



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

**Study Materials.**



Farook Training College Innovative Academia (FTCIA)

## **Online Collaborative Learning Project (OCLP)**

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*The entire materials are prepared by the M.Ed students (2020-22) 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.*

Team OCLP

FTC

***MED 01***

***ADVANCED PHILOSOPHY OF EDUCATION***

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***MODULE 1***  
**EDUCATION AS A FIELD OF STUDY**

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# EDUCATION

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

## ASPECTS OF EDUCATION

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



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

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

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

# **1. Physical Education:**

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

## **2. Moral Education:**

- Education is far wider than instruction. Its chief aim is virtue. Basis of virtue is self-denial. It is developed by practice in self-discipline.
- The primary object of education as a whole is the formation of character. The Virtue, which is the hard and valuable part to be aimed at in education.
- The great Principle and Foundation of all Virtue and Worth is placed in this:

That a man is able to “deny himself” his own desires, cross his own inclinations and purely follow what Reason directs as best.

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

- This process is to be made as pleasurable as possible. Corporal punishment is to be avoided.
- The secret of all education is to control the natural desires and instincts by thwarting them and forming the habit of their control.

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

- In intellectual education, Locke agrees in many points with the sense-realists.
- Even here, disciplinary view is fundamental. The content of intellectual education should be subordinated to moral ends.

- Purpose of intellectual education is to train mind in certain habits. These habits gained through exercise and discipline. Teaching of mathematics as an intellectual discipline is greatly emphasised.

## Etymological Concept of Education

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

## Etymological terms

### ***Meaning***

- **1. *Educare*** *To bring up, to nourish*
- **2. *Educere*** *To lead out or to draw out*
- **3. *Educo*** *The letter 'E' means out and Duco means to lead*
- **4. *Educatum*** *The act of teaching or training*

# Indian Concept of education

**Rig Veda:** "Education is that which makes a man self-reliant and selfless."

**Upanishads;** "Education is that whose end product is salvation."

**Kautilya's:** "Education means training for the country and love for the nation."

**Gandhi's:** "By education I mean all round drawing out of the best in child and man-body, mind, and spirit."

**Zakir Hussain:** "Education is the work of the whole life. It begins from the time of birth and continues till last moment of death."



# Western concept of Education

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

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

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

Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

**-Froebel**

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

**-Pestalozzi**

## **Education as a process**

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

## Education as a bipolar process

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

## Education as a tripolar process

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

## **Origin and development of education as a discipline**

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

## Element of discipline

**Specific origin or history:** The core element of any discipline is experienced and verified over a long period of time. Every discipline Maths, Science has their long history.

**Specific foundation:** The foundations of any discipline are those areas of knowledge, which lay the bases for a discipline. For example foundation of science is related to the knowledge of the physical world, which is divided into living and non living substances.

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

**A theoretical structure:** Theoretical structure is the main body of a discipline, which gives it a distinct existence. Every discipline should have a sound theoretical structure in which its underlying body of knowledge is interlinked in a form as an intact area of knowledge

**Own research methodology:** Every discipline should have its own research methodology. The aim of research is theorizing or theory building. Every discipline can be made rich and the sound disciplinary base of it can develop via research.

## Characteristics of education as a discipline

Education has been originated due to the endeavour of human beings as the process of human learning. The main question related to the origin of education as a discipline is "What is real knowledge and how an individual acquires the knowledge?" Following characteristics of education signify education as a distinct discipline.

**Theory building:** Every discipline has its own theory, theory guides the education. Discipline contains content and different theories for using these contents, so building theory is the characteristics of education.



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

**Education System:** Like the other things education also need the system. Input, process and output are the system of education. Hence having a system is the characteristics of discipline.

**Code of conduct:** In the process of conducting the education the rules, strategies, plans, techniques are called code of conduct. Education has self code of conducts. So education is a discipline.

**Formulation of base:** Education has reliability, validity, objectivity, measurable, countable etc. types of features so education has taken as the different discipline.

**Based on social needs:** Education system is conducted by the society. It fully depends upon the needs of society. It fulfils the needs of society so social need is the important characteristics of discipline.

**Research conduct:** Education must be associated with the science and technology. Education must follow the changes of time. Education must be based on research and construct the theory. Researches are needed for conducting the education discipline. So research conduct is the characteristics of education.

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

# **INTERDISCIPLINARY NATURE OF EDUCATION**

**Interdisciplinary** refers to the combination of two or more academic disciplines into one

Learn by making connection between ideas and concepts across different disciplinary boundaries

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

## ***Relationship with discipline such as :***

- Philosophy
- Psychology
- Sociology
- Political science
- Economic
- Anthropology

The interaction between two or more disciplines called interdisciplinary approach. The term interdisciplinary is applied within education to describe studies that use methods and insight of several established disciplines or traditional field of study.

"Education is not an autonomous disciplines but a field like politics where the disciplines of history philosophy and sociology have application " According to Peters

## **Education and philosophy:**

- Philosophy is one of the oldest discipline. It consider as a mother of all the science. It is root of all knowledge.
- Education has also drawn it's material from different philosophy bases.
- Education and philosophy is closely related to human life.
- Various fields of philosophy like political social and economical philosophy influence the various aspects of education like education and procedure process planning implication etc..



## **Education and psychology:**

- Psychology applied in education in the study of how human learn in educational settings.
- It concerned how students learn and develop often focusing gifted children and those subject to specify disabilities psychology and education understood through its relationships with other disciplines.
- Psychology inform a wide range of specialties within educational studies, including instructional design ,educational technology ,curriculum development organizational learning etc...
- educational psychology contributed to cognitive science and the learning science.

## **Education and sociology**

- Emile Durkheim was the first person who indicate need for sociology approach to education.
- the theory of education related to more clearly to the sociology than any other science.
- educational sociology is a discipline which study educational sociology to recognize education as a social fact, a process and an institutions having social function and being determined socially.

## **Education and anthropology**

- The focus of the anthropology of education is cultural transmission
- .Educational anthropology focused on the cultural aspect of education including informal and formal education
- Educational anthropology centrally concerned with cultural transmission. It involves the transfer of a sense of identity between generation and transfer of identity between culture.
- Educational anthropology has become focus domestic ethnic identities and ethnic changes

## **Education And Politics:**

- **"knowledge is the power"** is a best explain their relationship of education and political science without empowering and liberating education.
- Political science explain how society and social organization use power to establish regulations and allocation resources .
- the relationship between education politics is important politician offer a vision of the sort of society they want and education has been one of the major means of Achieving

## **Education and economics:**

Economics of education is the study of economics issues relating to education including the demand for education and the financing provision of education.

# **Education as pedagogic science**

## What is pedagogy?

Pedagogue –derived from two Greek words  
*pais paidos* (meaning boy)  
*agogos* (meaning guide)  
Together connotes a teacher

Pedagogy implies – Science of Teaching

It is a theory , method and philosophy of teaching.  
It is the art of teaching

How learning should, does and take place

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

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

His book- *The Wisdom of Practice: Essays on Teaching, Learning and Learning to Teach*.



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

According to Merriam-Webster,

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

## **There are many moving parts to pedagogy**

- Teaching styles
- Feedback
- Assessment

## Historical approaches to class rooms

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

## Two Types of Pedagogy

### **1. Teacher Centered**

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

### **2. Learner Centered**

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

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

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

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

Pedagogic analysis helps:-

- To identify each component of the learning material and its type (say, concept, principle etc.
- To illustrate
- Attributes/characteristics to be highlighted
- Probable difficulties that might occur at the time of transaction
- Process of determining objectives and selecting suitable learning experiences

# **Teaching as a profession**

**Teaching is the one profession that creates all other professions**

Profession – Latin word ‘professio’ means ‘the declaration of belief in or acceptance of religion or a faith

16<sup>th</sup> c expanded meaning: ‘body of persons engaged in some occupation’

**Profession:-** (Word meaning)

A paid occupation, especially one involving training and a formal qualification. A body of people engaged in a profession.



## **Characteristics of a profession:**

- A profession demands possession of a body of specialized knowledge and extended practical training.
- A profession renders an essential social service.
- A profession demands continuous in-service and training of its members.
- Involves code of ethics

## Do's of a professional teacher

- Firm grasp of the subject
- Able to analyze need of the students
- Know the standards of practice of the profession
- create a supportive and respectful classroom environment
- organized and planning ahead
- Build authentic relationships with students and with their parents.
- Continuous self learning
- A **teacher** (also called a **schoolteacher** or formally, an **educator**) is a person who helps students to acquire knowledge, competence or virtue.

## **Duties and functions**

- Provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles, or life skills.
- preparing lessons according to agreed curricula, giving lessons, and assessing pupil progress.

- A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may be responsible for student discipline.

# Competences and qualities required by teachers

## Competences

The teacher

- As manager of instruction
- As caring person
- As expert learner
- As cultural and civic person.
- Instructional delivery
- Classroom Management
- Formative assessment
- Personal competencies (Soft skills)

## Qualities

- Enthusiasm
- Interaction with learners
- Value real world learning
- Share best practices
- Focus on collaboration/working with others
- Patience, empathy , adaptable
- Drive for self improvement

## **Education as an act of Teaching**

The word “**educate**” comes from the Latin ‘**educere**’, meaning “**to lead out**”, “**to bring out**”.

To **educate** means **to bring out of the child, the student, that sprit of learning and wonder, the desire to know, that thirsts for knowledge.**

**True education is the harmonious development of the following:**

- Physical
- Mental
- Moral
- Social

The four dimensions of life

The illiterate of 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.

## **Types of education**

- Formal education.
- Non-formal education.
- Informal education.



***MODULE 2***  
**EDUCATION AND PHILOSOPHY**

**Prepared by:-  
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# Philosophy And Education

- The philosophy of education examines the goals, forms, methods, and meaning of education.
- **Philosophy of education** is that branch of **philosophy** that addresses **philosophical** questions concerning the nature, aims, and problems of **education**

# **PHILOSOPHY AS A SUBJECT OF STUDY**

Philosophy – the love of wisdom – is an activity of attempting to understand the world, in all its aspects. ***There are four pillars of philosophy:-***

1. **Theoretical Philosophy** (metaphysics and epistemology)
2. **Practical Philosophy** (ethics, social and political philosophy, aesthetics)
3. **Logic**
4. **History Of Philosophy.**

# 1-Theoretical philosophy

- Asks questions about knowledge such as “Is anything absolutely certain?” and “What grounds our belief that the past is a good indicator of the future?” and questions about the world such as “What is the world like independently of human perception?” and “Does God exist?”

## **2-Practical Philosophy**

Exposes us to such questions as: How ought we to live our lives? Which social and political arrangements are just or legitimate?

## **3-The study of Logic**

Teaches us what distinguishes good from bad reasoning and thereby enables us to think critically.

## **4- In History of Philosophy**

We learn how the greatest thinkers in the history of humankind answered these and similar questions.

# PHILOSOPHY : Meaning And Definition

- The term "**philosophy**" means, "love of wisdom." In a broad sense, **philosophy** is an activity people undertake when they seek to understand fundamental truths about themselves, the world in which they live, and their relationships to the world and to each other.
- The original meaning of the word **philosophy** comes from the Greek roots philo- meaning "love" and -sophos, or "wisdom."

## Definitions:-

- **Aristotle** - "Philosophy is a science which discovers the real nature of supernatural elements".
- **Plato**- "philosophy finds its origin in the wonder or curiosity created about vastness and ever changing state of the universe and is inner self in the mind of man"
- **Levison** - "**Philosophy** is mental activity".
- **Karl Marks** - "**Philosophy** is the interpretation of the world in order to change it"

# Significance Of Philosophy In Education

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



- The scope of the philosophy of education includes the critical evaluation of aims, ideas and education, analysis of human nature, educational values, the theory of knowledge and the relationship of education and social progress.

### **Philosophy Of Education Performs Various Functions.**

#### **A- Determining the aspects of education**

1. Aims of education
2. Curriculum
3. Methods of teaching
4. Discipline
5. Teacher & Student
6. Administration

**B-** Harmonizing old and new traditions in the field of education.

**C-** Providing the educational planners, administrators and educators with the progressive vision to achieve educational development

**D** -Preparing the young generation to face the challenges of the modern time

# Major Areas Of Philosophy

- **METAPHYSICS** (*Nature Of Reality*)
- **EPISTEMOLOGY** (*Theory Of Knowledge*)
- **AXIOLOGY** (*Theory Of Value*)

# METAPHYSICS

## Metaphysics (Nature of reality)

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

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

## Definition

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

# Its main branches are:-

**1:Ontology**

**2: Cosmology**

**3 :Cosmogony**

**4 :Eschatology**

**5: Theology**

## **1: Ontology**

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

## **2: Cosmology**

- Cosmology, which is the study of the universe, it's contents, and its history.

### **3: Cosmogony**

Cosmology is the study of the universe from its beginning, and the origins of every body included.

### **4: Eschatology**

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

### **5: Theology**

The study of the nature of God and religious belief.

# Role In Education

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

# EPISTEMOLOGY

## Epistemology (Theory of knowledge)

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

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

## Definition

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



***1: Agnosticism***

***2: scepticism***

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

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

# Types Of Knowledge:-

## 1 . Revealed Knowledge

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

## 2 . Intuitive Knowledge

It is an illuminating flash in a moment of insight.

## 3. Empirical Knowledge

Knowledge obtained through the personal experience.

## 4 . Rational Knowledge

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

## 5. Authoritative Knowledge

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

# Role in Education

- **Epistemology** is the explanation of **how we** think. It **is** required in order to be able to determine the true from the false, by determining a proper method of evaluation. It **is** needed in order to use and obtain knowledge of the world around us.
- **Epistemology** is **important** because it influences how researchers frame their research in their attempts to discover knowledge. By looking at the relationship between a subject and an object we can explore the idea of **epistemology** and how it influences research design.

# AXIOLOGY

## *Axiology (Theory of values)*

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

## *Definition*

Made of two Greek words- 'Axios' means 'value' or 'worth' and logos means 'study of'. so axiology is the philosophical study of the value and the 'value' originally meant the worth of something. \* Axiology asks the questions such as what is a value? and where do values come from?

## It has three branches:-

### 1. Ethics

The branch of knowledge that deals with moral principles

### 2. Aesthetics

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

### 3. Logics

Studies truth. It involves methods of judgement and evaluation.

