ABSTRACT

The educational realm we find ourselves in owes much to the work of philosophers. Educational policy and practice have evolved and progressed across the centuries through their influence, some of which have been through great social travails. Humanity has sifted and accepted them through careful consideration. However, not all philosophies are entirely beneficial. Some are given to aberrations. This doctoral dissertation is a systematic look at some of these philosophies, which on critical evaluation, reveal fault lines in our educational enterprise.

The contemporary educational scenario is dominated by idealism and consumerism and, as such, falls short of promoting the comprehensive welfare of the anthropos or the human person. We present a thesis statement and employ the historico-critical methodology to examine these issues and use logical, ethical and moral arguments, besides, supporting texts, aphorisms and thought experiments to argue for our position.

Jean-Paul Sartre had stated that philosophical anthropology is the study of the essence of the human being and the human condition. With its roots planted there, we present a conceptual model of the anthropos that could serve as the starting point for educational policy. We put forward five dimensions to be catered to by any educational program and call it the Anthropo-Centered Model of Education or ACME. That completes Part I of the dissertation.

In Part II, we explore the five dimensions. The attempt has been to zero in on the underlying issues and elucidate them. At some places, we use analysis, at others, speculation and close synthetically as we integrate our model. The dissertation ends with the prospectus of a high school, envisioned on the basis of this research, to come up in the city of Bangalore.