



Farook Training College Innovative Academia (FTCIA)
Online Collaborative Learning Project (OCLP)

Pre-Edited Version of Study Materials.

(Chance for minor errors)



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The entire material is prepared by the B.Ed students(2019-21) of Farook Training College, Calicut, Kerala.

It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.

A note of appreciation to all student teachers who are the workforce behind this great endeavor.

OCLP Team

Unit 1

Teacher and Education

- ★ Areeba
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- ★ Athira m
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- ★ Arya v s

Education as a discipline

What is Discipline?

- An academic discipline or field of study is branch of knowledge that is taught and researched as part of higher education.
- A discipline describes types of knowledge, expertise, skills, project, problems, studies, functions, approaches, research areas etc. and they are strongly associated with academic areas of study.
- Academic disciplines usually have several sub-disciplines or branches.
- Academic disciplines tend to co-evolve with systems of professions.

Eg: Medicine - Medical profession

Education - Teaching profession

- Education as an academic discipline emerged very recently.
- To become a particular discipline a subject must be professional enough. This means that a discipline has its own independent language system and it's own professional techniques.
- Language system or professional technique means that the discipline should have it's own theories and practice.
- The particular language system divides the people in to two: first one is the expert and second one is the layman. In education sector the educationist considers as the expert.

REASONS FOR CONSIDERING EDUCATION AS A DISCIPLINE.

- * It has well defined functions.
- * Its scope and subject matter is defined.
- * It has emerged as a discipline in the university system.
- * It has different sub disciplines.
- * Education is a profession

DEVELOPMENT OF EDUCATION AS A DISCIPLINE.

- * Education, as an academic discipline, was emerged in the second half of the 19th century, with the inception of teachers college, Columbia university.
- * The history of education as an organized discipline is clearly associated with the rise of the modern teachers college and modern departments, schools or faculties of education within universities.
- * The new education was highly dependent on interpretations of contemporary and past philosophers of education ie. Rousseau, John Dewey, Froebel, Montessori etc.
- * With the influence of great educational philosophers a paradigmatic shift was occurred in the field of education, mainly in conception of children and teachers, discipline and punishment, good teaching practice and effective learning environments and socially efficient curriculum etc.

DEVELOPMENT OF EDUCATION AS A DISCIPLINE IN INDIA: LANDMARKS.

- * In 1917, established department of education in the university of Calcutta .
- * In 1936 started M.Ed course in Bombay university.
- * In 1943, the first Ph.D degree in education was awarded in Bombay university.
- * ESTABLISHED central institute of education (CIE) in 1947 to conduct research on educational problems and to offer advanced level training to teachers and other educational personnel.
- * In 1961, the Govt: of india established National Council of Educational Research and Training (NCERT) as an autonomous organization. Besides the NCERT, there are several other national institutions devoted to educational research, such as,
 - ◇ National Institute of Educational Planning and Administration (NIEPA)- New Delhi ,now NUEPA
 - ◇ Indian Institute of Education (IIE) - pune.
 - ◇ Center of Advanced Study in Education (CASE) - Baroda.
 - ◇ National Council for Teacher Education (NCTE)- New Delhi.

CHARACTERISTICS OF EDUCATION

- * Education is purposive.
- * Education is the drawing out or bringing up process.
- * Education for the good of the individual and the welfare of the society.
- * Education works as a stabilizer.
- * Education is a conservator of knowledge, heredity and traditions and the tool for reconstructing the society.
- * Education is a planned process.
- * Education is a lifelong process.
- * Education is bipolar and tripolar.(Teacher + Taught + social environment)
- * Education is nothing but the overall development of an individual.
- * Education is psychological and social.

4 MARK QUESTIONS AND ANSWERS

- 1) What are the characteristics of education ?**
- 2) 'Education is a discipline'. elucidate your points ?**

Child centered education and life centered education

- ★ Child centered education and life centered education is a new perspective or a vision in the field of education.
- ★ In child centered education, the child is in the central point of education.
- ★ Life/ living environment is considered as the best teacher of each individual.

Characteristics of child centered education

- ★ The child comes to the focus of the educative process; and the subjects, the prescribed curriculum, the teachers and the formal methods become subsidiary things.
- ★ The child learns in an atmosphere of freedom and fearlessness with dignity and the responsibility in accordance with his needs, interests, ability and aptitudes.
- ★ It involves the principles of love and free discipline.
- ★ The children actually live their learning experiences and learns through observation, imitation and by doing.

Characteristics of life centered education

- ★ Education is imparted through a craft or productive activity, closely related to the life around. Here pupils learn by doing something directly to their life.
- ★ Education inculcates a love for work among children, and instills in them the value dignity of labor.
- ★ It offers children, various kinds of activities helpful for their all round development. It makes them self-reliant, creative, co-operative and socially efficient.
- ★ It develops qualities of leadership, loyalty, co-operation, sympathy, honesty etc

4 marks question

1. What is the difference between child centered education and life centered education?

Teaching as a profession

“Teaching creates all other profession”

Key concepts:

- ★ A profession is an occupation that involves specialized training and a formal qualification before one is allowed to practice or work.
- ★ The body of people who make up the occupation can be referred as the profession (legal,medial,engineering etc.)
- ★ Members of a profession usually have significant responsibility for other people or resources.
- ★ Society and the community place a great deal of trust in the professionals.

Characteristics of a profession

1. Intellectual operation: The intellectual operation means that the professional should have some cognitive skills such as , thinking ability, reasoning ability, memory, concept formation , language ability etc.

2. Communication techniques

A professional should have the effective communication techniques.

3. Self organization

- Self concept (self image)
- Academic organization
- Leadership quality and social skill

4. Care and concern to others.

Characteristics of teaching profession

- ❖ The members of teaching profession have an organized body of knowledge that separates the group from all others.
- ❖ It serves a great social purpose.
- ❖ There is co operation achieved through a professional organization.
- ❖ There is a formal period of preparation and a requirement for continuous growth and development.
- ❖ There is degree of autonomy accorded the professional.
- ❖ The profession has control or influence on education standards, admissions, licensing, professional development, ethical and performance standards, and professional discipline.

Teaching an art/ a science

- Teaching is both a science and an art.
- Effective teaching can be seen as the art of applying educational research.
- A teacher cannot be efficient unless they are able to integrate both the science and the art of teaching.
- The science of teaching is the accumulation of information and the improvement of teaching practices based on the information gained. The accumulation of information can be viewed on three levels;
 1. In one's subject area
 2. Which can be acquired from the study of research performed by others (Eg: - psychology, sociology etc.)
 3. Information gained in our own classrooms.

→ The art of teaching involves not only knowing what to do and how to do it, but it also knowing when to do it and in what situations not to do it.

Professional ethics of teachers

- 1) Teachers should stick on to a responsible pattern of conduct expected of them by the community.
- 2) The teacher shall not use professional relationships with pupil for private advantage.
- 3) Teachers should manage their private affair in a manner consistent with the dignity of the profession.
- 4) They should seek to make professional growth continuous through study and research.
- 5) The teacher should refrain from undertaking any other employment and commitment including private tuitions and coaching classes which are likely to interfere with their professional responsibilities.

- 6) The teacher should treat colleagues and associates with respect, working with them cooperatively.
- 7) A teacher should act with impartiality, truthfulness and honesty.

Qualities and competencies of the teacher

Personal qualities

Compassionate

Cooperative

Patience

Tolerance

Caring

Inspirational

Efficiency

Empathetic

Joyful

Affectionate

Fearless

Organized

Honesty

Forgiving

Adaptable

Passionate

Professional qualities

Skill

Preparedness

Dedication

Creativity

Knowledge

Sense of humor

Accountable

Respect

Resourceful

Leadership quality

Enthusiastic

1 mark questions

1. What are the characteristics of a profession ?

2 marks question

1. Mention any four characteristics of teaching profession ?

4 mark question

1. Define professional ethics
2. What are the characteristics of teaching profession ?
3. What are the qualities and competencies of a teacher ?

Teacher as a Leader

- Leadership is a term that can mean many different things depending on the setting.
- An effective leader must have the ability to adapt their leadership style to the needs of the immediate person or situation.
- Teachers fulfill many roles in today's world and one of the most important is the role of a leader.
- Teacher will be there in the classroom and provides an environment that enriches the lives of not only the students but also all of the professionals with whom they come in contact.

The following are the essential traits that are consistently seen in teacher leaders.

1. Passion

- Teachers are very passionate about teaching and learning.
- They continuously feed their passion by staying on top of the latest evidenced based practices for teaching their students.

Teachers are passionate with regards to professional learning to enhance their career goals.

2. Integrity

- Teacher leaders display honesty in all of their interactions with their students, colleagues and administrators.
- Teachers are trustworthy and can be counted on to produce quality work and meet all of the many timelines that are part of their everyday commitments.
- When teachers make a promise to their students, they always follow through.

3. Collaborative

Teacher leaders ask for input from all the members of their classroom team, their colleagues and administrators.

- They realize that to be a truly effective teacher leader and they cannot close their classroom door and operate independently.

4. Communicative

- Teacher leaders are able to clearly articulate their vision for their classroom in order to insure that the team is working towards the same goal.

- Teacher leaders are also able to communicate the vision for each student to parents and anyone else that is part of the student's learning community.

- Teacher leaders are able to communicate to each student

the goals that have been set for them so that the student has a clear picture of the path that they and the teacher are on.

5. Positive Attitude

- Teacher leaders consistently demonstrate an upbeat demeanor that motivates those with whom they interact on a daily basis.
- They manage to maintain an important balance between productivity and fun.

6. Confidence

Teacher leaders stay calm and confident when faced with a setback.

- Teachers keep the team moving forward and focused on the long term goals.
- When a student is having a hard time either with an academic concept or maintaining appropriate classroom behavior, the teacher is the voice of calm in the middle of the student's storm and is able to re-focus the attention of the student back to the task at hand.

7. Inspirational

Teacher leaders keep their students and teams invested in the goals that have been set. They do this though acknowledging both large and small accomplishments that are made daily.

8. Engagement

- Teacher leaders keep their teams engaged. They do this by challenging them and asking for their input on a frequent and consistent basis.
- Teacher leaders keep their students consistently engaged by setting high expectations and reachable goals.