## Role In Education

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

***MODULE 3***  
**INDIAN SCHOOLS OF PHILOSOPHY**

**Combined by:-**

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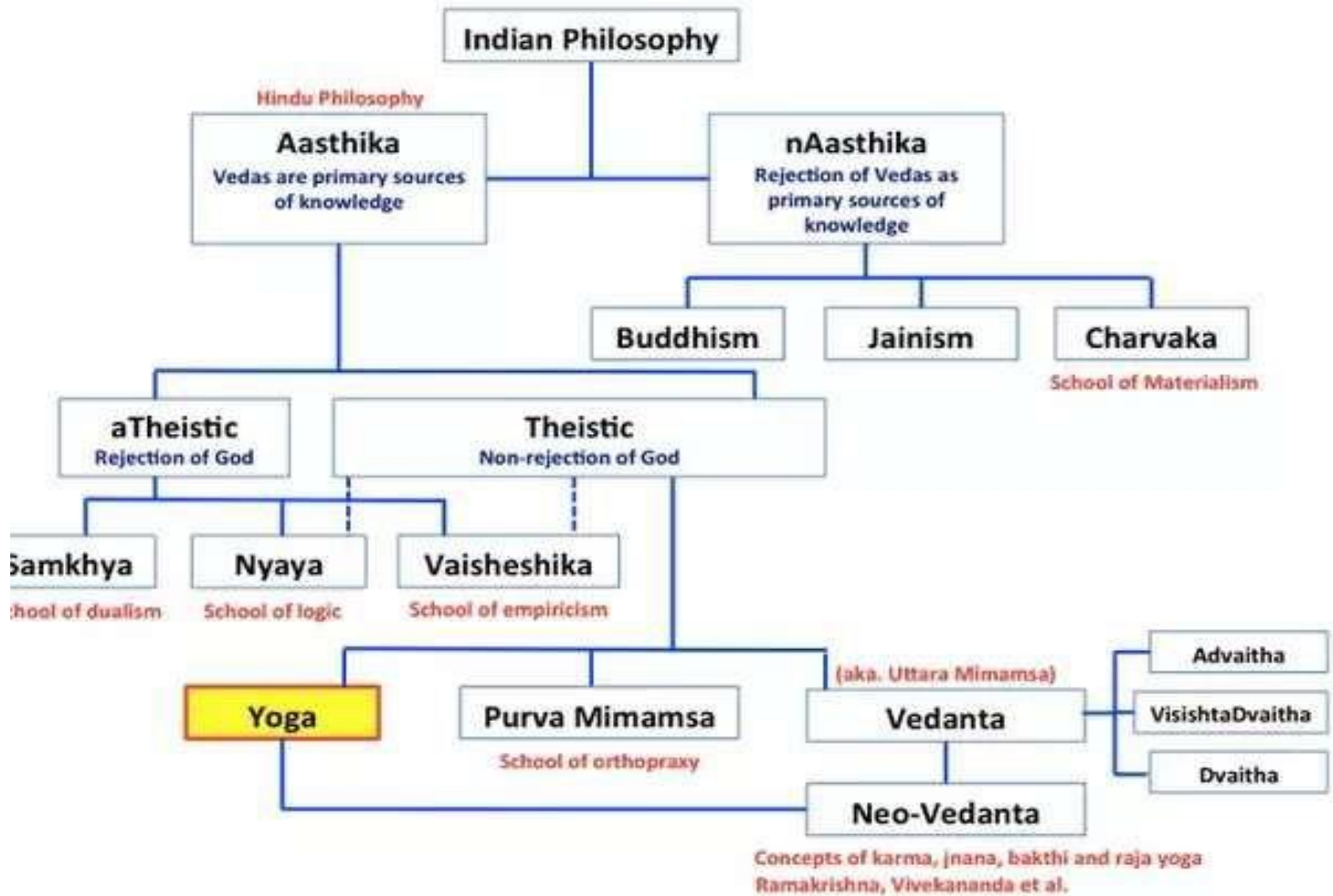
**Ajmala parveen**

**Rejin Rose**

# INTRODUCTION

- The Indian schools of philosophy may be classified broadly into two Asthika (orthodox) and Nastika (heterodox).
- The first group believed in the Vedas and the second school rejected the Vedas.
- The first one's are called the Asthika systems which have the schools of Mimansa, Vedanta, Sankhya, Yoga, Nyaya and Vaisesika.
- The latter schools are Charvaka, Buddha and Jaina.





# The salient features of the Indian philosophical tradition

- The Indian philosophical schools have developed more a synthetic outlook. There is no separate treatment of Metaphysics, Epistemology and Axiology as distinct branches of philosophy. These questions are approached generally and relatively, some schools stressing more the metaphysical point and some the logical approach to knowledge.
- The underlying spiritual and moral basis is uniform to all the schools generally, except perhaps the philosophy of Charvaka or the materialistic philosophy.

- Realisation of ultimate is the chief purpose of life
- The ultimate truth is the truth of spirit
- Whole universe is governed by eternal moral order
- Progressiveness
- Practical in nature
- Ignorance of reality is the cause of our sufferings
- Importance to Intuition
- Freedom of thought

- All Philosophies doesn't possess full faith in God
- Illusory nature of world
- Humanistic philosophy
- Interconnected with religion
- Based on Psychology
- Law of Karma
- Faith in re-birth
- Faith in the ancient wisdom
- Practising Yoga to attain Moksha

# Accusations against Indian Philosophy

- Dominating pessimism
- Too much reverence for tradition
- Not ethical but spiritual only
- Indian philosophy is unprogressive

# SOURCES OF INDIAN PHILOSOPHY

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

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

## 2) The Vedangas

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

- i. Shiksha (science of phonetics)
- ii. Chandas or meters
- iii. Vyakarna
- iv. Nirukta or Etymology
- v. Jyotish or astronomy
- vi. Kalpa or rituals

### 3) The Upvedas

There are four upvedas each deal with four subjects viz

- i. Ayurveda (deals with medicine)
- ii. Dhanurveda (Military science)
- iii. Gandharvaveda (Music)
- iv. Shilpaveda (Architecture & Arts)



## 4) Brahamana Granthas:

They provide supplementary matter. Brahamana Granth are written in prose and composed by Rishis and Acharayas.

- Some of known Brahma granthas are Satpath Brahaman, Gopatha Brahman, Sam Brahman, Aitareya Brahmana etc.

The Satpath Brahaman is a voluminous prose work and provides valuable information about the Geography, History, Philosophy and Rituals etc of Vedic age.

# 5) The Upanishads

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

- 1) Isha Upanishad ( emphasizes on spiritual unity )
- 2) Kenya Upanishad ( illumines the nature of knowledge)
- 3) Katha Upanishad ( deals with philosophical Questions put by Nachiketa, the student and answers given by Yama, his guru.)
- 4) Mundaaka Upanishad (clarifies higher & lower knowledge)
- 5) Mundakya Upanishad (related to the true self of the man)
- 6) Chandougya Upanishad (provides an important account of mans spiritual education)
- 7) Brihadaryanka Upanishad (explains the nature of the divinity of man)

## 6) Six systems of philosophy

- I. Nyaya system deals with knowledge. It is the science of sciences.
- II. Shankhya system of philosophy by Rishi Kapil deals with matter.

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

## ● 7) Bhagwat Geeta

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

● **8) Sutras : There are three sutras :**

i) Ashta dhyayi ( 14 sutras of grammar composed by Panini)

ii) Dharma sutras (rules laid down for conduct of both teachers and students)

iii) Grah sutras ( related to art of living)

# Characteristics of Vedas

- Vedas deal with every branch of knowledge, every aspect of human life and the duties of human beings in all fields
- The vedas have a message for all people of all ages of all nations and of all times
- The subject matter of 4 Vedas are divided into 2 parts – Jnana Kanda & Karma Kanda
- The first implying the theoretical aspect and the other concerned with the practical conduct. Former provides knowledge about spiritual meditation and the latter explains the forms of the prayer and sacrifice

- Vedas are representative of the Indian society and culture and point to a unique socio-economic civilization where all are equal irrespective of status and gender.
- Vedic people had simple and pure living.
- Worshipped one God whom the wise described as many. It was a religion of nature which held man central.
- Vedic outlook is optimistic and positive.



- Vedic outlook on life is revealed
  - profess and practice ideal moral life without seduction and sin.
  - People were religiously and spiritually simple, kind and honest.
- Students were given special attention and treatment by teachers, depending on their interests, aptitude, proficiency and performance, thus acting as a forerunner of the modern theory and practice of education.

# KNOWLEDGE

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

# Pramana

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

# Accepted means of knowledge

- Charvaka: Pratyaksha
- Budhism, Jainism: Pratyaksha & Anumana
- Samkhya, Yoga : Pratyaksha, Anumana and Sabda
- Nyaya, Vaisesikha: Pratyaksha, Anumana, Sabda & Upamana
- Mimamsa, Vedanda : Pratyaksha, Anumana, Sabda, Upamana, Arthapathi &

# The meaning of these methods

- “Perception is that knowledge which arises from the contact of a sense with its object
- Inference is knowledge which is preceded by perception
- Comparison [analogy] is the knowledge of a thing through its similarity to another thing previously well-known. ...
- Word (verbal testimony) is the instructive assertion of a reliable person.”

## Here is an example

- Suppose we see smoke on the hill. This is visual perception and we *know* there is smoke on the hill.
- We infer that the smoke is caused by fire and conclude that there is a fire on the hill. This is knowledge by inference.
- The hill is shaped like a pyramid. This is knowledge of the shape of the hill through comparison or analogy.
- Historical texts say that the hill has been there for the last five centuries. This is knowledge of the age of the hill from reliable verbal testimony.

# YOGA PHILOSOPHY

# Yoga Philosophy

- **It is one of the six ancient Indian philosophy.**
- **The word Yoga is derived from the word 'YUJ' which means to unite or to combine or to bind yoke with the individual self with the universal self.**
- **To bring out the balance & harmony on every level viz. physical, mental & spiritual to transform human into super human.**
- **Patanjali, Yoga Sutra**
- **Yoga is the practice and Samkhya is the theory**
- **Gita says yoga and Samkhya are the practical and theoretical sides of the same system**



- Three pramanas: perception, inference, verbal testimony
- Five kinds of sufferings are:
  - Ignorance, Egoism, Attachment, Aversion, Clinging for long life and fear of death
- Considers body as important
- There is only one purusa as supreme. Who is eternal beyond time and space. But Samkhya believes that there are innumerable number of purusa and hence different selves

- It involves a concept of God, but this God is not to be worshiped
- Maharshi patanjali is said to be the propounder. Some people call it as patanjali philosophy
- All other philosophies recognises its importance
- It doesn't consider body as unimportant, instead considers as very useful. It is both theoretical and practical.

- Yoga sutra has four parts
- Samadhipada: Method of yoga
- Sadhanapada: Causes of sufferings and eradication methods
- Vibhutipada: How to achieve supernatural powers
- Kaivalyapada: liberation of self

# Types of Yoga :

- **Bhaktiyoga**
- **Gyanayoga**
- **Karmayoga**
- **Mantrayoga**
- **Layayoga**

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

## **1.Yama : moral code for the human beings**

**5 yamas are listed in Yoga sutra**

- **Ahimsa – non-violence**
- **Satya – truthfulness**
- **Asteya – non-stealing**
- **Brahmacharya – Chastity**
- **Aparigraha – Non-possessiveness**

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

**Cleanliness, Contentment, Tolerance, Self-reflection,  
Meditation**

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

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

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

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

- **6. Dharna** : It is the discipline of fixing the mind at a specific point/object.
- **7. Dhyana** : means meditation, the steady contemplation of the object of meditation without any break. Concentrating on a point to reach higher self.
- **8. Samadhi** : It is the state of mind in which contemplative consciousness disappears and has no awareness of himself.





- **The first five are external aids to yoga while last three are internal aids.**
- **Yoga is a system of holistic life**
- **A system of personality development leading to complete wellbeing.**

- Acharya Vinobha Bhave , the spiritual heir of Mahatma Gandhi suggested the same that ‘ Education in India should be based on three principles i.e yoga (spiritual training), udyoga (vocational training) and sahayoga (social training)

# Aims of Education

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

**Development of scientific attitude and logical and intellectual faculties**

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

# Teacher

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

# Student

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

# Curriculum

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



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

**Comprehensive**

**Most appropriate to the evolution of individual and society.**

# Methods Of Education

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

# Discipline

- **Education & Discipline are identical**
- **Discipline is the means of which yoga is the aim**
- **One has to discipline oneself bodily, mentally and intellectually whether he is a teacher or taught so that he may learn.**
- **Disciplining of body and mind is the core of educational process.**

- The outstanding figure of contemporary Yoga, Sri Aurobindho defined yoga as a methodical effort towards self-perfection.
- *It is a process by which the limitations and imperfections in man are washed away which result into all round personality development at the physical , mental, intellectual emotional and spiritual levels.*

Yoga is entirely a philosophy of doing with **concentration**. Hence doing with concentration in education has value of great order.

Also disciplining of body and mind is the core of educational process and modern educators must know the inevitability of this factor in any kind of education. **Discipline** in education is of far reaching importance in the sense that if a teacher or student does not discipline himself he cannot concentrate on the subject and cannot know about it.

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

# NYAYA PHILOSOPHY



- Formed by Gautama, author of Nyaya Sutras
- Nyaya means ‘that by which mind is led to a conclusion’
- Soul is distinct from organs of sensation, organs of action and mind
- Karma affects the soul’s union with the body, rebirth etc.
- Believes that God is real. Creation, Maintenance and Destruction of the world is done by God.
- “all things of the world like mountains, seas, the sun and the moon are effects because they are made up of parts. Therefore they must have a maker” – Nyaya Philosophy



- Nyaya is an orthodox school of philosophy. Gautama, not to be confused with the Lord Buddha.
- Nyaya accepts the basic philosophy of Vaisheshika system. It can be said that the Vaisheshika system is theory, Nyaya is the practice.
- Self is an individual substance, eternal and all pervading. Consciousness is not an essential attribute of the self, but it is only an accidental one.
- Salvation is the state of absolute freedom. It is freedom from all pains and pleasures. Then there is freedom from the cycle of the birth and death also.

- It recognizes God, God creates the Universe from eternal entities such as atoms, space, time, ether, mind and souls
- God determines the pains and pleasures of human beings. Provides the rewards for their actions.
- Creation of universe
- God is the cause of the validity of religious text
- Divine utterances also prove the existence of God

# knowledge

- Valid knowledge & Invalid knowledge
- Valid knowledge is the real knowledge and it consists of knowing the object as it is. It has 4 sources.
- Perception, Inference, Comparison and Testimony
- Knowledge from sources other than these four is called invalid knowledge
- If the knowledge received is not valid, it can't be fruitful and can't help him to get awakened to the realities of life

# Perception

- Knowledge which results from the contact between the object and the sense organs
- Loukika ( ordinary) and Aloukika ( extra ordinary)
- Ordinary knowledge results from the contact of sense organs with the object
- Loukika has two perceptions: Bahya (external) & Manas(Internal). Bahya takesplace with 5 senses, manas takesplace with contact of object with mind. It produces knowledge of pleasure, pain, hatred etc
- Aloukika provides immediate knowledge even without senses

# Inference

- Inference is the means to *anumana*
- Knowledge gained through judgement
- This knowledge is followed by some other knowledge
- In inference there are 3 sentences paksa, sadhya & hetu similar to that minor, major and middle of syllogism of western logic
- In syllogism major premise starts first but in anumana it is in last

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

There is fire in this mountain (conclusion)

- **There is fire on the hillside**
- **Because there is smoke on hillside**
- **Where there is smoke there is fire**

# Upamana (analogy or comparison)

- Knowledge derived through similarity
- It is based on some common property & similarity b/n two objects
- Eg:-

You have never seen a wild cow. A person dwelling in the forest inform you that it is like an ordinary cow and possesses much the same shape. If then you come across some animal known as a wild cow, then this knowledge is the result of comparison

# Sabda pramana( verbal testimony)

- A word has the power to express some meaning. According to ancient Nyaya, this power is due to God.
- Analysing the process of verbal testimony we get the following steps:
- First there is the perception of the words of a sentence uttered by the trust worthy person
- Secondly there is the understanding of the meaning of words. This is called karana of the knowledge



## Four basic parts

- Prama – the knowledge of an object
- Prameya – the object
- Pramata - the person
- Pramana – the way of getting prama

# Samkhya School

- Oldest
- Theoretical, seen in other philosophy
- Sage Kapila, Samkhya Sutra
- Samkhya means: Enumeration, number, right knowledge
- Budha was taught Samkhya, so this school must have existed since before the 6<sup>th</sup> C BC.
- Relatively materialistic as compared to Vedanta
- Universe is not the creation of a supreme creator
- Unlike Vedanta, it was not incorporated into any religion. It never obtained wide acceptability among Hindu philosophers.
- Kapila? Man or Women

