

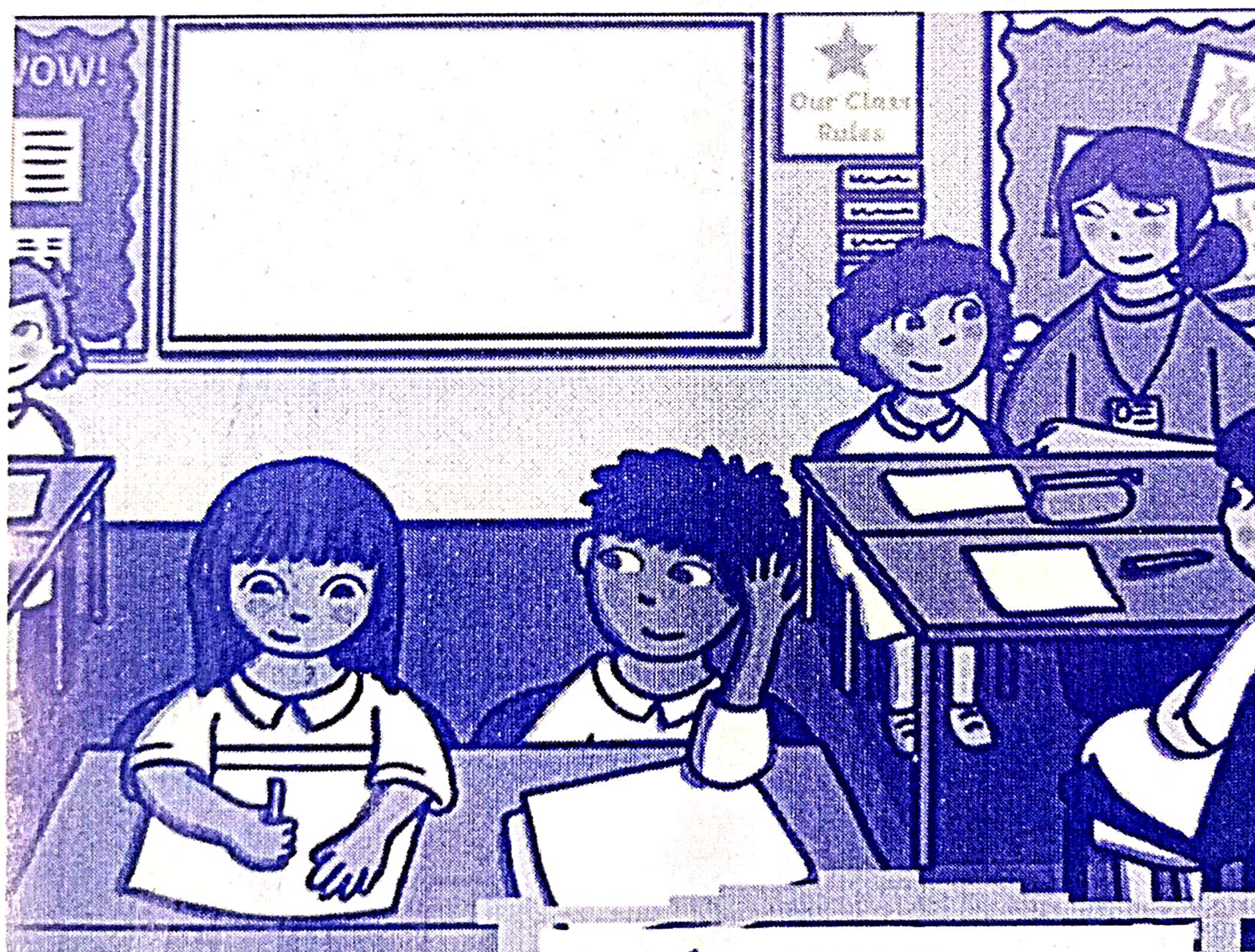
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B.Ed.

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SEMESTER-1

Philosophical Foundations of Education



**NEW EDITION
WITH MODEL PAPERS**

Course - I
I Semester

**PHILOSOPHICAL
FOUNDATIONS OF
EDUCATION**

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COURSE - I
PHILOSOPHICAL FOUNDATIONS OF EDUCATION
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UNIT - I
INTRODUCTION TO PHILOSOPHY
AND EDUCATION

1. What is the meaning of the term Philosophy ?
(OR)

What is the concept of Philosophy?

Ans : Meaning of Philosophy :

The word Philosophy is made up of two Greek words - "Phileo and" Sophia". "Phileo" means love and "Sophia" means wisdom. The term philosophy means "Love of Wisdom". Philosophy is also the practice of making and assessing arguments.

Definitions of Philosophy

The following definitions of philosophy help us to understand the true meaning of Philosophy.

- * Philosophy is a daily activity - Socrates
- * Philosophy is the science of sciences - Brubacher
- * Philosophy is a view of life. It gives a direction to life, offers a design for living - S. Radha Krishnan
- * Philosophy is a point of view, our look on life - Kilpatrick

2. Discuss the nature of Philosophy.
(OR)

Explain the nature of Philosophy ?

Ans : The nature of Philosophy in one sense is philosophical. It explains the philosophical problems, philosophical attitude and philosophical activities.

- ✽ Philosophy analyzes the foundations and presuppositions underlying other disciplines.
- ✽ Philosophy attempts to develop a comprehensive conception or apprehension of the world.

✽ Philosophy studies and critically evaluates our most deeply held beliefs and attitudes; In particular, those which are often held up critically.

3. What is the scope of Philosophy ? (OR)

What are the co-areas of Philosophy ?

Ans : Scope of Philosophy : The scope of Philosophy is basically on three aspects. They are

1) Metaphysical problems :
The problems of reality are solved by different philosophers in different ways. There are three basic aspects of reality a) God b) Self, mind and body c) World - Dalton atoms.

2) Epistemological problems :
The universe is full of knowledge. We have a number of problems like the questions concerning man's life, place and prospects in the universe.

3) Axiology :

It is a study of values and value judgments.

4. Briefly Explain the term "Education". (OR)

Define meaning of Education.

Ans: Meaning of Education : The word "Education" is derived from the Latin roots as under

1. Educatum	To train, act of teaching or training
2. Educere	To lead out, to draw out
3. Educare	To bring up, To raise, to educate

The Latin word 'Educatum' Means to train.

'E' means from inside and 'DUCCO' means to draw out, to lead out or to bring up.

Definition of Education :

* Education means the bringing out of the Ideas of universal validity which are latent in the mind of every man. "Socrates"
* "Education means the manifestation of the divine perfection, already existing in man". - Vivekananda

* "Education is a natural, harmonious and progressive development of Man's Innate powers".
"Education is complete Living"
- Pestalozzi

5. Explain the nature of "Education". (OR)

Describe the nature of Education.

Ans: There are several ways of explaining the nature of education. Education deals with knowledge which leads to quality of understanding.

Nature of Education :

Education is a systematic process: It refers to transact its activities through a systematic institution and regulation.

Education is a life - long process: An education begins from birth and it ends till death.

Education is deliberate: Education involves care and guidance.

6. Discuss the scope of Education ? (OR)

What is the scope of Education ?

Ans: Scope of Education: Education is a comprehensive concept which comprehends the knowledge obtained through Newspapers, radio, T.V. and other Means, in addition to the formal education provided in colleges. Briefly, the scope of education is as follows :

General Education : It aims at developing the general qualities of the child, so that its personality can develop and it can become capable of adjusting to its environment.

Specific Education :

Specific education plays a very important role in a nation's development because it provides specially trained personnel in every field who can serve society and enhance the welfare of the nation.

Philosophy of Education :

Philosophy determines all the aspects of education - nature of education, curriculum, method of teaching, evaluation etc and education makes them practical

Sociology of Education :

Sociology of education may be defined briefly, as a study of relation between education and society. This branch of study deals with the aims of education, methods of teaching, economic, cultural and religious force of the society in which they take place.

Education Psychology :

Teachers at present should be equipped with those psychological skills and competencies which are badly needed for the guidance of learning, growth of the child.

Economics of Education :

It helps for the teachers to understand the demand of education returns in education, problems of financing education

7. What is the meaning of the term Philosophy of Education?

Ans: The word Philosophy literally means love of wisdom. It is derived from two Greek words i.e phileo (love) and Sophia (wisdom). This tells us something about the nature of philosophy, but not much,

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because many disciplines seek wisdom. There are different schools of philosophy depending on the answers they seek to the question of reality.

8. **What is the nature of Philosophy of Education?**
(OR)

Describe the nature of Philosophy of Education?

Ans: Educational philosophy is applied philosophy. Educational philosophy provides the educator with perspective from which he can see new dimensions of the problems. The three - fold nature of educational philosophy can be stated as follows.

a. **The speculative nature of educational philosophy:** The problems of education sometimes center round such theories as those relating to the nature of man, society and the world.

b. **The prescriptive nature of educational philosophy:** The ends and means of education are prescribed by educational philosophy.

c. **The critical and analytic nature of educational philosophy:** Educational philosophy examines the rationality and consistency of educational ideals, the logic and adequacy of educational concepts and helps in the elimination of the inconsistencies in educational theories.

9. **Discuss the scope of Philosophy of Education.**
(OR)

What are the different branches of Philosophy?

Ans: The scope of application of philosophical thought to educational issues is limitless. There is always disagreement on several issues of education.

The following are some of the areas of educational philosophy.

* The first and foremost educational issue is the aims of education. * Another important controversial issue is curriculum.

10. **Write a short note on types of Education.**
(OR)

Explain the types of Education.

(OR)

What are the types of Education? List them out.

Ans: Education may take into different forms or types on the basis of emphasis on its different aspects that is curriculum, methods of teaching, role of teacher and taught, concept of discipline etc. These

3)

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Philosophical Foundations of Education

are some of the broad divisions or typology which serve different purposes.

Formal and Informal Education : Formal Education is that education where according to pre determined aims and methods of teaching.

Informal education is natural and incidental. There are no predetermined aims, curricula, methods, teachers and places where children receive informal education.

Direct and Indirect Education :

Direct education is that education in which the teacher and the child are face to face and predetermined doses of knowledge are given to the child in a specific way during a specific duration of time.

Indirect education is not a predetermined plan. It has no aims, no methods and no fixed duration of time.

General and Specific Education : General education is also called liberal education. The aim of general education is imparting general education for all children upto a certain stage.

Specific education has specific aim. The aim of specific education is to prepare a child for a specific vocation.

Individual and Collective Education :

Individual education is that education which is provided to each child separately according to his interests, need collective education is imparted to group.

Active and passive education: Active education is resulted in direct and face to face interaction between the teacher and the taught.

Passive education, results simply in receiving knowledge, information, experiences through different media and means without the physical presence of the teacher.

Milieu Education and self - Education: Milieu education takes place automatically while interacting with the social environment which are known as education by contagion or touch e.g we learn to walk on the left side of the road.

