

# The Epistemic Aim Of Education

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## **Introduction:**

Nature of knowledge, knowing, and validity of knowledge concerned with Epistemology. The questions related to the truth and authenticity of knowledge are part of Epistemology. The curriculum is the bundle of knowledge and Epistemology deals with the truth, authenticity, beliefs, and justification of the knowledge (Zais, 2010).

The curriculum deals with the transmission of the knowledge and also facilitates the knowing or meaning of construction and epistemology is the pillar of the curriculum development. The curriculum development process involves the discourse on nature, content, skills, attitude, values of the knowledge (Ornstein and Levine (1993). Further, the discussion of the Educator includes organization, design, and implementation of the curriculum (Okello & Ocheng, 1996). Teaching, learning, and assessment of learning also part of the implementation process (Sowell, 2010).

Taking knowledge as the primary epistemic purpose of education has the benefit of including both truthfulness and rational thinking when properly defined in its 'strong' meaning. This better encapsulates how instructors are troubled with the crucial epistemic goal of education, because simply true learner presumption becomes less appropriate than absolute truth that is acceptable, reasonable, and or driven by political rationales, and substantiated or reasonable but incorrect faith is less sufficient than more believing that is already truly the case. Several modern authors argue that knowledge is the primary epistemic goal of education (Scheffler

1960). It appears to combine the best aspects of both prior viewpoints while also addressing the criticisms leveled against them (Haydon, 1979).

According to the great Martin Luther King Jr, "knowledge is power" it is this knowledge that empowers human beings to achieve the best results positive way. Man grows productive through gaining knowledge, according to the great philosopher Socrates (Curren and Blokhuis,2011). Knowledge meaning to be aware or understanding of someone or something based on facts, authentic information, descriptions, experiences, observations, practices, and critical analysis. This knowledge is acquired through experiences and education.

The Course named: Child Development is offered for 1<sup>st</sup> year and is based on 3 credits, 48 class hours, and 16 weeks. It is Bed 4-year Associate Degree in Education/ B.Ed. (Hons) Elementary 2012. This is the comprehensive working of the higher education commission (HEC) and the USAID on Teacher education project for the engaged faculty across the nation for the development of the detailed course.

The Teacher Education Program aims to enhance the quality of teacher education and this course is reviewed by the National curriculum review committee (NCRC).

The major focuses of the course are to become an effective teacher to understand the child and its growing and developmental aspects. This course provides comprehensive knowledge of child development and related theories. Provide the real experiences to study and observe the children at a different level. Also develop an understanding of the learning, its styles and individual differences.

This course explained that the major aim of education is acquiring propositional knowledge. In this study, the evolution of a child's cognitive process, behavioral, relational, and physiological traits have also developed and their role in gaining education or knowledge. There are multiple theories explained in this for the appropriate development and learning of children. This course has explained that all these theories reflect multiple viewpoints about the children due to which development of children has done.

**Excellence fosters:**

After completing this course, Student Teachers will be able to:

Elaborate on the theories and themes related to child development.

Identify the factors which influence a child's learning.

Differentiate the characteristics of the child development according to the stages

Knowing the different teaching methods based on theories.

Describe the individual differences of the students and children with special needs

**The rationale of each Excellence:**

Epistemic rationality is simply a species of the genus instrumental rationality...Epistemic rationality, no less than any other sort of rationality, is a matter of integrating ends and means. Good reasons are instrumental reasons; there is no other sort (Laudan, 1990b, p.318).

The course focuses to provide understanding about the major learning theories including Piaget, Vygotsky, Erikson, and comprehensive themes of Social and emotional, Cognitive and linguistic, and Aspects of physical development. Which help student teacher to understand the process of learning and how human learn at different stages. Learning theories will help student teacher to develop their theory and further, they will apply in their teaching practice.

Every teacher needs to understand the characteristics and factors of every stage of growth and development. This knowledge to every student teacher to make an effective learning classroom environment and achieve the learning goals. Also, develop the understanding about milestones of every stage of life This course also comprised of some learning techniques with the assessment that are given to Students and Teachers as an opportunity to take charge of their education.

Student-teacher able to Develop an effective teaching method in the light of learning theories that are appropriate for every stage and age of the child.

In the traditional teaching teacher were not considered the individual difference and the special needs of a child but in this modern course of teacher education develop the understanding that every child is different from other and they learn according to their difference and some of the students have special needs. It is important to need modern era teachers to understand this difference and make an effective teaching-learning environment for education.

The excellence of Explicit Rational based on those rational which carefully designed, pilot-tested by the teachers and students also presents and published in the form of curriculum material for teachers and learners. Also having a control system that focused on what content and activities must be done each day and at a specific time.

