

**FIRST SEMESTER M.Ed. DEGREE EXAMINATION, DECEMBER  
2016**

**MED 01-ADVANCED PHILOSOPHY OF EDUCATION**

**QUESTIONS & ANSWERS**

**PART A**

1. Describe the major areas of philosophy.

Major Areas of Philosophy

- METAPHYSICS (Nature of Reality)
- EPISTEMOLOGY (Theory of Knowledge)
- AXIOLOGY (Theory of Value)

**METAPHYSICS**

Metaphysics (Nature of reality)

Metaphysics is the branch of philosophy that studies the ultimate nature of reality or existence.

Definition

Metaphysics is derived from the Greek word "Meta" means ( beyond..upon or after) and "physika" means( physics).

It asks questions such as 'what is real? Or what exists?'

**EPISTEMOLOGY**

## Epistemology (Theory of knowledge)

### Definition

Episteme means (knowledge) and logos means (study of), so in other words we can say that epistemology is the study of the nature, source, and validity of knowledge. Ask questions such as “what is true”? and how do we know?

## AXIOLOGY

### Axiology (Theory of values)

- What is right/wrong
- It is concerned with values, what actions and qualities are worthwhile and why they are so?

### Definition

Made of two Greek words- 'Axios' means 'value' or 'worth' and logos means 'study of'. so axiology is the philosophical study of the value and the 'value' originally meant the worth of something.

2. Briefly explain the interdisciplinary nature of education.

## INTERDISCIPLINARY NATURE OF EDUCATION

Interdisciplinary refers to the combination of two or more academic disciplines into one. Learn by making connection between ideas and concepts across different disciplinary boundaries.

Chokemen define interdisciplinary as " To solve a set of problems whose solutions can be achieved only by Integrating part of existing disciplines".

- 3 .What are the forms of pragmatism?

## : FORMS OF PRAGMATISM

### a. HUMANISTIC PRAGMATISM-

This type of pragmatism is particularly found in social sciences. According to it the satisfaction of human nature is the criterion of utility. In philosophy, in religion and even in science man is the aim of all thinking and everything else is a means to achieve human satisfaction.

### b. EXPERIMENTAL PRAGMATISM-

Modern science is based upon experimental method. The fact that can be ascertained by experiment is true. No truth is final, truth is known only to the extent it is useful in practice. The pragmatists use this criterion of truth in every field of life. The human problems can be solved only through experiment.

### c. NOMINALISTIC PRAGMATISM-

When we make any experiment we attend to the result. Our aim is examination of the material. Some hypothesis about the results invariably precedes every experiment. According to nominalistic pragmatism, the results of an experiment are always particular and concrete, never general and abstract.

### d. BIOLOGICAL PRAGMATISM-

Experimentalism of John Dewey is based upon this biological pragmatism according to which the ultimate aim of all knowledge is harmony of the man with the environment. Education develops social skill which facilitates one's life. The school is a miniature society which prepares the child for future life.

4. What are the salient features of Charvaka philosophy?

Charvaka philosophy: It is characterised as materialistic and aesthetic school of thought. Accepted direct perception as the surest method to prove the truth of anything. Insists on joyful living.

5. What is Totalitarianism? Give examples.

## TOTALITARIANISM

Political system which provide maximum power to authority.

- Totalitarianism is an ideology where state (king) holds the total authority over the society and seeks to control all aspects of public and private life , where-ever possible.
- The motto is powerful state.
- It started in 1920's, by Weimer (a German jurist), then Nazi academic Carl Schmitt and Italian fascists.
- This is an anti communist political discourse.
- Italian dictator Benito Mussolini coined the term 'totalitario' in the early 1920s to characterize the new fascist state of Italy, which he further described as "Everything within the state, nothing outside the state".
- Rule through fear.
- Censorship of media.
- Criticism of the state is prohibited.
- Secret police force controlling the state.

## **II. Short Essay Type Questions. Answer any eight questions. Each question carries 5 marks:**

6 .What is a discipline? Justify education as a discipline.

Discipline refers to rule following behavior, to regulate, order, control and authority. It may also refer to punishment. Discipline is used to create habits,

routines, and automatic mechanisms such as blind obedience. We may, of course, immediately question if and why it matters whether higher education studies is a discipline or not. Or, in other words, is 'discipline' more than simply a label? Are there any positive practical consequences that would come if higher education studies was recognised and accepted as a discipline? And, if it does matter, to whom does it matter: those researching higher education, the academy as a whole or the wider society beyond? It is the case, as we shall see, that some higher education researchers seek to claim disciplinary status – for the whole of higher education studies or just the particular part of it that they work in – so it clearly matters to them, at least to some extent.

Higher education researchers are, as we shall also see, by no means unique in making such claims, which have been regularly made by practitioners in particular fields throughout the history of the academy. Clearly, then, there is some perceived benefit in being a discipline, even if – as with many terms in academia – the word 'discipline' is used both loosely and in varied ways. Widespread recognition of higher education studies as a discipline would undoubtedly give it more status, at least in academic circles. The academy is, of course, highly status conscious – indeed, it might be argued that it is an environment in which status matters as least as much as funding (compare, for example, the attitude toward any relatively new discipline including in its name the suffix 'studies' and that towards, say, philosophy or physics) – so such recognition would be hard won and conditional, and thus worth having. It would not, however, have any great impact on the existing disciplinary pecking order, where the pure sciences and medicine clearly rule the roost, so the status of higher education studies would remain relatively low. Recognition of higher education studies as a discipline beyond the academy, in the wider society and economy, would likely be even less significant. While greater acknowledgement of the work of higher education researchers in understanding and enhancing the diverse operations of higher

education would be welcomed, whether they are seen as belonging to a discipline or researching a field is of little relevance outside academe. What matters is fruitful engagement with government, industry and other interested parties or stakeholders. If, however, recognition of higher education studies as a discipline is denied, the practical business of higher education studies would arguably still continue. But it would remain relatively easier for others in the academy and beyond to ignore the findings of higher education research, as they commonly do so now, and to instead advance their own – anecdotal, poorly evidenced or wholly unevidenced – opinions. Higher education is, after all, a field that is, unusually, researched by those within it, and on which everyone else working within, or with experience of, it has their own opinions. The status of higher education studies – as a discipline or a field of study – does, therefore matter, and not only to higher education researchers, but also to the academy as a whole, though perhaps not as much as some might wish. So the question is worthy of more exploration.

7 .Bring out the importance of existentialism in today's education system in India.

The roots of existentialism can be traced as far back as the Sophists, the paid teachers of ancient Greece specified in teaching morals. Although differences are found between existentialism and phenomenology, the two have much in common. Phenomenology deals with the phenomena of consciousness from the first-person point of view and studies the experience of things as they present themselves to the observer. Existentialism, on the other hand, examines the existence and the role the individual plays in terms of his or her feelings, thoughts, and responsibilities. Although have in common and are compatible in principle, hence many philosophers refer to themselves as existentialist-phenomenologist. Sartre was identified as a prominent person of

existentialism. As these philosophies have been used in the philosophy of education, they have been so closely allied that some advocates refer to their work as existentialist-phenomenology of education.

Because existentialism is a protest type of philosophy, many of its adherents have not been overly concerned with the methodology and systematic exposition. However, some philosophers have seen existentialism as providing a rigorous methodology for describing lived experience, as well as an interpretative approach to individual experience.

Jean-Paul Sartre was a prolific writer and produced major works in many different genres, including a novel, plays, and formal philosophical treatises. He offers a defence of some of his ideas and, in the course of his defence, presents some central themes of his philosophical views. He claims that existentialism is humanistic and provides insight into human freedom and human responsibility. Although Sartre did not write directly about education, his views have been applied to learning, curriculum, and the ethical aspects of education. Existentialism offers an array of interpretations because it is spread across so many different cultures. Its seemingly tortured and mixed varieties could be a result of nature.

In the education perspective, existentialists believed that most philosophies of the past have asked people to think deeply about thoughts and abstractions that had little or no relationship to everyday life. Scholastic philosophy, in which thinkers debated such questions as how many angels could sit on a pin. The answers to such metaphysical questions provided nothing except perhaps some psychological satisfaction at winning a debate through argumentation. Existentialists believe that in their philosophy, the individual is drawn in as a participant, ready to be filled with knowledge based on his ideas. Sartre believes that “existence precedes essence” he added that if people

have created ideas and practices that are harmful, then they could also create ideas and practices that are beneficial. Existentialists pose that an individual is always in transition, so that the moment people believe they know themselves is probably the moment to begin the examination all over again. They also believe that a good education emphasizes individuality. It attempts to assist each of us in seeing ourselves with our fears, frustrations, and hope. In this philosophy, the role of a teacher is to initiate the act of education and influence the lives of his learners throughout his own life. The teacher is very active and welcomes challenges to his ideas from the learners. As Kneller quoted “ If there is anything that the existentialist teacher can do for his learners, it is to bring them to a more critical analysis and understanding of the meaning and purpose of existence, so that with time men may become more than a mere repetitive creature perpetuating the bestial habits of his similar ancestors”.

8 .Describe the concept of Yoga and its implications for educational practices.

The word yoga is derived from the Sanskrit root word 'yuj', which means to unite. It symbolizes the union of the individual soul (jivatma) with the universal soul (paramatma). In other words, it enables a state of consciousness where the practitioner is in harmony with his or her surroundings.

Yoga education means teaching of yoga postures or asanas and such other yoga exercises as would promote the control of the body by bringing in flexibility, strength and endurance and of the mind by enhancing alertness and meditation.

9 .Explain the concept of integral education as laid down by Sri Aurobindo.

Education nourishes personality by improving all aspects of life as physical, mental, spiritual, vital, emotional, social, and cultural. It removes darkness and



enlightens a person's life. It helps him to eradicate poverty and misery from his life. Such a powerful, enlightened person becomes creative and he contributes in the development of his society as well as his country.

Sri Aurobindo assessed many inherent problems in teachings imparted in our schools and universities before independence. That education system was not creative rather it was degrading, impoverishing the mind, denationalization, spoiling the soul and character. He believed to ensure that we should march towards the truth and knowledge, to keep our selves fit for meeting the day to day challenges, for it is essential that we keep our education system up to date and bring necessary changes from time to time.

As per modern life and spirit, for meeting this requirement of the society the mother and Sri Aurobindo advocated strongly an integral system of education and yoga. In integral education, he described union with the divine and integral manifestation of divine into the physical, mental, and vital life.

Sri Aurobindo used to express his educational ideas in the weekly magazine 'Karmayogin'. He was unhappy and sick of the prevailing educational system after independence but it has many deficits as it is not oriented towards the development of spiritual and mental needs of children and it does not meet the requirements of modern life and our nation. He advocated that our education system should be able to prepare our students for modern day challenges of life. He wrote

“Education to be true, must not be a machine made fabric; but true building or living evocation of power of the mind and spirit of human being.”

Integral education is a complete system of education. It develops not only cognitive mind but it develops physical, vital, spiritual, and psyche aspects of personality also. Here the word 'Integral' means 'total'. It nourishes a sense of integrity, beauty and harmony in all aspects of humanity. With the help of innovative techniques of imparting education and activity based learning,

students are equipped with multi skills and abilities which can be applied and used in his life.

Integral education is not merely an idea but it is a complete and perfect system of education, According to Sri Aurobindo true education is not only limited to spiritual aspect of education but it also includes rational, physical and vital aspects of education, these all make it integral education. In the words of Mother, who was a closest collaborator of Sri Aurobindo, “To be complete education it must be five principle aspects relating to five principle activities of human being: the physical, the mental, the psyche, the vital and the spiritual. This education is complete, complimentary to each other and continued till the end of life.” Sri Aurobindo used the sense of integral education in two dimensions. In the first dimension, integral means imparting five aspects ( physical, mental, spiritual, vital and psyche) of individual being and in second sense of integral means education is not for evolution of individual but for nation and finally for humanity. In a broader sense integral means evolution of humanity and promoting the principle of unity in diversity.

10. Describe Jiddu Krishnamurthy's concept of an ideal school.

Jiddu Krishna Moorthy is one of the greatest Indian Education philosophers. He was a well known teacher also. His educational philosophy and contributions were made up on Indian and international outlooks.

Education was always close to Krishnamurti's heart. He established nearly a dozen co-educational schools in India and abroad. He translated his philosophical ideals through these schools. These schools followed ordinary curriculum with adequate opportunities and freedom to grow up. The school system is against to any regional, racial class and cultural prejudice. He aimed

to develop children as true human being without any such prejudices, it is a concept of progressive of education.

His schools were operated with two major educational ideals: development of integral education and development of integrated personality. The idea of development of an integrated personality through integral approach to education is highly commended by almost all thinkers.

Jiddu also believed on the idea that “school is to provide for the fullest possible development of each learner for living morally, creatively, and productively in a democratic society.” For Krishnamurti, education is educating the whole person. Education should help an individual to discover the true values which come with unbiased investigation and self-expression.

#### Jiddu Krishnamurti’s Concept of an Ideal School

According to Krishnamurti an ideal school should have limited number of students because mass instruction cannot help develop integrated personality. The school will have teachers who are dedicated, thoughtful and alert. The school takes interest in a careful study to understand the child of his potentials and limitations.

The schools according to his philosophy have an atmosphere of collective responsibilities. There is sincere cooperation among all the teachers. A student council is formed to discuss all matters relating to the wellbeing of the whole group. The school has an atmosphere where the students can discover what his ability is and what he is interested in. An atmosphere of confidence and co-operation prevails in the school.

11. Describe the aims of education and the role of teacher as laid down by Buddhism.

#### Aims of Buddhist Education

The Buddhist educational aims were comprehensive based on knowledge, social development, vocational development, religious development, character development.

- To follow the moral values of Buddhist religion
- To adopt good conduct and non-violence
- To propagate Buddhism
- To eradicate Vedic karmakanda or ritualism
- All round development of child's personality
- To make familiar with the four noble truths and the eight noble fold paths
- To prepare the learner for life
- To purify the soul – the attainment of nirvana, liberating human soul from the sufferings of life.

Role of the teacher

- Give all possible intellectual & spiritual help
- Take care of students during their diseases
- Make arrangements for the food, clothes, education, accommodation etc
- Keep an eye on the all-round development of the students

12. Compare the educational implications of Individualism, Democracy and Socialism.

INDIVIDUALISM

EDUCATIONAL IMPLICATIONS:

- Individualism is motivated by positive feedback about individual ability. Here teacher should focus more on individual students rather than class as a whole.
- Every child is unique with their abilities.

- Should provide opportunity, to openly share ideas on general topics, to every individual child.
- Individual student is expected and generally required to do their own individual work.
- An individualist is motivated by personal rewards and benefits.
- Curriculum should focus more on individual achievement.
- Teachers should foster student's personal goals.
- Individualistic workers are very comfortable working with autonomy and not part of a team.
- Individualists tend to communicate in direct styles they say what they mean, prioritizing that information is conveyed explicitly and unambiguously.
- Individualistic cultures are those that stress the needs of the individual over the needs of the group as a whole.
- In this type of culture, people are seen as independent and autonomous.
- Social behavior tends to be dictated by the attitudes and preferences of individuals.
- Education should help child to realize what he or she is capable of, to face challenges of life.

## DEMOCRACY

### EDUCATIONAL IMPLICATIONS

- Here aims of education are;
  - a)Education for all
  - b)Individual and social development.
  - c)Attaining national goals.
- Curriculum should be diverse, should include social science, mathematics, language etc.
- Methods of teaching should be discussion, observation etc
- Teacher should take up the role of a leader.

- Teacher should believe in pupil.
- Students should have freedom to express themselves.
- Schools are characterized by involving students in the decision-making process that affects what and how they learn.
- Democratic schools generally have no mandatory curriculum, considering forced learning to be undemocratic.
- Some democratic schools officially offer voluntary courses, and many help interested students to prepare for national examinations so they gain qualifications for further study or future employment.
- Some democratic schools have no official offering of courses, although courses can be offered or requested by school members.

## SOCIALISM

### EDUCATIONAL IMPLICATIONS

- Development of democratic outlook.
- Development of socialist values
- Development of secular values.
- Providing equality of opportunity to all for their all round development and welfare.
- Rapid expansion of educational facilities to all areas.
- Developing values like “dharma” dignity of labor , non -violence, unselfishness and selfless service etc.

13 .Comment briefly on the educational implications of Islamic education system.

The educational implications of Islamic education, basically are: To provide the teachings of Holy Quran as the primary source of education  
To provide experiences which are based on fundamentals of Islam as embodied in Holy Quran and Sunnah which cannot be changed.

To provide experiences in the form of knowledge and skills .

Islamic education educates the child with the right knowledge of Islam. Providing Islamic education allows the right knowledge of Islam to be taught to children. Parents or grandparents may not have 100% knowledge or correct information as they may not have gone to classes formally for all aspects of Islam.

### Educational Implication of The Quran

- “Without education , man is although in a closed room and with education he finds himself in a room with all its windows open towards outside world.”
- The word Islam is derived from “to accept, surrender or submit”, “the total surrender of oneself to God”.
- EDUCATION: process that involves a complete person including the rational, spiritual and social dimensions.

The Arabic language has three terms for Education:

- 1.Ta’lim: To know, To be aware, To perceive ,To learn
  - 2.Tharbiyah: To increase ,To grow, To rear
  - 3.Thazkiya:To be cultured, Refined, Well mannered
- A person’s development of sound social behavior .

14. Describe the educational ideas of Rousseau.

Jean Jacques Rousseau (1712-1778)

He is known as a revolutionary philosopher, who wrote against the contemporary social and political set up, hypocrisy, artificiality, cruelty, correlation, despotism prevalent at that time. The key notes of his philosophy is termed Naturalism, It contains his concepts of “Natural state”, “Natural man” and Natural civilization. Concept of Education: For Rousseau education does not mean merely imparting information or storing knowledge.It is not

accretion from without. It is the development of the child's natural powers and abilities from within. According to nature, Men, Things.

- A] Education from Nature: It consists in the spontaneous development of our endowment and faculties. i. e of child's natural tendencies and interests. He gave it the top

priority.

- B] Education from Man: It consists in influencing our social contacts and various groups. He did not favor it at least in initial stages.

- C] Education from Things: It consists in the acquisition of knowledge and information through contact with physical surroundings and our experience of dealings with the things.

- Rousseau conviction was that education should be considered as “the process of development into an enjoyable, rational harmoniously balanced useful and hence natural life”.

## Types of Education

A)Negative type of Education: He wanted that the first education to the child should be given in negative. During the age of 5 to 12, the child should be given negative education. Rousseau held the opinion, “I call negative education that which tends to perfect the organs that are the instruments of the knowledge, and before giving this knowledge directly and that endeavours to prepare the way for reason by proper exercise of the sense. A negative education does the time of idleness, far from it. It does not give virtues, it projects from vice. It does not inculcate truth. It projects from errors. Following are the characteristics of negative education.

- Time saving not favored
- Book learning not favored
- Formal Lessons Not Favored



- Habit Formation Not Favored
- Direct Moral Education Favored
- Social Education Not Favored
- Formal Discipline Not Favored
- Old Customary Procedure Favored

B] Positive Education: Rousseau “ I call positive education one that tends to form the mind prematurely and to instruct the child in the duties that belongs to man.” The characteristics of positive education are:-

- 1.Stress on verbalism
- 2.Stress on duty, morality and religion
- 3.Stress on strict discipline
- 4.Stress on Social education
- 5.Emphasis on formation of habits.

### Aims of Education

A]Development of child’s inner facilities

Rousseau says that the most important aim of education is the natural development of the child’s inner faculties and powers. To live is to work, to develop and to properly utilize the various part of the body. In his book, Emile’, Rousseau seeks to train Emile in the profession of living so that he may become a human being before becoming a soldier, a magistrate, or a priest education aim at making the child a real human being.

B]Different aim at different stages:

In addition to the above-mentioned aim, education should be different at each stage in the life of the individual.

- Development of well regulated freedom
- Develop sufficient strength at childhood stage
- Intellectual development in Pre- adolescent Period

- Emotional, Moral and religious development during Adolescence

#### Rousseau's Curriculum For Emile

•Even in framing the curriculum, Rousseau paid attention to these four stages in development, which have discussed under aims above infancy, childhood, boyhood and adolescence.

- Infancy state [up to 5 years]
- For childhood stage [from 5 to 12 years]
- For Boyhood Stage [from 12 to 15 years]
- For Adolescence Stage(from 15 to 20 years)

#### Rousseau's Methods of Teaching

- Learning by Doing
- Direct Experience
- Method of Individual Instruction
- Heuristic Method
- Example is better than precept
- Social Participation

#### Rousseau's concept of Discipline

Rousseau opposed imposed discipline 'leave the child free'. It is only in a free atmosphere that the child can develop his innate powers. No punishment should be given to the child for improving his behavior. He advocated discipline by natural consequence. He remarked," Allow the child to suffer the natural results of his acts." For example of the child puts his hand into fire, let him burn his hand and learn by consequence".Role of the teacher

Rousseau did not assign high places to the teacher. The teacher should see that the education of the pupils is the free development of their interest and motives. He should provide suitable opportunities. He should protect the child from repression mental conflicts and mental; disorders for all kinds.

15 ."The scope philosophy of education is unlimited". Critically evaluate this statement.

### Scope of Philosophy of Education

The Scope of philosophy of education is unlimited. The formulation of aims and the objectives of education is the main responsibility of educational philosophy. For achieving the set objectives, specific curriculum and specific methods are needed. For example, if the object of education is the development of the personality of the learner, such methods should be applied which help in the attainment of this goal. If it is agreed that the aim of education is 'the progress in agriculture and industry', courses related to these fields must be included in the curriculum. Thus the plans and policies of education, the choice of subjects for a suitable curriculum, the textbooks the employment of methods of teaching, and the tone of discipline required are all influenced by the philosophy of education. Philosophy of education occupies a central place in the philosophical thoughts.

16 .Explain the interrelationship between education and other disciplines such as philosophy, psychology, sociology, political science, economics and anthropology.

### John Dewey and Philosophy of Education

Dewey, in fact, once suggested that philosophy might even be defined as the "general theory of education". Obviously, teachers need to be prepared to defend what they are doing. They develop their own philosophy they need some knowledge of the philosophical thoughts. If, in the words of John Dewey, education is a process of development of all those capacities in the individual which enable him to control his environment.

To sum up the topic “Scope of Philosophy of Education”, all questions can be answered in their philosophical perspectives. It is philosophy that provides a solution to these problems. Thus the scope of education is unlimited.

17. Paulo Freire believed that the educational system played a central role in maintaining oppression. Discuss.

For Freire, education must be centered upon developing critically conscious, 'humanized', learners who act to liberate themselves, and the world, from injustice. leading to social transformation. either educating to support and maintain the status quo or helping to critique and change reality. Merely the-one-who-teaches, but one who is him [or her]self taught in dialogue with the students, who in their turn while being taught also teach. They become jointly responsible for a process in which all grow.

Banking education attempts, by mythicizing reality, to conceal certain facts which explain the way [people] exist in the world [such as the facts of power and inequality]; problem-posing education sets itself the task of demythologizing. Banking education resists dialogue; problem-posing education regards dialogue as indispensable to the act of cognition which unveils reality. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers. Banking education inhibits creativity and domesticates (although it may not completely destroy) the intentionality of consciousness by isolating consciousness from the world, thereby denying [people] their ontological and historical vocation of becoming more fully human. Problem-posing education bases itself on creativity and stimulates true reflection and action upon reality, thereby responding to the vocation of [people] as beings who are authentic only when engaged in inquiry and creative transformation .Problem-posing education

affirms men as beings in the process of becoming—as unfinished, uncompleted beings in and with a likewise unfinished reality. Paulo Freire is neither an idealist, nor a realist or a mechanist. Freire denies the view that man is abstract, isolated, independent and unattached to the world. He also denies that the world exists as a reality apart from men. In his view consciousness and world are simultaneous. Consciousness neither precedes the world as the idealist hold nor it follows the world as the materialist believe, Paulo's position is near to the existentialists who give much emphasis on existential man equipped with strong will power who can transform the world with his own efforts . In short, the role of "man as a Subject in the world and with the world."

Freire's work mainly concerned literacy and the desire to help men and women overcome their sense of powerlessness by acting on their own behalf. The oppressed, as he called them, could transform their situation in life by thinking critically about reality and then taking action. Freire believed that the educational system played a central role in maintaining oppression and thus it had to be reformed in order for things to change for the oppressed. Knowledge is not an isolated phenomenon. It comprehends both action and reflection. In his words the act of knowing involves the dialectical movement which goes from action to reflection and from reflection upon action to a new action.

**III. Long Essay Type Questions. Answer any two questions. Each question carries 15 marks:**

18. Discuss the educational implications of naturalism with specific reference to aims of education, curriculum, role teacher and discipline.

NATURALISM

In philosophy, naturalism is the idea or belief that only natural laws and forces operate in the universe. The naturalistic view is that the particular universe we observe came into existence and has operated through all time and in all its parts without the impetus or guidance of any supernatural agency. The great majority of contemporary philosophers urge that that reality is exhausted by nature, containing nothing 'supernatural', and that the scientific method should be used to investigate all areas of reality, including the 'human spirit'." Philosophers widely regard naturalism as a "positive" term, and few active philosophers nowadays are happy to announce themselves as non-naturalists. Philosophers concerned with religion tend to be less enthusiastic about naturalism and that despite an "inevitable" divergence due to its popularity, if more narrowly construed, those not so disqualified remain nonetheless content to set the bar for 'naturalism' higher.

- Nature is everything there is nothing beyond it
- Man should investigate the truth of nature by scientific methods with all his capacities and resourcefulness
- It doesn't believe in spiritualism and supernaturalism

Chief exponents of naturalism

- Rousseau
- Aristotle
- Comte
- Spencer

Naturalism is metaphysics which considers nature as the whole of reality. It excludes what is supernatural or the other world .

- It emphasizes on the nature in every field of education
- It does not believe in the existence of god
- It gave importance to the matter and the physical world

## PRINCIPLES OF NATURALISM

- Stress on physical environment
- Universe is a huge machine . Man is also a part of this machine
- Reality can be truly analyzed by natural science
- Education in accordance with the nature of the child
- Unchanging laws of nature explains all the events and occurrences of the world

## CHARACTERISTICS

- Back to nature
- Negative education
- It is against bookish knowledge and verbalism
- Naturalism gives central position to the child in the educational process
- Education prepares the child for his future adult life
- Material education

## AIM OF NATURALISM

- Attainment of present and future happiness
- Struggle for existence
- Protection of human machine
- Adaptation to environment
- Improvement of racial gains
- Autonomous development
- Education according to nature

## NATURALISM AND CURRICULUM

- Naturalist do not advocate a fixed curriculum

- Curriculum must be child centered
- It gives place for skills and other useful education activities
- It considers literacy subjects as use less and gives no place in the curriculum
- Curriculum should contain games , sports , physical culture , biology , physics , nature study, language , history , geography , and other allied subjects .

## METHOD OF TEACHING

- Naturalism is a result against the old traditional bookish system of education
- Direct experience with nature , things and men is the keynote of instruction according to naturalist
- They follow different methods of teaching according to the interests , capacities and aptitude of the child
- Learning by doing
- Direct method
- Heuristic method
- Observation and excursion
- Play way method
- Learning through senses

## NATURALISM AND TEACHER

- Teacher should behave sympathetically and affectionately forwards the children
- Nature – supreme teacher
- Teacher the observe
- Understand about the child
- Teacher the stage setter
- Teacher the gardener



## DISCIPLINE

- naturalistic give full freedom to the child to perform and learn whatever he likes
- No punishment
- Full freedom
- Free society
- Naturalists assume that the child has no knowledge of good and bad , but he suffers pain when he makes a mistake , and pleasure when he does something right . Thus he gets reward or punishment for his action.

19 .Critically analyze Mahatma Gandhi's philosophy of education bringing out his views on aims of education, curriculum, and the role of teacher in schooling.

## MAHATMA GANDHI'S PHILOSOPHY OF EDUCATION

\*Born on 2 October 1869 in Porbandar

Parents:Karamchand Gandhi (father) Putlibai Gandhi (mother)

☐Spouse:Kasthurba Gandhi

☐Children:Harilal Manilal Ramdas Devdas

☐Rabindranath Tagore is said to have used the title MAHATMA for Gandhi on 6 March 1915 Mohandas Karamchand Gandhi

☐Champion of the freedom movement

☐Organized satyagraha and various other movements from 1919 to 1947

☐He was an Indian lawyer anti-colonial

Nationalist and political ethicist who employed nonviolent resistance to lead the successful campaign for India's independence from British rule and in turn inspired movements for civil rights and freedom across the world'

- My Experiments with truth
- Commentary on the Bhagavad Gita
- The words of Gandhi
- The Essential Gandhi
- Non –Violent Resistance(satyagraha)
- He was the editor of a number of journals such as Harijan and Young India and has published innumerable booklets containing his views on various aspects, including education.

#### AIMS AND IDEALS OF EDUCATION

- Livelihood
- Character formation
- Complete development
- Synthesis of individual and social aims
- All around growth
- Self reliance
- Democratic ideals
- Moral and spiritual knowledge

#### EDUCATIONAL CONTRIBUTION

sarvodaya

- The social philosophy of Mahatma Gandhi maybe termed as Sarvodaya
- This was the foundation of his philosophy of educationSarvodaya aims at all round development of all without distinction of caste, creed, sex, and nationality
- Gandhiji was very much aware of the needs of the country and considered basic education as the only type of education which may be lead to success

- His chief aim in planning for education in India was to fulfill the need of the country

- He was convinced that an education

which prepares the young man for white collar jobs can hardly be suitable for an agricultural community

- It is hence that he so much emphasized the learning of crafts in his plan of basic education.

- In spite of all this idealism Gandhi's approach everywhere was pragmatic

- After all the experiment before his plan on basic education he postulated that the child should himself gather knowledge from the environment and put it in actual use in life

Nai talim

- In order to achieve the the above mentioned aims of Sarvodaya in India Gandhiji presented his plan of basic education

- He called it nai talim (basic education)He realized that what the country needs today is not so much higher education as the the education of the masses

- Therefore he pays more importance on basic education

- The basic education sought to fulfil the needs of the educands in Sarvodaya society

- The syllabus included the study of fundamental universal ethics

- Education ultimately aims at the development of both mind and body and the capacity e off earning one's livelihood

- Education should employ some craft as a medium of education

- So that the child gains economic self- reliance for his life.

- Education should develop human values in the child.

- Education should create useful, responsible and dynamic citizens.

- From seven to fourteen years of age, education of each child should be free, compulsory and universal.

- All education should be imparted through

some productive craft or industry and a useful correlation should be established with that industry. The industry should be such that the child is able to achieve gainful work experience through practical work.

- Education should be made self-supporting through some productive work. Education should lead to economic independence and self-reliance for livelihood.

- Thus, in Gandhiji's educational thoughts the development of the personality of child is more important than mere literacy or knowledge of different subjects

- Social revolution

- Nonviolent education

## MEANS OF EDUCATION

- Basic education clarifies the means of education

- The following criteria should be followed in deciding about the basic crafts.

- ✓Crafts fulfilling individual and social means

- ✓Crafts based upon local requirements

- ✓Craft in tune with the local condition

- ✓Craft favorable to the interest, aptitude, and ability of the child

- ✓Less expensive and simple crafts

- ✓Craft leading to all round development of personality

- Other elements are.

- Synthesis between

- a.actual problem of life and education

b. Different subjects and curriculum

c. Theoretical education and practical ability

- To implement this teachers should formulate projects annually daily, weekly.
- Each project should be evaluated
- In the end the teacher should note their experiences in order to profit by them in the future.

## TYPES OF EDUCATION

- Primary education
- Adult education/Social education
- Rural education
- Women's education

## CHARACTERISTICS OF GANDHIAN EDUCATIONAL PLAN

- M.K. Gandhi viewed the process of education from many different angles and
- It must achieve more than one objective
- That's why he ascribed it to many different aims
- Gandhiji's educational plan exhibits all the qualities found in the western educational patterns
- Naturalism
- Idealism
- Pragmatism
- Educational system is based on psychological facts importance of impressions and actions
- Sociological importance on Gandhiji's plan
- Education comforting to the country's needs
- Teaching methods

20. Evaluate the contribution of Communism in introducing radical philosophies and their implications in the field of education.