9. Fearlessness

- Teacher leaders are not afraid of taking risks and in doing so, make mistakes.
- Teachers want to realize that making mistakes allows them an opportunity for growth.

- By taking risks, teachers create an atmosphere in their classroom that encourages all team members and students to take risk without the inherent fear of making mistakes.

10. Celebrators

- Teacher leaders take time to recognize all the accomplishments the students and team have made.

ROLE AND RESPONSIBILITIES OF TEACHERS

1.Resource Provider

- ❖ Teachers help their colleagues by sharing instructional resources. These might include Websites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

2. Instructional Specialist

- ❖ An instructional specialist helps colleagues implement effective teaching strategies.
- ❖ This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers.
- ❖ Instructional specialists might study research-based classroom strategies and explore instructional methodologies which are appropriate for the school; and share findings with colleagues.

3. Curriculum Specialist

Teachers should understand content standards, how various components of the curriculum link together, and how to use the curriculum in planning, instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school.

4. Direct students for progress.

The major responsibility of a teacher is to direct students for their educational progress and the conditions of social life also.

5. Coordinate the activities of school.

The other major responsibility of a teacher is to coordinate the day to day activities of the school. There have to do many activities like academic and co-curricular.

6. Acts like a leader.

The teacher should be a role model and guide the pupil as a good leader.

7. Choose appropriate instructional strategies.

Teacher should try to understand the aptitudes, skills and interests of the child and choose the appropriate instructional strategies for making an effective learning environment in the classroom.

8. Should be to become a good professional.

A good teacher is also being a good professional. Thereby the teacher should try to achieve the qualities of a good professional.

TEACHERS' COMMITMENT TO STUDENTS

- Don't suppress the progress of students.
- Protect the student from harm.
- Don't discriminate students.
- Don't use professional relationship for private advantage.

TEACHER'S COMMITMENT TO SOCIETY AND PROFESSION

- Teachers have to struggle for propagation of values: - cooperation, adjustment, humanity, love and sacrifice etc.
- Don't misrepresent professional qualification.
- Don't make false statements about a colleague.
- Respect fellow teachers.
- Love the students.
- Serve the society and save the nation maximum.

4 MARK QUESTIONS

1. What are the role and responsibilities of a teacher ?
2. Write about “ teacher as a leader”

Teacher as a social transformer

- ★ Teachers initiate social change in a society
- ★ Teachers create social reformers of the future society
- ★ Teachers set a suitable platform for desirable social change
- ★ Teachers can remove cultural lag which will bring social change.

Role of education to curb social evils

1) Anti-national Activity

- ❖ Anti- national activity is an important social evil which affect our country. It is against our constitutional rights.
- ❖ Anti national activities are the illegal activities which affect our country directly or indirectly.
- ❖ Some certain anti-national activities are corruption ,Terrorism, Violence against women,Drug abuse, alcoholism etc

2) Corruption

- ❖ Corruption is a form of dishonesty or criminal offense undertaken by a person or organization entrusted with a position of authority, to acquire illicit benefit or abuse power for one's private gain.
 - ❖ Corruption can occur on different scales. Corruption ranges from small favors between a small number of people (petty corruption), to corruption that affects the government on a large scale (grand corruption), and corruption that is so prevalent that it is part of the everyday structure of society, including corruption as one of the symptoms of organized crime.
-

3)Terrorism

- ❖ Terrorism is the use of fear acts of violence in order to create problems to societies or government in many ways
- ❖ Terrorism is an internal problem in today's global community and many nations are affected whether directly or indirectly.
- ❖ Terrorism is defined by the Us state department with following Four elements.

1) The first is a threat of violence or an act of violence.

2)Next is a political objective.

3)Third is that violence and threat of violence is a direct attack on civilians making civilian a primary target.

4)Lastly,it is prepared by a supporting nation or nation off.

How to eradicate terrorism

1)The government should improve security system of our country.

2)Judicial system must be made fast. It should be ensured by the government

Some suggestions for eradicating terrorism are:-

a. eradicate poverty.

b. remove caste system.

c. reduce child crimes.

d. improve educational facilities in our country.

Role of education to curb social evils like corruption and terrorism

- ❖ Education helps to achieve human values. These include honesty, kindness, generosity, courage, freedom, equality and respect .
- ❖ Moral education helps to inculcate moral values such as honesty, responsibility, care and help to develop a morally responsible and self disciplined citizen.
- ❖ problem solving, decision making and conflict resolution are also important parts of developing good moral character .
- ❖ students get educated for good character as well as intellectual development; decency as well as literacy, virtue as well as knowledge and they try to train their citizens who will use their intelligence to benefit others as well as themselves

ONE MARK QUESTION

1) List out the some Anti National activities?

Ans) Anti-national activities are corruption ,Terrorism, Violence against women,Drug abuse, alcoholism etc

TWO MARK QUESTION

1) what is corruption

Ans)Corruption is a form of dishonesty or criminal offense undertaken by a person or organization entrusted with a position of authority, to acquire illicit benefit or abuse power for one's private gain.

2) what are the solutions for eradicate terrorism in our society?

Ans) 1)The government should improve security system of our country.

2)Judicial system must be made fast. It should be ensured by the government that no one is duped in justice.

FOUR MARK QUESTION

1) Define terrorism?

Ans) Terrorism is the use of fear acts of violence in order to intimidate societies or government many different type.

Terrorism is an internal problem in today's global community. Many nations are affected with it directly or indirectly.

Terrorism is defined by the Us State department with its Four elements.

1) The first is a threat of violence or an act of violence.

2) Next is a political objective.

3) Third is that violence and threat of violence is a direct attack on civilians making civilian a primary target.

4) Lastly, it is prepared by a supporting a nation or nation off.

2)what are the steps to eradicate terrorism?

Ans)

- a.** eradicate poverty.
- b.** remove caste system.
- c.** reduce child crims.
- d.** improve educational facilities in our country

3)what are the role of education to curb social evils like corruption and terrorism?

Ans)

Role of education to curb social evils like corruption and terrorism

- ★ Education helps to get basic human values. These include honesty, kindness, generosity, courage, freedom, equality and respect .
- ★ Moral education teaches moral values such as honesty, responsibility, care and help to rise morally responsible and self disciplined citizen.
- ★ problem solving decision making and conflict resolution are also important aspects for developing good moral character .
- ★ students get educated for good character as well as intellectual development; decency as well as literacy, virtue as well as knowledge and they try to train their citizens who will use their intelligence to benefit others as well as themselves.

Violence against women

❖ Indian society is very patriarchal and gender discrimination is explicitly neglected. The rights and position of women is considered inferior to that of men. This results in the increasing rate of violence against women. Such as..

1.Female infanticide

2.Gender inequality

3.Dowry

4.Domestic violence

5.Domestic rape

6.Sexual assault/rape

7.Cyber attack/ cyber abuse

8.Reinforcement of gender stereotypes.

1.Female infanticide

- Sex based abortion
- Decline in child sex ratio
- 924 females per 1000 males in 2020

2.Gender inequality

- Dos and Don'ts based on the sex of the child.
- Different norms for girls, boys
- Neglects position of queer community
- Rooted in family, schools, marriage and all other social institutions

3.Dowry

- Amount of property or money brought by a bride to her husband on marriage
- Leads to other social evils such as female infanticide, denial of education to girl child (due to expense)
- Commercialises women through the institution of marriage.

4.Domestic violence/family violence

- Violence on women from a domestic setting such as marriage / cohabitation
- Includes physical, verbal, emotional, economic, reproductive and sexual violence.
- Most often the violence is from life partner or relatives may be even from parents.

5.Domestic rape/Marital rape

- A serious issue that mostly go unaddressed
- Rape done by husband/ sexual partner without consent
- Sexual inter course in marriage is considered as a right of spouse even without consent which is very wrong.

6. Sexual assault/rape

- Sexual assault involving forceful sexual penetration carried out forcefully against a person's consent
- Most inhuman act against women's dignity
- Neglects women's right to being a free individual

7. Cyber attack/ cyber abuse

- Any form of gender based violence through cyber media
- Misuse of photographs, hateful messages or threat through cyber media, Showing sexual contents without permission.. etc.
- Restricts women from coming forward in digital spaces and thus denies freedom of expression.

8.Reinforcement of gender based stereotypes

- Stereotypes are widely held norm or notion about a particular type of person or thing such as
 - stereotype of women as caretaker
 - stereotype of men as breadwinner of family
- Restrict women from coming out of the limit society has set for them.
- It domesticates women.

Role of Education

- Education helps students to understand the rights of people to equality and justice.
- Education makes them able to realise the stereotypes and act against it or stop carrying it to the next generation.
- Education makes students civilised and stops violence
- Education enables them to get legal protection from violence
- Some of the legal protections are..
 - Pre-conception and pre-natal diagnostic techniques act. (PCPNDT) to ban and punish prenatal sex screening and female foeticide
 - Convention on the elimination of all forms of discrimination against women (CEDAW). It is the international bill of rights of women

-IPC Section 304B that made dowry a punishable offence.

-IPC Section 498 A provides a broader definition of domestic violence and prohibits it.

-IPC Section 354 A to section 354 D punished for reported cyber crimes.

Drug abuse and Alcoholism

- Consumption of alcohol / drug to an extent that it harms one's physical and mental health.

- repeated blackouts, lack of appetite, hostility, anger, sexual dysfunction are symptoms of addiction.

- Education makes students aware of the evil effects of drug and alcohol consumption.

- Peer pressure, mental stress, curiosity etc are the probable causes that could lead to addiction

- 1-844-289-0879 is the national drug helpline number works 24*7

- Anxiety, shaky hands, headache, nausea, insomnia, vomiting etc are the withdrawal symptoms of addiction.

- might result in social isolation and disrupted family relationships.

1 MARK QUESTIONS AND ANSWERS

1.write any two forms of violence against women??

ans) domestic violence- marital rape.

2.what is female infanticide?

ans)Sex based abortion.

3.write any two withdrawal symptoms of alcohol addiction?

ans)Hand shivering - Insomnia

4.write any one gender stereotypes that you have come across in life?

ans)Men are the breadwinners - women are caregivers.

2 MARK QUESTIONS AND ANSWERS

1. Which are the violences against women in today's society. ? Name any four.

•ans) dowry- asexual assault - domestic violence - female infanticide

2. What is domestic /marital rape? How is it peculiar from rape?

•ans) No consent - domestic environment.

