

# 1. Indian Knowledge System related paper :-

i. Course Code :- EDNH101

Course title :- Philosophical Foundations of Education

Semester :- B.A. 1<sup>st</sup> Semester(CBCS)

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH101: PHILOSOPHICAL FOUNDATIONS OF EDUCATION  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcome:** On completion of the course, the students will be able to-

1. describe the modern concept, aims, functions and role of education.
2. describe the role of Philosophy in Education.
3. explain the basic tenants of the given Indian and Western Philosophies and their influence in Education.
4. appraise the contribution of the given philosophers in the domain of education.

**Course Content:**

Unit	Content	Marks	L	P	T
I	<b>Concept of Education</b>	16	(13)		3
	1.1 Meaning, Nature and Scope of education		2		
	1.2 Types (Formal, Informal and Non-formal)		2		
	1.3 Aims of education-- Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education.		4		
	1.4 The functions of Education		5		
	<ul style="list-style-type: none"><li>• Individual development (Development of skill, basic knowledge, interest and appreciation).</li><li>• Acquaintance with heritage, (preservation and transmission).</li><li>• Development of human values, (Social, moral and Aesthetic)</li></ul>				



	<ul style="list-style-type: none"> <li>Acquisition of skills leading to self-actualization and successful living.</li> <li>Social cohesion and social progress</li> </ul>				
II	<b>Role of Philosophy in Education</b> 2.1 Science of Education & Philosophy of Education. 2.2 Meaning, nature and scope of Philosophy of Education 2.3 Role of Philosophy in Education: <ul style="list-style-type: none"> <li>Philosophy and aims of education.</li> <li>Philosophy and curriculum.</li> <li>Philosophy and methods of teaching.</li> <li>Philosophy and role of teachers.</li> <li>Philosophy and discipline</li> </ul>	<b>16</b>	(13) 1 2 2 2 2 2		3
III	<b>Indian Schools of Philosophy and their Influences in Education:</b> 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 3.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 3.5 Impact of Indian schools of philosophy in present system of education in India.	<b>16</b>	(15) 2 3 4 4 2		3
IV	<b>Western Schools of Philosophy and their Influences in Education:</b> 4.1 Basic features of Western Philosophy 4.2 Idealism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education. 4.3 Naturalism: a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education 4.5 Impact of Western schools of philosophy in present system of Indian education.	<b>16</b>	(18) 1 5 5 5 2		3



V	<b>Curriculum</b>	<b>16</b>	(13)		2
	5.1 Concept and nature of curriculum		2		
	5.2 Curriculum and Syllabus		1		
	5.3 Different kinds of curriculum based on various philosophies given in this course.		5		
	5.4 Concept and types of co-curricular activity		2		
	5.5 Various philosophical thoughts given in the course on co-curricular activities		3		
	Total	80	70		14

**In-semester Assessment:**

**Marks 20**

**A. Sessional Activities (The teacher may assign and assess any one of the following):**

**Marks 5**

- a. Group discussions on any topic of the course.
- b. Debates on the present relevance of the Indian philosophies (any one from the prescribed philosophies)
- c. Presentation of seminar papers on the various contents of the course with the help of the course teacher(s).
- d. Assignments on the relevance of the thoughts of the educationists prescribed in the course.

**B. Sessional Tests:**

**Marks 10**

**C. Attendance:**

**Marks 5**

**Suggested Readings:**

1. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
2. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
3. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
4. Harvey, Peter (2013). *An Introduction to Buddhism: Teaching, History and Practices*. New Delhi: Cambridge University Press. (First South Asia Edition)
5. Hiriyana, M.(1993). *Outlines of Indian Philosophy*. Delhi: Kavyalaya Publishers. (First Indian Edition)
6. Miri, Mrinal (2014) *Philosophy of Education*. Oxford University Press.
7. Radhakrishnan, S. (2012). *Indian Philosophy (Vol. I and II)*. New Delhi: Oxford University Press. (Seventh Impression)
8. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.
9. Sengupta, Ira(2012). *A Short History of Western Philosophy*. Kolkata: New Central Book Agency
10. Singh, Y. K. (2007). *Philosophical Foundation of Education*. APH Publishing Corporation.