Communism, political and economic doctrine that aims to replace private property and a profit-based economy with public ownership and communal control of at least the major means of production (e.g., mines, mills, and factories) and the natural resources of a society. Communism is thus a form of socialism—a higher and more advanced form, according to its advocates. Exactly how communism differs from socialism has long been a matter of debate, but the distinction rests largely on the communists' adherence to the revolutionary socialism of Karl Marx. Although the term communism did not come into use until the 1840s—it is derived from the Latin *communis*, meaning “shared” or “common”—visions of a society that may be considered communist appeared as long ago as the 4th century BCE. In the ideal state described in Plato's *Republic*, the governing class of guardians devotes itself to serving the interests of the whole community. Because private ownership of goods would corrupt their owners by encouraging selfishness, Plato argued, the guardians must live as a large family that shares common ownership not only of material goods but also of spouses and children.

Radical Philosophy examines the relations of theory and practice, knowledge and power, as well as the function of law in creating extralegal forms of domination. *Radical Philosophy: An Introduction* constitutes a major scholarly contribution without rival. The analysis of domination through the lenses of race, class, gender, and sexuality in the context of a rich historical engagement is a hallmark of Kautzer's scholarship. The book concludes with a novel conception of the function of whiteness in extra-legal structures of racism. The elegant style renders the book highly readable, which is an important benefit of a text that has much to offer scholars, students, and activists. As is clear from the above, radicalism is not a concept that denotes a

particular set of ideas or a particular approach, in the manner of many other terms in the lexicon of social science. When one discusses Marxism, it is clear that this relates to the word and ideas of Karl Marx and his many followers. The same cannot be said of radicalism, which is a concept that is positional or contextual. Whether a given ideology or stance can be regarded as radical depends on where it stands in relation to dominant or “accepted” ideas. Thus a “radical conservative” (if this is not an oxymoron) is someone whose radicalism is defined in relation to dominant conservative ideas. He or she wishes to get to the “root” of conservatism, or of the problems discussed by conservatives. Radical conservatism is therefore not inherently radical, it is only radical in relation to other conservative ideas. Likewise, radicalism only exists insofar as there are ideas that are mainstream, orthodox, and widely accepted. Radicalism can also be regarded as contextually dependent. In other words, whether a set of ideas is radical depends on the context in which these ideas are being offered or pursued. Many ideas that were once perceived to be radical have, over the course of time, come to be regarded as mainstream. Thus, radicalism should be understood less as a description of a core orientation of the kind associated with labels such as “Marxist,” “liberal,” or “conservative,” and more as a set of ideas that is inclined to query orthodoxy, whether it be secular, religious, social, or scientific. A starting point of this article is thus the contention that radicalism does not denote a particular set of ideas or arguments, but rather any ideology or position that takes issue (or appears to take issue) with settled, accepted or otherwise mainstream views.

Other kinds of radicalism arose in this period out of the desire for “liberation,” particularly liberation from racism, colonialism and, “patriarchy.” Antiracism became a powerful current and gave birth to a number of radical groups and figures across the developing and developed world, including the Black Panthers, Malcolm X, and various figures in the civil rights movement, such as Martin Luther King Jr. Anti Colonial or

postcolonial demands were articulated in the work of writers such as Paulo Freire, Frantz Fanon, and Jean-Paul Sartre, while radical anticolonial movements swept the globe, led by figures such as Che Guevara and Ho Chi Minh. For feminists, the problem was the “patriarchal” assumptions of mainstream political theories and practices. “Radical feminism” spared little in its critique of the exclusionary and demeaning character of patriarchal practices. Women had to assert not equality, but their difference from men. This entailed developing novel and inclusive strategies in relation to oppressive discourses wherever they were found.

## **FIRST SEMESTER M.ED DEGREE EXAMINATION, DECEMBER**

**2017**

### **MED 01-ADVANCED PHILOSOPHY OF EDUCATION**

#### **PART A**

1. What is axiology ? How does axiology influence teaching and learning

Made of two Greek words- 'Axios' means 'value' or 'worth' and logos means 'study of'. so axiology is the philosophical study of the value and the 'value' originally meant the worth of something. Axiology asks the questions such as what is a value? and where do values come from? *Axiology* affects why you are learning (motivations, desired outcomes), what you are learning (dominant cultural practices), and even how you learn.

**Axiological** approach involves the transfer of young people value standards in the **educational** process. It leads to the accumulation and growth of **axiological** potential of a young person and it can take place only on the basis of cultural values.

2. Enumerate ideas of John Dewey and Paulo Freire



Dewey rejected curriculum-centred view of education and proposed a student-centred view. His idea of education consisted in the interaction of students with the curriculum in order to make them part of their own knowledge. The teacher's role should be that of facilitator or guide. He wanted to "reinstatement into experience" the subject-matter of the curriculum. He wanted to "psychologize" the curriculum by constructing an environment in which the activities of the child would include problematic situations.

#### FRIERE VIEW

Education is a cultural tool for liberation from oppression. It must give learners the tools to be creators of their own reality.

- Education is always a political act. It cannot be politically neutral. It can either be an instrument of domination or liberation.
- Education is a communion (the state of exchanging thoughts and feelings) between participants in a dialogue characterized by a reflexive, reciprocal, and socially relevant exchange, rather than the unilateral action of one individual agent for the benefit of the other.
- Knowledge is not a set commodity that is passed from the teachers to the students. Learners must construct knowledge from knowledge they already possess.
- Learning begins with action. It is a process where knowledge is presented to learner, then shaped through understanding, discussion and reflection.

### 3. Elaborate on the educational thoughts of J. Krishnamurthi

In the true sense Education is helping the individual to mature and free to flower greatly in love and goodness.

- Education is not transmission of the existing values in the mind of child and its to think critically and rationally.
- Education should help them to break down our social and rational barriers instead of emphasizing them, for they breed antagonism between man to man.
- Education is essence of learning that is very movement of intellectual.
- Education helping to individual free from all the social barriers.
- The process of education , there should be complete freedom so that minds are used to their higher capacity.
- Education should provide full opportunity for children can express themselves and develop their own capacities.
- In word of Krishnamurti , “ Education helps us to be sane ,non- mechanical and intelligence”.

#### 4. Define educational philosophy

An education philosophy is a set of educational beliefs and core values of a person and/or organisation. It focuses on the purpose and objectives of educational planning, programmes and processes when it comes to teaching and inspiring students to learn. An education philosophy for a place of education may influence what and how subjects are taught. Additionally, it can impact upon the beliefs and values that are taught around the national curriculum. As a result, it could be used to identify and elucidate the principles and themes that align with them when it comes to the aspirations of an educational organisation.

#### 5. Differentiate 'nyaya' and 'vysesikha' philosophy

Nyaya is an orthodox school of philosophy. Gautama, not to be confused with the Lord Buddha. Nyaya accepts the basic philosophy of Vaisheshika system.

It can be said that the Vaisheshika system is theory, Nyaya is the practice. Vaishesika, created by Kanada also referred to as Ulooka and Kashyapa, around 300 B.C. E. Aulookyaphilosophy. The system derives its name from visesa which means "particularity". It can be viewed as a system of physics and metaphysics in that it tries to explain the fundamental nature of the world and being.

## **PART B**

### 6. Distinguish between realism and existentialism

#### REALISM

The term realism come from the Latin "realists" who is to be really, really real.

- Realism refers to the things exist whether or not the human mind perceives them.

- Realist believe in the truth of life and aim of life are in the development of unsystematic life.

- Knowledge is real and can be assimilated by the human beings.

- Realistic distinguish between appearance and reality.
- Knowledge acquired through senses only is real.
- Universe is independent of ideas.
- Philosophers who profess realism also believes that truth consist in a beliefs 'correspondence to reality'.
- Realism believes in the world which we see or perceive to be true.
- Realists believe in the present life

## METAPHYSICS OF REALISM

- Realism holds the idea that material world is independent and external to the knower mind.
- Matter is the ultimate reality. Reality is objective and composed of matter and form, it is fixed based on natural laws.
- All object is composed of matter which in turn combination of different particles of other object.

## EPISTEMOLOGY OF REALISM

Human being can know these things through sensation and reason.

- Knowing involve two stages sensation and abstraction.
- First the knower perceive an object and records sensory data about it in the mind such as weight, sound, smell, size, colour.
- The mind sorts these data in to qualities always present in the object and those sometimes present. By identifying the necessary qualities the learner forms a concept of the object and recognize it as belonging to a certain class.

## AXIOLOGY OF REALISM

- Realist do not believe in ideal values. They would like to discover values in the immediate social life.
- The external world consisting of men and matter would provide the frame work for value discovery and value realization.
- Value should be universal. It should be acceptable to all people of the world as value. It is not coming from super force.

## AIMS OF EDUCATION

- Preparing the child for happy and successful life.
- Preparing the child for a real life.
- Developing the physical and mental powers of the child.
- Developing and training of senses.

- Imparting vocational education

## **CURRICULUM**

- Developed according to utility and needs
- Subjects concerning day to day activities
- Main subjects are - natural science, physical science, health culture, physical exercise, maths, geography, history and astronomy.

## **METHOD OF TEACHIN**

- Scientific and objective method
- Informal method
- Self experience and Research
- Experimental method
- Heuristic method
- Correlation method

## **DISCIPLINE**

- Emphasizes a synthetic form of impressionistic and emancipatory discipline according to natural and social procedures.

## **ROLE OF TEACHER**

- Supreme - brings the child in touch with external realities of life.
- Imparts scientific knowledge in an easy and effective way
- Gets testing results that can help prove that the students are learning the material.

## **EXISTENTIALISM**

- Existentialism is a form of philosophical inquiry that explores the problem of human existence and centres on the lived experience of the thinking, feeling, acting individual.

- Existentialism is a philosophy that emphasizes individual existence, freedom and choice. It is the view that humans define their own meaning in life, and try to make rational decisions despite existing in an irrational universe.
- “EXISTANCE PRECEDES ESSENCE”.
- Existentialism is philosophy that emphasizes individual existence, freedom and choice.
- It is the view that humans define their own meaning in life, and try to make rational decisions despite existing in an irrational universe.
- It focuses on the question of human existence and the feeling that there is no purpose or explanation at the core of existence.
- Existentialism is a philosophy developed by Jean-Paul Sartre, Kierkegaard and others. ... Existentialism in education is a teaching and learning philosophy that focuses on the student's freedom and agency to choose their future. Existentialist educators believe there is no god or higher power guiding their students History
- Existentialism became popular in second World War years as a way for humans to reassert the importance of individuality and freedom.
- Became a well-known philosophical and cultural movement from 1930's - 1970's
- Existential themes have been discussed throughout philosophy and literature.

## METAPHYSICS OF EXISTENTIALISM

Reality is subjective, with existence preceding essence. Existence creates essence.

## EPISTEMOLOGY OF EXISTENTIALISM

- Knowing is to make personal choices. To choose or appropriate what I want to know.

## AXIOLOGY OF EXISTENTIALISM

- Values should be freely chosen.
- Educational Implication: Classroom dialogues stimulate awareness that each person creates self-concept through significant choices.

## PROPONENTS OF Existentialism

- 1 The best-known existentialist philosophers are :- 1-Sören Kierkegaard
- 2- Martin Heidegger
- 3- Jean-Paul Sartre
- 4- Albert Camus.

### Sören Kierkegaard (1813-1855)

- Danish philosopher born in Copenhagen
- The father of existentialism
- Human existence is always individual in character, never social.
- Man functions, grows, develops, makes choices, suffers, experiences intense feelings, and faces God as an individual.

•“Life is not a problem to be solved, but a reality to be experienced.” Martin Heidegger (1889-1976)

•German philosopher whose work is associated with phenomenology and existentialism

• His ideas have exerted influence on the development of contemporary European philosophy.

• “Every man is born as many men and dies as a single one.” Jean-Paul Sartre (1905-1980)

• French philosopher and principal spokesman for the existentialist movement in post-war France

- An atheistic existentialist
- Arguably the best-known philosopher of the twentieth century
- “Existence precedes essence.”
- Essence is created by existence; human nature is a product of existence.
- Man first exists without purpose or definition, finds himself in the world and only then, as a reaction to experience, defines the meaning of life.
- According to him, since there is no God or designer to give man a purpose, it is up to the individual to choose the life they think best.
- We are responsible for everything we do. “Man is condemned to be free.”
- “The destiny of man is placed within himself.”

Albert Camus (1913-1960) French-Algerian journalist, editor and editorialist, playwright and director, novelist and author of short stories, political essayist and activist— and arguably, although he came to deny it, a philosopher.

- Opposed systematic philosophy
- Dealt over such questions as the meaning of life in the face of death.
- “I would rather live my life as if there is a God and die to find out there isn't, than live as if there isn't and to die to find out that there is.”

## AIMS OF EDUCATION

To help students understand and appreciate themselves as unique individuals who accept complete responsibility for their thoughts, feelings, and actions.

- To educate the whole person, not just the mind, since feeling is not divorced from reason in decision making.
- To help the learner become fully his authentic self.



- Existentialist believed that the most important kind of knowledge is about the human condition and the choices that each person has to make, and that education is a process of developing Consciousness about the freedom to choose and the meaning of responsibility for one's choices.

## CURRICULUM

- Learning is self-paced, self-directed.
- Students are given a wide variety of options from which to choose.
- Students are afforded great latitude in their choice of subject matter.
- The humanities are given emphasis to provide students with vicarious experiences that will help unleash their own creativity and self-expression.
- Composed of fine arts, drama, creative expression, literature, and philosophy.
- Vocational education is seen more as a means of teaching students about themselves and their potentials than that of earning a livelihood.
- Existentialists prefer to free learners to choose what to study and also determine what is true and by what criteria to determine these truths.
- The curriculum would avoid systematic knowledge or structured disciplines, and the students would be free to select from many available learning situations.

## Methods Of Teaching

- Focus is on the individual.

- In teaching history, existentialists focus on the actions of historical individuals, who provide possible models for the students' own behaviour, rather than emphasizing historical events.
- In arts, existentialism encourages individual creativity and imagination more than copying and imitating established models. Creativity is an expression of oneself.
- In teaching values, teachers employ values clarification strategy to help students know themselves and their place in society. Here, teachers remain non-judgmental and take care not to impose their values on their students since values are personal.
- Through values clarification strategy, the learners will be able to practice sound moral reasoning skills, choose the appropriate response for a value conflict and commit themselves to personal, moral, and societal values.
- Values education is a matter of choice that goes throughout existence.
- There should be private and open spaces in the classroom to facilitate dialogues, small group discussions, and individualization to lessen the tension, formality, and constraint experienced by the learners.
- Criticism to any individual work is less important.

### Role Of Teacher

- To help students define their own essence by exposing them to various paths they take in life.
- To create an environment in which they freely choose their own preferred way.
- To relate with each student openly and honestly.

- To assist and guide the learner in the process of becoming intelligent, sensitive, choosing, and acting individual who knows the obligation and responsibility of freedom.
- To help the individual identify and know himself better.
- Questioner
- Poser of alternatives
- identifier of choices who challenges the learner to become fully existent

7. What are the educational implications of individualism and democracy as social school of philosophy

### INDIVIDUALISM

- A social or political philosophy that highlight the moral worth of the individual.
- The word “individualism” in English language was first introduced as a pejorative by utopian socialists.
- Independence and self reliance of the individual is emphasized here.
- Thomas Hobbes (1588–1679) is identified as the most important direct antecedent of modern individualist philosophy.
- Main aim of individualism is complete development of individual.
  - Within individualist cultures, people are more likely to “see themselves as separate from others, define themselves based on their personal traits, and see their characteristics as relatively stable and unchanging.”
- Individualism is often defined in contrast to totalitarianism, collectivism and more social forms.
- European and Western cultures are typically more individualist.

- An individualist's sense of self is defined more by who they are on the "inside," minimizing the influence of factors, contexts, and people "outside" the individual.
- Individualist self-expressions and styles may even seem selfish, disruptive, or alienating to a more collectivist person or group.
- Associated with private property and individual ownership.

#### EDUCATIONAL IMPLICATIONS:

- Individualism is motivated by positive feedback about individual ability. Here teacher should focus more on individual students rather than class as a whole.
- Every child is unique with their abilities.
- Should provide opportunity, to openly share ideas on general topics, to every individual child.
- Individual student is expected and generally required to do their own individual work.
- An individualist is motivated by personal rewards and benefits.
- Curriculum should focus more on individual achievement.
- Teacher should foster student's personal goals.
- Individualistic workers are very comfortable working with autonomy and not part of a team.
- Individualists tend to communicate in direct styles they say what they mean, prioritizing that information is conveyed explicitly and unambiguously.

- Individualistic cultures are those that stress the needs of the individual over the needs of the group as a whole.
- In this type of culture, people are seen as independent and autonomous.
- Social behavior tends to be dictated by the attitudes and preferences of individuals.
- Education should help child to realize what he or she is capable of, to face challenges of life.

## DEMOCRACY

- Democracy literally is “rule by the people”.
- The term is derived from the Greek words ‘demokratia’, which was coined from ‘demos’ (“people”) and ‘kratos’ (“rule”).
- Democracy includes freedom of assembly and speech, inclusiveness and equality, membership p, consent, voting, right to life and minority rights.
- Democracy in simple words it is ‘rule by the people’.
- Democracy is successful in an educated society.
- It is a liberal political system based on certain values.

## EDUCATIONAL IMPLICATIONS

- Here aims of education are;
  - a) Education for all
  - b) Individual and social development.
  - c) Attaining national goals.
- Curriculum should be diverse, should include social science, mathematics, language etc.
- Methods of teaching should be discussion, observation etc
- Teacher should take up the role of a leader.
- Teacher should believe in pupil.

- Students should have freedom to express themselves.
- Schools are characterized by involving students in the decision-making process that affects what and how they learn.
- Democratic schools generally have no mandatory curriculum, considering forced learning to be undemocratic.
- Some democratic schools officially offer voluntary courses, and many help interested students to prepare for national examinations so they gain qualifications for further study or future employment.
- Some democratic schools have no official offering of courses, although courses can be offered or requested by school members.

## 8. Elaborate on metaphysical and epistemological aspects of budhism

### Budhist Education

- Based on the teachings of Gautama Budha
- Monastery education
- Institutionalized system
- Education open to all
- Relegio-secular nature of education
- provide education in the language of masses i.ePali
- Pabbajja ceremony
- Upasampada ceremony
- Devoted student life in viharas
- Comprehensive curriculum
- Commercial & occupational education
- Cordial teacher pupil relationship
- Centers of higher learning

- Buddhist Education offered to impart education to all. Many people shifted to Buddhist system of education.
- It was for the first time in India that education was institutionalised on a large scale during Buddhist movement
- It is also a historical fact that with the arrival of Buddhist era great international centres of education like Nalanda, Takshashila, Vikramshila, Ballabhi, Odantapuri, Nadia, Amravati, Nagahalla and Saranath were in prominence.
- Educational centres in Buddha period developed in Viharas and Sanghas.

#### Aims of Buddhist Education

The Buddhist educational aims were comprehensive based on knowledge, social development, vocational development, religious development, character development.

- To follow the moral values of Buddhist religion
- To adopt good conduct and non-violence
- To propagate Buddhism
- To eradicate Vedic karmakanda or ritualism
- All round development of child's personality
- To make familiar with the four noble truths and the eight noble fold paths
- To prepare the learner for life
- To purify the soul – the attainment of nirvana, liberating human soul from the sufferings of life

#### Curriculum

- Pali, prakrit and sanskrit constituted the medium of teaching

- Study of teachings of Budha
- Tripitikas: main subjects prescribed for study
  - Binayapitak : rules of behavior
  - Suktapitak : collection of religious sermons
  - Dammapitak : main preaching of Buddha
- Practical subjects like spinning, weaving, printing
- cloths, tailoring, medicine, sculpture etc. were included
- Primary education: reading, writing & arithmetic
- Higher education: Well organised, carried out at Buddhist monasteries & Buddhist universities.
  
- Higher education was given to only those students who intended to be monks or nuns.
  
- Emphasized both theoretical and practical aspects. Hindu religion, philosophy, logic & Ayurveda

### Principles of Education

- Avidya that is ignorance must be removed through education as it is the root cause of sufferings
- Education should be provided in peaceful surroundings in Buddhists monastries, viharas and organised educational institutions instead of Gurukulas.
- Pupils should be educated in a democratic atmosphere
- A ritual called as “pabajja ritual was necessary for admission to a monastery for education. Educational period for this phase was 12 years.
- After 20 years of age Upsampada ritual was performed to gain an entry into higher education.
- Things of luxury must be prohibited for students.

### Methods of teaching



- Inductive method in higher education
- Conferences were conducted on a monthly basis
- Tours and Nature study were adopted as a method of gaining practical knowledge
- Mostly verbal.
- Question - answer, discussion and debates.
- Agra shishyapranali (Monitorial system)
- Book method.

### Discipline

- Strict discipline resulting from hard and rigorous life
- Violation of discipline leads to suspension
- Yoga developed the self-discipline
- Observation of celibacy, renunciation of worldly desires, simple dress etc helped to bring discipline

### Role of the teacher

- Give all possible intellectual & spiritual help
- Take care of students during their diseases
- Make arrangements for the food, clothes, education, accommodation etc
- Keep an eye on the all-round development of the students

### 9. Write a short note on educational implications of 'Quran' and Bible

The implications of the biblical worldview and Christian philosophy in the field of education are immense.

- Biblical worldviews help us to develop a sense of worship and awe to God; it helps us do everything both as service and gratitude to God.

- Bible says about education: Proverbs 16:16 says that having wisdom and understanding is better than having silver or gold. Nice and expensive items can be enjoyable, but there are very few things in life that can never be taken away, will never go out of style, and that truly make you a better person. An education is one of those things.

- Spread of 10 commandments are very important implication of Bible. They are:

- 1) Do not worship any other gods.

- 2) Do not make any idols.

- 3) Do not misuse the name of God.

- 4) Keep the sabbath holy.

- 5) Honour your father and mother.

- 6) You shall not commit adultery.

- 7) Do not steal.

- 8) You shall not bear false witness against your neighbour.

- 9) You shall not covet your neighbour's wife.

- 10) You shall not covet your neighbor's goods.

### Educational Implication of The Quran

- “Without education, man is although in a closed room and with education he finds himself in a room with all its windows open towards outside world.”

- The word Islam is derived from “to accept, surrender or submit”, “the total surrender of oneself to God”.

•EDUCATION: process that involves a complete person including the rational, spiritual and social dimensions.

1.Ta'lim: To know, To be aware, To perceive ,To learn 2.Tharbiyah: To increase ,To grow, To rear 3.Thazkiya:To be cultured, Refined, Well mannered A person's development of sound social behavior

#### AIMS OF EDUCATION

The Arabic language has three terms for Education:

- Elaborate thinking
- Fear of God
- Dignity & solemnity
- Compliance with Shareea'th
- Continuity of studies

10.Differentiate between 'communism'and 'totalitarianism

#### TOTALITARIANISM

- Political system which provide maximum power to authority.
- Totalitarianism is an ideology where state (king) holds the total authority over the society and seeks to control all aspects of public and private life , where-ever possible.
- The motto is powerful state.
- It started in 1920's, by Weimer (a German jurist), then Nazi academic Carl Schmitt and Italian fascists.
- This is an anti communist political discourse.

- Italian dictator Benito Mussolini coined the term 'totalitario' in the early 1920s to characterize the new fascist state of Italy, which he further described as "Everything within the state, nothing outside the state".

- Rule through fear.
- Censorship of media.
- Criticism of the state is prohibited.
- Secret police force controlling the state.

#### EDUCATIONAL IMPLICATIONS:

- Very strict discipline in schools.
- Corporal punishments given for mistakes.
- Teacher is the authority.
- Student have no right to express himself or ask questions.
- Curriculum forced by state.
- Under totalitarian rule, traditional social institutions and organizations are discouraged and suppressed.

#### COMMUNISM

- Meaning - Common for the community
- All are equal.
- Worker or labourer is important.
- Karl Marx proposed the theory – Father of communism.
- Originated in Greece.
- Flourished after industrial revolution in the year 1765.
- Communist manifest by Karl Marx in the year 1848.

- Russia and America etc. showed up their communist ideas in the year 1920.
- Russia became USSR in the year 1922 as a result of communism.
- Then it came against Feudalism.
- Mao Tse Tung , Stalin , Lenin, Karl Marx - Proponents

#### EDUCATIONAL IMPLICATIONS:

- Education to all.
- Teaching all to read and write.(1st aspect)
- Training people to work.(2nd aspect)
- Distribute wealth to all to break classes in society.
- Promotes learning through books.
- Mass Education } Education opens to all.
- Closely linked to youth organization.
- Work is shared equally and paid equally.
- Ultimate aim is get rid of social classes.

11. How is education as a discipline related to ‘psychology’ and ‘anthropology’

#### Education and psychology:

- Psychology applied in education in the study of how human learn in educational settings.
- It concerned how students learn and develop often focusing gifted children and those subject to specific disabilities psychology and education understood through its relationships with other disciplines.

- Psychology inform a wide range of specialties within educational studies, including instructional design ,educational technology ,curriculum development organizational learning etc...

- educational psychology contributed to cognitive science and the learning science.

#### Education and sociology

- Emile Durkheim was the first person who indicate need for sociology approach to education.

- the theory of education related to more clearly to the sociology than any other science.

- educational sociology is a discipline which study educational sociology to recognize education as a social fact, a process and an institutions having social function and being determined socially.

#### Education and anthropology

- The focus of the anthropology of education is cultural transmission

- Educational anthropology focused on the cultural aspect of education including informal and formal education

- Educational anthropology centrally concerned with cultural transmission. It involves the transfer of a sense of identity between generation and transfer of identity between culture.

- Educational anthropology has become focus domestic ethnic identities and ethnic changes

12. Write in brief similarities in the educational philosophies of Vivekananda and Aurobinda

AUROBINDO

CONCEPT OF EDUCATION

Physical \development and purity Development of senses

Mentaldevelopment of morality Development of conscience Spiritual development

Basic Principles of Education Philosophy

The basic principles of Shri Aurobindo's education philosophy are

1. Education should be imparted through the medium of mother tongue
2. Education should be child centred
3. Education should be according to the mental aptitude and psychological needs of the child
4. Education should develop to the full the latent powers of the child
5. Education should achieve the physical purification of child
6. Education should develop consciousness

Basic Principles of Education Philosophy

7. Education should train the senses of child
8. Education should develop the soul substance of an individual
9. Brahmcharya should be the basic foundation of education
10. Subjects of education should be interesting
11. Education should develop all the faculties of child to make him a complete man
12. There should be religious tinge in education otherwise it will spread corruption

Views on education

‘Education is an instrument For the real working of the Spirit in the mind and body Of the individual and nation’

❖Based up on Idealism

❖Based on spiritual faith,brahmacharya and yoga practice

❖Education showed the way to spiritual growth and fulfilment of a man to the fullest extent

❖Aurobindo imbibed the qualitiesand merits of western thought to enrich and consolidate the Indian beliefs and Indian cultureAurobindo opened an Ashram at Pondicherry and established an International University there

#### Educational Philosophy

- Education should be child centred, meeting the needs and importance of the learner
- Imparted through mother tongue
- According to the mental abilities, aptitudes and psychological needs of the child
- It should develop consciousness
- Education should be in accordance with the need of real, modern life
- Education should aim at bringing the hidden potentialities of the child out
- It should be a mean which can help the man to live for the ‘Divine’ for the country, for self and for others

#### Self realization

- Self realization
- Spiritual development
- Mental development



- Development of senses
- Development of morality
- Development of conscience

#### Integral education

- Strengthening of mental and physical aspects
- Achievement of 5 principles aspects: physical, vital, mental, psychic and spiritual .
- Development of four aspects of truth Namely love, knowledge, power and beauty
- Development of the vehicles of truth namely psychic for love, mind for knowledge, vital for power and physical body for expression of physical beauty

#### Curriculum

1. Curriculum should be interesting
2. It should include all the subjects which promote mental and spiritual development
3. Subjects of curriculum should be able to motivate children
4. Curriculum items should involve creativity of life and constructive capacity
5. Curriculum should motivate children towards the attainment of knowledge of the whole world.

#### VIVEKANANDA

Vivekananda revived the spirit of humanism in education by emphasizing should lead us to the goal of realizing God through love of humanity, self sacrifice and work for the uplift of mankind.

- He set the Indian youth right and inspired millions of people to receive right kind of education fitted to their needs, their cultural background and their national traditions.
- His concept of education has been endorsed by modern psychologists has highly scientific.

In his philosophy of education

Vivekananda synthesized spiritual and material values.

- He advocated for the education of women as well as education of illiterate masses.
- Vivekananda is the first idealistic philosopher who gave a practical form to religious education.
- He formulated synthetic approach to education by amalgamizing the good elements of Idealism, Naturalism, Pragmatism.
- His educational philosophy seeks to develop international brotherhood and intense nationalism simultaneously.
- He submitted a National system of education which is fitted to the needs of people , their cultural background and their national traditions
- He founded the Rama Krishna Mission in 1899 with an intention of giving direction to educational and social activities.

#### VIVEKANANDA'S PHILOSOPHY

- The ultimate reality is essentially spiritual or Ideal in character
- God is the only reality that exists in the world and he is the universal reality.
- God is supreme power and omniscient(knowing every thing)
- Atma is the true reality,and it is identical with God.

- Love is the highest goal of religion, an individual become aware of and expresses his unity with mankind through love.
- All religions lead to same goal.No religion is inferior to another.
- Perfection cannot be attained from outside .Infact it is inherent within the individual himself.
- The service of God is possible only in and through the service of poor human being.

### Educational Implications of Swami Vivekananda

- Stress on character development education.
- Implies adult education and free and compulsory education.
- Revive the spirit of humanism in education.
- Clarion call to the educated people
- Education of women as the chief instrument of national integration.

### 13. Compare 'uttarameemamsa'and 'poorvameemamsa'

#### PurvaMimamsa

●The first major orthodox philosophical system to develop was PurvaMimamsa. The other one to follow was the Uttar Mimamsa. The orthodox systems accept the authority of the Vedas.

●The Sanskrit word 'mimamsa means a 'revered thought'. The word is originated from the root 'man' which refers to 'thinking' or 'investigating'. The word 'mimamsa' suggests "probing and acquiring knowledge" or "critical review and investigation of the Vedas".

●Each of the Vedas is considered to be composed of four parts: The Samhitas, the Brahmanas, the Aranyakas and the Upanishads. The first two parts are generally focused on the rituals and they form the Karma-kanda portion of the

Vedas. The later two parts form the Jnana- kanda (concerned with knowledge) portion of the Vedas.

- Purva-Mimamsa is based on the earlier (Purva = earlier) parts of the Vedas.
- Uttar-Mimamsa is based on the later (Uttar = later) parts of the Vedas.
- Dharma is considered as the highest purushathas
- Purva-Mimamsa is also known as Karma Mimamsa since it deals with the Karmic actions of rituals and sacrifices. Uttar-Mimamsa is also known as Brahman Mimamsa since it is concerned with the knowledge of Reality. In popular terms, Purva-Mimamsa is known simply as Mimamsa and Uttar-Mimamsa as Vedanta
- Jaimini is credited as the chief proponent of the Mimamsa system. His glorious work is Mimamsa-Sutra written around the end of the 2nd century A.D. Mimamsa-Sutra is the largest of all the philosophical Sutras. Divided into 12 chapters.
- Earlier scholars wrote commentaries on Mimamsa-Sutra. Unfortunately they are lost with the passage of time. The earliest available commentary is Sabarasvamin's Sabara-bhasya, which is still the authoritative basis of all subsequent works on Mimamsa. Renowned scholars Kumarila Bhatta and Prabhakara independently wrote their commentaries on Sabara-bhasya. Prabhakara was a student of Kumarila Bhatta. However, they differed, to some degree, on the interpretation of Sabara-bhasya and wrote separate commentaries.
- Mimamsa system attaches a lot of importance to the Verbal testimony which is essentially the Vedic testimony. Jaimini accepts the 'Word' or the 'Shabda' as the means of knowledge.

●The system is a pluralistic realist. It endorses the reality of the world as well as that of the individual souls. The soul is accepted as an eternal and infinite substance. The soul is distinct from the body, the senses and the mind.

●This system has a profound faith in the Vedas. The system supports the law of karma. It believes in the Unseen Power. Apart from accepting the heaven and the hell, the system supports the theory of liberation.

### Sources of Knowledge

- Inference
- Comparison
- Verbal testimony
- Perception
- Postulation (Arthapati)
- Non-apprehension (Anupalabdhi)

Last two are upheld by Mimamsa and Vedanda

●Artha(fact), Arthapati(Kalpana)

●Assumption of an unperceived fact in order to reconcile two apparently inconsistent perceived facts.

