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DEPARTMENT OF EDUCATION

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PHILOSOPHICAL FOUNDATIONS OF EDUCATION

MM-60

MODEL ANSWERS

SECTION- [A]

- (i) [b] Metaphysics
- (ii) [a] Humanitarian and humanist self-realization
- (iii) [d] Guided readings
- (iv) [d] Sri Aurobindo
- (v) [c] Epistemology
- (vi) [a] Vidya
- (vii) [b] Pragmatism
- (viii) [d] All of these
- (ix) [a] Analytical
- (x) [c] Normative

SECTION- [B]

02. What do you mean by Subjective and Objective conception of reality? Explain whether reality is subjective or objective in existentialist thought.

Ans.:

SUBJECTIVE REALITY

- Truth is subjective rather than objective. It is related to thought, ideas, beliefs and emotions, feelings etc.
- Reality related with individual and it is differ from individual to individual.

OBJECTIVE REALITY

- Truth is objective rather than subjective. It is related to object, matter, external things, universe, etc.
- This reality creates scientific attitude towards matter. Individual can not interfere in object which exists in the universe.

EXISTENTIALIST AS SUBJECTIVE REALITY

- Existentialist asks the question about “Existence”. What is man’s existence? For Existentialist, only human is important who is exists.
- S Kierkegaard emphasis on *Freedom* and *Responsibility*.
- The Danish philosopher S Kierkegaard has said that truth is subjective, truth is subjectivity: objectivity and abstraction are hallucinations. Existentialism is the philosophy of subject rather than of the object. Each individual by probing into the depths of one’s subjectivity can discover the truth of one’s being and discover his authentic role in life. This is a creative process which gives rise to fresh insights.
- The basic feature of human person is his freedom unfettered and unrestrained. Society and society institutions are for the sake of man and not vice versa, as believed by idealists and others.
- A man first exists, encounters himself, and defines himself afterwards. Existence comes before man is set with value or essence. It is because to begin with man is nothing, has no essence, he will be what he makes of himself. Man defines himself in his own subjectivity and wanders between choice, freedom and existential angst. Existentialism often is associated with anxiety, dread, awareness of death and freedom.

3. Which thought considers man as of unique nature and with unique need? What are the implications of such considerations for teacher-learner- curriculum?

Ans.:

NATURALIST CONSIDERS MAN AS OF UNIQUE NATURE AND WITH UNIQUE NEED

- Man has unique quality to understand universal truth.
- Human beings are the part of the process of evolution.
- The universe is the giant machine and human beings are the part of that machine
- Man is different form other animals by his unique property. His consciousness is most important to differ other animals.
- Man can learn and interpret the things by his own way. Nature is knowable and Man is knower.
- Man possesses his individuality. As per Rousseau, A child is born with his own capacity. For that we should create such atmosphere, give freedom for innovations.

POST NATURALISM

TEACHER-LEARNER-CURRICULUM

- Teacher should be friend, philosopher and guide. He should be the follower of Nature.
- Teacher should observe the things which child does his own way.
- Teacher should have the ability to understand each learners
- Students are have their unique potentialities and capacities
- Learner should learn the things by his sense organs.
- Learner should observe the things and events surrounded in Nature
- No specific curriculum is prescribed.

- If at all, curriculum should be according to the individual need of the learner and society.
- Curriculum should be based on practical knowledge, It should not be followed books or theoretical knowledge.
- Curriculum should be changed according to the individual learner.

4. What is the Advaita Epistemology? Describe briefly the path of knowing as suggested by this thought.

Ans.:

- Advaita: A Vedantic doctrine that identifies the individual self (atman) with the ground of reality (Brahman). Advaita means non-dual or “not two”. This oneness is a fundamental quality of everything; it is singularity.
- Advaita Philosophy introduced by *Sankaracharya*.
- Advaita Epistemology is the knowledge of Vidya. It is believed in *Brham gyan* is *Atma Gyan*.

A person possesses the *Atma Gyan* is having valid knowledge about the universe.

PATH OF KNOWING

- Perception
- Logic
- Intuition
- Authoritarian
- Words
- *Anuplabdhi*
- *Athoutpatti*

Achieving Knowledge

- First Step (*Sadhan*)
- Second Step(*Sadhan*)
- Third Step (*Sadhan*)
- Fourth Step(*Sadhan*)
- *Antakaran- Maan, Buddhi, Chitta, Smruti*

5. Discuss how the values like non-attachment in action and result have been conceptualized in Realist, Buddhist and Geeta axiology.

Ans.:

VALUES LIKE NON-ATTACHMENT IN ACTION AND RESULT IN REALISM

- Realist believes in matter instead of ideas and soul. Its axiology emphasis on real objects which are exists in the universe.

- Man should possess the scientific attitude for the development of scientific values in the life.

BUDDHISM

- Buddha emphasis on the good deeds. It is called *Samyak*. Buddhist axiology stress on there is misery and put the causes of suffering & misery as well as suggested the path of removing of suffering which is called *Ashtang Marg*.
- *Ashtang Marg as follows:*
Samyak Drishti, Samyak Sankalp, Samyak Vaak, Samyak Karmanta, Samyak Ajivika, Samyak Vyayam, Samyak smriti, Samyak Samadhi
- Person should follow the path for right results in life (*NIRVANA*).

GEETA

- *Geeta* philosophy is the summary of *Upanishada*. It elaborated the Karma theory and how it is useful in life. It is the philosophy taught by *Lord Krishna* to *Arjuna*
- *Karma* means performing duties and responsibilities without expecting rewards in return.
- It stress on purification of mind. It follows the value of *Karma* and *Dharma (Religious)*

6. Explain the directive function of Philosophy for deciding aims and structure of education.

Ans.:

DIRECTIVE FUNCTION OF PHILOSOPHY FOR Deciding AIMS AND STRUCTURE OF EDUCATION

- Philosophy deals mainly with the nature of reality, man, knowledge etc.
- Philosophy sets standards to be achieved (what is worth knowing, the things to be learnt, the way one can learn etc).
- Philosophy of Education has directive function which gives the direction to the education to achieve certain goals.
- Directive function decides the aims and structure of education according to the need of the learner.
- For examples Naturalism-Aims, curriculum, methods etc. in education.

7. Explain the concept of singularity of reality in Advaita.

Ans.:

SINGULARITY OF REALITY IN ADVAITA

A Vedantic doctrine that identifies the individual self (atman) with the ground of reality (Brahman). Advaita means non-dual or “not two”. This oneness is a fundamental quality of everything; it is singularity.

- *Sankaracharya* founded the Advaita philosophy. He believed in *Brahma tattva*.
- *Brahma* is shapless. It is pure and creator.

- Brahma-tattva is called Atman-tatva for that man should be aware of himself is called self-realisation.
- It is divine and singular. Sankaracharya focused on only one element is exist in the universe, it is *Brahman*.
- The ultimate truth is *Atman* in the universe.
- We have to see beyond the universe for Vidya. In general we are watching only objectivity of the universe. It is ignorance or *Maya*.