



SL. NO	PARTICULARS OF ACTIVITY	COLLEGE / SCHOOL / SOCIETY	PAGE NO.
1.	Critically review a selected book written by Contemporary Educationalist in India.	college	02-04
2.	Thoughts and reflections of western Philosophical schools and its relevance to the present day Indian Education - A Report	college	05-08
3.	Identify the different roles played by an ideal teacher in the classroom, school and community and report.	college	09-11
4.	Visit nearby schools under different managements and describe functioning of the schools.	college	12-14





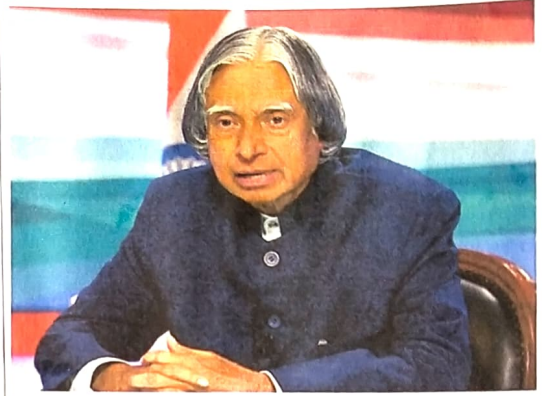
ACTIVITY - I

1) Critically review a selected book written by contemporary Educationalist in India.

Book: India 2020: A vision for the New Millennium.

Author: A.P.J. Abdul Kalam and Y.S. Rajan.

India 2020: "A vision for the New millennium" is a book, written by the 11th President of India A.P.J. Abdul Kalam & Y.S. Rajan. The book was written by the duo in the year 1998, before Kalam's tenure as president. It talks about Kalam's Prediction for India's future & for developing India.



[Fig - A.P.J. Abdul Kalam]

This book is turns out for more problem changes and solution. It is the dream of a great India a man who had given his entire life in the service of the nation.

It is an energy way. a vision, a passionate dream but one that is well presented sorted out and do justice to most of the problems and challenges our nation faces in it's quest for developed status, it justifies its little in letter and spirit. A vision for the new millennium.





The need for a vision :-

Before delving into the specifics of the challenges, the book looks at the need of a national vision.

The best part about this solution, covered in 3 engaging chapters is the usage of real world problems of vision.

The struggle for freedom drives the point of how the majority of the people come to dream one single dream. The impossible becomes suddenly within reach and feasible.

The Book then moves onto real world examples of how a vision documents was created in other countries. and how it was implemented giving a more practical, deeper insight into the concept of a vision and its applicability in the modern world.

The best part appealing to both the emotional, historical and practical aspects of the first challenge, that of selling the concept of a vision is remarkable & indicative of a person of high intellect as well as emotional maturity which is of course well known to all of us.

The vision and challenges :-

This isn't a coffee table analysis, done on the basis of experience, this is the result of hard, painstaking research with solid data, field works & a series of discussion with Government & Private professional from various fields with an efforts to understand as well as analysis each & every aspect of the presented points.





This is a variable treasure of data, & not just an Ideation session that seeks to Implant ideas in your mind, This is a seriously put together document that needs attention & repeated referencing for it to be properly assimilated and understood by the serious reader.

The first task taken was then to identify the specific areas or Industries where we can develop a competitive advantage & go onto build world class.

The book was authored in 1998 and 28 years have passed since then we are very near the target date taken for the national vision : 2020 . It would be progressed on the dream of a developed India as put forth in the book .





ACTIVITY - II

2) Thoughts and reflections of western philosophical school and its relevance to the present day Indian Education.

The Western Perspective :-

The philosophy of education is a significant area of study both for western & Indian Philosophers.

Philosophy of education was not systematically set forth before the twentieth century. He was the first systematic philosopher to work in the field plate along with John Dewey believes that philosophy of education occupied a central place in philosophical thought.

Dewey in fact once suggested that philosophy may even be defined as the general theory of education.

Visual of philosophy of education in western & Indian perspectives :-

The western philosophy of education is divided based on the origin of reality. The division of western philosophy based on the theory of reality is to be observed.

- i) Idealistic view
- ii) Naturalistic view
- iii) Realistic view
- iv) Pragmatic view
- v) Marx and Lenin
- vi) Existentialist view





i) Idealistic View :-

It believe that the soul is immortal the world of Ideas is the real world & this world of idea is now the world of senses.

Mind possess the important power of thought
Butter maintains that Descartes dictum, "I think therefore I am". is the first step. of all knowledge.

ii) Naturalistic View :-

This philosophy of education is as old as idealistic philosophy of education as it lays emphasis upon nature in every field of education.

The naturalistic philosophy of education derive the aims and ideals, the curriculum and school management from the nature.

iii) Realistic View :-

It is an outcome of scientific development. This theory is against spiritualism & opposed to idealism.

iv) Pragmatic View :-

It views language & thought as tools for prediction problem solving and action, rather than describing, representing or mirroring reality.

v) Marx and Lenin :-

It shows little interest in philosophy of education
Neither Marx nor Angles had much to say about education directly.

vi) Existentialist view :-

It emphasizes individual existence, freedom & choice.
It views that humans define their own meaning in life, and try to make rational decisions despite existing in an irrational universe.