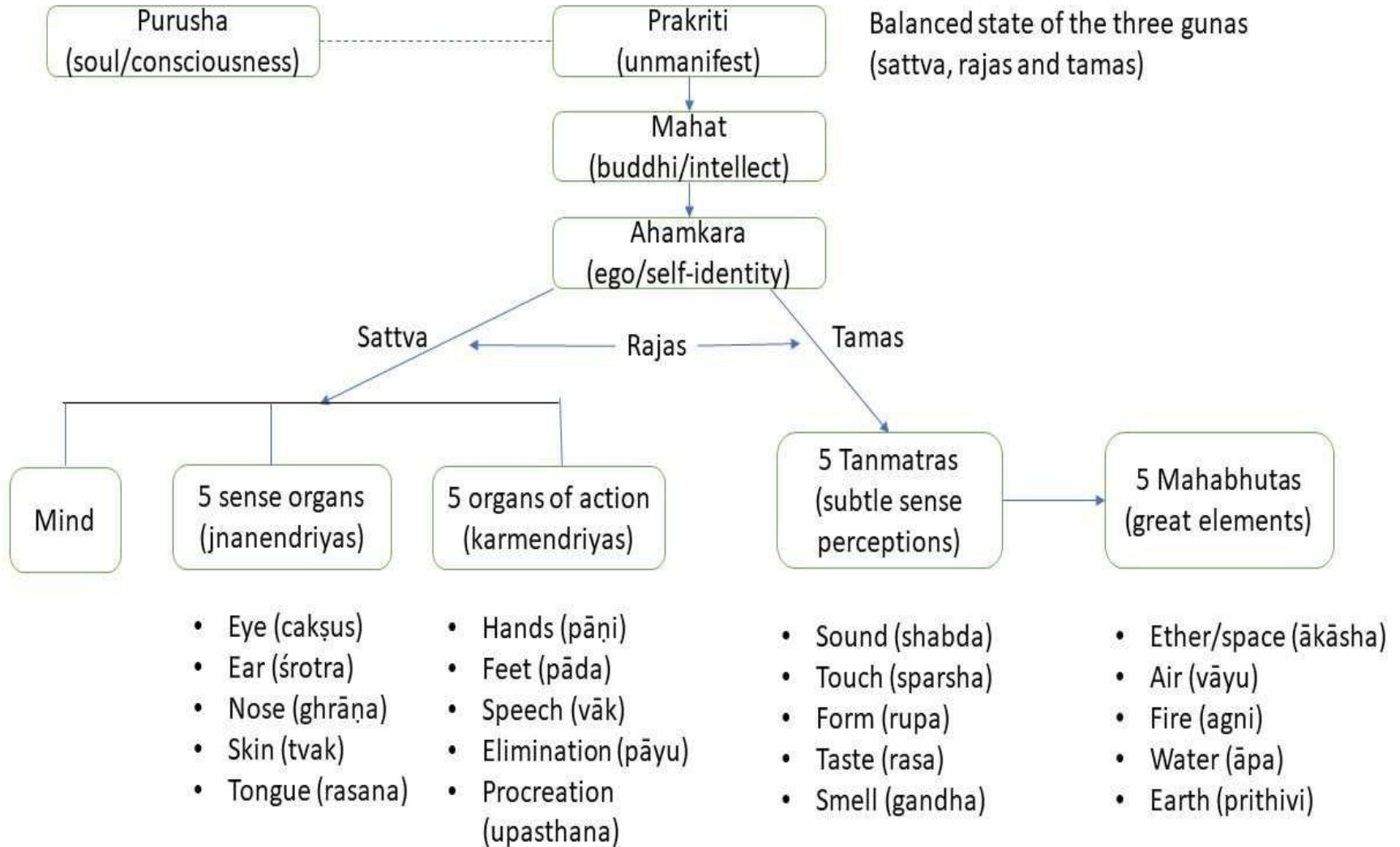
- The whole universe is constituted by 25 principles(Tattvas)
- Dualistic: Prakrti and Purusha are the two realities of the universe
- Prakrti (matter) is eternal and the first cause of the universe, known as pradhana
- It is not produced but produces, unperceived, only be inferred through its effects
- It is unconscious, constituted three gunas: sattva(light-white), rajas(activity-red), tamass(darkness-black)
- Purusha (spirit) is the basis of all knowledge, formless
- Eternal beyond creation and destruction and conscious.
- Neither produced nor produces. It is not objects
- Possess supreme power

# Theory of Evolution

- State of equilibrium, three gunas in a balanced state
- State of disequilibrium – evolution starts
- Prakriti + Purusha = Evolution
- First product: Buddhi (Mahat)
- Ahamkara (Ego)
- Mind
- Everything begins with matter, but this itself is inert or dead, it is activated by the stimulus provided to it by the motive power- purusha and the result of this is the active universe with stars, planets, gravitation etc
- Evolution of universe is through sexual procreation
- Purusha(man), Prakriti(mother)

- 25 tatvas
- 1 tatva: Prakriti
- 1 tatva: Soul or Purusha
- 23 tatvas = purusha acting upon prakriti, material universe

# 25 Tattvas (elements) (Samkhya)



Vaisesika

# Vaisesika

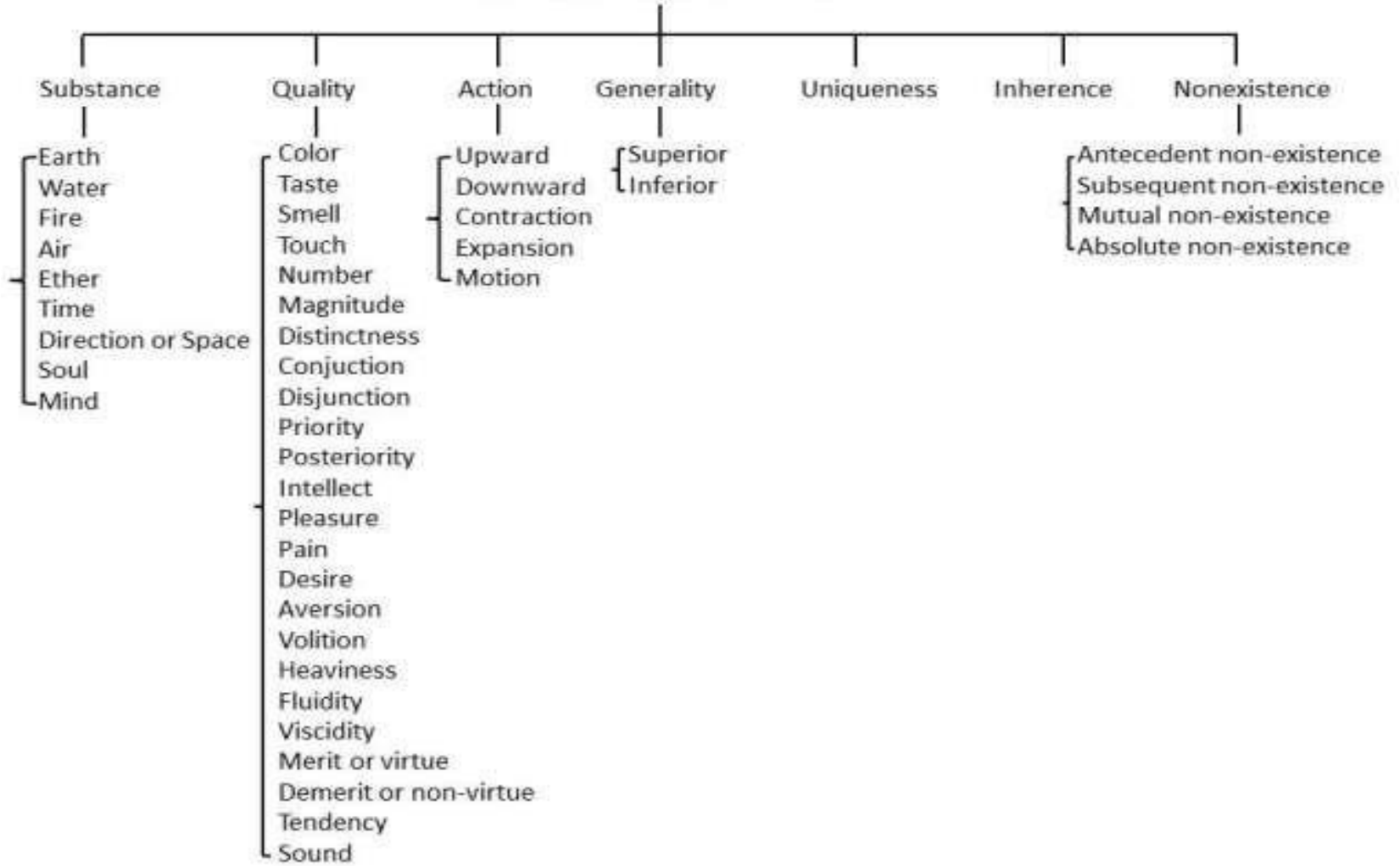
- Vaisesika, created by Kanada also referred to as Ulooka and Kashyapa, around 300 B.C. E.
- Aulookya philosophy
- The system derives its name from *visesa* which means “particularity”.
- It can be viewed as a system of physics and metaphysics in that it tries to explain the fundamental nature of the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



# Padarthas or categories

- There are seven categories or padarthas in the universe:
- dravya (substance), guna (quality), karma (action), samanya (generality), visesha (uniqueness or individuality), samavaaya (inherence) and Abhava (non-existence).
- In this 7, There are two distinctions: Bhava padartha(Present or Being) and Abhava padartha (Non-being)
- Each of these is again subdivided into further sub-categories.
- Substance is divided into nine sub-categories: earth, water, light, air, ether, time, space, self and mind.
- The substances cannot exist without qualities of which there are 25: color, taste, smell, touch, number, extension, quantity, individuality, conjunction, priority, posteriority, thought, pleasure, pain, desire, aversion, and will.
- The substances are affected by 5 kinds of action: upward motion, downward motion, contraction, expansion and movement from one spot to another.
- The first four qualities, namely, color, taste, smell and touch are made up of invisible atoms which have no dimension.

# Predicables in Vaiśeṣika Philosophy



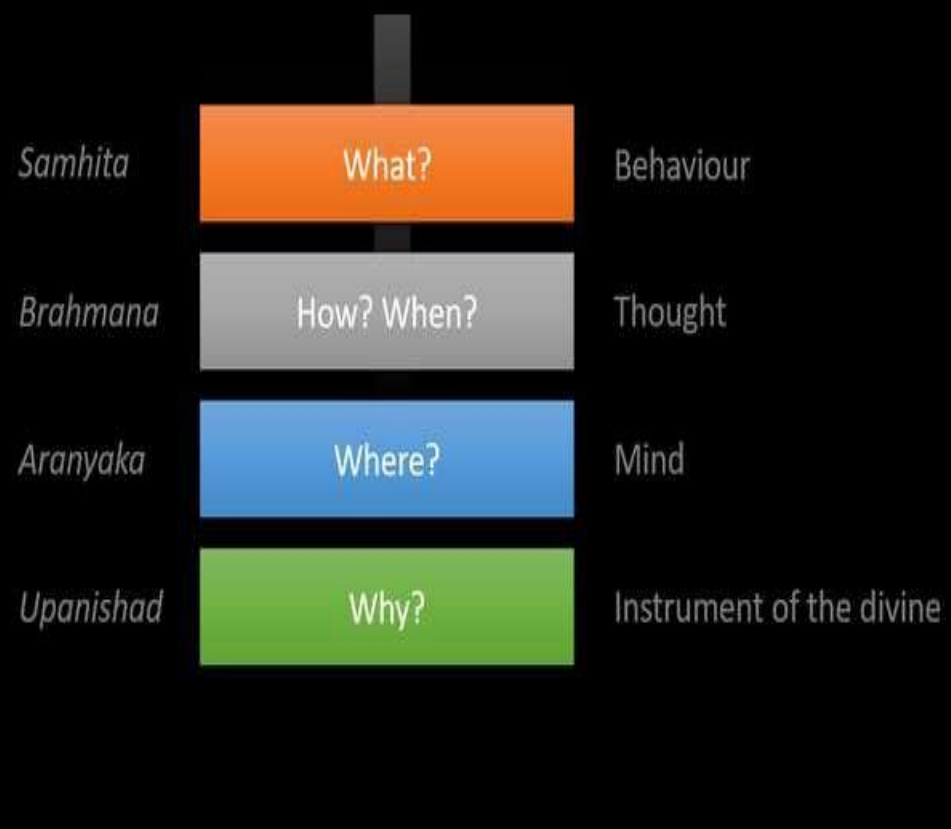
# Seven-fold view of perception

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

# PHILOSOPHY OF UPANISHADS

- It is presumed that the Upanishads were composed between 600 to 3000 B.C
- Upanishads form part of Vedas
- Mundak, Mundukya, katha etc
- Upanishad means 'sitting down near' the teacher to receive learning
- Teaching was called Upanishad
- It is the knowledge which removes ignorance and leads to liberation
- *The term Upanishad means knowledge which eradicates error and helps one to reach the realm of truth*

Dr. S Radha Krishnan



## Genres within the Vedas

- Samhitas – hymns, mantras to the Vedic deities
- Brahmanas – manuals for rituals and conduct
- Aranyakas – explore philosophy behind rituals
- Upanishads - philosophy

- 108 in nos.
- Different sources of Indian philosophy are influenced by Upanishads
- Knowledge of God is the main subject
- Upanishads are the interpretation of Veda philosophy. for this reason, it has been called Vedant ( end of Vedas)

First 10 Upanishads are most important,  
Principal Upanishads

Isha, Kena, Katha, Prashan, Mundaka,  
Mandukya, Tattiriya, Aitareya, Chhandogya and  
Brihadaranyaka

- Attaining self-realisation is more emphasised
- God was implicit in one's soul. it led them to practice concentration and meditation, than just praying
- Thought and reasoning are considered more important. So the goal of life was not to please gods and goddesses but to attain self- realisation
- The seers aim neither at science nor at philosophy but to develop a vital life possessing moral order of the highest kind.



- The seers of the Upanishads tried to discover the answers to so many difficult questions not properly answered so far by the Vedas.
- Two concepts that are of paramount importance in the Upanishads are Brahman and Atman. The Brahman is the ultimate reality and the Atman is individual self (soul). Brahman final cause of all that exists.

# search for one in many

- Behind the multiple forms and phenomena contained in the universe there was some sort of reality which could help one's mind and senses to attain peace
- The seers conceived that our senses did not give us the real knowledge and the mind always moved among dualities. Thus the search of man for one in many was the natural urge

# Life after Death

- What is that which remains after death? Wherefrom man has come and whereto will he go?
- One of the seers of Upanishads reflected candidly  
*“what is real root from where, in spite of being repeatedly caught by death, the tree of life springs again and again?”*

# Ultimate reality

- *“what is that which remains even when the body is in the sleeping stage and which is constantly creating”*

- Katha  
Upanishad

# Aim of education

- To reveal the reality
- Attainment of supreme knowledge
  - Physical development
  - Building of character
- Spiritual and cultural development

# Main Teachings

- Brahman
- Atman
- Prakriti
- Vedas
- Sacrifice
- Aum
- Death
- Yoga
- Rebirth
- Karma
- Liberation

# Teacher

- Equipped with greatest experiences
- Always ready to answer any questions

# Purva Mimamsa

- The first major orthodox philosophical system to develop was Purva Mimamsa. The other one to follow was the Uttar Mimamsa. The orthodox systems accept the authority of the Vedas.
- The Sanskrit word '*mimamsa*' means a 'revered thought'. The word is originated from the root 'man' which refers to 'thinking' or 'investigating'. The word '*mimamsa*' suggests "probing and acquiring knowledge" or "critical review and investigation of the Vedas".
- Each of the Vedas is considered to be composed of four parts: The *Samhitas*, the *Brahmanas*, the *Aranyakas* and the Upanishads. The first two parts are generally focused on the rituals and they form the *Karma-kanda* portion of the Vedas. The later two parts form the *Jnana-kanda* (concerned with knowledge) portion of the Vedas.
- Purva-Mimamsa is based on the earlier (*Purva* = earlier) parts of the Vedas.
- Uttar-Mimamsa is based on the later (*Uttar* = later) parts of the Vedas.
- Dharma is considered as the highest purushathas



Purva-Mimamsa is also known as *Karma Mimamsa* since it deals with the *Karmic* actions of rituals and sacrifices. Uttar-Mimamsa is also known as *Brahman Mimamsa* since it is concerned with the knowledge of Reality. In popular terms, Purva-Mimamsa is known simply as Mimamsa and Uttar-Mimamsa as Vedanta

Jaimini is credited as the chief proponent of the Mimamsa system. His glorious work is Mimamsa-Sutra written around the end of the 2<sup>nd</sup> century A.D. Mimamsa-Sutra is the largest of all the philosophical *Sutras*. Divided into 12 chapters.

Earlier scholars wrote commentaries on Mimamsa-Sutra. Unfortunately they are lost with the passage of time. The earliest available commentary is Sabarasvamin's Sabara-bhasya, which is still the authoritative basis of all subsequent works on Mimamsa. Renowned scholars Kumarila Bhatta and Prabhakara independently wrote their commentaries on Sabara-bhasya. Prabhakara was a student of Kumarila Bhatta. However, they differed, to some degree, on the interpretation of Sabara-bhasya and wrote separate commentaries.

