MANGALORE UNIVERSITY

MASTER OF EDUCATION (M.Ed.)

MEH452: - Philosophy of Education

Objectives

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

- Understand and appreciates 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 analyse 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 analysed by different philosophers. Modern Concept: Analysis- Logical analysis, Logical empiricism and Positive relativism- (Morris Prigge).

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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