

## Master of Education (M.Ed.)

**Title of the Course: P2: Philosophical Perspective on Knowledge, Pedagogy, and Research  
(Semester: II)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

### Introduction of the Course

This course is intended to connect prospective teacher educators with philosophical roots in formulating pedagogical interventions and research methods. It explores how philosophising about educational processes has evolved. It attempts to understand knowledge, pedagogy, and philosophical research comprehensively to nurture a cosmopolitan understanding.

### Learning Outcomes

After completing the course, student will be able to:

1. Analyse epistemic underpinnings of knowledge and pedagogy
2. Philosophise different formulations of pedagogy in philosophical and historical contexts
3. Analyse educational concerns philosophically.
4. Conduct a philosophical inquiry in education

**Number of Units (3)**

**Weeks 15 = 30 hours**

**Unit 1: Epistemological foundations of education**

**(5 weeks = 10 hours)**

- Knowing, Knower, and Known
- Knowledge as justified true belief
- Indian Philosophical Knowledge: Pramana Theory
- Feminist perspective of knowledge.

**Unit 2: Understanding Pedagogical Concerns (5 weeks = 10 hours)**

- The European Enlightenment and the Formulations of Pedagogy Liberal formulations: Kant, Hegel, Rousseau, and Dewey and critique of it.
- Radical Formulations: Marx, Freire, & other critical thinkers.
- The idea of Spiritual Nationalism and Integral education of Sri Aurobindo
- Upanishadic dialogue and pedagogical interventions
- Learning technologies
- Holistic education and embodiment
- Interdisciplinarity, multidisciplinary, and transdisciplinarity

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(These topics may be changed depending on the context and need of the students)

**Unit 3: Understanding Philosophical Research Methods (5 weeks = 10 hours)**

- The Analytical Method
- Phenomenology
- Hermeneutics
- Critical theory
- Existential perspective

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Conduct conceptual analysis of any educational concept.
2. Write a report of a philosophical inquiry on an educational concern
3. Philosophise the writings of an educator, eg. Gijubhai Badheka

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

**Essential/Recommended Readings**

- Almond, B. (2010). The Value of Knowledge. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Bhattacharya, S., Chattopadhyaya, D. P., Embree, L., & Mohanty, J. (1992). Phenomenology and Indian Philosophy. *Phenomenology and Indian Philosophy*, 44-76.
- Curren, R. (2008). The Analytical Movement. In *A Companion to the Philosophy of Education*. Emily Robertson and Paul Hager (ed.). USA: Wiley Publishing.
- Davis, A. & Williams, K. (2008). Epistemology and Curriculum. In *The Blackwell Guide to the Philosophy of Education*. N. Blake, P. Smeyers, R. Smith, P. Standish (ed.). Blackwell Publishing.
- Drerup, J. (2022). Democratic Education and the Controversy over Controversial Issues. In *The Routledge Handbook of Philosophy of Education* (pp. 332-343). Routledge.
- Gutek, G.L. (2009) Existentialism and Education. In *New Perspectives on Philosophy and Education*. USA: Pearson.
- Halliday, J. (2010). Educational Assessment. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Kellner, D. (2008). Critical Theory. In R. Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing.

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- Koetting, J. R., & Malisa, M. (1996). Philosophy, research, and education. *Handbook of Research for Educational Communications and Technology*, pp.1137-1147.
- Kouppanou, A. (2018). What Can We Learn from Learning Technologies? Technology, Digitization, and Education. *International Handbook of Philosophy of Education*, 1129-1147.
- Lum, G. (2018). Vocational Education. *International Handbook of Philosophy of Education*, 1097-1111.
- Mathews, M.R. (1980). *Marxist Theory of Schooling: A Study of Epistemology and Education*. Harvester Press.
- Mohanty, J. N. (1972). Phenomenology and existentialism: Encounter with Indian philosophy. *International Philosophical Quarterly*, 12(4), 485-511.
- Mohanty, J. N. (1979). Consciousness and knowledge in Indian philosophy. *Philosophy: East and West*, 29(1), 3-10.
- Mohanty, J. N. (2013). A fragment of the Indian philosophical tradition—Theory of pramāṇa. In *Epistemology* (pp. 1-10). Routledge.
- Munzel, G.F. (2008). Kant, Hegel, and the Rise of Pedagogical Science. In Randall Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing.
- Pendlebury, S. (1998). Feminism, epistemology and education. In D. Carr (ed.). *Education, Knowledge and Truth: Beyond the Postmodern Impasse*. London: Routledge.
- Pring, R. (2000). *Philosophy of Educational Research*. London: Continuum.
- Siegel, H. (2010). Knowledge and Truth. In *The SAGE Handbook of Philosophy of Education*. R. Bailey, R. Barrow, Carr, D., & McCarthy, C.(ed.). London: Sage Publications.
- Tillson, J. (2018). Rival conceptions of religious education. *International handbook of philosophy of education*, 1059-1082.
- van Manen, Michael & van Manen, Max. (2014). Phenomenology in D.C. Phillips (Ed.) *Encyclopedia of Educational Theory and Philosophy*. Sage Publications.
- Vlieghe, J. (2018). The body in education. *International Handbook of Philosophy of Education*, 1013-1026.

#### Additional Readings

- Bridges, D. (2016). Philosophising About, As, and in Educational Research. In *Philosophy in Educational Research: Epistemology, Ethics, Politics and Quality*. Springer.
- Gutek, G.L. (2009). Existentialism and Education. In *New Perspectives on Philosophy and Education*. USA: Pearson.
- Harrison, V. S. (2018). *Eastern philosophy: The basics*. Routledge.

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- Kneller, G. F. (1971). The challenge of existentialism. In G. F. Kneller (ed.). *Foundations of education*. John Wiley & Sons. 253-265.
- Martin, J. R. (1987). Rousseau's Sophie. In *Reclaiming a Conversation: The Ideal of the Educated Woman*. Yale University Press.
- Matthews, M.R. (1980). *Marxist Theory of Schooling: A Study of Epistemology and Education*. Harvester Press. Chapter 10. Marxism and Education.
- Mohanty, J. N. (1980). Understanding some ontological differences in Indian Philosophy. *Journal of Indian Philosophy*, 205-217.
- Noddings, N. (2009). Feminist Philosophy and Education. In H. Siegel (ed.) *The Oxford Handbook of Philosophy of Education*. Oxford University Press.
- Pring, R. (2000). *Philosophy of Educational Research*. London: Continuum.
- Riley, P. & Welchmar, J. (2008). Rousseau, Dewey, and Democracy. In Randall Curren (Ed.). *A Companion to the Philosophy of Education*. USA: Wiley Publishing. Munzel, G.F. (2008).
- Sherwin, S. (1988). Philosophical methodology and feminist methodology: Are they compatible? In L. Code, S. Mullett, & C. Overall, (ed.). *Feminist perspectives: Philosophical essays on method and morals*. Toronto: University of Toronto Press. Pp.13-28.
- Spring, J.H. (1998). *A Primer of Libertarian Education*. Black Rose Books.

### Teaching Learning Process

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

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:** Epistemology, philosophical research, philosophical underpinnings of pedagogy, philosophical perspectives

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