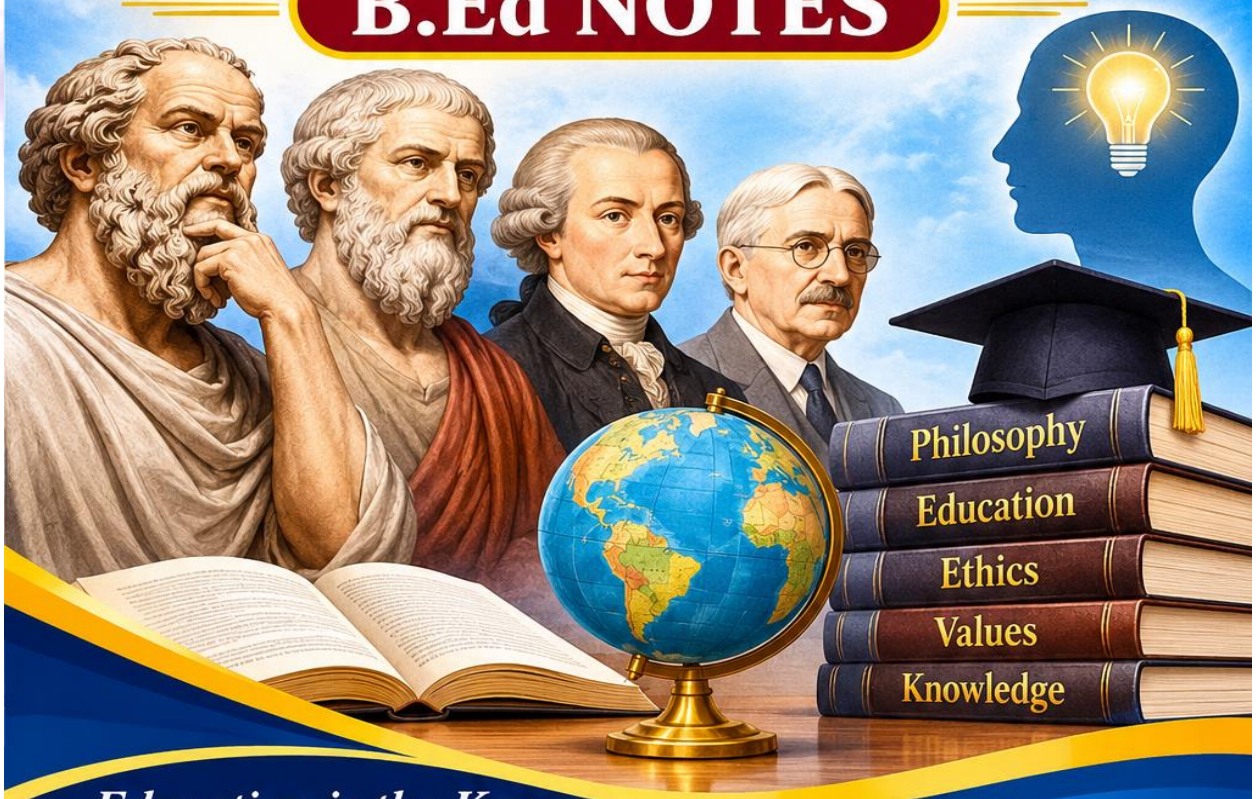
LALA JAGAT NARYAN
EDUCATION COLLEGE
JALALABAD WEST

Learn • Teach • Grow

PHILOSOPHICAL BASES OF EDUCATION

B.Ed NOTES



Education is the Key to a Better Tomorrow

UNIT-I:

Conceptual Framework of Education

a) Education: meaning, concept- Indian and Western.

b) Types of education- formal, informal and non-formal.

c) Role and functions of education in individual and national life.

UNIT-II:

Educational Philosophy

a) Educational Philosophy: meaning, relationship between philosophy and education.

b) Philosophies of education: Idealism, Naturalism and Pragmatism.

c) Educational philosophies: contribution of Dewey, Rousseau, Tagore and Gandhi.

CONCEPTUAL FRAMEWORK OF EDUCATION & EDUCATIONAL PHILOSOPHY

B.Ed. NOTES | UNIT-I & UNIT-II | Detailed Explanation with Examples and Mind Maps

College Name: LALA JAGAT NARYAN EDUCATION COLLEGE, JALALABAD WEST

UNIT-I: CONCEPTUAL FRAMEWORK OF EDUCATION

(a) Education: Meaning and Concept – Indian and Western Perspectives

1. Meaning of Education

The word Education is derived from the Latin words:

- **Educare: To bring up, nourish or develop.**
- **Educere: To bring out or draw out.**
- **Educatum: To train or instruct.**

Education is a continuous process through which an individual develops knowledge, skills, values, attitudes and abilities. It helps a person become responsible, independent and useful to society.

Definition of Education:

1. **Mahatma Gandhi: Education means an all-round development of the body, mind and spirit.**
2. **Swami Vivekananda: Education is the manifestation of the perfection already present in human beings.**
3. **John Dewey: Education is the reconstruction or reorganization of experience.**
4. **Plato: Education develops the ability to think and understand truth.**

2. Concept of Education

Education is not limited to reading books or passing examinations. It is a lifelong process of learning that develops all aspects of human personality.

Main characteristics of education:

1. **Lifelong Process: Education continues from birth to death.**
2. **Continuous Process: Learning takes place through different experiences.**
3. **Development of Personality: It develops physical, mental, emotional and social abilities.**
4. **Social Process: It helps individuals learn social values and traditions.**
5. **Purposeful Process: Education aims at achieving specific objectives.**

6. **Modification of Behaviour: It brings positive changes in knowledge, attitudes and behaviour.**
7. **Dynamic Process: Education changes according to the needs of society.**

Example: When a child learns reading, writing, discipline, cooperation and respect for others at school and home, all these activities are parts of education.

3. Indian Concept of Education

In Indian philosophy, education is considered a process of developing the complete personality of an individual. It focuses on physical, mental, moral and spiritual development.

Important features:

- **Development of body, mind and soul.**
- **Development of moral and spiritual values.**
- **Character building.**
- **Self-discipline and self-realization.**
- **Respect for teachers and elders.**
- **Development of social responsibility.**
- **Preservation of Indian culture and traditions.**

Important Indian Thinkers:

1. Swami Vivekananda

- **Education is the manifestation of perfection already present in human beings.**
- **He emphasized character building, self-confidence and strength.**
- **He believed that education should develop courage and independence.**

Example: **A teacher encourages students to develop confidence, leadership and problem-solving abilities.**

2. Mahatma Gandhi

- **Education should develop the body, mind and spirit.**
- **He emphasized learning through productive work.**
- **He supported education based on truth, non-violence and self-reliance.**

Example: **Students learn mathematics through gardening by measuring the length and area of a garden.**

3. Rabindranath Tagore

- **Education should take place in a natural and free environment.**
- **He emphasized creativity, freedom and practical experiences.**
- **He supported the development of international understanding.**

Example: **Students learn about plants and nature by observing trees and flowers in the school garden.**

4. Western Concept of Education

Western thinkers consider education a process of intellectual, social, moral and practical development.

Important Western Thinkers:

1. Plato

- **Education develops the mind and character.**
- **It helps individuals understand truth and reality.**
- **He emphasized moral and intellectual development.**

2. Aristotle

- **Education should develop both body and mind.**
- **It prepares individuals for a balanced and meaningful life.**
- **He emphasized moral and intellectual virtues.**

3. John Dewey

- **Education is the reconstruction of experience.**
- **Learning takes place through practical activities.**
- **He supported learning by doing.**

Example: **Students understand scientific principles by performing experiments rather than only reading textbooks.**

Difference Between Indian and Western Concepts of Education

Indian Concept	Western Concept
Emphasizes spiritual development.	Traditionally emphasizes intellectual and practical development.
Focuses on self-realization.	Focuses on knowledge, reasoning and experience.
Gives importance to moral values.	Gives importance to scientific thinking and rationality.
Emphasizes body, mind and soul.	Emphasizes intellectual, physical and social development.
Focuses on character building.	Focuses on individual development and social efficiency.

Conclusion: Both Indian and Western concepts consider education an important instrument for the development of human personality and society.

(b) Types of Education – Formal, Informal and Non-Formal

Education can be divided into three major types:

1. Formal Education

Meaning: Formal education is a systematic and organized type of education provided by recognized educational institutions according to a fixed curriculum, timetable and rules.

It generally takes place in schools, colleges and universities.

Characteristics:

1. **It is planned and organized.**
2. **It follows a fixed curriculum.**
3. **It has a specific timetable.**
4. **It is provided by trained teachers.**
5. **It follows examination and evaluation systems.**
6. **It provides certificates and degrees.**
7. **It has definite educational objectives.**

Examples:

- **Primary school education.**
- **Secondary school education.**
- **Higher education.**
- **B.Ed. and M.Ed. courses.**
- **University degree programmes.**

Importance:

- **Provides systematic knowledge.**
- **Develops discipline.**
- **Provides professional qualifications.**
- **Helps in career development.**
- **Promotes social and national development.**

2. Informal Education

Meaning: Informal education is the type of education that takes place naturally through daily life experiences, family, friends, society and the surrounding environment.

It does not follow any fixed curriculum, timetable or examination system.

Characteristics:

1. **It is a lifelong process.**
2. **It is unplanned and unorganized.**
3. **It takes place naturally.**
4. **There is no fixed syllabus.**
5. **It does not require trained teachers.**
6. **Learning takes place through observation and experience.**
7. **There is generally no certificate.**

Examples:

- **Learning good manners from parents.**
- **Learning cooking from family members.**
- **Learning social behaviour from friends.**
- **Learning road safety by observing traffic.**
- **Learning honesty and cooperation from society.**

Importance:

- **Develops social values.**
- **Builds good habits.**
- **Improves practical knowledge.**
- **Develops social adjustment.**
- **Helps individuals learn from everyday experiences.**

3. Non-Formal Education

Meaning: Non-formal education is an organized and planned educational activity provided outside the regular formal education system. It is flexible and designed according to the needs of learners.