●When a known fact can't be accounted without another fact, we have to postulate the existence of third

### Examples

●Devadatta is a fat man by fasting in the day

●John is living and who is not in home

●Means of knowing the absence of the object

●An object doesn't exist in a particular place and a particular time, but it exists elsewhere

●Eg: There is no book on the table

## Metaphysic

●Pluralistic

●As many body as many souls

●There are non- perceivable entities exist in the world- Hell, Heaven, etc

●Liberation free the being from all sorts of attachments, pleasure and pain

●Soul – 2 types: Living & Liberated

●Every being possesses a unique self. It is eternal and imperishable

●It doesn't die, but continuous to live to reap the fruits of its deeds

●Error is subjective. It is a wrong apprehension in which the object is taken for what it is not. An object is characterised wrongly.

## Uttar Mimamsa

● Uttar Mimamsa is the Vedanta, Its advent and growth is recent, but most influential.

●The vedas are the most valuable scriptures of the mankind. They present the most

exalted form of superhuman knowledge and wisdom. The Vedas are eternal.

●The four Vedas are: Rig Veda, Yajur Veda, Sama Veda and Atharva Veda. Each of the Vedas is divided into four parts : The Samhitas, the Brahmanas, the Aranyakas and the Upanishads. The Upanishads are the concluding parts of the Vedas. They expound the supreme philosophical knowledge. The word 'Vedanta' usually refers to the Upanishads. The word is a compound of 'Veda' and 'Anta'. It means the ending portion of the Vedas. However, the word 'Vedanta', in a broad sense, covers not only the Upanishads but all the

commentaries and interpretations associated with the Upanishads. All these works constitute the Vedanta philosophy

- The great scholar Badarayana (?500-200 B.C) initiated the efforts to simplify the Upanishadic philosophy. Badarayana is also known as VedVyasa. He was the first scholar to take up the challenging task of systemizing the immensely vast philosophical doctrines of the Upanishads.

- Badarayana's work is known as Brahma-Sutra or Vedanta-Sutra. It is also referred to as Uttar-Mimamsa-Sutra.

- The Brahma-Sutra has 555 sutras. Most of them are aphoristic and almost unintelligible at first sight. Hence, a number of commentaries were written to interpret them. Among these the commentaries of Shamkaracharya, Ramnujacharya and Madhvacharya are regarded authentic and are held in very high view.

- They are also its leading interpreters. Thus, we have three major schools of Vedanta based on the philosophy of the distinguished trio: Advaita(non-dualism) of Shamkaracharya, Vishishtadvaita (qualified non-dualism) of Ramnujacharya and Dvaita(dualism) of Madhvacharya.

- All three schools are founded on the Vedanta philosophy. However, there have been differences among them. Even the followers of a particular system, within their own fold, differ to some degree on certain issues.

- The Vedanta philosophy is focused on the Jagat(the universe), the Jiva(individual soul) and the Brahman (the Supreme Being). Brahman is the repository of all knowledge and power.

- Jivas are trapped in the Jagat. Attached to the physical world and driven by passions and desires, they remain chained to ceaseless actions (karma). As a result, they subject themselves to countless births in various forms.

- The transmigration from this birth (life) to the next depends on the karma (the quality of action).

- Moksha or mukti (liberation) is the goal of life.

- This philosophy, in general, is accepted by all the three schools. Now let us understand the basic difference among the three schools.

- Dvaita refers to 'two'. Dvaita school is based on the concept of dualism. Madhvacharya emphasizes the distinction between God and individual soul (Jiva). In addition, the school differentiates God from matter as well as the soul from matter. The school maintains that the God, Jiva and the Jagat are three separate and everlasting entities. God governs the world and has control over the souls. The souls in its ignorance remains shackled in the world. By devotion and God's mercy, the soul can migrate to the Heaven above. It can obtain Mukti from the cycle of life and death and live with God forever in the Heaven.

- Vishishtadvaita literally means "qualified non-dualism". Ramanujacharya stresses that God alone exists. He says that Brahman is God. He is not formless. The Cosmos and the Jivas form his body. When the Jiva (soul) realises that he is a part of Paramatman (God), the soul is liberated. On liberation, his soul enjoys infinite consciousness and infinite bliss of God. The soul is in communion with God, but it does not share the power of the creation or destruction.

- Advaita means "non-dualism". Brahman is the sole Supreme Reality. Brahman,



Jagat and Jiva are not different, separate entities

14. Write a short note on charvaka philosophy

### **Charvaka**

- Founder: Brahaspati
- Unorthodox systems of Indian philosophy.
- Charvakism is materialism. It is believed to have stemmed in the post-Upanishadic era, but before the rise of Buddhism. A sage, Charvaka, is believed to be the founder of this Indian system of materialism.
- Materialist, Naturalist, Positivist, Atheist, Hedonist
- ‘Pratyaksa’ (perception) as the sole source and criterion of knowledge. The materialists emphasize that what you perceive with your senses alone is true. They challenge the inference as the source or criterion of knowledge.
- Denying the authority of Vedas
- Charvaka – a seer mentioned in Mahabharatha
- Charu – Vaku = Beautiful Speech, Charva = to eat
- Lokayat school possess the same view point
- The materialists hold that matter is the only reality.
- They straight away reject gods and souls, as they are beyond perceptual experience. They also regard heaven and hell as non-existent as they are not perceivable.
- Matter has always existed and will always exist. Matter is both the material and efficient cause of the universe.
- Universe is composed of four material elements. Earth, water, air and fire.
- Deny pre-existence, future life, law of karma, heaven and hell, soul, god

- Consciousness is the quality of the body
- Knowledge, action, memory, happiness, sorrow are not the attributes of soul but that of body.
- Sensual pleasure as the supreme end. ‘Eat, drink and be merry; The past is dead and gone. It never returns. Youth never returns, make use of the present youth.
- Wealth and enjoyment are the only purusharthas
- Death is the liberation
- It is impossible for the self-gain liberation from all pains
- Pleasure is the ultimate end of life. Money is the means to enjoyment.
- ‘a bird in hand is worth two in the bush’
- Purushartas: Artha, Kama

15. Briefly discuss the contributions of rousseau to educational philosophy

#### . ROUSSEAU'S CONTRIBUTIONS TO EDUCATION

Rousseau's is known as the back-to-nature theorist in education. His ideas about education have profoundly influenced modern educational theory and practices. He is referred to frequently in education texts as the originator of child-centered, natural means of education. The following are the important contributions of Rousseau to the field of education:

1. Rousseau was one of the first to advocate developmentally appropriate education; and his description of the stages of child development mirrors his conception of the evolution of culture.
2. He minimized the importance of book-learning, and recommended that a child's emotions should be educated before his reason.
3. He placed a special emphasis on learning by experience.

4. Rousseau's theory of education led to more permissive and more psychologically oriented methods of child care.
5. His educational ideals many of the later educational thinkers such as Pestalozzi, Froebel, Montessori, Dewey etc.
6. His educational classic, Emile, paved way for the liberal modern educational experiments. It stated that experience should come not from books but from life.
7. Rousseau's concept of negative education stresses that parents and teachers should focus on the present rather than on the future, because children are entitled to enjoy their childhood years.
8. Rousseau is responsible for scientific movement in modern education. His call, back to nature, helped the introduction of science subjects in the curriculum.
9. It was because of Rousseau that the child became an object of discussion in educational programme.
10. He laid emphasis on curiosity and interest and recommended that these should be used as aids for study.

16. Education is a pedagogic science .comment on this statement

Pedagogue –derived from two Greek words *pais*(meaning boy) *agos*(meaning guide) Together connotes a teacher Pedagogy implies – Science of Teaching. It is a theory, method and philosophy of teaching. It is the art of teaching

**Lee S. Shulman** (born September 28, 1938) is an American educational psychologist. He has made notable contributions to the study of teaching, assessment of teaching, and the fields of medicine, science and mathematics.

Shulman is **credited** with popularizing the phrase "**pedagogical content knowledge**"

His book- The Wisdom of Practice: Essays on Teaching, Learning and Learning o Teach.Pedagogy is a term that refers to the method of how teachers

teach, in theory and in practice. Pedagogy is formed by an educator's teaching beliefs and concerns the interplay between culture and different ways to learn. In order to help students to build on prior learning, meaningful classroom relationships must exist.

**According to Merriam-Webster,**

**pedagogy** is the “art, science, or profession of **teaching**; especially: **education**.”

**There are many moving parts to pedagogy**

- Teaching styles
- Feedback
- Assessment

**Historical approaches to class rooms**

- 1) **Behaviorism** (Thorndike-operant conditioning, BF Skinner applied it in classroom)
- 2) **Liberationism** (Paulo Freire – Pedagogy of the oppressed)
- 3) **Social constructivism** (Lev Vygotsky –formed theory based on Jaen Piaget  
**Cognitive Constructivism**)
- 4) **Connectivism** (George Siemen)

**Two Types of Pedagogy**

### 1. **Teacher Centered**

- focuses on the teacher giving lectures and sharing content through direct instruction

### 2. **Learner Centered**

- student to be an active participant in their own learning process

**Effective pedagogies** involve a range of techniques, including whole-class and structured group work, guided learning and individual activity. ..

**Effective pedagogies** are inclusive and take the diverse needs of a range of learners, as well as matters of student equity, into account.

Pedagogic analysis- a logical and systematic break up of the curriculum from the point of view of a pedagogue (teacher) for the purpose of its effective transaction

17.Critically analyse the educational thought of sri.Aurobindo

## **SRI AUROBINDO**

### **Life Sketch**

Original name :ArabindaAkryod Ghose

Born at Calcutta (kolkata) on August 15, 1872

Father's name: Krishnadhan Ghose

Mother name: Swamlata

Two elder siblings - Manmohan Ghoseand BenoybhusanGhose

He was a: freedom fighter, Poet, Yogi, Maharishi, Guru

Important works: The Life Divine, The Synthesis of Yoga Secrets of the Vedas

Essays on Gita, The Human Cycle, The Ideal Of Human Unity

## **CONCEPT OF EDUCATION**

Physical \development and purity Development of senses

Mentaldevelopment of morality Development of conscience Spiritual development

## **Basic Principles of Education Philosophy**

☆ The basic principles of Shri Aurobindo's education philosophy are

1. Education should be imparted through the medium of mother tongue
2. Education should be child centred

3. Education should be according to the mental aptitude and psychological needs of the child
4. Education should develop to the full the latent powers of the child
5. Education should achieve the physical purification of child
6. Education should develop consciousness

### **Basic Principles of Education Philosophy**

7. Education should train the senses of child
8. Education should develop the soul substance of an individual
9. Brahmcharya should be the basic foundation of education
10. Subjects of education should be interesting
11. Education should develop all the faculties of child to make him a complete man
12. There should be religious tinge in education otherwise it will spread corruption

### **Views on education**

‘Education is an instrument For the real working of the Spirit in the mind and body Of the individual and nation’

❖Based up on Idealism

❖ Based on spiritual faith ,brahmacharya and yoga practice

❖Education showed the way to spiritual growth and fulfilment of a man to the fullest extent

❖Aurobindo imbibed the qualities

and merits of western thought to enrich and consolidate the Indian beliefs and Indian culture

Aurobindo opened an Ashram at Pondicherry and established an International University there

## **Educational Philosophy**

- Education should be child centred, meeting the needs and importance of the learner
- Imparted through mother tongue
- According to the mental abilities, aptitudes and psychological needs of the child
- It should develop consciousness
- Education should be in accordance with the need of real, modern life
- Education should aim at bringing the hidden potentialities of the child out
- It should be a mean which can help the man to live for the 'Divine' for the country, for self and for others

## **Self realization**

- Self realization
- Spiritual development
- Mental development
- Development of senses
- Development of morality
- Development of conscience

## **Integral education**

- Strengthening of mental and physical aspects
- Achievement of 5 principles aspects: physical, vital, mental, psychic and spiritual .
- Development of four aspects of truth Namely love, knowledge, power and beauty

- Development of the vehicles of truth namely psychic for love, mind for knowledge, vital for power and physical body for expression of physical beauty

## **Curriculum**

1. Curriculum should be interesting
2. It should include all the subjects which promote mental and spiritual development
3. Subjects of curriculum should be able to motivate children
4. Curriculum items should involve creativity of life and constructive capacity
5. Curriculum should motivate children towards the attainment of knowledge of the whole world.

## **Curriculum**

For Primary Stage: Mother Tongue, English, National History, Art, Painting, General Science, Social Studies, and Arithmetic.

Secondary Stage: Mother tongue, English, French, Arithmetic,

Art, Chemistry, Physics, Botany, Social Studies, Physiology, Health Education.

University Stage: Indian and western philosophy, History of Civilization, English, Literature, French, Sociology, Psychology, History of Science, Chemistry, Physics, Botany, International relations and integration.

Vocational Education: Arts, painting, photography, sewing, sculptural, drawing, type, shorthand, collage industries, carpentry, nursing, mechanical and electrical engineering, Indian and European music, and dramatization

## **Methods of Teaching**

1. Freedom of child

Children should be provided with a free environment so that they are able to gain more and more knowledge by their own efforts. According to Aurobindo ji



any restrained and imposed environment stunts the growth and natural development.

## 2. Love and sympathy for the child

Children should be treated with utmost love, sympathy, and consideration. This promotes their normal and natural development.

## 3. Education through mother tongue

He also emphasized that education should be imparted to the child through his mother-tongue. Then he will be able to grasp and understand even the most difficult subjects.

## 4. Education according to interests of the child.

The Teacher should first study the interests of the child and then provide education accordingly so that he feels really motivated to learn and develop.

## 5. Education through self-experience

A child should be free to learn by his own efforts and experiences. This leads to permanent learning and will prove useful for his future life.

## 6. Emphasis on learning by doing

According to him the best method of learning is learning by doing. He also emphasized Montessori Method for infant classes and the practice of art and drawing in primary and secondary classes.

## 7. Education through co-operation

According to Aurobindo, teaching and learning is a co-operative process. Hence, he laid great stress on the co-operative activities of teacher and children in the educational process

## **Role of the teacher**

### **DISCIPLINE**

- Basis of discipline : purification of mental and moral habit
- Discipline is ultimately spiritual
- Freedom is the real discipline

- Individual discipline, group discipline and discipline towards the divine
- Group discipline should start at the age of twelve
- The teacher himself act as an example

Evaluation of Aurobindo's Philosophy of Education

❖ Child-centred Education

❖ Teacher as helper, guide and instructor

❖ Under a free and conducive environment, the child should be made to develop in accordance with his inherent interests, aptitudes and latent capacities by receiving a loving and sympathetic behaviour from those who are engaged to developing him

PART C

17. Critically examine how axiology, metaphysics and epistemology play an important role in education as a discipline

**Metaphysics (Nature of reality)**

**Metaphysics** is the branch of philosophy that studies the ultimate nature of reality or existence. It asks questions such as 'What exists?' or 'What is real?'

- What is reality? The problem of evil? Does god exist, and if so, can we prove it? are human actions free or are they determined by some forces out side of our control?

**Definition**

- Metaphysics is derived from the Greek word "Meta" means ( beyond..upon or after) and "physika" means( physics).
- It asks questions such as 'what is real? Or what exist?'

**Its main branches are:-**

## **1: Ontology**

## **2: Cosmology**

## **3: Cosmogony**

## **4: Eschatology**

## **5: Theology**

### **1: Ontology**

•It studies concept that directly related to being and existence, reality, as well as the basic categories of being and their relations.

### **2: Cosmology**

•Cosmology, which is the study of the universe, its contents, and its history.

### **3. Cosmogony**

Cosmogony is the study of the universe from its beginning, and the origins of everybody included.

### **4: Eschatology**

The part of theology concerned with death, judgement, and the final destiny of the soul and of human kind.

### **5: Theology**

The study of the nature of God and religious belief.

## **Role In Education**

•Metaphysics provides a base for educational thought by establishing knowledge, truths and values, as ontological realities whose nature must be understood to understand its place in educational matters.

## **EPISTEMOLOGY**

### **Epistemology (Theory of knowledge)**

Epistemology is the study of the nature, source, and validity of knowledge. It asks the questions, 'What is true?' and 'How do we know?'

•What is knowledge and how does it differ from belief or opinion? What are the source of knowledge? What is truth, and how can we know if a statement is true?

## **Definition**

Episteme means (knowledge) and logos means (study of), so in other words we can say that epistemology is the study of the nature, source, and validity of knowledge. Ask

questions such as “what is true”? and how do we know?

### **1: Agnosticism**

### **2: skepticism**

**1: Agnosticism:** Agnosticism is the view that the existence of God, of the divine or the super natural is unknown or unknowable.

**2: Skepticism:** The theory that certain knowledge is impossible. This involves asking questions about any knowledge.

## **Types Of Knowledge: -**

### **1. Revealed Knowledge**

The knowledge that God has disclosed to man through his representative.

### **2.Intuitive Knowledge**

It is an illuminating flash in a moment of insight.

### **3. Empirical Knowledge**

Knowledge obtained through the personal experience.

### **4. Rational Knowledge**

Knowledge obtained through the thinking process on the basis of the reason.

### **5.Authoritative Knowledge**

Knowledge accepted as true. Experts in the field as authorities attest it.

## **Role in Education**

- Epistemology is the explanation of how we think. It is required in order to be able to determine the true from the false, by determining a proper method of evaluation. It is needed in order to use and obtain knowledge of the world around us.

- Epistemology is important because it influences how researchers frame their research in their attempts to discover knowledge. By looking at the relationship between a subject and an object we can explore the idea of epistemology and how it influences research design.

## **AXIOLOGY**

Axiology (Theory of values)

- What is right/wrong
- It is concerned with values, what actions and qualities are worthwhile and why they are so?

### **Definition**

Made of two Greek words- 'Axios' means 'value' or 'worth' and logos means 'study of'. so axiology is the philosophical study of the value and the 'value' originally meant the worth of something.

\* Axiology asks the questions such as what is a value?and where do values come from?

**It has three branches: -**

### **Ethics**

The branch of knowledge that deals with moral principles

### **Aesthetics**

Aesthetics is the branch of philosophy concerned with the nature and appreciation of art, beauty and good taste.

### **Logics**

Studies truth. It involves methods of judgement and evaluation.

### **Role In Education**

*Axiology* affects why you are learning (motivations, desired outcomes), what you are learning (dominant cultural practices), and even how you learn. **Axiological** approach involves the transfer of young people value standards in the **educational** process. It leads to the accumulation and growth of **axiological** potential of a young person and it can take place only on the basis of cultural values.

18. Elaborate on various hererodox and orthodox schools of philosophy citing their educational implication

● The Indian schools of philosophy may be classified broadly into two Asthika (orthodox) and Nastika ( heterodox).

● The first group believed in the Vedas and the second school rejected the Vedas.

● The first one's are called the Asthika systems which have the schools of Mimansa, Vedanta, Sankhya, Yoga, Nyaya and Vaisesika.

● The latter schools are Charvaka, Buddha and Jaina.

### **SOURCES OF INDIAN PHILOSOPHY**

#### **1) vedas ( vedas)**

- Rigveda (consisting of 1028 hymns)
- Yajurveda (lays down the procedure of sacrifices)
- Samveda (history of Indian music)
- Atharvaveda (deals with medical sciences).

### **The Vedangas**

Vedangas are sort of help books to pronounce and understand correctly the words contained in the Vedas.

i. Shiksha (science of phonetics)

ii. Chandas or meters

iii. Vyakarna

iv. Nirukta or Etymology

v. Jyotish or astronomy

Kalpa or rituals

### **The Upvedas**

There are four upvedas each deal with four subjects viz

i. Ayurveda (deals with medicine)

ii. Dhanurveda (Military science)

iii. Gandharvaveda (Music)

iv. Shilpaveda (Architecture & Arts)

### **) Brahamana Granthas:**

They provide supplementary matter. Brahamana Granth are written in prose and composed by Rishis and Acharayas. Some of known Brahma granthas are Satpath Brahaman, Gopatha Brahman, Sam Brahman, Aitareya Brahmana etc. The Satpath Brahaman is a voluminous prose work and provides valuable information about the Geography, History, Philosophy and Rituals etc of Vedic age.

### **The Upanishads**

Deal with the relation of matter, soul and God. Out of 108 Upanishad, the following ones are most important:

1) Isha Upanishad (emphasizes on spiritual unity)

2) Kenya Upanishad (illumines the nature of knowledge)

3) Katha Upanishad (deals with philosophical Questions put by Nachiketa, the student and answers given by Yama, his guru.)

- 4) Mundaaka Upanishad (clarifies higher & lower knowledge)
- 5) Mundakya Upanishad (related to the true self of the man)
- 6) Chandougya Upanishad (provides an important account of man's spiritual education)
- 7) Brihadaryanka Upanishad (explains the nature of the divinity of man)

## 6) Six systems of philosophy

- I. Nyaya system deals with knowledge. It is the science of sciences.
- II. Shankhya system of philosophy by Rishi Kapil deals with matter.
- III. Vaisheshika system of philosophy by Rishi Kanad deals with theory of atom.
- IV. Yoga system of philosophy by Rishi Patanjali is related with self control through yoga.
- V. Purva-Mimansa system by Rishi Jamini deals with scheme of right living through appropriate action.
- VI. Uttar-Mimansa or Vedanta system of philosophy by Rishi Vatsayana elucidates the concept of supreme being.

## 7) Bhagwat Geeta

Bhagwat Geeta is a collection of teachings of Lord Krishna to his disciple Arjuna. The essence of the philosophy as contained in the Gita is within convictions. We should discharge our duties diligently and honestly irrespective of the consequence and leave the rest to Almighty we must fight for Justice and right cause

## 8) Sutras : There are three sutras :

- i) Ashtadhyayi (14 sutras of grammar composed by Panini)
- ii) Dharma sutras (rules laid down for conduct of both teachers and students)



iii) Grah sutras ( related to art of living)

### **Characteristics of Vedas**

● Vedas deal with every branch of knowledge, every aspect of human life and the duties of human beings in all fields

● The vedas have a message for all people of all ages of all nations and of all times

● The subject matter of 4 Vedas are divided into 2 parts – Jnana Kanda & Karma Kanda

● The first implying the theoretical aspect and the other concerned with the practical conduct. Former provides knowledge about spiritual meditation and the latter explains the forms of the prayer and sacrifice

● Vedas are representative of the Indian society and culture and point to a unique socio-economic civilization where all are equal irrespective of status and gender.

● **Vedic people had simple and pure living.**

● Worshipped one God whom the wise described as many. It was a religion of nature which held man central.

● **Vedic outlook is optimistic and positive**

● Vedic outlook on life is revealed

○ profess and practice ideal moral life without seduction and sin.

○ People were religiously and spiritually simple, kind and honest.

● Students were given special attention and treatment by teachers, depending on their interests, aptitude, proficiency and performance, thus acting as a forerunner of the modern theory and practice of education.

## **KNOWLEDGE**

- Knowledge is justified belief
- I know that sun rises in the east and believes in it then it is a knowledge
- All believes do not become knowledge
- Knowledge has two distinctions:
  - prama&aprama ( valid & invalid knowledge)
- There are two types of prama: Anubhava( Presentative) and Smriti ( Representative)
- There are two types of aprama: Samsaya( doubt) and Uha (conjecture)

## **Pramana**

- ‘ma’- to measure
- Pramana is the means of measurement
- Means for discovering new truth or the existing knowledge
- Different types of pramanas are:
  1. Anumana (inferences)
  2. Upamana (analogy)
  3. Prathyaksha ( Perceptions)
  4. Sabdha (verbal testimony)
  5. Arthapathi (Postulation)
  6. Anupalabdhi(Non-Perception)

## **Accepted means of knowledge**

- Charvaka : Pratyaksha
- Buddhism, Jainism: Pratyaksha&Anumana
- Samkhya, Yoga : Pratyaksha, Anumana and Sabda

●Nyaya, Vaisesikha: Pratyaksha, Anumana, Sabda&Upamana

●Mimamsa,Vedanda : Pratyaksha, Anumana, Sabda, Upamana, Arthapathi&

### **The meaning of these methods**

●“Perception is that knowledge which arises from the contact of a sense with its object

● Inference is knowledge which is preceded by perception

●Comparison [analogy] is the knowledge of a thing through its similarity to another thing previously well-known. ...

●Word (verbal testimony) is the instructive assertion of a reliable person.”

Here is an example

●Suppose we see smoke on the hill. This is visual perception and we know there is smoke on the hill.

●We infer that the smoke is caused by fire and conclude that there is a fire on the hill. This is knowledge by inference.

●The hill is shaped like a pyramid. This is knowledge of the shape of the hill through comparison or analogy.

●Historical texts say that the hill has been there for the last five centuries. This is knowledge of the age of the hill from reliable verbal testimony.

• It is one of the six ancient Indian philosophy.

• The word Yoga is derived from the word ‘YUJ’ which means to unite or to combine or to bind yoke with the individual self with the universal self.

- To bring out the balance & harmony on every level viz. physical, mental & spiritual to transform human into super human.

- Patanjali, Yoga Sutra

- Yoga is the practice and Samkhya is the theory

- Gita says yoga and Samkhya are the practical

- Three pramanas: perception, inference, verbal testimony

- Five kinds of sufferings are: Ignorance, Egoism, Attachment,

Aversion, Clinging for long life and fear of death

- Considers body as important

- There is only one purusa as supreme. Who is eternal beyond time and space. But Samkhya believes that there are innumerable number of purusa and hence different selves

- It involves a concept of God, but this God is not to be worshiped

- Maharshipatanjali is said to be the propounder. Some people call it as patanjali philosophy

- All other philosophies recognise its importance

- It doesn't consider body as unimportant, instead considers as very useful. It is both theoretical and practical.

- **Yoga sutra has four parts**

- Samadhipada: Method of yoga

- Sadhanapada: Causes of sufferings and eradication methods

- Vibhutipada: How to achieve supernatural powers

- Kaivalyapada: liberation of self

## **Types of Yoga :**

- Bhaktiyoga
- Gyanayoga
- Karmayoga
- Mantrayoga
- Layayoga
- To attain physical, moral , mental and spiritual perfection, the following eight fold steps of yoga discipline are recommended which help in controlling and sublimating attachment which distract the body and mind:

1. **Yama** : moral code for the human beings 5 yamas are listed in Yoga sutra

- Ahimsa – non-violence
- Satya – truthfulness
- Asteya – non-stealing
- Brahmacharya – Chastity

•2. **Niyama(Purity)**: It is moral culture and aims at cultivation of good habits . Individual discipline, regulates one’s own behaviour. It leads to satisfaction.

Cleanliness, Contentment, Tolerance, Self- reflection, Meditation

•3. **Asana(Practicing Postures)**: It means steady & comfortable posture of the body. Yogic posture does not involve physical strain or violence, but in turn tones up our body & mind. Reduces our fatigue, soothing nervous system and discipline of the mind.

•4. **Pranayama**: Is the discipline of breath control. It aims at regulation of inhalation, retention and exhalation of breath. Not only beneficial to health but also conducive to concentration and meditation.

Steps: Puraka(Inhalation), Kumbaka, Rechaka(Exhalation)

•**5. Pratyahara:** controlling senses. Withdrawal of senses from their contact with objects and turning the senses inwards.

•**6. Dharna :** It is the discipline of fixing the mind at a specific point/object.

•**7. Dhyana :** means meditation, the steady contemplation of the object of meditation without any break. Concentrating on a point to reach higher self.

•**8. Samadhi :** It is the state of mind in which contemplative consciousness disappears and has no awareness of himself.

●The first five are external aids to yoga while last three are internal aids.

●Yoga is a system of holistic life

●A system of personality development leading to complete wellbeing.

●Acharya VinobhaBhave , the spiritual heir of Mahatma Gandhi suggested the same that ‘ Education in India should be based on three principles i.e yoga (spiritual training), udyoga

(vocational training) and sahayoga (social training)

### **Aims of Education**

- Comprehensive development of Human personality
  - Free child from bodily, mental and supernatural misery
  - Physical , mental, intellectual and spiritual growth
  - Moral preparation of pupil
  - Understanding of human nature
  - ‘Cittavrthinirodh’
- Development of scientific attitude and logical and intellectual faculties

- Management of Stress Disorders (Stress can be controlled by recommended Yogic techniques. Yoga appears as a system of self- healing, causes remarkable reduction in anxiety and hypertension)

### **Teacher**

- Great importance to teacher
- Not only a theoretician but also a demonstrator
- Give practical demonstration to the student (scientific notion)
- Teacher has power of knowledge, power of will and power of action.
- Role is that of scientist in our age

### **Student**

- Surrender to his teacher for his total cure
- Without teacher nothing can be obtained by the student.

### **Curriculum**

- System stands for psycho-physical training of human child
- Provides literature which arouses interest amongst students in moral life.
- Embodies such specific sciences as medicine, clinical psychology, social sciences
- Yoga approves all those subjects which deal with human physiology, true human nature and hidden laws of nature

**Self education** (education of self – realization): Yoga renders self education. It is nothing but education of self awareness.

### **Comprehensive**

Most appropriate to the evolution of individual and society.

### **Methods Of Education**

- Concentration as the most essential method
- Scientific attitude development method
- The system also believes in Discriminative method in acquiring knowledge.
- The law of Association in education constitutes great importance in the yoga.

### **Discipline**

- Education & Discipline are identical
- Discipline is the means of which yoga is the aim
- One has to discipline oneself bodily, mentally and intellectually whether he is a teacher or taught so that he may learn.
- Disciplining of body and mind is the core of educational process.
- The outstanding figure of contemporary Yoga, Sri Aurobindho defined yoga as a methodical effort towards self- perfection.
- It is a process by which the limitations and imperfections in man are washed away which result into all round personality development at the physical, mental, intellectual emotional and spiritual levels.
- Yoga is entirely a philosophy of doing with concentration. Hence doing with concentration in education has value of great order.
- Also disciplining of body and mind is the core of educational process and modern educators must know the inevitability of this factor in any kind of education. Discipline in education is of far-reaching importance in the sense that if a teacher or student does not discipline himself, he cannot concentrate on the subject and cannot know about it.



● Educational process requires, by implication, an expert teacher in every subject. When a teacher gives anything to a student from his inner experiences with great confidence and demonstrations it is impossible that education should not take place. The system is therefore a challenge to a theoretical teacher of today who simply transmits knowledge from books to students.

● Formed by Gautama, author of Nyaya Sutras

● Nyaya means ‘that by which mind is led to a conclusion’

● Soul is distinct from organs of sensation, organs of action and mind

● Karma affects the soul’s union with the body, rebirth etc.

● Believes that God is real. Creation, Maintenance and Destruction of the world is done by God.

● “all things of the world like mountains, seas, the sun and the moon are effects because they are made up of parts.

Therefore they must have a maker” –

### **Nyaya Philosophy**

● Nyaya is an orthodox school of philosophy. Gautama, not to be confused with the Lord Buddha.

● Nyaya accepts the basic philosophy of Vaisheshika system. It can be said that the Vaisheshika system is theory, Nyaya is the practice.

● Self is an individual substance, eternal and all pervading. Consciousness is not an essential attribute of the self, but it is only an accidental one.

● Salvation is the state of absolute freedom. It is freedom from all pains and pleasures. Then there is freedom from the cycle of the birth and death also.

- It recognizes God, God creates the Universe from eternal entities such as atoms, space, time, ether, mind and souls

- God determines the pains and pleasures of human beings. Provides the rewards for their actions.

- Creation of universe

- God is the cause of the validity of religious text

- Divine utterances also prove the existence of God

### **knowledge**

- Valid knowledge & Invalid knowledge

- Valid knowledge is the real knowledge and it consists of knowing the object as it is. It has 4 sources.

- Perception, Inference, Comparison and Testimony

- Knowledge from sources other than these four is called invalid knowledge

- If the knowledge received is not valid, it can't be fruitful and can't help him to get awakened to the realities of life

### **Perception**

- Knowledge which results from the contact between the object and the sense organs

- Loukika (ordinary) and Aloukika (extra ordinary)

- Ordinary knowledge results from the contact of sense organs with the object

●Lokika has two perceptions: Bahya (external) &Manas(Internal). Bahyatakesplace with 5 senses, manastakesplace with contact of object with mind. It produces knowledge of pleasure, pain, hatred etc

●Aloukika provides immediate knowledge

### **Inference**

●Inference is the means to anumana

●Knowledge gained through judgement

●This knowledge is followed by some other knowledge

●In inference there are 3 sentences paksa, sadhya&hetu similar to that minor, major and middle of syllogism of western logic

●In syllogism major premise starts first but in anumana it is in last

Eg:-Wherever there is smoke there is fire (major premise) This mountain has smoke(minor premise) There is fire in this mountain (conclusion)

●There is fire on the hillside

●Because there is smoke on hillside

●Where there is smoke there is fire

### **Upamana (analogy or comparison)**

●Knowledge derived through similarity

●It is based on some common property & similarity b/n two objects

●Eg:-You have never seen a wild cow. A person dwelling in the forest inform you that it is like an ordinary cow and possesses much the same shape. If then

you come across some animal known as a wild cow, then this knowledge is the result of comparison

### **Sabdapramana( verbal testimony)**

- A word has the power to express some meaning. According to ancient Nyaya, this power is due to God.