3. What are the causes that could lead to drug/alcohol addiction.?

•ans) peer pressure - curiosity - stress

4. what is CDEAW.?

•ans) rights of women- elimination of discrimination.

4 MARK QUESTIONS AND ANSWERS

1. Write a short note on gender inequality that prevails in today's society?

ans) • education of women- safety in public travel- equality in workspace- curfew in hostels- mobility in society - night journey.

2. How are gender based stereotypes reinforced? What is the role of school and teacher in it?

ans) jokes on stereotypes - teacher's attitude- teacher's moral and immoral scale- environment in school- political correctness of teachers.

3. What are the physical and mental changes that could be caused by drug/ alcohol abuse?

ans) signs of addiction - withdrawal symptoms - isolation - social relationship

10 MARK QUESTIONS AND ANSWERS

1. What is the role of education in reducing social evils like violence against women and drug and alcohol abuse?

ans) critical thinking- rational thought - a model society - awareness - social relationship - model teachers- better citizens..

2.As a teacher, how would you help the students to deal with gender based stereotypes and discrimination?

ans) mental support- awareness - discussions- model classroom- model for students - debates- better reading suggestions- political correctness.

Unit 2

Philosophy of Education

1- DEEPTHI-

2- DILSHANA-

3- FASNA

4- FAZILA KAMAL

5- FIDA BINTH BASHEER C

6- JABEER

PHILOSOPHY

Etymological meaning:

- Derived from two Greek words *Philos* and *Sophia*.
- *Philos* means *love* and *Sophia* means *Wisdom*.
- Philosophy (*Philosophia*) means love of wisdom or knowledge.
- The term was probably coined by Pythagoras.

General Meaning:

- It is the study of general and fundamental questions about existence, knowledge, values, reason, mind and language.
- In his famous book *Republic*, Plato says, “He who has a taste for every sort of knowledge and who is curious to learn and is never satisfied may be justly termed a Philosopher”.
- The aim of Philosophy is search for wisdom and truth.

- Philosophy is a way of thinking about the world, the universe and the society.
- It works by asking very basic questions about the nature of human thought, the nature of the universe and the connections between them.
- Philosophy is a search for a comprehensive view of nature, an attempt at a universal explanation of the nature of things.

- The ideas of Philosophy are often general and abstract in some sense.
- Some of the notable philosophers are Plato, Aristotle, Buddha, Thomas Hobbes, John Locke, David Hume, Jean Paul Sartre and Immanuel Kant.
- Philosophers came up with questions like,
Why are we born?

Why do we live?

What happens to soul after death?

Will the universe exist forever?

Why are we born?

What is truth?

- Philosophy is thus a study of humans and the world by thinking and asking questions.

DEFINITIONS OF PHILOSOPHY

By examining some of the definitions of philosophy, it gets the comprehensive view of the idea. Some of them are :

- Philosophy is the science of knowledge - Fichte
- Philosophy is the science and criticism of cognition - kante

- Philosophy aims at the knowledge of eternal nature of things - Plato
- Philosophy is the science which investigates the nature of being, as it is in itself - Aristotle
- Philosophy like all other studies, aims primarily at knowledge - Bertrand Russell
- Philosophy is the logical enquiry into the nature of reality - Dr. S.Radhakrishnan

Major Philosophical Divisions

Metaphysics

- Branch of philosophy that deals with nature of reality.
- Reveals hidden truth and immortal realities related with god, universe and soul.
- Studies questions related to
 - What is it for something to exist?
 - What type of existence are there?
- Metaphysics tries to answer the question what is real.
- Philosophers who believe in
 - Spiritualism as reality consider existence and god as identical.
 - Materialism consider physical existence as reality.
- Philosophy has to answer whether ultimate truth is spiritual or material.

Branches

- **Ontology**
 - **Study of ultimate reality**
- **Cosmology**
 - **Studies mystery of the world**
- **Theology**
 - **Studies about existence of God and his nature**
- **Cosmogony**
 - **Study of creation**

Epistemology

- Concerned with science of knowledge
- From Greek word 'episteme'(knowledge) and 'logos'(science).
- It is the study of nature of knowledge, justification and rationality of belief.
- Tries to answer questions like:
 - How do we get knowledge?
 - How does a man know what is real?
- Different types of knowledge are important

Types of knowledge

- **Revealed knowledge**
 - Knowledge that God has disclosed through his representatives (prophets)
- **Intuitive knowledge**
 - Knowledge gained by man from his inner self
- **Empirical knowledge**
 - Knowledge gained out of personal experiences, may be gained through senses
- **Rational knowledge**
 - Obtained through the exercise of reason alone, unaccompanied by empirical observation
- **Authoritative knowledge**
 - Knowledge accepted as true. Expert authorities in the field attest it

Axiology

- **Philosophical study of value.**
- **From Greek word 'axia'(value, worth)and 'logos'(science)**
- **Studies mainly two kinds of values: ethics and aesthetics**
- **Ethics**
 - **Concerned with good and bad, right and wrong in individual and social conduct.**

- **Aesthetics**
 - **Concepts of beauty and harmony**

EDUCATIONAL IMPLICATIONS OF MAJOR PHILOSOPHICAL DIVISIONS

EPISTEMOLOGY

*Epistemology and education are companions since both are primarily the act of knowing.

*Epistemology is the motor of education in a sense because it drives the educational process.

* The educational theories and practices one employs will be consistent with his or her theories and practices of epistemology

* Epistemology has a direct impact upon education on a moment-by-moment basis. For example, assumptions about the importance of various sources of knowledge will certainly be reflected in curricular emphases and teaching methodologies. Because a religious teachers believe in revelation as a source of valid knowledge, they will undoubtedly choose a curriculum and a role for a holy book in that curriculum that differs from the curricular choices of nonbelievers. Their faith will shape the presentation of every topic they teach. It is also true for teachers from every philosophic persuasion.

AXIOLOGY

Our contemporary age is an age of great confusion and turmoil. Wars and conflicts, terrorism, destruction, kidnapping, murder, drug abuse, alcoholism, sexual immorality, family breakdown, injustice, corruption, oppression, conspiracy, and slander, are occurring worldwide. We can witness the loss of personal human dignity, the loss of time-honored traditions, the loss of the dignity of life, the loss of mutual trust among people, the loss of the authority of parents and teachers, and the list goes on.

* Education plays an important role for inculcating the value (such as- truth, beauty and goodness etc.) and transmitting from one generation to another through its curriculum.

* Culture is a totality of values created throughout history and that education is the means of performing culture. This is why axiology requires an important educational dimension.

The components of the educational dimension of axiology are:

✓ First, axiology, by projecting a system of values, proposes educational aims under the form of axiological objectives and ideals.

✓ Second, axiology comprises both general human or universal and specific values for a determined community, thereby giving it its personality. Education preserves and transmits values that guarantee the cultural identity of the human community.

✓ Third, the performance of values requires knowledge and experience, which means the involvement in this process of education on its two interrelated planes: cognitive and emotional.

✓ Finally, as axiology is the horizon of the manifestation of human creativity, education has among its fundamental functions that of cultivating the creative power of the individual and the human community.

* Eventhough personality is the source of all values, it is not born, but is developed by education. That is why education is considered as the fundamental resources for future social development.

* Without education, axiology would be deprived of living power, and, without the light of axiology, education would grope about in the dark.

METAPHYSICS

Metaphysics, or the issue of ultimate reality, is central to any concept of education, because it is important for the educational program of the school (or family) to be based upon fact and reality rather than fancy, illusion, error, or imagination.

Varying metaphysical beliefs lead to differing educational approaches and even separate systems of education.

*Metaphysics is speculative and focus on issues as the nature of cause-effect relationships. It relates to teaching in terms of thoughts about educational goals, the selection of appropriate content and educational goals, and attitudes towards the general nature of learners.

According to Landauer and Rowlands:

"The degree to which our metaphysical worldview is correct is the degree to which we are able to comprehend the world, and act accordingly. Without this firm foundation, all knowledge becomes suspect. Any flaw in our view of reality will make it more difficult to live."

RELATION BETWEEN EDUCATION AND PHILOSOPHY

- Educational philosophy is the application of different aspects of philosophy in education.
- It is the educationalist's approach to solve the educational problems with the adoption and support of philosophy.
- Philosophy, it being the search for truth, can answer the ultimate issues of education.

RELATION BETWEEN EDUCATION AND PHILOSOPHY

- Educational philosophy considers principles, ideals, values and theories of philosophy of different people, at various times, in various countries/ societies with special reference to education.
- “Education is the dynamic side of philosophy”-John Adam.
- Education means to attain the goals put forward by philosophy.

RELATION BETWEEN EDUCATION AND PHILOSOPHY

- “Education can be considered as a laboratory in which different philosophical doctrines are experimented” - John Dewey
- Education is the medium through which the ideas and ideals of philosophical thought are put into practice.
- “The process of education can not go on right lines without the help of philosophy.” - Gentile

RELATION BETWEEN EDUCATION AND PHILOSOPHY

- Education is for life and it is philosophy that presents before us an acceptable code of conduct leading to a noble and worthwhile life.
- “Philosophy and education are two sides of same coin ,the former being contemplative side and the latter the active side” - James Ross.
- Philosophy determines the real destination towards which education has to go.

RELATION BETWEEN EDUCATION AND PHILOSOPHY

- The branch of philosophy itself shows the relationship of philosophy and education.
- All the philosophers are great educationalists. They reflect their philosophical views in their educational scheme.

FUNCTIONS OF PHILOSOPHY

- Normative philosophy

The word normative refers to the “norms” or “standard” .so the normative function of philosophy means setting of ‘norms’ goals’ principles, standards etc. Philosophy sets the goals and the ways of

attaining them. By applying these norms, we are able to decide things. So as to reach the right directions.

- Speculative philosophy

In this function, philosophy strikes a balance of knowledge gathered from various sources. It leads the man from common sense approach to perspective approach.

- Critical

In its critical function, philosophy makes an insect study of every aspect. It classifies concepts, test hypothesis, establishes consistency, presents unity of outlook and inspires logical reasoning.

The overall function of all philosophy is to answer the fundamental question of education.