- Mimamsa system attaches a lot of importance to the Verbal testimony which is essentially the Vedic testimony. Jaimini accepts the ‘Word’ or the ‘*Shabda*’ as the means of knowledge.
- The system is a pluralistic realist. It endorses the reality of the world as well as that of the individual souls. The soul is accepted as an eternal and infinite substance. The soul is distinct from the body, the senses and the mind.
- This system has a profound faith in the Vedas. The system supports the law of *karma*. It believes in the Unseen Power. Apart from accepting the heaven and the hell, the system supports the theory of liberation.

# Sources of Knowledge

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

Last two are upheld by Mimamsa and Vedanda

- Artha(fact), Apathi(Kalpana)
- Assumption of an unperceived fact in order to reconcile two apparently inconsistent perceived facts.
- When a known fact can't be accounted without another fact, we have to postulate the existence of third

## Examples

- Devadatta is a fat man by fasting in the day
- John is living and who is not in home
- Means of knowing the absence of the object
- An object doesn't exist in a particular place and a particular time, but it exists elsewhere
- Eg: There is no book on the table

# Metaphysics

- Pluralistic
- As many body as many souls
- There are non-perceivable entities exist in the world- Hell, Heaven, etc
- Liberation free the being from all sorts of attachments, pleasure and pain
- Soul – 2 types:, Living & Liberated
- Every being possesses a unique self. It is eternal and imperishable
- It doesn't die, but continuous to live to reap the fruits of its deeds
- Error is subjective. It is a wrong apprehension in which the object is taken for what it is not. An object is characterised wrongly.

# Uttar Mimamsa

- Uttar Mimamsa is the Vedanta, Its advent and growth is recent, but most influential.
- The vedas are the most valuable scriptures of the mankind. They present the most exalted form of superhuman knowledge and wisdom. The Vedas are eternal.
- The four Vedas are: Rig Veda, Yajur Veda, Sama Veda and Atharva Veda. Each of the Vedas is divided into four parts : The *Samhitas*, the *Brahmanas*, the *Aranyakas* and the Upanishads. The Upanishads are the concluding parts of the Vedas. They expound the supreme philosophical knowledge. The word ‘Vedanta’ usually refers to the Upanishads. The word is a compound of ‘*Veda*’ and ‘*Anta*’. It means the ending portion of the Vedas. However, the word ‘Vedanta’, in a broad sense, covers not only the Upanishads but all the commentaries and interpretations associated with the Upanishads. All these works constitute the Vedanta philosophy.

- The great scholar Badarayana(?500-200 B.C) initiated the efforts to simplify the Upanishadic philosophy. Badarayana is also known as Ved Vyasa. He was the first scholar to take up the challenging task of systemizing the immensely vast philosophical doctrines of the Upanishads.
- Badarayana's work is known as Brahma-Sutra or Vedanta-Sutra. It is also referred to as Uttar-Mimamsa-Sutra.
- The Brahma-Sutra has 555 sutras. Most of them are aphoristic and almost unintelligible at first sight. Hence, a number of commentaries were written to interpret them. Among these the commentaries of Shamkaracharya, Ramnujacharya and Madhvacharya are regarded authentic and are held in very high view.
- They are also its leading interpreters. Thus, we have three major schools of Vedanta based on the philosophy of the distinguished trio: *Advaita*(non-dualism) of Shamkaracharya, *Vishishtadvaita* (qualified non-dualism) of Ramnujacharya and *Dvaita*(dualism) of Madhvacharya.
- All three schools are founded on the Vedanta philosophy. However, there have been differences among them. Even the followers of a particular system, within their own fold, differ to some degree on certain issues.

- The Vedanta philosophy is focused on the *Jagat*(the universe), the *Jiva*(individual soul) and the Brahman (the Supreme Being). Brahman is the repository of all knowledge and power.
- *Jivas* are trapped in the Jagat. Attached to the physical world and driven by passions and desires, they remain chained to ceaseless actions (*karma*). As a result, they subject themselves to countless births in various forms.
- The transmigration from this birth (life) to the next depends on the *karma* (the quality of action).
- *Moksha* or *mukti* (liberation) is the goal of life.
- This philosophy, in general, is accepted by all the three schools. Now let us understand the basic difference among the three schools.



- *Dvaita* refers to ‘two’. *Dvaita* school is based on the concept of dualism. Madhvacharya emphasizes the distinction between God and individual soul (*Jiva*). In addition, the school differentiates God from matter as well as the soul from matter. The school maintains that the God, *Jiva* and the *Jagat* are three separate and everlasting entities. God governs the world and has control over the souls. The souls in its ignorance remains shackled in the world. By devotion and God’s mercy, the soul can migrate to the Heaven above. It can obtain *Mukti* from the cycle of life and death and live with God forever in the Heaven.
- *Vishishtadvaita* literally means “qualified non-dualism”. Ramanujacharya stresses that God alone exists. He says that Brahman is God. He is not formless. The Cosmos and the *Jivas* form his body. When the *Jiva* (soul) realises that he is a part of *Paramatman* (God), the soul is liberated. On liberation, his soul enjoys infinite consciousness and infinite bliss of God. The soul is in communion with God, but it does not share the power of the creation or destruction.
- *Advaita* means “non-dualism”. Brahman is the sole Supreme Reality. Brahman, *Jagat* and *Jiva* are not different, separate entities.

# **HETERODOX SCHOOLS OF PHILOSOPHY**

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

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

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

# Jaina philosophy

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

- Heterodox school philosophy, doesn't believe in Vedas
- Derived from the word 'jina' with root in 'ji' it means 'victor' i.e, the one who has successfully subdued his passions and obtained mastery over himself.
- Jainism is the smallest of the major world religions, but in India its influence is much more.

- First initiated by Rishabha Deva, Ajith Nath and Aristanemi. According to Jains, these names are found in Vedas and they considered this philosophy as the oldest one
- The first tirthankara was Adi Nath and the last one was Vardamana Mahavir. In between these two there are 22 tirthankars.
- Mahavir was born in 599 BC. He strongly emphasised celibacy and ordered the monks to relinquish the clothes.
- Those who followed this order were named Digambara, while those who wore white clothes were known as Svetambara. These two sectors are formed after the death of Mahavira
- Metaphysically, Jainism believes in plurality of souls and not in the existence of God

- It holds that there are as many souls as there are living beings. They also accept the existence of souls even in animals and plants, with degrees of difference in the level of consciousness.
- They believe that every soul is capable of attaining infinite consciousness
- Infinite faith, infinite knowledge, infinite power and infinite bliss is the state of liberation.
- According to Jainism Nirvana or liberation is obtained through three jewels : Right faith, Right Knowledge and Right Conduct. ( Tri-ratna)
- Right conduct implies 5 abstinences : not to lie, not to steal, not to strive for luxury and not to strive for possessions, not to be unchaste and not to injure (Ahimsa)

# Categories of Dharma

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

# Ahimsa is vital principle

- Jainism rejects the idea of creator of the world. It believes reality to be many sided.
- Accepted three sources of getting real knowledge, namely perception, and inference.

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



# Practical teachings of Jainism

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

- Jainism rejects God as the creator of this world, Jainism looks upon man himself as God when his inherent powers are fully in bloom.
- The primary aim of Jainism is the perfection of the soul, rather than the interpretation of the universe, hence it fails to find ultimate solutions of the metaphysical problem.

# Aims of Education

- Self-realisation as jiva is divine.  
Education must focus on his divinity and remove the material bond of soul.
- Education should lead to self- enlightenment and restore the full powers of jiva.
- Development of personality as an individual. Hence , more stress on individual aims.
- Teaching should give necessary jnana and penance to help jiva
- Believes in transmigration of soul , hence education may partly be the preparation for the next world.

# Curriculum

- 'punya' and 'paap' are the two principles, education should develop sense of discrimination .
- Education should include provision for attainment of Tri-ratnas, the precious principles of life, that bring happiness, success and love here and now.
- Education should inculcate non- violence as a virtue, practiced and not only aspired for, that would be socially desirable.
- Truth is relativistic and pluralist, in a state of 'may be'. Knowledge , therefore may be viewed differently. Nothing fixed.

# Methods of Teaching

- Knowledge is through senses and meditation. Teaching must develop these faculties.
- Teaching should be social and tolerant, and should bring happiness to all.
- Jiva is essentially karmic, therefore education must be action based and ideally oriented.

# Discipline

- Emphasis on self discipline and hard work
- Practical discipline is essential for release from the bondage.
- Happiness and bliss through action. (Man is a free moral agent, responsible for all his deliberate action.)

# EDUCATIONAL IMPLICATIONS

- Major Contributions : Jainism has made important contribution to art and literature. Jain philosophy and its culture have been a major force since dawn of civilisation in Asia.
- Strong emphasis on Non-Violence, accent on multiple facets of truth, morality and ethics.
- Jain philosophy concepts like Ahimsa, Karma, Moksha and like has been assimilated into philosophies of other Indian religions like Hinduism and Buddhism.

- Sense of sympathy extends to all living beings even to animals
- Absolute respect for living beings is stressed, best way to resist evil is through non-violence.
- Law of Karma (cause and effect) : universe is ruled by moral law which punishes all sins and rewards good deeds, belief that our character creates its own heaven and hell



**Aims of education** : Man- making who is capable of self-realization.

**Highest state of knowledge** : Intuition through which man achieves a realization of oneness of the universe

# BUDDHIST PHILOSOPHY

- Buddhism : founded by Budha (563- 483BC)
- Buddhist period: 600BC – 600AD
- Sidhartha Gautama became Budha, meaning 'enlightened one'.

# Characteristics...

- Buddhist education system (200B.C to 200 A.D) was founded by Lord Gautama Buddha.
- Gautama Buddha was primarily an ethical teacher and reformer and not a philosopher.
- He was concerned mainly with the problems of life. He avoided the discussion of metaphysical question because they are ethically useless and intellectually uncertain.
- He always discussed the most important questions of suffering, its cessation and the path leading to its cessation.

# Four Noble truths are:

**Buddha's enlightenment which he tried to share with all fellow-beings has come to be known as the four Noble Truths.**

- There is suffering
- There is cause of suffering
- There is cessation of suffering
- There is a way to cessation of suffering

# 'Nirvana' from suffering is based on the 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)

# Budhist Education

- Based on the teachings of Gautama Buddha
- Monastery education
- Institutionalized system
- Education open to all
- Relegio-secular nature of education
- provide education in the language of masses i.e Pali

# Features....

- Pabbajja ceremony
- Upasampada ceremony
- Devoted student life in viharas
- Comprehensive curriculum
- Commercial & occupational education
- Cordial teacher pupil relationship
- Centers of higher learning

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



# Aims of Buddhist Education

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

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

# Curriculum

- Pali, prakrit and sanskrit constituted the medium of teaching
- Study of teachings of Budha
- Tripitikas: main subjects prescribed for study
  - Binaya pitak : rules of behavior
  - Sukta pitak : collection of religious sermons
  - Damma pitak : main preaching of Buddha
- Practical subjects like spinning, weaving, printing
- cloths, tailoring, medicine, sculpture etc. were included

- Primary education: reading, writing & arithmetic
- Higher education: Well organised, carried out at Buddhist monastries & Buddhist universities.
- Higher education was given to only those students who intended to be monks or nuns.
- Emphasized both theoretical and practical aspects. Hindu religion, philosophy, logic & Ayurveda

# Principles of Education

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

# Methods of teaching

- Lecturing & recitation was the most popular method
- Inductive method in higher education
- Conferences were conducted on a monthly basis
- Tours and Nature study were adopted as a method of gaining practical knowledge
- Mostly verbal.
- Question - answer, discussion and debates.
- Agra shishya pranali (Monitorial system)
- Book method.

# Discipline

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

## **Role of the teacher**

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

# Teacher-learner relationship

- It was the duty of students to serve their teacher, beg alms for teacher, clean his utensils, wash his cloths & nurse him. He considered teacher as his father.
- The teacher in turn took every care of his students & considered him as his son.



# Merits

- System of education was highly institutionalised
- Open to all
- All round development of child
- Comprehensive curriculum
- Strict discipline
- Cordial relationship between teacher & learner
- Both Sanskrit and local languages were chosen
- No physical punishment was given

# Demerits

- Dominance of religion resulted in the neglect of material prosperity and industrial development
- Lacuna in family relations
- Military training were neglected
- Failed to develop the habit of independent thinking
- Too much democracy weakened the control and discipline of the monasteries, leading to corruption and luxury and finally to their decay

# Educational Implications

- Buddhist education was free from communal narrowness, there was no favoritism on the basis of caste , creed etc.
- Total development of personality of the novice, even today the aim of education is integration of personality that can develop the various aspects of the individual
- No corporal punishment
- Positivistic and has a careful logical systematisation of ideas
- It is ethical, the eightfold path to Nirvana makes a universal appeal.
- It is democratic as it believed in freedom of enquiry.

- Moral Discipline : Character was the basis of moral discipline.
- Training of manual skills like spinning and weaving was emphasized to enable men to earn for living.
- It is pragmatic, Change is the rule of the universe. It is witnessed in the present era of globalisation.
- The methods of Instruction used in Buddhist education have been using even today.
- International impact : cultural exchange between India and other countries of the world.
- International exchange of scholars attracted students and scholars from far off lands.
- Value education & Character development is the essence of system of education.
- Curriculum included secular as well as religious subjects.

- Universities established during this period are still serving as a guiding force.
- The system of determining a minimum age for higher education, providing a set of rules and taking a test for admission are even today guiding the educational structure.
- Education as a social institution got its existence as a result of the Buddhist system of education.
- Imparting education in practical subjects
- Collective Teaching Methodology : presence of numerous teachers in single institution was evolved.

# Comparison

## **Vedic Education**

- The emphasis of education was on Vedas
- Education was imparted in Gurukula
- Medium of Instruction: sanskrit
- After education disciple can go to home, get married & live a worldly life
- Education was autocratic & non-secular
- Oral instruction
- Brahmans were the teachers

**vs**

## **Budhist Education**

- Teachings of Budha
- Budha Sanga
- Sanskrit and local languages
- Not allowed to go back to home
- Democratic & secular
- Discussion & inductive
- Even non - Brahmans

# Charvaka

- Founder: Brahaspati
- Unorthodox systems of Indian philosophy.
- *Charvakism* is materialism. It is believed to have stemmed in the post-Upanishadic era, but before the rise of *Buddhism*. A sage, Charvaka, is believed to be the founder of this Indian system of materialism.
- Materialist, Naturalist, Positivist, Atheist, Hedonist
- '*Pratyaksa*' (perception) as the sole source and criterion of knowledge. The materialists emphasize that what you perceive with your senses alone is true. They challenge the inference as the source or criterion of knowledge.
- Denying the authority of Vedas
- Charvaka – a seer mentioned in Mahabharatha
- Charu – Vaku = Beautiful Speech, Charva = to eat
- Lokayat school possess the same view point

- The materialists hold that matter is the only reality.
- They straight away reject gods and souls, as they are beyond perceptual experience. They also regard heaven and hell as non-existent as they are not perceivable.
- Matter has always existed and will always exist. Matter is both the material and efficient cause of the universe.
- Universe is composed of four material elements. Earth, water, air and fire.
- Deny pre-existence, future life, law of karma, heaven and hell, soul, god
- Consciousness is the quality of the body
- Knowledge, action, memory, happiness, sorrow are not the attributes of soul but that of body.
- Sensual pleasure as the supreme end. 'Eat, drink and be merry;. The past is dead and gone. It never returns. Youth never returns, make use of the present youth.



