



Far Western University
Faculty of Education
Mahendranagar

Course Title: **Philosophies in Education**

Nature of Course: Theoretical

Course No. : Ed.111

Level: B. Ed.

Semester: First

Credit: 3

Full Marks: 100

Pass Marks: 45

Teaching Hours: 45 Hrs.

1. Course Introduction

It is a core and compulsory course designed for undergraduate students in Education. It enables students to develop basic theoretical knowledge and understanding related to various philosophical perspectives and education. This course aims to provide students with opportunities to learn to understand and reflect on the philosophical underpinnings of education, as well as to help them develop critical thinking around issues of philosophy in general and educational philosophy in particular. Primarily, it aims to acquaint students with the meaning and nature of education and philosophy, the relationship between education and philosophy, philosophy of education and educational perspectives of major Eastern and Western philosophies. It also provides learning opportunities to understand the basic premises and educational implications of selected philosophies, including their relationship. In addition, it helps students to recognize the importance of alternative approaches to philosophy in keeping with the emerging learning needs in today's complex modern world.

2. General Objectives

General objectives of this course are as follows:

- To provide the learners with deeper and broader understanding of basics of Education.
- To develop understanding of philosophical foundation of education among learners
- To develop critical thinking on eastern and western philosophy of education and draw its implication for education.
- To specify the need and importance of eclectic approach to educational philosophies in the modern times.

3. Contents in Detail with Specific Objectives

Specific Objectives	Contents
<ul style="list-style-type: none"> • Conceptualize the meaning of education and discuss its aims and function. • Discuss on types and nature of education. • Analyze the alternative Approaches to Education. • Describe the pillars of education. • Conclude an integrated concept of life-skills learning based on the pillars of learning 	<p>Unit 1 : Concept of Education (8 Hrs)</p> <p>1.1 Meaning and Definitions of Education</p> <p>1.2 Aims of Education</p> <p>1.3 Functions of Education</p> <p>1.4 Types and Nature of Education (Formal, Informal, and Non- formal Education)</p> <p>1.5 Alternative Approaches to Education</p> <p>1.6 Pillars of Education:</p> <ul style="list-style-type: none"> • Learning to Know • Learning to Be • Learning to Do • Learning to Live Together • Learning to Transform Oneself and Society

<ul style="list-style-type: none"> • Conceptualize and clarify the meaning and definitions of philosophy • Describe purpose, scope and function of education. • Explain major branches of philosophy • Discuss the relation between education and philosophy. • Explain the needs and importance of philosophy of education in modern times. • Find the role of the teacher as a philosopher 	<p>Unit 2: Introduction to Educational Philosophy (8 Hrs)</p> <p>2.1 Meaning, Definitions, Purposes, Scope and Function of Philosophy and Educational Philosophy</p> <p>2.2 Branches of Philosophy</p> <p>2.3 Relation between Education and Philosophy</p> <p>2.4 Need and Importance of Philosophy of Education</p> <p>2.5 Teacher as a Philosopher</p>
<ul style="list-style-type: none"> • Introduce idealism, realism, naturalism and pragmatism. • Explain basic premises and educational implications of idealism, realism, naturalism and pragmatism. • Introduce progressivism, humanism, existentialism and postmodernism (critical theory). • Explain basic premises and educational implications of progressivism, humanism, existentialism and postmodernism (critical theory) • Show interrelationship among traditional and modern philosophies of education. • Draw educational implication of each philosophies. 	<p>Unit 3: Western Philosophy and Education (12 hours)</p> <p>1.3 Classical Philosophies of Education</p> <p>1.3.1 Idealism</p> <p>1.3.2 Naturalism</p> <p>1.3.3 Realism</p> <p>1.3.4 Pragmatism (Introduction, Major premises, Implications on Education)</p> <p>1.4 Modern Contemporary Philosophies of Education</p> <p>1.4.1 Progressivism</p> <p>1.4.2 Humanism</p> <p>1.4.3 Existentialism</p> <p>1.4.4 Modernism and Postmodernism (Introduction, Major premises, Implications on Education)</p>
<ul style="list-style-type: none"> • Introduce Hindu/Vedic Philosophy. • Explain educational implications of Hinduism. • Introduce Buddhist philosophy. • Explain educational implications of Buddhism. • Introduce Islamic philosophy. • Explain educational implications of Islamic. • Show the interrelationship of major promises and educational practices among Vedic, Buddhist and Islamic philosophies. • Analyse the impact of the above philosophies on the education system of Nepal. 	<p>Unit 4: Eastern Philosophy and Education (12 hrs)</p> <p>4.1 Vedic Philosophy and Education</p> <p>4.1.1 Introduction to Hindu/Vedic Philosophy</p> <p>4.1.2 Implications of Hindu Worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.2 Buddhist Philosophy and Education</p> <p>4.2.1 Introduction to Buddhist philosophy</p> <p>4.2. 2 Implications of Buddhist worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p> <p>4.3 Islamic Philosophy and Education</p> <p>4.3.1 Introduction to Islamic Philosophy</p> <p>4.3. 2 Implications of Islamic Worldview for Educational Practices (Objectives of Education, Nature of Curriculum, Roles of Teachers and Students)</p>