FUNCTIONS OF PHILOSOPHY OF EDUCATION

- Determines the aims of education.
- Harmonizing old and new tradition in the field of education.
- Preparing the young generation to tackle the present challenges.
- Providing mission and vision to achieve educational programs.

- Conservation, preservation and transmission of our culture.
- Educational philosophy helps in adopting effective strategies in all aspects of education ranging from planning to administration.

Write the functions of philosophy?

Which are the functions of educational philosophy?

1 Mark Questions & Answers

1. Trace the origin of the term 'Philosophy'.
2. Who coined the term 'Philosophy'?
3. Write any two philosophers.
4. What is Philosophy?
5. What does Metaphysics deal with?
6. What does Axiology deal with?
7. What does Epistemology deal with?

2 Mark Questions & Answer key words

1. What are the different types of knowledge?
2. What is the metaphysical problem to be answered by philosophy?

4 Mark Short Essays & Value Points

1. Write a short note on 'Philosophy'.
2. Write a note on inter relationship between education and philosophy?
3. Write a short note on major Philosophical Divisions?

10 Mark Essays & Value Points

1- Do you agree that all philosophers are educationalists? Substantiate your points.

Unit 3

Sociology of Education

- Najmathul huda N E
- Rasha T V
- Shifanath T
- Zuhdha maryam
- Liza
- Athira M

Meaning of Sociology

- The term **Sociology** was coined by **Auguste Comte**, a French philosopher, in 1838
- The word **Sociology** is derived from the Latin word '**societies**' meaning '**society**' and the Greek word '**logos**' are meaning '**study or science**'.
- The **etymological** meaning of '**sociology**' is thus the '**science of society**'.

Definition of sociology

- ❖ **Sociology** is, on the one hand, a synthetic discipline, trying to unify from a central point of view the results of separate disciplines; and on the other, an analytic and specialised science with its own field of research.
- ❖ **Auguste Comte**, the founding father of sociology, defines sociology as the science of social phenomena "subject to natural and invariable laws, the discovery of which is the object of investigation".
- ❖ **L.F. Ward** defines 'Sociology is the science of society or of social phenomena.

Definition of sociology

- ❖ **M. Ginsberg** defines ‘Sociology is the study of human interaction and interrelation their conditions and consequences’.
- ❖ **Kimball Young** defines ‘Sociology deals with the behaviour of men in groups’.
- ❖ **Max Weber** defines ‘Sociology is the science which attempts the interpretive understanding of social action’.
- ❖ **Emile Durkheim** defines sociology as the “ science of social institution”.

Branches of sociology

According to Durkheim, Sociology has broadly three principal divisions which he terms as:

- (a) Social morphology
- (b) Social physiology
- (c) General Sociology

Branches of sociology

- ❖ **Social morphology** covers the geographical settings, the density of population and other preliminary data which is likely to influence the social aspects.
- ❖ **Social physiology** is concerned with such dynamic processes as religion, morals, law, economic and political aspects, etc., each of which may be the subject matter of a special discipline.
- ❖ **General Sociology** is an attempt to discover the general social laws which may be derived from the specialized social processes

Branches of sociology

According to **Sorokin**, Sociology can be divided into two branches:

(a) General Sociology

(b) Special Sociology

- ❖ **General Sociology**-properties and uniformities common to all social and cultural phenomena in their structural and dynamic aspects
- ❖ **Special Sociology**-the inter-relationships between the socio-cultural and biological phenomena.

1 Mark Questions & Answers

1. Who is regarded as the father of Sociology?

ans) Auguste Comte

2. Name the study that deals with the interaction between man and society?

ans) Sociology

3. What is the **etymological** meaning of '**sociology**'?

ans) science of society

2 Mark Questions & Answer key words

1. Define Sociology?

ans) Any definitions of sociology

2. The word sociology derived from?

ans) The word **Sociology** is derived from the Latin word '**societies**' meaning '**society**' and the Greek word '**logos**' are meaning '**study or science**'.

Relationship between sociology and education

Sociology is the application of sociological principles and theories in solving the problems of education.

Education & sociology

- ❖ prime concern of sociology is socialized individual while education is the process of socializing individual.
- ❖ sociology is the means for achieving the educational goals.
- ❖ Most of the sociologists are educationists.
- ❖ Educational sociology is a discipline.
- ❖ sociology helps to understand social relationships
- ❖ school is an instrument for social change.

- ❖ Sociology helps to inculcate social values and develop a socialized citizen.
- ❖ Education helps for socialization through NSS, NCC, Etc.
- ❖ School is a miniature society.
- ❖ School is an instrument for social change.
- ❖ Maintains relationship between teachers and students.
- ❖ To adapt social diversities.
- ❖ To conserve, transmit and transform our culture and heritage.
- ❖ To eradicate social evils.

4 mark question

- 1) What is the relationship between sociology and education ?

Educational sociology

- ★ It is a branch of sociology
- ★ It studies the relationship between education and sociology , and deals with its problems
- ★ It is primarily concerned with social factors in education.
- ★ George payne (USA) is considered as the father of educational sociology.
- ★ According to him “educational sociology is the science which describes and explains institutions, group and social processes in relation to the educational system in its evolution and changing function.

Definitions

“Educational sociology is the study of the interaction of the individual and his cultural environment” – brown

In short, educational sociology is the study of those phases of sociology that are of significance for educative process, especially the study of those that point to valuable programmers of learning and control of learning process- Carter.

This discipline is sociology as applied in the field of education.

- ★ Educational sociology starts with the assumption that education is an activity which goes on in the society and the society in its turn determines the nature of education- Ottaway
- ★ Educational sociology is the application of scientific spirit, methods and principles of sociology to the study of education- M.S George.
- ★ The process of education is made possible by the family, school, community and other agencies of society.
- ★ The educational system of a society will bear resemblance to the nature of society
- ★ Education and society influence each other.
- ★ Educational sociology is the study about interaction between the society and education.

Functions of educational sociology

- ★ appreciate and enlarge the role of the teacher in the society.
- ★ To understand the exact nature of the relationship between teachers and students.
- ★ To understand and utilize the relationship between the different segments of the school system and the social system.
- ★ To understand the role of education as an instrument of social change.
- ★ To understand the role and importance of formal, informal and non formal education systems.
- ★ To comprehend the contemporary changes in society and to interpret their influences on education.
- ★ It provides an understanding of the problems such as communication, gender discrimination etc..
- ★ It suggests ways to develop national integration, international understanding, the spirit of scientific temper, globalization among the students.

- ★ To understand the effect of social forces on individuals.
- ★ To handle the problems of education with a sociological perspective.
- ★ To eradicate social evils.
- ★ To understand necessary researches on the sociological issues of education and find out solutions.
- ★ It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.
- ★ It studies the effect of economy upon the types of education provided to the students eg: education provided in schools.
- ★ It helps us to understand the effect of various social agencies like family, school, etc on students.

One mark question

1. “Educational sociology is the study of the interaction of the individual and cultural movement”. This was stated by whom ?

Ans) Ottoway

2. Which of the following is not correct about schools?

- a) They are powerful instrument of social change.
- b) They are social agencies of cultural transmission
- c) They are potential agents of conflict and disintegration
- d) They are necessarily affected by the social and economic situations and changes in our civilization.

Ans) c. they are potential agents of conflicts and disintegration.

3. Who is the father of educational sociology?

Ans) George Payne

4. Educational sociology deals with which aspects of education ?

Ans) social

5. Which one of the following social institutions of india does not have a profound effect on education?

a) The family

b) The government

c) The business class organization

d) The religion

Ans) c. the business class organization

2 marks question

1. Explain the definition of educational sociology given by George Payne

4 marks question

1. How do socio economic and cultural differences among social group affect the education of their children in the locality?
2. School is an important agency of education, comment on it

Structural functionalism

- Herbert Spencer has developed the concept.
- He has considered Society as a complex system.
- Parts work together to promote solidarity and stability.
- Two perspectives in sociology : social structure and social function
- Compared society to the human body
- Parts of the society as social institution.
- Structuralism: parts of the society and its interrelationship with each other
- Functionalism: function of society as whole
 - A) Manifest function: anticipated
 - b) Latent function: unsought consequences.

Social system

- ❖ A system is a set of interconnected components.
- ❖ Talcott Parsons first explained the concept of social system in sociology.
- ❖ He described the social system as the system of interrelated roles which are prescribed by shared norms and underpinned by fundamental values.
- ❖ Parsons thus defines the social system as the set of roles, some of which constellations called institutions.
- ❖ But it has to be remembered that not all roles equally institutionalized.

Socialization

- Man is a social being but no child is born social
- The process by which an asocial human being became a socialized member of a group is called socialization.
- It is the process by which the individual is adapted to his social environment and becomes a recognized, cooperating and efficient member of it.
- Process of going on to the culture of a group.
- An interactive process between individual and society.
- Process of learning habits, attitudes, traditions, customs etc.
- Education is the process of socializing the child.

Education as socialization

- Education is an implicit aspect of any social system.
- Education aims at the socialization of individual
- Education brings about the desired behavior and attitudinal changes.
- Education adopts the principles of sociology to improve its functioning.
- Education attempts to mould human nature in the direction provided by sociological innovations.
- Education implies developing individuals as socially efficient individuals.
- Inclusion of values
- To transmit, conserve and transfer culture.
- To eradicate social evils
- To develop diversity consciousness.
- To meet the challenges in social life

- To develop a sense of patriotism
- To understand social relationships.
- To know the structure of society
- To simplify the complexities of society
- To cope up with social problems.
- To give a platform to develop cooperation
- To accelerate LPG(liberalization, globalization, privatization)
- To reduce social malice.
- NSS,NCC, helps to develop feeling of citizenship
- Enables individual to internalize social norms.
- Egocentric behavior gets modified.

- Develop a sense of belongings
- Makes socially efficient persons
- Process of humanizing
- Strengthen cultural heritage

1 Mark Questions & Answers

- ❖ Who has proposed the concept structural functionalism?

Ans) Herbert spencer

- ❖ Who has first explained the concept of social system in sociology

Ans)Talcott Parsons

2 Mark Questions & Answer key words

- ❖ Define socialization?

Ans)The process by which an asocial human being became a socialized member of a group is called socialization.

❖ What is a social system?

Ans) A system is a set of interconnected components. Parsons thus defines the social system as the set of roles, some of which constellations called institutions.

