1. Indian Knowledge System related paper :-

i. Course Code :- EDNH101

Course title :- Philosophical Foundations of Education

Semester :- B.A. 1st 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	Р	Т
Ι	Concept of Education	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		4		
	Individual and Social aims of education in specific reference to different levels: Elementary, Secondary and Higher education.				
	1.4 The functions of Education		5		
	 Individual development (Development of skill, basic knowledge, interest and appreciation). Acquaintance with heritage, (preservation and transmission). Development of human values, (Social, moral and 				
	Aesthetic)				

Page 4



	 Acquisition of skills leading to self-actualization and successful living. Social cohesion and social progress 			
II	Role of Philosophy in Education	16	(13)	3
	2.1 Science of Education & Philosophy of Education.		1	
	2.2 Meaning, nature and scope of Philosophy of Education		2	
	2.3 Role of Philosophy in Education:			
	 Philosophy and aims of education. 		2	
	 Philosophy and curriculum. 		2 2	
	 Philosophy and methods of teaching. 		2	
	 Philosophy and role of teachers. 		2	
	 Philosophy and discipline 		2	
III	Indian Schools of Philosophy and their Influences in	16	(15)	3
	Education:			
	3.1 Basic features and classification of Indian Philosophy		2	
	3.2 Yoga: a) the Hathayoga and Rajayoga. b) The		3	
	Astangika Yoga. c) Influence of Yoga in education.			
	3.3 Vedanta: a) Basic tenets (Brahma, Atman, Jagat,		4	
	Maya) b) Advaita Vedanta c) Influence in education.			
	3.4 Buddhism: a) Four noble truths of Buddha b) Middle		4	
	Path c) Influence in education.		2	
	3.5 Impact of Indian schools of philosophy in present system of education in India.		2	
IV	Western Schools of Philosophy and their Influences in		(18)	3
	Education:	16	(10)	5
	4.1 Basic features of Western Philosophy		1	
	4.2 Idealism: a) Basic tenets b) Influence in		5	
	determining aims, curriculum, methods of teaching,			
	role of teacher and discipline in education.			
	4.3 Naturalism: a) Basic tenets b) Influence in		5	
	determining aims, curriculum, methods of teaching,			
	role of teacher and discipline in education			
	4.4 Pragmatism a) Basic tenets b) Influence in		5	
	determining aims, curriculum, methods of teaching,			
	role of teacher and discipline in education4.5 Impact of Western schools of philosophy in present		2	



V	Curriculum	16	(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

page 6

Marks 5

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

- 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.

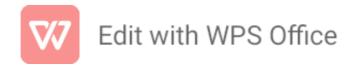
B. Sessional Tests:	Marks 10
C. Attendance:	Marks 5

Suggested Readings:

- 1. Dewey John (2014). Democracy and Education. New Delhi: Aakar Books
- 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.
- Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition)
- Hiriyana, M.(1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition)
- 6. Miri, Mrinal (2014) Philosophy of Education. Oxford University Press.
- Radhakrshnan, 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.
- Sengupta, Ira(2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency
- 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. 3rd 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-

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

Course Contents:

Course Con	ntents:					16
Unit	Content	Marks	L	Р	Т	age
						Ъ

	ANCIENT INDIAN EDUCATORS AND	16	(12)	3
I	EDUCATIONAL THOUGHTS			
	1.1 Shankaracharya:			
	• Basic tenets of Shankaracharya's Advaita		1	
	Vedanta		3	
	• Aims of education, curriculum, methods of			
	teaching, place of teacher, place of child and			
	discipline in Shankar's educational			
	philosophy			
	1.2 Yagyavalkya:		1	
	• Yagyavalkya and Indian Idealism (concept of			
	soul and absolute soul)			
	• Aims of education, curriculum, methods of		3	
	teaching, place of teacher, place of child and			
	discipline in Yagyavalkya's educational			
	philosophy			
	1.3 Sankardeva		1	
	Sankardeva's philosophy of life			
	• Aims of education, curriculum, methods of		2	
	teaching, place of teacher, place of child and			
	discipline in Sankardeva's educational			
	philosophy		1	
	 Institutions and means of education 			
П	MODERN INDIAN EDUCATORS AND	16	(19)	3
	EDUCATIONAL THOUGHTS			
	2.1 Rabindra Nath Tagore			
	 Tagore's philosophy of life 		1	
	 Basic principles of Tagore's educational 		1	
	philosophy			
	• Aims of education, curriculum, methods of			
	teaching and discipline in Tagore's		3	
	educational philosophy			
	• Evaluation of Tagore's philosophy of			
	education		1	
	2.2 Vivekananda:			
	 Vivekananda's philosophy of life 			
	• Basic principles of Vivekananda's		1	
	educational philosophy			
	 Concept of Man making and Nation building 		1	
	education			
	• Aims of education, curriculum, methods of		1	
	teaching, place of teacher, place of child and			
	discipline in Vivekananda's educational		3	
	philosophy			
	• Evaluation of Vivekananda's philosophy of			
	education			
	2.3 M. K. Gandhi		1	
	 Gandhi's philosophy of life 			
	Basic principles of Gandhi's educational			
	philosophy		1	
	xx			1



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	 Concept and background of Basic education Aim of education, curriculum, methods of teaching, place of teacher, place of child and discipline in Gandhi's educational philosophy Relevance of Gandhi's philosophy of education 		1 2 1	
ш	WESTERN EDUCATORS AND EDUCATIONAL THOUGHTS (Idealist and Naturalist thinkers)	16	(14)	2
	3.1 Plato			
	The sources of knowledge		1	
	 Plato's philosophy of life 		1	
	 Functions of education according to Plato Forms and programmes of education according to Plato 		2	
	 Impacts of Plato's Idealism in present education 		1	
	 3.2 Jean Jacques Rousseau Naturalism of Rousseau Negative education of Rousseau 		1	
	Negative education of Rousseau Stages of human development according to		2	
	 Stages of human development according to Rousseau Aims of education, curriculum, methods of 		1	
	teaching, place of a child and discipline in Rousseau's educational philosophy		3	
	• Impact of Rousseau's Naturalism in present education		1	
	WESTERNEDUCATORSANDEDUCATIONALTHOUGHTS(Pragmatist,Existentialist and Modern thinkers)	16	(14)	3
	5.1 John Dewey			
	Dewey's Experimental school		1	
	Concept of education according to Dewey Aims of education surrighter methods of			
	 Aims of education, curriculum, methods of teaching, place of a child, place of a teacher and discipline in Dewey's Pragmatism 		3	
	Relevance of Dewey's Pragmatism 5.2 Jacques Derrida		1	
	 Concept of Deconstruction 		1	
	 Derrida's basic ideas on education 		1	
	 Derrida's reaction to Rousseau's Naturalism and Idealism 		2	
				1
	5.3 Jean Paul Sartre			
	5.3 Jean Paul SartreSartre's Philosophy of life		1	
	5.3 Jean Paul Sartre		1 2	





v	ALTERNATIVES IN EDUCATION AND THE THINKERS	16	(11)	3
	5.1 Ivan Illich			
	 Illich's criticism of present education 		1	
	 Concept of de-schooling of Illich 		1	
	 Illich's educational thoughts 		2	
	 Relevance of Illich's thought 		2	
	5.2 Paulo Freire			
	 Freire's criticism of present education 		1	
	• Freire's alternative thoughts to present		2	
	education			
	Relevance of Freire's thoughts		2	
	Total	80	70	14

In-semester Assessment:

Marks 20

Marks 10 Marks 5

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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:

C. Attendance:

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. Penguine 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. 4th 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:

