COURSE CODE: MS2PC3   **CREDITS: 4**

PHILOSOPHY OF EDUCATION

COURSE OBJECTIVES:

CO1: Enable the students to acquire knowledge on the concepts and meaning of philosophy and education.

CO2: Motivate the students to understand the relationship between Philosophy and education

CO3: Make the students to comprehend the different Indian schools of philosophy.

CO4: Enable the students to explain the concept of Western schools of philosophy.

CO5: Enable the students to analyse the educational contributions of Indian and Western thinkers

UNIT-I: FUNDAMENTALS OF PHILOSOPHY OF EDUCATION

Meaning and Concept of Philosophy of Education -Philosophy and Education - Relationship between Education and philosophy- Significance of Philosophy of Education - Branches of Philosophy - Scope and functions of Educational Philosophy.

UNIT - II: FUNDAMENTAL PHILOSOPHICAL DOMAINS

Fundamental Philosophical Domains – Epistemology, Metaphysics, Axiology. Education and Metaphysics, Education and Axiology.

UNIT - III: INDIAN SCHOOLS OF PHILOSOPHY

Contribution of Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism) with special reference to Vidya, Dayanand Darshan; and Islamic traditions towards educational aims and methods of acquiring valid knowledge.

UNIT - IV: WESTERN SCHOOLS OF PHILOSOPHY

Contribution of Western Schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to education with special reference to information, knowledge and wisdom.

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UNIT - V: CONTRIBUTIONS OF EDUCATIONAL THINKERS

Western Thinkers: Dewey, Rousseau, Montessori, Froebel, Plato and Confucius.

Indian Thinkers: Swami Vivekananda, Sir Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, J. Krishnamoorthy.

SUGGESTED ACTIVITIES:

1. Discussion on the relationship between Philosophy and Education.

2. Analysis on the Educational thoughts of any one of the Indian or Western thinkers.

3. Compare the Educational Implications of Indian and Western Educational thinkers.

TEXT BOOKS:

1. Agarwal, J.C. (2002). *Philosophical and sociological perspectives on education* Shipra.

2. Davan, M.I.. (2005). *Philosophy of education*. Isha Books.

3. GaraLatchanna (2013). *Foundations of education*. Neelkamal.

4. Swaroop Saxena. N, R & Dutt, N.K. (2013). *Philosophical and sociological foundations of educations*. Lall

5. Walia,J. A. (2011). *Philosophical, sociological and economic bases of education*. Ahim Paul Publishers

SUPPLEMENTARY READINGS:

1. John Brubacher (2007). *Modern philosophy of ducation*. Surjeet.

2. MujibulHasan Siddiqui (2009). *Philosophical and sociological perspectives in education*. Neeraj.

3. Pandey, R. S. (1997). *East west thoughts of education*. Horizon Publishers

4. Sharma, Y.K. (2002). *The doctrines of the great Indian educators*. Kanishka Publishers.

5. SwaroopSaxena, N, R. (2013). *Foundation of educational thought & practice*. Lall.

E – RESOURCES:

1. www.wikipedia.org
2. https://www.questia.com/library/education/philosophy-of-education
3. https://supriyaprathapannotesoneducationalsociology.wordpress.com
4. www.yourarticlelibrary.com/education
5. www.fpri.org/wp-content/
6. www.teindia.nic.in/mhrd
7. www.ascd.org/ASCD/pdf/journals

COURSE OUTCOMES:

After completing this course, the students will be able to:

CO1: Explain the concepts and meaning of philosophy and education.

CO2: Describe the fundamental philosophical domains.

CO3: Analyse the Indian schools of philosophy and their educational implications.

CO4: Examine the Western schools of philosophy and their educational implications.

CO5: Discuss the educational contributions of Indian and Western thinkers.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓	✓							✓	✓							✓
CO2	✓	✓							✓	✓							✓
CO3	✓	✓							✓	✓							✓
CO4	✓	✓							✓	✓							✓
CO5	✓	✓							✓	✓							✓

CURRICULUM DESIGN AND DEVELOPMENT

COURSE OBJECTIVES:

CO1: To acquire the knowledge of the nature and foundations of the curriculum

CO2: To understand the dimensions and approaches of curriculum design

CO3: To analyze the phases of curriculum process and models of curriculum development

CO4: To create the models of curriculum implementation and to plan effective curriculum transaction

CO5: To evaluate the need and importance of curriculum evaluation

UNIT- I: THE NATURE OF CURRICULUM

Concept of curriculum - Definition of curriculum: Curriculum as an Objective, Subject Matter, Plan, document, and Experience – Foundations of Curriculum: Historical, Philosophical, Sociological and Psychological Foundations of Curriculum.

