**Table of contents**

*Chapter I*

**INTRODUCTION**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>1</td>
</tr>
<tr>
<td>Significance of the study</td>
<td>2</td>
</tr>
<tr>
<td>Statement of the problem</td>
<td>10</td>
</tr>
<tr>
<td>Definition and clarification of terms</td>
<td>10</td>
</tr>
<tr>
<td>Definition of philosophy</td>
<td>10</td>
</tr>
<tr>
<td>Models</td>
<td>13</td>
</tr>
<tr>
<td>Teaching</td>
<td>15</td>
</tr>
<tr>
<td>Application</td>
<td>15</td>
</tr>
<tr>
<td>Objectives of the study</td>
<td>16</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>16</td>
</tr>
<tr>
<td>Definitions of Key terms</td>
<td>17</td>
</tr>
<tr>
<td>Teaching</td>
<td>17</td>
</tr>
<tr>
<td>Philosophy</td>
<td>18</td>
</tr>
<tr>
<td>Application</td>
<td>18</td>
</tr>
<tr>
<td>Model</td>
<td>18</td>
</tr>
<tr>
<td>Methodology</td>
<td>19</td>
</tr>
<tr>
<td>Modern Qualitative Approaches summarized</td>
<td>21</td>
</tr>
<tr>
<td>Analysis</td>
<td>23</td>
</tr>
<tr>
<td>Constructing models as methodology</td>
<td>23</td>
</tr>
<tr>
<td>Organisation of the structure</td>
<td>24</td>
</tr>
</tbody>
</table>

*Chapter II*

**REVIEW OF RELATED STUDIES**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preamble</td>
<td>25</td>
</tr>
<tr>
<td>A. Studies from education/ Philosophy Departments</td>
<td>25</td>
</tr>
<tr>
<td>B. Studies from other fields already relating philosophy</td>
<td>75</td>
</tr>
<tr>
<td>Studies in Music relating or integrating philosophy</td>
<td>75</td>
</tr>
</tbody>
</table>

*Chapter III*

**SURVEY AND ANALYSIS OF CONCEPTUAL LITERATURE IN PHILOSOPHY**

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Philosophical study: The Formal scholastic mode</td>
<td>88</td>
</tr>
<tr>
<td>B. Philosophical discourse taking off from Metaphysics</td>
<td>91</td>
</tr>
<tr>
<td>Materialism: Its limits: Idealism-Bridge forms</td>
<td>92</td>
</tr>
<tr>
<td>The concept of Life intrudes in the Mind-Matter Debate</td>
<td>96</td>
</tr>
<tr>
<td>Evolution and the Beginning of Mind</td>
<td>98</td>
</tr>
<tr>
<td>Debate on self and Mind around biological investigations</td>
<td>100</td>
</tr>
<tr>
<td>The trilogy of Mind – Matter – Life</td>
<td>101</td>
</tr>
<tr>
<td>C. The constraints of condensed Texts Illustrated</td>
<td>103</td>
</tr>
<tr>
<td>D. Science and philosophy</td>
<td>107</td>
</tr>
<tr>
<td>E. Philosophy of Love</td>
<td>110</td>
</tr>
</tbody>
</table>
Chapter IV
GREAT PHILOSOPHERS AS INSPIRES / ROLE MODELS FOR TEACHERS OF PHILOSOPHY:
FORMAL AND INFORMAL 155

Will Durant .......................................................... 155
Bertrand Russell .................................................. 164
Ludwig Wittgenstein ............................................ 174
Carl Rogers .......................................................... 179
Martin Heidegger ................................................. 183
Elliot Eisner ......................................................... 186
Paulo Freire .......................................................... 190
Ivan Illich .............................................................. 194
A.S. Neill .............................................................. 197
Maxine Greene ....................................................... 198
Simon Weil ............................................................ 201
Some Indian philosopher Presidents ......................... 206
Philosophy in Lived style: Kalam Igniting young minds . 207