Characteristics:

1. **It is organized but flexible.**
2. **It has specific learning objectives.**
3. **It may not follow a regular school timetable.**
4. **It is suitable for different age groups.**
5. **It focuses on practical knowledge and skills.**
6. **It provides opportunities for continuing education.**
7. **It may provide certificates after completion.**

Examples:

- **Adult literacy programmes.**
- **Open schooling.**
- **Distance education.**
- **Skill development programmes.**
- **Vocational training.**
- **Computer training courses.**
- **Community education programmes.**

Importance:

- **Provides education to school dropouts.**
- **Promotes adult literacy.**
- **Provides vocational skills.**
- **Supports lifelong learning.**
- **Helps disadvantaged groups.**
- **Offers flexible learning opportunities.**

Difference Between Three Types of Education

Basis	Formal	Informal	Non-Formal
Nature	Organized	Natural	Organized and flexible
Place	Schools and colleges	Home and society	Training centres and open institutions
Curriculum	Fixed	No fixed	Flexible

		curriculum	
Timetable	**Fixed**	**No fixed timetable**	**Flexible**
Teacher	**Usually trained**	**Parents, friends and others**	**Instructor or trainer**
Examination	**Usually conducted**	**Generally absent**	**May be conducted**
Certificate	**Yes**	**No**	**May be provided**
Example	**B.Ed. course**	**Learning from parents**	**Adult literacy programme**

Practical Example:

A student learns mathematics in three ways:

- **Formal: Learning mathematics in a classroom.**
- **Informal: Learning calculations while shopping with parents.**
- **Non-Formal: Attending a special mathematics coaching or skill course outside regular schooling.**

(c) Role and Functions of Education in Individual and National Life

Education plays an important role in the development of individuals as well as the progress of the nation.

A. Role and Functions of Education in Individual Life

1. Development of Personality

Education develops physical, mental, emotional, social and moral aspects of personality.

Example: **Participation in debates, sports and cultural activities develops confidence and leadership.**

2. Development of Knowledge

Education provides knowledge about science, mathematics, history, geography and other subjects.

Example: **Students learn scientific facts and understand their surroundings.**

3. Character Building

Education develops honesty, discipline, kindness, responsibility and respect.

Example: **A teacher encourages students to speak the truth and respect others.**

4. Development of Skills

Education develops communication, creativity, critical thinking and problem-solving skills.

Example: **Students develop computer skills through practical classes.**

5. Development of Self-Confidence

Education helps individuals become confident and independent.

Example: **A student who participates in a school speech competition develops confidence.**

6. Economic Development

Education provides professional and vocational skills that help individuals earn a livelihood.

Example: **Teacher education prepares individuals for teaching careers.**

7. Social Adjustment

Education teaches individuals how to live and work with other people.

Example: **Group activities teach students cooperation and teamwork.**

8. Development of Moral Values

Education develops values such as truth, non-violence, equality and justice.

9. Development of Creativity

Education encourages students to think differently and find new solutions.

10. Preparation for Future Life

Education prepares individuals to face different personal, social and professional challenges.

B. Role and Functions of Education in National Life

1. National Integration

Education develops unity, brotherhood and a feeling of national belonging among citizens.

Example: **Students from different religions, languages and communities celebrate national festivals together.**

2. Promotion of Democracy

Education develops democratic values such as equality, freedom, justice and participation.

Example: **School elections teach students democratic participation.**

3. Economic Development

Education develops skilled and knowledgeable human resources, which contribute to national economic growth.

4. Preservation of Culture

Education preserves national traditions, customs, languages and cultural heritage.

5. Social Change

Education removes social evils and promotes equality, awareness and positive social change.

Example: **Educational campaigns create awareness about gender equality and environmental protection.**

6. Scientific and Technological Development

Education promotes scientific attitudes, research and technological innovation.

7. National Security

Education develops responsible citizens who understand national duties and responsibilities.

8. International Understanding

Education promotes peace, cooperation and understanding among different nations.

9. Reduction of Social Inequality

Education provides opportunities to disadvantaged groups and supports social justice.

10. Development of Responsible Citizens

Education develops citizens who understand their constitutional rights and duties.

Conclusion: Education is essential for both individual development and national progress. It develops responsible, skilled, knowledgeable and socially conscious citizens.

UNIT-II: EDUCATIONAL PHILOSOPHY

(a) Educational Philosophy: Meaning and Relationship Between Philosophy and Education

1. Meaning of Philosophy

The word Philosophy is derived from two Greek words:

- **Philo: Love.**
- **Sophia: Wisdom.**

Therefore, philosophy means Love of Wisdom.

Philosophy is the systematic study of fundamental questions related to knowledge, truth, reality, values and human life.

It helps individuals understand the purpose of life and develop logical thinking.

Main branches of philosophy:

1. **Metaphysics: Study of reality and existence.**
2. **Epistemology: Study of knowledge and its sources.**
3. **Axiology: Study of values, ethics and aesthetics.**
4. **Logic: Study of correct reasoning and arguments.**

2. Meaning of Educational Philosophy

Educational philosophy refers to the application of philosophical ideas and principles to education.

It explains the aims, methods, curriculum, discipline and values of education.

It helps teachers understand:

- **Why education is necessary.**
- **What should be taught.**
- **How teaching should take place.**
- **What type of person education should develop.**
- **What values should be promoted through education.**

Example: If a teacher believes that children learn best through practical activities, the teacher will organize experiments, projects and group activities.

3. Relationship Between Philosophy and Education

Philosophy and education are closely related. Philosophy provides the aims and principles of education, whereas education puts philosophical ideas into practice.

Important relationships:

1. Philosophy Determines the Aims of Education

Philosophy helps decide the purpose of education.

Example: **If the aim is character building, schools will emphasize moral education.**

2. Philosophy Determines the Curriculum

Philosophical beliefs influence the selection of subjects and learning experiences.

Example: **A philosophy that emphasizes scientific thinking gives importance to science and mathematics.**

3. Philosophy Influences Teaching Methods

Different philosophies suggest different teaching methods.

Example: **Pragmatism supports learning by doing, while idealism gives importance to discussion and reflection.**

4. Philosophy Influences Discipline

Philosophy helps determine how discipline should be maintained.

Example: **A teacher may promote self-discipline instead of using punishment.**

5. Philosophy Develops Values

Philosophy helps education promote moral, social and cultural values.

6. Education Tests Philosophical Ideas

Education provides practical opportunities to apply and evaluate philosophical principles.

7. Philosophy Guides Teachers

Philosophy helps teachers understand their responsibilities and teaching approaches.

Difference Between Philosophy and Education

Philosophy	**Education**
It is the study of wisdom and truth.	**It is the process of learning and development.**
It determines educational	**It achieves educational aims.**

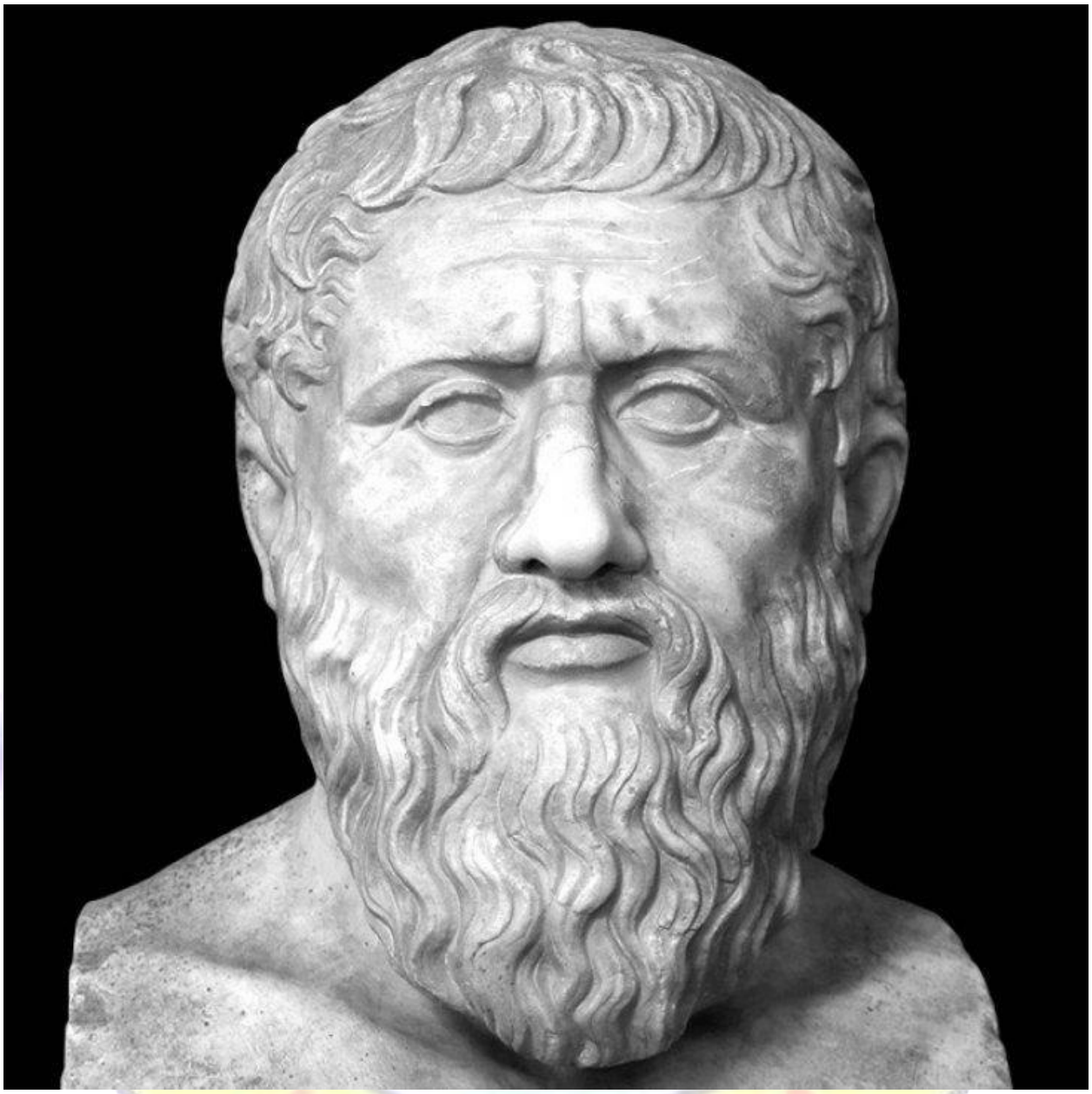
aims.

It is mainly theoretical.	**It is both theoretical and practical.**
It provides principles.	**It applies those principles.**
It studies values and reality.	**It develops knowledge, skills and values.**

Conclusion: Philosophy and education are complementary to each other. Philosophy provides direction, while education puts that direction into practice.

(b) Philosophies of Education: Idealism, Naturalism and Pragmatism

1. Idealism



Meaning:

Idealism is a philosophy that gives importance to ideas, mind, spirit, truth and moral values. According to idealism, the development of the inner personality is the main aim of education.

Main Thinkers:

- **Plato**
- **Socrates**
- **Immanuel Kant**
- **Hegel**

Main Principles of Idealism:

1. **Mind and spirit are more important.**
2. **Truth, beauty and goodness are important values.**
3. **Education should develop character.**
4. **Teacher plays an important role.**
5. **Education should promote moral and spiritual development.**
6. **Knowledge develops through thinking and reasoning.**
7. **Discipline and self-control are necessary.**

Aims of Education:

- **Self-realization.**
- **Character development.**
- **Moral development.**
- **Spiritual development.**
- **Development of truth and wisdom.**

Curriculum:

Idealism gives importance to:

- **Literature.**
- **Philosophy.**
- **History.**
- **Religion and ethics.**
- **Arts and humanities.**

Methods of Teaching:

- **Lecture method.**
- **Discussion method.**

- **Question-answer method.**
- **Storytelling.**
- **Reflection and reasoning.**

Role of Teacher:

The teacher is considered a guide, role model and source of inspiration.