ii. Course Code :- EDNH301

Course title :- Great educators and Educational Thoughts

Semester :-B.A. 3<sup>rd</sup> Semester (CBCS)



**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH301: GREAT EDUCATORS AND EDUCATIONAL THOUGHTS  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcomes:** After completion of the Course, the students will be able to-

1. describe the contribution of the given philosophers in the domain of education
2. explain the relevance of the educational thought of the given philosophers

**Course Contents:**

Unit	Content	Marks	L	P	T
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I	<p><b>ANCIENT INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</b></p> <p>1.1 Shankaracharya:</p> <ul style="list-style-type: none"> <li>• Basic tenets of Shankaracharya's Advaita Vedanta</li> <li>• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Shankar's educational philosophy</li> </ul> <p>1.2 Yagyavalkya:</p> <ul style="list-style-type: none"> <li>• Yagyavalkya and Indian Idealism (concept of soul and absolute soul)</li> <li>• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Yagyavalkya's educational philosophy</li> </ul> <p>1.3 Sankardeva</p> <ul style="list-style-type: none"> <li>• Sankardeva's philosophy of life</li> <li>• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Sankardeva's educational philosophy</li> <li>• Institutions and means of education</li> </ul>	16	(12)		3
II	<p><b>MODERN INDIAN EDUCATORS AND EDUCATIONAL THOUGHTS</b></p> <p>2.1 Rabindra Nath Tagore</p> <ul style="list-style-type: none"> <li>• Tagore's philosophy of life</li> <li>• Basic principles of Tagore's educational philosophy</li> <li>• Aims of education, curriculum, methods of teaching and discipline in Tagore's educational philosophy</li> <li>• Evaluation of Tagore's philosophy of education</li> </ul> <p>2.2 Vivekananda:</p> <ul style="list-style-type: none"> <li>• Vivekananda's philosophy of life</li> <li>• Basic principles of Vivekananda's educational philosophy</li> <li>• Concept of Man making and Nation building education</li> <li>• Aims of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Vivekananda's educational philosophy</li> <li>• Evaluation of Vivekananda's philosophy of education</li> </ul> <p>2.3 M. K. Gandhi</p> <ul style="list-style-type: none"> <li>• Gandhi's philosophy of life</li> <li>• Basic principles of Gandhi's educational philosophy</li> </ul>	16	(19)		3

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	<ul style="list-style-type: none"> <li>• Concept and background of Basic education</li> <li>• Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy</li> <li>• Relevance of Gandhi's philosophy of education</li> </ul>		1 2 1		
III	<b>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)</b> 3.1 Plato <ul style="list-style-type: none"> <li>• The sources of knowledge</li> <li>• Plato's philosophy of life</li> <li>• Functions of education according to Plato</li> <li>• Forms and programmes of education according to Plato</li> <li>• Impacts of Plato's Idealism in present education</li> </ul> 3.2 Jean Jacques Rousseau <ul style="list-style-type: none"> <li>• Naturalism of Rousseau</li> <li>• Negative education of Rousseau</li> <li>• Stages of human development according to Rousseau</li> <li>• Aims of education, curriculum, methods of teaching, place of a child and discipline in Rousseau's educational philosophy</li> <li>• Impact of Rousseau's Naturalism in present education</li> </ul>	16	(14)		2
IV	<b>WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Pragmatist, Existentialist and Modern thinkers)</b> 5.1 John Dewey <ul style="list-style-type: none"> <li>• Dewey's Experimental school</li> <li>• Concept of education according to Dewey</li> <li>• Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism</li> <li>• Relevance of Dewey's Pragmatism</li> </ul> 5.2 Jacques Derrida <ul style="list-style-type: none"> <li>• Concept of Deconstruction</li> <li>• Derrida's basic ideas on education</li> <li>• Derrida's reaction to Rousseau's Naturalism and Idealism</li> </ul> 5.3 Jean Paul Sartre <ul style="list-style-type: none"> <li>• Sartre's Philosophy of life</li> <li>• Sartre's idea of freedom and individualism</li> <li>• Educational implications of these two ideas</li> </ul>	16	(14)		3