Self education, on the other hand, is persuaded by the individual through his own efforts from formal and informal education.

11. **What are different types of academic education? Explain.**

Ans: Academic education can be divided into the following types :

Elementary Education: Also known as nursery education.

Elementary education is the first step towards formal education. It includes nursery school and kindergarten.

Pre-school education: Children of pre-school age, if their parents wish, are educated in nurseries (up to 3 years) and Kindergartens (up to 6-7 years).

Primary education: Primary education starts from the age of 5 or 6 and continues on for the next 5 to 8 years.

Secondary education: Secondary education is the final stage that a child undergoes in a school during his adolescence.

Higher education: Higher education is a non-compulsory level of education.

12. Discuss the functions of Educational Philosophy.
(Or)

What are the functions of Education? List them out.

Ans: The meaning, definitions, characteristics, needs of educational philosophy reveal its functions which are as follows:

- * It provides the answers of the basic current questions related to education and society.

- * It prepares young generation for future life.

- * It provides the solution of educational problems by employing philosophical thinking and approach or out look.

- * It includes the universal values and social norms in the process of education.

- * It develops the education system to fulfil the national needs and requirements.

- * Development of suitable leisure time activities * Creation of social efficient individuals * Developing values of emotional integration

- * Involvement in social welfare * National development * Sublimation of instincts

13. Explain the relationship between Education and Philosophy.
(OR)

Discuss the relationship between education and Philosophy.
(OR)

(OR)

What is the relation between Philosophy and Education?

Ans: Philosophy and education both aim to impart knowledge of the truths and realities of life and develop the child accordingly. Both philosophy and education are integrally and interdependently related to each other.

The following statements give better understanding of the relation between philosophy and education.

* Philosophy and Education are two sides of coin - "ROSS".

* Education is dynamic side of Philosophy - Johnadams

Education is dependent on philosophy due to following reasons

Philosophy determines the real destination towards which education has to go :

Spencer has rightly remarked - "True education is practicable only by a true philosophy". Philosophy determines the goal of life and also provides suitable and effective guidance and supervision for education to achieve that Goal.

Philosophy determines the various aspects of Education:

"Philosophy and education are like the sides of the same coin, present different views of the same thing and that one is implied by the other" - ROSS

Philosophy has been influencing all aspects of education since the very beginning and will go on influencing education for all times to come.

Great philosophers have been Great Educationists also:

All great philosophers have employed education as a means to translate their philosophical ideas into practice for the people to follow and develop themselves.

Philosophy is dependent on education due to following reasons:

Education is the dynamic side of philosophy :

It is obvious that philosophy provides the purpose or the aim and education makes it practical.

Education is a means to achieve the Goal :

* "Education has no time to make holiday till all the philosophical questions are once for all cleared up" - Herbert

Philosophy determines aims of education, curriculum, methods of teaching, nature of text books, evaluation etc.

14. Explain the educational aims in modern India.
(OR)

(OR)

What are the aims of Education?

Ans: Aims of Education : A purposive activity should proceed according to a set of goals or aims. An aimless activity produces no results. Education, which is a historically important activity in all countries, should have aims. The aims of education have been developed by thinkers in different countries over centuries. They are varied and many developed according to their philosophies of life and

philosophical Foundations of Education according to the collective philosophy of the nations. To understand them, we classify them into different groups.

Classification of Aims: There is no one comprehensive classification of aims of education. The following two types of classifications are generally accepted.

1. Philosophical classification : Philosophers generally classify aims into two categories. They are:

i. Universal Aims : The aims of education, which are necessary for all countries at all times are called Universal Aims. Ex: Knowledge aim, Moral Development aim.

ii. Particular Aims : Those aims of education, which change from country to country and time to time, are called Particular Aims of education. Ex: Development of Democratic character, Secularism etc.

2. Sociological classification: This classification is generally followed in textbooks on Sociology of education. In this classification also aims are discussed under two categories. They are:

i. Social Aims: These aims are intended to promote collective well being of the community. Those who consider that individual has no existence outside the community, give priority to social aims. Socialist and Communist nations like old USSR, and the present day China give emphasis to social aims in their planning of education. Ex: Loyalty to the society / nation / patriotism, cooperation, tolerance.

ii. Individual Aims : The aims of education which are intended to promote the welfare of the individual members of the society are called Individual Aims. Ex: Entrepreneurship, Individual Aims.

Educational sociologists however list out the following as determinants of aims of education.

1. Government.
2. The society including the parents.
3. The history and culture of nation.
4. Organisational philosophy of Educational institutions and teachers.
5. Students.
6. Psychology of learners.

1. Knowledge aim : Aristotle, Bacon and Comenius were in favour of the knowledge aim.

11. Aim of Education for Harmonious Development: Pestalozzi considered education as the natural, harmonious and progressive development of man's innate powers. Pestalozzi and Froebel based their educational aims on the interests and capacities of the child. According to Pestalozzi education must prepare the child for life so that he can live happier and more virtuous life than before.

III. Aim of Complete living : Herbert Spencer was of the opinion that education must make a contribution to the complete living of the individual. In order to attain the aim of complete living, he presented a list of activities that are to be gone through in the teaching of the different subjects. He tried to determine the relative value of different subjects by assessing the extent to which they introduce the child to these activities. They are:

1. Self - Preservation.
2. Rearing and discipline of children.
3. Social and political duties.
4. Enjoyment of leisure.

Any subject is to be considered worthwhile only when it introduces the pupil into these activities. He wanted to judge each subject from this standard.

15. Why the study of Philosophy is necessary for teachers?

(Or)

How is the knowledge of educational Philosophy helpful for the teacher?

Ans: The uses of Educational Philosophy are clearly stated by G.F. Kneller as follows:

1. Educational Philosophy liberates us from the hold of unexamined attitudes and leads to think rationally on educational issues. It helps the teacher to consolidate the existing facts and theories and understand the educational theory and solutions suitable to the time and place and type of institution.
2. Educational philosophy gives direction to educational practices.
3. It provides larger perspective to problems of education. Such a perspective is very essential for the teacher to understand and carryout whole - heartedly some critical educational policies. For example, to an unsophisticated teacher or student the principle of Egalitarianism and the principle of reservations (protection of minority rights) appear contradictory. But when these are understood from the larger background of the traditional inequalities in Indian society and philosophy of positive action towards social justice, the contradictions will disappear. On the other hand, if the teacher has a narrow outlook of egalitarianism then he will interpret all the policies and special benefits provided to certain classes of people as mischief of the government to buy support of some sections of people. Such teachers are the cause for failure of some educational policies in implementation.
4. Educational philosophy stimulates the thought processes of the

teacher and improves the quality of his teaching.
5. One important role of the philosophy has been to develop sensitivity to the logic and language used in constructing solutions to problems, whether in education or in other fields of life.

16. What are the aims of education according to NCF 2005?

Ans : Aims of education according to NCF 2005:
Promoting universal understanding. * Promoting social mobility.
Promoting universal understanding about values. * Depending on logical thinking. * Promoting concernedness about values. * Depending on logical thinking. * Creating aesthetic sagacity.

17. Write about recommendations of University Education Commission (1948).

Ans. University Education Commission (1948) is also known as Radhakrishnan Commission. This commission recommended mainly on University education of the country.

The following aims of education are recommended by university education commission.

* To provide vocational education. * To motivate for more and more knowledge * To know the real meaning of life.

18. What are the recommendations of Secondary Education Commission (1952-53)?

Ans. Secondary Education Commission (1952-53) is also known as Mudliar Education Commission. The chairman was Laxmana Swamy Modliar. This commission recommended on school education. The following are the aims of education recommended by the Secondary Education Commission:

* Improvement of vocational efficiency. * Development of personality. * To train in the art of living efficiently.
* Development of leadership qualities.

19. Write a note on recommendations of Kothari Commission (1964-66).

Ans. Kothari Commission or Indian Education Commission (1964-66): This commission was recommended following:

i) Increasing productivity. ii) Achieving social and national integrity. iii) Accelerating the process of modernization. iv) Cultivating social, moral and spiritual values.

Based on above discussion it is clear that aims are very important in effective and healthy process of education. All the teachers, educationists should involve actively in this process.

20. Explain the determinant factors of aims of education.

Ans. Aims are related to the needs of the individual and the society. Following factors are effective determinants of aims of education.

1. Culture also one of the important determinant factors of aims of education.
2. **Philosophy of education:** Philosophy of life is one of the determinant factors of aims of education.
3. **Political system:** The political ideology is also one of the important determinant factors of aims of education.

PREVIOUS QUESTIONS

SHORT ANSWER QUESTIONS

1. What is the meaning of the term philosophy? (YVU Feb. 2019, Ambedkar Univ. Dec. 18)
2. Briefly explain the term "Education". (Krishna Univ. 2016)
3. What are aims of Education? How can they be classified? (YVU Feb. 19)
4. Which aims of Education are related to modern system of Indian Education? (Krishna Uni. 2016)
5. What are the different branches of philosophy? (Nannaiyah Uni - 2017)

ESSAY QUESTIONS

1. What is the scope of Education? (Ambedkar Univ. Dec. 2018)
2. Explain the nature of Education. (Krishna Uni. 2017)
3. What are the co-areas of philosophy? (YVU Feb. 2019)

INDIAN EDUCATION : HISTORICAL PERSPECTIVE

1. Write briefly about the ancient system of Education. (OR)
Write about the ancient traditional education in India.
Ans: Ancient period, education was basically spiritual in nature. Education was considered as part of worship.

Aims: The vedic system of education had two aims. They were (a) Aihika which means preparation for the life in this world. (b) Amushmika which means preparation for the other world.
Curriculum: In the early Vedic period the curriculum was uniform.

Methods of instruction: Recitation was the only method until scripting was developed.

2. Describe the vedic system of Education. (OR)
Write the salient features of the vedic system of Education.

Ans: Introduction : The ancient Indian education emerged from the vedas, because the vedas are the source of Indian philosophy of life. Veda means "Knowledge".

Objective of Vedic Education:

The main objective of vedic education was the development of physical, moral and intellectual powers of man and to achieve salvation through it. According to Shri A.S. Altekar there are six main objectives of ancient Indian education, which can be categorized under following heads. a) Incultation of a spirit of piety and right awareness. b) Preservation and spread of ancient culture. c) Development of personality. d) Formation of character. e) Promotion of vocational efficiency. f) Incultation of civic and social duties.

System of Education: These institutions were situated in the calm and silent atmosphere of the hills and forests. Learning was almost monopolized by the Brahmins.

Curriculum: Here the students are taught both kinds of knowledge - a) Paravidya: Relation between God and self. b) Aparavidya: Ethics, Vedangas, Astronomy etc.

Methods of teaching: Discussion is the popular method during vedantic period. Mostly individual methods are used.