Role of Student:

Students should develop good character, discipline and moral values.

Example: A teacher teaches honesty through stories about great personalities and encourages students to follow truthful behaviour in daily life.

Merits:

- **Develops moral values.**
- **Promotes character building.**
- **Encourages self-discipline.**
- **Develops spiritual awareness.**

Limitations:

- **Sometimes gives less importance to practical activities.**
- **May focus excessively on theoretical knowledge.**
- **Can give too much importance to the teacher.**

2. Naturalism



Meaning:

Naturalism is a philosophy that considers nature as the ultimate source of knowledge and development. It believes that children should develop naturally according to their interests, abilities and experiences.

Main Thinkers:

- **Jean-Jacques Rousseau.**
- **Herbert Spencer.**
- **Friedrich Froebel.**

Main Principles of Naturalism:

1. **Nature is the best teacher.**
2. **Child is the centre of education.**
3. **Education should follow the natural development of children.**
4. **Freedom should be provided to learners.**
5. **Learning should take place through direct experiences.**

6. **Individual differences should be respected.**
7. **Education should be based on the interests of children.**

Aims of Education:

- **Natural development of the child.**
- **Development of individual abilities.**
- **Freedom and independence.**
- **Physical and mental development.**
- **Adjustment with the natural environment.**

Curriculum:

Naturalism gives importance to:

- **Nature study.**
- **Science.**
- **Physical education.**
- **Gardening.**
- **Outdoor activities.**
- **Practical experiences.**

Methods of Teaching:

- **Learning by doing.**
- **Observation method.**
- **Play-way method.**
- **Activity method.**
- **Excursion method.**
- **Experimentation.**

Role of Teacher:

The teacher acts as a facilitator who provides suitable learning experiences and opportunities.

Role of Student:

The child is active and learns through exploration and personal experiences.

Example: Instead of only explaining plants in the classroom, the teacher takes students to a garden to observe roots, stems, leaves and flowers.

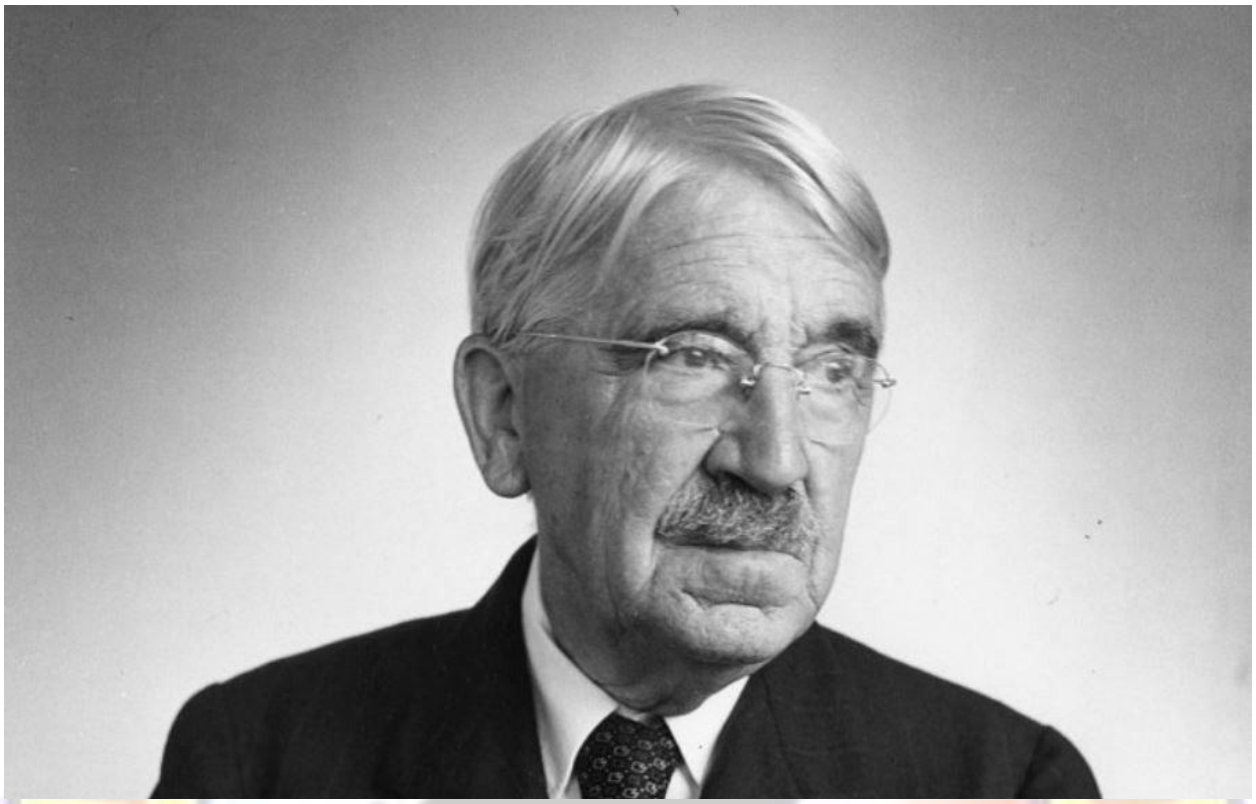
Merits:

- **Promotes freedom.**
- **Develops creativity.**
- **Respects individual differences.**
- **Encourages practical learning.**
- **Supports child-centred education.**

Limitations:

- **Complete freedom may create discipline problems.**
- **Sometimes gives insufficient importance to social values.**
- **Not every subject can be taught entirely through nature.**

3. Pragmatism



Meaning:

Pragmatism is a philosophy that considers practical experience and action as the basis of knowledge. According to pragmatism, ideas become meaningful when they are tested and applied in real-life situations.

Main Thinkers:

- **John Dewey.**
- **William James.**
- **Charles Sanders Peirce.**

Main Principles of Pragmatism:

1. **Learning takes place through experience.**
2. **Learning by doing is important.**
3. **Education should be related to real life.**
4. **Knowledge is dynamic and changeable.**

5. **Problem-solving is an important part of education.**
6. **Students should actively participate in learning.**
7. **Education should prepare individuals for social life.**

Aims of Education:

- **Development of problem-solving abilities.**
- **Practical knowledge.**
- **Social efficiency.**
- **Development of creativity.**
- **Adjustment to changing situations.**
- **Democratic living.**

Curriculum:

Pragmatism gives importance to:

- **Science.**
- **Mathematics.**
- **Social studies.**
- **Vocational education.**
- **Projects and practical activities.**
- **Community-based learning.**

Methods of Teaching:

- **Project method.**
- **Learning by doing.**
- **Problem-solving method.**
- **Experimental method.**
- **Group activities.**

Role of Teacher:

The teacher acts as a guide, organizer and facilitator of learning experiences.

Role of Student:

Students actively participate in activities and learn through experience.

Example: Students learn about water conservation by preparing a project, studying water usage and suggesting practical ways to save water.

Merits:

- **Develops practical knowledge.**
- **Encourages critical thinking.**
- **Promotes creativity.**
- **Connects school with real life.**
- **Develops cooperation and teamwork.**

Limitations:

- **May give less importance to theoretical knowledge.**
- **Practical activities may require more resources.**
- **It can be difficult to organize every subject through projects.**

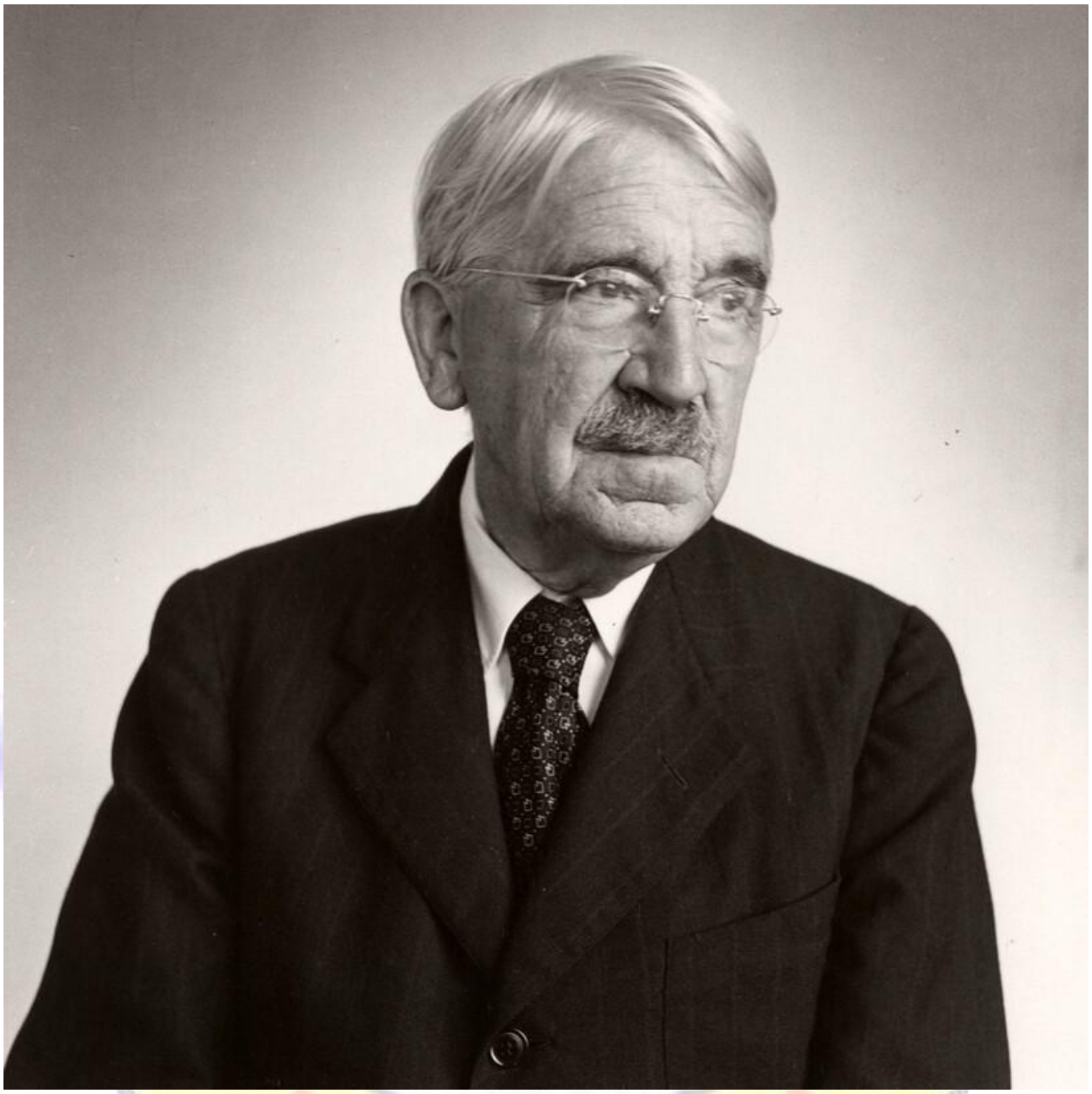
Difference Between Idealism, Naturalism and Pragmatism

Basis	Idealism	Naturalism	Pragmatism
Main focus	Ideas and spirit	Nature	Experience
Main aim	Self-realization	Natural development	Practical development
Main thinker	Plato	Rousseau	John Dewey
Teacher's role	Guide and role model	Facilitator	Organizer and guide
Student's role	Learner of values	Free and active learner	Active participant

Method	**Discussion and lecture**	**Observation and play**	**Learning by doing**
Curriculum	**Humanities and philosophy**	**Nature and science**	**Practical and activity-based**
Discipline	**Self-discipline**	**Natural consequences**	**Social discipline**

(c) Educational Philosophies: Contribution of Dewey, Rousseau, Tagore and Gandhi

1. John Dewey (1859–1952)



Introduction:

John Dewey was an American philosopher, psychologist and educational reformer. He was one of the most important supporters of pragmatism in education.

