert Member
6	Dr. Suraj Shrivastava	BU Campus	surajshrivastava@rediffmail.com fava.	626131 3207	VC Nominee

Function of Board of Studies:

- 1 To prepare syllabus for courses of study.
- 2 To prepare scheme of examinations.
- 3 To consider and recommend to the Academic Council establishment of new courses, Inter-disciplinary courses and short-term training programmes.
- 4 To plan and organize inter-departmental and inter-faculty programmes in consultation with the Board of Studies of other faculties.
- 5 To prepare and submit the Annual Report of the functioning of Department to the Vice-Chancellor.
- 6 Any other academic matter which may be referred to it for opinion.

Arti Tiwari
Chairman

Copy to:

Vice Chancellor

**This Syllabus is
Approved by Board of Studies of
EKLAHYA UNIVERSITY, DAMOH (MP)**

Drum



Ajmer



RAJU

EKLAVYA UNIVERSITY, DAMOH (M.P)

Scheme of Examination

M.Ed. Sem I

[For batch admitted in Academic Session 2020-2021]

Subject wise distribution of marks and corresponding credits

S.No.	Subject Code	Subject Name	Maximum Marks Allotted						Contact Periods Per Week			Total Credits	
			Theory Slot			Practical Slot			Total Marks	L	T		P
			Final	Mid Sem	Quiz/Assignment/Attendance	Attendance	End Sem	Lab work/ sessional					
1	MMEDU20S101	Philosophical Perspectives Education	60	30	5	5	5			6	0	0	6
2	MMEDU20S102	Educational Research	60	30	5	5			100	6	0	0	6
3	MMEDU20S103	Information & Communication Technology					60	40	100	6	0	0	6
4	MMEDU20S104	First Advance Level Course Teacher Education Part I	60	30	5	5			100	6	0	0	6
5	MMEDU20S105	Critical Reading of Literature					60	40	100	8	0	4	12
		Total	180	90	15	15	120	80	500	32	4	4	36

Induction programme of three weeks(MC): Physical activity, Creative Arts, Universal Human Values, Literary, Proficiency Modules, Lectures by Eminent

(Handwritten signatures and name)
 Atiwan

Course code	First Semester			L	T	P	C
	PHILOSOPHICAL PERSPECTIVES OF EDUCATION			6	0	0	6
MMEDU20S101				Syllabus version			
Pre-requisite	Nil			100 Marks			
Course Objectives:							
<p>To highlight the idea of interrelatedness of the disciplines of education and philosophy.</p> <p>To enable the students to understand the branches of Philosophy.</p> <p>To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.</p> <p>To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.</p> <p>To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.</p> <p>To familiarize students with some significant philosophical perspectives on education and implications for education.</p> <p>To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.</p> <p>To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.</p> <p>To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.</p>							
Course Outcome:							
<p>After going through this course the learners will develop the following competencies:</p> <p>Know the meaning of philosophy and philosophical foundations of education.</p> <p>Comprehend the nature and functions of philosophy of education.</p> <p>Logically analyze, interpret and synthesize various concepts, proposition and philosophical assumptions about educational phenomena.</p> <p>Understand and use philosophical methods in studying educational data.</p> <p>Develop philosophical insight for resolution of educational issues.</p> <p>Critically appraise contributions of great educators to education and society.</p> <p>Be able to compare (partially and holistically) concepts of education between/ among various philosophical schools/traditions.</p>							
Student Learning Outcomes (SLO):							
The student received any information through various educational philosophies.							
Unit - 1						15 Hrs	
PHILOSOPHY OF EDUCATION							
Meaning, Functions, Scope and Role of the Philosophy of Education.							
Relationship between education and philosophy							
Metaphysics, Axiology and Epistemology in Philosophy.							
Unit - 2						15 Hrs	
THEORY BUILDING							
Concept, Process, characteristics, types and importance of Definition							
Concept, types and characteristics of Proposition and Assumption							
Concept, Types and Structure of Inference.							
Process of Theory building.							
Unit - 3						15 Hrs	

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INDIAN SCHOOL OF PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

Unit - 4

15 Hrs

WESTERN SCHOOL OF PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

Unit - 5

15 Hrs

EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo and Krishnamurti

Western Philosophers: Rousseau, Russell and Dewey.

Mode: Flipped Class Room, Case Discussion, Lectures.

ACTIVITIES

Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)

Presentation on Fallacies of Inference Reviews of two Doctoral Level Research Works of Standard

Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

REFERENCES

Agrawal, S.K.: Shikshake Darshnic Evam Samaj Shastriya Siddant, Modern Publishers, Meerut, 1981. Belford, T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.

Aurobindo Society: Teaching of Aurobindo, Aurobindo Society, Pondicherry, 1952.

Brubacher, L.S.: Modern Philosophies of Education McGraw Hill Co. New York, 1962.

Butler, L.D.: Four Philosophies, Harper, New York, 1951.

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