- Wealth and enjoyment are the only purusharthas
- Death is the liberation
- It is impossible for the self gain liberation from all pains
- Pleasure is the ultimate end of life. Money is the means to enjoyment.
- ‘a bird in hand is worth two in the bush’
- Purushartas: Artha, Kama

# EDUCATIONAL THOUGHTS OF;

- SWAMI VIVEKANANDA
- RABINDRANATH TAGORE
- SRI AUROBINDO
- GANDHIJI
- J. KRISHNAMURTHI

# SWAMI VIVEKANDA



# CONTENT

- Birth and early life
- Ramakrishna
- Education
- Literary Works
- Contribution to Education
- Vivekananda's Philosophy
- Educational Implications
- Conclusion

# BIRTH & EARLY LIFE

- Born on : 12 January 1863
- Place of birth : Kolkata, India
- Childhood name : Narendranath Dutta
- Father : Vishwanath Dutta
- Mother : Bhuvaneshwari Devi
- Education : Calcutta Metropolitan School, Presidency College, Calcutta

- Philosophy : Advaita Vedanta
- Guru : Ramakrishna
- Founder of : Ramakrishna Mission (1897), Ramakrishna Math, Vedanta Society of New York
- Died on : 4, July 1902 at the age of 39

- Narendra met Ramakrishna for the first time in November 1881.
- He asked Ramakrishna the Same old question, Whether the had seen God.
- The instantaneous answer from Ramakrishna was, “Yes, I see God just as I see you here, only in a much intenser sense “ Narendra was astounded and puzzled.

- He could feel the man's words were honest and uttered from depths of experience.
- He started visiting Ramakrishna Frequently



# EDUCATION

- Calcutta Metropolitan School
- In 1879, Narendra entered the Presidency College, Calcutta for Higher Studies
- After one Year, he Joined the Scottish Church College, Calcutta and Studied Philosophy
- During the course, he studied Western Logic, Western Philosophy and history of European nations.

# LITERARY WORKS

1. Raja Yoga (1896)
2. Karma Yoga(1896)
3. Bhakti Yoga(1896)
4. Jnana yoga, My Master (1901)
5. Lectures From Colombo to Almora(1897)
6. He had composed many songs including his favorite Kali the mother

# VIVEKANANDA'S CONTRIBUTIONS TO EDUCATION

- Vivekananda revived the spirit of humanism in education by emphasizing should lead us to the goal of realizing God through love of humanity, self sacrifice and work for the uplift of mankind.
- He set the Indian youth right and inspired millions of people to receive right kind of education fitted to their needs, their cultural background and their national traditions.

- His concept of education has been endorsed by modern psychologists has highly scientific.
- In his philosophy of education ,Vivekananda synthesized spiritual and meterial values.
- He advocated for the education of women as well as education of illiterate masses.

- Vivekananda is the first idealistic philosopher who gave a practical form to religious education.
- He formulated synthetic approach to education by amalgamizing the good elements of Idealism, Naturalism, Pragmatism.
- His educational philosophy seeks to develop international brotherhood and intense nationalism simultaneously.

- He submitted a National system of education which is fitted to the needs of people , their cultural background and their national traditions
- He founded the Rama Krishna Mission in 1899 with an intention of giving direction to educational and social activities.

# VIVEKANANDA'S PHILOSOPHY

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

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



- The service of God is possible only in and through the service of poor human being.

# Educational Implications of Swami Vivekananda

- Stress on character development education.
- Implies adult education and free and compulsory education.
- Revive the spirit of humanism in education.

- Clarion call to the educated people
- Education of women as the chief instrument of national integration.

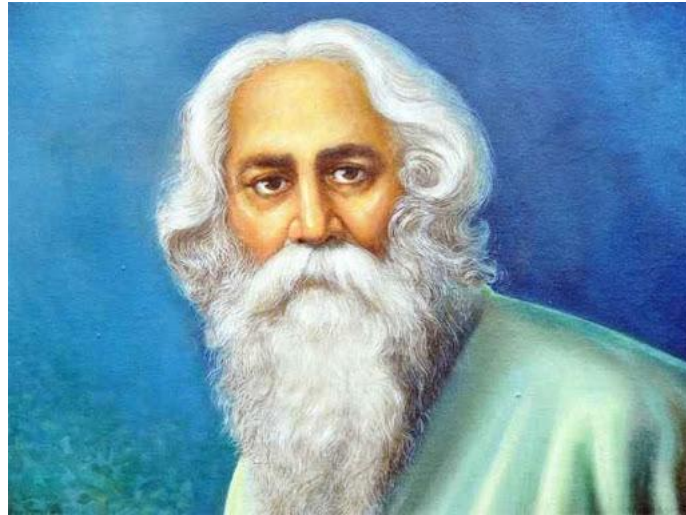
## CONCLUSION

- A pioneering figure in the cultural and spiritual history of the Indian people
- The world found in him
  - ✓ a patriot saint
  - ✓ a lover of the art
  - ✓ commanding orator of great charm
  - ✓ a visionary
  - ✓ a philosopher and educationist,
  - ✓ a worshipper of humanity

- He propagated the essence of truth, Vedanta, brotherhood of men, unity of humanity, harmony of religions and Supremacy of spiritualism over materialism.
- His views on education brings a light of its constructive, practical and comprehensive character.
- By giving education he tried to materialize the moral and spiritual welfare and upliftment of humanity irrespective of caste, creed nationality .
- By the way of his scheme of education we can get a strong nation with peace and harmony.

- His famous words " Awake, arise and stop not till the goal is reached " still resonate among the youth of the nation.
- He taught us that education is the best way for future development of the whole mankind. On the other hand illiteracy is the Curse to the mankind.
- He also promotes the playing of games and physical sports to enhance the physical strength of the students.
- His great words are still the Ethics of the today's youth generation.

# RABINDRANATH TAGORE



# CONTENTS

- Life history and childhood education.
- Family .
- Publications.
- Philosophy.
- Educational philosophy.
- Shantinikethan and Viswa bharati.
- Fame and international recognition.
- Awards.



# ***RABINDRANATH TAGORE***

- BIRTH :7 MAY 1861
- DEATH:7 AUGUST 1941

# FAMILY

- PLACE OF BIRTH: KOLKATA
- FATHER'S NAME: DEBENDRANATH TAGORE.
- MOTHER'S NAME: SARADA DEVI.

## **CHILDHOOD EDUCATION**

- Received education at home.
- He was taught in Bengali with English lessons in the afternoon.
- He read Bengali poems at his early age and began writing poetry himself by the age of 8.

# SCHOOLING

- First school : oriental seminary
- Second school: Normal school
- Third school: Bengal academy
- Fourth school: St xavier's school.

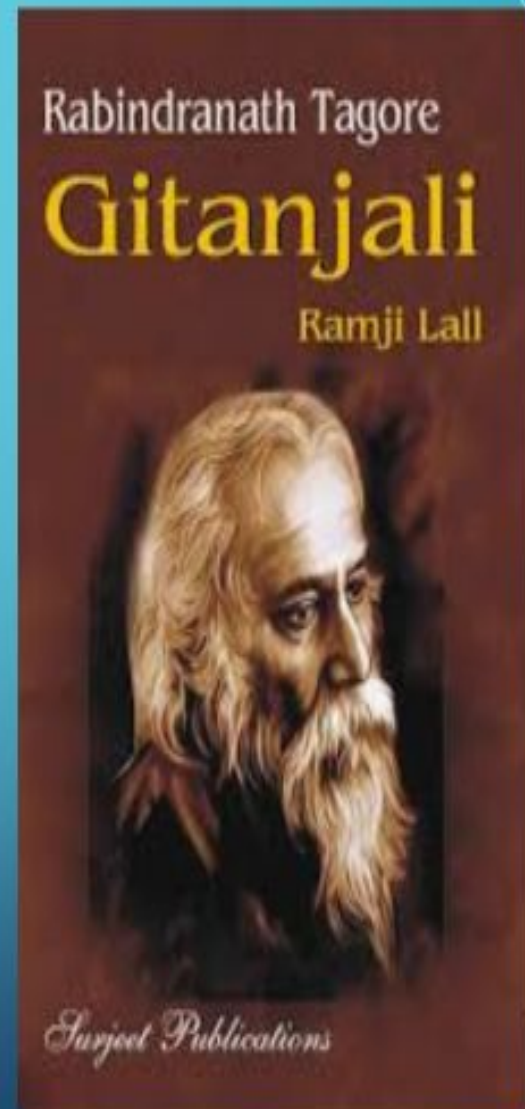
## COLLEGE LIFE

- At the age of 16, he published his first substantial poetry under the pseudonym – Bhanushingho (sun lion) and wrote his first book of short stories and dramas.
- His father wanted him to become Barrister and he was sent to England for this reason.
- In 1879, he enrolled at the university college, London, but was called back by his father to return to India in 1880.

- On 9<sup>th</sup> december, 1883, he married Mrinalini Devi; They have 5 children, 2 of them died before reaching adulthood.
- In 1890, Tagore began managing his family's vast estates in Shilaidaha, a region now in Bangladesh.

## **GITANJALI (1910)**

- Collection of poem
- English translation-Song offerings (1912)
- 1<sup>st</sup> Non-European to Received Nobel prize for literature (1913)
- UNESCO collection of Representatives works
- Theme- devotion



- Tagore composed 2,230 songs, which are often referred to as '**Rabindra Sangeeth**'
- He also wrote **National Anthem** for India :- Jana gana Mana
- Bangladesh : -Aamar Sonaar Benglaa
- **Famous Poetries:-** Manasi, Sonar Tari, Bataka..etc
- **Short stories :-** Kabuliwala, The Post Master, The Broken Nest, Hungry stone..etc



- **Art work:-** Dancing women, Lady with flowers, Head study, Dancing girl, standing figure..etc
- **Novels:-**  
Noukadusi, Gora, Chaturanga, Ghare Baire..etc
- **Drama:-** Valmiki Pratibh, Raja, Kal-Marigaya, chandalika..etc




## HIS PHILOSOPHY

**Has a vedantist :** He had a firm belief in the philosophy of Veda.

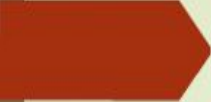
He believed in “Iam Brahma”

There is a spiritual bond between man and man.



**As an individualist :** He believed in giving right type of freedom to individual.

Every Individual is unique.



**As an Idealist :** He believed that the man should live for the ultimate truth which liberates us from cycle of birth and death.

Had faith in absolute values.

► **As a spiritualist :** He believed that every individual should try to attain spiritual perfection.

► **As a Humanist :** He preached human brotherhood, having faith in fundamental unity of mankind.

He remarked that “even God depends upon Man for perfecting his universe”.

**As a Naturalist :** He Considered nature as a great teacher.

- ▶ God revealed himself through various forms, colours and rhythm of nature.

- ▶ **Tagore's Internationalism :** He was an ardent prophet of world unity.

- ▶ He believed in world brotherhood.

# TAGORE'S PHILOSOPHY OF EDUCATION

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

His Principles of educational philosophy are :-

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

## Three sources of knowledge:-

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

# Concept of education

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

## Education as enlightenment:

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

## Education as developmental process:

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

## Education as harmony:

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



# AIMS OF EDUCATION

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

# SHANTHI NIKETHAN

- ❑ Tagore practiced his major ideals in his own school SHANTHINIKETHAN established in 1901
- ❑ Their curriculum included CRAFTS, MUSIC, FINE ARTS, DANCING etc..
- ❑ Also given importance to SCIENCE TEACHING and CONDUCTING EXPERIMENT
- ❑ The importance of MOTHER TONGUE is also recognised.

- Enough freedom is given to the pupil
- Punishment rarely administered
- No negative comments only positive requests
- Problem children are treated in special way
- Importance given to CO-CURRICULAR activities

# VISWA BHARATHI

- ❑ Later Tagore developed his views on higher education
- ❑ And established in 1921 (Shanthi nikethan developed into Viswa bharathi)
- ❑ Established it for promoting intersocial amity
- ❑ And understanding
- ❑ And to fulfil UNIFICATION OF MANKIND

- ❑ Tagore's educational system is a synthesis of the
- ❑ East and the West,  
The ancient and the modern, and of  
Science and Vedanta
- ❑ Nehru considered Viswa Bharathi as a true representative of India
- ❑ It has recognised as a full fledged Central university by the government of India in 1951

## What made him famous?

- Tagore first came to Britain as a student in 1878 and attended lectures in law at University College, London.
- travelling between colonial India and metropolitan Britain and provided an important example of successful East/West cultural crossing in the late 19<sup>th</sup> and early 20<sup>th</sup> C.

After NP in 1913, Tagore toured the world and became an international literary celebrity.

With his cross-cultural appeal, he became an inspiring figure to many in this early period of Indian migration to the West.

Interested in the relationship of spirituality, music, and poetry, landscape and nature in his poetic imagery

Anti-colonial nationalism

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

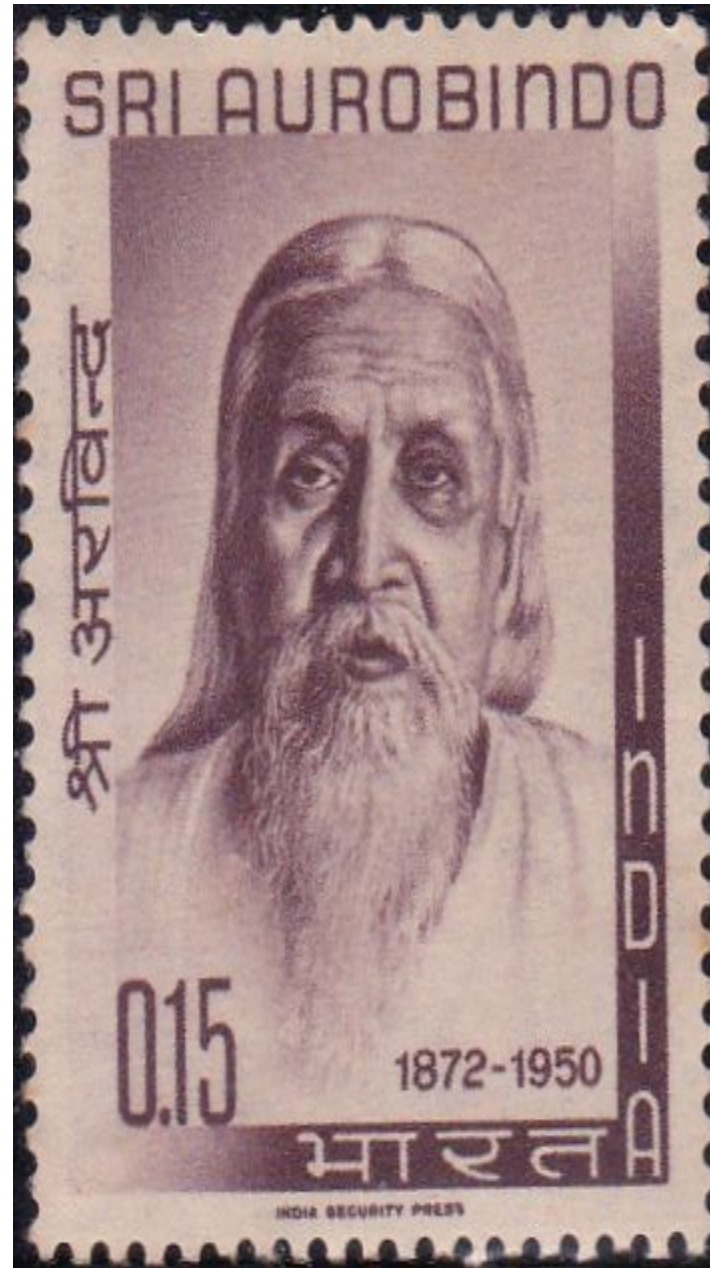


# Conclusion

- Tagore was an ideal philosopher, but the thoughts of naturalism, pragmatism, and individualism was also reflected in his philosophy
- He put emphasis on 'naturalism' for framing educational model

- Tagore was the only person who have written anthems for 3 states
- Critics regard him a great lyric poet rather than a great dramatist
- His philosophy of life was based on the ideals of dedication, patriotism, and naturalism