He believed that education should be based on experience and practical activities.

Educational Philosophy of John Dewey:

1. **Education is the reconstruction of experience.**
2. **Learning should take place through practical activities.**
3. **School is a miniature society.**
4. **Education should develop democratic values.**
5. **Students should learn through problem-solving.**
6. **Education should be connected with real-life situations.**

Major Contributions:

1. Learning by Doing

Dewey believed that students learn better when they actively participate in activities.

Example: **Students understand measurement by measuring classroom objects.**

2. Project Method

He supported activity-based learning in which students work on meaningful projects.

Example: **Students prepare a school cleanliness project.**

3. Democratic Education

He emphasized equality, cooperation, freedom and participation in schools.

4. Child-Centred Education

He considered the interests and experiences of children important in the teaching-learning process.

5. School as a Miniature Society

According to Dewey, schools should prepare students for social life by providing opportunities for cooperation and responsibility.

6. Problem-Solving Method

He encouraged students to identify problems, collect information, examine possible solutions and reach conclusions.

Conclusion: Dewey made education practical, experience-based, democratic and learner-centred.

2. Jean-Jacques Rousseau (1712–1778)



Introduction:

Jean-Jacques Rousseau was a French philosopher and an important supporter of naturalism. He believed that children are naturally good and should be allowed to develop according to their natural abilities.

His famous educational book is *Emile, or On Education* (1762).

Educational Philosophy of Rousseau:

1. **Education should follow nature.**
2. **Child development should take place naturally.**
3. **Children should be given freedom.**
4. **Education should be based on interests and abilities.**
5. **Direct experiences are important.**
6. **Children should learn through observation and exploration.**

Major Contributions:

1. Child-Centred Education

Rousseau emphasized that education should focus on the needs and interests of the child.

2. Negative Education

He suggested avoiding unnecessary interference in the natural development of children and allowing them to learn through experiences appropriate to their age.

3. Learning Through Nature

He believed that nature provides valuable learning opportunities.

4. Individual Differences

He emphasized that every child has different abilities and develops at a different speed.

5. Freedom in Education

He supported providing children with freedom to explore and learn.

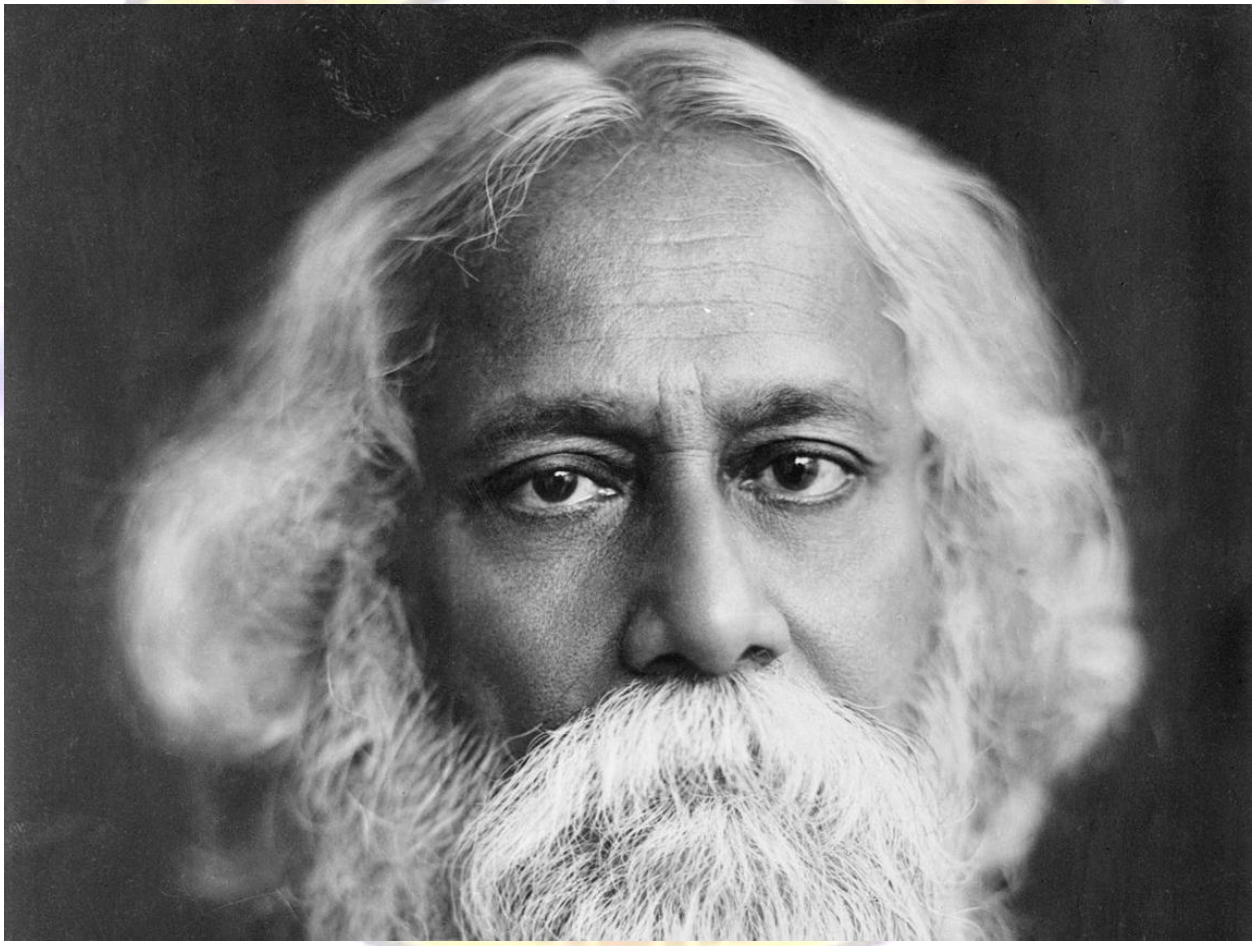
6. Natural Development

He divided childhood development into different stages and emphasized age-appropriate education.

Example: **A young child learns about shapes by observing leaves, stones and other objects instead of memorizing definitions.**

Conclusion: Rousseau contributed to child-centred, freedom-based and nature-oriented education.

3. Rabindranath Tagore (1861–1941)



Introduction:

Rabindranath Tagore was a great Indian poet, philosopher, educationist and Nobel Prize winner. He believed that education should provide freedom, creativity and harmony with nature.

He established Santiniketan, which later developed into Visva-Bharati University.

Educational Philosophy of Tagore:

1. **Education should take place in a natural environment.**
2. **Children should enjoy freedom.**
3. **Education should develop creativity.**
4. **Music, art and literature should be part of education.**
5. **Education should promote international understanding.**
6. **Learning should be connected with nature and society.**

Major Contributions:

1. Education in Natural Environment

Tagore believed that children learn better in open and natural surroundings.

2. Importance of Creativity

He emphasized music, dance, painting, poetry and other creative activities.

3. Freedom in Education

He supported freedom of thought and expression.

4. International Understanding

He wanted education to develop respect and cooperation among different cultures.

5. Holistic Development

He emphasized physical, mental, emotional, social and spiritual development.

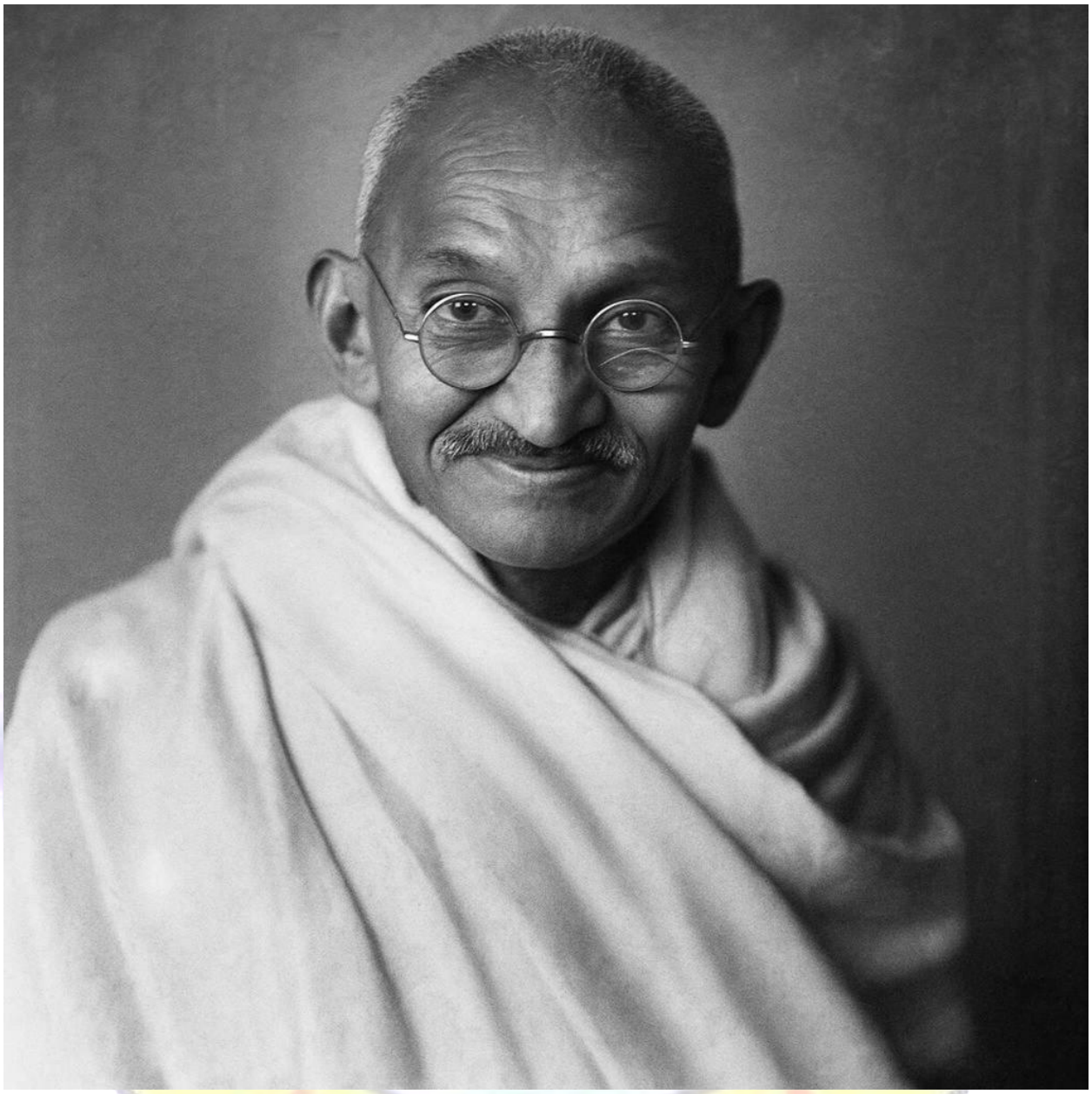
6. Practical Education

He encouraged students to learn through activities, crafts and community experiences.

