

Semester	I
Paper Number	
No. of credits	5 + 1
Paper Title	CC-1:PhilosophyofEducation
Theory/Composite	Composite
No. of periods assigned per week	5 Theoryand1Practicum
Course descriptive/ objective	<p>On completion of this course, it is expected that the students will be able to-</p> <ul style="list-style-type: none"> • <i>To define the concept of Philosophy and Education.</i> • <i>To examine the philosophical origin of educational theory and practice</i> • <i>To understand the nature and functions of philosophical approach of education.</i> • <i>To analyze the concept and process of acquiring knowledge and its related phenomena</i> • <i>To explain the concept of Freedom and Equality and their relevance to the field of Education.</i> • <i>To interpret the contribution of various Indian and western schools of Philosophy in the field of education</i> • <i>To know about various Indian and western school of philosophy and their educational implications.</i> • <i>To understand the psychological considerations of philosophy</i> • <i>To analyze the concept of comparative philosophy</i> • <i>To identify the various methods of studying the philosophy of education</i> • <i>To describe the contribution of various Indian and Western thinkers to the fields of Education.</i>
Syllabus	<p>Module 1:(30 marks)</p> <p>Unit-I: Education and Philosophy</p> <ul style="list-style-type: none"> • Concept and definition of Education and Philosophy • Four pillars of Education • Broad and narrow theories of Education • Relationship between Education and Philosophy • Educational Philosophy and Philosophy of Education • Branches of Philosophy (Metaphysics, Epistemology, Axiology, Philosophy of mind, Philosophy of Language, Social, Moral and Political Philosophy) and their Implications for Education <p>Unit-II: Eastern School of Philosophy</p> <ul style="list-style-type: none"> • Concepts of knowledge, reality and values; their Educational implications for Aims, Content, Methods of Education in: <ul style="list-style-type: none"> • Samkhya • Yoga • Nyaya • Vaisheshika

- Mimamsa
- Vedanta
- Jainism
- Buddhism
- Islamic Schools

Unit-III: Western Schools of Philosophy

- Concepts of knowledge, reality and value, their educational implications for aims, contents and methods of education in:
 - Idealism
 - Realism
 - Naturalism
 - Pragmatism
 - Marxism

Unit IV: Psychological Considerations of Philosophy

- Representative proponents and thoughts related to:
 - Reconstructionism
 - Behaviourism
 - Existentialism
 - Postmodernism

Module 2: (30 marks)

Unit V: Comparative Philosophy

- Historical development of comparative philosophy
- Difficulties facing the comparative philosopher - chauvinism, skepticism, incommensurability, perennialism: prospects for comparative philosophy

Unit VI: Methods of studying Philosophy of Education

- Definition of methodology of philosophy, characteristics of philosophy:
 - Pre-Socratic philosophy
 - Dogmatism
 - Empiricism
 - Skepticism
 - Criticism
 - Rationalism
 - Dialectical method
 - Logical Empiricism (Logical Analysis)
 - Positive Relativism
- Theory of Knowledge
- Euler Diagram
- Gettier Problem
- Knowledge building

Unit-VII: Indian Educational Thinkers and their contribution in Education

- Swami Vivekananda

	<ul style="list-style-type: none"> • Rabindranath Tagore • Mahatma Gandhi • Aurobindo • Krishnamurthi <p>Unit-VIII: Western Educational Thinkers and their contribution in Education</p> <ul style="list-style-type: none"> • Plato • Aristotle • Mary Wollstonecraft • Paulo Freire • Nel Noddings
Mode of Transaction	Lecture, Discussion, Case Study, Observation, Problem solving, Film Show, Project
Practicum	<p>Students will be expected to undertake a project based on anyone of the following questions or ideas arising out of different units of the syllabus:</p> <ol style="list-style-type: none"> 1. The impact of the Educational Philosophy of any of the above thinkers on the school curriculum today 2. A comparative study on any one aspect of Eastern Philosophy versus Western Philosophy
Readings	<ul style="list-style-type: none"> • Altekar, A.S. (1934). <i>Education in Ancient India</i>. Delhi: Isha Books. • Aggarwal, J.C. (1993). <i>Landmarks in the History of Modern Indian Education</i>. New Delhi: Vikas Publishing House • Broudy, H.S. (1977). <i>Building a Philosophy of Education</i>, New York: Kringer. • Brubacher, J.S. (1962) <i>Eclectic philosophy of education</i>. Prentice Hall, New Jersey: Engelwood Cliffs. • Brubacher, J.S. (1978). <i>Philosophy of higher education</i>. San Francisco: Jossey – Bass. • Chakraborty, J.C. <i>Modern Education</i>. Kolkata: Usha Publishing House • Chau M., Kerry T. (2008). <i>International perspectives on education</i>. New York: Continuum • Chaube, S.P. (1994). <i>Philosophical and Sociological Foundations of Education</i>. Agra: Vinod Pustak Mandir. • Curren, R. (2003). <i>A companion to the philosophy of education</i>. Malden Mass: Blackwell . • Dewey, J. (1944). <i>Democracy and education</i>. New York: The Free Press • Dhavan, M.L. (2005). <i>Philosophy of Education</i>, Delhi: Isha Books. • Freire, P. (1971). <i>Pedagogy of the Oppressed</i>. New York: Herden and Herden • Giroux, H.A., Penna, A.N., & Pinar, W.F. (1981). <i>Curriculum and instruction</i>. Berkeley, CA: McCutchan.

	<ul style="list-style-type: none"> • Gupta, Renu (2011): <i>Philosophical, Sociological and Economic Bases of Education</i>, Ludhiana: Tondon Publications. • Mathur, S.S.: <i>Sociological Approach to Indian Education</i>, Vinod Pustak Mandir, Agra. • Mukharji, S. (2007), <i>Contemporary issues in modern Indian education</i>. Authors Press. • Naqi, M. (2005) <i>Modern philosophy of education</i>, New Delhi: Anmol Publication Pvt. Ltd. • Nussbaum, M. (2010). <i>Not for Profit, Why democracy needs the humanities</i>. Princeton: Princeton University Press • <i>Philosophical and Sociological Foundation of Education</i>. Meerut: Surya Publications. • Pring, R. (2004). <i>Philosophy of education: Aims, theory, common sense and research</i>. London: Continuum • Singh, B.N. (2005). <i>Education: Social Change and Economic Development</i>, Jaipur: RBSA Publishers. • Singh, M.S. (2007). <i>Value education</i>. Delhi: Adhyayan, Publication • Sodhi, T.S. & Suri, Aruna (1998). <i>Philosophical and sociological Foundation of Education</i>, Patiala: Bawa Publication. • Taneja, V.R. (2002) <i>Foundation of Education</i>, Chandigarh: Mohindra Capital Publishers. • Wynne, J. (1963). <i>Theories of education</i>. New York: Harper and Row. Saxena, S. (2001).
Evaluation	Practicum: 20 Marks Continuous Internal Assessment: 20 marks End-Semester Theory Examination: 60 marks
Paper Structure for End Semester	Full Marks: 60 Time: 3 Hours Common Instructions: <ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>