Г	Unit	Content	Marks	I	P	т
	Unit	Content	Warks	L	г	1

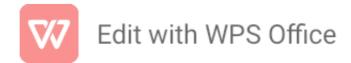




Ι	Educational Heritage of India	20	(17)	
	1.1 Education in Ancient India (Vedic and Buddhist			
	Period) with special reference to its:			
	- Salient Features		1	5
	- Aims and Objectives		1	
	- System of Administration and Finance		1	
	- Method of Teaching		1	
	- Types of Organisation of Educational Institution		1	
	- Curriculum		1	
	- Teacher-Pupil Relationship		1	
	- Women's Education during Vedic and Buddhist		1	
	Period.			
	1.2 Education in Medieval India (Islamic System			
	of Education) with special reference to its:			
	- Salient Features.		1	
	- Aims and Objectives.		1	
	- System of Administration and Finance.		1	
	- Types of Organisation of Educational Institution.		1	
	- Curriculum.		1	
	- Women Education during Islamic Period.		1	
	1.3 Comparison among the Vedic, Buddhist and		•	
	Islamic education system.		3	
П	Education during British Period	20	(18)	
	2.1 Indigenous System of Education during British	20	(10)	3
	rule:			5
	- Meaning of indigenous education.		1	
	- Types of indigenous education.		2	
	- Causes of downfall of Indigenous education.		1	
	2.2 Educational activities of Missionaries in India		1	
			1	
	- The Portuguese - The Danish			
			2	
	- The Dutch - The French		3	
	- The French - The British			
			1	
	2.3 Centres of Missionary Education in India.		1	
	2.4 Educational activities of Missionaries in Assam		1	
	2.5 Educational activities of East India Company		2	
	- Charter Act, 1813		2	
	- Orientalist and Anglicist Controversy		2	
	- Macaulay's Minute, 1835		1	
	- Bentinck's declaration of educational policy		1	
Ш	Growth and Development of Education from 1854	20	(19)	2
	to 1921	1	I	
	3.1 Wood's Despatch 1854		2	





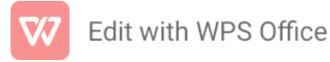


- Background of the Despatch.		1	1	
- Recommendations.				
- Assessments of Wood Despatch.				
3.2 Hunter's Commission, 1882		4		
- Background for setting up of the commission				
- Recommendations (Primary, Secondary				
Higher, Indigenous education, Grant in aid,				
Women education).				
- Assessment of Hunter Commission				
3.3 Lord Curzon's Educational Policy		3		
- Shimla Educational Conference				
- Curzon's Policy on Primary education				
 Curzon's Policy on Secondary education 				
- Curzon's Policy on Higher education				
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 Growth and Development of Education from 1921	1 20	(18)		2
to 1947				
4.1 Education under Dyarchy		3		
- Primary Education				
- Secondary Education				
-Expansion of education				
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				
- Wardha Education Conference 1937		1		
 Salient features of Basic Education 		2		
- Causes of failure of this education in India		1		
4.6 Wood Abbot Report 1937		2		
4.7 Sargent Committee Report, 1944				
- Recommendations on Pre-primary, Primary,		4		
Secondary, University, teacher training,				
technical and vocational education				
		1	1	1
 Assessment of the Sargent Committee Report 	t	1		

In-semester Assessment:

Marks 20

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



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iv. Course Code :- EDN10100

Course title :- Educational Studies

Semester :-M.A. 1st Semester



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

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

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;
- 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.

Unit	Content	Marks	L	Р	Т
I	1.0 Contributions of Indian Schools of Philosophy:	12	(10)		1
	1.1 Implication of Philosophy in Education		1		1.2
	1.2 Samkhya, Vedanta, Yoga, Charvaka, Jainism and		9		
	Buddhism with special reference to aim of				
	education, sources and methods of acquiring valid				
	knowledge.				
П	2.0 Contributions of Western Schools of Philosophy:	12	(12)		2
	Idealism, Realism, Naturalism, Pragmatism,				2.1
	Marxism, Existentialism, Logical Positivism and				
	Post Modernism with special reference to aim of				





