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- *dependency theory in Education, Values and Indian Constitution ;*
- *concepts related to social philosophy of Education.*

Contents

First Half: Meaning, Nature and Scope of Educational Philosophy

Unit-I: Educational Philosophy

- (a) Meanings of Education and Philosophy ;
- (b) Nature of knowledge and knowledge getting processes ;
- (c) Nature and scope of educational philosophy ;
- (d) Need for educational philosophy.

Unit-II: Indian Philosophy of Education

- (a) Philosophies of Education in the Jaina and Buddhist thoughts ;
- (b) Philosophies in the following sub-systems :
 - (i) Naya, (ii) Sankhya, (iii) Vedanta, with special reference to knowledge, reality, value and educational implications ;
- (c) Islamic Philosophy and its influence in education;

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Unit-III: Western Philosophy of Education

Western schools of philosophy —

- (i) Idealism, (ii) Realism, (iii) Naturalism, (iv) Pragmatism, (v) Existentialism, (vi) Marxism, (vii) Logical analysis, (viii) Logical empiricism and Positive relativism, with special reference to Knowledge, Reality, Value and educational implications.

Second Half: Modern Philosophical Thoughts on Education

Unit-IV: Educational Philosophers of Modern Age

- (a) R.N. Tagore,
- (b) M.K. Gandhi,
- (c) Swami Vivekananda,
- (d) Sri Aurovinda,
- (e) J. Krishnamurti,
- (f) Herbert Spencer, and
- (g) B. Russell.

Unit-V: National Values and Education in Indian Constitution

National values as enshrined in the Indian Constitution and their Educational implications with special reference to (i) Freedom, (ii) Equality, (iii) Secularism, (iv) Democracy and (v) Responsibility.