# SRI AUROBINDO



# Life Sketch

Original name : Arabinda Akryod Ghose

Born at Calcutta (kolkata) on August 15, 1872

Father's name : Krishnadhan Ghose

Mother name: Swamlata

Two elder siblings - Manmohan Ghose and Benoybhusan Ghose

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

## Important works

The Life Divine

The Synthesis of Yoga

Secrets of the Vedas

Essays on Gita

The Human Cycle

The Ideal Of Human Unity

# CONCEPT OF EDUCATION

Physical development and purity

Development of senses

Mental development

Development of morality

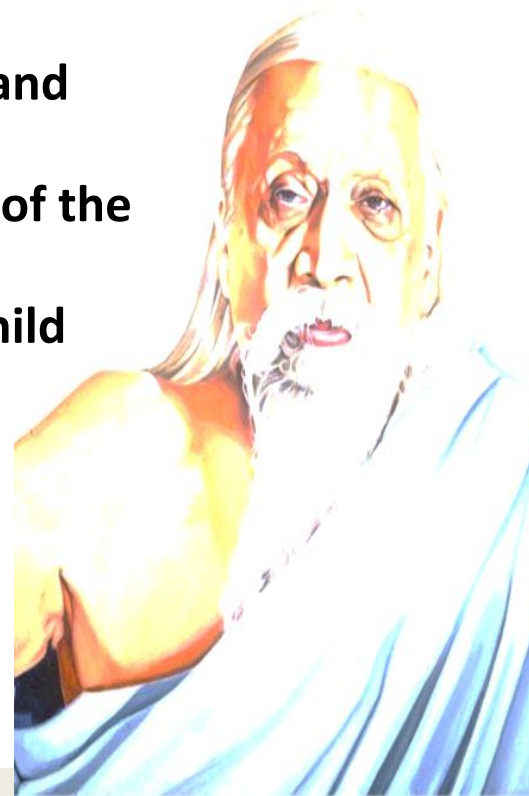
Development of conscience

Spiritual development

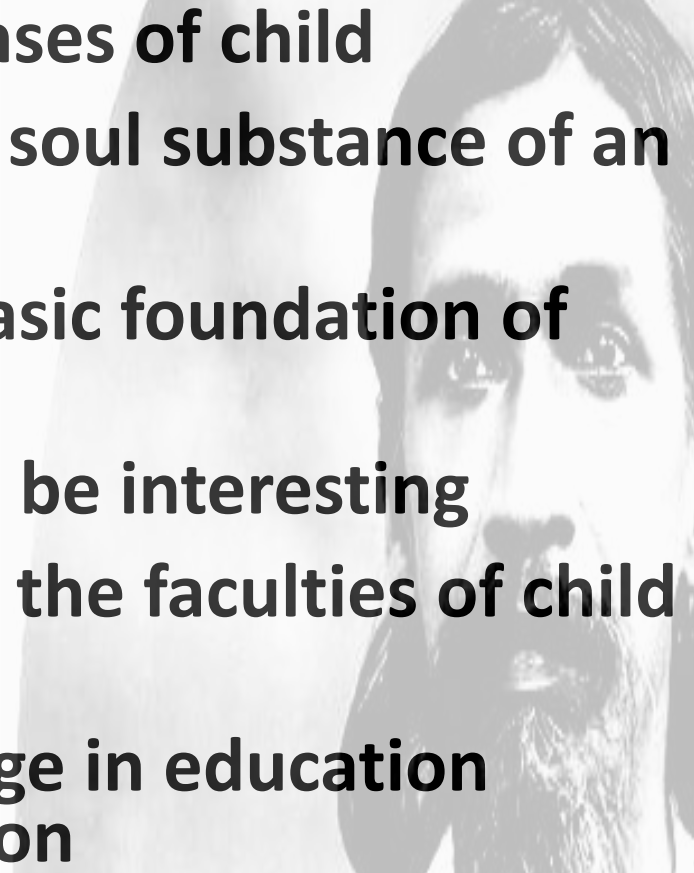
# Basic Principles of Education Philosophy

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

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



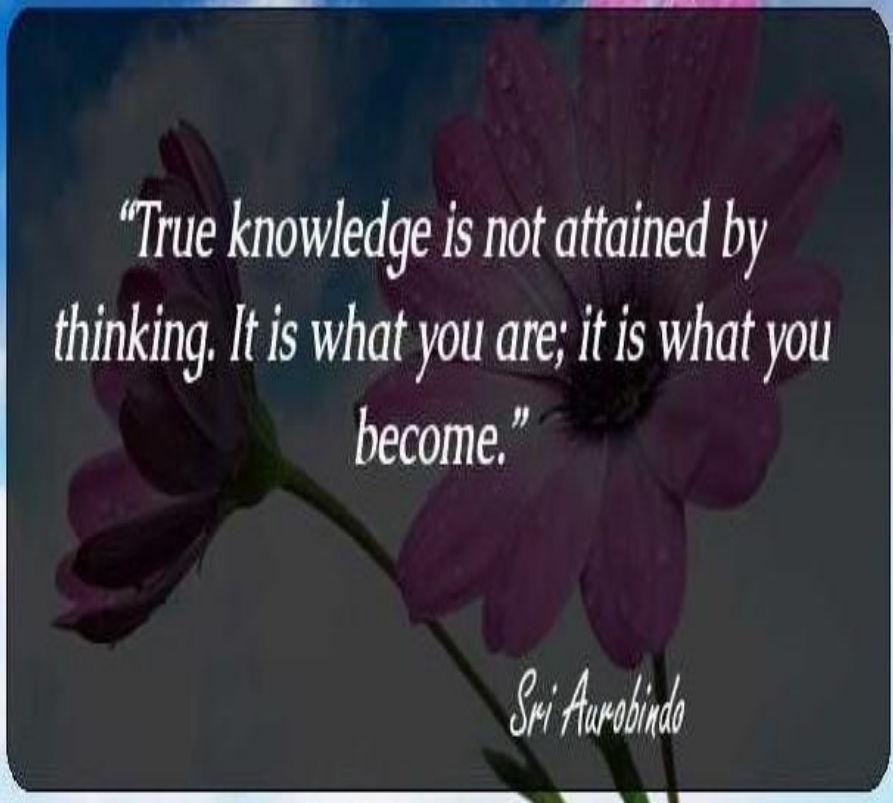
# Basic Principles of Education Philosophy

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



# Views on education

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

A quote by Sri Aurobindo is displayed in a white, italicized font against a dark, moody background of purple flowers. The quote reads: "True knowledge is not attained by thinking. It is what you are; it is what you become."

*"True knowledge is not attained by  
thinking. It is what you are; it is what you  
become."*

*Sri Aurobindo*

- ❖ **Based up on Idealism**
- ❖ **Based on spiritual faith, brahmacharya and yoga practice**
- ❖ **Education showed the way to spiritual growth and fulfilment of a man to the fullest extent**
- ❖ **Aurobindo imbibed the qualities and merits of western thought to enrich and consolidate the indian beliefs and indian culture**



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



# Educational Philosophy

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



**The first principle of true teaching is that nothing can be taught.**

**The second principle is that the mind has to be consulted in its own growth.**

**The third principle of education is to work from the near to the far, from that which is to that which shall be.**

**-- Sri Aurobindo, Early Cultural Writings**

# Self realization

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

# Integral education

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

# Curriculum

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



# Curriculum

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

**Secondary Stage**: Mother tongue, English, French, Arithmetic, Art, Chemistry, Physics, Botany, Social Studies, Physiology, Health Education.

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

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

# Methods of Teaching

## 1. Freedom of child

**Children should be provided with a free environment so that they are able to gain more and more knowledge by their own efforts. According to Aurobindoiji any restrained and imposed environment stunts the growth and natural development.**

## 2. Love and sympathy for the child

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

# Methods of Teaching

## 3. Education through mother tongue

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

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

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

# Methods of Teaching

## 5. Education through self-experience

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

## 6. Emphasis on learning by doing

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

# Methods of Teaching

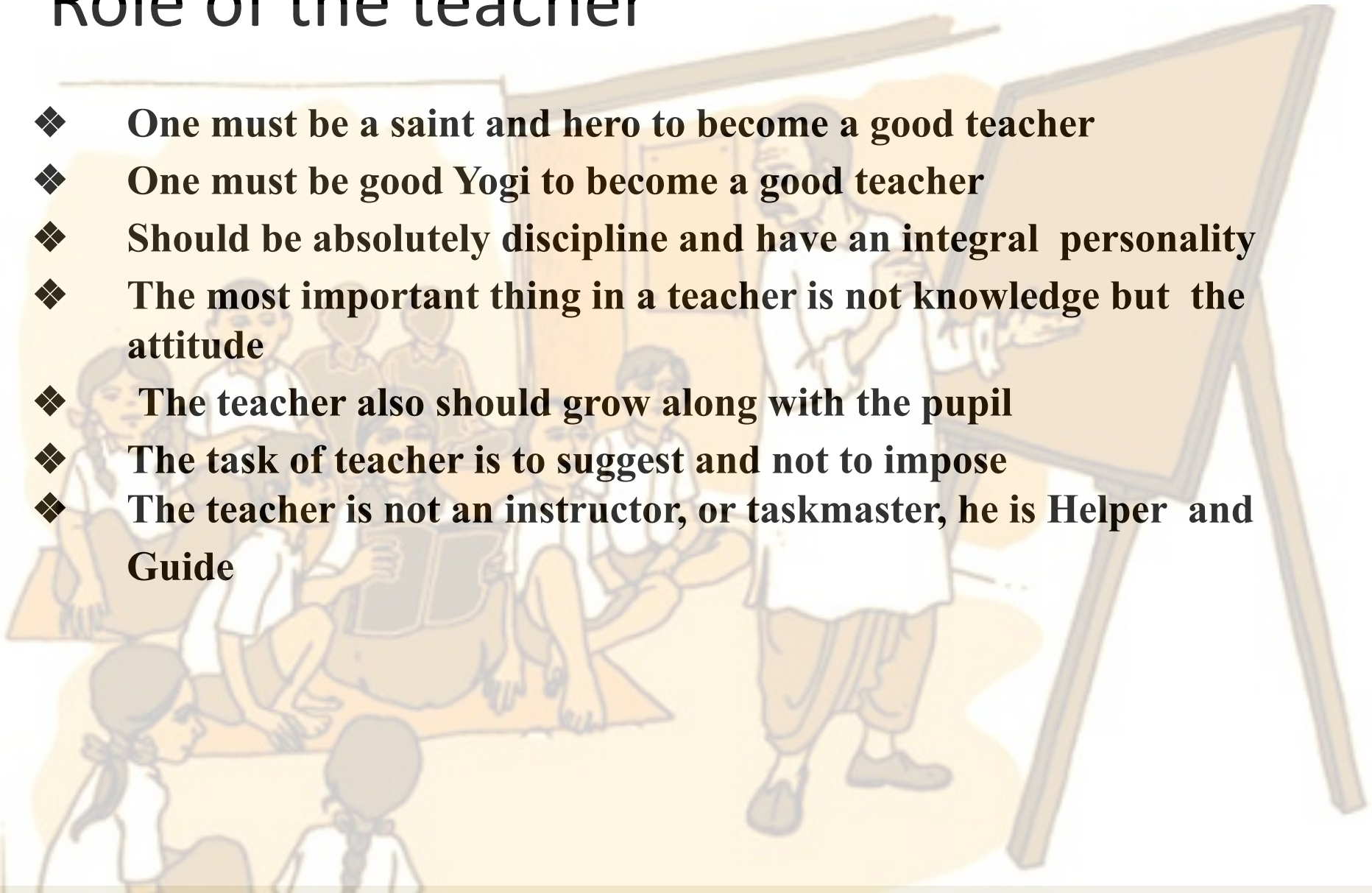
## 7. Education through co-operation

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



# Role of the teacher

- ❖ **One must be a saint and hero to become a good teacher**
- ❖ **One must be good Yogi to become a good teacher**
- ❖ **Should be absolutely discipline and have an integral personality**
- ❖ **The most important thing in a teacher is not knowledge but the attitude**
- ❖ **The teacher also should grow along with the pupil**
- ❖ **The task of teacher is to suggest and not to impose**
- ❖ **The teacher is not an instructor, or taskmaster, he is Helper and Guide**



# DISCIPLINE

- **Basis of discipline : purification of mental and moral habit**
- **Discipline is ultimately spiritual**
- **Freedom is the real discipline**
- **Individual discipline, group discipline and discipline towards the divine**
- **Group discipline should start at the age of twelve**
- **The teacher himself act as an example**

# Evaluation of Aurobindo's Philosophy of Education

- ❖ **Child-centered Education**
- ❖ **Teacher as helper, guide and instructor**
- ❖ **Under a free and conducive environment, the child should be made to develop in accordance with his inherent interests, aptitudes and latent capacities by receiving a loving and sympathetic behaviour from those who are engaged to developing him**





**MAHATHMA GHANDI**

❑ Born on 2 October 1869 in Porbandar

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

❑ Spouse:Kasthurba Ghandi

❑ Children:Harilal

Manilal

Ramdas

Devdas

❑ Rabindranath Tagore is said to have used the title MAHATHMA for Gandhi on 6 March 1915  
Mohandas Karamchand Ghandi

- ❑ Champion of the freedom movement
- ❑ Organized sathyagraha and various other movements from 1919 to 1947
- ❑ He was an Indian lawyer anti-colonial nationalist and political ethicist who employed nonviolent resistance to lead the successful campaign for India's independence from British rule and in turn inspired movements for civil rights and freedom across the world'

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

# **AIMS AND IDEALS**

# **OF EDUCATION**

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

# **EDUCATIONAL CONTRIBUTION**

# sarvodaya

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



- His chief aim in planning for education in India was to fulfil the need of the country
- He was convinced that and education which prepares the young man for white collar jobs can hardly be suitable for an agricultural community
- It is hence that he so much emphasized the learning of crafts in his plan of basic education.

- In spite of all this idealism Gandhiji's approach everywhere was pragmatic
- After all the experiment before his plan on basic education he postulated that the child should himself gather knowledge from the environment and put it in actual use in life

# Nai thalim

- In order to achieve the the above mentioned aims of Sarvodaya in India Gandhiji presented his plan of basic education
- He called it nai talim (basic education) He realised that what the country needs today is not so much higher education as the the education of the masses

- Therefore he pays more importance on basic education
- The basic education sought to fulfil the needs of the educands in Sarvodaya society
- The syllabus included the study of fundamental universal ethics
- Education ultimately aims at the development of both mind and body and the capacity e off earning one's livelihood

- Education should employ some craft as a medium of education
- so that the child gains economic self-reliance for his life.
- Education should develop human values in the child.
- Education should create useful, responsible and dynamic citizens.

- From seven to fourteen years of age, education of each child should be free, compulsory and universal.
- All education should be imparted through some productive craft or industry and a useful correlation should be established with that industry. The industry should be such that the child is able to achieve gainful work experience through practical work.

- Education should be made self-supporting through some productive work. Education should lead to economic independence and self-reliance for livelihood.
- Thus, in Gandhiji's educational thoughts the development of the personality of child is more important than mere literacy or knowledge of different subjects

- Social revolution
- Non violent education



# **MEANS OF EDUCATION**

- Basic education clarifies the means of education
- The following criteria should be followed in deciding about the basic crafts.
  - ✓ Crafts fulfilling individual and social means
  - ✓ Crafts based upon local requirements
  - ✓ Craft in tune with the local condition
  - ✓ Craft favourable to the interest, aptitude, and ability of the child

- ✓ Less expensive and simple crafts
- ✓ Craft leading to all round development of personality
  - Another elements are..
  - Synthesis between
    1. actual problem of life and education
    2. Different subjects and curriculum
    3. Theoretical education and practical ability
  - To implement this teachers should formulate projects annually daily, weekly..

- Each projects should be evaluated
- In the end the teacher should note their experiences in order to profit by them in the future

# TYPES OF EDUCATION

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

**CHARACTERISTICS**

**OF GHANDIAN**

**EDUCATIONAL**

**PLAN**

- M.K.Gandhi viewed the process of education from many different angles and
- It must achieve more than one objective
- That's why he ascribed it to many different aims
- Gandhiji's educational plan exhibits all the qualities found in the western educational patterns



- Naturalism
- Idealism
- Pragmatism
- Educational system is based on psychological facts importance of impressions and actions
- Sociological importance on Gandhiji's plan
- Education comforting to the country's needs
- Teaching methods



**JIDDU  
KRISHNAMURTI**

# JIDDU KRISHNAMURTI

- He was a philosopher who is passionate search for the good society was not grounded in any particular religious or philosophical tradition. He did not seek to follow any specific path for brining about 'goodness' in both individuals and society.
- In his pursuit of the good society krishnamurti emphasized the individual's relationship to society as well as his or her responsibility for establishing the good society
- Krshnamutri's discomfort with he present world order stemmed from his understanding of the human condition where in no one is truly happy but ensnatd within a psychological world of sorrow, jealousy pain, anger, envy and troubled relationships.