### **Aims of Course:**

The aim of this course is the basic understanding of education and what is the purpose of education. This course explained some epistemic aims of education such as if education aims to gain knowledge, then there is a need for truth and justification to gain appropriate knowledge. There are some other epistemic goals of education also added in this course such as there is no difference should present between the knower and all of them are regarded as the same to produce a theory of knowledge. The rationale of this course has explained that consideration of epistemic ends of education begins with the merging of education with civic education. These requirements are stated in the course experiences and are met mechanically by providing the appropriate resources. This course also comprised of some learning techniques with the assessment that are given to Students and Teachers as an opportunity to take charge of their education.

### **Motivation for the foster of Excellence:**

Different learning approaches have been used in the course which helps to enhance the student's motivation like group work, peer learning, class debates, collaboration, and discussion. These modern strategies motivate student teachers towards the effective teaching-learning process.

Further, collaborate on performance-based tasks such as role-playing, making informational posters, and writing letters to teachers include in the course.

### **Beliefs which curriculum aim to transmitted**

The course transmitted the belief to become an effective teacher who understands the pedagogical aspect of teaching, promotes an effective teaching-learning environment for the new generation. Socially we need sincere, hardworking, and intellectual teachers who having critical consciousness and make this society a peaceful place where everyone has the right to achieve their goals.

Economic beliefs of this course fulfill the gap of demand and supply and this will help to reduce unemployment in the society and bring the graph upward economically. If this course successful to produce an effective teacher automatically they get a job and fulfill the demand of society. If we have seen the religious aspect of this course, we can understand that our religion also teaches us with the example of Teaching methods described by the Holy Prophet (P.B.U.H) that it is important to understand the needs and the requirement of the child age. Also, individual differences are highlighted in the teaching of the Holy Quran.

### **Authority and Testimonials:**

Should pupils believe what they are told by their teachers? They probably should, according to recent work on the epistemology of witness (Goldman 1999). However, student confidence in their professors' otherwise unsubstantiated testimonial statements clashes with the idea that critical thinking is an important goal of education because such conviction appears to be founded on grounds that have not been submitted to critical analysis by the theist. The educational case is useful in illuminating current difficulties in the ontology of testifying. It's not the place to discuss the wide topic of the epistemology of witness.

It's critical to be clear about the type of student you're looking for. Because they lack the intellectual capabilities to do so, very infants and toddlers are unable to assess their instructors' testimony statements. Such ability emerges over time; faith in their instructors' declarations appears insignificant before it is fully developed.

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The syllabi and course guides have been reviewed by the National Curriculum Review Committee (NCRC) and the syllabi are approved as the updated Scheme of Studies for the ADE and B.Ed. (Hons) Elementary programs.

### **Open-Mindedness, Belief, and Commitment:**

Open-mindedness is another epistemic virtue connected to critical thinking that is frequently viewed as a core educational goal: To put it another way, the capacity to see one's views as flawed and susceptible to reasonable rejection or change in the face of facts and critical thinking. Jonathan Adler (2004) argues that open-mindedness should be viewed as a multiverse against one's opinions instead of just an eroding of one's level of presumption or loyalty to the religious views themselves and that it should be described in light of our overall desire to learn; he connects these problems to other critical questions such as tolerance, autonomy, and authority.

### **Critical understating**

Utilizing the different teaching approaches like group work, discourse, the collaborative teaching-learning process will help students to develop a critical understanding regarding content. Also, discussion about their learning styles and strategies improves their metacognitive skills.

Making portfolio process further helps to develop a critical understanding of the teaching-learning process. It includes records, making lesson plans, review, feedback, utilization of teaching methods, etc.

This will help to achieve the epistemic aim of education because this process will enhance the finding process of true knowledge.

### **Dependency on Authority**

The course depends on the authority and having a boundary to follow the given plan. Teachers adjust the course according to the respected environment but under the given fine lines. The course justified these boundaries with a logical justification like course should complete within 03 credit hours or different activities which is necessary for developing critical analysis skills.

### **Curriculum claim to develop critical thinking:**

The course develops critical analysis skills via utilizing different pedagogies like reading the article and reflect on it, collaboration, discussions and observations, and recordings, etc. Cognition of emotion and sentiments like respect other's views and options, love of truth also develops via this course like in collaborative and discussion classroom.

### **The sources of information**

The source also mentioned in the course for further reading but most of them are not functional and active.

### **Conclusion:**

Epistemology deals with the claim to know, most of our knowledge is based on evidence that does not provide complete truth. And try to improve the ways of acquiring knowledge in various fields of life. The questions related to epistemology are what is knowledge? What is the best way of acquiring knowledge? and what is the value of knowledge?

The aim of epidemiology in the curriculum is to train student-teacher to know whether a piece of information is genuine knowledge or not, the way acquiring knowledge is correct or not, and also teach them to find out the value of the knowledge.

Critical cognition skills are necessary for every student to understand existing knowledge and its value. The child development course provides this opportunity to every student teacher to develop their metacognitive skills for becoming an effective teacher and active member of the society who plays his/her role as a teacher.

Somehow most of the course sources are passive but the planning and the further reading references are helpful for the teachers and students to achieve the goals.

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