V	<b>ALTERNATIVES IN EDUCATION AND THE THINKERS</b> 5.1 Ivan Illich <ul style="list-style-type: none"> <li>• Illich’s criticism of present education</li> <li>• Concept of de-schooling of Illich</li> <li>• Illich’s educational thoughts</li> <li>• Relevance of Illich’s thought</li> </ul> 5.2 Paulo Freire <ul style="list-style-type: none"> <li>• Freire’s criticism of present education</li> <li>• Freire’s alternative thoughts to present education</li> <li>• Relevance of Freire’s thoughts</li> </ul>	16	(11)		3
	<b>Total</b>	80	70		14

**In-semester Assessment:**

**Marks 20**

**A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**

- a. Group discussions on the educational thoughts of the given philosophers.
- b. Debates on the relevance of the educational thoughts of the given philosophers.
- c. Presentation of seminar papers on the educational thoughts of the given philosophers.
- d. Assignment on any topic of the course.

**B. Sessional Test:**

**Marks 10**

**C. Attendance:**

**Marks 5**

**Suggested Readings:**

1. Adhiswarananda, S. (2006). *Vivekananda World Teacher*. New Delhi: Rupa.
2. Agarwal, Somnath, (2007). *Philosophical Foundation of Education*. Delhi: Authorspress
3. Bhatia, K. and Baldev Bhatia, (1994). *The Philosophical and Sociological Foundation of Education*. Delhi: Doaba House.
4. Chandra, S. S. & R. K. Sharma (2006). *Philosophy of Education*. Delhi: Atlantic Publisher.
5. Dewey John (2014). *Democracy and Education*. New Delhi: Aakar Books
6. Dewey John (1941). *Schools and Society*. New York: George Putnam Sons.
7. Flew, Antony (1989). *An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper*. London: Thames & Hudson Ltd.
8. Freire, Paulo, (1972). *Pedagogy of the Oppressed*. Penguin Books.
9. Gandhi, M. K. (1977). *The Collected Works*. Ahmedabad: Navajivan.
10. Gandhi, M. K. (1962). *True Education*. Ahmedabad: Navajivan.
11. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: Newyork.
12. Rusk R, Robert (2007). *Philosophical Bases of Education*. Delhi: Surjeet Publications.



iii. Course Code :- EDNH401

Course title :- Education in Pre- Independent India

Semester :- B.A. 4<sup>th</sup> Semester(CBCS)

**SYLLABUS OF THE UG PROGRAMME IN EDUCATION  
DIBRUGARH UNIVERSITY  
B.A. IN EDUCATION (HONOURS)  
EDNH401: EDUCATION IN PRE-INDEPENDENT INDIA  
CREDIT: 6  
[MARKS: 100 (IN-SEMESTER: 20; END-SEMESTER: 80)]**

**Expected Learning Outcome:** On completion of the course, the students will be able to:

1. explain the concept of education in the context of Indian heritage.
2. describe the education in ancient India, particularly Vedic Education and Buddhist Education.
3. critically examine the education system in Medieval India.
4. evaluate the education system during British period with special emphasis on the commissions and committees.

**Course Content:**

Unit	Content	Marks	L	P	T
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I	<b>Educational Heritage of India</b> 1.1 Education in Ancient India (Vedic and Buddhist Period) with special reference to its: - Salient Features - Aims and Objectives - System of Administration and Finance - Method of Teaching - Types of Organisation of Educational Institution - Curriculum - Teacher-Pupil Relationship - Women's Education during Vedic and Buddhist Period. <b>1.2 Education in Medieval India (Islamic System of Education)</b> with special reference to its: - Salient Features. - Aims and Objectives. - System of Administration and Finance. - Types of Organisation of Educational Institution. - Curriculum. - Women Education during Islamic Period. <b>1.3 Comparison among the Vedic, Buddhist and Islamic education system.</b>	20	(17)		5
II	<b>Education during British Period</b> 2.1 Indigenous System of Education during British rule: - Meaning of indigenous education. - Types of indigenous educational institution. - Causes of downfall of Indigenous education. 2.2 Educational activities of Missionaries in India - The Portuguese - The Danish - The Dutch - The French - The British 2.3 Centres of Missionary Education in India. 2.4 Educational activities of Missionaries in Assam 2.5 Educational activities of East India Company - Charter Act, 1813 - Orientalist and Anglicist Controversy - Macaulay's Minute, 1835 - Bentinck's declaration of educational policy	20	(18)		3
III	<b>Growth and Development of Education from 1854 to 1921</b> 3.1 Wood's Despatch 1854	20	(19)		2