# PHILOSOPHICAL THOUGHT OF JIDDU KRISHNAMURTI

- Krishnamurti has neither developed any philosophical school of thoughts, nor has analyzed any prevalent philosophical ideology. He was away from all isms of course.
- He had his own viewpoint about human life, we can term that as his philosophical thought. We shall make an effort to understand his philosophical thought in the form of his
- **METAPHYSICS**
- **EPISTEMOLOGY & LOGIC**
- **AXIOLOGY & ETHICS**

# METAPHYSICS

- J. Krishnamurti believed in both aspects of man and also believed in God at the same time; but his God is not that has been created by different religions. In his view, love is God
- He did not believe in any predetermined truth too. In his view, truth is not ‘what exists’, but truth is that which creates perception of ‘what exists’. Man’s understanding of man’s anger, cruelty, violence, pessimism, pity & suffering in which he lives, is the truth.
- In his view human life in itself is an uncommon literacy. He did not believe in the theory of Karma. He argued that the theory of Karma binds us in limits; why Men should work on the basis of his consciousness free from any type of limitations of bindings.

- Jiddu Krishnamurti has divided into three classes scientific knowledge, collective and individual.
- He has placed that knowledge under scientific knowledge which is based on the analysis of fact
- Collective knowledge which is related to man's interrelationship with nature.
- Individual knowledge which is related to the inner-self of man

- Jiddu Krishnamurti preached people for Internal development and external development, in which there would not be any external show, it it would be simple; it would be devoid of desire; it would be satisfying; I would not have any enmity, it would have love, it would not have any violence, it would have cooperation, it would possess love for the whole of mankind in place of religious hypocrisy.
- It would create such a society in which people will not be divided or any of basis of caste, religion, society, culture or country; rather they all will be united on the basis of love.

- He believes that the development of human being or conscious man who is perfect for both external and internal viewpoint
- He believes in such development of integrated man who is capable of living the life fully.
- He believes in development of scientific mind, spirituality.



- Education means to stress on how to make a good ourselves? Education means escape from the all known; Krishna Murthy called freedom from the known
- Escape from books religion traditions culture spiritual books different thoughts conflicts think and ideas priests and politicians

# KRISHNAMURTI'S PHILOSOPHY OF LIFE

- He claimed no authority or religions
- First understand the purpose of our life, and understand what we were thriving for. Then utilize everything, to strengthen us.

# EDUCATION PHILOSOPHY OF KRISHNAMURTI

- His essay 'The noisy child and silence.
- Noisy children become silent when they do something.
- Education should strive for inner peace and hence bliss
- Learning -sources like nature and psychology of human being

# AIMS OF EDUCATION

- Educating the whole person
- Educating the person as a whole
- Educating the person within a whole
- Realisation of self
- Prepares people for life
- To develop free and fearless people
- Psychological revolution
- Change in society
- Development of scientific temper and religious spirit.

# SHORTCOMING OF EXISTING EDUCATION

- Dullness of mind
- No independent thinking
- Mechanical
- Thoughtless
- Uncreative and incomplete
- Development of fear
- No understanding of significance of life

# EDUCATION MEANS

- To understand how to develop relation with each other
- To know how is self experience of freedom in our life?
- To know how much independence is in our life?
- To understand what we know about the meaning of religion?
- To understand what we know the significance of life?
- To know what for we are struggling to do?
- To understand which types of impact in our mind?

# ROLE OF EDUCATION

- Education wants to create new values of life.
- Education wants to make a person, who knows the well meaning of Life.
- Education wants to give an art of understanding other people to all.
- Education means to help to create a lovely, peaceful and impact less free mind.
- Education means to learn the function of our mind.
- Education is necessary to encourage the development of a good mind.
- education means not to encourage for the competition.  
Competition and comparison.
- Brings out frustration and depression.

# CURRICULUM

- Krishnamoorthy emphasis on the development of a new technical education.
- Development of curriculum should encourage the patriotism in students.
- Curriculum should give the knowledge to find the solution of problems.
- curriculum should encourage the interest for research and developments in students.
- Curriculum should develop the self expression ability in the students.
- Curriculum should encourage national integrity and harmony in the students.
- Teacher should use interactive resources or methods while transacting curriculum.
- Curriculum should encourage curiosity in the students.
- Curriculum should be able to develop praise and aesthetic opinion in students.
- subject matter should be transacted through discussion method or process.
- students should have the freedom to analysis their surroundings (nature) and to think independently and to find himself (atma gyan)



# TEACHER

- total human being
- Integrated man
- Affectionate behavior towards children
- As a guide and friend
- Observer

# SCHOOL

- Place of learning
- To cultivate good mind, certain amount of discipline must exist.
- Try to secure and inward grasp of what is being said.
- Attention is necessary to comprehend -to be voluntary.
- Learning demands application and order.
- Freedom is the essence of thinking.

# STUDENT

- student should have freedom to analysis the environment
- To think independently
- Find himself

# SELF-CONSCIOUSNESS AND KRISHNAMURTHY

- He states that an ideal is what is not. A human cannot understand an ideal without knowing what the other part of it is. I cannot know what truth is without knowing what is false, and what non-violence is without knowing what is violence.

# **BAGAVAD GITA**

The Bhagavad Gita is called the gospel of humanity

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

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# EDUCATIONAL IMPLICATION

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



***MODULE 4***  
**WESTERN SCHOOLS OF PHILOSOPHY**

**Anjali**  
**Amritha Balakrishnan**  
**Amrutha P Bhaskar**

# **WESTERN SCHOOLS OF PHILOSOPHY:-**

- HUMANISM
- REALISM
- EXISTENTIALISM
- IDEALISM
- NATURALISM
- PRAGMATISM

# HUMANISM

# HUMANISM

- Very old philosophy.
- It is derived from the great minds and works in Eastern and westerns history and literature.
- Does not find its origin in experimental sciences and mathematical statistics.
- It is concerned with the restoration of lost values.
- Humanist thought - man is an end and not a means.

## **MEANING:-**

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

# METAPYSICS OF HUMANISM

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

# EPISTEMOLOGY OF HUMANISM

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

# AXIOLOGY OF HUMANISM

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



# **AIMS OF EDUCATION IN HUMANISM:-**

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

# HUMANISTIC CURRICULUM

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

# METHODS OF TEACHING

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

# DISCIPLINE

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

# **ROLE OF TEACHER**

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

## **EDUCATIONAL IMPLICATIONS**

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

*REALISM*

# MEANING

- The term realism come from the Latin "realists" who is to be really, really real.
- Realism refers to the things exist whether or not the human mind perceives them.
- Realist believe in the truth of life and aim of life are in the development of unsystematic life.
- Knowledge is real and can be assimilated by the human beings..



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

# METAPHYSICS OF REALISM

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

# EPISTEMOLOGY OF REALISM

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

# AXIOLOGY OF REALISM

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

# **AIMS OF EDUCATION**

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

# CURRICULUM

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

# METHOD OF TEACHING

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

# DISCIPLINE

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



# ROLE OF TEACHER

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

# *EXISTENTIALISM*

# EXISTENTIALISM

- **Existentialism** is a form of **philosophical** inquiry that explores the problem of human existence and centres on the lived experience of the thinking, feeling, acting individual.
- **Existentialism** is a philosophy that emphasizes individual existence, freedom and choice. It is the view that humans define their own meaning in life, and try to make rational decisions despite existing in an irrational universe.
- ***“EXISTANCE PRECEDES ESSENCE”***.

- Existentialism is philosophy that emphasizes individual existence, freedom and choice.
- It is the view that humans define their own meaning in life, and try to make rational decisions despite existing in an irrational universe.
- It focuses on the question of human existence and the feeling that there is no purpose or explanation at the core of existence.

- **Existentialism** is a **philosophy** developed by Jean-Paul Sartre, Kierkegaard and others. ... **Existentialism in education** is a **teaching** and learning **philosophy** that focuses on the student's freedom and agency to choose their future. **Existentialist** educators believe there is no god or higher power guiding their students

# History

- Existentialism became popular in second World War years as a way for humans to reassert the importance of individuality and freedom.
- Became a well known philosophical and cultural movement from 1930's - 1970's
- Existential themes have been discussed throughout philosophy and literature.

# **METAPHYSICS OF EXISTENTIALISM**

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

# **EPISTEMOLOGY OF EXISTENTIALISM**

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



# AXIOLOGY OF EXISTENTIALISM

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

# PROPONENTS OF Existentialism

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

# Sören Kierkegaard (1813-1855)

- Danish philosopher born in Copenhagen
- The father of existentialism
- Human existence is always individual in character, never social.
- Man functions, grows, develops, makes choices, suffers, experiences intense feelings, and faces God as an individual.
- “Life is not a problem to be solved, but a reality to be experienced.”

## Martin Heidegger (1889-1976)

- German philosopher whose work is associated with phenomenology and existentialism
- His ideas have exerted influence on the development of contemporary European philosophy.
- “Every man is born as many men and dies as a single one.”

## Jean-Paul Sartre (1905-1980)

- French philosopher and principal spokesman for the existentialist movement in post-war France
- An atheistic existentialist
- Arguably the best known philosopher of the twentieth century
- “Existence precedes essence.”
- Essence is created by existence; human nature is a product of existence.

- Man first exists without purpose or definition, finds himself in the world and only then, as a reaction to experience, defines the meaning of life.
- According to him, since there is no God or designer to give man a purpose, it is up to the individual to choose the life they think best.
- We are responsible for everything we do. “Man is condemned to be free.”
- “The destiny of man is placed within himself.”

## Albert Camus (1913-1960)

- French-Algerian journalist, editor and editorialist, playwright and director, novelist and author of short stories, political essayist and activist— and arguably, although he came to deny it, a philosopher.
- Opposed systematic philosophy
- Dealt over such questions as the meaning of life in the face of death.
- “I would rather live my life as if there is a God and die to find out there isn't, than live as if there isn't and to die to find out that there is.”

# AIMS OF EDUCATION

- To help students understand and appreciate themselves as unique individuals who accept complete responsibility for their thoughts, feelings, and actions.
- To educate the whole person, not just the mind, since feeling is not divorced from reason in decision making.
- To help the learner become fully his authentic self.
- Existentialist believed that the most important kind of knowledge is about the human condition and the choices that each person as to make, and that education is a process of developing Consciousness about the freedom to choose and the meaning of responsibility for one's choices.



# CURRICULUM

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

# Methods Of Teaching

- Focus is on the individual.
- In teaching history, existentialists focus on the actions of historical individuals, who provide possible models for the students' own behaviour, rather than emphasizing historical events.
- In arts, existentialism encourages individual creativity and imagination more than copying and imitating established models. Creativity is an expression of oneself.
- In teaching values, teachers employ values clarification strategy to help students know themselves and their place in society. Here, teachers remain non-judgmental and take care not to impose their values on their students since values are personal.

- Through values clarification strategy, the learners will be able to practice sound moral reasoning skills, choose the appropriate response for a value conflict and commit themselves to personal, moral, and societal values.
- Values education is a matter of choice that goes throughout existence.
- There should be private and open spaces in the classroom to facilitate dialogues, small group discussions, and individualization to lessen the tension, formality, and constraint experienced by the learners.
- Criticism to any individual work is less important.

# Role Of Teacher

- To help students define their own essence by exposing them to various paths they take in life.
- To create an environment in which they freely choose their own preferred way.
- To relates with each student openly and honestly.
- To assist and guide the learner in the process of becoming intelligent, sensitive, choosing, and acting individual who knows the obligation and responsibility of freedom.
- To help the individual identify and know himself better.
- Questioner
- Poser of alternatives
- identifier of choices who challenges the learner to become fully existent.

# **Role of Students**

- 1- To freely choose what subject/s they want to study as long as they are interested in it.
- 2- To define their own essence or meaning of life.

**IDEALISM**

- Oldest Philosophy
- Idealist believe that ideas are the only true reality
- The material world is characterized by change , instability, and uncertainty ; some ideas are enduring
- We should be concern primarily with the search for truth. Since truth is perfect and eternal , it cannot be found in the world of matter that is both imperfect and constantly changing

# Chief exponents idealism

- Socrates
- Plato
- Descartes
- Froebel
- Swami Dayananda Saraswathi
- Rabindranath Tagore
- Aurobindo Ghosh



# FUNDAMENTAL PRINCIPLES OF IDEALISM

- Spirit and mind constitute reality
- Man being spiritual is a supreme creation
- God is a source of all knowledge
- Values are absolute and unchanging
- What is ultimately real is not the object itself but the idea behind it .
- Man is not the creator of values

# **METAPHYSICS OF IDEALISM**

- The self is the primary reality of individual experience
- Ultimate reality is self
- Ultimate reality maybe one or more
- The individual self has all the freedom

# AXIOLOGY OF IDEALISM

- Values are real existence
- Evil is not real existent
- The values of human life are what they are largely because they are individual persons to possess and enjoy them .
- The individual person can realise value by actively relating parts and wholes .

# **EPISTEMOLOGY OF IDEALISM**

- The ultimate knowledge is the knowledge on spirituality
- Idealism and critical realism are like in their treatment of perception to some extent.
- Some idealists support direct experience of the self.
- Surrounding world is important to experience the self.
- Reality to be a logically unified total system , a universal mind

# **EDUCATIONAL AIM OF IDEALISM**

- Develop the mind
- Search for true ideas
- Character development
- Self realization
- Preservation and transmission of culture
- Preparation for whole life

# CURRICULAM

- Curriculum developed according to ideals and eternal values .

## **Subject**

- Religious studies
- Spiritual studies
- Literature
- History
- Fine arts

# DISCIPLINE

- Emphasis inner discipline
- Moral and religious instruction
- Restraint on freedom

