

MEH452: - Philosophy of Education

Objectives / Course Outcomes

After a successful study of course the students will be able to:

- Understand and appreciate the theoretical development in Education in their proper perspectives
- Analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
- Critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.
- Critically examine the normative dimension of education in perpetuating values.
- Identify the purpose of education in general and teaching in particular.
- Evaluate current educational theories and practice against a background of logical alternatives.
- Acquire principles for critical analysis of educational assumptions.
- Discover alternative dimensions of meaning that conventional wisdom have missed in guiding theory and practice in education.
- Establish a link between philosophical deliberation and educational theory and practice.
- Expose and analyses assumptions underlying theory and practice of education.
- Enquire into questions of value, meaning and truth as they relate to education.

Unit 1: Understanding Philosophy:

- 1.1 Concept of Philosophy-Philosophy as analyzed by different philosophers. Modern Concept: Analysis- Logical analysis, Logical empiricism and Positive relativism- (Morris Prigged).
- 1.2 The scope of Philosophy: Metaphysics, Epistemology and Axiology;
- 1.3 Methods of philosophy and their relevance to education. (a) Descriptive method and (b) Prescriptive method (c) Analytic method and (d) Critical method e) Reflective (phenomenological) method and (f) Speculative method- Relevance and application of each method in the educational context.

Unit 2: Basic Concepts and Reflections on education

- 2.1 Reflections on different educational thoughts and visions of great educators from classical to the contemporary (like Plato, Froebel, Rousseau, John Dewey, Montessori, Paulo Friere, Gandhi, Tagore, Krishnamurthi and Sri Aurobido)
- 2.2 Concept of education according to different schools of thoughts: essentialism, idealism, realism, pragmatism, naturalism, Existentialism and Phenomenology Reflections on the meanings, criteria and justifications- analytical schools (based on RS Peters, Paul Hirst, O'Connor and Dearden)
- 2.3 Conceptual analysis: Meaning and Importance, Procedure of Conceptual Analysis, Conceptual analysis of Concepts that are unique to education: Schooling, Curriculum,

Text Books, Teaching, Initiation, Training, Instruction, Indoctrination, Educated person, Freedom of the child and the teacher, Authority, Learner and Learning, Autonomy and Authority, Teaching Learning Process, Knowledge, Skills- and their linkage to Pedagogy and Practices.

Unit 3: Knowledge generation in Education

- 3.1 Nature of Knowledge – Meaning of Knowledge, Information, Belief and Truth and their comparison; Knowing Process: ways of knowing, Sources of Knowledge; Typology of Knowledge forms; Synthesis of Knowledge – evidences for testing knowledge, inferential knowledge; educational implications of acquiring knowledge : imparting effective knowledge
- 3.2 Indian and western epistemological thoughts - Indian Epistemological Views – Pramanas: their sources from orthodox and heterodox philosophical systems, their validity; Western Epistemological views, their validity; Implications of different paradigms of Education to knowledge – Behaviourism, Functionalism, Humanism, Constructivism, Progressivism, and Existentialism
- 3.3 Philosophy of Disciplines – Status of Education as a discipline - Interdisciplinary, Multidisciplinary; Philosophy and Structure of different disciplines – Science, Mathematics, Language, Social Science, Implications of Philosophy of disciplines to pedagogic subjects

Unit 4: Normative Dimension of Education

- 4.1 Education as a normative endeavour - Meaning of values, types of values - spiritual, moral, social, aesthetic; National values as mentioned in the Indian Constitution & their educational implications; Value crisis and deterioration of values; Perpetuation of values through education, Potential of Education to contribute to transformation of values in society.
- 4.2 Indian value system – Reflection on Indian value system by taking illustrations from ancient Indian scriptures, their educational relevance; Indian ethical views: Purusharthas and Panchakoshas; Concept of value and values essential for man according to Heterodox Schools – Buddhism and Jainism; Kinds of values to be developed through education according to Gandhi and Tagore.
- 4.3 Western Ethical views –Immanuel Kant’s Categorical imperative; Implications of different paradigms of education to value system- Behaviourism, Functionalism, Humanism, Constructivism, Existentialism and Progressivism

Practicum:

- Make conceptual analysis of any two concepts of your choice and prepare a write up
- A study of the characteristics of Basic and Applied Disciplines in the school context and a report
- Make a study of the philosophy of an institution appreciating the efforts of the school in this regard, and prepare a write up
- A study of any two schools from humanistic perspective and a report of the same.
- A study of the value priorities of a school from the basic value perspective.

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

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