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	<ul style="list-style-type: none"> <li>- Background of the Despatch.</li> <li>- Recommendations.</li> <li>- Assessments of Wood Despatch.</li> </ul>				
	3.2 Hunter's Commission, 1882 <ul style="list-style-type: none"> <li>- Background for setting up of the commission.</li> <li>- Recommendations ( Primary, Secondary Higher, Indigenous education, Grant in aid, Women education).</li> <li>- Assessment of Hunter Commission</li> </ul>		4		
	3.3 Lord Curzon's Educational Policy <ul style="list-style-type: none"> <li>- Shimla Educational Conference</li> <li>- Curzon's Policy on Primary education</li> <li>- Curzon's Policy on Secondary education</li> <li>- Curzon's Policy on Higher education</li> </ul>		3		
	3.4 The Indian University Commission, 1902		1		
	3.5 University Act, 1904		2		
	3.6 National Movement / Rise of Nationalism		2		
	3.7 Gokhale's Bill on Primary Education (1910-12)		2		
	3.8 Government resolution on Educational policy, 1913		1		
	3.9 Calcutta University Commission, 1917		2		
IV	<b>Growth and Development of Education from 1921 to 1947</b>	20	(18)		2
	4.1 Education under Dyarchy <ul style="list-style-type: none"> <li>- Primary Education</li> <li>- Secondary Education</li> <li>-Expansion of education</li> </ul>		3		
	4.2 Simon Commission		1		
	4.3 Government of India Act of 1921		1		
	4.4 Hartog Committee Report 1929		2		
	4.5 Wardha Scheme of Basic Education, 1937 <ul style="list-style-type: none"> <li>- Wardha Education Conference 1937</li> <li>- Salient features of Basic Education</li> <li>- Causes of failure of this education in India</li> </ul>		1 2 1		
	4.6 Wood Abbot Report 1937		2		
	4.7 Sargent Committee Report, 1944 <ul style="list-style-type: none"> <li>- Recommendations on Pre-primary, Primary, Secondary, University, teacher training, technical and vocational education</li> <li>- Assessment of the Sargent Committee Report</li> </ul>		4 1		
		80	72		12

**In-semester Assessment:**

**Marks 20**

**A. Sessional Activities (The teacher may assign and assess any one of the following): Marks 5**



iv. Course Code :- EDN10100

Course title :- Educational Studies

Semester :-M.A. 1<sup>st</sup> Semester



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**Syllabus of the MA Programme in Education  
(Under Choice Based Credit System)  
Semester-I**

<b>Course Code</b>	:	<b>EDN 10100</b>
<b>Course Title</b>	:	<b>Educational Studies</b>
<b>Nature of the Course</b>	:	<b>Core</b>
<b>Total Credit assigned</b>	:	<b>4</b>
<b>Distribution of Credits</b>	:	<b>Lecture: 56 Practical: 0 Tutorial: 8</b>
<b>Distribution of Marks</b>	:	<b>End Semester: 60 In Semester: 40</b>

**Course Objectives :**

1. To develop an understanding of the implications of Philosophy in Education.
2. To acquaint with the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
3. To acquaint with the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
4. To acquaint with the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault) to the development of educational thought for social change
5. To develop an understanding about concept and approaches of Sociology of Education.
6. To develop knowledge about concept and types of social institutions and their functions.
7. To acquaint students with concept and theories of social movements.
8. To make students well acquaint with socialization and education.
9. To develop an understanding about culture and education.
10. To develop an understanding about relationship between education, changes and development.
11. To develop knowledge about different political ideologies and their bearings on education.