Teacher - Pupil relationship: Teacher was a model before the students. He was the symbol of purity. The teacher was regarded as the main source of inspiration for the student.

3. Explain briefly Buddhist Education. (OR)
Explain the chief characteristics of education during the Buddhist Period.

Ans: Introduction: Jainism is much more ancient faith than Buddhism. Jinas or Thirthankars are founders of Jainism. There are 24 Thirthankaras in Jainism. Rishabnath was founder of Jainism and first Thirthankara. The last Thirthankara was Vardamana Mahaveera.

Aims: Liberalism is implied in Jaina system of education. This system stresses social, economic, moral and spiritual aims of Education.
Curriculum: Jaina curriculum includes social sciences, natural science, moral education, vocational education and various co-curricular activities and yoga exercises.

Methods of teaching: This system emphasized socialised techniques, experiments, learning by doing, coordination etc.

Teachers: In Jainism Gurus are considered as Gods.

Discipline: Self discipline and Self - restraint.

4. Write the features of Education of Jaina period ?
Ans:Aims of Education

1. Truth is relativistic and pluralist, in a state of 'may be' knowledge, therefore may be viewed differently. Nothing fixed.
2. Self-realisation as jiva is divine. Education must focus on his divinity and remove the material bond of soul.
3. Education should lead to self-enlightenment and restore the full powers of jiva.
4. Development of personality as an individual. Hence, more stress on individual aims.
5. Teaching should give necessary jnana and penance to help jiva.
6. Cessation of karma would disassociate jiva from it and regain its power and glory. Teaching must help to train one for it.
7. Believers in transmigration of soul, hence education may partly be the preparation for the next world.

Curriculum

1. Punya and paap are the two principles of the nine categories. Hence, education should develop sense of discrimination.
2. Education should include provision for attainment of Tri-ratnas, the precious principles of life that bring happiness, success and love here and now.
3. Education should inculcate non-violence as a virtue, practiced

- and not only aspired for that would be socially desirable.
- Teaching of nine principles called nine categories of Jainism to dissolve the partnership between soul and matter.

Methods of Teaching

- Knowledge is through senses and medication. Teaching must develop these facilities.
- 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: 1. Emphasis on self-discipline and hard work.

Explain Islamic Education System in India.

- Ans:** In the Middle Ages the main rivalry was between Hindus and Muslims. After Mohamed Ghazni invaded our country and after establishing permanent empire in India, Muslim rulers introduced a new system of education. This is known as Islamic System of Education. Gradually Bhuddhist and Jain education systems of education. This is known as Islamic System of Education. Gradually Bhuddhist and Jain education systems disappeared in India. The Aryan and the Islamic systems survived until the advent of the British.

In Islamic system of education, education was organized in two types of schools.

1. Maktab - Primary education

2. Madarsa - Higher education

The schools were attached to Mosques. Income of these schools is donations by the king and rich people in the society. The religious gurus - Mullahs and Peshi Imams used to act as teachers in the early Muslim period.

In Muslim society they used to celebrate one function called Bismilla to the child after completion of 4 years and 4 months on the fourth day. After completing the function the child has to attend the primary school.

Objectives of Education

- Improving worship and fondness towards Muslim culture and religion.
 - Preparing people to lead Muslim life.
 - Preparing students to lead life in another world like paradise.
 - Cooperating people to perform their jobs and professions.
 - Giving support to government for its smooth functioning.
- 1. Cooperation from the side of rulers :** Muslim rulers gave big helping hand for the development of education in the country. They

established special educational institutions, universities and aided them with necessary and sufficient funds. Even landlords in the country did much for the expansion of education system in the country.

2. No control by the state : Like Vedic system of education, control by the state over education system is completely detached. Even though, some people worked against this policy.

3. Impact of Religion : S.S. Mukharjee said that the Muslim system of education was totally dependent and designed on the grounds of religion. Educational objectives, curriculum, Students' dairy and related aspects were completely guided by religion.

Moreover, all the educational institutions were opened only in major cities of the country. Mathematics, Science, Arithmetic, Economics, Political Science, grammar were main subjects in this system.

4. Student-Teacher relation : Like Vedic period Buddhist period student teacher relations were maintained. Students used to obey the orders passed by the teachers and teachers used to treat their students as their own children. Moral and code of conduct were strictly maintained to improve the personality of the students.

5. Admission - Entry into Education : In the Islamic Education system, unlike the Buddhist education system needs have to live with his teacher in a monastery. He can go to school every day from his home. Schools were organized in the masjids itself. The religious preacher himself was the guru. The students are also tight to reads 'Sandhname' (moral principles) and 'Amadhaname' (stories) written by the poet, 'Savdhi'. Once the students learn by heart the above two, they are taught to write and learn the Arabic and Persian scripts.

Madrrasah - This can be compared to secondary schools. Here, the students are impaled higher education.

Madrashnala - This can be compared to schools at present. In these schools varied religious texts are studied.

6. Organization of Islamic Education: " The Muslim rulers encouraged intellectual discourses. The king has no control over education. The educational institutions were dependent on the communities. Education was imparted in the masjids. The religious heads (Imams, Moulis) were free to preach and themselves were teachers.

7. Aims of education : Islamic education has broadly two principle aims.

- To prepare an individual as a land mohammadheyhan while simultaneously preparing him for a practical life.
- To prepare an individual for salvation.

Objectives Prepare an individual for real life through practical knowledge.

1. Prepare an individual for real life through practical knowledge.
2. Promote character building.
3. Promote character building (purposeful life)
4. Motivate him for a meaningful life (purposeful life)
5. Motivate him for the perusal of higher education.
6. Motivate him for the perusal of higher education.

Curriculum enables the learner, the ability to read Quran for the sake of prayer at the primary level. Arabic and Persian scripts were taught and also arithmetic in Arabic numerals.

At madrasah, grammar, general mathematics, natural science, astronomy, Muslim law and medicine were taught as subjects.

At madrasah religious texts, rituals and Vedanta are learnt. Evaluate the educational philosophy of Tagore. (OR)

What are the thoughts of Education according to Ravindranath Tagore? Explain. (OR)

What are the educational objectives, educational philosophy of Rabindranath Tagore?

Ans: Life sketch: Ravindranath Tagore was born on 06-05-1861 in Bengal in an educated, rich and respected family. Tagore got education mostly at home by self - study. He translated his world famous work "Gitanjali" into English which brought him Nobel prize in 1913. On 22 nd. September 1921, he established the famous 'Vishwa Bharati'. From 1921 to 1941 the poet laboured hard to add new Bhavans to his institution such as Kala Bhavan, Cheena Bhavan and others.

Tagore's Philosophy of Education:

Rabindranath's philosophy of Education is connected with his philosophy of life. His educational philosophy may be discussed under the following heads:

- * The medium of instruction should be mother tongue.
- * During education, a child should enjoy full freedom.
- * Child should be educated in the laps of nature far away from towns.

* Children should be provided full freedom to live in natural environment and learn by doing or their own experiences.

Aims of education: The following lines we discuss the chief aims of education as advocated by Tagore.

a. Physical development: To develop the child physically by providing various physical activities such as games and sports.

b. Mental development: To promote mental development by providing more activities.

c. Moral and Spiritual development: To promote the moral and spiritual development of the child through self discipline, tolerance.

Curriculum: Curriculum includes history, geography, agriculture, arts and technical subjects. Co-curriculum includes singing, dancing etc.

Methods of teaching: Tagore advocated question-answer, discussion method of teaching. He believed that "Teaching while walking is the best methods of education".

Teacher: Tagore gave a very important place to teacher in his scheme of education. He has compared a teacher with a lamp which is burning on its own flame.

7. Discuss the Philosophy of Education according to "Aurbindo". (OR)

Explain educational philosophy of Aurbindo. (OR)

What are the thoughts of Education according to Aurbindo Ghosh? Explain.

Ans: Life: Sri Aurobindo Ghosh was not only a great philosopher but an eminent educationist also. He was born 15-8-1872 in Calcutta. His idealistic philosophy of life based on Vedanta philosophy of Upanishads.

Basic principles of Educational Philosophy: The basic principles of Shri Aurobindo's educational philosophy are given below-

1. Education should be child centered.
2. Education should develop consciousness.
3. Education should train the senses of child.
4. Subject of education should be interesting.
5. Education should be imparted through the medium of mother-tongue.

Concept of education: According to him our education should be in accordance with the needs of our real modern life. Aurobindo thus writes - "Education to be true must not be a machine made fabric, but a true building or living evocation of the powers of the mind and spirit of human being".

Aims of education: According to Aurobindo, the aims of education are given below-

1. Physical development and purity.
2. Development of senses.
3. Mental development.
4. Development of morality.
5. Development of conscience.
6. Spiritual development.

Curriculum: Primary stage: Curriculum includes mother tongue, English, History, General Science.

Secondary stage: English, mother tongue, arithmetic, Psychology,

Social Sciences.

University stage: Indian and western philosophy, Sociology, Chemistry, Physics.

Methods of teaching: Aurobindo has laid stress upon the following principles of methods of teaching- a) Freedom of child b) educational according to the nature of child c) love and sympathy for the child d) education through self-experience.

Place of teacher: About the teacher Aurobindo has himself written- "The teacher is not an instructor, he is a helper and guide. His business is to suggest and not to impose."

8. **Discuss Gandhiji's philosophy of Education in detail.**
(OR)

Mention the Salient features of Gandhiji's basic education.
(OR)

What are the thoughts of Education according to Mahatma Gandhi? Explain.

Ans: Life: Gandhiji was born on 02-10-1869 at Porbandar. Gandhi went to South Africa in 1893 to work as an assistant lawyer. He died on 30-01-1948.

Philosophy of life: Gandhiji's philosophy of life is based upon the philosophy of Idealism. He believed in God implicitly. His philosophy of life has four elements namely truth, non violence, fearlessness and Satyagraha.

Basic principles of educational philosophy: The following are the basic principles of Gandhiji's philosophy of Education - * there should be no place for English in the education of a child. * education should be made self - supporting through some productive work. * The medium of instruction should be mother tongue. * Education should lead to economic independence and self - reliance for livelihood.

Meaning of Education: According to Gandhi "Literacy is neither the beginning nor the end of education. This is only a means through which man or woman can be educated".

Aims of Gandhian Education: Gandhiji has divided educational aims into two categories as

1. **Immediate aims of Education:** Immediate aims of Gandhiji's education are given below:

a) **Vocational aim:** Gandhi wished that each child should earn while engaged in learning and gain some learning as he is busy with earning.

b) **Cultural aim:** Gandhi wished that education should develop

Indian culture hence he advocated that together with vocational education, cultural advancement should also be achieved.

c) **Perfect development aim:** Gandhiji insisted that education should develop all aspects of individuality harmoniously.