- Analysing the process of verbal testimony we get the following steps:

- First there is the perception of the words of a sentence uttered by the trust worthy person

- Secondly there is the understanding of the meaning of words. This is called karana of the knowledge

### **Four basic parts**

- Prama – the knowledge of an object

- Prameya – the object

- Pramata - the person

- Pramana – the way of getting prama

### **Samkhya School**

- Oldest

- Theoretical, seen in other philosophy

- Sage Kapila, Samkhya Sutra

- Samkhya means: Enumeration, number, right knowledge

- Budha was taught Samkhya, so this school must have existed since before the 6th CBC.

- Relatively materialistic as compared to Vedanta

- Universe is not the creation of a supreme creator
- Unlike Vedanta, it was not incorporated into any religion. It never obtained wide acceptability among Hindu philosophers.
- Kapila? Man, or Women
- The whole universe is constituted by 25 principles (Tattvas)
- Dualistic: Prakriti and Purusha are the two realities of the universe
- Prakriti (matter) is eternal and the first cause of the universe, known as pradhana
- It is not produced but produces, unperceived, only be inferred through its effects
- It is unconscious, constituted three gunas: sattva (light-white), rajas (activity-red), tamass (darkness-black)
- Purusha (spirit) is the basis of all knowledge, formless
- Eternal beyond creation and destruction and conscious.
- Neither produced nor produces. It is not objects
- Possess supreme power

### Theory of Evolution

- State of equilibrium, three gunas in a balanced state
- State of disequilibrium – evolution starts
- Prakriti + Purusha = Evolution
- First product: Buddhi (Mahat)
- Ahamkara (Ego)

●Mind

●Everything begins with matter, but this itself is inert or dead, it is activated by the stimulus provided to it by the motive power- purusha and the result of this is the active universe with stars, planets, gravitation etc

●Evolution of universe is through sexual procreation

●Purusha(man), Prakriti(mother)

●25 tatvas

●1 tatva: Prakriti

●1 tatva: Soul or Purusha

●23 tatvas = purusha acting upon prakriti, material universe

**25 Tattvas (elements) (Samkhya)**

Balanced state of the three gunas (sattva, rajas and tamas)

- Eye (caksus) • Hands (pâni) • Sound (shabda)
- Ear (s'rotra) • Feet (pâda) • Touch (sparsha)
- Nose (ghrâna) • Speech (vâk) • Form (rupa)
- Skin (tvak) • Elimination (pâyû) • Taste (rasa)
- Tongue (rasana) • Procreation • Smell (gandha)

(upasthana)

- Ether/space (âkâsha)
- Air (vâyû)
- Fire (agni)
- Water (âpa)
- Earth (prithivi)

## **Vaisesika**

- Vaisesika, created by Kanada also referred to as Ulooka and Kashyapa, around 300 B.C. E.
- Aulookya philosophy
- The system derives its name from visesa which means “particularity”.
- It can be viewed as a system of physics and metaphysics in that it tries to explain the fundamental nature of the world and being.
- It is non-theistic in that it does not mention God.
- Atom and soul are the only substances
- The root cause of the pain is lack of knowledge.
- Moksa implies complete freedom from the pain

## **Padarthas or categories**

- There are seven categories or padarthas in the universe:
- dravya (substance), guna (quality), karma (action), samanya (generality), visesha (uniqueness or individuality), samavaaya (inherence) and Abhava (non-existence).
- In this 7, There are two distinctions: Bhava padartha(Present or Being) and Abhavapadartha (Non-being)
- Each of these is again subdivided into further sub-categories.
- Substance is divided into nine sub-categories: earth, water, light, air, ether, time, space, self and mind.
- The substances cannot exist without qualities of which there are 25: color, taste, smell, touch, number, extension, quantity, individuality, conjunction, priority, posteriority, thought, pleasure, pain, desire, aversion, and will.
- The substances are affected by 5 kinds of action: upward motion, downward

motion, contraction, expansion and movement from one spot to another.

●The first four qualities, namely, color, taste, smell and touch are made up of invisible atoms which have no dimension.

### **Seven-fold view of perception**

●This is best illustrated by an example. Consider Beatrice, the cow.

●We see a cow (substance). We observe its colour and shape (quality). We see it grazing (action). We are also aware that Beatrice is a member of a larger family (genus) of cows, at the same time, we are aware of its uniqueness (perhaps a beauty spot on its face) and finally, the unification of all these, or coherence.

### **HETERODOX SCHOOLS OF PHILOSOPHY**

• Schools that do not accept the authority of Vedas unorthodox (Nastika) systems. The following schools belong to heterodox schools of Indian Philosophy.

**Buddhist Philosophy:** It is a system of beliefs based on the teachings of Siddhartha Gautama. Buddhism is a non-theistic philosophy whose tenets are not especially concerned with the existence or non-existence of God.

**Charvaka :** It is characterised as materialistic and aesthetic school of thought. Accepted direct perception as the surest method to prove the truth of anything. Insists on joyful living.

### **Jaina philosophy**

Already in existence by 6th century B.C, it was revived by Mahavira, the 24th Jain Tirthankar.

•Heterodox school philosophy, doesn't believe in Vedas



- Derived from the word 'jina' with root in 'ji' it means 'victor' i.e, the one who has successfully subdued his passions and obtained mastery over himself.

- Jainism is the smallest of the major world religion, but in India its influence is much more.

- First initiated by Rishabha Deva, AjithNath and Aristanemi. According to Jains, these names are found in Vedas and they considered this philosophy as the oldest one

The first tirthankara was AdiNath and the last one was VardamanaMahavir. In between these two there are 22 tirthankars.

Mahavir was born in 599 BC. He strongly emphasised celibacy and ordered the monks to relinquish the clothes.

Those who followed this order were named Digambara, while those who wore white clothes were known as Svetambara. These two sectors are formed after the death of Mahavira

Metaphysically, Jainism believes in plurality of souls and not in the existence of God

It holds that there are as many souls as there are living beings. They also accept the existence of souls even in animals and plants, with degrees of difference in the level of consciousness

They believe that every soul is capable of attaining infinite consciousness

Infinite faith, infinite knowledge, infinite power and infinite bliss is the state of liberation.

According to Jainism Nirvana or liberation is obtained through three jewels: Right faith, Right Knowledge and Right Conduct. (Tri-ratna)

Right conduct implies 5 abstinences: not to lie, not to steal, not to strive for luxury and not to strive for possessions, not to be unchaste and not to injure (Ahimsa)

### **Categories of Dharma**

- Forgiveness
- Softness
- Simplicity
- Truth
- Cleanliness
- Self-control
- Penance
- Sacrifice
- Disenchantment
- Celibacy

### **Ahimsa is vital principle**

•Jainism rejects the idea of creator of the world. It believes reality to be many sided.

• Accepted three sources of getting real knowledge, namely perception, and inference.

Education system according to Jainism has nothing special to mention except following the Vedic and Buddhist system of schooling and discipline....

### **Practical teachings of Jainism**

•Tri-ratna or three gems of its teaching were considered three precious principles of life.

- Five vows or abstinences indicate general character.
- Ahimsa (Non-violence) is the foremost virtue in Indian thought but in Jainism it requires distinct meaning and depth; it is non- violence in word, thought and deed.
- Jainism emphasizes on the development of personality as the final aim.
- There are two levels of discipline which are different for the monks and of lay life.
- Jainism believes in transmigration of soul. Soul united with karma is called a soul in bondage, and is to be redeemed and liberated.
- Moksha means dissolution of partnership between soul and matter, restoring the ideal character of the jiva.

Jainism rejects God as the creator of this world, Jainism looks upon man himself as God when his inherent powers are fully in bloom.

The primary aim of Jainism is the perfection of the soul, rather than the interpretation of the universe, hence it fails to find ultimate solutions of the metaphysical problem.

### **Aims of Education**

- Self-realisation as jiva is divine.

Education must focus on his divinity and remove the material bond of soul.

- Education should lead to self- enlightenment and restore the full powers of jiva.
- Development of personality as an individual. Hence, more stress on individual aims.

- Teaching should give necessary jnana and penance to help jiva
- Believes in transmigration of soul, hence education may partly be preparation for the next world.

### **Curriculum**

• ‘punya’ and ‘paap’ are the two principles, education should develop sense of discrimination .

• Education should include provision for attainment of Tri- ratnas, the precious principles of life, that bring happiness, success and love here and now

• Education should inculcate non- violence as a virtue, practiced and not only aspired for, that would be socially desirable.

• Truth is relativistic and pluralist, in a state of ‘may be’. Knowledge, therefore may be viewed differently. Nothing fixed.

### **Methods of Teaching**

• Knowledge is through senses and meditation. Teaching must develop these faculties.

• Teaching should be social and tolerant, and should bring happiness to all.

• Jiva is essentially karmic, therefore education must be action based and ideally oriented.

### **Discipline**

- Emphasis on self-discipline and hard work
- Practical discipline is essential for release from the bondage.

- Happiness and bliss through action. (Man is a free moral agent, responsible for all his deliberate action.)

## **EDUCATIONAL IMPLICATIONS**

- Major Contributions: Jainism has made important contribution to art and literature. Jain philosophy and its culture have been a major force since dawn of civilisation in Asia.
- Strong emphasis on Non-Violence, accent on multiple facets of truth, morality and ethics.
- Jain philosophy concepts like Ahimsa, Karma, Moksha and like has been assimilated into philosophies of other Indian religions like Hinduism and Buddhism.
- Sense of sympathy extends to all living beings even to animals
- Absolute respect for living beings is stressed, best way to resist evil is through non-violence.
- Law of Karma (cause and effect) : universe is ruled by moral law which punishes all sins and rewards good deeds, belief that our character creates its own heaven and hell

20. Expound on the tenants of humanism, pragmatism and naturalism.

## **HUMANISM**

- Very old philosophy.
- It is derived from the great minds and works in Eastern and westerns history and literature.
- Does not find its origin in experimental sciences and mathematical statistics.

- It is concerned with the restoration of lost values.
- Humanist thought - man is an end and not a means.

#### MEANING:-

- Cultural movement to emancipate the quest for human excellence.
- Implies a specific preferences for human values.
- Blind faith on religious dogmas is to be left out.
- Truth must be based on reason.

#### METAPYSICS OF HUMANISM

- Humanitarian thinkers have accepted the naturalist metaphysics.
- They do not believe in some supernatural principle instead believe that nature is the ultimate reality.
- They believe in the actual physiographical world created by nature.

#### EPISTEMOLOGY OF HUMANISM

- Humanitarians believe that nature of all the materials of this materialistic world is true knowledge
- Nature of knowledge is rational, unless the knowledge that evident to the organs. Humanism never accepts any such statement to be true which has not been proven by logic and reasoning.

#### AXIOLOGY OF HUMANISM

- It believe human to be the centre of this universe and the complete mankind of this world to be as one.
- They want to see all the humans of this world independent , happy and progressive.
- Humanitarian philosophers believe truth, beauty, justice, social equality, love, sympathy and cooperation to be the values for the good of humans.

#### AIMS OF EDUCATION IN HUMANISM:-

- Cultivation of the intellect.
- Education is an inclusive concept and not mere schooling.
- Liberation of mind.
- Human perfection.
- Happiness and material abundance.
- Welfare of the total humanity.

### **HUMANISTIC CURRICULUM**

- Greek
- Latin
- History
- Music
- Vocational education is not emphasized.
- Relation to man to nature .
- Relation to man to himself .
- Relation to man to other man.
- Includes humanities and applied sciences.

### **METHODS OF TEACHING**

- Teacher centred method are favoured.
- Drill and exercise
- Oral examination
- Direction method
- Method of Understanding and Reproduction.

- Debate and Discussion Method.
- Play way Method

## **DISCIPLINE**

- Theory stresses much on human value. Punishment is there, but they also have great sympathy for the child.
- Dominates in the provision of educational programmes
- self imposed. Should grow from within.

## **ROLE OF TEACHER**

- Should have qualities of head and heart Have the ability to understand, to direct, to stimulate and to guide the child.
- Help the students in attaining happiness and human perfection.
- service to humanity should be encouraged.

## **EDUCATIONAL IMPLICATION**

- Respect for ancient cultures.
- Respect for language
- Freedom of expression
- Co-ordination between humanities and science subjects.
- Propagation of democratic principles.
- Development of thinking power

## **NATURALISM**

- Nature is everything there is nothing beyond it
- Man should investigate the truth of nature by scientific methods with all his capacities and resourcefulness
- It doesn't believe in spiritualism and super naturalism

## **Chief exponents of naturalism**



- Rousseau
- Aristotle
- Comte
- Spencer

“Naturalism is metaphysics which considers nature as the whole of reality. It excludes what is supernatural or the other world “– Hocking

- It emphasis on the nature in every field of education
- It does not believing existence of god
- It gave importance to the matter and the physical world

### **PRINCIPLES OF NATURALISM**

- Stress on physical environment
- Universe is a huge machine . Man is also a part of this machine
- Reality can be truly analyzed by natural science
- Education in accordance with the nature of the childe
- Unchanging laws of nature explains all the events and occurrences of the world

### **CHARACTERISTICS**

- Back to nature
- Negative education
- It is against bookish knowledge and verbalism
- Naturalism gives central position to the child in the educational process
- Education repairs the child for his future adult life
- Material education

### **AIM OF NATURALISM**

- Attainment of present and future happiness

- Struggle for existence
- Protection of human machine
- Adaptation to environment
- Improvement of racial gains
- Autonomous development
- Education according to nature

#### NATURALISM AND CURRICULUM

- Naturalist do not advocate a fixed curriculum
- Curriculum must be child centered
- It gives place for skills and other useful education activities
- It considers literacy subjects as use less and gives no place in the curriculum
- Curriculum should contain games , sports , physical culture , biology , physics , nature study, language , history , geography , and other allied subjects

#### METHOD OF TEACHING

- Naturalism is a result against the old traditional bookish system of education
- Direct experience with nature , things and men is the keynote of instruction according to naturalist
- They follow different methods of teaching according to the interests , capacities and aptitude of the child
- Learning by doing
- Direct method
- Heuristic method
- Observation and excursion
- Play way method

- Learning through senses

## NATURALISM AND TEACHER

- Teacher should behave sympathetically and affectionately towards the children
- Nature – supreme teacher
- Teacher to observe
- Understand about the child
- Teacher the stage setter
- Teacher the gardener

## DISCIPLINE

- naturalistic give full freedom to the child to perform and learn whatever he likes
- No punishment
- Full freedom
- Free society
- Naturalists assume that the child has no knowledge of good and bad, but he suffers pain when he makes a mistake, and pleasure when he does something right. Thus he gets reward or punishment for his action

## PRAGMATISM

“Pragmatism offers us a theory of meaning, a theory of truth of knowledge, and a theory of reality” - Gomes B Prett

## PRINCIPLES

- Experience is the central idea in pragmatism
- There are no absolute values of life
- Action is real and ideas are tools

- men is an active being
- Men has the ability to solve his problems
- Utilitarian aspect is supreme
- Past has little value
- Present and future are more important

## PRAGMATISM IN EDUCATION

- Education is based on philosophy and science
- it emphasizes experiment and practice
- Child is the focal point of all educational activities
- It opposes book learning
- Only sociability is emphasized
- It is a progressive dynamic and changeable ideology

## METHOD OF TEACHING

- Learning by doing
  - All learning must come as a by-product of action, and never as something learned directly for its own sake
  - The pragmatic teacher suggests a few problems, indicates the lines of activity and loves the child to experiment for him self
- The project method “a problematic act carried to completion in its natural setting “- - Stevenon

## DISCIPLINE

- Pragmatism hold that discipline should be social through free , purposeful and co-operative activities organized in the school that lead to social discipline as well as self discipline .

- Such activities create values like interactive ,self relations tolerance , sympathy.
- These values help in building the morals and training the character
- There is no place for rewards and punishments
- Moral grow form democratic living
- Students develop a sense of self control.

### **PRAGMATISM AND THE TEACHER**

- Teacher as a helper and guide
- The teacher assume the role of an arranger of experience or he is a facilitator or stage setter and the teacher create a suitable environment for learning
- According to Dewey , “the teacher is a guide and director , he steers the boat , but the energy that propels it must come for those who are learning “.

### **EPISTEMOLOGY OF PRAGMATISM**

- The ultimate knowledge is the knowledge that works
- No spiritual or ultimate value

### **AXIOLOGY OF PRAGMATISM**

- Values are not real existents
- Values change according to difference in time and space
- Man creates values by modifying environment

### **METAPHYSICS OF PRAGMATISM**

- There is no ultimate reality

- Reality is not one but many
- Reality is ever changing

21. What is education? Describe the narrower and broader meaning of education from a historical perspective

### **EDUCATION**

- Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.
- Educational methods include teaching, training, storytelling, discussion and directed research.
- Education frequently takes place under the guidance of educators; however, learners can also educate themselves.
- Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.
- The methodology of teaching is called pedagogy.

### **ASPECTS OF EDUCATION**

- education is both acquisition of knowledge or art of teaching and learning of values, norms and skills.
- The education a system, first of all, may be viewed as a part of the total social system.
- It both reflects and influences the social and cultural order of which it is a part.

### **The three main aspects of education**

### 3 Main Aspects of Education According to John Locke:

- 1. Physical Education
- 2. Moral Education
- 3. Intellectual Education

#### **1. Physical Education:**

- “A sound mind in a sound body is a short but full description of a happy state in this world. He that has these two has little more to wish for.”
- These are the opening sentences of the “Thoughts concerning Education.”
- The principle underlying it all, scanty and loose clothing, the hard beds, the open air, the simple, even rigid diet, is that of the hardening process — rigid.
- Method of physical education was that of a rigid discipline — a hardening process.

#### **2. Moral Education:**

- Education is far wider than instruction. Its chief aim is virtue. Basis of virtue is self-denial. It is developed by practice in self-discipline.
- The primary object of education as a whole is the formation of character. The Virtue, which is the hard and valuable part to be aimed at in education.
- The great Principle and Foundation of all Virtue and Worth is placed in this: That a man is able to “deny himself” his own desires, cross his own inclinations and purely follow what Reason directs as best.

- The principle of all virtue and Excellency lies in the Power of denying ourselves the Satisfaction of our own Desires. This power is to be got and improved by custom, made easy and familiar by an early practice.
- Children should be used to submit their Desires and go without their longings, even from their very cradles.
- So, here again, education, at basis, is a discipline. Virtue is to be obtained by the formation of good habits through a long discipline of the desires.
- This process is to be made as pleasurable as possible. Corporal punishment is to be avoided.
- The secret of all education is to control the natural desires and instincts by thwarting them and forming the habit of their control.

### **3. Intellectual Education:**

- In intellectual education, Locke agrees in many points with the sense-realists.
- Even here, disciplinary view is fundamental. The content of intellectual education should be subordinated to moral ends.
- Purpose of intellectual education is to train mind in certain habits. These habits gained through exercise and discipline. Teaching of mathematics as an intellectual discipline is greatly emphasised.

### **Etymological Concept of Education**

- The word Education is derived from Latin word *educere*, *educare&educatum* which means "to learn", "to know" and "to lead out".
- That is education means to lead out internal hidden talent of a child or person



## Etymological terms

### *Meaning*

- *1. Educare* To bring up, to nourish
- *2. Educere* To lead out or to draw out
- *3. Educo* The letter 'E' means out and Duco
- means to lead
- *4. Educatum* The act of teaching or training
- **Indian Concept of education**
- **Rig Veda:** "Education is that which makes a man self-reliant and selfless."
- **Upnishads;** "Education is that whose end product is salvation."
- **Kautilya's:** "Education means training for the country and love for the nation."
- **Gandhi's:** "By education I mean all round drawing out of the best in child and man-body, mind, and spirit."
- **Zakir Hussain:** "Education is the work of the whole life. It begins from the time of birth and continues till last moment of death."

### **Western concept of Education**

Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of -**Plato**

Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty. -**Aristotle**

Education is the child's development from Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external. -**Froebel**

Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral. -**Pestalozzi**

Education is the child's development from within. -**Rousseau**

### **Education as a process**

- Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits.
- Educational methods include teaching, training, storytelling, discussion and directed research.
- In most regions, education is compulsory up to a certain age

### **Education as a bipolar process**

- It involves the interaction between the teacher and the pupil.  
In this process one personality acts upon another in order to modify the personality of other.

### **Education as a tripolar process**

- It involves interaction between the pupil, the educator, and the social environment.
- The teacher tries to develop, the personality of the pupil in the need of the society

## **FIRST SEMESTER M.Ed DEGREE EXAMINATION, DECEMBER 2018**

### **MED01- ADVANCED PHILOSOPHY OF EDUCATION**

#### **QUESTIONS & ANSWERS**

##### **PART A**

1. Explain the chief characteristics of 'Buddhism'?

Buddhist Philosophy is the elaboration and explanation of the delivered teachings of the Buddha's as found in the Tripitaka. Buddhists believe that the human life is one of suffering, and that meditation, spiritual and physical labour, and good behaviour are the ways to achieve enlightenment, or nirvana. It offers a diagnosis of the suffering of mankind and provides a formula for individuals to resolve that suffering. It offers a moral code based on compassion and non-violence, and through meditation a way to achieve spiritual insight.

2. Mention four important Western Schools of Philosophy?

Western philosophy is characterized by a canonical set of thinkers including Plato, Aristotle, Descartes, Kant, etc. Idealism is the oldest system of philosophy known to man. It recognizes ideas, feelings and ideals are more important than material objects. Naturalism is a philosophical theory that affirms that all beings and events in the universe are natural and therefore can be fully known by the methods of scientific investigation. Pragmatism is a philosophy of human action. According to this ideology the test of the truth of an idea is its practical utility. Existentialism is a 20<sup>th</sup> century philosophical movement which place emphasis on individual existence, freedom, and choice.

3. Briefly explain the concepts 'Axiology' and 'Epistemology'?

Axiology is the philosophical study of value. It is concerned with values, what actions and qualities are worthwhile and why they are so. Axiologists study value in general rather than moral values in particular and frequently emphasize the plurality and heterogeneity of values while at the same time adopting different forms of realism about values. Epistemology is the branch of philosophy concerned with knowledge. It is the study of the nature, source, and validity of knowledge. It asks the question 'what is true?' and 'how do we know?'

#### 4. Define 'Vyseshika'?

Vyseshika is derived from the Sanskrit, vishesha, meaning "distinction" or "distinguishing feature." It is one of the six darshans, or ways of viewing the world, according to Hindu philosophy. The other five darshans of Hindu philosophy are yoga, samkhya, nyaya, mimamsa and vedanta. It can be viewed as a system of physics and metaphysics in that it tries to explain the fundamental nature of the world and being.

#### 5. Briefly define 'Democracy'?

The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people": a way of governing which depends on the will of the people. Democracy is a system of government in which laws, policies, leadership, and major undertakings are directly or indirectly decided by the "people".

### PART B

#### 6. Enumerate the Educational thoughts of Swami Vivekananda?

Swami Vivekananda was a great social reformer, renowned thinker and practical saint of modern India. Education occupies an important position in Vivekananda's scheme of social regeneration. His philosophy of education is a reflection of his general philosophy of life. According to Vivekananda *Education*

*is the manifestation of perfection already in man.* It means, knowledge is inherent in man, no knowledge comes from outside; it is all inside. It is said that, a poor teacher tells, an average teacher explains, a good teacher demonstrates, a great teacher inspires. Vivekananda was a great teacher and also a great educationist. As him the aim of education is the knowledge, not of facts but of values. Since ages of human evolution human being constantly strived to attain highest state of attainment of peace, prosperity, happiness and the feeling of fullness. He presented the true India to the whole world. The concept of VasudhaivaKutumbakam-the world is one family-is the only beacon light for survival, growth, and real progress for human society, particularly in the strife-torn world of today.

Swami Vivekananda realized three things are necessary to make every man great, every nation great:

1. Conviction of the powers of goodness;
2. Absence of jealousy and suspicion;
3. Helping all who are trying to be and do well.

According to Him education is a continuous process; it should cover all aspects of life physical, material, intellectual, emotional, moral and spiritual. His attitude towards modernization is that the masses should be educated before anything else is done. Swami Vivekananda's educational philosophy is based on his general life. He was a Vedantist educationalist. He had propounded faith in Advaita Vedanta or non-dualism. God is Supreme, Infinite, One, and Formless. He is Infinite Existence, Infinite Knowledge and Infinite Bliss. Every living being including man is a part of the Higher or Eternal self. In 'Raja Yoga' he says "Each soul is potentially divine." All men are children of God. According to him Faith has to be cultivated in man. This faith is triple in nature-faith in one's own self,

faith in the nation, and faith in God. God can be realised through service to living creatures. Service to living beings means service to God. This truth of Vedanta has to be practised and cultivated in life. This is known as “Practical Vedanta”- the essence of which is service to God in man. Vivekananda was an eclectic thinker and educationist. He believed in essential unity of man and God. He tried to unit Indian spirituality and Western materialism. He also tried to unit Para Vidya (Supreme knowledge) and Apara Vidya (material knowledge). Vivekananda criticised the present system of education. Vivekananda advocated ‘man-making education’ man is the highest temple. Vivekananda believes that “education is the manifestation of the perfection already in man.” “Perfection is already inherent in man and education is manifestation of the same.” Knowledge resides within the individual himself. All knowledge –secular or spiritual- is in the human mind. Knowledge is inherent in man, no knowledge comes from outside, it is all inside. An individual simply discovers the knowledge inherent in him. When the covering is being slowly taken off, learning takes place. Man must discover himself. The discovery will help the expansion and enrichment of the soul. The student has himself to discover, himself to learn and himself to teach. Thus, according to Vivekananda, education is the discovery of the inner self. For Vivekananda education is not the amount of information put in to one’s brain, which may be there undigested all one’s life. It is rather a life-building assimilation of ideas. As Him “If you have assimilated five ideas and made them as your character, you have more education than any man who has got by heart the whole library. If education were identical with information, the libraries would be the greatest sages in the world and encyclopaedias the greatest Rishis.” Vivekananda considers education as a part of human life. Real education is that which one can stand on one’s feet. Swamiji says “The end of all education, all training should be man-making.” Creation of self-confidence and self-realisation should also form the aims of education. Education must make a man conscious

of his hidden powers. In Swamiji's own words: "Faith in our self and faith in God-this is the secret of greatness." Vivekananda emphasised on formation of character through education. He says "The end of education is character-building." Generally, character is regarded as self-regarding sentiment. According to him character is aggregate of a man's tendencies, the sum-total bent of his mind. Good and evil thoughts equally mould the character of an individual. Education should aim at sublimating the evil tendencies of our mind. Moral and Ethical education can help greatly in this regard. Swamiji laid emphasis on the development of integrated personality. This is possible only through total or many-sides development of personality such as intellectual, physical, social, moral, emotional and aesthetic. He wanted to combine the intellect of a Shankara and the heart of a Buddha. According to Him "personality is two-third and his intellect and words are only one-third in making the real man." Swamiji emphasised on the personality of the teacher in education. True education is only possible through intimate personal contact between the teacher and the taught. For this purpose he wanted to revive the old Gurukulasystem of education. Vivekananda regards the child as the pivotal point of education. He is the store house of Knowledge. Vivekananda lays emphasis on the discovery of inner knowledge. Until the inner teach opens, all outside teaching is vain.

7. Compare and contrast Idealism and Pragmatism with reference to a) aim; b) curriculum; c) methods; d) role of the teacher.

Idealism is very old philosophy reaching back the thoughts of ancient Greek in the west and the Vedic rishis in the east. Idealism is born out of Plato's theory of ideas. According to this this school of philosophy the ultimate supremacy is of ideas.

Aims

- Self-realisation is the ultimate aim of education

- To cultivate truth, beauty, and goodness
- To ensure spiritual development
- Development of intelligence, rationality and personality

### Curriculum

- Any subject that create an idea
- Spiritual self is most welcome to an idealist.
- More importance to ideas, feelings, thoughts, values etc.,
- Culture, arts, history, philosophy, literature, music, religion etc. occupy main place in idealistic curriculum.
- Health, hygiene, physiology, yoga, gymnastic, athletic also form and integral part of idealistic curriculum.
- They give less importance to science

### Methods

- Idealism supports teacher centred of teaching.
- Socrates suggests Socratic method and Plato suggests discussion method

### Role of the Teacher

- Teacher is the central figure in the idealistic pattern of teaching
- Teacher is the personification of the reality for the child
- Teacher should be a specialist in the knowledge of the people
- Teacher should be a co-worker with God in perfecting man
- Teacher should be the master of the art of living

### Pragmatism

Pragmatism is a modern American philosophy. It is the philosophy of practical experience. William James developed its outlook and became the founder and father of this school of philosophy. The term pragmatism is derived from a Greek word pragma which means action to accomplish

### Aim

- Pragmatism does not believe in any pre-determined aims of education. To them educational values are instrumental. To them education is an idea. It



can't have any aim. Only persons can have aims. In the aim of education children, parents, and teachers differ from each other.

- It should be based on the needs and activities of the children
- The educational aim must include cooperation of the education
- Educational aim ought to be specific not general

### Curriculum

- Pragmatist curriculum includes all the subjects which are helpful in solving the present day life problems.
- They give priority to science, social science, biology, sociology, human psychology, anthropology, so as to make our people cooperative and useful citizens of an industrial and democratic world.
- They do not permit the inclusion of cultural activities curriculum. Because they think that cultural activities are no means to material development.

### Method

- The dominant interest of the child is to do and make.
- The business of the teacher is to teach his pupil to do rather than to know learning by doing is the method of pragmatism
- Traditional methods of chalk and talk hateful to them.
- They have advocated Trial and error method, Experimentation, Problem solving, Project method, Observation.

### Role of the Teacher

- Teacher is a friend, philosopher, and guide.
- Teacher puts the child in a position that he learns to create new values for the future
- The chief function of a pragmatist teacher is to suggest problems to his pupils and to stimulate them to find solutions.

Idealism and Pragmatism are two opposing philosophical approaches. Pragmatism is a philosophical approach that evaluates theories or beliefs in terms of the success of their practical application. Idealism, on the other hand, refers to any philosophy that asserts that reality is mentally constructed or immaterial. The key difference between Pragmatism and Idealism is that Pragmatism considers practical consequences of an action as its main

component whereas Idealism considers mental entities or thoughts and ideas as its main component.

8. Mention the basic philosophic ideas of Education, as advocated by John Dewey?

John Dewey, one of the founders of the leading philosopher of progressive education. He has placed education on a new philosophical and psychological foundation. According to him, Education is the development of those capacities in the individual which will enable him to control his environment and fulfil his possibilities. John Dewey defined education as the continuous reconstruction of experiences. He considered education as the laboratory in which philosophical distinctions become concrete and are tested. He believed in the pragmatic school of philosophy.

#### Aims

- To develop child's powers and abilities
- To create social efficiency and social skills in the child
- To instil democratic values and ideal in children
- To prepare the individual for future life

#### Curriculum

- The curriculum must include those subjects, activities and experiences which have some utility and serve useful purposes.
- The curriculum should not be rigid, fixed and predetermined.
- It should be related to the child's contemporary experience and it must be organized around child activities and not subjects.
- The difference subjects, activities and experience is involved in the curriculum should be integrated into one whole

#### Methods of Teaching

- According to John Dewey the child learns best by doing and as such all learning must come as a by-product of actions.

- He advocated project method, problem solving method, experimental method and learning by doing.

#### Discipline

- He advocated positive discipline, free discipline, social discipline and self-discipline resulting from free, purposeful and creative social activities.
- The discipline should be the result of cooperative and collective activities.
- Self-discipline can be taught through assigned social responsibility.