<b>Unit</b>	<b>Content</b>	<b>Marks</b>	<b>L</b>	<b>P</b>	<b>T</b>
I	<b>1.0 Contributions of Indian Schools of Philosophy:</b> 1.1 Implication of Philosophy in Education 1.2 Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism with special reference to aim of education, sources and methods of acquiring valid knowledge.	12	(10) 1 9		1
II	<b>2.0 Contributions of Western Schools of Philosophy:</b> Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism with special reference to aim of	12	(12)		2



	education, sources and methods of acquiring valid knowledge.				
III	<b>3.0 Contributions of Thinkers to the development of educational thought for social change:</b> <b>3.1 Indian Thinkers:</b> Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule <b>3.2 Western Thinkers:</b> Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault	12	(14)		2
IV	<b>4.0 Concept, Approaches and Theories of Sociology of Education :</b> <b>4.1</b> Introduction to Sociology of Education <b>4.2</b> Need for Sociological Approach in Education <b>4.3</b> Interrelationship between Education and Sociology <b>4.4</b> Theories of Sociology of Education: <ul style="list-style-type: none"> <li>• Structural – functionalism</li> <li>• Symbolic Interactionism</li> <li>• Conflict theory</li> </ul> <b>4.5</b> Social Institutions and Education <ul style="list-style-type: none"> <li>• Family</li> <li>• School</li> <li>• Society</li> </ul> <b>4.6</b> Socialization and Education <b>4.7</b> Concept and Theories of Social Movements <ul style="list-style-type: none"> <li>• Relative Deprivation</li> <li>• Resource Mobilization</li> <li>• Political Process Theory</li> <li>• New Social Movement Theory</li> </ul>	12	(14)		2
V	<b>5.0 Culture, Cultural Change and Social Change</b> <b>5.1</b> Culture , cultural change and Education <b>5.2</b> Social Change and Education <b>5.3</b> National values as enshrined in the Indian Constitution - <ul style="list-style-type: none"> <li>• Socialism</li> <li>• Secularism</li> <li>• Justice</li> <li>• Liberty</li> <li>• Democracy</li> </ul>	12	(06)		1



	<ul style="list-style-type: none"> <li>• Equality</li> <li>• Freedom with special reference to education</li> </ul>				
<b>Total</b>		60	56		8

**Mode of In-Semester assessment (40 Marks):**

- 1. At Least Two Sessional Tests** **:20 marks**
- 2. Any two activities of the following:** **:20 marks**
  - a) Preparation and presentation of a paper on the educational contribution of any philosopher given in the course
  - b) Visiting a place/institution of education having philosophical interest and preparing a report
  - c) Home Assignment
  - d) Book Review
  - e) Group Discussion
  - f) Any other activities deemed to be fit by the course teacher

**Expected Learning Outcome:**

After completion of the course, the students will be able to:

- i) describe the implications of Philosophy in Education;
- ii) appraise the contribution of Indian Philosophies (Samkhya, Vedanta, Yoga, Charvaka, Jainism and Buddhism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- iii) appraise the contribution of Western Philosophies (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism, Logical Positivism and Post Modernism) in Education with special reference to aim of education, sources and methods of acquiring valid knowledge;
- iv) appraise the contribution of Philosophers (Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo Ghose, Jiddu Krishnamurthy, Savitribai Phule, Rousseau, Dewey, Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell Foucault) to the development of educational thought for social change
- v) explain the concept and approaches of Sociology of Education.
- vi) explain the concept and types of social institutions and their functions.
- vii) explain the concept and theories of social movements.
- viii) explain the relation socialization and education.
- ix) explain the relation culture and education.
- x) explain the relationship between education, changes and development.
- xi) explain different political ideologies and their bearings on education.