UNIT- II: CURRICULUM DESIGN AND APPROACHES

Definition and Components of Curriculum design – Sources of curriculum design – Design dimensions: Horizontal and Vertical organization – Scope, Integration, Sequence - Articulation, Balance and Continuity. Approaches of the Curriculum Design: Subject – Centered Designs – Learner-Centered Designs – Problem-Centered Designs.

UNIT - III: PROCESS OF CURRICULUM DEVELOPMENT

Phases of Curriculum Development process - Models of Curriculum Development: Technical-Scientific Models: Tyler's Model, Hilda Taba's Model, Saylor and Alexander's Model - Non-technical Non-scientific Models: Kohl and Holt's Model, and Roger's Model.

UNIT – IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Concept of Curriculum Implementation - Models of Curriculum Implementation: Overcoming Resistance to Change (ORC) Model, Leadership Obstacle Course (LOC) Model, Linkage Model, Organizational Development (OD) Model and Rand Change Agent (RCA) Model – Factors influencing Curriculum Implementation. Concept of Curriculum Transaction - Types of Teaching Models - Information Processing, Social Interaction, Personal Development, Behaviour Modification and Factors Contributing Effective Teaching.

UNIT - V: CURRICULUM EVALUATION

Concept, Definition, Need and Importance of Curriculum Evaluation – Approaches of Curriculum Evaluation: Bureaucratic, Autocratic and Democratic Evaluation – Models of Curriculum Evaluation: Tyler's Objectives-centred Model – Stufflebeam's CIPP Model and Robert Stake's Congruence Contingency Model.

SUGGESTED ACTIVITIES:

1. Reflective discussion on design dimensions of curriculum.

2. Learning contracts between prospective teachers and teacher educators to ensure that the process of curriculum development will be undertaken in teaching learning process to achieve identified learning course outcome.

3. Interactive learning on various models of curriculum implementation.

4. Structured overview of peer groups on various approaches of curriculum organization and submit a report about need and importance of curriculum organizations.

5. Guided and shared reading, listening thinking and reflecting on various models of curriculum evaluation

TEXTBOOKS:

1. Allan Glatthorn, A., Floyd Boschee, & Bruce Whitehead, M. (2009). *Curriculum Leadership*. SAGE

2. Daniel Tanner & Laurel Tanner, N. (1975). *Curriculum development theory into practice.* Macmillan.

3. Galen Saylor & William Alexander, M. (1956). *Curriculum planning for better teaching and learning.* Rinehart Company, Inc.

4. Hilda Taba. (1962). *Curriculum development theory and practice.* Harcourt, Brace & World, Inc.

5. Orestein, A.C., & Hunkins, F.P. (1988). *Curriculum: Foundations, principles and issues.* Prentice Hall

6. Pinar,W., (Ed)(2015). *Curriculum studies in India.* Springer

SUPPLEMENTARY READINGS:

1. Arora, G.L. (1984). *Reflections on curriculum.* NCERT

2. Chikumbu, T.J., & Makamure, R., (2000). *Curriculum theory, design and assignment (Module 13).* The Common wealth of Learning.

3. Dinn Wahyudin. (2019). *Curriculum development and teaching philosophy.* LAMBERT

4. Kelly, A. B. (1996). *The curricular theory and practice.* Harper and Row

5. Yu, Shengquan. (2020), *Emerging technologies and pedagogies in the curriculum.* Springer.

E- RESOURCES:

1. https://cd.edb.gov.hk/la_03/chi/curr_guides/Maladjusted/ema-3.htm

2. https://files.eric.ed.gov/fulltext/EJ124508.pdf

3. https://www.pdfdrive.com/curriculum-development-books.html

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COURSE OUTCOMES:

After completing this course, the students will be able to

CO1: Recognize the historical, philosophical, sociological and psychological foundations of curriculum

CO2: Summarize the principles of curriculum design and compare three approaches of curriculum design

CO3: Execute the phases of curriculum development process and interpret the technical and non-technical models of curriculum

CO4: Implement the curriculum models and types of teaching models

CO5: Explain the approaches and models of curriculum evaluation

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓				✓				✓	✓							✓
CO2	✓				✓				✓	✓							✓
CO3	✓				✓				✓	✓							✓
CO4	✓				✓				✓	✓							✓
CO5	✓				✓				✓	✓							✓