

**DSC 2 (I.2) Foundations of Education: Philosophical, Psychological and Social Threads**  
**Discipline Specific Core**

**1. Credit Distribution of the course**

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
DSC 2 (I.2)						
<b>Foundations of Education: Philosophical, Psychological and Social Threads</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>Undergraduate</b>	<b>No specific requirement</b>

**2. Learning Objectives**

The course explores the foundations of education at the intersection of philosophical, psychological, and social dimension, presenting a comprehensive overview of theoretical underpinnings. It examines major philosophical perspectives, including Indian and Western thinkers, and their influence on educational discourse. Students will analyze key psychological theories of learning and learners. The course acquaints learners with key concepts and theories of sociology of education, addressing issues of inclusion, diversity and the role of education in shaping the education landscape. It prepares learners to critically evaluate the impact of social institutions, policies, and governance on education systems with a special emphasis on National Education Policy (NEP) 2020.

**3. Learning Outcomes**

- Explain and interlink major philosophical and sociological foundations of education;
- Analyze key concepts in psychology and their relevance in education;
- Examine contemporary educational challenges specific to Indian and global context;
- Develop an informed perspective on inclusive, sustainable and future education.

**4. Syllabus**

**Unit I Philosophical Foundations of Education** - Epistemological bases and their interpretation in Philosophy of Education: Ways of philosophical inquiry, knowledge as meaning making, knowledge as many 'arts', Traditional philosophical debates and synergies in

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education w.r.t. Indian and Western educational thinkers (*Western: Socrates, Plato, Aristotle, Rousseau, Froebel, Pestalozzi and Dewey; Indian: Indian knowledge system, Gandhi, Tagore, Krishnamurthy, Aurobindo*) [12 hours]

**Unit II Sociological Foundations of Education** - Relation between society, education and social change; sociology of education; education as a social institution. Classical and contemporary social theories in education (*Indian and Western Perspectives: Durkheim's theory of Structure Functionalism; Paulo Freire's Pedagogy of the Oppressed; Scholarship of Govind Sadashiv Ghurye: Blending of Sociology and Indology; Mysore Narasimhachar Srinivas's idea of Westernization and Sanskritization*) [12 hours]

**Unit III Psychological Foundations of Education** - Psychology of human development: Concepts and principles of development; key aspects of child development (physical, cognitive and psycho-social), individual differences, Psychology and education: Relation between education and psychology, psychology of education as an interdisciplinary approach, scope and major research trends. [12 hours]

**Unit IV Emerging Trends in Education** - Education for sustainability and global citizenship, education as a means of competitive economy vs education for peace, education in the digital era, National Education Policy 2020: Vision and implementation challenges. [9 hours]

### **5. Tutorial Details**

1. Create an intersectional diagrammatic representation linking philosophical, psychological, and social theories in shaping the modern educational policies with special reference to NEP 2020.
2. Create a digital timeline showing the evolution of educational thought, highlighting key thinkers, ideas, and their relevance today. (choose either Indian or western thinkers).
3. Write a reflective journal highlighting the role of your family, community & peer group influencing your educational choices. (Max word limit up to 2000 words).

### **6. Essential Readings**

- Dewey J. (1916). *Democracy and Education*. Macmillan.
- Noddings N. (2013). *Philosophy of Education*. Westview Press.
- Krishnamurti J. (1953). *Education and the Significance of Life*. Harper & Row.
- Bourdieu P. & Passeron, J. (1977). *Reproduction in Education, Society and Culture*. Sage.
- Apple M.W. (2004). *Ideology and Curriculum*. Routledge.

### **7. Suggestive Readings**

- Vygotsky L.S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Piaget J. (1952). *The Origins of Intelligence in Children*. International Universities Press.

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- Ministry of Education, National Education Policy-2020, Government of India. [https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Jason C.R. (2015) Foundations of Education: A Social, Political, and Philosophical Approach. Canadian Scholars' Press.
- Winston C.T. (ed.) (2023). Philosophical foundations of education. New York: Bloomsbury Academic.