Example: **Students learn about culture through music, painting, dance and participation in cultural programmes.**

Conclusion: Tagore made education natural, creative, joyful and international in outlook.

4. Mahatma Gandhi (1869–1948)



Introduction:

Mahatma Gandhi was a great Indian leader, philosopher and educationist. He believed that education should develop the complete personality of an individual and make people self-reliant.

His educational philosophy is known as Basic Education or Nai Talim.

Educational Philosophy of Gandhi:

1. **Education should develop body, mind and spirit.**
2. **Education should be based on productive work.**
3. **Mother tongue should be the medium of instruction.**
4. **Education should develop self-reliance.**
5. **Moral values are essential.**
6. **Education should be related to daily life.**
7. **Education should promote truth and non-violence.**

Major Contributions:

1. Basic Education (Nai Talim)

Gandhi introduced the idea of craft-centred education in which productive work becomes an important part of learning.

2. Learning Through Craft

He believed that students should learn academic subjects through productive activities.

Example: **Students learn mathematics through weaving, gardening or measuring materials.**

3. Self-Reliance

Education should prepare students to become independent and responsible.

4. Mother Tongue as Medium of Instruction

He supported teaching children in their mother tongue for better understanding.

5. Character Building

He emphasized truth, non-violence, honesty, discipline and cooperation.

6. Work Experience

He wanted education to be connected with practical work and community life.

7. Free and Compulsory Education

He advocated free and compulsory basic education for children.

Conclusion: Gandhi contributed to work-centred, value-based, self-reliant and socially useful education.

Comparison of Four Educational Thinkers

Thinker	Philosophy	Main Contribution	Famous Educational Idea
John Dewey	Pragmatism	Experience-based education	Learning by Doing
Rousseau	Naturalism	Child-centred education	Education according to Nature
Rabindranath Tagore	Naturalistic and humanistic influences	Creative and natural education	Education in Nature
Mahatma Gandhi	Idealistic and practical influences	Craft-centred education	Nai Talim

MIND MAPS – UNIT-I AND UNIT-II

These mind maps provide a quick revision of the complete syllabus.

Mind Map 1: Conceptual Framework of Education

CONCEPTUAL FRAMEWORK OF EDUCATION

1. Meaning & Concept

- **Educare**
- **Educere**
- **Lifelong process**
- **Personality development**
- **Indian concept**
- **Western concept**

2. Types of Education

- **Formal**
- **Informal**
- **Non-Formal**
- **Organized learning**
- **Natural learning**
- **Flexible learning**

3. Role and Functions

- **Individual development**
- **Personality development**
- **Character building**
- **Knowledge and skills**
- **National integration**
- **Economic development**
- **Democracy and social change**

Final Outcome

Responsible Individual + Progressive Nation

Mind Map 2: Educational Philosophy

EDUCATIONAL PHILOSOPHY

1. Meaning

- **Love of wisdom**
- **Truth and reality**
- **Knowledge and values**
- **Aims of education**

2. Major Philosophies

IDEALISM

- **Mind**
- **Spirit**
- **Values**
- **Plato**

NATURALISM

- **Nature**
- **Freedom**
- **Child**
- **Rousseau**

PRAGMATISM

- **Experience**
- **Action**
- **Practice**
- **Dewey**

3. Relationship Between Philosophy and Education

- **Determines aims**
- **Guides curriculum**
- **Influences teaching methods**

- **Develops discipline**
- **Promotes values**

4. Great Educational Thinkers

John Dewey

Learning by Doing

Rousseau

Education according to Nature

Tagore

Creative Education

Gandhi

Basic Education (Nai Talim)

Important Questions for B.Ed. Examination

Long Answer Questions

1. **Explain the meaning and concept of education with reference to Indian and Western perspectives.**
2. **Discuss the three types of education: Formal, Informal and Non-Formal.**
3. **Explain the role and functions of education in individual and national life.**
4. **Define educational philosophy and explain the relationship between philosophy and education.**
5. **Explain Idealism, Naturalism and Pragmatism with their educational implications.**
6. **Discuss the educational contributions of John Dewey, Rousseau, Rabindranath Tagore and Mahatma Gandhi.**

Short Answer Questions

1. **Define education.**
2. **What is meant by Educare and Educere?**
3. **What is lifelong education?**
4. **Define formal education.**
5. **What is informal education?**
6. **Explain non-formal education.**
7. **What is educational philosophy?**
8. **Define Idealism.**
9. **What is Naturalism?**
10. **Explain Pragmatism.**
11. **What is Learning by Doing?**
12. **What is Nai Talim?**
13. **What is Negative Education?**
14. **What is Santiniketan?**

Quick Revision Table

Topic	Remember These Keywords
Education	Knowledge, skills, values, development
Indian Concept	Body, mind, spirit
Western Concept	Reason, experience, knowledge
Formal Education	School, fixed syllabus, examination
Informal Education	Family, society, experience
Non-Formal Education	Flexible, adult education, skill training
Individual Functions	Personality, character, confidence
National Functions	Democracy, unity, development
Idealism	Mind, spirit, values
Naturalism	Nature, freedom, child
Pragmatism	Experience, action, practice
Dewey	Learning by Doing
Rousseau	Natural Development

Tagore	**Creativity and Nature**
Gandhi	**Nai Talim and Craft Education**



UNIT-III:

Facets of Knowledge

a) Knowledge- Concept, nature and sources of knowledge.

b) Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school and their relationship.

c) Role of teacher in construction of knowledge.

UNIT-IV:

Values

a) Values- Concept, types of values.

b) Sources of values and erosion of values.

c) Value Education- Role of education for inculcation of values.

UNIT–III: FACETS OF KNOWLEDGE

UNIT–IV: VALUES

B.Ed. Study Notes
English Medium

Detailed Explanation with Examples and Mind Mapping

These notes are prepared in simple, understandable English with detailed explanations, suitable for B.Ed. examination preparation. Each topic includes meaning, characteristics, importance and examples.

UNIT–III: FACETS OF KNOWLEDGE

(A) Knowledge – Concept, Nature and Sources of Knowledge

1. Meaning and Concept of Knowledge

Knowledge refers to the information, understanding, skills, facts and experiences that a person gains through learning, observation, thinking and practical activities.

Knowledge helps an individual understand the world, solve problems and make correct decisions.

Definitions:

- **Knowledge is the understanding of facts, information, skills and experiences acquired through education and learning.**
- **Knowledge is the result of learning, observation, reasoning and experience.**

Example:

When a student learns about plants, understands their parts, observes their growth and grows a plant in the school garden, the student develops knowledge through different learning experiences.

2. Nature of Knowledge

The nature of knowledge refers to the basic characteristics and features of knowledge.

1. Knowledge is Dynamic

Knowledge is not fixed. It changes with time, research, discoveries and new experiences.

Example: **Earlier, people had limited knowledge about space, but modern science has provided much more information about planets and galaxies.**

2. Knowledge is Continuous

Knowledge develops throughout life. Learning does not stop after completing school or college.

Example: **A teacher learns new teaching methods through training and experience.**

3. Knowledge is Universal

Some knowledge is accepted and applied across different countries and societies.

Example: **Mathematical principles such as 2 + 2 = 4 are universally accepted.**

4. Knowledge is Based on Experience

People gain knowledge through practical experiences and observation.

Example: **A child learns that fire is hot through appropriate adult-guided observation and safety education.**

5. Knowledge is Social

Knowledge develops through interaction with family, teachers, friends and society.

Example: **Children learn language and social customs from their families and communities.**

6. Knowledge is Constructive

Individuals construct knowledge by connecting new information with their previous experiences.

Example: **A student understands multiplication more easily after learning addition.**

7. Knowledge is Interdisciplinary

Knowledge from different subjects is connected with one another.

Example: **Environmental studies connects science, geography, economics and social science.**

8. Knowledge is Practical

Knowledge helps individuals perform activities and solve real-life problems.

Example: **Knowledge of mathematics helps people calculate expenses while shopping.**

3. Sources of Knowledge

Sources of knowledge refer to the different ways through which individuals acquire knowledge.



1. Education

Schools, colleges, universities and educational institutions provide systematic knowledge.

Example: **Learning history, science and mathematics in school.**



2. Experience

Knowledge is gained through personal experiences and activities.

Example: **Learning gardening by planting seeds.**



3. Books and Literature

Books, newspapers, magazines and journals provide information and understanding.

Example: **Reading books about Indian history.**



4. Technology and Internet

Digital platforms provide access to information and educational resources.

Example: **Watching educational videos and attending online classes.**



5. Observation and Experimentation

Knowledge develops by observing things and conducting experiments.

Example: **Understanding evaporation through a classroom science experiment.**



6. Family and Society

Family members and society provide cultural, moral and social knowledge.

Example: **Learning respect, discipline and traditions from elders.**



7. Reasoning and Thinking

Logical thinking and reasoning help individuals develop new understanding.

Example: **Solving a mathematical problem using logical steps.**

(B) Facets of Knowledge and Their Relationship

Meaning of Facets of Knowledge

Facets of knowledge refer to the different forms, dimensions and characteristics through which knowledge is understood, developed and used.

Knowledge is not limited to textbooks. It is connected with daily life, experiences, society, culture and practical activities.

1. Local and Universal Knowledge

Local Knowledge

Local knowledge refers to the knowledge developed by people in a particular geographical area or community through their traditions, culture and experiences.

Characteristics:

- **Related to local culture and traditions.**
- **Developed through community experiences.**
- **Passed from one generation to another.**
- **Useful for solving local problems.**

Example: **Traditional methods of farming, local folk songs and knowledge of regional plants.**

Universal Knowledge

Universal knowledge refers to knowledge that is accepted and useful across different societies and countries.