	education, sources and methods of acquiring valid			
	knowledge.			
III	3.0 Contributions of Thinkers to the development of	12	(14)	2
	educational thought for social change:			
	3.1 Indian Thinkers: Swami Vivekananda,		7	
	Rabindranath Tagore, Mahatma Gandhi, Sri			
	Aurobindo Ghose, Jiddu Krishnamurthy,			
	Savitribai Phule 3.2 Western Thinkers: Paulo Freire.			
	3.2 Western Thinkers: Paulo Freire, Wollstonecraft, Nel Noddings, Mitchell		7	
	Foucault			
IV	4.0 Concept, Approaches and Theories of Sociology	12	(14)	2
	of Education :			
	4.1 Introduction to Sociology of Education		1	
	4.2 Need for Sociological Approach in Education4.3 Interrelationship between Education and		1	
	Sociology		1	
	4.4 Theories of Sociology of Education:		3	
	Structural – functionalism		5	
	Symbolic Interactionism			
	Conflict theory			
	4.5 Social Institutions and Education		3	
	• Family		5	
	School			
	• Society		1	
	4.6 Socialization and Education		4	
	4.7 Concept and Theories of Social Movements			
	Relative Deprivation			
	Resource Mobilization			
	Political Process Theory			
	New Social Movement Theory			
V	5.0 Culture, Cultural Change and Social Change	12	(06)	1
	5.1 Culture , cultural change and Education		1	
	5.2 Social Change and Education		1	
	5.3 National values as enshrined in the Indian Constitution -		1	
	Socialism		4	
	Secularism			
	Justice			
	Liberty			
	Democracy			





Total	60	56	8
 Equality Freedom with special reference to education 			

Mode of In-Semester assessment (40 Marks):

1. At Least Two Sessional Tests

:20 marks :20 marks

- Any two activities of the following: :20 mark
 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;
- 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) apprasie 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:

- Adiseshiah, W.T.V. & Pavanasam . R. (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.
- 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. 3rd Semester(FYUGP)

Co	B.A. IN EDUCATION PROGRAMME (FYU) DETAILED SYLLABUS OF 3 RD SEMESTE urse Title : Philosophical and Sociological Bases of E urse Code : EDNC3	R	n		
	ture of Course : Major tal Credits : 04				
	stribution of Marks : 80 (End Sem.) + 20 (In-Sem.)				
Cours	e 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 	f educat	ion in	India.	
	 Western schools of philosophy in present system 	of Ind	ian ed	ucatio	n.
	3. To analyse the role of education in				
	 Socialisation process. 				
	 Preservation, transformation, and promotion of Cu 	ulture.			
	Preservation, transformation, and promotion of CuSocial change.	ulture.			
UNITS		lture.	Т	P	Total Hours
UNITS I (20 marks)	 Social change. 		T 1	P 2	



	es of In-Semester Asses) One sessional test	sment:				Marks Marks	
	Where,	L: Lectures	T: Tutorials	P :	Practi	cals	
			Total	48	4	8	60
	4.3 Totalitarianist totalitarianism4.4 Communism: nature of educe	mocratic values. m: concept and n, nature of education i Concept of Communists ration in Communists leaning and Role of	nism, basic features, ociety				
(20 marks)	4.1 Constitutiona Fraternity, Set4.2 Democracy-connature of educe	l Values: Equality, cularism, Human Righ ncept and basic feat cation in Democracy,	Freedom, Justice, tts ures of Democracy,	12		-	13
III (20 marks) IV (20 marks)	system of Indian educati UNDERSTANDING 3.1 Sociology of E Consensus TI demerits) 3.2Education and S 3.1.1 Meaning a 3.1.2 Agencies (Neighbourho 3.1.3 Education 3.3 Culture and Ed transformation ideology. 3.4 Social Change social change 3.5Social Mobility mobility 3.6 Economic education 3.7 Education as pr EDUCATION ANE 4.1 Constitutiona	stern schools of philos on. GEDUCATION AND ducation: Its Theories neory- their concepts docialisation: und process of socialis of socialisation - Ho od, Peer group, Mass I as a socialisation pro- lucation: Role of educ a, and promotion of : meaning & factors, meaning, types, role of Development- meaning cocess of Human Reso POLITICAL IDEOL I Values: Equality,	SOCIETY (Conflict Theory and , features, merits & ation ome, School, Society Media, Social Media) ress ation in preservation, Culture; culture and role of education in of education in social ng, factors, role of urce Development OGIES (15 hours) Freedom, Justice,	12	1	2	15
	methods of te education. 2.3 Naturalism: curriculum, n discipline in e 2.4 Pragmatism a)	eaching, role of teach a) Basic tenets b) hethods of teaching, ducation Basic tenets b) Influ	ner and discipline in Influence on aims, role of teacher and				
		of Western Philosophy sic tenets b) Influence					



