

Semester: I					
Programme: MA in Education					
Course: Philosophical Foundation of Education					
Paper code: MAED26101				Credits: 5	
Total Hours: 75 Hours					
Category: Core/MDC/SEC/VAC: Core					
Theory / Practical / Composite: Theory					
No. of Modules: 2					
Course Overview: This course explores the philosophical foundations of education by examining the nature, scope, and evolution of educational philosophy and its influence on educational thought and practice. It introduces major Indian and Western schools of philosophy, the educational contributions of eminent philosophers, theories and sources of knowledge, and key epistemological perspectives. The course also examines constitutional values-including democracy, equality, liberty, justice, secularism, and socialism-and their educational implications. It develops learners' ability to critically analyse philosophical perspectives and apply them to contemporary educational issues, policy, and value-oriented educational practice.					
Course Outcome: <i>Students will be able to</i>					
1. define and explain the meaning, nature, scope, and evolution of educational philosophy; apply philosophical perspectives to educational contexts; analyze modern philosophical movements; evaluate their relevance in contemporary education; and construct philosophically grounded educational viewpoints.					
2. identify and explain Indian and Western schools of philosophy and the educational contributions of major philosophers; apply their ideas to educational situations; analyze philosophical differences; evaluate their educational implications; and formulate value-based educational perspectives.					
3. describe and explain the sources, types, and theories of knowledge; apply epistemological concepts to learning processes; analyze Indian and Western perspectives; evaluate educational implications of knowledge theories; and develop reflective frameworks for knowledge construction in education.					
4. define and explain constitutional values such as secularism, democracy, liberty, equality, justice, and socialism; apply them in educational contexts; analyze their role in shaping educational policy; critically evaluate their relevance in contemporary India; and design value-oriented educational approaches aligned with constitutional principles.					
Prerequisites: <i>Basic knowledge about any prior course</i>					
SYLLABUS					
Module	Unit	CONTENT	HOURS	CO Mapping	COGNITIVE LEVEL
1	I	Educational Philosophy: ● Meaning, nature & scope of	19	CO1	K1, K2, K3, K4, K5, K6

		educational philosophy • Need for educational philosophy • Relationship between philosophy & education Evolution of Philosophy: • Modern concept of Philosophy • Logical Empiricism & Positive Relativism			
	II	Schools of Philosophy (Indian & Western) • <i>Indian</i>:- Samkhya : Vedanta : Islamic : Buddhist (with special reference to vidya. Dayanand darshan) • <i>Western</i>:- Naturalism : Idealism : Pragmatism : Marxism (with special reference to knowledge, value, reality & educational implications) Educational Contributions of Philosophers (Indian & Western) • <i>Indian</i>:- Krishnamurthy; Gandhi ; Aurobindo; Swami Vivekananda • <i>Western</i>:- Herbert Spencer ; Nel Noddings; Wollstonecraft; Paulo Freire	19	CO2	K1, K2, K3, K4, K5, K6
2	III	Sources of Knowledge: • Concept, nature, types & theories of knowledge • Knowledge getting Process- Western & Indian Perspective. • Knowledge building • Educational Implications of Knowledge Theory of Knowledge • Epistemology • Axiology	19	CO3	K1, K2, K3, K4, K5, K6
	IV	Education, National Values and Constitution of India with special reference to: • Secularism • Democracy • Liberty • Equality • Justice • Socialism	18	CO4	K1, K2, K3, K4, K5, K6
Suggested readings					
1. Dhavan, M. L. (2005). Philosophy of Education, Delhi: Isha Books.					

2. Chaube, S.P. (1994). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
3. Brubaucher, J.S. (1939) Modern philosophies of Education-. McGrawHill
4. Curren, R. (2003). A companion to the philosophy of education. Malden Mass: Blackwell
5. Bailey, R (2017). The Philosophy of Education: An Introduction. Bloomsbury
Web Resources
1. https://epgp.inflibnet.ac.in/
2. https://vidyaprabodhinicollege.edu.in/VPCCECM/ebooks/ENGLISH%20LITERATURE/Bertrand%20Russel/Theory%20of%20knowledge.pdf
Evaluation: Theory: 100 marks (50 marks from each module) Module 1 and 2: [70 Marks (35 + 35=70) and CIA 30 Marks (20+10=30)] = 100 Marks • End Semester Examination- 70 Marks (35 marks from each Module) • CIA- 30 Marks= 2 x [(10 marks for written examination for each module)] + 5 Marks for Assignment+ 5 Marks for Attendance
Paper Structure for end semester theory examination for each Module of 35 marks • 3 short note/questions x 5 marks (out of 5 questions) = 15 marks • 2 essay type questions x 10 marks (out of 3 questions) = 20 marks

Course outcomes (COs) and Cognitive Level Mapping

COs	CO Description	Cognitive levels
CO1	define and explain the meaning, nature, scope, and evolution of educational philosophy; apply philosophical perspectives to educational contexts; analyze modern philosophical movements; evaluate their relevance in contemporary education; and construct philosophically grounded educational viewpoints.	K1, K2, K3, K4, K5, K6
CO2	identify and explain Indian and Western schools of philosophy and the educational contributions of major philosophers; apply their ideas to educational situations; analyze philosophical differences; evaluate their educational implications; and formulate value-based educational perspectives.	K1, K2, K3, K4, K5, K6
CO3	describe and explain the sources, types, and theories of knowledge; apply epistemological concepts to learning processes; analyze Indian and Western perspectives; evaluate educational implications of knowledge theories; and develop reflective frameworks for knowledge construction in education.	K1, K2, K3, K4, K5, K6
CO4	define and explain constitutional values such as secularism, democracy, liberty, equality, justice, and socialism; apply them in educational contexts; analyze their role in shaping educational policy; critically evaluate their relevance in contemporary India; and design value-oriented educational approaches aligned with constitutional principles.	K1, K2, K3, K4, K5, K6