The India Perspective

Educational Foundation in India are also found in the metaphysical, epistemological and axiological outlook of the philosophers.

The Indian Philosophy of education is distinct about aims, curriculum, methodology and other aspects of education.

i) Vedic Period :-

- a) Character building
- b) Development of Personality
- c) Knowledge of social roles
- d) Vocational efficiency
- e) National integration

ii) Medieval Period :-

- a) The world is full of Miseries.
- b) Ignorance is the cause of Miseries.
- c) There are cessation of Miseries.
- d) There are ways to get rid of Miseries.

iii) Modern Period :-

In India, modern education started under the British rule. Modern day education is aided with a variety of technology, computers, projectors, internet & many more. Diverse knowledge is being spread among the people. Everything that can be simplified has been made simpler.

- i) Cognitive Development
- ii) Well rounded personality Development
- iii) Experiential Learning
- iv) Education for self-sufficiency
- v) Commercial education & vedic mathematics





General Estimate :-

The above discussion shows that both the western & Indian philosophy of education is the guiding principle to fulfill the different aims of an individual and the social life.





ACTIVITY - III

3) Identify the different roles played by an ideal teacher in the classroom, school & community.

The Mudaliar Report stated - "We are convinced that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, professional training, the place that he occupies in the school as well as in the community.

Characteristics of an Ideal Teacher :-

- i) The teacher must be good looking. The dress should be decent and sober.
- ii) Teacher should have calm nature, sweet looks, charming face, pleasant demeanor, so as to exert a good influence on both the public & the pupils.
- iii) His character should be above reproach.
- iv) Good mental and physical health is essential to be a good teacher.
- v) Sociability is essential trait for a teacher.
- vi) The teacher must have a sense of humour.

Teacher should be a person with whom children can have normal, friendly human relationships.





The teacher must possess a well-rounded chiseled personality. He should be particularly careful about the following -

- i) He must be punctual to the minute.
- ii) He must be fair & impartial in all dealings.
- iii) He must have pleasing manners & courteous to all.
- iv) He must respect pupils opinion.
- v) He must be responsible in his talk & behaviour & must kind & sympathetic.
- vi) He must be self-reliant & self-directive & externally honest.
- vii) He must not be rigid, too strict - yet should be prompt & business use.
- viii) He must be an enthusiastic in child study & enthusiastic in his subject and matter of method.

The Teacher as a Nation Builder :-

→ The teacher can be rightly called a nationbuilder. Teachers through their perservance, love & sacrifices has shown us the right path in which great men have built our nation. He mould our character, our personality & show us the right direction which leads us to our final destination.

→ Flourishing national development and a society truly prosperous with knowledge all beings and a skilled society with role of knowledge & a skilled society with the vision & in the success of a nation can't be stressed.





→ Knowledge received without a teacher's guidance can be compared to a blind man without his stick. Because of this, teachers need to have a high level of commitment towards their duties & responsibility which have entrusted to them.

→ The teacher is a representative of the society who inculcates moral precepts. Without teachers, both knowledge & morals would suffer.

So the teacher plays a cardinal role in the building up of the character of the next generation.

Teacher as a creator and facilitator of knowledge :-

- i) Facilitate stands to promote, to help forward, to make easy. Hence teacher should provide a conducive environment to promote learning.
- ii) He/she are a facilitator of learning for some student centered activity like library work, Project work, experimentation, home assignment etc.
- iii) All such methods show that teacher guides students as to how to go about learning sequence, this facilitating their learning.

So we conclude that in all subject-centered methods teacher is a facilitating their learning and a facilitator not a participant





ACTIVITY - IV

4) Visit nearby schools under different managements and describe functioning of the schools.

Functioning of school :-

I visited St. Ann's High School, Mangalapalem, Kothavalasa, Vizianagaram, Andhra Pradesh, India. For the purpose of activity work.



[Fig- St. Ann's High School]

Mangalapalem is a village in Kothavalasa Mandal in Vizianagaram district of Andhra Pradesh state in India. It belongs to Andhra region. I attained the prayer class at 8.00 AM. after that I visit all building and classes.

The St. Ann's High School Mangalapalem Kothavalasa, Vizianagaram established on 1987. and it is managed by the Pvt. unaided.





There are 10 highly qualified Teachers working in this school. The school has classes for upto 12th classes.

The school provides admission upto 12th class students (around 3000) for every year.



[Fig - ST. Ann's High School]

The school's Management has very well and all teachers are more responsibility and regular. The activity of this school is very well like Education, sports etc.

This school is located at very Peaceful Place without any pollution. noise and dust. School building has good and Maintained campus with clean.

Every members of the school is committed to provide the best learning Environment.

The school has given exceptional results in the academic sphere and its students have excelled in extra co-curricular activities too.

School building has well constructed. It has well equipped and well instrumented science lab and one computer lab at first floor.





At ground floor there is a school auditorium, where all the annual functions & meetings is being organised. There is a large open space used as playground.

The school functions from 8.00AM to 2.00PM. the classes begin after a mass prayer.

Students are go to the playground in game period. They play football, voley ball etc.