Characteristics:

- **Has wider application.**
- **Not limited to one particular region.**
- **Often supported by scientific research and logical reasoning.**
- **Shared internationally.**

Example: **Scientific principles, mathematical rules and basic human rights.**

Relationship: Local knowledge contributes to universal understanding, while universal knowledge can improve local practices.

Example: **Traditional farming methods can be improved through modern scientific agricultural knowledge.**

2. Concrete and Abstract Knowledge

Concrete Knowledge

Concrete knowledge is knowledge gained through objects, materials and direct experiences that can be seen, touched or observed.

Characteristics:

- **Based on real objects.**
- **Easy to understand through observation.**
- **Suitable for activity-based learning.**

Example: **Learning about fruits by observing and touching real fruits.**

Abstract Knowledge

Abstract knowledge refers to ideas, concepts and principles that cannot be directly seen or touched.

Characteristics:

- **Based on ideas and thinking.**
- **Requires imagination and reasoning.**
- **Helps in developing higher mental abilities.**

Example: **Understanding honesty, democracy, justice and mathematical concepts.**

Relationship: Concrete experiences help students understand abstract ideas.

Example: **Using physical blocks to understand the abstract concept of addition.**

3. Theoretical and Practical Knowledge

Theoretical Knowledge

Theoretical knowledge refers to information, principles, concepts and ideas gained through books, lectures and study.

Characteristics:

- **Provides conceptual understanding.**
- **Explains why and how things happen.**
- **Develops intellectual abilities.**

Example: **Studying the theory of teaching methods in B.Ed.**

Practical Knowledge

Practical knowledge refers to knowledge gained through actual performance, activities and experiences.

Characteristics:

- **Based on doing and practising.**
- **Develops skills and abilities.**
- **Helps solve real-life problems.**

Example: **Teaching a lesson during teaching practice.**

Relationship: Theoretical knowledge provides the foundation, while practical knowledge helps apply it in real situations.

4. Contextual and Textual Knowledge

Contextual Knowledge

Contextual knowledge refers to knowledge understood in relation to a particular situation, environment, culture or real-life experience.

Characteristics:

- **Connected with surroundings.**
- **Based on real-life situations.**
- **Helps students understand practical applications.**

Example: **Teaching mathematics through the example of buying vegetables in a local market.**

Textual Knowledge

Textual knowledge refers to knowledge gained through written materials such as textbooks, reference books, journals and educational documents.

Characteristics:

- **Systematically presented.**
- **Provides organised information.**
- **Helps in academic learning.**

Example: **Learning the definition of democracy from a political science textbook.**

Relationship: Textual knowledge provides information, whereas contextual knowledge connects that information with real-life situations.

5. School and Out-of-School Knowledge

School Knowledge

School knowledge refers to knowledge acquired through organised teaching and learning activities in educational institutions.

Characteristics:

- **Structured and systematic.**
- **Based on curriculum and syllabus.**
- **Guided by teachers.**

- **Evaluated through examinations and activities.**

Example: **Learning English grammar, mathematics and science in school.**

Out-of-School Knowledge

Out-of-school knowledge refers to knowledge acquired outside formal educational institutions.

Characteristics:

- **Gained through daily experiences.**
- **Based on family and community interactions.**
- **Includes social and practical skills.**
- **Often informal and activity-based.**

Example: **Learning cooking, communication, gardening and household management from family members.**

Relationship: School and out-of-school knowledge support each other and make learning meaningful.

Example: **A student learns about plants in school and develops practical knowledge by growing plants at home.**

Comparative Table of Facets of Knowledge

Facets	Meaning	Example
Local	Community-based knowledge	Folk traditions
Universal	Widely accepted knowledge	Mathematics
Concrete	Knowledge through objects	Real fruits
Abstract	Knowledge through ideas	Justice
Theoretical	Knowledge of concepts	Teaching theory
Practical	Knowledge through action	Teaching practice
Contextual	Situation-based knowledge	Market examples

Textual	**Knowledge from written material**	**Textbooks**
School	**Organised institutional learning**	**Classroom teaching**
Out-of-school	**Learning outside school**	**Gardening**

Relationship Among All Facets of Knowledge

All facets of knowledge are interconnected. No single type of knowledge is complete in itself.

For effective learning:

- **Local knowledge should be connected with universal knowledge.**
- **Concrete experiences should develop abstract understanding.**
- **Theoretical knowledge should be connected with practical activities.**
- **Textual knowledge should be related to real-life contexts.**
- **School knowledge should be connected with out-of-school experiences.**

Example: Environmental Education

A teacher teaches environmental pollution through a textbook (textual knowledge), explains pollution in the local area (local and contextual knowledge), shows pictures and samples (concrete knowledge), explains environmental principles (abstract and theoretical knowledge), and organises a cleanliness activity (practical and out-of-school learning).

(C) Role of Teacher in Construction of Knowledge

Meaning

Construction of knowledge means the process through which learners develop their own understanding by connecting previous knowledge with new information, experiences and activities.

The teacher plays an important role in helping students construct knowledge rather than simply memorising information.

A teacher acts as a facilitator, guide, motivator and organiser of learning experiences.

Important Roles of a Teacher



1. Teacher as a Facilitator

The teacher provides suitable learning opportunities and resources.

Example: **Providing books, charts and materials for a science activity.**

2. Teacher as a Guide

The teacher guides students in finding answers and solving problems.

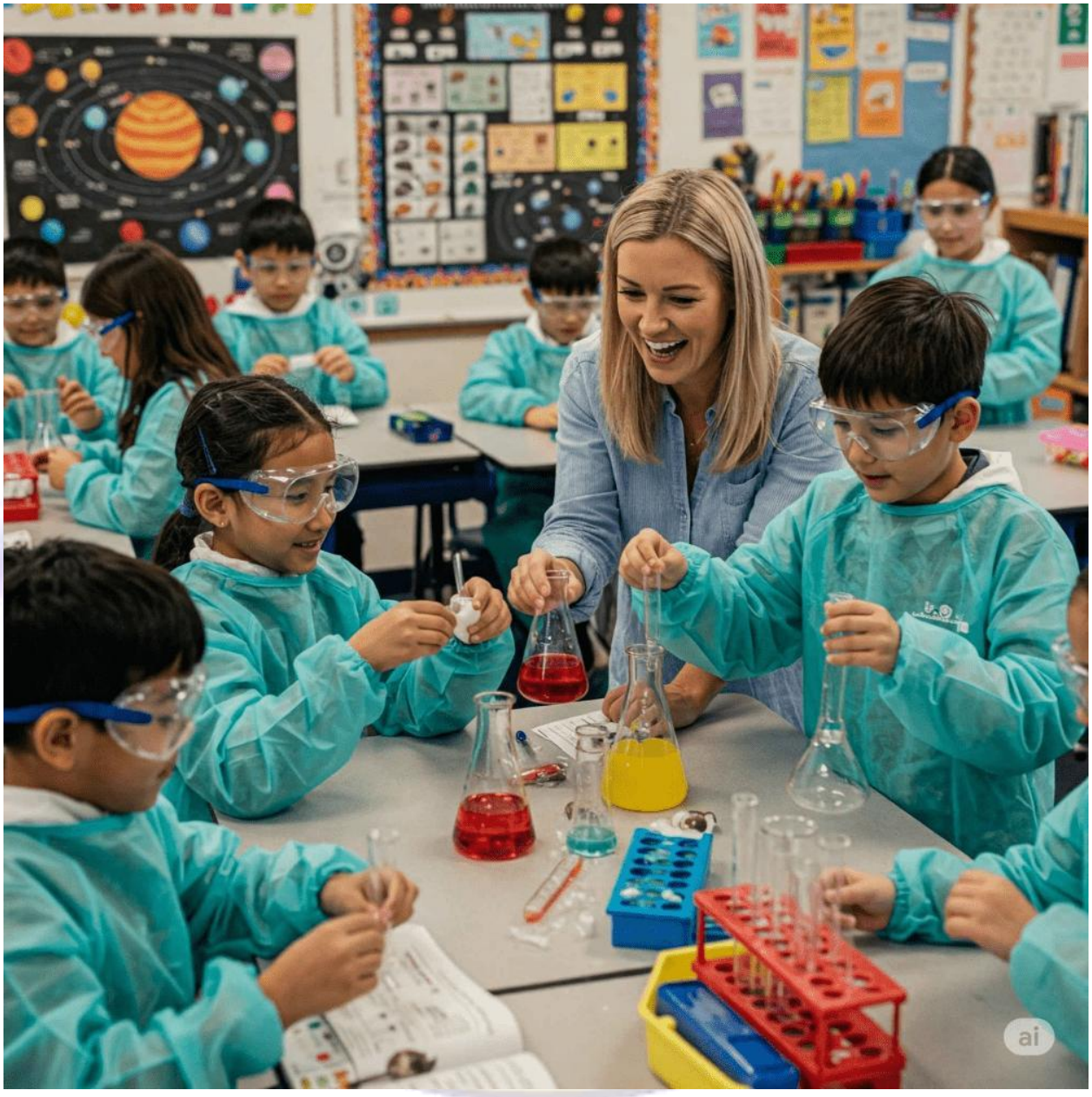
Example: **Asking questions that help students discover the solution to a mathematical problem.**



3. Promoting Cooperative Learning

The teacher encourages group discussions, teamwork and sharing of ideas.

Example: **Assigning a group project on water conservation.**



Class 4 Educational Activities - 24 Fun Activities Kit for Learning – laboratorydeal

4. Providing Learning Experiences

Teachers organise activities, experiments, projects and field visits.

Example: **Taking students to a garden to study different plants.**

5. Using Teaching-Learning Materials

Teachers use models, maps, charts, videos and digital resources.

Example: **Using a globe to explain the Earth and its movements.**



6. Encouraging Critical Thinking

Teachers develop students' abilities to analyse, question and evaluate information.

Example: **Asking students to discuss the advantages and disadvantages of social media.**



7. Providing Feedback

Teachers identify learning difficulties and provide suggestions for improvement.

Example: **Correcting mistakes in students' assignments and explaining the correct method.**



8. Understanding Individual Differences

Teachers consider students' interests, abilities, backgrounds and learning needs.

Example: **Using pictures and activities to support students who need additional explanation.**

Importance of Teacher in Knowledge Construction

1. **Develops independent thinking.**
2. **Encourages creativity and innovation.**
3. **Promotes problem-solving abilities.**
4. **Connects classroom learning with real life.**
5. **Develops confidence among students.**
6. **Encourages active participation.**
7. **Promotes lifelong learning.**
8. **Makes education meaningful and student-centred.**

Conclusion of Unit III:

Knowledge is a continuous and dynamic process. It comes from different sources and exists in various forms. The teacher plays a significant role in connecting different facets of knowledge and helping students construct meaningful understanding through experiences and activities.