Chapter V
RESULTS: QUANTITATIVE DIMENSIONS 225

Preamble 225
A. Results drawn from responses to questionnaire to students .... 226
   Methods by which B.Ed students learn philosophy ............... 227
   Students responses to opinionnaire items ...................... 229
   An informal experiment with fertile application constructs ... 232
   Questionnaire to teachers ..................................... 234
   Method of teaching adopted by the teacher educators ......... 236
   Minor surveys as offshoots of qualitative research .......... 242
      Philosophical Analysis of sports day ..................... 242
      Philosophical analysis of school atmosphere ............. 243
   Analysis of Wightage allowed for philosophy ................. 251
Chapter VI
QUALITATIVE ANALYSIS OF RESULTS - 1: PHILOSOPHY EXTRACTED FROM ONGOING COLLEGE PROGRAMMES

Preamble

A. 'Thick' Description of St. Joseph Training College for Women
   i. Inaugural session
   ii. Inaugural Mass
   iii. Daily morning assembly
   iv. Discussion on Important Social issues
   v. Songs
   vi. Value education classes
   vii. Interaction with eminent persons
   viii. Celebrations
   ix. Prayer group
   x. Closed retreat for catholic students
   xi. Interreligious dialogue
   xii. Catechism classes for catholic students
   xiii. Yoga
   xiv. Silent prayer before each class
   xv. Prayer songs during break time
   xvi. Policy of the Management
   xvii. Infrastructure facilities
   xviii. SUPW Activities
   xix. Sports day and arts day
   xx. Functioning of clubs
   xxi. Projects
   xii. Munshi
   xxiii. Newspaper cuttings
   xxiv. Study of carefully selected books
   xxv. Discussions

B. Counseling programme with research enrichment
   Counseling programme of the college
   Enrichment of the Programme from the present research

Abstract of Created to be whole: Becoming the person you were meant to be

Wholth
Human Development Potential
Biological Models
Christian Model
llith
Human response to stress
Burnout
Blocks and Keys to wholeness
Physical wholeness
Intellectual wholeness
Chapter VII
QUALITATIVE ANALYSIS OF RESULTS – II: NEW CONSTRUCTS APPLIED AND SPECIAL INTERVENTIONS

Preamble

A. New Concepts and Modes of presentation got from Reading
From Philosophers and popular presentation of philosophy

a. Will Durant
b. Bertrand Russell
c. Wittgenstein
d. Carl Rogers
e. Martin Heidegger
f. Eisner
g. Paulo Freire
h. Ivan Illich
i. A.S. Neil
j. Maxine Greene
k. Simone Weil
l. A.P.J. Abdul Kalam: Philosophy by lived example

B. Ideas Emerging from Special Programmes: National Seminar of the Council for Teacher Education

i. Cultural Programmes

ii. Mind Mapping in CTE deliberations

C. Identifying and using prior strengths in other Teacher Educators and in our students

a. Identifying and Learning from parallel scholarship in philosophy

i. Fr. Thomas introduces new approaches: Existential Novels

ii. Herna J.'s participatory Teaching of Philosophy

b. Drawing out and applying the Resources of the College students

i. Artistically gifted students and staff

ii. Application of earlier knowledge of French in learning philosophy

iii. Students sensitive to sound of Music

iv. Strength in Weakness and in coping with weakness

v. An old student (Ms. Newly) applies philosophy in chemistry practical

D. Analysing and Extracting Education Potential of Music and Dance

a. National Music Education Seminar

i. General Sessions

ii. Suvarna Nalappat and Music Therapy
Chapter VIII
CONCLUSION

Preamble ............................................. 412
Objectives of the study .................................. 412
Hypotheses ........................................... 413
Summary of quantitative findings ......................... 414
Broad summary of qualitative findings .................... 418
Focused summary of findings ............................ 424
Models developed in the study .......................... 429
Suggestions for improving the system .................... 431
Suggestions for further research ......................... 434
CODA ................................................ 439

Bibliography

Appendices

I. Questionnaire to students
II. Questionnaire to lecturers handling / who earlier taught theory paper – I
III. The attempt to analyse teaching learning practices and the total school context in terms of philosophies of education
IV. Songs for all occasions: prepared and distributed for the national Seminar on Music Education held at St. Joseph Training College for Women, 14 and 15 January 2005