**Recommended Readings:**

1. Adishesiah, W.T.V. & Pavanasam . R. (1974). *Sociology in Theory and Practice*. New Delhi: Santhi Publishers.
2. Aurobindo, S. (2010). *Speeches on Indian Politics and National Education*. Pondicherry: Sri Aurobindo Ashram.



v. Course Code :- EDNC3

Course title :- Philosophical and Sociological Bases of Education

Semester :- B.A. 3<sup>rd</sup> Semester(FYUGP)

**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 3<sup>RD</sup> SEMESTER**

**Course Title** : Philosophical and Sociological Bases of Education  
**Course Code** : **EDNC3**  
**Nature of Course** : Major  
**Total Credits** : 04  
**Distribution of Marks** : 80 (End Sem.) + 20 (In-Sem.)

**Course Objectives:** The instructional objectives of this Course are to:

1. To introduce the concept of
  - Indian Schools of Philosophy And Education
  - Western Schools of Philosophy and Education
  - understanding Education and Society
  - Educational and Political Ideologies
2. To explain the impact of
  - Indian schools of philosophy in present system of education in India.
  - Western schools of philosophy in present system of Indian education.
3. To analyse the role of education in
  - Socialisation process.
  - Preservation, transformation, and promotion of Culture.
  - Social change.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
<b>I</b> <b>(20 marks)</b>	<b>INDIAN SCHOOLS OF PHILOSOPHY AND EDUCATION</b> 1.1 Basic features and classification of Indian Philosophy 1.2 Yoga: a) the Hathayoga and Rajayoga. b) The Astangika Yoga. c) Influence of Yoga in education. 1.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat, Maya) b) Advaita Vedanta c) Influence in education. 1.4 Buddhism: a) Four noble truths of Buddha b) Middle Path c) Influence in education. 1.5 Impact of Indian schools of philosophy in present system of education in India.	12	1	2	15
<b>II</b> <b>(20 marks)</b>	<b>WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION</b>	12	1	2	15





	<p>2.1 Basic features of Western Philosophy</p> <p>2.2 Idealism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education.</p> <p>2.3 Naturalism: a) Basic tenets b) Influence on aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.4 Pragmatism a) Basic tenets b) Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</p> <p>2.5 Impact of Western schools of philosophy in present system of Indian education.</p>				
<b>III (20 marks)</b>	<p><b>UNDERSTANDING EDUCATION AND SOCIETY</b></p> <p>3.1 Sociology of Education: Its Theories (Conflict Theory and Consensus Theory- their concepts, features, merits &amp; demerits)</p> <p>3.2 Education and Socialisation:</p> <p>3.1.1 Meaning and process of socialisation</p> <p>3.1.2 Agencies of socialisation - Home, School, Society (Neighbourhood, Peer group, Mass Media, Social Media)</p> <p>3.1.3 Education as a socialisation process</p> <p>3.3 Culture and Education: Role of education in preservation, transformation, and promotion of Culture; culture and ideology.</p> <p>3.4 Social Change: meaning &amp; factors, role of education in social change</p> <p>3.5 Social Mobility: meaning, types, role of education in social mobility</p> <p>3.6 Economic Development- meaning, factors, role of education</p> <p>3.7 Education as process of Human Resource Development</p>	<b>12</b>	<b>1</b>	<b>2</b>	<b>15</b>
<b>IV (20 marks)</b>	<p><b>EDUCATION AND POLITICAL IDEOLOGIES (15 hours)</b></p> <p>4.1 Constitutional Values: Equality, Freedom, Justice, Fraternity, Secularism, Human Rights</p> <p>4.2 Democracy-concept and basic features of Democracy, nature of education in Democracy, Role of education in inculcating democratic values.</p> <p>4.3 Totalitarianism: concept and basic features of totalitarianism, nature of education in Totalitarian society</p> <p>4.4 Communism: Concept of Communism, basic features, nature of education in Communist society</p> <p>4.5 Secularism: Meaning and Role of education in secular society</p>	<b>12</b>	<b>1</b>	<b>2</b>	<b>15</b>
<b>Total</b>		<b>48</b>	<b>4</b>	<b>8</b>	<b>60</b>

Where,

*L: Lectures*

*T: Tutorials*

*P: Practicals*

**Modes of In-Semester Assessment:**

1) One sessional test -

**20 Marks**

**10 Marks**



vi. Course Code :- MIN2DN1

Course title :- Philosophical Foundations of Education

Semester :- B.A. 1<sup>st</sup> Semester(FYUGP)

**B.A. IN EDUCATION PROGRAMME (FYUGP)  
DETAILED SYLLABUS OF 1<sup>ST</sup> SEMESTER**

**Course Title** : Philosophical Foundations of Education  
**Course Code** : MINEDN1  
**Nature of Course** : Minor  
**Total Credits** : 4 Credits  
**Distribution of Marks** : 80 (End-Sem.) + 20 (In-Sem.)