# ROLE OF TEACHER

- Supreme role
- Spiritual guide
- Role model

# TEACHING METHOD

```
graph TD; TM[TEACHING METHOD] --> R[READING]; TM --> OM[ORAL METHOD]; TM --> TRM[TRADITIONAL METHODS]; R --- R1[• Holy books]; R --- R2[• Astronomy]; OM --- OM1[• Lecture]; OM --- OM2[• Discussion]; OM --- OM3[• Dialogue]; TRM --- TRM1[• Sravana]; TRM --- TRM2[• Manana]; TRM --- TRM3[• Nididhyasana];
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## READING

- Holy books
- Astronomy

## ORAL METHOD

- Lecture
- Discussion
- Dialogue

## TRADITIONAL METHODS

- Sravana
- Manana
- Nididhyasana



**NATURALISM**

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

# Chief exponents of naturalism

- Rousseau
- Aristotle
- Comte
- Spencer

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

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

# **PRINCIPLES OF NATURALISM**

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

# CHARACTERISTICS

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

# AIM OF NATURALISM

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

# NATURALISM AND CURRICULUM

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



# METHOD OF TEACHING

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

# NATURALISM AND TEACHER

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

# DISCIPLINE

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

# PRAGMANTISM

“Pragmatism offers us a theory of meaning , a theory of truth of knowledge , and a theory of reality “

- Gomes B Prett

# PRINCIPLES

- Experience is the central idea in pragmatism
- There are no absolute values of life
- Action is real and ideas are tools
- Men is an active being
- Men has the ability to solve his problems
- Utilitarian aspect is supreme
- Past has little value
- Present and future are more important

# **PRAGMATISM IN EDUCATION**

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

# METHOD OF TEACHING

- Learning by doing

- All learning must come as a byproduct of action , and never as something learned directly for its own sake

- The pragmatic teacher suggest a few problems , indicates the lines of activity and loves the child to experiment for him self

- The project method

“a problematic act carried to completion in its natural setting “

- Stevenon



# DISCIPLINE

- Pragmatism hold that discipline should be social through free , purposeful and co-operative activities organized in the school that lead to social discipline as well as self discipline .
- Such activities create values like interactive , self relations tolerance , sympathy.
- These values help in building the morals and training the character
- There is no place for rewards and punishments
- Moral grow form democratic living
- Students develop a sense of self control.

# PRAGMATISM AND THE TEACHER

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

# **EPISTEMOLOGY OF PRAGMATISM**

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

# **AXIOLOGY OF PRAGMATISM**

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

# **METAPHYSICS OF PRAGMATISM**

- There is no ultimate reality
- Reality is not one but many
- Reality is ever changing

# **EDUCATIONAL IDEAS OF ROUSSEAU, DEWEY AND FRIERE**

# Jean Jacques Rousseau (1712-1778)

He is known as a revolutionary philosopher, who wrote against the contemporary social and political set up, hypocrisy, artificiality, cruelty, corruption, despotism prevalent at that time. The key notes of his philosophy is termed Naturalism, It contains his concepts of “Natural state”, “Natural man” and Natural civilization.

Concept of Education: For Rousseau education does not mean merely imparting information or storing knowledge. It is not accretion from without. It is the development of the child’s natural powers and abilities from within. According to nature, Men, Things.

- A] Education from Nature: It consists in the spontaneous development of our endowment and faculties. i. e of child's natural tendencies and interests. He gave it the top priority.
- B] Education from Man: It consists in influencing our social contacts and various groups. He did not favor it at least in initial stages.
- C] Education from Things: It consists in the acquisition of knowledge and information through contact with physical surroundings and our experience of dealings with the things.
- Rousseau conviction was that education should be considered as “the process of development into an enjoyable, rational harmoniously balanced useful and hence natural life”.



# Types of Education

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

- Time saving not favored
- Book learning not favored
- Formal Lessons Not Favored
- Habit Formation Not Favored
- Direct Moral Education Favored
- Social Education Not Favored
- Formal Discipline Not Favored
- Old Customary Procedure Favored

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

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

# Aims of Education

## 1] Development of child's inner facilities

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

## 2] Different aim at different stages:

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

- Development of well regulated freedom
- Develop sufficient strength at childhood stage
- Intellectual development in Pre- adolescent Period
- Emotional, Moral and religious development during Adolescence

# Rousseau's Curriculum For Emile

- Even in framing the curriculum, Rousseau paid attention to these four stages in development, which have discussed under aims above infancy, childhood, boyhood and adolescence.
- Infancy state [up to 5 years]
- For childhood stage [from 5 to 12 years]
- For Boyhood Stage [from 12 to 15 years]
- For Adolescence Stage(from 15 to 20 years)

# Rousseau's Methods of Teaching

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

## Rousseau's concept of Discipline

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

## **Role of the teacher**

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

## **Limitations of the Educational Philosophy of Rousseau**

- Anti social Attitude
- Women Education:
- Little important to positive virtue:
- No higher ideals:
- Faulty Theory of Discipline

# JOHN DEWEY (1859-1952)

## His own view of Education

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

# Laboratory School

- It opened in 1896.
- Dewey tested his ideas of education there.
- Classes consisted of theoretical work and practice.
- The child came to school to do . Activities were based in craft activities and practical experiences.



# Teaching-learning process

- The learning experience begins with the stimulus that is a coordinated act involving the sensory and motor actions of the child, and the content in which the situation occurs.
- Learner's past experiences are taken into account in the teaching-learning process, as well as the environment in which the event takes place, and the level of engagement or how involved the child is in the experience.

# Theory of Experience

**His theory was based on:**

- **Continuity:**

- the Past and Future Matter to the Present

- past experiences influence the present situation and the experience of the present moment will impact on the experience of future moments.

- **Interaction:**

- education is living

- present experience arises from interaction between past experience and present situation.

# Emancipation and Enlargement of experience

- “ Emancipation of experience” means to set free experience.
- “ Enlargement of experience” means to make experience bigger, to extend its limits. Educator’s task is to work with people so that they have a greater understanding or appreciation of their experiences.

# Democracy and Education

- Democracy is a principle, a method, an educational structure that should provide freedom to the human beings. And schools should provide values and objectives to social groups.
- “ Democracy is a belief in the ability of human experience to generate the aims and methods by which further experience shall grow in ordered richness”.

# The school's Role:

- “The school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends.”
- Dewey stressed the importance of education in school not only as a place to gain content knowledge, but also as a place to learn how to live.
- He believed that students should be actively involved in real-life tasks and challenges. (Neill, 2005)

# DEWEY'S THEORIES AND BELIEFS ON EDUCATION

## Role of Curriculum:

- Dewey advocated for an educational structure that makes a balance between the child and the curriculum, that is to say, delivering knowledge while also taking into account the interests and experiences of the student.
- He also rejected curriculum-centered view of education rather than student centered education.
- Active curriculum should be integrated, rather than divided into subject-matter segments (Brewer, 43)
- Flexible and Changeable in according to Child's Interest.
- Reflect social life and social activities- utilities.

# Aim of Education

- The aim of education should be the realization of one's full potential and the ability to use those skills for the greater good.
- School should teach students how to be problem-solvers by helping them learn how to think rather than what to think, and to improve our minds, so as to enable them to think for themselves.
- Schools should help students learn to live and to work cooperatively with others.

# Paulo freire (1921-1997)

- He was a Brazilian educator and philosopher, was one of the best known and most influential radical education theorists in the 20th century.
- **IMPORTANT WORKS** Education as Practice of Freedom. Pedagogy of the Oppressed, Education for Critical Consciousness, Pedagogy of Hope, Pedagogy of Freedom. The Politics of Education.



# FREIRE'S PHILOSOPHY

- Those who attempt to redress the ills of the suffering of humanity are not leaders who work for the people, but who work with the people as their servants. This is Friere's philosophy which he prefers to be known as 'Scientific Revolutionary Humanism'. This is essentially a philosophy involving techniques of adult and non formal education, though the message is applicable to any form of education.

## Frier's educational views:

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

# FREIRE'S CONTRIBUTIONS TO EDUCATION

- Freire viewed education as a deep political project oriented towards the transformation of society. This approach has been crucial to the education of many revolutionary societies in Latin America and Africa (Brazil, Chile, Caribbean region, Botswana, Guinea, Bissau, Nicaragua, Tanzania etc.)
- His work has exercised considerable influence among progressive educators all over the world, especially in the context of emerging traditions of critical pedagogy, issue-based learning, and social constructivism. His impact upon peace education, adult education, non-formal education, and critical literacy has been incalculable. He is widely regarded as the father of the critical pedagogy perspective of education.
- His pedagogy starts from a deep love for, and humility before, poor and oppressed people and a respect for their common sense. This humility and respect helped to bring the teacher and learner to the same platform where knowledge is generated and shared for the benefit of the society.

- Freire made education a communion (exchanging thought the feeling ) between participants in a dialogue characterized by a reflexive, reciprocal, and socially relevant exchange, rather than the unilateral action of the individual agent for the benefit of the other.
- Freire's pedagogy allowed intellectuals to make useful contribution to the most marginalized people's struggle for social change .
- Freire provided the conceptual tool to student and teacher with which they critically interrogate them so as to minimize their domesticating influences.
- His revolutionary pedagogy inspired millions of students and teachers all over the world to unlearn their race, class and gender privileges and to engage in a dialogue to reach at a critical awareness of the social realities in which they are living.

- His critical pedagogy demobilized people from the oppressive yoke of banking education .
- The dialogical problem-posing method of education, proposed by freire, is the basis of present day problem-based learning which invites the oppressed (learner) to explore their social reality as a problem to be transformed.
- Freire's pedagogy was considered in agreement with the anti-capitalist and anti-imperialist movement throughout the world. Thus, it has given momentum to the movements aimed to build a more just and egalitarian society.
- His insistence on dialogue and his discussions of egalitarian teacher-student relations provide the basis for peace education pedagogy.

- Freire proposed dialogue and horizontal relationship between teachers and learners, and encouraged active learning.
- Liberating education, propounded by Freire, involves a process of humanizing people who have been oppressed. It empowers oppressed people to question their position in society.

## **RELATED AREAS :**

### **1) CRITICAL PEDAGOGY**

Critical pedagogy is an educational approach for developing critical consciousness or critical awareness in the learner. Critical consciousness is the ability to critically perceive the causes of social, political and economic oppression and to take action against the oppressive elements of society.

## **2. BANKING SYSTEM OF EDUCATION**

The term 'banking system education' is a phrase used ironically by Paulo Freire to describe the prevailing system of education. He called the traditional system of education as 'banking education' because in this system teachers make deposits of information and knowledge into the empty accounts of students, in a similar manner one operates a bank account. The traditional education, as conceived by Freire, is an act of depositing, in which the students are the depositories and the teacher is the depositor. In this system of education, the teacher lectures, and the students receive, memorize, and repeat.

### **3) PROBLEM POSING EDUCATION (PPE)**

Problem-posing is an alternative method of education suggested by Paulo Friere instead of the existing authoritarian and oppressing banking education. It is based on the principal that a student learns better when he creates knowledge and when knowledge is created for him. The term problem posing is used because in this type of education the whole learning is driven by a problem that pop up from the life situation of the learners. On the other hand, in problem posing education, learning always begins from a problem thrown up in the classroom. The problem is posed so that the students discover that they need to learn some new knowledge before they can solve the problem. The responsibility of the teacher is to diversity subject matter and to use students' thought and speech as the base for developing critical understanding of personal experience, unequal conditions in society, and existing knowledge.



# Educational Implication of The Quran

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

## **The Arabic language has three terms for Education:**

**1.Ta'lim:**To know, To be aware ,To perceive ,To learn

**2.Tharbiyah:** To increase ,To grow, To rear

**3.Thazkiya:**To be cultured, Refined, Well mannered

A person's development of sound social behavior

## **AIMS OF EDUCATION**

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

# Curriculum According to the Quran

- Islam has not only allowed the study of sciences useful for civics and social purposes, but at times it has actually made it obligatory, and has never inner-directed their study on religious grounds.
- Medical Science, Astronomy, Life science ,History, Geography, Theology ,Sociology ,Economics

# Method of Teaching

- Teaching by Preaching, Advice, commandment
- Teaching by Repetition
- The dialogue method
- Teaching by Examples
- Teaching through Practice and Application
- Teaching by dictation

# Personal Qualities of a Teacher

- Fear of God
- Dignity and Solemnity
- Compliance with the Shariat
- Continuity of studies Mentor, Roll model
- **Pupil-Teacher Relations** The just and equal treatment of his pupils
- **Implication of Curriculum**
  - The curriculum should be such that students should be able to achieve the highest level of academic excellence.
  - Education for the promotion of the peace, tolerance, and interfaith harmony
  - Students should be able to get knowledge for the betterment of humanity and society

- Students should be involved in various activities if day- to- day life.
- Students should be able to acquire basic knowledge about how to earn
- livelihood honesty and live a decent life.
- Curriculum should include mathematics, languages, law, medical science, science

# Educational Implementations of Bible

- The implications of the biblical worldview and Christian philosophy in the field of education are immense.
- Biblical worldviews help us to develop a sense of worship and awe to God; it helps us do everything both as service and gratitude to God.
- **Bible says about education:** Proverbs 16:16 says that having wisdom and understanding is better than having silver or gold. Nice and expensive items can be enjoyable, but there are very few things in life that can never be taken away, will never go out of style, and that truly make you a better person. An education is one of those things.

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

- 1) Do not worship any other gods.

- 2) Do not make any idols.

- 3) Do not misuse the name of god.

- 4) Keep the sabbath holy.

- 5) Honor your father and mother.

- 6) You shall not commit adultery.

- 7) Do not steal.

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

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

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



***MODULE 5***  
**SOCIAL SCHOOLS OF PHILOSOPHY**

**Prepared by:-  
Arunthathi Raj**

# **EDUCATIONAL IMPLICATIONS OF;**

- INDIVIDUALISM
- DEMOCRACY
- SOCIALISM
- TOTALITARIANISM
- COMMUNISM

# INDIVIDUALISM

- A social or political philosophy that highlight the moral worth of the individual.
- The word “individualism” in English language was first introduced as a pejorative by utopian socialists.
- Independence and self reliance of the individual is emphasized here.
- Thomas Hobbes (1588–1679) is identified as the most important direct antecedent of modern individualist philosophy.
- Main aim of individualism is complete development of individual.
- Individualism is often defined in contrast to totalitarianism, collectivism and more social forms.
- European and Western cultures are typically more individualist.

- An individualist's sense of self is defined more by who they are on the "inside," minimizing the influence of factors, contexts, and people "outside" the individual.
- Within individualist cultures, people are more likely to "see themselves as separate from others, define themselves based on their personal traits, and see their characteristics as relatively stable and unchanging."
- Individualist self-expressions and styles may even seem selfish, disruptive, or alienating to a more collectivist person or group.
- Associated with private property and individual ownership.

# EDUCATIONAL IMPLICATIONS:

- Individualism is motivated by positive feedback about individual ability. Here teacher should focus more on individual students rather than class as a whole.
- Every child is unique with their abilities.
- Should provide opportunity, to openly share ideas on general topics, to every individual child.
- Individual student is expected and generally required to do their own individual work.
- An individualist is motivated by personal rewards and benefits.
- Curriculum should focus more on individual achievement.
- Teacher should foster student's personal goals.

- Individualistic workers are very comfortable working with autonomy and not part of a team.
- Individualists tend to communicate in *direct* styles they say what they mean, prioritizing that information is conveyed explicitly and unambiguously.
- Individualistic cultures are those that stress the needs of the individual over the needs of the group as a whole.
- In this type of culture, people are seen as independent and autonomous.
- Social behavior tends to be dictated by the attitudes and preferences of individuals.
- Education should help child to realize what he or she is capable of, to face challenges of life.

# DEMOCRACY

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

# EDUCATIONAL IMPLICATIONS

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



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

# SOCIALISM

- Socialism is a political / economical theory of social organisation which advocates that the means of production , distribution and exchange should be owned or regulated by the community as a whole.
- Socialism aims at establishing a classless society.
- Karl Marx and Lenin in Russia and Mao Tse in China were the chief architects of socialism
- Socialism aims at Social Justice, equality and complete supremacy of the state.
- Socialism aims at abolishing the capitalist system.
- It aims at the active participation of the individual in the productive process of the society.
- It has little faith in the religious ideas and faith.
- Socialism ignores spiritual values.
- In Indian concept Gandhiji , Jawaharlal Nehru , Jaiprakash Narayan are the greatest supporters of socialism. Gandhiji saw socialism as a way of life. He called it “ sarvodaya samaj” in which the greatest goal of all is the end.

# EDUCATIONAL IMPLICATIONS

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

## **CURRICULUM AND TEACHING METHODS INCLUDE:**

- Topics like democracy, duties of citizens , equality, freedom, rights, secularism , socialism , social reform movements, non violence etc. should be taught.
- Group activities like debates , discussion , social service camps , social surveys , shramadhan etc. to be organised.
- Inclusion of society useful productive work as an essential component of the social curriculum to be key note of the curriculum.
- Emphasize should be laid on polytechnic education vocational and professional courses.
- Introduction of information technology. Its effective use would enable students to do well in the age of modernisation.
- Emphasis should be given to group method like teaching , seminars , projects etc.
- Self discovery method should be encouraged.

# Socialisation and equalisation of Educational opportunities:

- Giving free education to economically and socially weaker students.
- Free text books and uniforms to weaker sections.
- Awards and scholarships
- Grant of loans
- Admission facilities and special quotas for weaker sections , SC and ST.
- Hostel facilities
- Day study centres
- Earn and learn facilities
- Special facilities for girls
- Transport facilities
- Special stress on the education of backward areas , hill areas , slum areas etc.
- Running of government schools and local schools.
- Common and neighbourhood school system at various places.

# TOTALITARIANISM

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

# **EDUCATIONAL IMPLICATIONS:**

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

# COMMUNISM

- Meaning - Common for the community
- All are equal.
- Worker or labourer is important.
- Karl Marx proposed the theory – Father of communism.
- Originated in Greece.
- Flourished after industrial revolution in the year 1765.
- Communist manifest by Karl Marx in the year 1848.
- Russia and America etc. showed up their communist ideas in the year 1920.
- Russia became USSR in the year 1922 as a result of communism.
- Then it came against Feudalism.
- Mao Tse Tung , Stalin , Lenin, Karl Marx - Proponents



# EDUCATIONAL IMPLICATIONS:

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