2. **Ultimate aim of Education:** According to Gandhiji, the ultimate aim of education is to realize god. Gandhiji himself writes "To develop the self is to build character and to prepare the self for complete realization and realization of Godliness".

Curriculum:

Gandhiji's scheme of education is known as basic education. It's curriculum is activity centered. In this activity centered curriculum, Gandhiji included mother tongue, basic craft, sociology, Art, music etc. **Methods of teaching:** He emphasized the importance of the following principles in his method of teaching -

1. To achieve mental development, training of senses and parts of the body should be given. 2. Reading should precede the teaching of writing. 3. More opportunities should be given to learning by experience.

Discipline: Self - discipline, freedom is essential.

9. **Discuss the philosophical thoughts of Jiddu Krishna Murthy.**
(OR)

Explain the concept of Education according to Jiddu Krishna Murthy.
(OR)

What are the thoughts of Education according to Jiddu Krishna Murthy? Explain.

Ans: Jiddu Krishnamurthy was an eloquent speaker and a great thinker and philosopher. He was deeply interested in education and in schools. He founded eight schools in different parts of the world. His views on education are contained in his book education and the significance of life.

Aims of Education: Krishnamurthy often stated that the purpose of education to bring about freedom, love, "the flowering of goodness" and the complete transformation.

Curriculum: The lower school is run based on Krishnamurthy's philosophy along with a curriculum of science and humanities. Higher classes follow a standard ICSE curriculum.

Main features of the educational philosophy of Krishnamurthy:

Integral education: According to him, "The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole". Education according to him was a transformation of human mind and creation of new culture. Education must free the mind and spirit of children.

Educator's role: The teacher himself should be a properly integrated human being. For a true teacher, teaching was not a technique but a way of life

Responsibility of the parents: Krishnamurthy said "The problem is not the child but the parent and the teacher, the problem is to educate the educator".

10. Explain educational philosophy of Ambedkar?

Ans: Ambedkar was very much influenced by Dewey's ideas on scientific method, experimental approach, democracy and pragmatism in the field of education. The influence of John Dewey on Ambedkar appears to be deep and permanent. He says that education is one of the basic needs along with food, clothing, shelter and medicine. He was very particular in developing the primary education. His educational contribution starts on a wider scale of educating classes as well as masses starts. For him, education was the main key to open the doors of light, vision and wisdom.

The basic theme of his philosophy of education is inculcating the values of liberty, equality, fraternity, justice and moral character among the boys and girls of all shades. He had contributed a great deal to the cause of education. Education is a vital force for individual development and social change.

Education of women: He said that the new generation should believe in the brotherhood of man and fatherhood of God. God is one so there should be no contrast between man and woman. To him, Women education is a great requirement of our society. She can change their home with neat and clean work.

His Vision on Dalit Education: He envisaged that education was an instrument for the change of the lives of untouchables. He declared that the elevation of the depressed classes was recognized to be the cause of all the enlightened people in the country. He thought that education would enlighten his people and bridge the gap between the rich and the poor to which the untouchables belong.

Upliftment of backward class: He had given prime importance to education. He further added that, "The backward classes have come to realize that after all education is the greatest material benefit for which they can fight.

Upliftment of the depressed classes For the upliftment of the depressed classes, he developed a programme of education as a part of the general manifesto of Indian Labour party before the general elections of 1937. To eradicate the illiteracy, he emphasized the necessity of full and compulsory and liberal education.

His Philosophy on Higher Education: He said, "Higher education, in my opinion, means that education, which can enable you to occupy the strategically important places in State administration. Brahmins had to face a lot of opposition and obstacles, but they are overcoming these and progressing ahead". He emphasized on practical value of the things. His ideas and educational doctrines have been successfully demonstrated through the age, sex, through the best educational system of the world and their cherished ideals have already been incorporated directly or indirectly into educational system of modern India. His philosophy has great ideas for practical fulfillment. He gave importance to modern education for their betterment.

11. Explain educational philosophy of Moulana Abdul Kalam.

Ans: Moulana Abdul Kalam Azad was born on November 11, 1888 at the holy region of Mecca in Saudi Arabia.

Philosophy of life: Moulana Azad was a man of perfect personality, imbuing pure ideals and a seer. He firmly trusted that ideals mould man an Olympus. He recognized the importance of nationalist perspective in India, a country of diversity. He stood an icon of nationalistic perspective. On one of the occasions, at the meeting of National Congress he spoke, "Although I have a special entry as a Muslim in the society, I feel proud of being an Indian and indivisible part of the country".

Philosophy of Education: Azad stressed realism in education and his ideals are -

1. The democratic way of education is welcome to make the fruits of education available to everyone in the country.
2. Education should always be achievement-oriented. Such achievement oriented education leads to democracy.
3. Elementary education should be generalized and adult education should be developed. Participation of women in education should be enhanced and then only illiteracy can be rooted out.
4. Sources of education should be open to all without the barriers of caste.

Objectives of Education

1. **Making of man:** According to Azad, the objective of education is to formulate man. It makes man know his unlimited capabilities. Along with education, home, religion and the teacher play a vital role to make man virtuous. Such values as faithfulness, justice, equality, dignity towards women, courage and modesty are essential for character building and it is possible through education.
2. **Standardization of democracy:** If we want to stabilize

democracy in the country, it will be possible through education only. It is a wonderful fact that education makes a person recognize his neighbour as a man like him. It is useful to learn how to respect the opinions of others, how to follow the law and order and how to utilize rights and perform duties.

3. Integral development: Education promotes proper and balanced development in man. It is possible through education only that man achieves physical, mental, intellectual and scientific enlightenment.

4. National prosperity: The progress of education, science and technology is essential for national prosperity. Azad intended that higher technical education should satisfy the needs of the nation and create self-substance. In the year 1951, at the inaugural function of IIT, Kharagpur, Azad, while addressing the gathering, expressed his wish that the education of India should guide the world nations.

5. National integrity: India is a country of high culture and traditions within the frame of diversity. In such a country, If National Integrity is to be enhanced; it will be possible through education only.

6. Plan of education: 1. The plan of education should satisfy the local needs. 2. It should be formed according to various educational stages. 3. In elementary education, self-sustaining experiences should be introduced.

12. What is NCF 2005? Write its features. (OR)
Write the salient features of NCF - 2005.

Ans. The draft of NCF 2005 is the labour of love of a National Steering Committee of 35 eminent educationists and 21 National focus groups comprising teachers and educationists from across the country. NCF - 2005 proposes five guiding principles for curriculum reforms and development.

They are : 1. Enriching the curriculum so that it goes beyond text books. 2. Connecting knowledge to life outside the school. 3. Ensuring that learning shifts away from rote memory. 4. Making examination more flexible and integrating them with class room life. 5. Nurturing an overriding identity informed by caring concerns with in the democratic polity of the country.

13. What are the recommendations made by APSCF - 2011 regarding teacher education? Explain.

Ans. For the professional development of the teachers, APSCF - 2011 thought that training programmes are good resources. A.P.State curriculum frame work proposes the following.

✽ Training impacts studies, external evaluation should be done

for the better results of the training. ✽ Provide basic facilities at school complex. ✽ MRCS and DIFET to emerge as the training and resource centers. ✽ Study culture should be inculcated among teachers. For this purpose, school libraries should be strengthened.

14. Discuss the education during modern period.

Ans. Development of modern Education: ✽ In 1791, a Sanskrit college was started in Varanasi by DUNCUN for the study of Hindu philosophy and laws. ✽ The Charter Act of 1813 was the first step towards education being made an objective of the government. ✽ In 1835 the Elphinstone College (Bombay) and the Calcutta Medical college were established.

15. What is Astanga Marga?

Ans. The eight fold path was given in "Astanga Marga". 1. Right speech 2. Right conduct 3. Right livelihood 4. Right effort 5. Right mindfulness 6. Right meditation 7. Right knowledge 8. Right resolve.

16. What are the results of the British rule in India?

Ans. The results of the British rule in India are ✽ Education was organized in grades and types following the British system of education. ✽ Education was recognized as the responsibility of the State. ✽ English became the medium of instruction and official language in place of Sanskrit. ✽ The principle of secularism was introduced in to the education system.

17. Discuss in brief the recommendations made by APSCF - 2011 with respect to system reforms.

Ans. To attain good functioning of school management committees SCF recommends the following: ✽ Parents and committee members do not defeat self - confidence of the teacher. ✽ SMC and teachers sit together to develop school development plans and utilization of resources properly. ✽ Make exposure visits to the schools that developed with the help of society participation.

18. What are the key principles of SCF - 2011?

Ans. Following are the key principles of the A.P.State curriculum frame work.

✽ Connecting knowledge to life outside the school.
✽ Keeping the potential of the child to learn always in focus.
✽ Locating classroom practices in the languages and cultures of children.

19. What are the merits of ancient system of education?

Ans. Merits: ✽ Free education ✽ Individual instruction ✽ Importance given to character development.

29. **Write the salient features of Hartog commission in India.** **Ans. Objectives:** To survey the growth of education in British India. **Recommendations:** 4 years should be devoted to primary education. **Planning** to make primary education compulsory.

PREVIOUS QUESTIONS

SHORT ANSWER QUESTIONS

1. What are the demerits of Modern Education system? (Krishna Univ. Feb. 2019)
2. Explain in brief philosophy of Moulana Abul Kalam Azad. (Amberkar Uni. Dec. 2018)
3. What are the contributions of Sri Aurobindo Gosh to Education. (Krishna Uni. Feb. 2018)
4. Explain the impact of education during the British period over the present system of education. (Nannaiah Uni. 2015)
5. What are the merits and demerits of ancient/Vedic system of Education? (Krishna Uni - 2015)

ESSAY QUESTIONS

1. Write about the ancient traditional Education in India. (Ambedkar Univ. Dec. 2018)
2. Write about Buddhist Education. (Nannaiah Uni. 2017)
3. Explain educational implications of Islam. (Krishna Univ. Jan. 2017, Feb. 2018)
4. Explain Rabindranath Tagore's philosophy on Education. (Krishna Uni. Jan. 2016, 2017)

UNIT - III

EASTERN SYSTEMS AND WESTERN SCHOOLS OF PHILOSOPHY

(OR)

1. Explain the Sankhya System. **Ans:** 1. Sankhya darsana is one of the ancient Indian philosophical strains. The sound Sankhya knowledge. He propounded from some and Khya relatively for proper knowledge. He propounded certain rudiments for Sankhya darsana. his volumes were not available, as a result the volume, "Sankhya Kaarik" of Eswara Krishna, who hailed in the 5th century A.D., is regarded as the standard volume of Sankhya darsana.

The prime points of Sankhya Darsana Dualism : Sankhya darsana propagates dualism. It stresses tow main aspects that are Prakruthi and Purusha in other words Nature and Human Being. Here nature stands for feminine gender and human being stands for masculine gender. These two are indispensable autonomous and they are not derived from any.