John Dewey put forward a philosophy of education which is dynamic, objective and practical. It is a Philosophy with an experimental base for the first time in history. He gave a progressive outlook to education. Dewey established an organized relationship between individual and society which is the undercurrent of democratic movement in education. His view about the teacher as an observer, guide and helper overthrew domination of the teacher. Dewey completely changed the whole structure of educational setup and paved the way for modern progressive education. He sets inclusion of democratic values and social qualities in the forefront of the list of educational aims. The project method is a direct contribution of Dewey to education. Dewey's ideas of experience based education and interest based teaching have led to activity methods and active teaching in schools. Many researchers credit him with the influence of Project Based Learning (PBL) which places students in the active role of researchers.

#### 9. What is Metaphysics? Illustrate with example

Metaphysics is that branch of philosophy, which deals with the nature of reality. What is the nature of reality in this universe? Which is true: the materialistic world or the spiritual world? Metaphysics tries to answer the questions: what is real? Philosophers who believe in spiritualism as reality consider existence and God as identical. According to them, God has made a perfect spiritual world and mankind is only a part of that world. Ultimate reality is the creation of the absolute mind. On the other hand philosophers who believe in materialism consider

physical existence as reality. According to them, ultimate reality is vested in the physical world. Thus the metaphysical problem to be answered by philosophy is whether the ultimate truth is in spiritual or material/ physical. Such conflicting ideas and viewpoints are equally relevant in education. Ultimately, the purpose of education is to explain reality to the young. Although all teachers may not have agreement on the conflicting issues posed by metaphysics, they do take a stand on issues like "is there a purpose of life ? Does life have a meaning? Is there a set of enduring principles that guide the operation of the universe?" Only a teacher who examines all the different views can avoid a lop-sided and purely subjective view and give proper insight to the students about reality from all points of view. Metaphysics is a difficult branch of Philosophy, but is rather easy to define: It is the study of the most fundamental concepts and beliefs about them. Examples of metaphysical concepts are Being, Existence, Purpose, Universals, Property, Relation, Causality, Space, Time, Event, and many others. Metaphysics is basically science of workings of the unknown reality. For example: Luck. What is luck? Is it random? Then is luck random? But u can call luck a random event which was beneficial to you in a meaningful way (eg: suppose you were getting late for a very important meeting and all the lights were green) so, this event was just a random 'lucky' happening. Now, metaphysics says that you cause the stuff that happens to you. Lucky events are just events whose chain of causation is beyond human comprehension. There is a higher order of things and events we don't fully grasp. Those who study them call it metaphysics.

10. "Education must foster those inventive powers of man to ensure his mastery over the material given to him". Comment

Yes. Education must foster those inventive powers of man to ensure his mastery over the material given to him.

The term "Education" has been derived from two Latin words Educare (Educere) and Educatum. "Educare" means to train or mould. It again means to

bring up or to lead out or to draw out. Since the times of Plato to the modern times of John Dewey and Gandhi, various educationists have defined education in various ways. Speaking frankly, the field of education is so vast and varied that to give a specific definition of education about which all educationists agree is very difficult. We see that some educationists have defined only one aspect of education whereas the others emphasize its other phases. The reason of this difference of opinions is that different educationists, most of whom are philosophers, have different views about the aim of life. According to Idealists, the aim of life is spiritual development. As such, they regard education as a spiritual process, which aims at bringing together the soul and the creator leading to self-realization. Pragmatists think about education as a process of social progress. Because of this difference in the philosophy of life, different educationists define education differently. In this sense, education includes the individuals, the society, the environment, the social fabric and the prevailing traditions. Hence, the definition of education ought to be a very comprehensive and all inclusive one.

- The Vocational Aim;

The vocational aim is also known as “the utilitarian aim or the bread and butter aim.” The above stated ideals of education are useless unless these aims enable us to procure the primary needs of our life- food, shelter and clothing. Education must help the child to earn his livelihood. Education, therefore, must prepare the child for some future profession or vocation or trade. The vocational aim is a narrow aim of education. Therefore, the vocational aim is not a complete aim by itself.

The Knowledge or Information Aim;

Educationists who hold the knowledge or information aim of education justify their stand with powerful arguments. They argue that knowledge is indispensable

for all right action and it is the source of all power. “It is knowledge which makes a realist a visionary successful in any profession.

**The Character Formation Aim or the Moral Aim;**

Character is the cream of life and, as such, it should be the aim of education. Vivekananda and Gandhi both emphasized character building in education. Character formation or moral education is concerned with the whole conduct of man.

**The Spiritual Aim;**

The idealist thinkers have opined that the spiritual development of an individual should be the supreme aim of education. Mahatma Gandhi has attached great importance to spiritual values in education.

**The Adjustment Aim;**

Adjustment is the primary rule of human life. Without adjustment to environment none can survive. Life is a struggle for adjustment. In the words of Horney: “Education should be man’s adjustment to his nature, to his fellows and to the ultimate nature of the cosmos.

**The Leisure Aim;**

“Free and unoccupied time” of an individual is generally known as leisure. It is a time when we can use it in a creative way. During leisure we can pursue an activity for own sake and not for earning a living, which is dull and monotonous. During leisure we can also regain our lost energy and enthusiasm. Leisure can make our life dynamic and charming.

**The Complete Living Aim;**

Some educationists have insisted upon the need of an all-comprehensive aim of education. This viewpoint has led to the development of two aims- “the complete living aim” and the “harmonious development aim.” According to Horney “there is no one final aim, subordinating all lesser aims to itself... There is something in all these aims but not everything in any one of them.”

The Social Aim;

Individual life became unbearable to man and that is why he formed society. Individual Security and welfare depend on society. Individual improvement is conditioned by social progress. Education should make each individual socially efficient. A socially efficient individual is able to earn his livelihood.

Education is helped to improve the critical thinking, a sense of adventure, and an openness to adapt. It will provide men with the necessary tools to tackle the challenges of their future workplace and give them the confidence and skills to continue to adapt. The ultimate goal of education is to help an individual navigate life and contribute to society once they become older. There are various types of education but typically, traditional schooling dictates the way one's educational success is measured. It should prepare young people for life, work and citizenship.

11. The Naturalistic School of Philosophy is revolutionary with respect to curriculum, role of the teacher, and method of instruction. Explain

Naturalism as a school of philosophy developed in the 19<sup>th</sup> century. Aristotle, Rousseau, Charles Darwin, Bernard Shaw, John Locke, Charvaka School of philosophy, Brihaspathi, Herbert Spencer are learning exponents of Naturalism.

Naturalism does not believe in God. They believe in matter and importance to material world. Nature alone is reality. They do not believe in spiritual values.

Mind is subordinate to mater. The main aim of naturalism is to self-expression.

Curriculum

- Naturalist curriculum is constructed according to the basic instincts, aptitudes and tendencies of the children. In their curriculum scientific subjects occupy main place, humanities occupy subsidiary position. Main subjects of naturalist curriculum are sports, games, physical science, biology, physiology, natural science, material science etc
- Self-reservation – physiology, hygiene, physical education etc

- Economic efficiency – Agriculture, crafts, industrial subjects, physical and biological science
- Family life – home science, child psychology
- Social and political relation- civics, political science, sociology, history, anthropology
- Wealthy use of leisure times – arts, drama, literature, music, painting, dancing etc

#### Methods

- Naturalism emphasis the principle of learning by doing, learning by self-experience and learning by play.
- They advocated the following methods ;
  - Observation
  - Heuristic method
  - Play away method
  - Dalton plan
  - Kinder garden
  - Learning through direct experience

#### Role of the Teacher

- In their education the central position goes to the child.
- The teacher is an observer, a setter of state, provider of opportunity, creator of condition; teacher is a director and not a detector.
- To naturalism, nature is the supreme teacher, he is to set the stage for child and retain behind the curtain

In naturalism, maximum freedom and central position is given to the child. This philosophy believes that education should be according to the nature of child. It advocates creation of natural conditions in which natural development of child can take place.



12. What are the difference between the aspects of Existentialism and Humanism?

Existentialism	Humanism
<p>1. Emphasize individual existence, freedom, and choice.</p>	<p>Man is an end not a means. Implies a specific preference for human values. Truth must be based on reason.</p>
<p>2. Metaphysics- reality is subjective Epistemology – knowing is to make personal choice Axiology – values should be freely chosen.</p>	<p>Metaphysics-they do not believe in some supernatural principle instead believe that nature is the ultimate reality Epistemology-nature of all the materials of this materialistic world is true knowledge Axiology- human to be the centre of this universe and the complete mankind of this world to be as one.</p>
<p>3. Aims</p> <ul style="list-style-type: none"> <li>• To help students understand and appreciate themselves as unique individuals</li> <li>• To help the learner become fully his authentic self.</li> <li>• To develop consciousness about the freedom to choose and meaning of responsibility for one’s choice.</li> </ul>	<p>Aims</p> <ul style="list-style-type: none"> <li>• Cultivation of the intellect.</li> <li>• Education is an inclusive concept and not mere schooling.</li> <li>• Liberation of mind and human perfection</li> <li>• Happiness and material abundance</li> <li>• Welfare of the total humanity</li> </ul>

<p>Curriculum</p> <p>Learning is self-paced, self-directed</p> <p>Avoids systematic knowledge or structured disciplines</p> <p>Fine arts, drama, creative expression, literature and philosophy</p> <p>Importance to vocational education</p>	<p>Curriculum</p> <p>Vocational education is not emphasized</p> <p>Relation to man to nature</p> <p>Relation to man to himself</p> <p>Promote experimentation and discovery; open- ended activities</p> <p>Humanities, applied science, Greek, Latin, history, music</p>
<p>Method</p> <p>Focus is on the individual</p> <p>Importance to creativity.</p> <p>Focus on the actions of historical individuals</p> <p>Teachers employ values clarification strategy to help students know themselves and their place in society.</p>	<p>Method</p> <p>Teacher centred learning methods</p> <p>Drill and exercise</p> <p>Oral examination, direct method, play away method, method of understanding and reproduction, debate and discussion method</p>
<p>Role of the teacher</p> <p>To help the students define their own essence by exposing them to various paths they take in life.</p> <p>Act as an assist and guide</p>	<p>Role of the teacher</p> <p>Teacher should have the qualities of head and heart, have the ability to understand, to direct, to stimulate and to guide the child</p> <p>Facilitator and participating member of the group</p> <p>Maximize the individualized instruction.</p>
<p>Role of students</p>	<p>Role of students</p>

To define their own essence or meaning of life	Student centred philosophy that focuses on enhancing one's innate goodness. Students should be able to choose what they want to learn.
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13. Trace pragmatic trends in the Educational thoughts of any one Indian Educationist?

Swami was born in Calcutta. He was one of the first to introduce the ancient treasures of Indian philosophy and classical yoga to the world outside of India. He was severely critical of the pattern of education introduced by the British in India. He took part in the parliament of world Religions held in Chicago and won universal admiration for his profound scholarship and impressive oratory. Vivekananda's philosophy is partly based on spiritualism and partly on pragmatism. His mission was to revive Hinduism, and make it useful for the service humanity According to him, knowledge is inherent in man what is unveiled is called knowing. By uncovering one's own soul, one discovers knowledge. Knowledge is hidden in the minds of men. Concentration is the key to all knowledge. Everyone must make use of this key to acquire knowledge and the extent of knowledge acquired will be proportional to the degree of concentration attained. He attributes individual differences among individuals to the variation in the degree of concentration. He also emphasizes the need of Brahmacharya for concentration and chastity of word, thought and deed (He considered preaching the doctrine of true shraddha as his mission of life. He also insisted on the formation of good character. According to Vivekananda Education is the manifestation of perfection already in man. He believes in auto education or self-teaching. As is the plant, so is the child. The growth and development of a plant and that of a child takes place according to their nature. A gardener prepares the ground for the growth of his plants, protects them and nourishes them

so that they grow properly. Similarly, the teacher takes care of the child, provides him a suitable environment and looks after his proper growth. Thus, though education comes from within, the teacher is an indispensable part of it. While the motivation comes from within, the teacher activates it. He encourages the child to use his mind, body and sense organs properly and achieve maximum development. The aim of education should be to give positive education to the children. Education is not the amount of information accumulated but it is a process aiming at life-building, man making, character-forming and assimilation of ideas. Education should help to form the desirable character, to strengthen the mind, to expand the intellect, and to enable one to stand on one's own legs. The ultimate end of education is man-making, achieved by proper training helpful for growing and developing into an all-round, wholesome and well integrated personality. This, in turn will bring human will under control and create men with muscles of iron and nerves of steel, who can penetrate into the mysteries of the universe and become religious-minded. Vivekananda says that the function of education should be handed over to the men of renunciation whose character is a blazing fire and who can serve as a living example of the highest order. Swami Vivekananda says, "The ideal, therefore, is that we must have the whole education of the country, spiritual and secular, in our hands, and it must be on national lines, through national methods, as far as practicable". The educational ideals advocated by Vivekananda have been supported by most of the modern educationists of the West. Education today is defined as the process of all round development of the child. Such a development can take place only from within while the external environment provides occasion for such development. The teacher has to provide the environment so that the child may become aware of the treasure of knowledge lying buried in his mind. Modern psychologists also point out that in every individual there are certain dormant powers which have to be developed through education.

#### 14. Explain the terms 'Democracy' and 'Socialism'

##### *Democracy*

Indian Constitution belongs to the people of India. The last line of the Preamble says..... 'Hereby Adopt, Enact and Give To Ourselves This Constitution'. In fact the Democratic principles of the country flow from this memorable last line of the Preamble. Democracy is generally known as government of the people, by the people and for the people. Effectively this means that the Government is elected by the people, it is responsible and accountable to the people. The democratic principles are highlighted with the provisions of universal adult franchise, elections, fundamental rights, and responsible government. Education trains the citizens for a democratic way of life. The struggle for freedom was not only against the British rule but their struggle should also usher in an era of restoring the dignity of men and women, removal of poverty and end to all types of exploitation. Such strong motivations and cherished ideals had prompted the framers to lay emphasis on the provisions of Justice, Liberty and Equality to all the citizens of India.

##### *Socialism*

The word socialist was not there in the Preamble of the Constitution in its original form. In 1976, the 42nd Amendment to the Constitution incorporated 'Socialist' and 'Secular', in the Preamble. The word 'Socialism' had been used in the context of economic planning. It signifies major role in the economy. It also means commitment to attain ideals like removal of inequalities, provision of minimum basic necessities to all, equal pay for equal work. When you read about the Directive Principles of State Policy, you will see how these ideals have been incorporated as well as partly, implemented in the Constitution. Education aims for a socialistic pattern of society.

#### 15. Explain the Educational ideas of Gandhiji and his contributions to Education?

Mohandas Karamchand Gandhi was born on October 2, 1869 in a town called Porbandar, Gujarat. After his matriculation, he studied for law in England. Gandhiji is the great Apostle of non-violence. The major part of his life was spent for experimenting with truth. Sathyagraha has been the most important tool used by Gandhiji while working as the architect of India's freedom. He is respected as the Father of the Nation. Gandhiji's philosophy can be summarised as (1) absolute faith in God (2) personal surrender to His will (3) belief in the brotherhood not only of all human beings but of all living things (4) spirit of renunciation, and (5) ideal of continual service to his fellow creatures. God is not a mere abstract idea to Gandhiji. For him, God is truth, love, morality, fearlessness and the source of light and life. Gandhiji was anxious to establish a spiritual society based on love, Nonviolence, truth, justice and equitable distribution of wealth. He aimed at a co-operative self-sufficient community consisting of harmoniously developed individuals. Mahatma Gandhi's contribution to the field of educational theory and practice is really outstanding. He has been considered to be a revolutionary educational thinker of modern India. Through his educational scheme usually known as 'Basic Education' he wanted to bring about a social revolution in our country, that would result in the creation of a new social order, that would reflect his philosophy of education and life. Gandhiji was at the same time an idealist, a naturalist, a pragmatist and a humanist. His philosophy of education is naturalistic in its setting, idealistic in its goals, pragmatic in its method and humanistic in its outlook. He said, "By education I mean an all-round drawing out of the best in the child and man- body, mind and spirit".

The aims of education included harmonious development of the personality of the individual, his social, cultural and spiritual development, preparation for complete living, character formation, social training for effective citizenship, economic self-sufficiency, etc. The method he suggested for education is chiefly craft centred. Education for him is a kind of insurance against unemployment.

The curriculum broadly covers craft-education, general education, training of the fine arts and physical education.

### *Educational Contributions*

- Gandhiji put forth a very comprehensive and practical system education suited to the genius of our country. It is a constructive and human system integrated with needs and ideals of national life.
- Gandhiji was the first educationist to advocate the large scale use of handicrafts, not only as a productive work but as a pivot round which the teaching of different subjects should be undertaken.
- He presented a practical scheme of education based on the principles of equity, social justice, non-violence, human dignity, economic well-being, and cultural self-respect.
- Gandhiji gave a very broad-based concept of education describing it as all-round development of human personality.
- He recommended immediate and ultimate aims of education which are in accordance with the Indian socio-political, economic, cultural and social needs.
- He suggested a very practical and broad-based curriculum. It is indeed an integrated curriculum which is psychologically sound.

16. Write a short note on ‘Utharameemamsa’ and ‘Poorvameemamsa’

In Uttara Mimamsa or the Vedanta philosophy, the problem of knowledge is treated both from the transcendental and empirical points of view. Knowledge is opposed to ignorance and is the only means of realising the Absolute Reality. According to Advaita Vedanta of Sankara, there are three kinds of existence-ultimate reality, empirical existence, and illusory existence. The various means of knowledge do not give real knowledge. They only remove ignorance. Real knowledge aims to reveal the nature of Ultimate Reality and it is beyond the

ability of subject and object. It is self-illuminated, self-evident and self validating. The moment the veil of ignorance is removed, Reality reveals itself without any meditating factor. Knowledge is always existent, only ignorance keeps it covered.

### The Purva-Mimamsa

Mimamsa philosophy made valuable contributions to the field of logic and epistemology. The knower, the object known and the resulting knowledge are all involved simultaneously in the process of knowledge. Besides this, all knowledge according to the Mimamsa School, whether perceptual or inferential, must necessarily reveal the knower as well as the object of knowledge. Later Mimamsa philosophers hold a unique epistemological view that all knowledge is self-validating. The attempt to confirm knowledge through a search for falsity is the main trend of the Mimamsa theory of knowledge. To the usual four sources of knowledge, namely perception, inference, comparison and testimony, the Mimamsa philosophers add implication and non-apprehension. It is of special significance that in the epistemology of Mimamsa, non-apprehension is recognised as a valid mode of knowledge.

### 17. Describe the Educational thoughts of J. Krishnamurthi

Jiddu Krishnamurti was renowned writer and speaker. He developed an alternative thought on education. Krishnamurti started RishValy School in 1926 at Chitoor District of Andhra Pradesh. According to Jiddu Krishnamurti, a new mind is only possible when the religious spirit and the scientific attitude form part of the same movement of consciousness. Krishnamurti's perspective on education was seen as towards the fullest development of the full human being. From the full body of his work, we can conclude that, for Krishnamurti, education is

1.) Educating the whole person (all parts of the person),



- 2.) Educating the person as a whole (not as an assemblage of parts), and
- 3.) Educating the person within a whole (as part of society, humanity, nature, etc.) from which it is not meaningful to extract that person.

From the above it probably goes without saying, though it cannot be said often enough, education is not about preparation for only a part of life (like work) but is about preparation for the whole of life and the deepest aspects of living.

### *The Intentions of Education*

Krishnamurti repeatedly stated the intentions of the education centres he founded in very unequivocal terms. They can be summarized as follows:

- To become religious human beings.
- For learning a way of life which is not based on pleasure, on self-centred activities, but on the understanding of correct action, the depth and beauty of relationship, and the sacredness of a religious life.
- For the enlightenment of man.
- To bring about freedom, love, "the flowering of goodness" and the complete transformation of society.

For Jiddu Krishnamurti, the intentions of education must be the inner transformation and liberation of the human being and, from that, society would be transformed. Education is intended to assist people to become truly religious. These intentions must not be just pleasant sounding ideals to which one pays lip service, and they are not to be arrived at by their opposites. And the religious intentions are not for some eventual goal, but for life in educational centres from moment to moment. Krishnamurti felt that the physical nature of educational centres was very important. He maintained that we are affected or informed by and therefore educated by far more than we suspect, and this is especially true of young impressionable minds. There are three elements that Krishnamurti spoke most concerning the physicality of educational Aesthetics. The schools

Krishnamurti founded are very beautiful places, and this is not by accident. Beauty is important, not just because it is pleasing, but because sensitivity to beauty is related to being religious and indispensable to the healthy growth of a child.

## PART C

18. What are the Educational implications of Naturalism? Discuss in terms of aims, curriculum, method of teaching and discipline?

Naturalism (materialism) is a philosophical theory that affirms that all beings and events in the universe are natural and therefore can be fully known by the methods of scientific investigation. It is based on the assumption that nature is the whole of reality and the material world is the only real world. Naturalism is usually considered the opposite of idealism, is sometimes equated with materialism. It denies the existence of supernatural forces and holds the view that everything in the world is based on natural causes and laws.

The chief exponents of Naturalism are: Aristotle, Comte, Hobbes, Darwin, Huxley, Spencer, Rousseau, Lock, Marx etc.

### *Naturalism and Aims of Education*

The following are the important aims of naturalistic education:

- (a) Self-expression: According to naturalism, the original nature of the child is good. Education should be aimed at the free and natural expression of the inner self of the child.
- (b) Self-preservation: Education should enable the child to preserve and protect his body
- (c) Struggle for existence: Education should prepare the child for the struggle of his existence and thus to ensure his survival.

(d) To perfect the human machine: Naturalism considers the universe as a huge machine and man is a part of it. Education should make human machine as good a machine as possible.

(e) Adaptation to environment: Education should strengthen the natural capacity of the child to adapt himself with the ever-changing environment

(f) Autonomous development of personality: Education should aim at a free, fully autonomous and development of the individuality of the learner.

### *Naturalism and Curriculum*

Naturalistic curriculum is based upon the psychology of the child and gives maximum importance to the age and stage of development. It is based upon the innate powers, interests, abilities and potentialities of the educand. The important features of the naturalistic curriculum are the following:

(a) No rigid curriculum. Naturalism does not advocate any rigid or fixed type of curriculum.

(b) Sensory experiences: Naturalism attached great importance to physical activities and use of senses in curriculum. Rousseau emphasized the importance of seeing, hearing, smelling, touching and tasting along with play activities in his scheme of curriculum.

(c) Emphasis on science: Naturalism laid emphasis subjects such as Physiology, Biology, Nature Study, Physics Chemistry, Home Science, Arithmetic, Geometry, Geography etc. Language, Literature, Art etc. are subsidiary subjects.

(d) Physical education: Naturalism gives importance to physical and health education and recommends Games and Sports in addition to physical activities.

(e) Study of past experience: Naturalists like Spencer, Huxley etc. stressed the importance of studying past experience of the race as it explain the origin of the present.

### *Naturalism and Methods of Teaching*

Naturalism is against all rigid, uniform, traditional and stereo-typed techniques of teaching. It laid stress on direct experience of things and acquiring knowledge according to the latent interest and aptitude of the learner. Naturalists advise the teachers to tell the child as little as possible and allow him to discover as much as possible. The other important features of the Naturalistic methods of teaching are the following:

(a) Play-way method: Naturalism advocates play-way method of teaching. Play is the natural activity of the child and nature's mode of education. It is considered as an outstanding and the most natural technique of teaching. Through play the child gets ample opportunities to express himself. Educationists like Rousseau, Froebel, and Montessori etc. upheld learning through play activities. The modern methods like Kindergarten method, Montessori Method etc. are based upon play-way method of teaching.

(b) Learning by doing: It is based on the principles of self-activity and participation. Effective and meaningful learning takes place when the learner performs certain tasks.

(c) Learning by experiencing: The child learns through his personal experiences with nature (auto-education). So the learner should be encouraged to discover things for himself.

(d) Learning through observation: Observation and experimentation are recommended by Naturalists for learning science subjects.

(e) Heuristic method: Naturalism advocates heuristic method for learning Science and Mathematics. In this method the learner is encouraged to learn by discovering things for himself.

### *Naturalism and Discipline*

The slogan of Naturalism is freedom. It gives maximum freedom to the child for self-expansion. This doctrine, supporting, emancipatory discipline, emphasizes

discipline according to natural consequences. The other important features of naturalist concept of discipline are the following:

(a) No external discipline: Naturalists are against imposing discipline by giving punishments. They held that true discipline can be brought about only through the exercise of freedom.

(b) Discipline by natural consequences: Naturalists laid stress on the kind of discipline which is learned when the child put up with the natural result of his own acts without the intervention of others to protect or punish.

(c) No repressonistic measures: Naturalists criticize all kinds of external interference and despotic measures to enforce discipline. It allows full freedom to the child with emphasis on respect for child's personality.

(d) Discipline through student's self-government: According to naturalists, students' self-government with the rules and regulations framed with the consent of all is the best means to regulate the conduct of pupils in schools.

#### *Contributions of Naturalism to Education*

The following are the important contributions of Naturalism as a philosophy of education:

1. The emphasis of Naturalism in education is the development of child according to his natural interests, inclinations, aptitudes and capacities. This view gave an impetus to the development of child psychology and introduction of psychological and sociological tendencies in the field of education.

2. The great importance attached by the Naturalists to the social tendencies of the child in education gave birth to the scientific study of society and social process.

3. Naturalism has shifted from a subject-centred curriculum to an experience-centred curriculum which is the essential need of modern life and society.

4. Practical methods of teaching such as, Learning by Doing, Heuristic Method, Dalton Plan, Play-Way Method, Observation Method, Montessori Method etc. are the contributions of Naturalism.

5. Naturalism helped to set forth the individuality, activity, and freedom of the learner as the basis of educational process.

19. Briefly explain the origin and development of education as a discipline. Describe the interdisciplinary nature of education

An academic discipline, or field of study, is a branch of knowledge that is taught and researched at college or universities. Academic disciplines tend to co-evolve with systems of professions.

Education as an academic discipline emerged very recently. To become a discipline academia, a subject must be professional enough. This means that a discipline has its own independent language system and its own professional techniques. The language system or professional technique means that the discipline should have its own theories and practice. This particular language system divides the people into two. One is the expert and the other is the layman. In medicine, the expert is a doctor and in education the expert is an educationist. There are several reasons for considering education as a discipline.

**It has well defined functions.** Education as a discipline has clearly defined objectives and purposes. The role of education as an area of knowledge, among the academic disciplines has widely been accepted. It's functions in the development of individuals and growth of society is clearly demarked.

**Its scope and subject matter is defined.** The subject matter included in the discipline education has clearly identified. The boundary of the disciplines and its relationships with other subjects are specified.

**It has emerged as a discipline in the university system.** Every universities of the modern age have a department of education, faculty of education or teachers college, where new ideas, concepts and truths on the discipline education are emerging. Hence it is widely accepted as an academic discipline.

**It has different sub disciplines.** The study of education involves the survey of philosophical, sociological, psychological, political, and economical and a wide variety of other disciplines as underpinnings of education. Hence, the sub disciplines such as educational philosophy, educational sociology, educational psychology, economics of education, history of education etc were emerged.

**Education is a professional subject.** Education as a discipline has both theoretical and practical aspects. The sound theories of education acts as a foundation and guidelines for practice. Practitioners of education require skills, knowledge and attitude in the discipline. Hence, the subject education can be considered as a pure discipline and as an applied discipline.

Historically, scholars have made unfailing efforts position education as a standard science, but no solid success has been achieved regardless of the positivistic paradigm, quantitative approaches, or value-free neutral stances they adopted. As interdisciplines permeate the field of education, education experiences a crisis of being colonized. After serious rethinking, interdisciplines were widely believed to do more good than harm to education. Therefore, education is beginning to transform from a "colony" to an "empire". In this transformation, education finds it necessary to break the traditional disciplinary boundaries and make it a field in which interdisciplinary communication is contributory to the enrichment of scholarship.

Interdisciplinarity involves the combining of two or more academic disciplines into one activity. It is about creating something new by crossing boundaries, and thinking across them. It is related to an interdiscipline or an interdisciplinary field, which is an organisational unit that crosses traditional boundaries between academic disciplines or schools of thought, as new needs and professions have emerged. The term interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study.

**Education and Philosophy:** As a field of study philosophy is one of the oldest disciplines. It is considered as a mother of all the sciences. In fact it is at the root of all knowledge. Education has also drawn its material from different philosophical bases. Education, like philosophy is also closely related to human life. Therefore, being an important life activity education is also greatly influenced by philosophy. Various fields of philosophy like the political philosophy social philosophy and economic philosophy have great influence on the various aspects of education like educational procedures, processes, policies, planning and its implementation, from both the theoretical and practical aspects.

**Education and Psychology:** Psychology applied in education is the study of how humans learn in educational settings, the effectiveness of educational interventions, the psychology of teaching, and the social psychology of schools as organizations. It is concerned with how students learn and develop often subgroups such as gifted children and those subject to specific disabilities. Psychological underpinnings in focusing on education can in part be understood through its relationship with other disciplines. It is informed primarily by psychology, bearing a relationship to that discipline analogous to the relationship between medicine and biology. Psychology in turn informs a wide range of specialities within educational studies, including instructional design, educational technology, curriculum development, organizational learning, special education and classroom management. Educational psychology both draws from and contributes to cognitive science and the learning sciences. In universities, departments of educational psychology are usually housed within faculties of education, possibly accounting for the lack of representation of educational psychology content in introductory psychology textbooks.

**Education and Sociology:** Emile Durkheim was the first person who indicated the need for a sociological approach to education. He considered education to be essentially social in character and in its functions and that as a result the theory



of education relates more clearly to sociology than any other science. He emphasized that education is not a static phenomenon but a dynamic and ever-changing process. Educational sociology is by definition a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially. Educational sociology could appear only when it accepted the social nature of education.

**Education and Anthropology:** The focus of the anthropology of education is cultural transmission. Educational system is society's attempt to promote stability and ensure its own survival by passing on its insights, ideals, skills, assumptions, and goals to the next generation. This process does not happen in a vacuum. Everything that is happening in the fermentation of society influences the way the curriculum is shaped and delivered. What the students learn, either through the overt messages or the medium through which they are transmitted, will influence the shape of society to come. It is impossible to deny the enmeshment of education with anthropological factors such as culture, economics, health and politics.

**Education and Politics:** As an academic discipline the study of politics in education has two main roots. The first root is based on theories from political science while the second root is anchored in organizational theory. Political science attempts to explain how societies and social organizations use power to establish regulations and allocate resources. Organizational theory uses scientific theories of management to develop deeper understandings regarding the function of organizations. The relationship between education and politics is important. Historically, the relationship between politics and education has worked well. Politicians offer a vision of the sort of society they want, and education has been one of the major means of achieving it.

**Education and History:** To understand schools we must view them in historical perspective. It tried to explain how the history of humanity has led to the development of schools as we know them today. To have a clear understanding about the contemporary education, it is necessary to have a clear understanding about the historical aspects of education. The history of indigenous education in India acts as a basis of all educational policies and reforms in India. Hence, the study of past education guides the future aspects of education.

**Education and Economics:** Economics of education is the study of economic issues relating to education, including the demand for education and the financing and provision of education. From early works on the relationship between schooling and labour market outcomes for individuals, the field of the economics of education has grown rapidly to cover virtually all areas with linkages to education. There are two very basic reasons for expecting to find some link between education and economics. First of all at the most general level it is intuitively plausible that living standards have raised so much over the last millennium and in particular since 1800 because of education. Progress of the sort enjoyed in Europe was not observed in the illiterate societies that have gradually merged into the world economy over the last two hundred years. Secondly, at a more specific level, a wide range of econometric studies indicates that the incomes individuals can command depend on their level of education.

20. What are the characteristics of philosophy and education? Explain briefly what education is and what education is not.

Philosophy and education are closely related to each other. Both hand in hand with each other. Man searching knowledge' constitutes the centre of both philosophy and education, Education is essentially a philosophical enterprise. Philosophy is the basis of all education. It determines the goals towards which

education has to go. The relationship between philosophy and education can be summarized as follows:

- All educational aims are philosophical: Education is a purposive activity towards the objective determined primarily by philosophy. In other words, philosophy determines the real destination towards which education has to go.
- Philosophy provides a vision and a wide perspective for educational practice: Philosophy is what gives education its vision and direction without which education loses its social significance. It also provides a frame work within which education and educational problems can be discussed.
- Philosophy and education are mutually re-constructive: The chief task of philosophy is to determine what constitute good life whereas the main task of education is how to make life worth living.
- There exists a reciprocal relationship between philosophy and education: Philosophy and education give and take from each other. Philosophy deals with the goals and essentials of good life while education provides the means to achieve these goals of good life.
- Great philosophers have also been great educationists: The inter-dependence of philosophy and education is clearly seen from the fact that the great philosophers of all times have also been great educators and their philosophy is reflected in their educational systems.

