

Master of Education (M.Ed.)

Title of the Course: P.1: Introduction to Philosophy of Education

(Semester: I)

Credits: 2

MM: 50 (External: 35 Internal: 15)

Contact Week 15

Introduction of the Course

This course is intended to provide a space to engage with education philosophically. It looks at the development of the concept of education and the varied concerns of the philosopher in the discourse of the Philosophy of Education. It attempts to comprehensively understand the metaphysical, epistemological, and axiological foundations of education.

Learning Outcomes

After completing the course, students will be able to:

1. Understand different conceptions of philosophy and philosophy of education
2. Discuss the evolution of the discourse of philosophy of education
3. Critically analyse the Indian and Western perspectives in philosophy of education
4. Critically discuss metaphysical and axiological foundations of educational processes

Number of Units: 2

Weeks 15 = 30 hours

Unit 1: Understanding Philosophy of Education

(7 weeks = 14 hours)

- Understanding Philosophy and Philosophy of Education as a discipline
- Understanding different approaches of Philosophy of Education to Educational Issues and Philosophising
- Contribution of Indian and Western schools of thought (such as Sankhya^{Nyaya}, Yoga, Vedanta, Buddhism, Jainism and Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism), and the critique of this approach to Philosophy of Education.

Unit 2: The metaphysical and axiological foundations of education (8 weeks = 16 hours)

- The importance of metaphysics in understanding education and educand.

Ethics in Education

- The ethics of the common good: Authority, Autonomy, Responsibility, Authenticity, Equality & Justice;
- Morals, values, and justification.

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Aesthetics in Education

- Art as Education;
- Aesthetics in philosophy and education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Write an essay by philosophising an educational concept/idea, such as morality, value, and the aim of education.
2. Write a comparative essay on the contribution of the various Eastern and Western perspectives on understanding philosophy of education.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Barrow, R. (2010). Schools of Thought in Philosophy of Education. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Bennett, M. & Cuypers, S. (2008). Autonomy and Authenticity in Education. In *The Blackwell Guide to the Philosophy of Education*. N. Blake, P. Smeyers, R. Smith, P. Standish (ed.). USA: Blackwell Publishing.
- Burbules, N. C. (2004). Philosophy of education. In *International Handbook of Philosophy of Education*, 1417-1427.
- Carr, D. (2010). The Philosophy of Education and Educational Theory. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Kane, R. (1993). The ends of metaphysics. *International Philosophical Quarterly*, 33(4), 413-428.
- Koopman, C. (2010). Art and Aesthetics in Education. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Noddings, N, & Slate, M. (2008). Changing Notions of the Moral and of Moral Education. In *The Blackwell Guide to the Philosophy of Education*. N. Blake, P. Smeyers, R. Smith, P. Standish (ed.). USA: Blackwell Publishing.
- Phillips, D.C. (2010). What is Philosophy of Education? In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.

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- Pring, R. (2010). The Philosophy of Education and Educational Practice. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Ruitenberg C. & Vokey, D. (2010). Equality and Justice. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Segal, G. (2005). Metaphysics. In E. Craig (ed.) *The Shorter Routledge Encyclopedia of Philosophy*. Routledge
- Seshadri, C. (1981). The Concept of Moral Education: Indian and Western — A comparative study. *Comparative Education*, 17(3), 293-310.
- Standish, P. (2018). Therapy. *International Handbook of Philosophy of Education*, 1235-1246.

Additional Readings

- Chatterjee, S. Dutta, D. M. (2016). *An Introduction to Indian Philosophy*. Motilal Banarasidass Publisher Private Limited, Delhi.
- Ecclestone, K., & Hayes, D. (2019). *The Dangerous Rise of Therapeutic Education* (2nd ed.). Routledge. <https://doi.org/10.4324/9780429401039>
- Emmet, E.R. (1964). Introduction. In *Learning to philosophise*. London: Longman. pp. 11-20
- Enslin, P. & Hedge, N. (2010). Inclusion and Diversity. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Carr, W. (ed.). (2005). *The RoutledgeFalmer Reader in the Philosophy of Education*. USA: Routledge
- Harrison, V. S. (2018). *Eastern philosophy: The basics*. Routledge.
- Nigam, S. (2019) *Paschatya Darshan Ka Ethhasik Sarvekshan*, Motilal Banarasidass Publisher Private Limited, Delhi.
- Noddings, N. (2008). *Philosophy of Education*. Westview Press.
- Sharma C. (1960) *A critical Survey of Indian Philosophy*. Motilal Banarasidass Publisher Private Limited, Delhi.
- Sinha, J. (2018). *Bhartiya Darshan*, Motilal Banarasidass Publisher Private Limited, Delhi.

Teaching Learning Process

Reading classical and contemporary texts, logical analysis, ethical analysis, and historical contextualisation of ideas and practices nurturing critical reflection on teaching-learning and research are the basis of this course.

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The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, situational analysis, dilemma resolution, and conceptual analysis.

Assessment Method

The assessment will be formative and will factor in student participation. Individual and group tasks and assignments will be given. A summative evaluation will be done through an end-semester examination.

Keywords: Philosophy of Education, the metaphysical in education, ethics in education, aesthetics in education, philosophical perspectives



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