A. Prakruthi : "Prakruthi ethi prakruthi" is the dictum of Prakruthi, otherwise called nature. It deliviers the meaning, "that which is the cause for the universe is Nature". Just as a pot is made of clay, the entire universe is made of Prakruthi, otherwise called Nature. It is prime and subtle so it is called the "inexpressible". It means Prakruthi only appears appear apparently but the action that is born of Prakruthi only appears The Praectioners of Sankhya have explained five ranges to prove the existence of Nature.

1. Bhedanam parimanath : This is recognizing nature on the base of size. It is general that a part is not the cause for this universe. is because the part undergoes some change and it is the process of action. So its power is limited and its form is breakable. Such limited and breakable things are not the cause for the unlimited universe. So is to be grasped that nature undergoes certain transformation and slow gives a shape to the world.

2. Bhedanam Samanvayath : Anything, if it is to be the cause must create co-ordination in the activity. Clay co-ordinates the activity of making a pot. It means the main raw matter in the activity of making a pot is clay. Similarly Prakruthi, otherwise called nature is the ordinating matter in the universe.

3. **Bhedanam Shektitaha** : Any cause, if it is for the work, must have some power. It means every cause has the power to create something. It means gold has the power of creating an ornament and similarly cotton has the power of creating some cloth. Unless such power is sustained, we can't consider anything to be the cause. So we must understand that only Prakruthi has the power of creating this universe. So Prakruthi is the cause for our existence.

4. Karana Karva Vihagath: It is general that the activity of a seed is the tree. But the tree is not really an activity. It stands as the cause for fruits. In this way every organ has in it certain power to produce something. We must recognize the existence of such power and it is out and out visible in the inexpressible power of Nature.

5. **Avihagath vswarupashya** : It is common that the pot, born out of clay, is broken into pieces and such pieces are powdered and again mingled in the clay. Similarly this universe is born out of Nature and finally melted into it, as depicted by the practitioners of Sankhya Darzana. In this way Prakruthi is the one and only cause for the rise of this universe, as explained by Sankhya Darzana.

Three Guna : In this creation there are innumerable things that cause pleasure, pain and love. If anything valuable is not within our reach, we shall have a way for longing towards it. If we achieve the thing, it will please us. If we are robbed of the thing, we will be distressed.

The syllable "Sath" means "being", "perception" and "reality". The quality of satva gives us pleasure, satisfaction and lively attitude. It is the token of peacefulness and innocence. It is the cause for brilliance of knowledge and the ability of organs to grasp the matter.

B.Purusha : In the theory of Sankhya darzana, purusha, the human being is an expressible component and its existence is natural. It is considered to be the soul. No person can deny his or her existence. So it need not be proved. So the human being is regarded as the self standard.

1. All substances are compound objects : It is to be noted that a thing is made of some substances. For instance, take a piece of cloth. It is made of many strands of thread. Such a thing has the power of utility. If we question, "For whose utility", we can get the answer that it is for the significant human being.

2. Nature is insensate : The creation, born of nature is motionless. If it is mingled with sensation, it can come into movement. For instance take a chariot. It is insensate and it does not move on its own accord. But it moves only due to the charioteer, who is the form of sensation. In the same way this universe comes into action, due to the sensation of the human being.

3. **All things are enjoyable** : In this creation things are enjoyed by the human being. Such a human being is called the enjoyer and the thing is called the enjoyed. But a thing itself cannot be an enjoyer, known as the human being, for consuming a thing.

4. **The three fold quality** : This universe is within the circle of three qualities that are pleasure, pain and love. Some people endeavour to achieve pleasure, by avoiding pain. So it proved that there is a special entity in this universe and that is purusha.

II. The theory of good activity : For this, Eswara Krishna proposed five traits.

1. Asada Karanath : The term "asada karanath" is the amalgamation of "asathaha" and "acaranath". It means, which is not in existence cannot produce any activity. If activity is not in the cause, the cause cannot produce the activity. For instance, take the bloom in the sky, it can never be produced.

2. Upadana Grahath : Anything that is useful to produce something is considered to be upadana otherwise called the raw matter. If we want to squeeze oil, we need gingili seeds. Here gingili seeds are considered to be upadana. The activity of oil squeezing is involved in the cause of gingili seeds.

3. Sarva Sambhavath : It is to be understood that we can't produce all from everything. If we want to express an activity, the activity must be in the cause.

4. Shaktisya Karanath: In every cause "Sakthi" known as power is latent. It serves to produce the activity. Whether the cause has power in it or not is known to us, only after the activity is completed.

5. Kaara Bhavath : It is accepted that activity and cause are interrelated. So it is established that if there is activity, there is cause and if there is cause, there must be activity.

The order of creation (Evolution theory) : The five experiences and the five elements have come into existence and so this creation has spread.

1. Prakruthi - Purusha - 25 2. Mahat (Budhi) 3. Ahankaram

Mind sense Karmedriyalu Panchatan Panchamaha

Organs matralu bhutalu

5. Eye 10. Mouth 15. Sound 20. Land

6. Ear 11. Hadn 16. Colour 21. Water

7. Nose 12. Leg 17. Rasa 22. Fire

8. Tongue 13. Payuvu 18. Gandha 23. Air

9. Skin 14. Upastha 19. Touch 24. Sky

This creation is said to be the game of twenty five aspects, but some practitioners are of the opinion that the aspects are twenty four.

In the process of creation, this universe is started with nature and the ended with the five elements of nature. For whom this creation is meant is to be answered that it is for the enjoyment of purusha, the creature. The practitioners of Sankhaya feel that this creation is not at all useless as it is formed for some utility.

Sankhaya Darsana - Education: The theory of Sankhaya Darsana mingles reality in education. As per the theory of Sankhaya activity is involved in the cause. It means the progress of a person or his evolution is latent in him. Evaluation is to reveal out the internal capabilities of a person. As per the theory of Sankhaya, real education reveals the difference between the matter and the soul. Similarly education serves to comprehend meaningfully the physical evolution of human beings.

The objectives of Education 1. Creating revelation of the soul. 2. Promoting theism. 3. Creating awareness towards the three qualities. 4. Creating equal outlook towards pleasure, pain and love. 5. Creation stability of mind and stoical attitude.

Plain of Education 1. It must be in such a way that it achieves higher goals. 2. It must train the sense of organs in a reasonable way. 3. It must give not only bookish knowledge but the over all knowledge of the universe also. 4. It should include spiritual and theistic principles as subjects of study.

Methods of teaching 1. Importance should be given to observation and experimental methods. 2. Practicable ways should be utilized. 3. The ancient teacher-centered system and the modern student-centered strategy should be equally accepted. 4. Importance should be given to direct experience. 5. Teaching should be carried on through problem solving method. 6. The ancient orator methods and methods of discussion are considered to be the sources for the out come of knowledge.

Teacher : 1. According to the practitioners of Sankhaya, the teacher should be stoical. 2. He or she should encourage the students towards their goal by eliminating despair and weakness from their heart. 3. He or she should make the student know the inevitable responsibility. 4. He or she should possess self-restraint, stability of mind, higher state of individuality and qual perspective towards all.

Discipline 1. The practitioners of Sankhaya firmly believe that discipline is a must for the students to achieve their objectives. 2. For this, students should be trained is controlling their organs, and whims and fancies by means of yoga.

Merit of Sankhaya Education 1. A person will be able to recognize his place in this creation. 2. Theistic feelings among students will be developed.

2. Discuss the philosophy of Yoga. (OR) Explain the Yoga philosophy of Education.

Ans: Introduction: Yoga is an ancient discipline. It is recognized as one of the most important and valuable gifts of our culture. Yoga helps the man to evoke the hidden potentialities of man in systematic and scientific way by which man becomes a fuller individual. Yoga is the best path to remove the animal tendencies, to make the man humane and to make him to realize the ultimate bliss.

Definitions: Patanjali defined Yoga as "CITTAUTHI NIRODHAN".

Bhagavadgita defines Yoga as "Samatvam Yoga Uchayata" and also 'Yogahkarmasu'. According to Paramahansa Yogananda the word means union of the individual consciousness or soul with universal consciousness or spirit".

Aims of Yoga: The main aim of yoga is the realization of the self. Yoga mainly aims at eliminating association with everything seemingly true and providing a direct and continuous contact with everlasting and ultimate truth.

Objectives of Yoga: * Yoga emerged as a knowledge and counseling unit with the objectives as mentioned below. * Yoga reduces tension by promoting silence. * Yoga makes the mind prone for serenity and calmness. * Yoga makes the peace and bliss as the aims of the man. * Yoga provides a befitting body to deal with the cosmic challenges.

The philosophy of Yoga: The practice of yogic techniques to control the I and the sense organs had existed in India from very ancient times. Very great attached to Yoga in the Samkhya philosophy, so much so that in the Gita the two are identical. The importance of Yoga as a technique of purifying the mind is accepted ever. In its earliest extant form, Yogic thought is found in the Yoga Sutra of Pantanjali, be been written in the second century B.C. This text is divided into four sections - Sadhanapada, Vibhutipada and Kaivalyapada.

A critique of this text was prepared by Vyasa, and later on was followed by learned interpretations of it, all of which help to explain the yogic philosophy. Yoga philosophy specializes in the presentation of means to achieve liberation the time of the Upanisads right up to the present day, Indian philosophers, from Yajna Aurobindo, have considered Yoga to be the most potent and indispensable method to attain In India, different types of Yoga have been developed. Here we are concerned only developed by Patanjali in his 'Yoga Sutra'

3. Briefly comment on the Nyaya System. (OR) Explain the Nyaya Philosophy of Education?
Ans: The way of Nyaya darsana is supposed to be the proved matter by means of analytical research. It means that if any thing is

proved in a rational way, it is considered to be Nyaya darsana. In our ancient India, so many saints and hermits recognized discussion or argument to be the life breath of knowledge.

Kinds of Darsanas

- | | | | |
|-----------------|--------------|------------|-------------------|
| 1. Pramana | 2. Prameya | 3. Samsaya | 4. Prayojanam |
| 5. Dhustantam | 6. Siddantam | 7. Ayayam | 8. Tharkam |
| 9. Nirmayam | 10. Veda | 11. Jaifa | 12. Vithanda |
| 13. Hethvabhasa | 14. Fala | 15. Jathi | 16. Nighrahastana |

Pramana

The sound "Pramana" means real knowledge. So that which creates real knowledge is considered to be pramana. The practitioners of nyaya darsana are of the opinion that all knowledge is pramana and they conformed to four kinds of pramana. Those are Prathyaksha Pramana, Anumana Pramana, Upamana Pramana and Shubda Pramana.

1. Prathyaksha Pramana : This is direct knowledge "Prathyaksha" is the conjugation or "Prathi" and akshi". These two sounds give the meaning "direct to the eye". Similarly it is direct to the organs.