UNIT–IV: VALUES

(A) Values – Concept and Types of Values

1. Meaning and Concept of Values

Values are the principles, beliefs and standards that guide human behaviour and help individuals decide what is right, wrong, good and bad.

Values influence the thoughts, attitudes, decisions and actions of individuals.

Values help individuals become responsible citizens and develop good relationships in society.

Definitions:

- **Values are principles and beliefs that guide an individual's behaviour and decisions.**
- **Values are standards that help people distinguish between desirable and undesirable behaviour.**

Examples:

- **Speaking the truth shows honesty.**
- **Helping poor and needy people shows kindness.**
- **Respecting teachers and elders shows respect.**
- **Following rules shows discipline.**

2. Characteristics of Values

1. Values Guide Behaviour: They help individuals decide how to behave in different situations.

2. Values are Learned: Values are acquired through family, school, society and experiences.

3. Values are Social: They help people live peacefully and cooperatively.

4. Values are Cultural: Different societies may have different cultural values.

5. Values are Important for Personality Development: They develop good character and responsible behaviour.

6. Values Influence Decisions: They help individuals make ethical and moral decisions.

7. Values are Transmitted: Values are transferred from one generation to another.

8. Values May Change: Some values and their expressions change according to social and cultural developments.

3. Types of Values



1. Moral Values

Moral values help individuals distinguish between right and wrong.

Examples: **Honesty, truthfulness, kindness, fairness and responsibility.**



2. Social Values

Social values promote cooperation, unity and peaceful relationships.

Examples: **Cooperation, tolerance, equality, respect and brotherhood.**



3. Cultural Values

Cultural values are related to customs, traditions, language and cultural heritage.

Examples: **Respecting traditions, folk culture and regional languages.**



4. Educational Values

Educational values promote learning, knowledge and intellectual development.

Examples: **Curiosity, discipline, punctuality and respect for knowledge.**



5. National Values

National values promote love, respect and responsibility towards the nation.

Examples: **National unity, patriotism, secularism and democratic citizenship.**



6. Environmental Values

Environmental values develop awareness and responsibility towards nature.

Examples: **Saving water, planting trees, protecting animals and reducing pollution.**



7. Personal Values

Personal values guide an individual's personal choices and development.

Examples: **Self-confidence, self-discipline, patience and determination.**



8. Spiritual Values

Spiritual values promote inner peace, compassion and self-awareness.

Examples: **Peace, forgiveness, compassion and gratitude.**



9. Democratic Values

Democratic values promote equality, freedom, justice and participation.

Examples: **Freedom of expression, equality before law and respect for others' opinions.**

(B) Sources of Values and Erosion of Values

1. Sources of Values

Sources of values refer to the different individuals, institutions and experiences through which people learn moral, social and cultural principles.

1. Family

Family is the first and most important source of values.

- **Parents teach honesty, discipline and respect.**
- **Children learn cooperation and responsibility.**
- **Family traditions influence behaviour.**

Example: **A child learns to respect elders by observing parents.**

2. School

School plays an important role in developing values among students.

- **Teachers act as role models.**
- **Morning assemblies develop discipline.**
- **Group activities promote cooperation.**
- **School rules develop responsibility.**

Example: **Students learn equality by participating together in classroom activities.**

3. Society

Society provides opportunities to learn social behaviour and responsibilities.

- **Community activities develop cooperation.**
- **Social relationships develop tolerance.**
- **Public activities promote social responsibility.**

Example: **Participating in community cleanliness programmes.**

4. Religion and Spiritual Traditions

Religious and spiritual teachings often promote moral principles.

Examples: **Truthfulness, compassion, peace, forgiveness and service.**

5. Culture and Traditions

Culture plays an important role in transmitting values from one generation to another.

Example: **Respecting cultural festivals, traditions and languages.**

6. Teachers and Educational Institutions

Teachers influence the character and behaviour of students through their words and actions.

Example: **A teacher who is punctual encourages students to become punctual.**

7. Media and Technology

Television, newspapers, internet and digital platforms influence attitudes and values.

Example: **Educational programmes can promote environmental awareness and social equality.**

8. Peer Groups

Friends and classmates influence the attitudes and behaviour of individuals.

Example: **Students learn teamwork and cooperation through group projects.**

2. Meaning of Erosion of Values

Erosion of values means the gradual decline or weakening of moral, social, cultural and ethical principles in individuals and society.

It occurs when people stop following important values such as honesty, respect, responsibility, cooperation and tolerance.

3. Causes of Erosion of Values

1. Lack of Moral Education

When children do not receive proper moral guidance, they may fail to develop desirable behaviour.

Example: **Students may not understand the importance of honesty and responsibility.**

2. Influence of Negative Media

Some media content may promote disrespectful behaviour, intolerance or unrealistic attitudes.

Example: **Copying harmful behaviour seen in online content.**

3. Excessive Materialism

Giving excessive importance to money, possessions and personal success can weaken social responsibility.

Example: **Considering wealth more important than honesty.**

4. Lack of Family Guidance

Busy lifestyles and lack of communication may reduce opportunities for children to learn values at home.

Example: **Children may receive less guidance about respect and responsibility.**

5. Corruption

Corruption weakens honesty, fairness and trust in society.

Example: **Using unfair methods to obtain personal benefits.**

6. Social Inequality

Discrimination based on caste, gender, religion or economic status weakens equality and human dignity.

7. Lack of Good Role Models

When children do not observe responsible behaviour in adults, they may find it difficult to develop positive values.

8. Peer Pressure

Negative influence from friends can affect decision-making and behaviour.

9. Decline in Social Responsibility

Ignoring the needs of others and focusing only on personal interests can weaken cooperation and community feeling.

4. Effects of Erosion of Values

1. **Increase in dishonesty and corruption.**
2. **Decline in mutual respect.**
3. **Increase in discrimination and intolerance.**
4. **Weakening of family and social relationships.**
5. **Decline in discipline and responsibility.**
6. **Increase in conflicts in society.**
7. **Loss of trust among people.**
8. **Weakening of national unity and social harmony.**

5. Measures to Prevent Erosion of Values

- **Introduce value education in schools.**
- **Encourage parents to become good role models.**
- **Promote honesty and discipline.**
- **Organise community service activities.**
- **Encourage respect for all religions and cultures.**
- **Promote responsible use of technology.**

- **Develop democratic attitudes among students.**
- **Encourage environmental protection.**
- **Provide opportunities for teamwork and cooperation.**

(C) Value Education – Role of Education for Inculcation of Values

1. Meaning of Value Education

Value education refers to the educational process through which individuals develop moral, social, cultural, democratic and ethical values.

It helps students develop good character, responsible behaviour and positive attitudes towards society.

Value education is not limited to textbooks. It is developed through classroom teaching, school activities, teachers' behaviour and everyday experiences.

Example:

When a teacher encourages students to speak the truth, respect classmates, help needy people and follow school rules, the teacher is promoting value education.

2. Objectives of Value Education

1. **To develop good moral character.**
2. **To promote honesty and truthfulness.**
3. **To develop respect for others.**
4. **To encourage cooperation and tolerance.**
5. **To develop national integration.**
6. **To promote equality and social justice.**
7. **To develop environmental awareness.**
8. **To encourage democratic citizenship.**
9. **To develop self-discipline and responsibility.**
10. **To promote peace and humanity.**

3. Role of Education in Inculcation of Values

Inculcation of values means developing and establishing desirable values in the thoughts, attitudes and behaviour of students.

Education plays a significant role in this process.



1. Moral Development

Education develops honesty, kindness, truthfulness and responsibility.



Example: **Teachers encourage students to avoid cheating during examinations.**

2. Development of Discipline

Education develops punctuality, regularity and self-control.

Example: **Students learn to follow the school timetable.**



Education teaches students to respect everyone without discrimination.

Example: **Equal participation of boys and girls in school activities.**



4. Development of Cooperation

Education encourages teamwork, sharing and mutual assistance.

Example: **Completing a group project together.**



5. National Integration

Education develops unity, patriotism and respect for national identity.

Example: **Celebrating Independence Day and Republic Day in schools.**



6. Environmental Awareness

Education develops responsibility towards nature.

Example: **Organising tree plantation and cleanliness activities.**



7. Sports and Physical Activities

Sports develop teamwork, discipline, patience and sportsmanship.

Example: **Players learn to respect rules and accept results fairly.**



8. Social Service Activities

Education develops sympathy, kindness and social responsibility.

Example: **Students participate in helping elderly people and community service.**



9. Teacher as a Role Model

Students learn values by observing teachers' behaviour.

Example: **A teacher who treats all students equally develops equality and respect.**



10. Cultural Programmes

Educational activities develop respect for different cultures and traditions.

Example: **Celebrating different cultural festivals and organising cultural programmes.**

4. Methods of Teaching Values in Schools

Method	Explanation	Example
Storytelling	Teaching values through stories	Story of honesty
Role Play	Acting out situations	Helping a friend

Group Discussion	**Sharing opinions**	**Equality and justice**
Morning Assembly	**Developing discipline**	**Prayer and thought of the day**
Community Service	**Learning through service**	**Cleanliness campaign**
Sports Activities	**Developing sportsmanship**	**Fair play**
Project Method	**Learning through projects**	**Save water project**
Celebrations	**Developing cultural understanding**	**National festivals**

5. Role of Teacher in Value Education

1. **Teacher should act as a good role model.**
2. **Teacher should treat all students equally.**
3. **Teacher should promote honesty and discipline.**
4. **Teacher should encourage cooperation and teamwork.**
5. **Teacher should respect students' opinions.**
6. **Teacher should create a peaceful classroom environment.**
7. **Teacher should organise moral and social activities.**
8. **Teacher should encourage students to help others.**
9. **Teacher should develop environmental awareness.**
10. **Teacher should promote democratic values.**

6. Importance of Value Education

- **Develops good character and personality.**
- **Promotes peace and harmony.**
- **Develops responsible citizens.**
- **Reduces discrimination.**
- **Encourages honesty and integrity.**
- **Promotes national unity.**
- **Develops respect for human rights.**
- **Strengthens family and social relationships.**
- **Develops leadership and cooperation.**