**Course Objectives:** The objectives of this Course are to:

- describe the meaning, nature and scope of Philosophy and Education and the role of Philosophy in Education
- explain the basic tenets of the given Indian Philosophies and their influence on education
- explain the basic tenets of the given Western Philosophies and their influence on education.
- to distinguish between the Idealism, Naturalism and Pragmatism.

UNITS	COURSE CONTENTS	L	T	P	Total Hours
<b>I (15 Marks)</b>	<b>Introduction to Philosophy</b> 1.1 Meaning, nature and scope of Philosophy 1.2 Branches of Philosophy (Metaphysics, Epistemology and Axiology) 1.3 Meaning, nature and scope of Education 1.4 Types of Education (Formal, Informal and Non-formal) 1.5 Relation between Education and Philosophy 1.6 Meaning, nature and scope of Philosophy of Education	<b>10</b>	<b>01</b>	<b>-</b>	<b>11</b>





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	1.7 Philosophy of Education and Educational Philosophy.				
<b>II (15 Marks)</b>	<b>Role of Philosophy in Education</b> 2.1 Philosophical foundations of Education and its importance 2.2 Role of Philosophy in Education: <ul style="list-style-type: none"> <li>o Philosophy and aims of education</li> <li>o Philosophy and curriculum</li> <li>o Philosophy and methods of teaching.</li> <li>o Philosophy and role of teachers</li> <li>o Philosophy and discipline</li> </ul>	<b>08</b>	<b>01</b>	<b>-</b>	<b>09</b>
<b>III (25 Marks)</b>	<b>Indian Schools of Philosophy and their Influences in education:</b> 3.1 Basic features and classification of Indian Philosophy 3.2 Yoga Philosophy: <ul style="list-style-type: none"> <li>o Concept of Yoga Philosophy</li> <li>o Hathayoga and Rajayoga.</li> <li>o Astangika Yoga</li> <li>o Influence of Yoga philosophy in education.</li> </ul> 3.3 Vedanta Philosophy: <ul style="list-style-type: none"> <li>o Basic tenets (Brahma, Atman, Jagat, Maya)</li> <li>o Advaita Vedanta</li> <li>o Influence of Vedantaphilosophy in education.</li> </ul> 3.4 Buddhism: <ul style="list-style-type: none"> <li>o Concept of Buddhism</li> <li>o Four noble truths of Buddha</li> <li>o Middle Path</li> <li>o Influence of Buddhism in education.</li> </ul>	<b>18</b>	<b>02</b>	<b>-</b>	<b>20</b>
<b>IV (25 Marks)</b>	<b>Western Schools of Philosophy and their Influences in Education:</b> 4.1 Basic features of Western Philosophy 4.2 Idealism: <ul style="list-style-type: none"> <li>o Basic tenets</li> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul> 4.3 Naturalism: <ul style="list-style-type: none"> <li>o Basic tenets</li> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education</li> </ul> 4.4 Pragmatism: <ul style="list-style-type: none"> <li>o Basic tenets</li> <li>o Influence in determining aims, curriculum, methods of teaching, role of teacher and discipline in education.</li> </ul>	<b>18</b>	<b>02</b>	<b>-</b>	<b>20</b>
	<b>Total</b>	<b>54</b>	<b>06</b>	<b>-</b>	<b>60</b>

*Where, L: Lectures T: Tutorials P: Practicals*

**Modes of In-Semester Assessment:**

- |  |          |
|--|----------|
| 1) One sessional test -  | 20 Marks |
| 2) Any one of the following activities listed below -                  | 10 Marks |
| o Seminar/ Group discussion/ Assignment related to the Course content. |          |





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