2. Anumana Pramana (Inference) : This is to be noted that "anu" means "follow" and "mana" means "expected knowledge". So anumana is nothing but following something. Out of expected Swardha Anumana and Padhardha Anumana.

a) Swardha Anumana : This is the doubt that crops up in the mind on the base of some knowledge. This is caused by the past memory. In some persons, some kind of knowledge is formed from some previous knowledge. This the initial stage of a doubt.

b) Padhardha Anumana : This is the feeling or the doubt, possible to be expressed to others. This is the second stage of swardha anumana. In padhardha anumana there are 5 wings. So this is called the five-winged doubt. For instance, take the example given below, about some fire which is not visible and which is only doubted. This is expressed through five wings.

Example

- i) Prathigna - This is feeling. There is fire on the hill.
- ii) Hethuvu - This is reason. Smoke is visible on the hill. So there is fire.

Example - This is a past instance. In the kitchen there comes smoke out of fire. So there is fire on the hill.

Upanyaya vakyam - This is relative feeling. Smoke, connected with fire is visible on the hall.

iv) Nigamana vakyam - This is final statement. So fire will be definite on the hill.

3. Upamana Pramana (Comparison) : This is called comparison. The practitioners of Nyaya darsana feel that comparison, other wise called the comparison of a thing by means of our previous knowledge, is a way to get practical knowledge.

4. Sabdha Pramana (Verbal Testimony) : This is called verbal testimony or verbal knowledge. The prime aspect in it is sound. In this process, every word, that is formed of letters, is called sound.

Nyaya Darsana - Internal feeling of education

Knowledge is given priority in the educational system of Nyaya Darsana. It shows the way of gaining knowledge. Education is a regulated programme of abilities in the Indian society. Knowledge is undoubtedly observed in books, but it is more in nature as well as in society. The education of Nyaya Darsana is aiming at giving such education. It is today the topic of study in our Indian educational Institutions. It serves as mental training to the educated. The elements of Nyaya Darsana stand, pointing the way to our present educational system.

Nyaya Darsana - Objectives of Education

- 1. Giving knowledge of reality. 2. Making a fuller use of organs. 3. Creating a scientific perspective. 4. Improving the problem solving attitude. 5. Giving training for a better way of living. 6. Supporting individual mental perception.

Plan of Education

- 1. Should be formed in accordance with the objectives of education. 2. Should be in such a way that it creates over all development in the student. 3. Should be given importance living education. 4. Should search for a rational and logical perspective of knowledge.

Methods of Teaching : In Nyaya Darsana, both deductive and inductive methods, rational thinking methods, logical arguments, direct methods, inference, comparative methods, verbal methods and all methods of mental awakening are to be adopted. The text books show the way only but they do not give perfect knowledge. So students should gain knowledge from nature other than from books.

The teacher

- 1. The teacher is of greater importance.
 - 2. He or she should be a guide to the students for knowledge.
 - 3. He or she should possess philosophical knowledge.
 - 4. He or she should be a researcher or an observer.
 - 5. He or she should maintain strict discipline, by being ideal.
- The student**

1. The student should study by following the teacher.
2. He or she should have control over his or her organs.
3. He or she should maintain self-discipline to attain the highest knowledge.

Merits of Nyaya Daršana

1. It serves to know reality
2. It regulates the thinking process of a person.
3. It shows the ways of knowing the grandest reality.
4. **Briefly comment on the Vedanta System. (OR)**

Explain the Vedanta Philosophy of Education.

Ans: The Term 'Vedanta' means that comes at the end of the Vedas. The term 'Veda' means knowledge and it has two aspects. 1) Mantras or hymns or Samhitas like the four Vedas-Rig, Yajur, Sama and Atharvana (II) The Brahmanas or prose texts of prayers. The appendage to the 'Brahmanas' is called the Aranyakas where a lot of philosophical speculation has its beginning. The concluding portions of the Aranyakas are called 'The Upanishads.' The Upanishads are the crux of the Vedic philosophy. The Mantras and the Brahmanas are the Karma Kanda (action) and the Aranyakas and the Upanishads are the Gnanakanda (Knowledge). The Upanishads are also known as 'The Vedanta' as it comes at the end of the Vedas.

In fact, the word 'Upanishads' means sitting down of the disciple near the teacher in a devoted manner to receive instruction about the Higher Reality, which dispels all doubts and destroys all ignorance. Also, the term means any secret teaching about Reality. Though the Upanishads number 108, ten or eleven are regarded as authentic. The Upanishads are the sources of Indian philosophy. They develop the monistic ideas of the Vedas. There are two forms of knowledge, the lower in terms of the knowledge of the familiar and the higher in terms of the immortal Brahman.

The Upanishads have two terms for Ultimate Reality - The 'Brahman' and 'The Atman'. They are the two pillars on which the edifice of Indian philosophy rests. The Brahman is the ultimate source of the outer world and the Atman the inner self of man. Atman is the soul; Brahman is the single source of the visible universe. Brahman and Atman are complementary to each other. The subjective side is the Atman and the objective side is 'Brahman'. The Microcosm and the Macrocosm are blended together.

A specific illustration from the 'Kathopanishad' will make clear this idea. The quintessence of the philosophical tradition is revealed by using familiar concepts. The Atman is said to be the Ultimate Reality. The objects are roads, the body is the chariot, the senses are the horses,

the mind is the rein, the intellect, the charioteer, to good and bad horses, and the Atman is the Lord sitting in the chariot. The sense are compared to good and bad horses: senses are higher than the intellect, the unmanifest is higher than the subtle reason and the Atman is the highest end and the highest reality. The self is immortal self proved and can be directly realized, transcending the empirical subjective - objective qualities. The term 'Brahman' refers to the objective side of the Ultimate Reality. It is defined as that from which all living beings are born by which they live and into which all these beings are described.

1. The lowest level is that of matter (annamaya). The highest state of matter is life.
2. The second state of evolution is life (Pranamaya). This is the biological plane.
3. This third is mind or perceptual consciousness (Manomaya). This is the psychological phase.
4. The fourth is the self-conscious Reason (Vignana maya). This is the metaphysical or philosophical plane.

The Brahman forms the supreme Reality. The lower is transformed into the higher. Like the spokes are contained in the wheel and axle, so all beings are contained in the universal self or the Brahman. Thus, the Brahman is the self-luminous and immortal, the support of the world. The individual souls are its body.

The Brahman is the Absolute - It is called Satchi Ananda. Pure existence, pure knowledge and pure bliss - all houses in one. It is Satyam (Truth), Gnanam (Knowledge) and Anantham (infinite). It is also (Satyam, Shivam and Sundaram) Truth, Goodness and Beauty.

The educational implications of the Vedanta Philosophy

is as given below :

1. The spiritual personality of the individual is the central core of the Vedanta Philosophy. Therefore in education we can 'Respect the individual Personality' as the object of transformation.
2. There was mutual esteem between the teacher and the pupil. The pupil is accepted by the teacher only after a 'Probationary period of a year or so. This is obviously to ascertain the fitness of the individual for education.
3. Cultivation of the detachment of the self of the removal of Ahmakara or (Egoism). Vairagya is the attitude towards the world in a selfless approach.
5. **Describe the educational aims of Idealism, Write the role of teacher in it?**

(OR)

Describe the education according to Idealism Philosophy.

Ans: Meaning of idealism: The English word "Idealism" is

derived from the Greek word 'Idea'. Idealism is derived from two words, these are idea and ideals. Idealism as a philosophy doctrine is represented by Socrates, Plato, Descartes, Fichte, Kant and others.

Definition of idealism:
"Idealism holds that ultimate reality is spiritualism". - D.M. Dutta.
postulate underlying all this is that mind or spirit is the essential world stuff, that the true reality of a mental character". - J.S. Ross.

Aims of Education:
According to the Idealistic school, is the exaltation of human personality or self-realization. It is to transmit the spiritual heritage of man from generation to generation. Education should help man and direct his efforts towards the attainment of rationality in the universe.

Idealism and methods of teaching:
According to idealists no specific method is to be adhered to. In their opinion every method may be employed to realize the ideals set and determined before. Socrates used question - Answer method. Aristotle advocated inductive - deductive method.

Curriculum:
It should be based on certain inherent values, moral in nature. Ex: truth, beauty, goodness or religion. The humanities as well as sciences should be included in the curriculum.

Idealism and the teacher:
Idealists have high expectations of the teacher. He is like the gardener, whose function is to carefully tend the little human plants in his charge. He had to idealize the educator's environment.

Discipline:
Idealists are at once against free discipline and external restraint. Discipline is necessary for self - realization and here the teacher's guidance is essential.

Merits of idealism:
1) Idealistic education aims at self - realization of all individuals by one's own efforts. Hence it promotes universal education. 2) In the process of idealistic education, the teacher is assigned a very important role. 3) Idealism has influenced other philosophies as well.

6. **Discuss in detail the education according to Naturalism**
Philosophy.
(OR)
Explain the educational philosophy of Naturalism and its consequences.

Ans: Meaning of Naturalism:
Naturalism is also termed as materialism. According to this philosophy, the basis of the world is matter. Mind is also a form of

matter or a synthesis of both. According to naturalism, only nature is everything. Nothing is before and beyond it. Protagonists of naturalism are Aristotle, Hobbes, Bacon, Herbert, Spencer etc.

Definition of naturalism:
To make the meaning of naturalism more clear we have given, some definitions as under:
"Naturalism is the type of metaphysics which takes nature as the whole of reality. That is, it excludes whatever is super natural or other worldly". - Hocking, W.F.

"Naturalism is a system whose silent characteristic is the exclusion of whatever is spiritual or indeed whatever is transcendental of experience. - Joyce.
Educational aims: The main aim is the development of the child in conformity with his nature and to foster his individuality.

Naturalism and curriculum: Naturalists regard religious education as useless. According to them, curriculum should consist of subjects and items which reflect the inborn tendencies natural interests, natural activities. As such curriculum should contain games, sports, History, Biology etc.

Naturalism and methods of teaching: Naturalism prescribed 1. learning by doing, 2. learning by experience and 3. learning by play as the bases of teaching. The principles advocated by naturalists have brought into being the modern methods of teaching which are observation method, play way method, Dalton method and experimental methods.

Naturalism and teacher: He is not to interfere with the activities of children. He is to see that their education is the free development of their interest and motives.

Naturalism and discipline: The naturalists believe in freedom rather than control with regards to the problems of discipline. The theory of discipline by natural consequences is often advocated by them.

Merits of naturalism: 1. **Development of child psychology:** It emphasizes the development of the child according to his natural interests, inclinations and capacities. 2. **Scientific study of society and sociology:** This has contributed much to the aims and processes of development in all areas and fields.

7. **Describe the education according to Pragmatism**
Philosophy.
(OR)
Explain the educational aims of Pragmatism.