- **Creates a better and healthier society.**

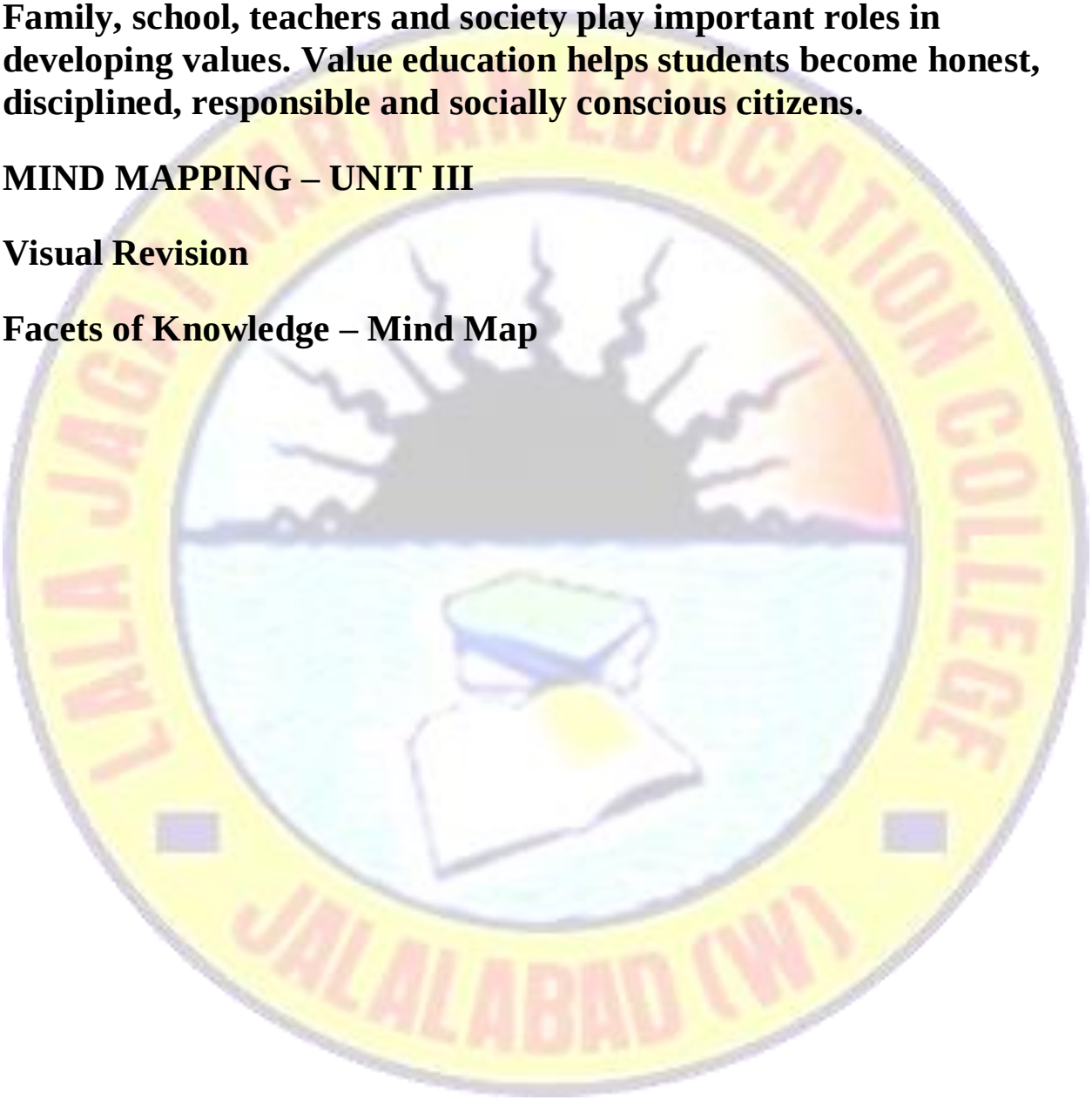
Conclusion of Unit IV:

Values are essential for individual development and social progress. Family, school, teachers and society play important roles in developing values. Value education helps students become honest, disciplined, responsible and socially conscious citizens.

MIND MAPPING – UNIT III

Visual Revision

Facets of Knowledge – Mind Map



Facets of Knowledge

LOCAL KNOWLEDGE	UNIVERSAL KNOWLEDGE
1) Local knowledge is the term which is known for people living in specific location. 2) It is the knowledge that people in a given community developed over time and continue to develop 3) It is based on experience 4) Local knowledge is unique to every culture or society. 5) This knowledge depends upon the concepts, beliefs and perception that people hold about the world around them	1) Universal knowledge is the term what is known for everyone 2) It is constant and doesn't change with time 3) It is universally accepted as true and applicable in all situations. It exist regardless of whether the individual is aware of that fact or not 4) It is often based on objective facts 5) It is usually logical where everything is explained logically. It can be validated through scientific research, logical reasoning or other empirical method.

Theoritical Knowledge	Practical Knowledge
1) Theoritical knowledge is the knowledge based on theories and hypotheses which is gained through reading, seeing or hearing 2) It allows us to learn through the experience of other often leads to a deeper understanding of a context. 3) It is a short term learning 4) It basically helps us understand "WHY" and "WHAT" of a concept , and can help us build a strategy for practical application	1) Practical knowledge involves actual implementation of the things which have studied in theory. 2) For attaining practical knowledge, a deeper understanding of a concept is achieved by doing the act on our own, i.e through personal experience 3) It is a long term learning 4) It basically referred to as" knowing HOW" or Skills. It helps us to understand how things actually work in the real world, and is often gained through practical training or internship

Text-based mind map for examination revision:

FACETS OF KNOWLEDGE

Concept and Nature

Dynamic, continuous, social, practical, constructive

Sources

Education, experience, books, technology, observation

Facets

Local/universal, concrete/abstract, theoretical/practical

Knowledge Contexts

Contextual/textual, school/out-of-school

ROLE OF TEACHER

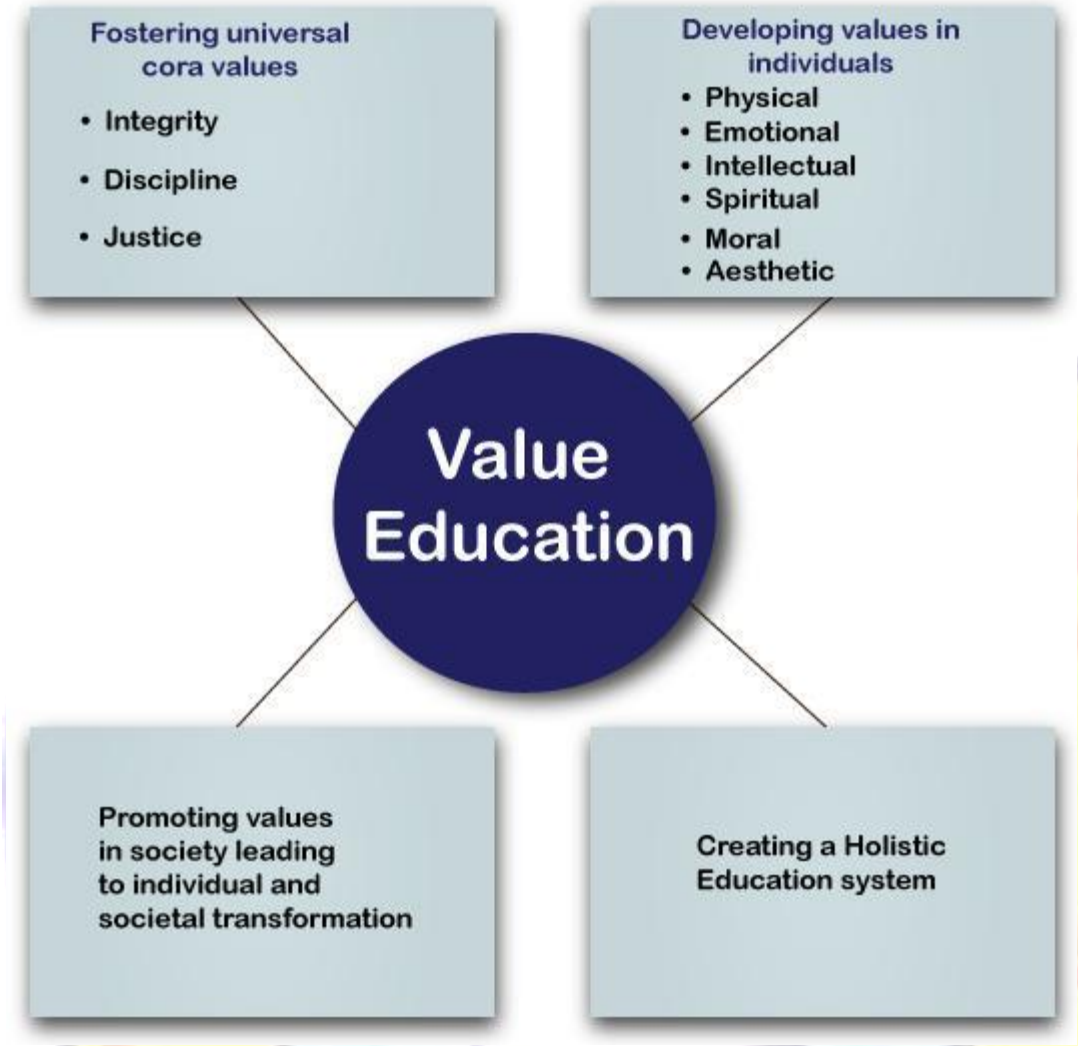
Facilitator • Guide • Motivator • Role Model • Feedback Provider

CONSTRUCTION OF KNOWLEDGE

Experience + Previous Knowledge + New Learning = Understanding

MIND MAPPING – UNIT IV

Values – Mind Map



VALUES

Principles • Beliefs • Standards of Behaviour

Types

Moral, Social, Cultural, National, Personal, Democratic, Environmental, Spiritual

Sources

Family, School, Society, Culture, Religion, Teachers, Media, Friends

Erosion

Corruption, Materialism, Negative Media, Discrimination, Lack of Guidance

Value Education

Moral Development, Discipline, Equality, Cooperation, National Unity

ROLE OF EDUCATION

Teacher as Role Model • Stories • Sports • Group Work • Social Service

RESULT

Good Character + Responsible Citizens + Peaceful Society

Important Questions for B.Ed Examination

Unit III

1. **Define knowledge and explain its nature and different sources.**
2. **Explain the different facets of knowledge with suitable examples.**
3. **Differentiate between local and universal knowledge.**
4. **Explain concrete and abstract knowledge with examples.**
5. **Differentiate between theoretical and practical knowledge.**
6. **Explain contextual and textual knowledge.**
7. **Discuss the relationship between school and out-of-school knowledge.**
8. **Explain the role of a teacher in the construction of knowledge.**

Unit IV

1. **Define values and explain their characteristics and types.**
2. **Discuss the different sources of values.**
3. **What is meant by erosion of values? Explain its causes and effects.**
4. **Define value education and discuss its objectives.**
5. **Explain the role of education in inculcation of values.**
6. **Discuss the role of teachers in value education.**
7. **Explain different methods of teaching values in schools.**

Quick Revision – Important Differences

Unit III	Unit IV
Knowledge	Values
Learning and understanding	Right and wrong behaviour
Experience and reasoning	Beliefs and principles
Knowledge construction	Value inculcation
Teacher as facilitator	Teacher as role model
Practical application	Moral and social development

Examination Tip: For a 10–15 marks question, write the introduction, definition, 6–8 main points with examples, importance and conclusion. Draw the relevant mind map at the end to make your answer more presentable.