4 Mark Questions & Answer key words

Explain spencer's structural functionalism ?How education helps to socialize an individual ?

10 Mark Questions & Answer key words

Define socialization and elucidate how education helps to socialize an individual ?

Agencies of education

MEANING OF EDUCATIONAL AGENCY

▪An agency of education is a specialized institution or organisation that directly or indirectly exercises an educational influence on the child. This include both formal and informal institutions such as the school, the library,the newspaper,the television, the family etc.

CHARACTERISTICS OF EDUCATIONAL AGENCIES

- It exercises some educational influence on individual.
- It is directly or indirectly concern with the education of youngsters.
- It includes both formal and informal institutions.
- It is concerned with the transmission of cultural and social heritage of the society.
- It include both specialized as well as non-specialized institutions.

TYPES OF EDUCATIONAL AGENCIES

1.FAMILY

- The family is the oldest, basic and fundamental unit of human society. It is regarded as the primary agent of education. The basic purpose of the family is to provide a loving safe environment for children.

EDUCATIONAL FUNCTIONS OF THE FAMILY

- Physical development
- Character formation
- Mental ability
- Emotional development

- Socializing agency
- Enculturation
- Learning situation
- Citizenship training
- Personality development
- Spiritual and moral education
- Ground for future learning

2. SCHOOL

- School in the modern time is treated as the most suitable, active and formal agency of education. It is an essential investment field now on which the entire superstructure of life of the individual and nation will build.

EDUCATIONAL FUNCTIONS OF SCHOOL

- Conservation of social life
- Promotion of culture and civilization
- Development of cultural pluralism
- All round development

- Acculturation
- Development of quality leadership
- Social efficiency
- Preparation for jobs
- Substitute to family
- Sense of cooperation

3. SOCIETY

- The term society refers to a group of people living together in an area having common ways of working and common ideals to achieve.

EDUCATIONAL FUNCTIONS OF SOCIETY

- Physical development
- Socialization
- Fellow feeling
- Cooperation
- Tolerance
- Adjustment with the environment
- Cultural development

4. STATE

▪ It is the duty of the state to establish its own schools and provide assistance to private schools.

EDUCATIONAL FUNCTIONS OF STATE

- Providing educational opportunities
- Planning curriculum
- Exercise control over educational institutions
- Encourage educational research
- Appointment of commission
- Supply of quality teachers
- Adult education programs
- Organisation of boards and committees

5.MEDIA (Electronic and Print)

▪ The media used for the mass to communicate something are called as mass media. They are newspapers, magazines, radio, television, cinema, internet etc that reach and influence large number of people.

EDUCATIONAL FUNCTIONS OF MEDIA

- Social transformation
- Political awareness
- Current affairs
- Mass education
- Communication
- Entertainment
- Helps in intellectual, social, emotional and aesthetic development

1 MARK QUESTIONS AND ANSWERS

- State two functions of school?

And: Conservation of social life and preparation for jobs

- Write two functions of family?

And: character formation, mental ability.

- What is the substitute of family in education?

And: school.

- Which agency teach us the values like cooperation and tolerance?

And: Society.

- Which agency have the control over educational institutions?

And: State.

2 Mark Questions & Answer key words

▪ Name the agencies of education?

Ans: Family

School

Society

State and Media

▪ what are the functions of media?

Ans: mass education

Political awareness

Current affairs

Communication

Entertainment

Social transformation.

- List out the educational functions of family and school?

Ans: School-

.social efficiency

.Acculturation

Family-

. learning situation

. Citizenship training

4 MARKS QUESTIONS & ANSWER KEYWORDS

▪ Explain the functions of media?

Keywords: Social transformation-political awareness-current affairs-mass education-communication-entertainment.

▪ What are the functions of family as an educational institution?

Ans: keywords:. Physical development-character formation-mental ability- personal development-socializing agency etc

▪ List out the educational duties of state and school?

Keywords: It is the duty of the state to establish.

- Providing educational opportunities

- Planning curriculum

Exercise control over educational institutions

- Encourage educational research
- Appointment of commission
- Supply of quality teachers
- Adult education programs
- Organisation of boards and committees

School:

- conservation of social life
- promotion of culture and civilization
- development of cultural pluralism
- all round development
- acculturation
- development of quality leadership
- social efficiency etc

10 MARK QUESTIONS

- Which are the agencies of education? Explain each agency.

B Ed. II. Sem. EDU 06 PERSPECTIVES ON EDUCATION

Unit 4

Schools of Philosophy

GROUP MEMBERS

Hafsina. T

Maneesha. P

Meghna K

Mohseena. CP

Shamna. KP

Sreehari R

VEDAS

- The word 'Veda' is derived from the root word 'Vid' (to know)

Veda + anta = Knowledge that is infinite

- Vedas are handed by gurus to their shishyas by oral tradition
- Four Vedas are,
 - ◆ Rig veda - Jnana or Knowledge
 - ◆ Yajur veda - Karma or Action
 - ◆ Sama veda - It is the foremost
 - ◆ Atharva veda - Veda of varied knowledge

AIMS

- It aimed at educating men according to the four aims of life
 - Dharma or Duty
 - Artha or Finance

- Kama or Yearning
- Moksha or Liberation

➤ **And as per the four stages of life**

- Brahmacharya
- Grihastha
- Vanaprastha
- sanyasa

UPANISHADS - Siting down near

- “It is define education as the process or knowledge as something that leads to immortality”
- In the history of indian religions and culture, the upanishads played an important role in the development of spiritual ideas in ancient india, making a transition from vedic ritualism to new ideas and institutions
- The Upanishads are commonly refered to as Vedanta
- The concept of Brahman (ultimate reality) and Atman (soul, self) are central ideas in all of the upanishads

- The teaching of the upanishads revolve around four primary spiritual themes.the firstand most important is the realization that theultimate,formless and inconceivable Brahman is same as Human,as our internal soul.
- purpose of upanishads - To destroy the ignorance and practice the spirituality.
- Ten major upanishads are,
 - Isha, Kena, Katha, Prashan, Mundaka, Mandukya, Tattiriya, Aitareya, Chhandogya and Brihadaranyaka

DIFFERENCE BETWEEN VEDA AND UPANISHADS

- ❖ The Vedas was composed over period of 1200 to 400 BC
- ❖ Vedas are divided in four sub catogaries or majour text-types,namely,
 - Samithas - Benedictions and Mantras
 - Aranyakas - Text on ceremonies, sacrificies and rituals
 - Brahmanas - Commentaries on ceremonies,sacrificies and rituals
 - Upanishads - Text on spiritual knowledge,meditation and philosophy

- ❖ Upanishads are sub-category of the Vedas. Written probably between 800 to 500 BC
- ❖ Upanishads make up the end part of a given veda, and there fore are some times called the Vedanta, meanig “The end portion of veda”

AIMS AND OBJECTIVES OF VEDIC EDUCATION

- ❑ **Ultimate objective as moksha or self-realisation**
 - ❑ Ancient Indians belived that education should prepare and individual in such a way as to prepare him to attain the objective of liberation. i.e to be one with the almighty and to be free from the cycle of births and deaths
- ❑ **Influence of piety and religiousness**
 - ❑ In ancient India religion played a prominent part. Education aimed at the infusion of piety and religiousness in the mind of the pupils

❑ Education for worldliness

- ❑ Vocational aim - Happiness in other world was given more stress than the happiness in this world. This world according to them, was unreal and full of fetters

❑ Character formation

- ❑ Morality or the right behaviour was the higher “Dharma” Education was regarded as a means of inculcating values such as strict obedience to elders, truthfulness, honesty and temperance

WEAKNESS OF VADIC EDUCATION

- Rigid in Instruction.
- Strict Discipline.
- Immense importance to Religion.
- Lack of freedom of thought.
- Neglect of Education of Masses.
- Neglect of Women Education.
- Hatred for new Religion
- Neglect of Worldly Life.

BUDDHISM

Buddhism is a spiritual tradition that originated in India more than 2500 years ago it was found by the great heroic legend of Asia Sidhhartha.

Buddhism encompasses a variety of tradition, beliefs and spiritual practices largely based on original teachings attributed to Buddha and resulting intercepted philosophies.

Aims

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

AIMS

- ★ ***To follow the moral values of Buddhist religion.**
- ★ ***To adopt good conduct and violenc.**
- ★ ***To achieve the final goal of Nirvana.**
- ★ ***To propagate Buddhism.**
- ★ ***To eradicate Vedic karmakanda or ritualism.**
- ★ ***To give up caste system.**
- ★ ***To provide education through the new system this was stated by Buddha.**

IDEAS

IDEAS of BUDDHISM

- ❖ 1) Four noble Truths--Developed by the Buddha, the four noble truths are a main tenet of Buddhism. Four noble truths are: *There is suffering* There is a cause of suffering* There is cessation of suffering* There is a way to cessation of suffering.
- ❖ 2) Buddhist philosophy of life to get Nirvana from suffering is based on the following eight principles: Right Faith (Samyak Dristi), Right Resolve (Samyak Sankalpa), Right Speech (Samyak Vakya), Right Action (Samyak karmanta), Right Living (Samyak Ajiva), Right Thought (Samyak Smriti), Right concentration (Samyak samadhi), Right Effort (Samyak Vyayama).

- ❖ 3)Karma-- Another main idea of Buddhism,Karma is the belief that every action we take has an effect.

BUDDHISM- SIGNIFICANCE IN EDUCATION

- ❖ 1)Cosmopolitan: Buddhist educationa was free from communal narrowness,there was no favouritism on the basis of caste,creed in the centres.
- ❖ 2)Positivism: Buddhist philosophy is positivistic and has a careful logical systematisation of ideas.

- ❖ 3) Ethical: it is ethical the eightfold path to Nirvana makes a universal appeal.
- ❖ 4) Democratic: it is democratic as it believed in freedom of enquiry.
- ❖ 5) Moral Discipline: the Buddha Bhikku took the vows of chastity and of poverty.
- ❖ 6) Relativistic: the theory of dependent origination and causalities present the view that the various aspects are inter linked.
- ❖ 7) pragmatic: it is pragmatic, everything is in a state of flux as it is only momentary. change is the rule of the universe. It does not believe in the absolutism. It is witnessed in the present area of globalization.