Ans: Pragmatism as a school of Philosophy:
Pragmatism is derived from the Greek word "pragma" which means activity or the work done. Some other scholars think that the

Philosophical Foundations of Education has been derived from the Greek word "pragmatikos" word pragmatism has been derived from the Greek word "pragmatikos" which means practicality or utility. Pragmatism is first developed by Charles Pierce and reformulated by William James, developed by John Dewey and F.C.S. Schiller.

Definition of Pragmatism:

Pragmatism offers us a theory of meaning, a theory of truth of knowledge, and a theory of reality" - James B. Prett.

Aims of education: Goals to which educative efforts should be directed have to be created by man himself. The function of education is to enable the child to create his own values and to cultivate a dynamic, adoptable mind.

Curriculum-construction: Utility, the natural interest of the child, his occupations and experiences in a particular environment and their integration are the several pragmatic principles of the curriculum-construction.

Pragmatism and methods of education: Methods should be forged a fresh in the light of real situations of life. The child's interests and desires must be taken into consideration. Pragmatists follow experimental method, project method.

Pragmatism and the teacher: According to pragmatists a teacher should be in the capacity of a guide and social worker.

Discipline: The pragmatists are in favour of social discipline through the conjoint activities in the school.

Merits: 1) In the field of methods of teaching pragmatism has given birth to project method. 2) Pragmatism makes education child-centered. 3) The principle of "Learning by doing" is the main contribution of pragmatism.

8. Describe in detail about the existentialism and education. (OR)

What is the meaning of Existentialism and explain its role in Education? (OR)

Explain the chief characteristics of existentialism and the educational thoughts.

Ans: Existentialism emphasizes an individual existence, freedom, choice and believes in the personal Interpretation of the world. Jean-Paul, Friedrich Nietzsche, Carl Rogers are chief exponents of existentialism. Danish philosopher Soren Kierkegaard the father of existentialism.

Meaning of existence: To existentialism, the existence of the individual does not mean only "his being alive". It stands for the full, responsible and progressive life of the individual in the ever-developing industrial society.

Aims of education: To develop creativity in children from the very beginning by education. To make children self-dependent in place of being dependent on God.

Content: Existentialism central place is given to "humanities", poetry, drama, art etc. Second place is given to social sciences.

Methods of education: The most favoured method is the Socratic method. However the methods preferred are: discussion method, method of induction, methods to develop creativity. In this more preference was given to education at home than in school.

Teacher: According to existentialism the teacher is the main pillar of the entire educational process. The teacher has to be a guide.

Existentialism and discipline: Existentialists provide freedom to children what they want to be come.

9. Differentiate between Idealism and Naturalism. **Ans.** Naturalism and Idealism are two main branches of subject called Philosophy.

Idealism	Naturalism
1. Idealism devotee trusts that God has made this whole world.	1. Naturalism adherents trust that this world created itself after interaction of some natural forces.
2. Idealism concentrates on the hopeful condition of entities.	2. Naturalism concentrates on the authenticity of entities.
3. Idealism is actually a way to deal with theory in which the fact of the matter is accepted to be Nationally developed.	3. Naturalism is actually a way to deal with theory that shows the governance of entire world with the help of natural forces.

10. Explain the terms - Atheism and Theism. **Ans. Atheism:** It is nothing but the attitude that does not believe in the existence of God. **Theism:** It is the way which testifies the existence of God through the Vedas.

11. What are the demerits of Naturalism? **Demerits:** * Naturalism ignores the moral and spiritual development of the child. * Naturalism does not offer definite aims of education. * There is a very minor place for books.

* Absolute freedom does not exist.

12. Compare and contrast the philosophy of Idealism with Naturalism and Pragmatism with different regards.

Subject	Idealism	Naturalism	Pragmatism
Meaning	The word "Idealism signifies idea and ideal.	According to Naturalism "Material world is the real world".	Pragmatism derived from Greek word pragma which means action.
Exponents	Plato, Tagore, M.K. Gandhi	Lamarck, Show, Aristotle	Perce, Dewey, James.
Aims of Education	Universal Education	Self expression	The aim of Education is more Education.
Method of teaching	Questioning	Play way method	Project method.

PREVIOUS QUESTIONS

SHORT ANSWER QUESTIONS

1. What are the Demerits of Naturalism? (Nannaiah Univ. Feb. 2018)
2. Explain briefly the philosophy of Sankhya Yoga. (Krishna Uni. Jan. 2017)
3. Write a short notes on Upanishad. (SKDU. 2017)
4. Briefly explain the terms - Veda and Vedanta. (YVU. 2019)
5. Explain the terms-Theism and Atheism. (Krishna Uni.2017)

ESSAY QUESTIONS

1. Explain briefly the philosophy of Sankhya Yoga. (Nannaiah Univ. 2018)
2. Explain the need of Yoga in Education system (YVU Uni. Feb. 2019, Ambedkar Uni. Dec.2018)
3. Explain the methods of teaching in idealism? (Krishna Univ. Feb. 2017, Feb. 2018))
4. Describe the role of pragmatism in the present system of education. (YV Uni. Jan. 2019)

UNIT - 4 - VALUE EDUCATION

Write the Meaning and Definition of Values. (OR)

1. **What do you mean by values?**

Ans: Values relate to the aims of human life. The term values has been used variously to refer to Interests, Pleasures, likes, goals, needs and many other kinds of selective orientations.

Definitions :

Values are the Ideals, beliefs or norms which a society or the large majority of a society's members holds - "Kane"

Values are conscious or unconscious motivators and justifiers of the actions and judgement. - Hipple, T.W.

Rokeach defines values "as an enduring belief, a specific Mode of conduct or end along a continuum of relative importance". Value is an element of shared symbolic system which serves as a criterion or standard for selection among the alternatives of orientation which are intrinsically open to a situation. - Parson (1960)

2. **What is the concept of value education ? (OR)**

Explain about value based education ?

Ans: Value Education is rooted in Indian philosophy and culture. Educational Institutions play a significant role in the promotion of value. The Vedas and Upanishads form the source of inspiration for value Education. Secondary Education Commission 1952-53 laid special emphasis on the following values in the formation of character of the students. * Co-operation * Efficiency * Good Temper.

Aims and objectives of value Education: * Tolerance * co-operation * Large heartedness

Need and importance of value education: * Value Education helps in promoting social and natural integration.

* Common values should be re-discovered to unite human beings with the general decline of traditional values.

3. **Write about classification of values. (OR)**

Write the classifications of values.

1. **In Meta physics there are two categories of values.**
1. Natural values : Some things or behaviours are valuable because, by nature they are worthy. For example, Gold is naturally valuable. Similarly, truthfulness is virtue by itself.

2. **Instrumental Values :** Some objects and behaviours get their value because they are instrumental in achieving a higher goal. For example, education is valuable because it is instrumental in getting a job or in improving knowledge.

II. **Some psychologists like Rokeach discussed values in two categories.**

1. **Intrinsic Values :** These are created or derived from an

individual's own mind and perception of biological comforts. Hence these are also called as personal values. The personal values are likely to differ from person to person. For example, one person considers early morning walk is valuable while another person does not want to be disturbed from early morning sleep.

2. Extrinsic Values : These values are created by forces external to the individual. These are social forces. Majority of the persons in the society consider that a particular behaviour is useful for peaceful life of community. All individuals in the society are expected to follow such behaviours. For example, "One should not steal others property" is an extrinsic value. All individuals of a society are expected to follow the extrinsic values or moral codes and norms of that society. But members of other societies may or may not follow them.

III. There are different classifications given by different sociologists. However, among them the following classification is acceptable to educationists also.

- 1. Spiritual Values :** These values include values like belief in God, prayer and worship, pilgrimage etc.
- 2. Physical Values :** These are related to our external world beauty, wealth, health, etc. come under that category.
- 3. Moral Values :** These are principles of good character accepted by members of a community. Kindness and truth are examples of moral values. These are principles of good character accepted by members of a community. Kindness and truth are examples of moral values. They are in integral part of our culture. Moral values do not defer from person to person in a society, but some moral values of one society may differ from the value of other society. This is one of the reasons for cultural diversity.
- 4. Social Values :** These are values useful for peaceful and happy living in a community. Tolerance, co-operation, mutual respect and secular attitude are examples of social values.
- 5. Political Values :** These are the values necessary for the existence of life in a political system. Example for political values in a democratic system is freedom, equality, fraternity, etc.

4. Discuss about value crisis and education. (OR)
Write a short note on value crisis.

Ans: There will be rapid changes in society. People in society will form Social, Political and Economical systems and they will ignore these which results in value crisis.

Value crisis became major problem from 1950 onwards.

Value Crisis in Education : Value crisis is one of the faults of education system. I) Lack of discipline in students. II) No increase in education standards. III) No consideration of students interest. IV) Value crisis in family. V) Value crisis in politics. VI) Value crisis in technology VII) Value crisis in media.

5. What are different methods in values teaching? (OR)

What are the approaches to inculcate values ?

Ans: We can teach values either directly or indirectly or based

on situations.

Different Approaches : i) **Curricular Approach :** In this approach we have to decide the time period. ii) **Co-curricular Approach :** Improve values by essays, stories, poetry, music, dance etc. iii) **Extra curricular activities :** Programs like social service activities, Janmabhoomi, Redra will be useful in improving values. iv) The below programs needs to be conducted to improve values. * Celebrating national festivals. * Improving unity in students. * By improving discipline.

Kothari commission recommendations : 1) Value should be part of lessons. 2) Few periods should be conducted for teaching values. 3) Values should be taught in both private & Govt. schools.

Teachers role : i) Teacher should create interest in values. ii) Teacher should try to promote value through cocurricular activities. iii) School environment should create impact in student to adopt values and to follow them.

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7. How values are helpful in leading a peaceful life? (OR)

Write the values of Harmonious life?

Ans: Bringing up children in a harmonious environment is one of the most important functions of a family. Love, security and acceptance should be at the heart of family life. Mistakes and failures should be expeted and accepted. Children need help to develop a healthy sense of self. To attain the ultimate goal of peace in the whole world; values have to be inculcated at various levels. for this, the following are required.

By following values we can lead a happy and peaceful life. 1) **Spiritual values:** Spiritual value will give peaceful life. 2) **Social**

philosophical Foundations of Education, people will be united. If we leave in values : By following social values, we will lead a peaceful life. 3) **Economic values** : Our spendings should be based on earnings. If we spend more a society which is united then it would lead to mental pressure. 4) **Political values** : There should be equality, freedom to all people. If money that we can then it will reflect in citizens life and **Educational values** : We can there is peace and security in country it will reflect in citizens life and even they can lead a peaceful life. This knowledge will be helpful in get knowledge through values. This knowledge will be helpful in get disciplined life which helps to lead a peaceful life.