- Education is nothing but applied philosophy. Philosophy and education are two sides of the same coin. Philosophy is the contemplative side while education is its active side. The former deals with theoretical part and the latter with practical part. Practice unguided by theory is aimless, inconsistent and inefficient just as theory which is not ultimately translatable into practice is useless and confusing. Hence it is doubtlessly right to say that education is the dynamic side of philosophy.
- There exist ends and means relationship between philosophy and education: Education is a means to achieve philosophical ends. Philosophy fixes up values, suggests ideal and lays down the principles. Education, in its process and through its means, tries to achieve them.
- The method of philosophy is pedagogical: The method of metaphysics (of philosophy), primarily is pedagogical. In its general sense, education is the lifelong process of coming-to-know the truth of who we are (The Socratic maxim: know thyself; be thyself that is education). Philosophy is heuristically and metaphysically pedagogical, because it teaches us, through a habit of committed thinking, to discover our being in ourselves.
- Every aspect of education has a philosophical base: It is philosophy which sets ultimate values on the basis which aims of education are determined. These aims determine the curriculum, the methods of teaching, role of the teacher, and nature of discipline and so on.
- The ultimate questions of education are the questions of philosophy: Philosophy is concerned with the big questions about the nature of the world and human existence. Philosophy tries to answer questions like

what is real? What is truth? What is man? What is good? What is beauty? What is the meaning of life?', 'what is reality?' What is the difference between appearance and reality? 'Does every event have a cause?', 'Do our senses present us with a true picture of the world around us?' etc. Education is a continuous attempt to answer these questions systematically through its innumerable disciplines.

From the foregoing discussion one can easily maintain that philosophy and education are closely interrelated. Philosophy is the guide and the inspiration of education and education is the verification, the pragmatic justification, of a philosophy. Finally, many great philosophers have expressly emphasized the connection between philosophy and education. The most noteworthy comments in this regard are the following:

According to Ross, philosophy and education are like the two sides of the same coin; the one is implied by the other: philosophy is the contemplative side while education is the active side.

In the words of Adams, education is the dynamic side of philosophy. It is the active aspect of philosophical belief.

Dewey has rightly remarked philosophy is the theory of education in its most general phase. Education is a laboratory, in which philosophical distinctions become concrete and are tested.

Education is process of imparting knowledge so that they can use it for their own development and for the betterment of the society. The school across India are more focussed on rote learning the facts rather than understanding them, they are more focused on short term goals such as getting marks in the exam and not on the long term goal i.e. to create better citizen for tomorrow's world

To transform today's education system

1. The teachers should not merely be selected on their educational qualification but also on their effectiveness in making each and every student to understand what exactly are they taught
2. The syllabus should be modified so as to incorporate subjects like ethics, human value. They should not be just taught but also give the students the opportunity to express these by taking them into Old -age centre & hospitals
3. The students should be encouraged to come up with new ideas and the teachers must give appropriate advice on how to implement ideas
4. Education must be more practical rather than theoretical i.e. to include more lab sessions so that students can experience what they are being taught

Education is not just transfer of knowledge but also a transfer of human values, ethics from the student to teacher. Education is an evergreen process of acquiring knowledge in life and getting developed day by day to become a good and responsible human in the society. As the Nelson Mandella had said, "Education is the most powerful weapon which can be used to change the world". By giving proper quality education we can change this world to better place to life.

21. Which aim of Education do you consider to be most important to our country? Explain?

Education is a never-ending journey. Its primary goal is to promote a child's holistic development. As the child grows, the results of education are visible in the form of a better and more prosperous life. This is mainly because education empowers people to become mindful of their liberties and obligations in a societal structure. It equips them with cognitive ability, physical growth, morals, and ideas. In this way, by empowering future citizens, education also benefits society.

- Education teaches us to distinguish between fair and evil, unethical and ethical.

- Education provides a person hope that they will be able to address the difficulties that humanity is currently facing.
- Education empowers you to challenge everything that appears to be incorrect.
- Education teaches you how to conduct yourself correctly and effectively.
- Education assists you in discovering the truth and challenges you to think in new ways.
- Illusions get dispelled by proper education.
- It increases your awareness and confidence.
- Education aims to develop children into good citizens. Responsible citizens apply their learning and gained skills to help themselves and others. They help to move the human race ahead in areas such as equality, justice, and harmony.

Education is a social necessity. It takes care of the changing social needs and aspirations. It is an activity which is directed to some goals. It always acts with an aim. This aim makes it a purposeful activity. The basic aim of education is to help each individual to progress toward the attainment of his full potential, both as a person and as a member of society.

Individual aim of education: Individual aim emphasizes the development of the individuality of the learner according to his natural tendencies. It holds the central notion that individual should be in the forefront of the educational process. It wants to foster the free growth of the individuality of the learner, helping him to achieve the highest degree of individual development in social context. This aim is psychologically sound as it caters individual differences. The major criticism to the individual aim is that it fortifies only the individual needs and not the needs of the individual as a member of the society. It will results in indiscipline, conflicts and crisis in the society. Sir Percy Nunn, Rousseau and Herbert have all advocated the individual aim in education. According to Nunn, a scheme of education is ultimately to be valued by its success in fostering the highest degree

of individual excellence of the learner; He said "nothing good enters into the human world except in and through the free activities of individual men and women. Our educational practices must be shaped to accord with that truth." The progress of mankind is due to great individuals. The school should therefore aim at the full and unimpeded development of all the innate abilities of the individual. It should cater to the physical, intellectual, social, emotional and moral development of the child.

**Social aim of education:** The social aim in education is based on the assumption that the society is superior to the individual. Thus the aim of education should be the good of the society. It should aim to meet the needs of the society and ensure the welfare of the State. The social aim of education will help to strengthen social qualities like loyalty, co-operation, sacrifice, equity etc. It will make man civilized, and bring security, peace and justice in society. It, however, ignores the needs, desires and interests of the individual and also suppresses his creative power. Moreover, too much stress on social aim of education will discourage individual initiative and contribution in educational process. This aim gained wide popularity through the writings of Dewey and Bagley. According to them education should aim at making each individual socially efficient. A socially efficient individual is able to earn his livelihood; he is not a drag on society; he is a good citizen and has intelligence to understand and appreciate the world; he is ready to dedicate himself to the ideals of his society. Education is the process of socialisation. It should therefore aim at preparing pupils to live successfully in society. Society is the book which pupils should study in schools. The school itself is a cross section of the society, and active participation in school life should be the method of learning.

#### *Synthesis between the Individual and Social Aims*

There appears to be an apparent conflict between these two aims. This controversy arose from the assumption that the claims of society and those of the



individual are essentially in conflict with each other. But this is not the reality. The individual and society both may be regarded as realities. The individual is not entirely a creation of society. Neither is he solely depending on society. In the same way the society is not exclusively the creation of the individuals. But certainly there exists a functional relationship between them. The individual lives in and through the society. He is influencing and is being influenced by the society. He is making his own contribution to society, while society is enriching his personality and also helps him to meet many of his needs. The progress of the society and the individual go hand in hand, and both exist for mutual benefit. Hence the aim of education may be defined as the highest development of the individual as a member of the society.

Elevating all aspects of personal and societal growth is the foundation of education. The aims of education reflect the need and perspectives of education. These aims simply indicate the effect education must have on the learner. The aims are not definite or everlasting. With time, we can update and modify the aims of education as per the current requirements.

## **MED 01-ADVANCED PHILOSOPHY OF EDUCATION 2019**

### **NOVEMBER QUESTION PAPER ANSWERS**

#### **PART A**

1. Write about the importance of relationship with discipline of anthropology with education?

Ans: Anthropology of education insists that the meanings people make of their own experiences are consequential and should not be ignored. In these ways, and others, anthropological studies make important contributions to the field of education. The focus of the anthropology of education is cultural transmission. The anthropology of education dedicates itself to the study of education, including schooling, but also the broader ways of educating found in homes, workplaces, and, indeed, all social interactions. Studying anthropology fosters broad knowledge of other cultures, skills in observation and analysis, critical thinking, clear communication, and applied problem-solving.

## 2. What is metaphysics?

Ans: Metaphysics is the Branch of Philosophy that Deals with the First Principles of Things, Including Abstract Concepts Such As Being, Knowing, Identity, Time, and Space. Metaphysics is the branch of philosophy that examines the fundamental nature of reality, including the relationship between mind and matter, between substance and attribute, and between potentiality and actuality. The word 'metaphysics' comes from two Greek words that, together, literally mean 'after or behind or among [the study of] the natural'. It has been suggested that the term might have been coined by a first century CE editor who assembled various small selections of Aristotle's works into the treatise we now know by the name Metaphysics (ta meta ta phusika, 'after the Physics', another of Aristotle's works).

## 3. Differentiate Jainism and Charvaka?

Ans: Jain philosophy refers to the ancient Indian philosophical system found in Jainism. One of the main features of Jain philosophy is its dualistic metaphysics, which holds that there are two distinct categories of existence, the living, conscious or sentient being (jiva) and the non-living or material (ajiva).

jainism, indian religion teaching a path to spiritual purity and enlightenment through disciplined nonviolence (ahimsa, literally “non-injury”) to all living creatures. charvaka, also called lokayata (sanskrit: “worldly ones”), a philosophical Indian school of materialists who rejected the notion of an afterworld, karma, liberation (moksha), the authority of the sacred scriptures, the vedas, and the immortality of the self. charvaka holds direct perception, empiricism, and conditional inference as proper sources of knowledge, embraces philosophical skepticism and rejects ritualism and supernaturalism.

4. Briefly define pragmatism?

Ans: Pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected. Pragmatism is a way of dealing with problems or situations that focuses on practical approaches and solutions ones that will work in practice, as opposed to being ideal in theory. The word pragmatism is often contrasted with the word idealism, which means based on or having high principles or ideals. Pragmatism makes a man socially efficient. They believe that the children should not be asked to work according to predetermined goals. They should rather determine their goals according to their needs and interests. Pragmatism is based on the psychology of individual differences.

5. What do you mean communism in the social school of philosophy?

Ans: Communism is a social system under which the free development of each is a condition for the free development of all. In Vladimir Lenin’s political theory, a classless society would be a society controlled by the direct producers, organized to produce according to socially managed goals. Communism is based

on the goal of eliminating socioeconomic class struggles by creating a classless society in which everyone shares the benefits of labour and the state controls all property and wealth.

## PART B

6. Explain the origin and development of education as a discipline in this digital era?

### Meaning of Education as a discipline

Discipline is as a branch of knowledge. It is an integral body of knowledge, which has a distinct existence different from other branches of knowledge or disciplines. Knowledge, which is a core element of any discipline, and it is the product of human experience. It is a stock of verified body of experiences. The origin of knowledge is directly dependent on human experiences.

### Element of discipline

**Specific origin or history:** The core element of any discipline is experienced and verified over a long period of time.

**Specific foundation:** The foundations of any discipline are those areas of knowledge, which lay the bases for a discipline.

**Concepts, theories and principles:** The stock of knowledge in any discipline should be arranged in the form of concepts, theories and principles.

**A theoretical structure:** Theoretical structure is the main body of a discipline, which gives it a distinct existence.

Own research methodology: Every discipline should have its own research methodology. The aim of research is theorizing or theory building.

Characteristics of education as a discipline

Education has been originated due to the endeavour of human beings as the process of human learning. The main question related to the origin of education as a discipline

Theory building: Every discipline has its own theory, theory guides the education.

Process of education: Education is the process of transforming knowledge and skills, when we implement the objectives, changes appear in behaviour so process is the important characteristics of discipline.

Education System: Like the other things education also need the system. Input, process and output are the system of education.

Code of conduct: In the process of conducting the education the rules, strategies, plans, techniques are called code of conduct.

Formulation of base: Education has reliability, validity, objectivity, measurable, countable etc

Based on social needs: Education system is conducted by the society. It fully depends upon the needs of society.

Research conduct: Education must be associated with the science and technology. Education must follow the changes of time. Education must be based on research and construct the theory

Finding truth: Education must help us to find the truth. For finding the truth, we have to select the appropriate content, construct the learning theories and construct the teaching methods.

7. Enumerate the significance of philosophy in education?

#### Significance of Philosophy in Education

- The aims of the philosophy of education are synthesized in the multifaceted development of personality.
- All round development consists of all the aspects - physical, mental, moral, social, emotional and spiritual.
- Education consists in the development of all the capacities in the individual.
- Philosophical thought gives logic, rational sequence and system to education.
- Philosophy of education is not only the application of philosopher's views to educational problems, but also that both philosophers and educators who come together should have a common concern and commitment about the nature of education that is required to uphold the dignity of human beings.
- The scope of the philosophy of education includes the critical evaluation of aims, ideas and education, analysis of human nature, educational values, the theory of knowledge and the relationship of education and social progress.

8. Describe various silent feature of Vedic education?

#### Vedic education

The main aim of Vedic education was to attain salvation through education. The teacher teaches the student in Gurukulas and Ashrams. The students and teachers follow the principle of simple living but high thinking. Education helped in observance of celibacy, control over sense and purity of life.

1. High status of Teachers
2. No state control on education
3. Teachers behaved as Parents
4. Residential Schools
5. Sanskrit as the Medium of Instruction
6. Method of study
7. Methods of Instruction
8. Individual teaching
9. Immediate aim of education
10. Curriculum
11. Wide spread education of women
12. Role of Travel in Education
13. Ultimate aim of education-self-Realization
14. Self-control & Self-Discipline

9. Discuss the contribution of Tagore philosophy in the current education system?

Tagore's philosophy of education

His philosophy of education is based on Naturalism, Humanism, Internationalism, and Idealism.

His principles of educational philosophy are: -

1. Principle of freedom
2. Principle of creative self-expression
3. Active communication with nature and man

Three sources of knowledge:-

- Nature
  - Life
  - Teacher
- 
- Free atmosphere for the pupils to have to have close contact with the nature and universe. Education should promote peace, love, and kindness

Concept of education

According to Tagore, God reveals Himself through nature more effectively than through manmade institutions. Hence, the education of the child should be under natural surroundings so that he develops love for all things around him.

Education as enlightenment:



True education brings self- realization and enlightenment; it seeks to unfold all that is good and noble to individual

Education as developmental process

Education according to him, is an all-round development of human faculties for attainment of a full life.

Education as harmony:According to Tagore “that education is highest which not only imparts information and knowledge to us, but also promotes love and follow feeling between us and living beings of the world”

Aims OF Education

- Physical development
  - Intellectual development
  - Moral and spiritual development
  - Harmonious development
  - Utilitarian aim
  - Development of international understanding
  - Harmony between individual and social aim

What made him famous!

- Tagore first came to Britain as a student in 1878 and attended lectures in law at University College, London.
- Travelling between colonial India and metropolitan Britain and provided an important example of successful East/West cultural crossing in the late 19th and early 20th C. Which his cross-cultural appeal, he became an inspiring figure to many in this early period of Indian migration to the West. Interested in the

relationship of spirituality music, and poetry, landscape and nature in his period imagery

Anti-colonial nationalism

Yeats as a key figure of the Irish Literary Revival (alternatively, Celtic Twilight) of the late 1800s and Tagore as a cornerstone of the Bengal Renaissance realized their poetry's position and potential within the larger global connections colonialism had wrought.

Tagore was an ideal philosopher, but the thoughts of naturalism, pragmatism, and individualism was also reflected in his philosophy

- He put emphasis on 'naturalism' for framing educational model
- Tagore was the only person who haven written anthems for 3 states
- Critics regard him a great lyric poet rather than a great dramatist
- His philosophy of life was based on the ideals of dedication, patriotism, and naturalism.

10. Write about the educational implications of Bagavatgita?

i. The true meaning of education: To develop virtuous knowledge.

ii. To develop and effect sublimation of personality.

iii. To co-ordinate between the individual and social aim.

iv. To develop the inner consciousness

v. To develop intellectual and logical ability.

vi. To establish the importance of duty in life.

Now we shall understand how Gita refers to the above ideal education.

I. To develop virtuous knowledge:

II. To develop and effect sublimation of personality:

III. To co-ordinate between the individual and social aim:

IV. To develop the inner consciousness:

V. To develop intellectual and logical ability:

Vi. To establish the importance of duty:

The Bhagavad Gita is called the gospel of humanity

- Central point of teaching highlighted in the Gita is karma
- The fight against the evil is the duty of man.
- The Gita represents a unique synthesis of action, devotion and knowledge.
- Man is a complex organism governed by intellect will and emotion
- The Bhagavad Gita is called the gospel of humanity
- Central point of teaching highlighted in the Gita is karma
- The fight against the evil is the duty of man. The Gita represents a unique synthesis of action, devotion and knowledge.
- Man is a complex organism governed by intellect will and emotion

## EDUCATIONAL IMPLICATION

- Be manly
- Do your duty
- find out the sources of evil and develop a balance the mind
- Don't follow extremes
- Be of service to others
- Be a Jani
- Remember the three qualities in men: Sattva, Rajus and Thamas

### 11. Discriminate the idealist view of education from the existentialist?

Idealism is concerned with the ultimate end of life. It avoids the real problems day to day living. Education should be such as to make individuals capable to solve the problems that confront them from time to time able to lead a happy and contented life. Existentialism is primarily, a reaction to and a voice of protest against, all the rationalistic and speculative philosophies. It emphasizes human existence and the qualities which are distinctive in man. It signifies restoration of man to himself and calls him to face the problems and to realize the possibilities of his own existence as a "concrete individual"

Existentialism is a philosophy concerned with finding self and the meaning of life through free will, choice and personal responsibility. Existentialistic aims of education include development of authenticity, self-realization, and choice making power, responsibility, and ability to face tragic situations, social adjustability and uniqueness in child. In addition, it also develops creative abilities, spirituality, individual potential, integrity, self-mastery, critical attitude, subjectivity and self-actualization.

In idealism, the aim of education is to discover and develop each individual's abilities and full moral excellence in order to better serve society. The curricular emphasis is subject matter of mind: literature, history, philosophy, and religion. Existentialists believe that every individual is unique and education must cater to the individual differences. Therefore, the objective of education is to enable every individual to develop his unique qualities, to harness his potentialities and cultivate his individualities. Idealistic education emphasizes the inculcation of highest values namely, Truth, Beauty and Goodness. This will lead to the development of a moral character of the child. It aims at self – realization of all individuals by one's own efforts. Hence, it promotes universal education. An existentialist classroom typically involves the teachers and school laying out what they feel is important and allowing the students to choose what they study. All students work on different, self-selected assignments at their own pace.

12. Do you think education as an act of teaching? Support your statement

### Education as an act of Teaching

- Education is an admirable thing, but it is well to remember from time to time that nothing that is worth learning can be taught. — Oscar Wilde
- Traditional education focuses on teaching, not learning. It incorrectly assumes that for every ounce of teaching there is an ounce of learning by those who are taught. However, most of what we learn before, during, and after attending schools is learned without its being taught to us. A child learns such fundamental things as how to walk, talk, eat, and dress, and so on without being taught these things. Adults learn most of what they use at work or at leisure while at work or leisure. Most of what is taught in classroom settings is forgotten, and much of what is remembered is irrelevant.

- In most schools, memorization is mistaken for learning. Most of what is remembered is remembered only for a short time, but then is quickly forgotten. (How many remember how to take a square root or ever have a need to?) Furthermore, even young children are aware of the fact that most of what is expected of them in school can better be done by computers, recording machines, cameras, and so on. They are treated as poor surrogates for such machines and instruments. Why should children — or adults, for that matter
- When those who have taught others are asked who in the classes learned most, virtually all of them say, “The teacher.” It is apparent to those who have taught that teaching is a better way to learn than being taught. Teaching enables the teacher to discover what one thinks about the subject being taught. Schools are upside down: Students should be teaching and faculty learning.

13. Write short note of the following:

a) Poorvameemamsa

The first major orthodox philosophical system to develop was PurvaMimamsa. The Sanskrit word “mimamsa” means a ‘revered thought’. The word is originated from the root ‘man’ which refers to ‘thinking’ or ‘investigating’. The word “mimamsa” suggests “probing and acquiring knowledge” or “critical review and investigation of the Vedas”. Purva-Mimamsa is based on the earlier (Purva = earlier) parts of the Vedas. Purva-Mimamsa is also known as Karma Mimamsa since it deals with the Karmic actions of rituals and sacrifices. Uttar-Mimamsa is also known as Brahman Mimamsa since it is concerned with the knowledge of Reality. In popular terms, Purva- Mimamsa is known simply as Mimamsa.

## b) Utharameemamsa

Because Mimamsa is concerned with the earlier parts of the Vedas (called the Karmakanda), it is also referred to as Purva-Mimamsa (“Prior Study”) or Karma-Mimamsa (“Study of Actions”) Vedanta, which deals with the later portion of Vedic literature called the Upanishads, is called Uttara-Mimamsa. Uttara Mimamsa is one of the six philosophical schools of thought that defended itself with intellectual fervor. They are together called as upangas of Veda.

## 14. Enumerate the epistemology and its role in education?

Epistemology (Theory of knowledge) Epistemology is the study of the nature, source, and validity of knowledge. Epistemology is the theory of knowledge. It is concerned with the mind’s relation to reality.

### Definition

Episteme means (knowledge) and logos means (study of), so in other words we can say that epistemology is the study of the nature, source, and validity of knowledge.

### Role in Education

- Epistemology is the explanation of how we think. It is required in order to be able to determine the true from the false, by determining a proper method of evaluation. It is needed in order to use and obtain knowledge of the world around us.
- Epistemology is important because it influences how researchers frame their research in their attempts to discover knowledge. By looking at the

relationship between a subject and an object we can explore the idea of epistemology and how it influences research design. It is important to look at teachers' epistemic beliefs because they may have consequences for teachers' pedagogical work. These beliefs are a part of epistemic cognition which in this context consists of epistemic beliefs (beliefs about knowledge and learning) and how teachers report to put them into practice.

15. Explain about the pioneer of play way method role in education?

The play-way method is a unique method of learning and can be customized as per the child's interests and requirements. Hence, it may vary from child to child. Teachers should develop different customized learning activities by creating a joyful environment and shall plan the activities ranging from simple to complex.

#### Advantages of Play-Way

- Play-way is a great motivating force.
- Play-way kills drudgery and boredom.
- It follows learning by doing and practice, which is effective than telling.
- The method is based on the laws of learning and it provides a great incentive to original creative work. It not only focuses on subjective development but the emotional development of the child as well. In this method of learning, playing acts as the driving force as the entire learning method revolves around activity-based learning. It encourages expression and creative skills among children.

16. Explain the term democracy and write a comparative account on totalitarianism?



The word democracy comes from the Greek words 'demos' meaning people, and 'Kratos' meaning power; so democracy can be thought of as 'power of the People': a way of governing which depends on the will of the people. Democracy is a form of government where elected representatives hold power. Citizens elect their representatives through voting and these elected representatives hold the power. Totalitarianism, form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of individual life to the authority of the state. Totalitarianism is a form of government that attempts to assert total control over the lives of its citizens. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through coercion and repression. It does not permit individual freedom.

17. Individualism is significant one in this challenging society write your view?

Individualism 1) an individualist is considered to be someone with personality and character, someone who is not easily intimidated by social pressure or customs, someone with a personal opinion and a singular view of the world. Because modern society finds it important that people think independently, decide autonomously and take personal initiatives, the concept of individualism has acquired a positive connotation. However, individualism is also linked with the tendency to withdraw from social life and turn in towards oneself. Individualism encompasses a value system, a theory of human nature, and a belief in certain political, economic, social, and religious arrangements. According to the individualist, all values are human-centred, the individual is of supreme importance, and all individuals are morally equal. Individualism is all about taking care of yourself; it is the belief and practice that every person is

unique and self-reliant. A belief in individualism also implies that you believe that the government should bud out of your individual affairs.

## PART C

18. Teaching as a profession write your opinion with philosophical point of view?

Teaching is the profession of those who give instruction, especially in an elementary school or a secondary school or in a university. Measured in terms of its members, teaching is the world's largest profession. Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction.

Teaching as a profession

Teaching is the one profession that creates all other professions.

Profession – Latin word 'professio' means 'the declaration of belief in or acceptance of religion or a faith.

16th century expanded meaning: 'body of persons engaged in some occupation'

Profession: - A paid occupation, especially one involving training and a formal qualification. A body of people engaged in a profession.

Characteristics of a profession:

- A profession demands possession of a body of specialized knowledge and extended practical training.
- A profession renders an essential social service.

- A profession demands continuous in-service and training of its members.

### Do's of a professional teacher

- Firm grasp of the subject
- Able to analyse need of the students
- Know the standards of practice of the profession
- create a supportive and respectful classroom environment
- organized and planning ahead
- Build authentic relationships with students and with their parents.
- Continuous self-learning
- A teacher (also called a schoolteacher or formally, an educator) is a person who helps students to acquire knowledge, competence or virtue.

### Duties and functions

- Provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills. Preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress
- A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may be responsible for student discipline.

### Competences and qualities required by teachers

#### The teacher

- As manager of instruction
- As caring person
- As expert learner
- As cultural and civic person.
- Instructional delivery
- Classroom Management
- Formative assessment
- Personal competencies (Soft skills)

### Qualities

- Enthusiasm
- Interaction with learners
- Value real world learning
- Share best practices
- Focus on collaboration/working with others
- Patience, empathy, adaptable
- Drive for self-improvement

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

19. Enumerate the concept of two sides of coin with interdisciplinary nature of Education?

Inter disciplinary nature of education: Interdisciplinary refers to the combination of two or more academic disciplines into one activity. Learn by making

connection between ideas and concepts across different disciplinary boundaries  
Chokemen define interdisciplinary as ‘To solve a set of problems whose solutions can be achieved only by Integrating part of existing disciplines’

Relationship with discipline such as:

- Philosophy
- Psychology
- Sociology
- Political science
- Economic
- Anthropology

The interaction between two or more disciplines called interdisciplinary approach. The term interdisciplinary is applied within education to describe studies that use methods and insight of several established disciplines or traditional field of study. Education is not an autonomous disciplines but a field like politics where the disciplines of history philosophy and sociology have application According to Peters.

Education and philosophy:

- Philosophy is one of the oldest disciplines. It consider as a mother of all the science. It is root of all knowledge.
- Education has also drawn its material from different philosophy bases.
- Education and philosophy is closely related to human life.
- Various fields of philosophy like political social and economic philosophy influence the various aspects of education like education and procedure process planning implication etc.

## Education and psychology:

- Psychology applied in education in the study of how human learn in educational settings.
- It concerned how students learn and develop often focusing gifted children and those subject to specify disabilities psychology and education understood through its relationships with other disciplines.
- Psychology inform a wide range of specialties within educational studies, including instructional design , educational technology, curriculumdevelopment organizational learning etc...
- Educational psychology contributed to cognitive science and the learning science.

## Education and sociology

- Emile Durkheim was the first person who indicates need for sociology approach to education.
- The theory of education related to more clearly to the sociology than any otherscience.
- Educational sociology is a discipline which study educational sociology to recognize education as a social fact, a process and institutions having social function and being determined socially.

## Education and anthropology

- The focus of anthropology of education is cultural transmission
- Educational anthropology focused on the cultural aspect of education including informal and formal education

- Educational anthropology centrally concerned with cultural transmission. It involves the transfer of a sense of identity between generation and transfer of identity between cultures.

- Educational anthropology has become focus domestic ethnic identities and ethnic changes

#### Education and Politics:

- knowledge is the power is a best explain their relationship of education and political science without empowering and liberating education.

- Political science explains how society and social organization use power to establish regulations and allocation resources.

- The relationship between education politics is important politician offer a vision of the sort of society they want and education has been one of the major means of Achieving

#### Education and economics:

Economics of education is the study of economics issues relating to education including the demand for education and the financing provision of education.

20. Discuss the educational implication of Paulo Friere and write about his aim, curriculum, and method of teaching, discipline?

In Freire's view, education is a practice of freedom, and education should be an activity of freedom (Freire, 1970). Therefore, the teacher should understand the method of how to maintain the opportunity of freedom to the learner in the educational process. For Freire, education must be centered upon developing critically conscious, 'humanized', learners who act to liberate themselves, and the

world, from injustice. Leading to social transformation. Either educating to support and maintain the status quo or helping to critique and change reality.

IMPORTANT WORKS: Education as Practice of Freedom. Pedagogy of the Oppressed, Education for Critical Consciousness, Pedagogy of Hope, Pedagogy of Freedom and The Politics of Education.

### FREIRE'S PHILOSOPHY

- Those who attempt to redress the ills of the suffering of humanity are not leaders who work for the people, but who work with the people as their servants. This is Freire's philosophy which he prefers to be known as 'Scientific Revolutionary Humanism'. This is essentially a philosophy involving techniques of adult and non-formal education, though the message is applicable to any form of education.

Freire's educational views:

- Education is a cultural tool for liberation from oppression. It must give learners the tools to be creators of their own reality.
- Education is always a political act. It cannot be politically neutral. It can either be an instrument of domination or liberation.
- Education is a communion (the state of exchanging thoughts and feelings) between participants in a dialogue characterized by a reflexive, reciprocal, and socially relevant exchange, rather than the unilateral action of one individual agent of the benefit of the other.
- Knowledge is not a set commodity that is passed from the teachers to the students. Learners must construct knowledge from knowledge they already possess.



- Learning begins with action. It is a process where knowledge is presented to learner, then shaped through understanding, discussion and reflection.

## FREIRE'S CONTRIBUTIONS TO EDUCATION

- Freire viewed education as a deep political project oriented towards the transformation of society. This approach has been crucial to the education of many revolutionary societies in Latin America and Africa (Brazil, Chile, Caribbean region, Botswana, Guinea, Bissau, Nicaragua, and Tanzania etc.)
- His work has exercised considerable influence among progressive educators all over the world, especially in the context of emerging traditions of critical pedagogy, issue-based learning, and social constructivism. His impact upon peace education, adult education, non-formal education, and critical literacy has been incalculable. He is widely regarded as the father of the critical pedagogy perspective of education.
- His pedagogy starts from a deep love for, and humility before, poor and oppressed people and a respect for their common sense. This humility and respect helped to bring the teacher and learner to the same platform where knowledge is generated and shared for the benefit of the society.
- Freire made education a communion (exchanging thought the feeling) between participants in a dialogue characterized by a reflexive, reciprocal, and socially relevant exchange, rather than the unilateral action of the individual agent for the benefit of the other.
- Freire's pedagogy allowed intellectuals to make useful contribution to the most marginalized people's struggle for social change.

- Freire provided the conceptual tool to student and teacher with which they critically interrogate them so as to minimize their domesticating influences.
- His revolutionary pedagogy inspired millions of students and teachers all over the world to unlearn their race, class and gender privileges and to engage in a dialogue to reach at a critical awareness of the social realities in which they are living.
- His critical pedagogy demobilized people from the oppressive yoke of banking education.
- The dialogical problem-posing method of education, proposed by freire, is thebasis of present day problem-based learning which invites the oppressed (learner) to explore their social reality as a problem to be transformed.
- Freire’s pedagogy was considered in agreement with the anti-capitalist and anti-imperialist movement throughout the world. Thus, it has given momentum to the movements aimed to build a more just and egalitarian society.
- His insistence on dialogue and his discussions of egalitarian teacher-student relations provide the basis for peace education pedagogy
- Freire proposed dialogue and horizontal relationship between teachers and learners, and encouraged active learning.
- Liberating education, propound by freire, involves a process of humanizing people who have been oppressed. It empowers oppressed people to question their position in society.

## RELATED AREAS:

### 1. CRITICAL PEDAGOGY

Critical pedagogy is an educational approach for developing critical consciousness or critical awareness in the learner. Critical consciousness is ability to critically perceive the causes of social, political and economic oppression and to take action against the oppressive elements of society.

## 2. BANKING SYSTEM OF EDUCATION

The term 'banking system education' is a phrase used ironically by Paulo Freire to describe the prevailing system of education. He called the traditional system of education as 'banking education' because in this system teachers make deposits of information and knowledge into the empty accounts of students, in a similar manner one operates a bank account. The traditional education, as conceived by Freire, is an act of depositing, in which the students are the depositories and the teacher is the depositor. In this system of education, the teacher lectures, and the students receive, memorize, and repeat.