<ul style="list-style-type: none"> • Discuss the concept of eclectic tendency in education. • Justify the need of eclectic philosophical approach to actualize the various aims of education. 	<p>Unit 5: Eclectic Tendency in Education (5 hours)</p> <p>5.1 Concept of Eclectic Tendency in Education</p> <p>5.2 Need of Eclectic Philosophical Approach for the Actualization of the Aims of Education.</p>
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4. Methodology and Techniques

Modes of instruction: Lecture, seminar, exercise course, guided personal study, tutorial, independent study, project work, Assignments in different topics, group discussion, reflective writing

Types of learning activities: attending lectures, performing specific assignments, writing papers, independent and private study, reading books, journals and papers, providing constructive feedback, group study and peer discussion.

5. Evaluation Scheme

5.1 Internal Evaluation 40%

Internal Evaluation will be conducted by course teacher based on following activities.

- a) **Attendance and Participation in class activities:** **5+5= 10 marks**
- b) **Assignment I: Reflective Notes and Class presentation:** **5+5= 10 marks**
(Reflective notes on 2 to 4 questions given by teacher at the end of the every unit and presentation on any two questions among them)
- c) **Assignment II: one Term paper/ Essay/Project and Interview:** **5+5=10 marks**
(Logical essay/term paper/project on the topics chosen by students and approved by the teacher and interview)
- d) **Mid-term exam:** **10 marks**

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10 × 1	10
Group B: Short answer questions	6 with 2 'or' questions	6 × 5	30
Group C: Long answer questions	2 with 1 'or' question	2 × 10	20

References

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2. Bartley, C. (2011). *An introduction to Indian philosophy*. Continuum. <http://michaelsudduth.com/> (Unit IV)
3. Bhatt, S.R. (2018). *Philosophical foundations of education: Lessons for India*. Springer. <https://doi.org/10.1007/978-981-13-0442-2> (Unit I, IV)
4. Blake, N., Smeyers, P., Smith, R., & Standish, P. (2003) (eds.). *The Blackwell guide to the philosophy of education*. Blackwell Publishing. <http://tarbiyati.iki.ac.ir> (Unit III).
5. Chaube, S. P., & Chaube, A. (2002). *Foundations of education (2nd ed.)*. Vikas Publishing House Pvt. Ltd. (Unit II, III and IV)
6. Delors, J. (1996). *Learning: The treasure within*. UNESCO. <https://unesco5pillarsfor.esd.pdf> (Unit. I)
7. Hill, D., McLaren, P., Cole, M., & Rikowski, G. (eds.)(1999). *Postmodernism in educational theory: Education and the Politics of human resistance*. <https://mdx.academia.edu/davehill> (unit III)
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19. अर्याल, प्रेमनारायण र अधिकारी, बालकृष्ण (२०७९), *शिक्षाको आधार*, पिनाकल पब्लिकेशन। (unit: II,III,IV)
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