JAINISM

Jainism is much older than Buddhism. Jainism traditionally known as Jain Dharma, is an ancient Indian religion. Followers of Jainism are called Jains. Jainism is a transtheistic religion and Jains trace their spiritual ideas and history through a succession of twenty-four leaders known as Tirthankaras. These 24 Tirthankaras, their work and philosophy together gave rise to Jainism.

AIMS :

- 1) To adopt Triratnas.
- 2) To attain good conduct, five vows are to be adopted.

3) To make them self-reliant and self-restraint.

4) Liberation in education should be maintained.

5) Finally, to attain liberation from the bondage i.e. to get over anger, pride, infatuation, greed etc.

IDEAS of JAINISM

1) The Jains bring the whole universe under two categories Jiva and Ajiva i.e. the conscious and the unconscious.

2) Reality is unity in diversity or diversity in unity. Brahmanism emphasizes the one, the permanent and the Real. Buddhism emphasizes the many, changing and the unreal. Jainism points out that both are the two sides of the same coin.

3)it is metaphysics is the doctrine of the multiplicity of reality (Anekantavada)

JAINISM- SIGNIFICANCE

- 1) Development of personality: Final aim of jainism is the development of one's personality (individual aspects and social aspects).
- 2)It is relativistic:there cannot be any absolute scale of measurement in education.
- 3)The philosophy of pluralism gives us the educational dogma of the sacredness of each individual person.
- 4)The ethical and moral aspects of the jaina Philosophy are practically useful for the educationalists.
- 5)The Jain ethics enforces five discipline(pancha sheelas) which are rather extremely sever.

- ❖ 2)It is relativistic:there cannot be any absolute scale of measurement in education.
- ❖ 3)The philosophy of pluralism gives us the educational dogma of the sacredness of each individual person.
- ❖ 4)The ethical and moral aspects of the jaina Philosophy are practically useful for the educationalists.
- ❖ 5)The Jain ethics enforces five discipline(pancha sheelas) which are rather extremely sever.
- ❖

ISLAMIC PHILOSOPHY-ITS AIMS,IDEALS AND SIGNIFICANCE IN EDUCATION

- Islamic philosophy refers philosophy produced in an islamic society
- Islamic philosophy is a generic term that can be defined and used in different ways.in its broadest sense it means the world view of Islam, as derived from the Islamic texts concerning the creation of the universe and the will of the creator. In another scence it refers to any of the achools of thought that flourished under the Islamic empire or in the shadow of the Arab islamic culture and Islamic civilization.
- The obligation of seeking out knowledge is binding upon every muslim by the command of the Qur'an and Hadith/Sunnath (Words and deeds of the Prophet)
- Seeking knowledge is a part of education that aims to enlighten the human soul and enriches the treasures of knowledge that helps in knowing the creator of all human kind and universe

- The first revelation to Prophet Muhammad is about the divine instruction to “reading by the name of God” , thus underscores the philosophy that education in its essence is not purely a mundane activity, but an integral part of faith.

AIMS OF EDUCATION IN ISLAMIC PHILOSOPHY

- The aim of education in Islam as stipulated in the First World Conference on Muslim Education held in Jeddah-Mecca in 1977.
- The major aim of education is to produce a good man.
- It aims at the balanced growth of the total personality of man through the training of man’s spirit, intellect, the rational self, feelings and bodily senses.
- The ultimate aim lies in the realisation of the complete submission to Allah as the Creator, on the level of individual, community and humanity at large
- instil good ethical conduct. Molding the nature and character of individuals so that they can collectively represent Islamic values.

CONCEPT OF KNOWLEDGE

- It dominates over all aspects of muslim intellectual, spiritual and social life
- It also enables man to grasp the right meaning or the reality of the signs he observes based on Qur'an and sunnath
- In islam true knowledge is knowledge of Qur'an His prophet and messengers, the kingdoms of earth and beaven, as well as knowledge of islamic laws and morals as guided by the Prophet. Such knowledge is classified under the religious sciences.
- Muslim scholars tend to discard the inclusion of other disciplines of science related to the world, such as medicine, arithmetic, etc., as part of religious science, but classed them as techniques.

CONCEPT OF EDUCATION IN ISLAM

- Education in Islam is “an education which trains the sensibility of an individual, in such a manner that their attitude toward life, their actions, decisions and approach to all kinds of knowledge are governed by the spiritual and deeply felt ethical values of Islam.”
- It prepares human beings for holistic life with no separation of the temporary life which ends with death, and the eternal life begins with death.
- Education is a process through which human beings are trained and prepared in a concerted way to do their Creator’s bidding in this life to be rewarded in the life after death.
- Three different dimensions of Terminology of education of Islamic perspective are,
 - **Tarbiyyah** - The process of education that gives emphasis on physical and intellectual development of an individual.

- **Ta'dib** - The process of education that gives emphasis on nurturing good human beings with knowledge of the faith and the noble codes of conduct/ethics approved by Islam, so that he may place himself and deal with others in society with justice
- **Ta'lim** - The process of education that is based on teaching and learning.

CURRICULUM IN ISLAMIC EDUCATION

- ❖ Curriculum in Islamic education is based upon what is termed in Arabic *al-'ulum al-naqliya* (the "transmitted sciences"), which consist primarily of the Qur'anic sciences, the hadith sciences, and jurisprudence.
- ❖ In addition to the "transmitted" or religious science, which include logic, philosophy, mathematics, and the natural sciences.
- ❖ The rational sciences were also termed the "foreign sciences" or "sciences of the ancients" pointing to their largely classical Greek provenance.

METHODOLOGY OF INSTRUCTION AND LEARNING IN ISLAMIC EDUCATION

- ❑ The method of teaching was by lecturing and dictation; for legal studies, *munazara* or disputation was important as well.
- ❑ The student was expected to memorise, first of all, the Qur'an and then as many *hadiths* possible.
- ❑ The teacher, commonly called a *Shaykh*, would repeat the *hadiths* three times so as to allow the student to remember it.
- ❑ In the case of *hadiths* dictation was particularly important since the text had to be precisely established.
- ❑ Problems of jurisprudence were also dictated as were linguistic and literary subjects.
- ❑ In relation to the Qur'an and hadith, learning by heart was the principle method of acquiring knowledge and a retentive memory was, therefore, greatly prized. But, at the same time, the importance of understanding was emphasized and the students were expected to reflect on what they had learned.

IDEALISM

*The philosophical doctrine that seems from the category of thought associated with ideas is idealism.

*Generally derived from the Greek word *idein* meaning 'to see'.

*Man has two facts, the spiritual and material. When the emphasis is on realization of spiritual life, it is called idealism.

*Idealist does not have considerations for material values of life.

*It is the philosophical theory that maintains that the ultimate nature of reality is based on mind or ideas.

*this will be accomplished by an exploration of three areas: platonic idealism, religious idealism, and modern idealism.

*platonic idealism -there exists a perfect realm of form and ideas and our world merely contains shadows of that realm. only ideas can be known or have any reality

*religious idealism- this category argues that all knowledge originates in perceived phenomena which have been organized by categories.

*modern idealism -all objects are identical with some idea and the ideal knowledge is itself the system of ideas.

IDEALISM AND AIMS OF EDUCATION

Self realization or exhaltation of personality -self realization involves full knowledge of the self

*to ensure spiritual development -

*to cultivate truth,beauty and goodnes.

*conservation ,promotion ,and transmission of culture .

*conservation of inborn nature into spiritual Nature .

*development of intelligence and ratuonality.

*preparation for a holy life.

GOAL OF EDUCATION ACCORDING TO IDEALISM

Aim#1-self realization

The aim is to enable each child to realize soul, recognize his real form and proceed towards self knowledge. self realization means full knowledge of the self or the soul. man has a soul. beyond soul there is a supreme soul. human soul is a part of this soul. man achieves perfection when he realizes self. so that philosophers have advocated that liberation or nirwana or mukthi is the ultimate aim of life.

Aim #2 -spiritual development

Man converts his original nature to spiritual nature when man can realize spiritual values like truth, beauty and goodness in life. one has to enjoy -

intellectual ,aesthetic ,and moral values through spiritual development of mind.

Aim#3-cultivation of moral values.

Moral values enable one to achieve perfection in life.one has to express his moral values through all activities in life..intellectual values solve all human problems what he faces in life time.so that Idealism cultivates moral values in order to make life perfect noble one.

Aim#4 -conservation ,promotion and transmission of culture.

According to Idealism aim of education should be related to preserve promote and transmit culture from time to time .person to.person and place to.place

Moral intellectual and aesthetic activities of man help in preserving.promoting and transmitting culture from generation to generation .

Cultural heritage of mankind should be preserved .in addition to this spiritual and moral values not Only contributes the human society by promoting Culture but also transmit the same th the oncoming generation.

Aim #5-development of physical health.

Idealistic philoaophers advoctes thate education ahould be religious ,moral ,intellectual ,aesthetic ,and phisical .emphasis should be given on physical health .education should aim at develping child into a.complete man with full.mental ,intellectual ,Cultural uplift .so sound health provides sound mind where creative values are produced for the well being of human society .

PRINCIPLES OF IDEALISM

*two forms of the whole world ;idealism believes in two forms of the world.

1)spiritual world 2)material world.

*ideas are more important than objects.

*faith in spiritual values

*importance of personality development .

*universal mind.

*realization of high values.

THE IDEALIST THEORY OF THE STATE

*the state has many aspects ;sociological ,political ,economic ,historical ,legal ,psychological ,biological ,and ethical.according to idealism its moral aspects outweighs all other aspects.

*the state is fundamentally and essentially the supreme means to good life and only secondarily an association for legal action.or an agency for the better production and the distribution of wealth .

*thus political philosophy thus becomes an ethical study.

MERITS AND DEMERITS OF IDEALISM

MERITS;

- **idealism has made signal contribution.**
- **Idealistic education primotes universal education .**
- **Idealistic education emphasizes the inclution of higher values namely;truth ,beauty ,and goodness ,this will lead to the development of a moral charecter of the child.**
- **The teacher is assigned a very imortant role.**
- **idealism leads to the development of the self of an individual.**
- **Idealism respects the individuality of the child and tries to stimulate his creative energies.**

DEMERITS OF IDEALISM

- The common criticism regarding Idealism is that it is an abstract and vague doctrine. It avoids the realities.
- Idealism is concerned with the ultimate end of life. It avoids the real problems in day to day living.
- Idealism lays more emphasis on thinking and mental activities. This increases the importance of intellectualism unnecessarily.
- Idealism emphasizes upon the achievement of immoral values namely, truth, beauty and goodness, these values are not absolute.
- Idealistic education gives more importance to teacher in relation to the child.
- An Idealistic method of teaching emphasizes cramming and rote memory.
- An Idealistic education humanities are given importance for the spiritual development of the child while the present age of science lays great stress upon the scientific subjects in the curriculum.

