

M.Phil (EDUCATION)
SYLLABUS

PAPER - II (Elective 7) - PHILOSOPHY OF EDUCATIONAL
RESEARCH

Objectives:

After the completion of this course student will be able to

1. explain the concept of Philosophy and Methods of philosophizing Educational Research.
2. analyze the role of philosophy in educational research
3. define the general concept of knowledge, sociology of knowledge and Indian conception of knowledge
4. explain the theories of development of knowledge
5. explain the social science approach to educational research.
6. analyse the influence of social science approaches on educational research.
7. explore the researches undertaken in India on knowledge and Knowledge utilization.
8. familiarise with how to develop an appropriate approach.

UNIT I:

Philosophy – concept and meaning, Methods of philosophizing; speculative, descriptive – Analytical, prescriptive, evaluative. Role of philosophy in educational research; ways of conceptualizing the relation between philosophy and education, philosophy of education and philosophy of educational research – need for new paradigms in educational research – assignments.

UNIT II

Knowledge – creation of knowledge. Misconceptions, the knower and the known (Subject-object) relationship – experience the framework, the interpretation – the logic of knowledge acquisition – the sociology of knowledge – The Indian conception of knowledge.

UNIT III

Theory – Theories and development of knowledge; theory building – theory and methods, abstraction, structure, cause, system, implications – Theory testing – falsification, verification.

UNIT IV

The social science approach to Educational research – Assumptions of social sciences; ontological, epistemological and models of man – The positivism Vs anti positivism divide- The contemporary Approaches.

UNIT V

The influence of Social Science – Approaches on Educational Research- Empiricism – Scientism –Operationalism – Macro-systems approach – The quantitative (Statistical) Approach- Learning resources Approach – Teacher accountability approach.

UNIT VI

Educational research in India – Tradition, Domains and Trends – Entrainments in unproductive paradigms.

UNIT VII

Developing an appropriate approach – examining underlying assumptions –

the need to break with tradition – scanning emerging paradigms in other disciplines.

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