## 3) PROBLEM POSING EDUCATION (PPE)

Problem-posing is an alternative method of education suggested by Paulo Freire instead of the existing authoritarian and oppressing banking education. It is based on the principle that a student learns better when he creates knowledge and when knowledge is created for him. The term problem posing is used because in this type of education the whole learning is driven by a problem that pop up from the life situation of the learners. On the other hand, in problem posing education, learning always begins from a problem thrown up in the classroom. The problem is posed so that the students discover that they need to learn some new knowledge before they can solve the problem. The responsibility of the teacher is to diversify subject matter and to use students' thought and speech as the base for developing critical understanding of personal experience, unequal conditions in society, and existing knowledge.

Curriculum: Curriculum should be seen as the continuous construction and reconstruction of meaning of a given reality, and the basis for this constant development should be dialogue.

Role of teacher:

The teacher is no longer merely the one who teaches, but one who is himself taught in dialogue with the students, who in their turn while being taught also teach.

21. Write a comparative study of educational implication of Quran and bible views on education?

Educational Implication of the Quran

- “Without education, man is although in a closed room and with education he finds himself in a room with all its windows open towards outside world.”
- The word Islam is derived from “to accept, surrender or submit”, “the total surrender of oneself to God”.
- EDUCATION: process that involves a complete person including the rational, spiritual and social dimensions.

The Arabic language has three terms for Education:

1. Talim: To know, To be aware, To perceive, To learn 2. Tharbiyah: To increase To grow, To rear 3. Thazkiya: To be cultured, Refined, Well-mannered A person’s development of sound social behaviour.

AIMS OF EDUCATION

- Elaborate thinking

- Fear of God
- Dignity & solemnity
- Compliance with Shareea'th
- Continuity of studies

#### Curriculum According to the Quran

- Islam has not only allowed the study of sciences useful for civics and social purposes, but at times it has actually made it obligatory, and has never inner-directed their study on religious grounds.
- Medical Science, Astronomy, Life science, History, Geography, Theology, Sociology, Economics

#### Method of Teaching

- Teaching by Preaching, Advice, commandment
- Teaching by Repetition
- The dialogue method
- Teaching by Examples
- Teaching through Practice and Application
- Teaching by dictation

#### Personal Qualities of a Teacher

- Fear of God

- Dignity and Solemnity
- Compliance with the Shariat
- Continuity of studies Mentor, Roll model
- Pupil-Teacher Relations The just and equal treatment of his pupils
- Implication of Curriculum
  - The curriculum should be such that students should be able to achieve the highest level of academic excellence.
  - Education for the promotion of the peace, tolerance, and interfaith harmony
  - Students should be able to get knowledge for the betterment of humanity and society
- Students should be involved in various activities if day- to- day life.
- Students should be able to acquire basic knowledge about how to earn
- Livelihood honesty and live a decent life.
- Curriculum should include mathematics, languages, law, medical science, science

#### Educational Implementations of Bible

- The implications of the biblical worldview and Christian philosophy in the field of education are immense.
- Biblical worldviews help us to develop a sense of worship and awe to God; it helps us do everything both as service and gratitude to God.

- Bible says about education: Proverbs 16:16 says that having wisdom and understanding is better than having silver or gold. Nice and expensive items can be enjoyable, but there are very few things in life that can never be taken away, will never go out of style, and that truly make you a better person. An education is one of those things.

- Spread of 10 commandments is very important implication of Bible. They are:

- 1) Do not worship any other gods.

- 2) Do not make any idols.

- 3) Do not misuse the name of God.

- 4) Keep the Sabbath holy.

- 5) Honour your father and mother.

- 6) You shall not commit adultery.

- 7) Do not steal.

- 8) You shall not bear false witness against your neighbour.

- 9) You shall not covet your neighbour's wife.

- 10) You shall not covet your neighbour's goods.

## **FIRST SEMESTER M.Ed DGREE EXAMINATION**

**DECEMBER 2020**

### **M.Ed 01 - ADVANCED PHILOSOPHY OF EDUCATION**

#### **ANSWERS**

##### **PART A**

1. What are the educational implications of Christian and Islamic philosophy of education?

In Islam, the philosophy of knowledge or education is created by Allah and He is the source of authentic knowledge. It is compulsory to acquire knowledge and practice what has been taught. Whatever knowledge students acquire must be meaningful and purposeful, e.g. to help mankind solve problems. The Christian philosophy of education encompasses all areas of the educational life of students, including core subject curriculum, character building and practical living, both now and in the future.

2. Enumerate the values upheld in idealism?

Idealists are understood to represent the world as it might or should be, unlike pragmatists, who focus on the world as it presently is. In the arts, similarly, idealism affirms imagination and attempts to realize a mental conception of beauty, a standard of perfection.

3. Differentiate 'Nyaya and 'Sankhya' philosophy.

The Sankhya Philosophy is dualistic, and recognizes the ultimate entities- NATURE (prakrithi) and SPIRIT(purusha).According to this philosophy, all knowledge is personal and fragmentary. The Nyaya school emphasis the common sense view of reality. Knowledge is the manifestation of objects. Objects are



distinct from subjects and exist independently. there are only two valid sources of knowledge-perception and inference.

4. Briefly explain philosophy of Education and Educational philosophy.

The philosophy of education is a term as ‘philosophy of life’, ‘philosophy of teacher’, or ‘philosophy of John Gandhi’. Philosophy of education is the branch of applied or practical philosophy concerned with the nature and aims of education and the philosophical problems arising from educational theory and practice. Educational philosophy is the application of philosophy to education. It is the practical application of philosophical assumptions to the various aspects of education. It is an attempt to take philosophy into education to solve educational issues. Thus, it is a branch of general philosophy. It gives original thoughts on different aspects of education. It considers as aims of education.

5. Enumerate ideas of John Dewey and Paulo Freire.

John Dewey argued that curriculum should be relevant to students’ lives. He saw learning by doing and development of practical life skills as crucial to Children’s education. Some critics assumed that, under Dewey’s system, students would fail to acquire basic academic skills and knowledge. Major Ideas of Paulo Freire: Key Concepts: Power, Oppression, Conscientization, Education for Humanization and Liberation. He argues that through traditional education students were being ‘dehumanized’, and in order to reassert their own humanity, a different educational model was needed.

## PART B

6. Distinguish between idealism and humanism.

Idealism	Humanism
Ultimate reality is mind and spirit <input type="checkbox"/> Believes in God and spiritual values	<input type="checkbox"/> Humanism is a philosophical stance that emphasizes the individual and

<ul style="list-style-type: none"> <li><input type="checkbox"/> Values are predetermined, absolute and unchanging</li> <li><input type="checkbox"/> Stress on spiritual environment</li> <li><input type="checkbox"/> Education is based on spiritualism</li> <li><input type="checkbox"/> Teacher and curriculum are the central aspects of education.</li> <li><input type="checkbox"/> Both individual and society are valued</li> <li><input type="checkbox"/> Emphasis book learning</li> </ul> <p>Aims of idealism</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Self realisation</li> <li><input type="checkbox"/> Spiritual development</li> <li><input type="checkbox"/> Realization of truth, goodness and beauty</li> <li><input type="checkbox"/> Preparation for the holy life</li> </ul> <p>Development of intelligence and rationality.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Curriculum developed according to ideals and eternal values</li> <li><input type="checkbox"/> Humanistic subjects emphasised</li> </ul> <p>Teacher's role is supreme and important. He is a spiritual guide for the child</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Idealism is the metaphysical view that associates reality to ideas in the mind rather than to material objects.</li> </ul>	<p>social potential and agency of human beings. It considers human beings the starting point for serious moral and philosophical inquiry</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion.</li> <li><input type="checkbox"/> They do not follow a holy book either.</li> <li><input type="checkbox"/> Humanists believe that people have one life to live - there is no afterlife.</li> <li><input type="checkbox"/> stresses the importance of human values and dignity.</li> <li><input type="checkbox"/> Rather than looking to religious traditions, humanism focuses on helping people live well, achieve personal growth, and make the world a better place.</li> <li><input type="checkbox"/> Students' learning should be self-directed.</li> <li><input type="checkbox"/> Schools should produce students who want and know how to learn.</li> <li><input type="checkbox"/> The only form of meaningful evaluation is self-evaluation.</li> <li><input type="checkbox"/> Feelings, as well as knowledge, are important in the learning process.</li> </ul>
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	<ul style="list-style-type: none"> <li>□ Students learn best in a nonthreatening environment.</li> <li>□ Humanists stand for the building of amore humane, just, compassionate, and democratic society using a pragmatic ethics based on human reason, experience, and reliable knowledge-an ethics that judges the consequences of human actions by the well-being of all life on Earth.</li> </ul>
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7. How is the education as a discipline related to ‘anthropology’ and ‘sociology’?

#### Anthropology

- Anthropology is the study of what makes us human. Anthropologists take a broad approach to understanding the many different aspects of the human experience, which we call holism.
- Anthropology of education insists that the meanings people make of their own experiences are consequential and should not be ignored. In these ways, and others, anthropological studies make important contributions to the field of education

#### Sociology

- Sociology is the study of human social relationships and institutions
- Educational sociology focuses attention on the social factors that both cause and are caused by education. It includes the study of factors relating to education, such as gender, social class, race and ethnicity, and rural–urban residence.

□ Sociology and anthropology involve the systematic study of social life and culture in order to understand the causes and consequences of human action. Sociologists and anthropologists study the structure and processes of traditional cultures and modern, industrial societies in both Western and non-Western cultures.

8. Briefly discuss the contributions of Rousseau to educational philosophy.

□ Rousseau was one of the first to advocate developmentally appropriate education; and his description of the stages of child development mirrors his conception of the evaluation of culture.

□ He minimized the importance of book learning, and recommended that a child's emotion should be educated before his reason.

□ He placed a special emphasis on learning by experience

□ Rousseau's theory of education, led to more permissive and more psychologically oriented methods of child care.

□ His educational ideas influenced many of the late educational thinkers such as Pestalozzi, Froebel, Montessori, Dewey etc.

□ Educational classic, *Emile* paved way for the liberal modern educational experiments. It started that experience should come not from books but from life.

□ Rousseau's concept of negative education stresses that parents and teachers should focus on the present rather than on the future, because children are entitled to enjoy their childhood years.

□ Rousseau is responsible for the scientific movement in modern education. His call, back to nature helps the introduction of science subjects in the curriculum.

- It was because of Rousseau that the child became an object of discussion in educational programme.
- He laid emphasis on curiosity and interest and recommended that these should be used as aids for study.
- The idea of developing the innate potentialities of the child in a natural way was first enunciated by Rousseau.
- Rousseau considered child as a positive factor in education. He made education quite suitable to the temperament, needs and inclinations of the child. This idea inspired for his successors and education became child-centred.
- He discovered and recognized the childhood traits
- He advocated basis of child psychology as the founding step for education of children. This led to child-centred education in the modern period.
- He said that the children should be given problems to solve without any help and instructions. Therefore, let them find out the truths themselves by exploring the environment.
- He led to foundation of free and positive discipline. He said "Let the child move freely in nature and learn from his/her own personal experience and through actual participation in day to day life activities.
- He condemned the punishment which destroys original and natural curiosity and intellect of the child due to fear of punishment.
- He was against strict discipline enforcement on children.
- Rousseau's theory of education emphasized the importance of expression to produce a well-balanced, freethinking child. He believed that if children are

allowed to develop naturally without constraints imposed on them by society they will develop towards their fullest potential, both educationally and morally.

9. What are the Educational implications of any two social school of philosophy?

Communism is a type of government as well as an economic system (a way of creating and sharing wealth). In a Communist system, individual people do not own land, factories, or machinery. Instead, the government or the whole community owns these things. Everyone is supposed to share the wealth that they create.

The Communist regime promoted education mostly for political reasons. It utilized schools as a basis for military force, for the facilitation of the ideological indoctrination of the masses, and for the establishment of the supremacy of the Communist culture as the only true socialist culture.

Socialism is a left-wing economic philosophy and movement encompassing a range of economic systems characterized by the dominance of social ownership of the means of production as opposed to private ownership.

Socialism and aim of education

Development of Democratic Outlook

Development of socialist values

Development of secular values.

Providing equality of opportunity to or for their all-round development and welfare.

Rapid expansion of educational facility to all areas.

□ Developing values like 'Dharma', Dignity of labour, non-violence and selfishness and selfless Service etc.

10. Explain educational thoughts of Rabindranath Tagore with references to;

a) Role of teacher

b) Teaching Methodology

c) Curriculum

According to him, "Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us wealth not of things but of inner light, not of power but of love. It is a process of enlightenment. It is divine wealth. It helps in realization of truth".

□ Tagore was born on 6 thMay 1861 in Bengal in a prosperous family. He was a poet, dramatist, philosopher, and painter. He got the Nobel Prize in 1913 for Gitanjali. He established VishwaBharati on 22nd September 1921 whose aim was to create a synthesis of the east and west. He died in 1941.

□ Tagore was essentially an individualist who questioned the relevance of a system of education created by nation-States. He argued that this kind of education, Propelled by political motivation was harmful not only to individual freedom but also to global Cooperation.

Aim of education

□ To ensure all round development of the individual personality through harmonious interaction and union of the spirit with the environment

□ To help the individual to realize the essential unity of man and his relationship with the universe

- To develop child's aesthetic nature and creativity in addition to ensuring his physical, mental, moral, and spiritual development.
- To draw out all the latent faculties of child optimally.
- To develop and international attitude international understanding and universal brotherhood in children
- To achieve the highest ideals of life truth beauty and goodness

### Role of the teacher

- A true teacher should be sympathetic tolerant and patient
- The greatest teacher of men have be lovers of man. Hence a real teacher should be a true lover his students.
- A teacher must have a receptive mind and learning attitude
- A true teacher should be continuous Learner. A teacher can never truly teach unless he is still learning himself. Al lamp can never light another lamp unless it continues to burn its own flame.
- The teacher should provide conducive Environment to the child so that he engages himself in useful and constructive activities and learn by his own experiences.

### Methods of teaching

- An effective method of education according to Tagore should bring out the development of the child in line with natural Interests and Tendencies. He is based the method of teaching on three principles

1. Freedom

2. Creativeself-expression and



### 3. Active communication with nature and man

- Tagore emphasized the following methods of teaching
- Teaching while talking is adjusted it best method as it keeps the mind awake and give direct experience
- Discussion and question answer method was advocated by Tagore to promote logical thinking and problem solving ability.
- Activity method such as craft,dramatization, project, physical activities and creative production was suggested as effective method for supporting physical as well as mental development.
- Social service for the first time in the history of education was accepted and practiced as a method of teaching in Shantiniketan for important lesson of Civics, geography and natural science

### Curriculum

- Mother tongue should be the medium of instruction.
- The curriculum should made use of the educational value of craft, fine arts, music, dance, gardening, cooking, field study etc
- Language and literature mother tongue and other Indian languages for languages like English, German, Latin, French, etc should be included in the curriculum.
- Science subject maths History Civics Geography economics sociology religious studies philosophy psychology etc. as core subject.
- Art,music, dancing, original creations, sculpture, painting, designing etc shouldbe made an essential part of the school experience.

□ Study of Technical and vocational subjects, agriculture, Horticulture, gardening etc were also presented by Tagore.

11. Briefly describe the educational Implications of Jainism.

Jainism believes in the plurality of souls and not in the existence of God. It holds that there are as many souls as there are living beings. They also accept the existence of souls even in animals and plants, with degrees of difference in the level of consciousness. They believe that every soul can attain infinite consciousness, power, and happiness by removing all Karmas or bondages.

Educational Implications:

1. Truth is relativistic and pluralist. What is true to some may not be true for others. Knowledge, therefore, may be viewed differently. Students must be taught to view things in different perspectives. They should be open-minded and be willing to accept different opinions.

2. Self-realization is Man must focus on divinity and remove the material bond of the soul. Therefore, students should be taught to focus on developing their spiritual side, and not focus on material things.

3. Education should lead to self-enlightenment. Students should not study for the sake of marks or good report. They should study to broaden their mind and broaden their thinking. Studying should be for the sake of gaining new knowledge and developing oneself.

4. Development of personality as an individual. Hence, schools should stress individual aims and ambitions. The Common Curriculum should be removed, and individualized curriculum and courses should be provided to students based on their personal needs and interests.

5. Students should develop spiritual knowledge and a feeling of sympathy and empathy for life. Subjects like Bible Studies, Moral Studies, SUPW, etc. focus on spiritual aspects while subjects like Environmental Education, Human Rights Education, help develop empathy and encourage social work.

6. Students must realize their own shortcomings and bad behaviours. Students should abstain from bad habits that they may have learned from bad. They should be given the motivation to remove those bad behaviours and replace them with good ones.

7. Education should develop in students the sense of discrimination between what is good and what is bad.

8. Education should inculcate non-violence as a virtue, practiced and not only aspired for, but that would also be socially. The teaching of nine principles called as nine categories of Jainism to dissolve the partnership between soul and matter.

12. Compare and contrast educational philosophies of Aurobindo and Gandhiji.

Sri Aurobindo was one of the greatest masters of spiritual synthesis who enriched Indian philosophy. He was an idealist to the core. His philosophy was based upon Vedic philosophy of Upanishads. He conceived of education as an instrument for the real working of the spirit in the mind and body of the individual and the nation.

Education should be child centred meeting the needs and interests of the learner

It should be imparted through the medium of mother tongue.

It should be according to the mental abilities, aptitudes and psychological needs of the child.

- Education should develop to the full the latent power of the child.
- It should develop consciousness.
- It should try to achieve the physical purification of the child and should train his senses.
- Brahmacharya should be the basic foundation of education.
- It should develop all the faculties of a child to make him a complete man.
- Education should be in accordance with the needs of our real modern life.
- It should be conformity with the mental and spiritual needs of children and demands of the nation.
- Mahatma Gandhi honored by the people of India as the father of the nation is the most towering personality of modern India.
- Gandhiji was a practical idea he believed in the absolute Oneness of God and, therefore of humanity.
- Gandhiji philosophy of education is comprehensive enough because he looked up education as an instrument of socio-economic progress, material achievement, political evolution and a moral development for individuals in a society.
- While approaching education Gandhiji synthesizes three important philosophy idealism, naturalism and pragmatism, a brief overview of his educational ideology in terms of different aspects of education.
- Gandhiji defined education as an all-round drawing out of the best in child and man-body, mind and spirit.
- The ultimate aim of education is self-realization, i.e., knowledge of truth and good in one's life.

- To help the child to become self-supporting in later life. That is, to enable the learner to earn his living independently.
- To preserve and enhance the culture and heritage of India
- To cultivate Moral, spiritual, social, ethical, and aesthetic values in the child
- In his scheme of basic education Gandhiji proposed life-centered and activity-centered curriculum for knowledge and skills are imparted through self-supporting productive craft.
- Gandhiji was more a teacher than a politician. He devote most of his energy in teaching people self-Reliance, community building and developing a sound, moral character. Gandhiji taught people by his living example. His Educational plan assigns autonomy and the curricular freedom to the teacher.
- The basic scheme of education was a practical solution for rural unemployment. Gandhiji succeeded in presenting a type of education which can provide the necessary economic social sufficiency and self-reliance.

13. What is Philosophy? Discuss its nature in the light of definitions given by two western philosophers.

The term 'philosophy' means, 'love of wisdom' In a broad sense, philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other. Philosophy is the systematic study of ideas and issues, a reasoned pursuit of fundamental truths, a quest for a comprehensive understanding of the world, a study of principles of conduct, and much more.

Definitions of philosophy

- Aristotle considered “philosophy as a science which investigates the nature of being, as it is in itself.”
- Philosophy according to Plato “to aims at the knowledge of the eternal nature of things”
- Plato believed that knowledge is a process of remembering the object of knowledge are ideal and immutable.
- Aristotle theorized on the vast range of subject; Biology, Ethics, logic, metaphysics, and politics
- He Founded the Lyceum and tutored Alexander the Great.
- He’s considered history history’s first logician and Biologist.
- He was a naturalist who devised Plato’s theory of form and matter; for Aristotle the form is what makes matter what it is (as the sole define a living body).
- Philosophy studies the fundamental nature of existence, of man, and of man’s relationship to existence. The problems of philosophy include some of the deepest, most interesting, and most challenging questions that the human mind can raise. A methodical approach to study philosophy necessitates an understanding of its nature.

#### 14. Differentiate between ‘communism’ and ‘socialism’

- Communism is based on the goal of eliminating socioeconomic class struggles by creating a classless society in which everyone shares the benefits of labour and the state controls all property and wealth.
- Most modern forms of communism are grounded at least nominally in Marxism, a theory and method conceived by Karl Marx during the 19th century

- Socialism is, broadly speaking, a political and economic system in which property and the means of production are owned in common, typically controlled by the state or government. Socialism is based on the idea that common or public ownership of resources and means of production leads to a more equal society.
- Karl Marx revolutionized and popularized the ideas of Socialism and hence he is known as the father of modern socialism.
- Marx summarized the communist philosophy in this way: “From each according to his ability, to each according to his needs.” By contrast, socialism is based on the idea that people will be compensated based on their level of individual contribution to the economy.
- The main difference is that under communism, most property and economic resources are owned and controlled by the state (rather than individual citizens); under socialism, all citizens share equally in economic resources as allocated by a democratically-elected government.
- Socialism is sometimes used interchangeably with communism but the two philosophies have some stark differences. Most notably, while communism is a political system, socialism is primarily an economic system that can exist in various forms under a wide range of political systems.

15. Explain the concept of “Negative Education”.

According to Rousseau, negative education is that education which shapes the faculties and organs which exist as the tools of knowledge, before giving the direct experience. It makes path for motive by the appropriate exercise of the senses. Negative education does not involve a time of idleness. Negative education is the method of education advocated by Rousseau for children up to

the age of 12, as opposite to providing positive education. Education is a process of childhood education intended to strengthen the sense of the children for rightly receiving the knowledge and develop the power of reason, before actually imparting knowledge to them. Negative education there is no direct teaching of knowledge virtue or truth but it consists in shielding the heart from vices and mind from error. It allows the child to discover for himself and to be punished by the nature he sought to challenge. The child should be given opportunity to play, live and move freely in the nature, encountering obstacles, discovering my mysteries of nature and learning from his own mistakes.

#### Characteristics of negative education

- Negative education is self-education
- It is education of sense organs and body and not of mind.
- Creative education does not teach virtue. But it protects one from Evils.
- Aim of negative education please not to utilize time but to loss it.
- It is focused on the present rather than on the future.
- In negative education there is no moral instructions and no verbal learning.
- This may be more possible in the playground rather than in the classroom.
- It is patterned according to the natural tendencies, inclinations and interest of a child

16. Pragmatism is also called Experimentalism. Explain.

- Pragmatism is a way of dealing with problems or situations that focuses on practical approaches and solutions—ones that will work in practice, as opposed to



being ideal in theory. The word pragmatism is often contrasted with the word idealism, which means based on or having high principles or ideals.

□ The purpose of Pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected.

□ Pragmatism advocates experimental methods of science, it is also called experimentalism.

□ Thus stressing the practical significance of thought. Experimentalism involves the belief that thoughtful action is, by Nature itself, a kind of testing of provisional Conclusions and hypotheses.

□ Based on the pragmatic philosophy of Charles Peirce and William James, experimentalism proposed that children learned by observing the consequences of their actions, such that learning became a continuous 'transaction' between learner and environment.

□ Pragmatism is also known as experimentalism. It is called experimentalism because pragmatists believe experiment constitutes the only criterion of truth. To them 'truth', 'reality', 'goodness' or 'badness' are all relative terms. These concepts are not predetermined and absolute.

## 17. Explain Biological Naturalism.

Biological naturalism is the name given to the approach to what is traditionally called "the mind-body problem". The chapter gives a definition of consciousness, a brief account of some of its most important structural features, and a general statement of its relations to the brain and other parts of the real world.

□ Biological naturalism is a theory about, among other things, the relationship between consciousness and body (i.e. brain), and hence an approach to the mind–body problem.

□ Founder of biological naturalism: John Searle’s biological naturalism is an answer to the mind-body problem – that is, the problem of the relationship of mind and body.

□ Biological naturalism is a theory about, among other things, the relationship between consciousness and body (i.e. brain), and hence an approach to the mind–body problem.

□ It was first proposed by the philosopher John Searle in 1980 and is defined by two main theses:

1) all mental phenomena from pains , tickles, and itches to the most abstruse thoughts are caused by lower-level neurobiological processes in the brain; and

2) mental phenomena are higher-level features of the brain.

□ This entails that the brain has the right causal powers to produce intentionality . However, Searle’s biological naturalism does not entail that brains and only brains can cause consciousness. Searle is careful to point out that while it appears to be the case that certain brain functions are sufficient for producing conscious states, our current state of neurobiological knowledge prevents us from concluding that they are necessary for producing consciousness.

## PART C

18. Critically examine how axiology, metaphysics and epistemology play an important role in education as branches of philosophy.

Philosophy is a comprehensive system of ideas about human nature and the nature of the reality we live in. It seeks to understand the mysteries of existence and reality. It tries to discover the nature of truth and knowledge and to find what is of basic value and importance in life. It also examines the relationship between humanity and nature and between the individual and Society. The noun philosophy ordinarily means a set of beliefs and ideas in accordance with which one tries to live. The word philosophy was derived from two Greek words, 'philos' (meaning of love), and Sophia (Meaning wisdom). Thus, by derivation philosophy means "love of wisdom". In Sanskrit philosophy is known as Darshan. In Malayalam philosophy is called as thatwopadhesam. Philosophy is a field of inquiry that aims to advance our understanding of ourselves and of the nature of reality, mind knowledge and morality. It is concerned with the fundamental question about such topics and it critically investigates what other disciplines, and other human activities, take for granted. It is already been indicated that is that in general the scope of philosophy is very vast. Within its scope, we discuss soul, God, Mystic powers, the origin of the Universe, its expansion and development, truth, morality, aesthetics and logic. These phenomena can be divided into three major divisions they are metaphysics, epistemology and axiology. These branches are particularly important in the various aspect of education ranging from planning of goal-oriented curriculum to its transaction in the classroom.

1. Axiology: Study of the nature of value and valuation
2. Metaphysics: Study of the fundamental nature of reality
3. Epistemology: Study of the nature, origin, and limits of human knowledge

**Axiology** is the branch of philosophy, which is concerned with values. It is an attempt to discover and recommend principles for deciding what actions and

qualities are most worthwhile and why they are so. Axiology has two major subdivisions -Ethics and aesthetics. Ethics is considered with good and bad, right and wrong, approval and disapproval as well as virtue and vice. As the teacher in his enquiry into the nature of what is beautiful or ugly and why is it so. Axiology is the source of the aim of education. Education and all forms of school are integrated with the value dimension of life. All consciously or unconsciously, teachers are agents of value development. they, themselves, represent models of value to be emulated by learners. they either reinforce or challenge The value of students.

**Metaphysics** is the branch of philosophy, which deals with the nature of reality. What is the nature of reality of this universe? Which is true- the materialistic world or the spiritual world? Metaphysics tries to answer the question “what is real?” Philosophers who believe in spiritual reality consider existence and god as identical. According to them, God has made a perfect spiritual world and mankind is only a part of that world. Ultimate reality is a creation of the absolute mind. On the other hand, philosophers who believe in materialism consider physical existence as reality. According to the ultimate reality is vested in the physical world. Thus the metaphysical problem to be added by philosophy is whether the ultimate truth is in the spiritual or the material/physical.

**Epistemology** is concerned with the nature of reality such as; epistemology focuses on our knowledge of this reality. Epistemology deals with the theory concerning the various aspects of knowledge and its acquisition. Epistemology tries to answer questions such as how do we get knowledge? How does a man know what is real? The different types of knowledge are also of importance. They reveal knowledge, intuitive knowledge, empirical knowledge, rational knowledge and authoritative knowledge.

□ Revealed knowledge is knowledge that god has disclosed to man through his representatives-Prophets, etc. It is embodied in teaching contained in Holy Scriptures like the Bible, the Gita and the Quran. For the followers of the respective regions what is contained in their sacred books is the word of god. Hence, they believe it is true everywhere and at all times.

□ Intuitive knowledge is knowledge gained by man from his inner self. It is gained as an illuminating flash in a moment of Insight.

□ Empirical knowledge is art knowledge developed out of personal experiences, may be gained through the senses. It may be said to be based upon personal observations and gathering of first hand evidence from these.

□ Rational knowledge is obtained through the exercise of reason alone, unaccompanied by empirical observation.

□ Authoritative knowledge is knowledge accepted as true, because as expert who is other authorities in the concerned field attest it.

The naturalists believe in the knowledge gained through senses and the ideal still believes in the knowledge gained through spiritual experiences. Which School of Philosophy has its own conception of the nature of the components of knowledge. The teacher is very much concerned with Epistemology because his aim is to transmit knowledge to students. The Teacher's conception of the nature of the subject and the process of acquisition of knowledge will largely determine the choice of the method of teaching and learning as well as his perception of his own role in the Instructional process.

19. Expound on education as a discipline and critically comment on education as a pedagogical science with its interdisciplinary nature

Meaning of Education as a discipline

Discipline is a branch of knowledge. It is an integral body of knowledge, which has a distinct existence different from other branches of knowledge or disciplines. Knowledge, which is a core element of any discipline, and it is the product of human experience. It is a stock of verified body of experiences. The origin of knowledge is directly dependent on human experiences.

#### Characteristics of education as a discipline

- Theory building: Every discipline has its own theory, theory guides the education. Discipline contains content and different theories for using these contents, so building theory is the characteristics of education.
- Process of education: Education is the process of transforming knowledge and skills, when we implement the objectives, changes appear in behaviour so process is the important characteristics of discipline.
- Education System: Like the other things, education also needs the system. Input, process and output are the system of education. Hence having a system is the characteristics of discipline.
- Code of conduct: In the process of conducting the education the rules, strategies, plans, techniques are called code of conduct. Education has a self-code of conduct. So education is a discipline.
- Formulation of base: Education has reliability, validity, objectivity, measurable, countable etc types of features so education has taken as the different discipline.
- Based on social needs: Education system is conducted by the society. It fully depends upon the needs of society. It fulfils the needs of society so social need is the important characteristic of discipline.

□ Research conduct: Education must be associated with science and technology. Education must follow the changes of time. Education must be based on research and construct theory. Researches are needed for conducting the education discipline. So research conduct is the characteristics of education.

□ Finding truth: Education must help us to find the truth. For finding the truth, we have to select the appropriate content, construct the learning theories and construct the teaching methods. So finding truth is the characteristics of the discipline.

□ Systematic pedagogy means scientific pedagogy, which is something more than an empirical collection of historical facts. It is based on scientific facts and general principles. From this science we obtain empirical knowledge dealing with the proper education of the child.

□ Interdisciplinary instruction relies on multiple content cogs working together to develop student knowledge, problem-solving skills, self-confidence, self-efficacy and a passion for learning while supporting students' various learning styles, diverse backgrounds, interests, talents, backgrounds, and values. Inter disciplinary nature of education: Interdisciplinary refers to the combination of two or more academic disciplines into one activity. Learn by making connection between ideas and concepts across different disciplinary boundaries Chokemendefine interdisciplinary as 'To solve a set of problems whose solutions can be achieved only by Integrating part of existing disciplines' Relationship with discipline such as:

- Philosophy
- Psychology
- Sociology

- Political science
- Economic
- Anthropology

The interaction between two or more disciplines called interdisciplinary approach. The term interdisciplinary is applied within education to describe studies that use methods and insight of several established disciplines or traditional field of study. Education is not an autonomous disciplines but a field like politics where the disciplines of history philosophy and sociology have application According to Peters.

Education and philosophy:

Philosophy is one of the oldest disciplines. It consider as a mother of all the science. It is root of all knowledge.

- Education has also drawn its material from different philosophy bases.
- Education and philosophy is closely related to human life
- Various fields of philosophy like political social and economic philosophy influence the various aspects of education like education and procedure process planning implication etc.

Education and psychology:

- Psychology applied in education in the study of how human learn in educational settings.
- It concerned how students learn and develop often focusing gifted children and those subject to specify disabilities psychology and education understood through its relationships with other disciplines.



□ Psychology inform a wide range of specialties within educational studies, including instructional design, educational technology, curriculum development organizational learning etc...

□ Educational psychology contributed to cognitive science and the learning science.

### Education and sociology

□ Emile Durkheim was the first person who indicates need for sociology approach to education.

□ The theory of education related to more clearly to the sociology than any other science.

□ Educational sociology is a discipline which study educational sociology to recognize education as a social fact, a process and an institutions having social function and being determined socially.