8. **What are the approaches to inculcate values? (OR)**

How values can be taught in schools?
Ans. * Becoming aware of the need of the others. * Love of friends, classmates and the others. * Independent thinking, not blindly following others. * Exposure to great personalities. * Knowledge of the Constitution, rights and duties. * Protection of environment. * Dissemination of cultural heritage.

9. **What are the characteristics of the values ?**

Ans. The following characteristics can be inferred from the meaning and definitions given by different sociologists, philosophers and educationists to values. 1. Values are not universal. Some values which are good in one society may not be desirable in another society. 2. Every individual and every society creates their value systems. 3. The development and internalization of values depend on the mental maturity of individuals. 4. Knowledge of values does not influence behavior only when they are internalized. People concerned with values education should not forget this characteristic.

10. **How can education helps in resolving value crises? (OR)**

Ans. Strategies to control value crisis in the contemporary world are as follows:

* School should have value lessons embedded in syllabus. * Code of ethics for organizations. Right ethical conduct should be rewarded. * Dalits and women should make aware of their rights and ways to register complaints and get justice. * Popular leaders should use their appeal to inculcate good values in the society.

11. **Write a short note on crisis management.**

Ans. At work place of something happens suddenly to disturb the smooth running of the organization, it can be called as Organizational Crisis.

Characteristics of the Crisis: 1. The series of incidents that affects the functioning of an organization. 2. Usually crisis is confined to a short period only. 3. Due to crisis people feel fear and insecurity.

Factors that lead to Crisis: The following are some of the factors responsible for Crisis.

1. Due to technical reasons, some time the machinery does not work or stuck up may lead to Crisis. The problems in functioning of

internet, power failure, accidents etc. which happens unexpectedly. 2. Environmental hazards like cyclones, floods, earth quakes, etc. which happens by nature and which is not under our control. 3. Lack of co-operation and co-ordination among the workers of an institution or conflicts between different groups of people either of the same institution or between different institutions. 4. The debts of an organization, if they are not repaid properly and declaring that it cannot pay, this may lead to crisis. 5. Decisions of politicians or the government may lead to strikes or agitations, which has the social repercussions.

12. **Describe the need for crisis management.**

Need for Crisis Management : Since crisis is an unexpected incident that happens suddenly. For example the flood at Kedarath of Himalayan region or recent Telangana agitation, or movist activities are some of the incidents which led to crisis. Since it happens suddenly it is very much necessary to know the rescue operations to bring the situations to normal and restore the peace.

There are the some of the reasons why there is a need for crisis management as detailed below: 1. When crisis arises, the factors that led to the Crisis should be analysed intellectually and efficiently should be tackled to solve and bring the situation to normal as early as possible. 2. This crisis management will help to see the problems that may arise in future and prevents as far as possible or minimize the loss to the possible extent. 3. This helps to protect the people and materials without damage and smooth functioning of the community or an organization.

PREVIOUS QUESTIONS

SHORT ANSWER QUESTIONS

1. What are the professional ethics of teacher?
(Ambedkar Univ. Dec. 2018)
2. Explain the professional competencies of a teacher.
(Nannaiah Uni. 2016)
3. Explain the relationship between teacher and society.
(Krishna Uni. Feb. 2018)
4. Explain the role of teacher in future society.
(Nannaiah Uni. 2018)

ESSAY QUESTIONS

1. What are the classifications of values.
(Ambedkar Univ. Dec. 2018)
2. How values can be taught in schools? (VU Feb. 2019)
3. What are the approaches of values? What is the role of values in education?
(Krishna Univ. Jan. 2016)

TEACHING AS A PROFESSION

1. **Explain Teacher as a Nation Builder. (OR)**
Write a short note on Teacher as a National Builder?

Ans: The teacher can be rightly called a nation builder. Teachers through their perseverance, love and sacrifices has shown us the right path in which great men have built our nation.

The teacher is a representative of the society who inculcates Moral Precepts. In the development of a country. The role of a teacher is a multi - faceted one comprising academic, pedagogical and social roles.

The essence of the teacher as a nation builder cannot be over emphasized. Good teachers need to be themselves constantly speaking knowledge be of good character, have high motivation and be creative, innovative and effective in their teaching strategies.

2. **Write about professional ethics of teachers. (OR)**

What are the professional ethics of teachers? Explain.

Ans: Basic values of the teaching profession :

a) **Human values and human rights :** The teacher work is founded of values and principles set down in universal human rights, especially the unconvention on the rights of children.

b) **Professional Integrity :** Ethical consciousness and high professional competence are the basis of the profession's Integrity.

c) **Privacy :** Personal Information must be managed in ways that protect the integrity and dignity of children.

d) **Respect and equality :** Each individual persons personality and Integrity must be met with respect.

The following are the code of ethics of teacher :

* He should not be influenced by any political party. * He should be loyal to his superior. * He should always try to improve the quality of education.

3. **Teacher is knowledge promoter. Explain. (OR)**

How can you say that teacher as a creator and facilitator of knowledge?

Ans: A teacher should constantly improve his/her knowledge to motivate and to teach students.

Teacher should earn more knowledge and promote the same by below :

Teacher's attitude should be like a student and constantly learn new things.

1) Improve knowledge by exploring new things.

2) Learn new things by reading news paper.

3) By reading lot of books, new things should be promoted.

4) Should find innovative ways to find the talent in students

5) Improve knowledge in students by conducting seminars, workshops etc.

6) Should respect students innovative thoughts and encourage them.

7) **Discuss about teacher values.**

Ans: Teaching is an important profession along with Engineering, Medial and others. Teacher job is a respectable job when compared to others.

Teacher plays a crucial role in countries feature. A teacher should follow his duties inorder to get good fame for the organization.

Responsibilities :

1) Teacher should respect his profession and respect students. 2) Should follow rules and standards of school.

3) Should respect fellow teachers.

4) Should respect national, state cultures.

5) Should not encourage politics in school environment.

6) Should not use foul language.

7) Accept responsibilities like valuation, invigilation etc.

8) For own improvement, participate in seminars, elections, debates etc.

5. **Explain the role of teacher in future Society. (OR)**

How the teacher can mould the future society?

Ans: Role of teacher is changing drastically. Teachers should utilize it and electronic equipment in teaching.

Role of teacher :

1) **Use new technologies in teaching :** As per latest developments utilize computers and other devices in teaching.

2) **Improve skill set :** As per latest trends teacher has to improve his/her own skill set.

3) **Decide curriculum based on future requirements :** Teaching methodologies should be based on changing trends :

4) **Education should be based on self-development :** Teaching should not only concentrate of employment. It should be helpful in personal development as well.

5) **Learn various countries education :** Develop education

6. Describe the teacher's relationship with the society: * Teacher should take proper invitation to promote women and pupil of back ward classes. * Teacher shall work actively to strengthen National Integration and spirit of togetherness and oneness. * He should utilize the resources available in the community in his teaching - learning process. * He should respect and be loyal to the school, community, state and nation.

7. Mention the points to be noted by a teacher while maintaining relation with students?
Ans. Points to be noted in respect of teachers' relationship with his students.

* Always be punctual in attending to his duties in the school. * Teacher should guide the students in their social, moral and physical development. * Teacher should not insult any student before other students and teachers. * The teacher should treat all the students with affection and love.

8. What are the points to be noted in respect of the relation between teacher and his colleagues?
Ans. The following points are to be noted by the teacher while maintaining relationship with his colleagues. * Teacher should extend his cooperation to the newly joined staff members. * The teacher shall participate in programmes of professional growth like seminars, workshops etc. * He should protect the prestige of the institution.

9. Explain the professional competency of a teacher:
Ans. Professional competencies of a teacher:
* Evaluation competencies. * Content competencies.
* Management competencies * Contextual competencies
* Teaching competencies.

10. Explain the competencies of a teacher that are related to working with parents and community.
Ans. * To take up programmes needed to children along with their parents. * Understanding the role of parents in developing the learning and growth of the pupils. * Discussing with parents about the integrate personality of the children.

Competencies to work with community : * Exploring and utilizing human and physical resources for the development of the school.
* Solving the school's local and social problem by arranging meetings, lectures.

PREVIOUS QUESTIONS

SHORT ANSWER QUESTIONS

1. What are the professional ethics of teacher ?
(Ambedkar Uni Dec-2018)
 2. Explain the professional competencies of a teacher.
(Nannaiah Uni-2017)
 3. Explain the relationship between nation and society.
(Krishna Uni Feb -2018)
 4. Explain the role of teacher in future society. (SKDU-2017)
- ESSAY QUESTIONS**
1. Teacher is a skilled person. Explain. (Krishna Uni Feb-2018)
 2. "Teachers as a National builder". (Ambedkar Uni Dec-2018)
 3. Explain how a teacher can create knowledge.
(Nannaiah Uni-2017)
 4. What are the characteristics of an ideal teacher.
(Ambedkar Uni Dec.2018, Krishna Uni Feb -2018)

MODEL PAPER

**B.Ed.Degree Examination,
(Regular/Supplementary)**

First Semester

Paper I - PHILOSOPHICAL FOUNDATIONS OF EDUCATION

(W.e.f.2015-2016batch)

Time : Three hours

Maximum : 80 Marks

PART A- (10 x 5 = 50 marks)

Answer TEN questions following internal choice. Each question carries 5 marks. The candidate is expected to answer each question in about 1 1/2 page or 30 lines.

1. Write the functions of Education. Or
(a) Explain the concept and scope of education.
2. Explain the concept of Philosophy. Or
(b) Write the aims of Education.

3. (a) Explain the concept of Vedic Education. Or
(b) Write about the education during ancient period.
4. (a) Discuss the role of education as per the thoughts of Jiddu Krishnamurthy. Or
(b) Write the contributions of Dr.B.R. Ambedkar in Education.
5. (a) Explain the teaching from Vedanta. Or
(b) Discuss the theory of knowledge advocated in Nyaya Philosophy.
6. (a) Identify the distinctive features of Islamic Education. Or
(b) Discuss the main principles of Pragmatism.
7. (a) Write a note on Existentialism. Or
(b) Give classification of values.
8. (a) What do you mean by values and ideals relate them with knowledge. Or
(b) Explain the approaches to inculcate values among students.
9. (a) Explain the role of teacher in nation building. Or
(b) Discuss the role of teacher as a facilitator of knowledge.
10. (a) Write about professional ethics of teacher. Or
(b) What are the competencies required for a teacher ?

PART B- (2 x 15 = 30 marks)

Answer TWO questions by following internal choice. Each question carries 15 marks.

The candidate is expected to answer the question in about 4 pages or 80 lines.

11. (a) Explain the meaning of Philosophy and Education, the Relationship between Philosophy and Education.
Or
(b) Discuss the aims of Idealism and how it is different from Naturalism.
12. (a) Explain the contributions of Gandhiji and Maulana abul Kalam Azad for education.
Or
(b) Discuss the role of teacher in future society.