NATURALISM

Naturalism is a philosophical doctrine. It is opposed to idealism in its interpretation of reality. Naturalism is concerned with “natural self” or “real self”. It contends that the ultimate reality is matter, and not mind or spirit. According to naturalism, the material world is the only real world. It is the only reality. This material world is being governed by a system of natural laws and the man, who is the creation of the material world, must submit to them. And it does not believe in spiritualism. It denies the existence of a spiritual universe — the universe of ideas and values.

According to the naturalists there is inherent goodness in man. In man there is an innate capacity for morality. Man is born rational. Behind everything there is Nature. It denies the existence of anything beyond nature. Naturalism believes that everything comes from nature and returns to nature. Nature, according to naturalism, is a self-sufficient entity. It is self-determined and governed by its own law.

NATURALISM Stems from the following divisions of philosophy

- Metaphysics

- Epistemology

- Axiology

Forms of Naturalism

Naturalism exists in different forms. From an educational point of view naturalists may be grouped in two forms:

1. **Physical Naturalists (Instinctivists):**

It is also known as material naturalism. This type of naturalism lays emphasis purely on physical nature. It believes only in the reality of material objects and the laws of mass and motion. Man is only one of the objects of physical nature, a creature of mass and motion.

According to this form of naturalism, mind has no existence apart from the body. This universe is governed by natural laws. Physical naturalists also assert that man is also governed by these laws. They also believe that not only the external world but also human conduct is governed by scientific laws. Thus emphasis is laid on the external nature

2. **Biological Naturalists (Darwinians):**

Darwin (1809-1882) and Lamarck (1744-1829) are the greatest exponents of 'biological naturalism'. It derives its data and first principles from the biological rather than the physical sciences. With a great faith in biological evolution, it accepts man as the highest form of living organism in the evolutionary process.

Henri Bergson (1859-1951), the Noble Laureate French philosopher, developed this idea to a higher dimension. Bergson holds that man is endowed with life-force, *elan vital*, will-to-power, will-to-live, a 'creative impulse'. The biological nature of man consists' of impulses, instincts and emotions, tendencies and propensities. This he shares with animals. This is his true nature. It unfolds and develops spontaneously from within.

Principles of Naturalism

1. Nature is the final reality. All things originated from matter, all are ultimately to be reduced to matter. Matter takes different forms.
2. Mind is the brain functioning and brain is matter.
3. All types of mental activities – imagination, thinking, reasoning etc. are the functions of the brain.
4. The entire universe is governed by the laws of nature which are unchangeable. Science reveals the mysteries of nature; hence only that knowledge is true that is derived from science.

5. There is no God or Spirit. Therefore, there is no religion. There are no higher or eternal values. There is no spiritual goal or ideal of human life. Man himself creates values in interaction with the environment in which he is placed.

6. “Follow Nature” is the greatest slogan of naturalism in education. Natural development of the child, the naturalists believe, takes place in the natural environment rather than in artificially designed atmosphere of the school. In the field of education “Nature” is used in two senses – one conveying the physical nature and second the “nature of the child” i.e., tendencies, impulses, instincts of the child with which he is born.

The first is the outer nature; the second is the inner nature. In educating the child, his whole nature should be taken into consideration. “The child’s nature is not static, it grows and develops.” It is dynamic education which has to help the growth and development of the child.

7. The naturalists advocate freedom in education. Only under freedom, the naturalists believe, the child can grow in his natural way. Freedom should be the pivot round which the educational program should revolve. "Child is a good, not an evil being; being born good he remains good when all opportunity to fear and hate is abolished."

8. Instincts should be the main instruments of education. They must be exploited fully to modify the behaviour of man from "animal behaviour 'to' human behaviour."

9. Senses are the gateways of knowledge. Real knowledge comes through the senses and, therefore, the sensory experiences should be provided for effective learning

Naturalism in Education:

Naturalism as a philosophy of education has exercised a great influence on the theory and practice of education. "It decries all external restraint in education and it condemns all unnecessary formalities in education.

In the naturalistic system of education there is no place for class-room, textbooks, time-table, formal lessons, curricula or examination. The 'chalk and talk' method has no scope. The teacher has no significant role to play. External discipline has no place in naturalistic system of education.

The only discipline applied in this system is the discipline of natural consequences. Naturalism has no faith in formal education. To the naturalists, formal education is artificial and vicious. Good education can be had only by a direct contact with nature.

Naturalism in education stands for the doctrine of “follow nature” in education. It wants all education to be in strict conformity with the nature of the child. It stands for complete freedom to be given to the child in learning. He is to be left alone, absolutely free. Let him learn from the pages of nature without interference from any quarter. He is to be thrown into Nature as an explorer and discoverer.

Naturalism emphasises free and spontaneous self-expression of the child. Its watchword is “Back to Nature” as expounded by Rousseau and Gandhiji. Thus, the whole of the child’s learning will come from his own experiences and their natural consequences. His whole education will be according to the natural laws of human development.

Much of the Naturalistic movement finds its root in the pages of Rousseau. He brought the child into the foreground of the educational arena and pleaded that educational material should be the facts and phenomena of nature.

Naturalism and Aims of Education

1. Naturalists differ with regard to the aim of education. Under the naturalistic school of philosophy the aim of education is self-expression. Some naturalists consider man as a machine and they opine that the aim of education is to make the human machine as perfect and efficient as possible.
2. According to Spencer, self-preservation and self-satisfaction constitute the highest good in life and, hence, the primitive instincts and natural impulses should be used in such a way that this highest good can be achieved.
3. McDougall (1871-1938), the famous exponent of the Naturalistic school of psychology, does not accept the theory of pleasure. He holds that our instincts are to be directed towards certain natural goals. Hence the aim to education, according to him, is the sublimation of the native instincts and energies of the individual — the redirection, coordination and harmonious working of the native impulses.
4. According to the Darwinian school of naturalists, the aim of education should be to “equip the individual for struggle for existence and thus to ensure his survival.” According to the Lamarckians, education should enable the individual to adjust himself to the environment. The individual must be “in harmony with and well-adapted to his surroundings.”

5. T. P. Nunu considers “harmonious, natural and autonomous development of the individual in natural setting” as the central aim of education. Thus he regards the development of individuality as the supreme aim of education. In support of this he says “the proper goal of human life is perfection of the individual.” But, at the same time, he considers that this development of individuality should not be at the cost of social interests. Every individual has a social self. Individuality develops in and through society. Hence individual and social interests can be compromised by the recognition of universal values in man.

6. Rousseau’s statement of naturalistic aim of education is the most comprehensive and lucid. Education, he holds, should aim at the development of the child in conformity with his nature.

Naturalism and Curriculum

The naturalistic aims of education are reflected in its curriculum. The naturalists strongly advocate inclusion of natural sciences — such as physics, chemistry, zoology, botany — in the curriculum. As regards language and mathematics they opine that only such knowledge of these subjects should be acquired as is essential for scientific studies. They also want that the pupil should not be plunged into poetry and literature.

The naturalists not only emphasise the present but also the past and the future. They are in favour of inclusion of history in the curriculum as it deals with the cultural heritage of the race. History helps to understand the present in the light of the past and leads to the future.

Naturalism does not attach much importance to spiritualism or religion in the curriculum. At the same time it does not include music and painting in the curriculum.

The naturalists differ in their opinion in respect of curriculum. Comenius wanted that all subjects should be taught to all men. But Locke did not agree with this view, and said it is not possible to teach all subjects to all. Hence only those subjects should be taught which are necessary. Spencer advocates that only those subjects should be included in the curriculum which minister to self-preservation as it is the first law of life.

He gives a very high place to science. He attaches no importance to cultural subjects. T. H. Huxley does not agree with Spencer, for giving undue importance to science. He wants that literary and cultural subjects be imparted to children. Rousseau pleaded negative education for children and was not in favour of formal text-books. The naturalists, in general, contend that the child's present experiences, interests and activities should determine the choice of studies.

Naturalism and Methods of Teaching

In methods of teaching, naturalism is a revolt against the old, traditional and bookish system of education. It, therefore, attaches no importance to formal schools and textbooks as these hinder the natural development of children. It condemns note-learning and encourages learning by doing. They emphasise auto-education and self-development, and learning through personal experience of the child.

The creed of the naturalists is “follow nature” as it supplies all laws of learning. The naturalist method is to gather direct experience from nature, men and things. Rousseau’s advice was: “Give your scholar no verbal lessons, he should be taught by experience alone.” All knowledge must emerge out of actual life situation and experience.

According to the naturalists the proper method of imparting scientific knowledge is through observation and experimentation. They decry “chalk and talk method”. Let the child discover the truth. This was the advice of the naturalists. They advocated a heuristic method.

Pedocentricism was the key-note of the naturalistic method.

The naturalists say that there are two methods of teaching — the positive and the negative. When systematic and sustained efforts are made to impose knowledge on the child without considering his interests and aptitudes, it is called positive method of teaching.

In the words of Rousseau positive education is “one that tends to form the mind prematurely and instructs the child in the duties that belong to man. It is negative education when the child is left free to develop his body and senses.

Rousseau defines negative education as “one that tends to perfect the organs that are the instruments of knowledge. A negative education does not mean a time of idleness; far from it. It does not give virtue, it protects from vice; it does not inculcate truth; it protects from error. It disposes the child to take the path that will lead him to truth.”

The naturalists do not want to superimpose anything on the children. They want the children to acquire everything with their own efforts. “The naturalistic educator allows the child to follow the lines of his natural interests and to have free choice of activity, with no interference or thwarting.”

The naturalists want an “ideal environment of freedom for the development of the growing child.” Coercive methods are not permitted for imparting knowledge. The way of the naturalist is “auto-education or self-education.” They do not advocate much teaching but emphasise much learning experience of the pupils. They attach great importance to creative activities and self-expression.