### Education and anthropology

● The focus of the anthropology of education is cultural transmission

● Educational anthropology focused on the cultural aspect of education including informal and formal education

● Educational anthropology centrally concerned with cultural transmission. It involves the transfer of a sense of identity between generation and transfer of identity between cultures.

● Educational anthropology has become focus domestic ethnic identities and ethnic changes.

### Education and Politics:

- ‘knowledge is the power’ is a best explain their relationship of education and political science without empowering and liberating education.
- Political science explains how society and social organization use power to establish regulations and allocation resources.
- the relationship between education politics is important politician offer a vision of the sort of society they want and education has been one of the major means of Achieving Education and economics: Economics of education is the study of economics issues relating to education including the demand for education and the financing provision of education.

20. Critically comment on the statement “philosophy can be described in term of the problem with which it deal and these problems originate in the conflicts and difficulties of social life”

The term ‘philosophy’ means, ‘love of wisdom’. In a broad sense, philosophy is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.

- The word philosophy is derived from two Greek word “philos” (love) and “sophia”(wisdom).Thus philosophy means “love of wisdom”.
- The fundamental problem of philosophy is whether doing it has any point, since if it does not have any point, there is no reason to do it. It is suggested that the intrinsic point of doing philosophy is to establish a rational consensus about what the answers to its main questions are.
- Social Philosophy seeks insight into the unity and order of human society. Social Philosophy is the philosophical study of the questions about human social

behaviour. It is concerned with the institutions like family, educational institutions, economic institutions such as business and markets.

21. Elaborate on various heterodox and orthodox schools of philosophy sitting their educational implications.

Philosophy arose in India as an enquiry into the mystery of life and existence. Indian philosophy refers to philosophical traditions of the Indian subcontinent. A traditional Hindu classification divides āstika and nāstika schools of philosophy, depending on one of three alternate criteria: whether it believes the Vedas as a valid source of knowledge; whether the school believes in the premises of Brahman and Atman; and whether the school believes in afterlife and Devas. The Hindu philosophy is categorized into six Orthodox and three Heterodox philosophies. The classification is based on the acceptance of the authority of the Vedas. The Orthodox school of philosophy also called the Aastika School believes in the authority of Vedas, while the Heterodox school of philosophy, popularly known as Nastika School rejects the principle of authority of Vedas.

Indian schools of philosophy can be broadly divided into two classes namely Orthodox (asthika) And Heterodox(nasthika). The chief philosophical systems, namely, mimamsa, vedanta, sankhya, Yoga, nyaya and vaisesika belong to the first group. These are called asthika not only because they believe in God but also because they accept the authority of the Vedas. The Mimamsakas and the sankhya do not believe in God, yet they are called asthika because they believe in the authoritative nature of the vedic texts. Under the category of heterodox systems, we have materialists like the Charvakas, As well as the discipline of Buddha and Jaina. They are called nasthikas they do not believe in the authority of the Vedas.

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Vedas. The Orthodox school of philosophy also called the Aastika school believes in the authority of Vedas, while the Heterodox school of philosophy, popularly known as Nastika school rejects the principle of authority of Vedas.

### Six Orthodox Schools of Hindu Philosophy

The six orthodox schools are called as shatdarshanas and include Nyaya, Sankhya, Yoga, Vaisheshika, PurvaMimamsa and Uttara Mimamsa (Vedanta Philosophy). Most of these schools of thought believe in the theory of Karma and rebirth. Moksha (salvation) is believed to be the liberation from the cycle of birth and death and is the ultimate goal of human life.

#### 1) Nyaya Philosophy

Nyaya School follows a scientific and a rational approach. Sage Gautama is the founder of this school. Nyaya School banks upon various pramanas (mechanism of attaining knowledge). It believes that gaining knowledge through the five senses is the sole way of attaining liberation from the cycle of birth and death.

#### 2) Sankhya Philosophy

Sankhya is the oldest of all philosophies put forth by the sage Kapila. It is a dualistic philosophy with Purusha (soul) and Prakriti (nature) in it. AdvaitaVedanta derives its base from Sankhya School. Sankhya also devolves philosophical basis for Yoga. It emphasizes the attainment of knowledge of self through meditation and concentration.

#### 3) Yoga Philosophy

Yoga school introduces the methods of the discipline of body and mind. Sage Patanjali is the founder of Yoga. Emancipation of Purusha from Prakritiby self-awareness through the discipline of body and mind is conceptualized by Yoga. It

is believed that practising Ashtanga Yoga is the way to relieve oneself from past sins in order to make way for liberation.

#### 4) Vaisheshika

Vaisheshika School deals with metaphysics. It was founded by the sage Kanada. It is an objective and realistic philosophy of the Universe. According to the Vaisheshika school of philosophy, the universe is reducible to a finite number of atoms, Brahman being the fundamental force causing consciousness in these atoms.

#### 5) PurvaMimamsa

PurvaMimamsa School believes in the complete authority of Vedas. It is based on sage Jaimini's Mimamsa Sutras. It emphasizes the power of yajnas and mantras in sustaining the activities of the universe. It states that a human being can attain salvation only by acting in conformity with the principles of Vedas.

#### 6) Uttara Mimamsa (Vedanta)

Vedanta school is a monistic school of philosophy that believes that the world is unreal and the only reality is Brahman. The three sub-branches of Vedanta are Advaita of Shankaracharya, Vishishtadvaita of Ramanujacharya and Dvaita of Madhwacharya. Uttara Mimamsa is based on Upanishads (the end portions of Vedas).

□ Orthodox schools recognize the authority of Vedas while heterodox schools don't believe in the authority of Vedas. Out of these nine systems, eight are atheistic as there is no place for God in them. Only Uttara Mimamsa, which is also called Vedanta, has a place for God in it.

Schools of Heterodox

## 1) Carvaka

It is characterized as a materialistic and aesthetic school of thought. It accepted direct perception as the surest method to prove the truth of anything and insists on joyful living. Also known as Lokayata, Carvaka is a materialistic school of thought. Its founder was Carvaka, author of the Barhaspatya Sutras in the final centuries B.C. The original texts have been lost and our understanding of them is based largely on criticism of the ideas by other schools. As early as the 5th Century, Saddaniti and Buddhaghosa connected the Lokayatas with the Vitandas (or Sophists), and the term Carvaka was first recorded in the 7<sup>th</sup> Century by the philosopher Buddhist Philosophy.

It is a system of beliefs based on the teachings of Siddhartha Gautama. Buddhism is a non-theistic philosophy whose tenets are not especially concerned with the existence or non-existence of God.

Four Noble Truths in Buddhism are the following.

1. There is suffering
2. There is a cause of suffering
3. There is a cessation of suffering
4. There is a way to cessation of suffering

Buddhists philosophy of life to get 'Nirvana' from suffering is based on the following eight principles:

1. Right Faith (SamyakDristi)
2. Right Resolve (SamyakSankalpa)
3. Right Speech (SamyakVakya)

4. Right Action (SamyakKarmanta)
5. Right Living ( SamyakAjiva)
6. Right Thought (SamyakSmriti)
7. Right concentration (Samyak Samadhi)
8. Right Effort (SamyakVyayama)

#### Education implications of Buddhism

- Buddhist philosophy is pessimistic at the start.
- It is positivistic
- It is pragmatic
- It is realistic
- It is ethical
- It is democratic
- It's belief in Karma
- The method of instruction was Oral

#### **Jain Philosophy**

Already in existence by the 6th century B.C, it was revived by Mahavira, the 24<sup>th</sup>Jain Tirthankara. According to Jainism, Nirvana or liberation is obtained through three jewels: Right Philosophy, Right Knowledge and Right Conduct (Tri-ratna). Right conduct implies 5 abstinences: not to lie, not to steal, not to strive for luxury and not to strive for possessions, not to be unchaste and not to injure (Ahimsa).

### Educational Implications:

a) Truth is relativistic and pluralist. What is true to some may not be true for others. Knowledge, therefore, may be viewed differently. Students must be taught to view things in different perspectives. They should be open-minded and be willing to accept different opinions.

b) Self-realization is Man must focus on divinity and remove the material bond of the soul. Therefore, students should be taught to focus on developing their spiritual side, and not focus on material things.

c) Education should lead to self-enlightenment. Students should not study for the sake of marks or good report. They should study to broaden their mind and broaden their thinking. Studying should be for the sake of gaining new knowledge and developing oneself.

d) Development of personality as an individual. Hence, schools should stress individual aims and ambitions. The Common Curriculum should be removed, and individualized curriculum and courses should be provided to students based on their personal needs and interests.

e) Students should develop spiritual knowledge and a feeling of sympathy and empathy for life. Subjects like Bible Studies, Moral Studies, SUPW, etc. focus on spiritual aspects while subjects like Environmental Education, Human Rights Education, help develop empathy and encourage social work.

f) Students must realize their own shortcomings and bad behaviours. Students should abstain from bad habits that they may have learned from bad. They should be given the motivation to remove those bad behaviours and replace them with good ones.



g) Education should develop in students the sense of discrimination between what is good and what is bad.

h) Education should inculcate non-violence as a virtue, practiced and not only aspired for, but that would also be socially. The teaching of nine principles called as nine categories of Jainism to dissolve the partnership between soul and matter.

## **FIRST SEMESTER M.ED DEGREE EXAMINATION 2021**

### **M ED 01 ADVANCED PHILOSOPHY OF EDUCATION**

#### **Part A**

**Answer all questions**

**Each question carries 2 marks**

1 Write the relationship of anthropology with education.

Education and anthropology is closely related. Anthropology of education insists that the meanings people make of their own experiences are consequential and should not be ignored. In these ways, and others, anthropological studies make important contributions to the field of education. And we can say that the focus of anthropology of education is cultural transmission.

2 What is metaphysics

Metaphysics is a type of philosophy or study that uses broad concepts to help define reality and our understanding of it. Metaphysical studies generally seek to explain inherent or universal elements of reality which are not easily discovered or experienced in our everyday life.

3 Differentiate Jainism and charvaka

Jainism is one of the world's oldest religions, originating in India at least 2,500 years ago. The spiritual goal of Jainism is to become liberated from the endless cycle of rebirth and to achieve an all-knowing state called moksha . where as Charvaka, also called Lokayata (Sanskrit: “Worldly Ones”), a philosophical Indian school of materialists who rejected the notion of an afterworld, karma, liberation (moksha), the authority of the sacred scriptures, the Vedas, and the immortality of the self.

#### 4 Briefly define pragmatism

Pragmatism is a philosophical movement that includes those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that unpractical ideas are to be rejected.

#### 5 What do you mean by communism in the schools of philosophy

Variants of communism have been developed throughout history, including anarcho-communism and Marxist schools of thought, among others. Communism includes a variety of schools of thought which broadly include Marxism, Leninism, and libertarian communism as well as the political ideologies group. Marxist-Leninist philosophy was the basis of the Communist education system. It emphasized the role of schools and youth organizations in educating students by indoctrination. For this the Communist societies paid a lot of attention to schooling.

**PART B**

**Answer any eight questions out of twelve**

**Each carries 5 marks**

- 6 Explain the origin and development of education as a discipline in this digital era

The word education has originated from the Latin word Educare which means to nourish. In Latin E means out of and duco means to lead. Thus education means to lead out of ignorance. Education has various definitions and functions in this modern era. In this digital era education has got its own importance and functions.

Digital technologies in education have given rise to various Learning management systems (LMS). These LSMs have promoted virtual classrooms where a teacher can interact with students in real-time, share his resources, deliver his lecture, assess students' learning, collect feedback, and reply to their queries. The most positive effect of technology on students is that it widely helps and enhances the learning process of students. Each and every detail of all the subjects are available online on various sites where students can go if they're stuck.

A very important technological impact on education is increased interactivity and class engagement. In addition, better overall comprehension, practical learning, time management, and combined learning methodologies are just some of the impacts that technology has had on student learning

- 7 Enumerate the significance of philosophy in education

As a field of study philosophy is one of the oldest discipline. It is considered as the mother of all sciences. Education has also drawn its material from different philosophical bases. Education, like philosophy is also closely related

to human life. Therefore being an important life activity education is also greatly influenced by philosophy.

Education can be called as the dynamic side of philosophy because philosophy is wisdom; education transmits that wisdom from one generation to the other. Education is the application of the fundamental principles of philosophy. Philosophy gives ideals, values and principles. Apart from this education has certain impacts on philosophy. Philosophy determines what is worth living. Education then educates the man and prepares him for that type of life which is worth living. Philosophy is the theoretical side, while education is the practical side. The former is contemplative whereas the latter is dynamic certain impacts on philosophy.

A teaching philosophy is an integral part in learning about a candidate, their willingness to reflect and change in response to the feedback from students and peers, and their future ideas and goals for teaching and learning effectiveness.

## 8 Describe the salient features of Vedic education

The main aim of Vedic education was to attain salvation through education. The teacher teaches the student in Gurukulas and Ashrams. The students and teachers follow the principle of simple living but high thinking. Education helped in observance of celibacy, control over sense and purity of life.

During the Vedic period, there were very fewer books, so teaching was mainly on oral. The teacher teaches the lessons to the students by word of mouth. The students listened to the teacher with attention and devotion and committed the texts by heart.

characteristics of Vedic education

- High status of Teachers.

- No state control on education.
- Teachers behaved as Parents.
- Residential Schools.
- Sanskrit as the Medium of Instruction.
- Method of study.
- Methods of Instruction.
- Individual teaching

There are four Indo-Aryan Vedas: the Rig Veda contains hymns about their mythology; the Sama Veda consists mainly of hymns about religious rituals; the Yajur Veda contains instructions for religious rituals; and the Atharva Veda consists of spells against enemies, sorcerers, and diseases.

## 9 Discuss the contribution of Tagore s philosophy in the current educational system

Tagore's approach can be summarized as “spiritual humanism,”[27] because it is a form of spirituality rooted in this world and centred on human beings. He argued that the goal of unity between self and world does not entail denying the individual-human and the loss of the self.

Tagore believed that education should help an individual to attain complete manhood. This research mainly analyzes the attributes of educational philosophy of Rabindranath Tagore; how his educational philosophy made every individual a complete human being; and providing new recommendations to the field of education.

There are four fundamental principles in Tagore's philosophy of education: individualism, naturalism, spiritualism, and internationalism. Santiniketan and Visva Bharathi are both based on these ideologies.

He believed that education should be not for mere “success” or “progress” but for “illumination of heart” and for inculcation of a spirit of sympathy, service and self-sacrifice in the individual, so that s/he could rise above egocentrism and ethnocentrism to a state of global consciousness or world centrism.

#### 10 Write about the educational implications of Bhagavath Gita

That implies knowledge, skill, ability and wisdom for Karmic and Dharmik life. When a human is free from the three wraths (lust, anger and fear), is the state of attainment of knowledge and wisdom. Education on salvation, education on action and education on wisdom are the more relevant aspects of the Bhagavad-Gita.

According to Bhagavad Gita's education, we should do all karma without attachment because people get bind with fruits of work if they all do their work without attachment to that work then the people's path goes easy to close to God.

Bhagavad-Gita's Teachings teach the individuals to become self-controlled, selflessness, self-realization, self-study, self-regulation, self-discipline, self-development, and self-determination, self-confident, self-concept, self-esteemed, and so on.

The aim of education should be to prepare the child to become an effective member of community. It should also try to develop competencies in the child. Hence the curriculum should include those subjects and experience which are suitable to the child's interest and needs.

There are mainly four things that Bagavath Gita encourage. These are the aim of education should be to prepare the child to become an effective member of community. It should also try to develop competencies in the child. Hence the

curriculum should include those subjects and experience which are suitable to the child's interest and needs.

#### 11 Discriminate the idealistic view of education from the existentialist

Existentialists believe that every individual is unique and education must cater to the individual differences. Therefore, the objective of education is to enable every individual to develop his unique qualities, to harness his potentialities and cultivate his individualities.

An existentialist classroom typically involves the teachers and school laying out what they feel is important and allowing the students to choose what they study. All students work on different, self-selected assignments at their own pace.

The existentialist teacher is not the center of the instruction but rather a facilitator. The goal is to help students better understand who they are as individuals. This also means that the student should have a choice in what they learn and that the curriculum needs to be somewhat flexible

#### 12 Do you think education is an act of teaching ? support your statement

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.

Education is both the act of teaching knowledge to others and the act of receiving knowledge from someone else. Education also refers to the knowledge received through schooling or instruction and to the institution of teaching as a whole.

Teaching is a systematic technique to communicate with more and more people. Thus, being in the teaching profession will improve communication

skills. As a result, one can interact more confidently with others. Teachers are only one who passes on their knowledge and skills to the young generation.

### 13 Write a short note on Poorva mimamsa and Utharamimamsa

#### Poorva mimamsa

Teaching is a systematic technique to communicate with more and more people. Thus, being in the teaching profession will improve communication skills. As a result, one can interact more confidently with others. Teachers are only one who passes on their knowledge and skills to the young generation. Teaching is a systematic technique to communicate with more and more people. Thus, being in the teaching profession will improve communication skills. As a result, one can interact more confidently with others. Teachers are only one who passes on their knowledge and skills to the young generation

#### Utharamimamsa

Vedanta school is a monistic school of philosophy that believes that the world is unreal and the only reality is Brahman. The three sub-branches of Vedanta are Advaita of Shankaracharya, Vishishta Advaita of Ramanujacharya and Dvaita of Madhwacharya.

Because Mimamsa is concerned with the earlier parts of the Vedas (called the Karmakanda), it is also referred to as Purva-Mimamsa ("Prior Study") or Karma-Mimamsa ("Study of Actions"). Vedanta, which deals with the later portion of Vedic literature called the Upanishads, is called Uttara-Mimamsa ("Posterior Study").

### 14 Enumerate epistemology and its role in education.

Understood as a branched-subject of education, education sciences epistemology seeks to identify a specific statute to assess the validity and



relevance conditions of different types of knowledge that are produced within these subjects and in relation to which they are defined and established.

Reflecting on questions of epistemological nature can help educators to be more intentional in their teaching – allowing perhaps the students themselves to become aware of their own learning process and personal development. This one of the reasons why Epistemology is included in our curriculum.

Epistemologically assessment is an important component of curriculum because it checks to establish whether teaching led to acquisition of knowledge and knowing. On his 'veritistic' view, the fundamental epistemic aim of education is the production of true belief in students, along with the development of student ability to discover new (to them) truths by way of inquiry.

Epistemology plays an important role in detecting learning difficulties in a given field of knowledge and in directing strategies to eliminate them. This quantitative study aimed to get to know the perceptions of 624 students, related to the nature of science and science teaching and learning

## 15 Explain the pioneer of play way methods role in education

The play-way method is a unique method of learning and can be customized as per the child's interests and requirements. Hence, it may vary from child to child. Teachers should develop different customized learning activities by creating a joyful environment and shall plan the activities ranging from simple to complex.

Henry Caldwell Cook (1886–1939) was a British educator known for his book *The Play Way*, which contended that doing was a better learning method than reading and listening, and that youth study through play.

The play-way method is a flexible one based on a child's interest and aptitude. It is unplanned and thus encourages complete freedom of expression. This method rules out grading or marking kids based on parameters, say, for example, home assignments.

Following are few benefits of using play way methodology:

- It makes learning easy and pleasurable.
- Each child is given identical opportunities for participation.
- It develops not only knowledge but also abilities.
- Brings satisfaction at the intellectual level.
- It creates an aptitude learning environment.
- 

16 Explain the democracy and write a comparative account on totalitarianism.

The word democracy comes from the Greek words "demos", meaning people, and "kratos" meaning power; so democracy can be thought of as "power of the people": a way of governing which depends on the will of the people.

Different types of democracies

- Direct democracy.
- Representative democracy.
- Constitutional democracy.
- Monitory democracy

Totalitarianism is a form of government that attempts to assert total control over the lives of its citizens. It is characterized by strong central rule that attempts to control and direct all aspects of individual life through coercion and repression. It does not permit individual freedom.

The 4 types of totalitarianism?

- Totalitarianism.
- Military Dictatorship.
- Autocracy. Totalitarianism vs. Authoritarianism vs. Fascism.

17 Individualism is significant one in this challenging society – write your views

Individualism encompasses a value system, a theory of human nature, and a belief in certain political, economic, social, and religious arrangements. According to the individualist, all values are human-centred, the individual is of supreme importance, and all individuals are morally equal.

A few common characteristics of individualistic cultures include:

- Being dependent upon others is often considered shameful or embarrassing.
- Independence is highly valued.
- Individual rights take center stage.
- People often place a greater emphasis on standing out and being unique.
- People tend to be self-reliant.

Individualism emphasizes personal freedom and achievement. Individualist culture, therefore, awards social status to personal accomplishments such as important discoveries, innovations, or great artistic achievements.

Individualist values include autonomy, freedom, self-fulfillment, assertiveness, and a sense of personal uniqueness. Collectivism is deemed to be more typical of non-Western societies and centers on interpersonal relationships that promote group harmony through appropriate functioning of roles, duties, and obligations.

## PART C

18 Teaching is profession. Write your experience with philosophical point of view.

Teaching, the profession of those who give instruction, especially in an elementary school or a secondary school or in a university. Measured in terms of its members, teaching is the world's largest profession.

Measured in terms of its members, teaching is the world's largest profession. In the 21st century it was estimated that there were about 80 million teachers throughout the world. Though their roles and functions vary from country to country, the variations among teachers are generally greater within a country than they are between countries. Because the nature of the activities that constitute teaching depends more on the age of the persons being taught than on any other one thing, it is useful to recognize three subgroups of teachers: primary-school, or elementary-school, teachers; secondary-school teachers; and university teachers. Elementary-school teachers are by far the most numerous worldwide, making up nearly half of all teachers in some developed countries and three-fourths or more in developing countries. Teachers at the university level are the smallest group.

## Social and occupational status

According to a number of sociological surveys, university professors generally rank high in public estimation, comparable to medical doctors, lawyers, owners of large business and industrial establishments, bankers, and officials of national government. On a scale ranging from 1 (high) to 7 (low), a university professor is ranked 1 in most countries and 2 in others. A secondary-school teacher is generally ranked 2 or 3 on the same scale, sharing the level with journalists, clergy, business managers, accountants, insurance agents, real-estate or land agents, and substantial landowners. A primary-school teacher is generally ranked 3 or 4 on the 7-point scale, on the same level occupied by social workers, office managers, bank clerks etc.

Teaching is a noble profession that comes with so much responsibility and duty towards students. Teachers do not only teach and impart knowledge but inspire and motivate students for life and take important steps in life. They keep working to boost the confidence of students and direct them in the right direction dependent farmers, and foremen.

Teaching is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual and of society. The choice of learning activities whereby the goals of education are realized in the school is the responsibility of the teaching profession.

19 Enumerate the concept of two sides of coin with the interdisciplinary nature of education

Interdisciplinary education makes use of disciplinary approaches to examine topics, but pushes beyond by: taking insights from a variety of relevant disciplines, synthesizing their contribution to understanding, and then integrating these ideas into a more complete, and hopefully coherent, framework of analysis.

Multidisciplinary education is a unique educational approach that allows students to learn and explore distinct subjects or curricula from various disciplines. Education is not limited to a particular discipline. It is a curriculum integration that highlights the diverse perspectives that different disciplines can bring.

- Education and Philosophy
- Education and Psychology
- Education and Anthropology
- Education and Sociology

#### Education and philosophy

The philosophy of education is the branch of applied philosophy that investigates the nature of education as well as its aims and problems. It includes the examination of educational theories, the presuppositions present in them, and the arguments for and against them

Education can be called as the dynamic side of philosophy because philosophy is wisdom; education transmits that wisdom from one generation to the other. Education is the application of the fundamental principles of philosophy. Philosophy gives ideals, values and principles.

#### Education and psychology

Educational psychology is important because it has the potential to help both students and teachers. It provides important information for educators to help them create educational experiences, measure learning, and improve student motivation.

Psychologists working in the field of education study how people learn and retain knowledge. They apply psychological science to improve the learning process and promote educational success for all students.

### Education and Anthropology

Anthropology of education insists that the meanings people make of their own experiences are consequential and should not be ignored. In these ways, and others, anthropological studies make important contributions to the field of education.

philosophical anthropology, discipline within philosophy that seeks to unify the several empirical investigations of human nature in an effort to understand individuals as both creatures of their environment and creators of their own values.

### Education and sociology

Educational sociology focuses attention on the social factors that both cause and are caused by education. It includes the study of factors relating to education, such as gender, social class, race and ethnicity, and rural–urban residence.

Studying sociology should be an important component of your college education, regardless of major, for two reasons: Sociology will enable you to gain a better understanding of the social forces that shape your own life, so that you will be better poised to deal with them.

So these are the various interdisciplinary nature of education.

20 Discuss the educational implications of Paulo Friere and write about his aim, curriculum, method of teaching and discipline.

Freire has done a remarkable job in the development of critical pedagogy. Paulo Freire, a world-renowned educationist, was born (1921-1997) into an ordinary Brazilian family. His childhood was spent in poverty. He worked with poor workers and gained experience in what and why poverty is. Freire became a grammar teacher while still in high school. Even then his intuition pushed him toward a dialogic education in which he strived to understand learners' expectations (Bentley, 1999) . These experiences led him to believe that ignorance, illiteracy and a culture of silence are the result of the prevailing economic conditions, social and political trends in society, which influenced his views on education. In this context, he presented a theoretical and practical outline of critical pedagogy.

Paulo Freire (1970) analyzed society through a combination of religious liberalism and Marxist thought. He called it Critical conscientization. The conscious person thus analyzes the world around him and acts collectively on the basis of what he has achieved after the analysis. The combined form of such work he called praxis. Through his book "Pedagogy of the Oppressed", Freire criticized education as a banking system that stifles learners' creative potential. In this book, he made it clear how people have never learned to think critically about their situation. In his point of view, the banking (conventional) education system is one of the most important instruments for maintaining the culture of silence. He tried to prove such a fact that it is only possible to liberate people from the culture of silence and obscurity of ignorance through education and awareness. Therefore, He advised teachers to be liberal, humanitarian, and



respect the freedom of the learner, and to teach participatory. He initiated the empowerment process based on the policy of utilizing the creative potential of the learners. At the same time, in his view, education should make the learner optimistic and increase correlation. But the critical approach must be strengthened

## Method

The question raised by Freire on the education system and teaching process in the '60s is equally important in countries like Nepal today. In the teaching process, the learner is treated like a thoughtless machine. Some information specified by the curriculum is provided through one-way communication. The learner memorizes limited information, writes in the exam, and is declared to know him. But the learner has not been able to understand the real problem of his life. In other words, a person has become literate but has not become educated. In order to change this situation, the educational process has to start from the learner's experiences, and real-life problems. For this, the critical method based on collaboration with the active participation of the learners and role of facilitator of the educator in the learning process may be the basic condition. Therefore, in the educational process, the teacher must accept the freedom of the learner, and make dialogue strategy the medium of instruction.

## Curriculum

The curriculum should be based on a combination of the learner's different learning experiences and learning meanings. Similarly, the curriculum should also address social issues. The aim of education is to develop in the learner proper knowledge, skills, attitude as well as human values, self-reliance, self-awareness and self-realization in the field related to various aspects of life. Therefore, when planning the curriculum, teachers or curriculum developers

should think deeply about how students will achieve the expected goals of education.

The curriculum planning is based on the idea that there is no single method that can work for all people. Therefore, the curriculum is designed using the experiences of the learners and the realities of their lives (Degener, 2001). In Freire's view, curriculum planning is a completely learners-oriented process that starts with the learner's expectations and desires. He accepts that curriculum development is a continuous process that can be achieved through the mutual participation of educators and learners. Although the role of intellectuals in curriculum planning is also important. They should participate in the process of development and transformation of the curriculum through critical dialogue and reflection on work issues and division of labor.

Based on this perspective, curriculum development is not an upward-down process and all those involved in education and learning process should play their role in educational planning in the best way. From this point of view, education is a means to make people aware, while the status quo of society impedes their mental progress due to political and social conditions (Shim, 2008). In this context, providing of critical consciousness is seen as the starting point of the curriculum forming process from Freire's perspective.

### Role of teacher

According to Freire approach, the educator is a problem poser to learners. He indicates that teachers should be involved in the continuous reconstruction of their own path of curiosity, opening the doors to learning habits that benefit everyone in the classroom. In fact, Learning through problem-solving and practical application allows learners to play a more active role in determining their experiences and positions within society (Dewey,) . Instructors should

empower their learners by creating awareness about the reproducibility of the process of unequal status in school education and offering social institutions (Kincheloe & McLaren, 1994) . Therefore, teachers must have the knowledge, skills, and ability to critique and transform existing inequalities in society. In this sense, they are transformative intellectuals. This transformative intellectual role is related to learning from learners, valuing their ideas, and participating in the dialogue process.

21 Write a comparative study of educational implications of Quran and Bible views on aim of education and discipline.

0 CommentsThe holy Quran is the most sacred book of God (Allah) revealed on Prophet Mohammed for the upliftment, guidance and enrich message to humanity. The philosophy of education in Islam is predicted the teaching of the Quran, which in its several verses extols knowledge, emphasizes its acquirement and indicates the means of acquiring it.

Educational implications of Quran

*Education for all:* In Islam, the duty of seeking knowledge and learning is obligatory for every Muslim. Islam affirms the right to educational discrimination. In addition to the emphasis on knowledge for all in the Quran, women's education is emphasized in many of the *Hadiths* (report of the deeds and sayings of Muhammad). He encouraged the education of members of the most marginalized including slave girls.

*Curriculum:* Islam has not only allowed the study of sciences useful for civics and social purposes, but at times it has actually made it obligatory, and has never inner-directed their study on religious grounds.

*Method of Teaching:* According to the Quran there are various methods of teaching; Teaching by preaching, advice, commandment, Teaching by dictation, The dialogue method, Teaching by examples, Teaching through practice and application, Teaching by repetition.

*Personal Qualities of a Teacher:* The teacher was not merely responsible for the educational activities of the students, but also for the elevation of their moral character and for bringing them into contact with the eternal verities of life. A teacher was to present himself as an ideal before the students and, therefore, it was obligatory on him to be morally irreproachable, may an embodiment of virtues. Some of the qualities that a teacher must need possess according to Islamic ideals are: Fear of God, Dignity and solemnity, Continuity of studies etc.

*Pupil-Teacher Relationship:* The relation of a teacher with his pupils and his demeanor towards them are treated with details in Muslim ethical literature. The basic principle with regards to pupils' teacher relation is the just and equal treatment of his pupils by teacher

*Curriculum:* The Quran Curriculum speaks about several areas such as academic learning, value education, technological proficiency, observation of nature, religious education, activity based education and peace education. Education helps in the complete growth of an individual's personality, whereas instruction merely trains an individual or a group in the efficient performance of some task. The implications for present education system some of which are as follows;

- The curriculum should be such that students should be able to achieve the highest level of academic excellence.
- Education for the promotion of the peace, tolerance, and interfaith harmony.
- Students should be able to get knowledge for the betterment of humanity and society.
- Minute and keen observation and full attention towards nature should be a part of school curriculum since it leads to the awakening of intelligence.

#### Educational implications of Bible;

It is a basic assumption of most Christian educational discussion that it is possible to relate the Bible fruitfully to education. Indeed, in the world of Christian schooling this assumption is presented frequently as a badge of honour, with phrases such as ‘biblical Christian education’ used to indicate the superior scriptural faithfulness of some particular set of proposals. The commendable zeal of such appeals is not always matched by clarity regarding how we are to relate the Scriptures to particular educational practices—in fact at times the devout conviction that there must be such a relationship seems to lead Christian educators to espy it in the most peculiar places. Some Australian teachers working through an MA module on the Bible and education have reported various examples to me. These include an instance of a policy requiring children to wear hats before playing outside in the sun being justified by biblical references to activities occurring ‘in the cool of the day’. There are also instances of scriptural references to the fire of God being brought into a unit on temperature, and even of Jesus’ reference to Peter as a rock being inserted into work on geology.<sup>1</sup> In the light of such curious attempts to relate biblical phrases (with little regard to their canonical meaning) to educational practices which are easily justified on more mundane grounds, it is hardly

surprising that the idea that education should or even could be ‘biblical’ has not gone unchallenged.

The Bible teaches the uniqueness and value of each person as they are made in the image of God, and that humans are relational, having a measure of freedom and responsibility, yet they are affected by sin and in need of redemption and restoration both with God and other people.

Christian education promotes using knowledge to glorify God and to minister to others. Students should learn to obey and serve God more fully so that they may minister to others more effectively. Students must learn to walk in the truth and through faith manifest the fruit of the Spirit in good works.