vi. Course Code :- MIN2DN1

Course title	:- Philosophical	Foundations of	Education
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Semester :- B.A. 1st Semester(FYUGP)

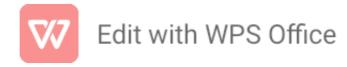
B.A. IN EDUCATION PROGRAMME (FYUGP) DETAILED SYLLABUS OF 1ST SEMESTER

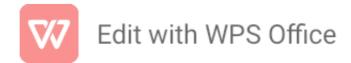
Course Title	: Philosophical Foundations of Education
Course Code	: MINEDN1
Nature of Course	: Minor
Total Credits	: 4 Credits
Distribution of Marks	: 80 (End-Sem.) + 20 (In-Sem.)

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.
- o to distinguish between the Idealism, Naturalism and Pragmatism.

UNITS	COURSE CONTENTS	L	Т	Р	Total Hours
I	Introduction to Philosophy	10	01	-	11
(15 Marks)	 Meaning, nature and scope of Philosophy Branches of Philosophy (Metaphysics, Epistemology and Axiology) Meaning., nature and scope of Education Types of Education (Formal, Informal and Non- formal) S Relation between Education and Philosophy Meaning, nature and scope of Philosophy of Education 				





П	1.7 Philosophy of Education and Educational Philosophy. Role of Philosophy in Education	08	01	-	09
(15 Marks)	2.1 Philosophical foundations of Education and its	00			
(15 Marks)	importance				
	2.2 Role of Philosophy in Education:				
	 Philosophy and aims of education 				1
	 Philosophy and curriculum 				
	 Philosophy and currentam Philosophy and methods of teaching. 				1
	 Philosophy and neurous of teaching. Philosophy and role of teachers 				
	 Philosophy and discipline 				
ш	Indian Schools of Philosophy and their Influences in	18	02	-	20
(25 Marks)	education:	10	02	· ·	20
(25 Marks)	3.1 Basic features and classification of Indian Philosophy				
	3.2 Yoga Philosophy:				
	 Concept of Yoga Philosophy 				
	 Astangika Yoga Influence of Yoga philosophy in advantion 				
	 Influence of Yoga philosophy in education. 2.2 Vadante Philosophy: 				
	 3.3 Vedanta Philosophy: Basic tenets (Brahma, Atman, Jagat, Maya) 				
	 Influence of Vedantaphilosophy in education. 				
	3.4 Buddhism:				
	 Concept of Buddhism 				
	 Four noble truths of Buddha Middle Path 				
IV		18	02		20
	Western Schools of Philosophy and their Influences in	18	02	-	20
(25 Marks)	Education:				
	4.1 Basic features of Western Philosophy				
	4.2 Idealism:				1
	o Basic tenets				
	 Influence in determining aims, curriculum, methods 				
	of teaching, role of teacher and discipline in				
	education.				
	4.3 Naturalism:				
	• Basic tenets				
	 Influence in determining aims, curriculum, methods 				
	of teaching, role of teacher and discipline in				
	education				
	4.4 Pragmatism:				1
	 Basic tenets 				
	 Influence in determining aims, curriculum, methods 				
	of teaching, role of teacher and discipline in				
	education.		6.5	-	
	Total	54	06	-	60
Where,	L: Lectures T: Tutorials P: Pr			-	

Modes of In	-Semester Assessment:	20 Marks
1)	One sessional test-	10 Marks
2)	Any one of the following activities listed below -	10 Marks
	o Seminar/ Group discussion/ Assignment related to the C	ourse content.