Naturalism and the Teacher

The educator should not interfere in the natural development of the child. He should not impose ideals or ideas on him. He is only to help the child in the discovery of truth. He should have a critical and scientific bent of mind and supreme reverence for truth. The educator must see that the child develops freely. He should not make an artificial effort to educate the child. He has to provide suitable opportunities and create conditions which are conducive to the natural development of the child. The place of the educator is not primary but secondary. He is an observer of the child's development rather than a giver of information. The child's education is the free development of his interests and motives.

The role of the educator is that of a friend, philosopher and guide. Such a role of the teacher is advocated by all the modern educators and in all the modern methods of teaching.

Rousseau, Fichte, Montessori and Ross are in favour of non-intervention of the teacher in the education of the child.

They contend that the child's nature is essentially good, and any intervention is, therefore, harmful. Ross is of the opinion that the teacher has only "to set the stage, supply the materials and opportunities provide an ideal environment and create conditions conducive to natural development", and then he is to "recede in the background."

Limitations of Naturalism

1. Naturalism has its own limitations and disadvantages. It altogether ignores the spiritual and moral aspects of human nature. It totally neglects the moral development of the child.
2. Naturalism takes into account only the present needs of the child and ignores his future needs and the ultimate goals and purposes of man's life.
3. Naturalism leaves the child purely to the discipline of natural consequences which, often, involves grave risks.
4. Naturalism throws the teacher with superior knowledge and experience into the background. He takes secondary position in the educative process.
5. Naturalism allows complete freedom to the child from the very start of his life, even when he has no yet learnt the right use of freedom. This is no doubt a very risky experiment inasmuch as sometimes absolute freedom degenerates into licence. In the early state of life some guidance is necessary.
6. Naturalism attaches too much importance to the animal nature of man — his instincts, impulses and emotions, and completely ignores the spiritual and cultural values of life.
7. Naturalism gives too much emphasis on the heredity of the child and neglects the influence of environment on “raw” nature.

Contributions of Naturalism

Naturalism has tremendously influenced the modern educational theories and practices. Its permanent contributions in the field of education may be summed up:

1. "Follow nature" is the watch-word of naturalism. The innate nature of the child should be developed in natural environment and not in the artificial atmosphere of the school.
2. Instincts, impulses and emotions should form the basis of all education of the child. According to the naturalists, instincts should be the main instrument of education.
3. Pedocentricism is another important contribution of the naturalists in the field of education. In the educative process the child takes the pivotal position. "It is the child himself rather than the educator, the school, the book or the subjects of study that should be in the foreground of the educational picture." Children should be treated as children and not as adults in miniature.

4. The freedom of the child is another important feature of naturalistic education. The child should grow freely according to his own nature and pace without interference from the educator or the parents. True education takes place when the nature, powers and inclinations of the child are allowed to develop freely with a minimum of guidance. The naturalists strongly advocate freedom for the child.

5. Senses are the gateways of knowledge. Education is very much effective when it comes through sensory channels. As such, naturalists consider the training of senses very important.

In conclusion we can say that naturalism has secured freedom for the child and has further succeeded in freeing the child from many a tyranny of rigidity, interference and strict discipline. Naturalism has given an impetus to new psychological methods in education. Self-expression, follow nature, auto-education, play-way, Pedocentricism, sense-training, self-discipline and learning by doing are some of the main characteristics of modern education.

PRAGMATISM

- Pragmatism is a philosophical tradition that began in the United States around 1870
- Its origins are often attributed to the philosophers Charles Sanders Peirce, William James and John Dewey
- Pragmatism developed as a protest against naturalism and absolute idealism. It is considered a middle path between naturalism and idealism
- The term pragmatism originated from the Greek word '*Pragmatigos*' which means action
- Pragmatism is an approach that evaluates theories or beliefs in terms of the success of their practical application

- Looks here and now
- Lays down standards which are realisable
- Pragmatists are practical people. whatever they wish to do they do it immediately. they live in a world of facts. they want to grapple with concrete situations
- emphasis on action, rather than in thought
- it is made an instrument to find suitable means for action leading to a well defined immediate goal. that is why pragmatism is also called *'Instrumentalism'*
- It also locates, identifies or traces values in human experience. therefore it is called *'Humanism'*
- It advocates experimental method of science, it is also called *'Experimentalism'*

- They believe that philosophy emerges out of educational practices
- Stand for self-discipline leading to individual and social development at the same time.
- Emphasis on social activities and projects
- Pragmatism in spirit is naturalistic, in method practical and in purpose human or social.

Definitions

“ Pragmatism is essentially a humanistic philosophy maintaining that man creates his own values in the course of activity that reality is still in the making and awaits its part of completion from the future, that to an unascertainable extent our truths are man made products.”

- J.S. Ross

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

FORMS OF PRAGMATISM

- According to “**Humanistic pragmatism**”, Whatever fulfils man’s purpose and desires and develops his life is truth
- “**Experimental pragmatism**” says that truth is that which can be verified by experiments
- According to “**Biological pragmatism**”, A man has got the ability for adaption to the environment and for adopting the environment to satisfy human needs

EDUCATIONAL IMPLICATIONS OF PRAGMATISM

PRINCIPLES OF EDUCATION ACCORDING TO PRAGMATISM

1. Stress on social and physical environment
2. Continuous reconstruction of experience as the aim of education
3. Child as the centre of activity
4. Life situations as the basis of education
5. stress on freedom for the child
6. experience and experiments as the basis of learning
7. Learning as problem solving
8. Positive education
9. Education as the origin of philosophy

AIM OF EDUCATION

Does not believe in setting general aims of education. If there is such an aim it is growth

- To reform and reconstruct the society
- To enable the individual to adjust with the changing social environment
- To develop the child fully according to his interest, abilities and needs
- To create social efficiency in the child
- To develop democratic values and ideals in the child
- To provide educational opportunities to all citizens on equal footing
- To instill habit of experiments in the child
- To remove social evils and make the society a good place for living
- To enable the child to discover the truth himself
- To make child self reliant

CURRICULUM

- Child centred, grow out child's interests, experiences impulses and needs
- School subjects woven around the child's activities
- Lesson should begin with social topics such as food, shelter, modes of communication, speech, reading, drawing and modelling
- At a later stage language, hygiene, social studies, science, mathematics, etc.
- Learning process must be integrated. and the school curriculum must be built around the particular problems of life which are meaningful interesting and purposeful for the student

METHODS OF TEACHING

- Learning by doing and problem solving
- Scientific temper and attitude is the normal and natural method for learning
- Co-operative group work must encouraged
- Project method (four stages- purposing, planning, executing, evaluating)

DISCIPLINE

- ★ Dewey says that Discipline is mental attitude, which makes play 'a play' and work 'a work'
- ★ Self discipline and self-government
- ★ The formula 'Learn by living' applies to the moral education also

ROLE OF TEACHERS

- ❖ Only a leader of group activity
- ❖ Only he sets the proper environment and guides learners in planning, executing and evaluating the whole activity

CONTRIBUTIONS OF PRAGMATISM ON EDUCATION

- ❑ Respect for democratic values and promotion of self discipline
- ❑ Provide definite but dynamic aim of education
- ❑ Student is prepared for life in a society by enabling him to learn skills and attitudes which are required for the purpose
- ❑ Activity and self experience method of teaching are very much recognized today
- ❑ Special emphasis on vocational and professional courses
- ❑ Utility is the first criterion in the education process. The school is expected to provide learning and experience that are useful
- ❑ Make child the centre of education process
- ❑ Discussions, questioning, handling of objects and making things are characteristics of learning situation

- ❑ Education is not bound to tradition or a restricted class room.
- ❑ Based on recognition of the needs of a technological and industrial society
- ❑ The duty of the teacher to teach his pupils to do, rather than to know. Pragmatism regards teacher as a helper, guide and philosopher.
- ❑ It has greater bearing on the Wardha scheme of education as it takes into consideration the felt needs of the society
- ❑ Pragmatist's suggests Project method, consisting of purposeful activity carried out in a social environment, pupils learns by doing. Methods like problem solving, experimental and laboratory techniques which follows the principles of learning by doing is encouraged in pragmatism
- ❑ pragmatism says education is not possible without the give and take from the society. Thus education will be useful if it brings about the growth and development of the individual as well as the society in which he lives.

WEAKNESS AND LIMITATIONS OF PRAGMATISM

- Pragmatic philosophy of education ignore the place of spiritualism
- Absence of permanent aim of education and does not provide regular and systematic instruction
- It leaves many gaps in the curriculum
- Full freedom for the child may spoil his/her career because of child's immaturity and lack of experience
- Heavy demands on the teacher. Only a few teacher can cope up with the demands
- Difficulties of not accepting truth to be permanent

1 Mark Questions & Answers

- In which language, the original Buddhist religious texts were written?
- What is the ultimate goal of education in Jainism? (Ans: Moksha or liberation)
- Mention the name used to denote pupil in Vedic age
- Name the branch of philosophy that examines issues pertaining to the nature of reality. (Ans : Naturalism)
- Which philosophy raised the slogan 'Back to nature' ? (Ans; Naturalism)
- What is Upanayana?
- Which school of philosophy emphasized "Truth, Godness and beauty" as the aim of education
- Which is the branch of philosophy that deals with issues concerning values
- Who was the supporter of Naturalism in Education? (Ans: Rousseau)
- The Realist's aim of education is....? (Ans: Happy and moral development)
- The term "progressive education" related to..... (Ans: Pragmatism)

2 Mark Questions & Answer key words.

- Examine the goal of education according to idealism.
- What is truth, according to pragmatic theory? name any one pragmatic thinker
- Explain 'Pabbajja' ceremony
- Distinguish between child centred and life centred education

4 Mark Short Essays & Value Points

- What are the educational implications of Buddhism?
- What are the educational implications of Upanishads?
- Explain the major philosophical divisions and its educational implications
- Explaining the educational significance of Islamic philosophy
- Point out the limitations of Naturalism in education
- Explain chief principles of idealism

10 Mark Questions

- compare and contrast the educational philosophy of naturalism and idealism
- Discuss the philosophy of jainism with specific reference to any five components of education
- Describe the nature of education imparted during vedic period of Ancient India
- Discuss the Islamic education with specific reference to aim of education, curriculum, methods of teaching, discipline and role of a teacher