

# ST. CHRISTOPHER'S COLLEGE OF EDUCATION, VEPERY

## SEMESTER - I

### PC 2 - PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION: PART - I

**Credits: 2**

**Internal: 15**

**Hours/Week: 2 Hrs**

**External: 35**

#### **Objectives**

**On completion of the course, the M.Ed students will be able to:**

- comprehend the significance of Philosophy and Education.
- get acquainted with the Indian Schools of Philosophy.
- familiarize with the Western Schools of Philosophy.
- analyze the various social institutions and organizations.
- discriminate Sociology of Education and Educational Sociology, appreciates the importance of Education as a social system.
- identify the various statutory bodies and their functions.

#### **UNIT I: Philosophy of Education**

**(Objective 1) 8 Hours**

Philosophy – Meaning, Need, its nature and significance - Philosophy of Education – Meaning and Scope, Relationship of Education and Philosophy. Nature of Philosophy of Education – Functions of Philosophy of Education.

**Activity:** Paper cuttings about the relationship between Education and Philosophy. (30 minutes)

#### **UNIT II:**

##### **(A) Indian Schools of Philosophy**

**(Objective 2) 8**

##### **Hours**

Vedanta, Buddhism, Jainism, Islam: concepts of knowledge, reality and values; their educational implications - Indian Philosophers – Swami Vivekananda, Sri Aurobindo, Gandhiji, Tagore, Krishnamoorthy.

**Activity:** Importance of values given by Indian Philosophers. (30 minutes)

##### **(B) Western Schools of Philosophy**

**(Objective 3) 8**

##### **Hours**

Idealism – Realism – Naturalism – Pragmatism – Existentialism – Humanism: concepts of knowledge, reality and values; their educational implications - Western Philosophers – Plato , Aristotle, Rousseau, John Dewey, Froebel – Maria Montessori.

**Activity:** Assignment on “Compare and contrast the philosophies of Froebel and Montessori.

**(30**

**minutes)**

### **UNIT III: Education and Society**

**(Objective 4) 8 Hours**

Social agencies of Education – Family, Peer group, Educational Institution and other organizations in the society (Example: Hospital, Church, Temple, Club and Association)

**Activity:** Collect pictures depicting Religious Institutions on Agencies of Education **(30**

**minutes)**

### **UNIT IV: Sociology of Education**

**(Objective 5) 10**

**Hours**

Education and Sociology – Meaning and Nature of Educational Sociology; Sociology of Education – Education as a social system – sub system of society – social processes like Socialisation, Stratification, Social Mobility.

**Activity:** Observe the society in which you are living and find out the reasons for stratification.

**(1 hr)**

### **UNIT V: Statutory Bodies Concerned with Education**

**(Objective 6) 8**

**Hours**

NCERT – SCERT – NUEPA – NCTE – UGC – NAAC – DIET – BRC – CRC – MHRD – AICTE – CABE – Their purpose and functions.

**Activity:** Visit any of the statutory bodies, observe the functioning and report. **(1**

**hour)**

### **Books for Reference:**

1. Aggarwal, (2002). Philosophical and Sociological Perspectives in Education. Shipra Publication.
2. Glenn, (1970). Philosophy and Education. Macmillan Publication.
3. Mathur, (2004). A Sociological Approach to Indian Education. Vinod Pustak.

4. Harry, (1965). Building a Philosophy of Education (Second Edition). Prentice-Hall of India, New Delhi

**Books for Detailed Study:**

1. Marlow, et.al, (2003). Philosophy and Curriculum. D.P.H., New Delhi
2. Setranjiwalla, et.al, (1973). Philosophical and Sociological Foundations of Education. S.Chand & Co (Pvt) Ltd, Ramnagar, New Delhi
3. Sharma, (2003). Sociological Philosophy of Education. Kanishka Publishers, New Delhi
4. Chopra, (2014). Philosophical and Sociological Foundations of Education. Lotus Press.

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