

Semester I
F-1.1
PHILOSOPHICAL BASES OF EDUCATION

COURSE CONTENT:

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.

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-I: CONCEPTUAL FRAMEWORK OF EDUCATION

Etymological meaning of word

Education –

The word ‘Education’ is derived from the Latin words –

Latin word	Meaning
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Educare	- ‘to bring up’ ‘to nourish’
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Educere	- ‘to lead out’ ‘to draw out’
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Educatum	- ‘the act of teaching or training’
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Synonyms of Education

<u>Word</u>	-	<u>Meaning</u>
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• Pedagogy	-	‘to lead the pupil’
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• Shiksha	-	‘to control’
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(Root word – ‘shas’)
‘to instruct’

‘to teach’

• Vidya	-	‘to know’
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(Root word – ‘vid’)
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“Education is the manifestation of divine perfection already existing in man.” He further says – “we want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one’s own feet.”

Vivekananda

According to Mahatma Gandhi “By education I mean an all round drawing out of the best in child and man-body, mind and spirit.”

Mahatma Gandhi

According to Rigveda, Education is that “which makes a man self reliant and selfless.”

Rigveda

Redden’s definition has been regarded as the best definition of education. According to him “Education is the deliberate and systematic influence, exerted by the mature person, upon the immature, through instruction, discipline and harmonious development of physical intellectual aesthetic, social and spiritual powers of the human being according to individual and social needs and directed towards the union of education with his creator as the final end.”

Redden

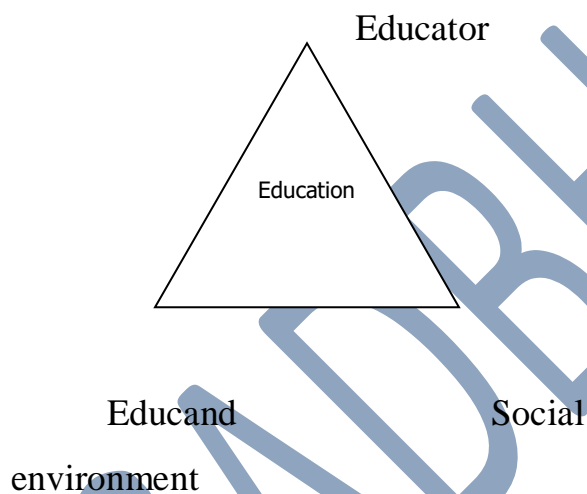
“School is a special environment where a certain quality of life and certain types of activities and occupations are provided with the object of securing child’s development along desirable lines.”

Dewey

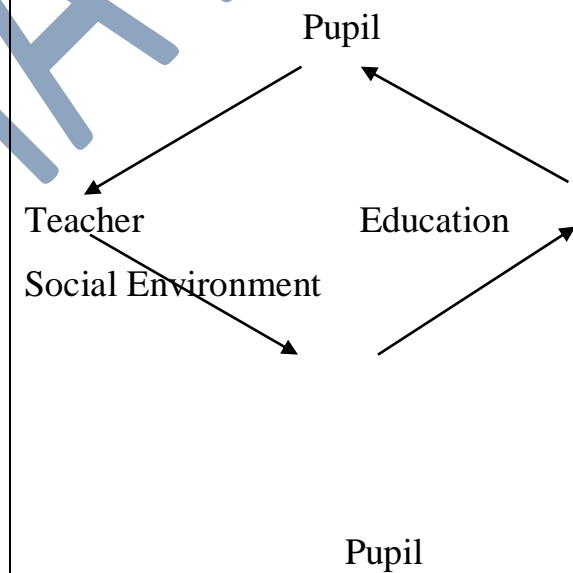
Plato, the father of modern knowledge realized the need for perfect knowledge for a man to be perfectly good. He says, “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.”

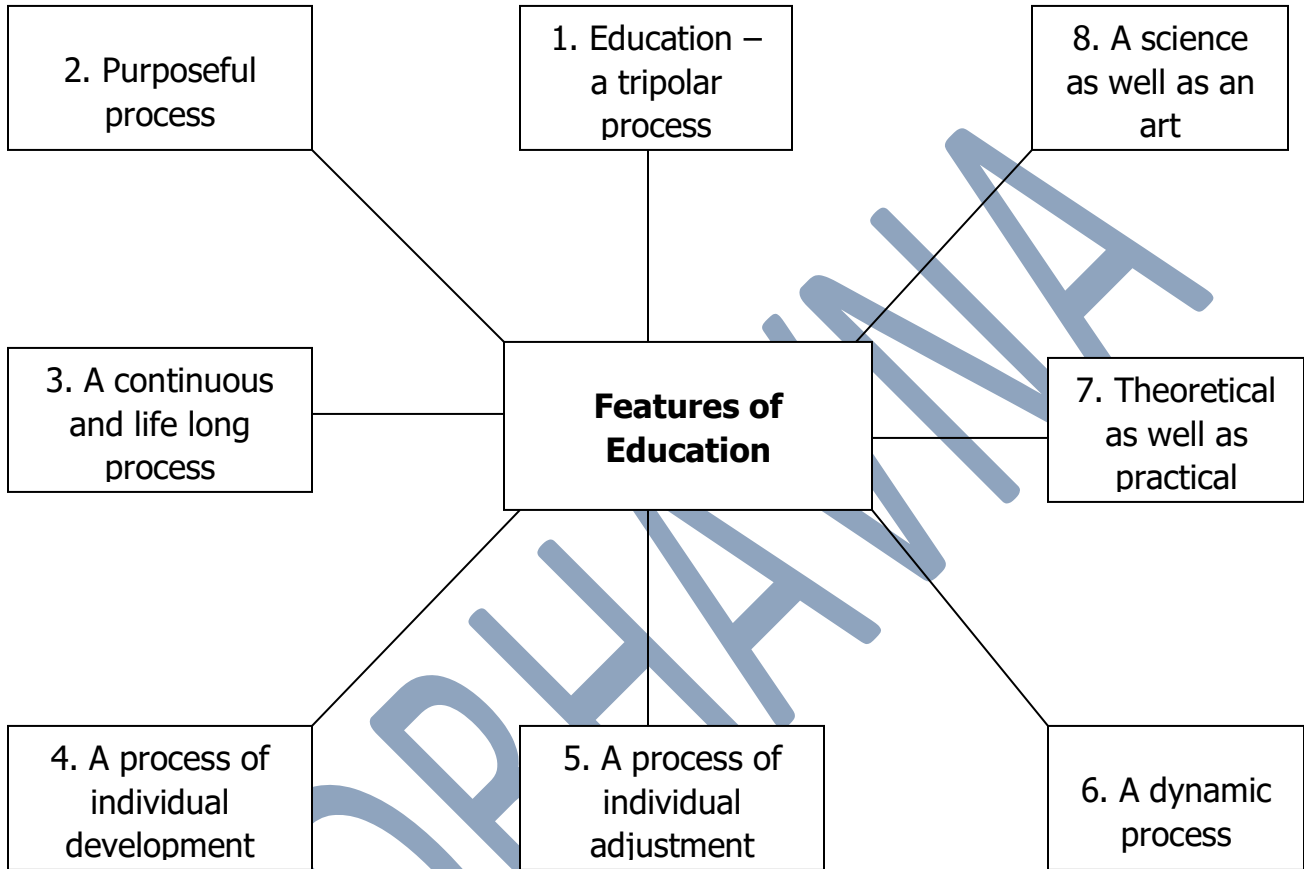
Plato

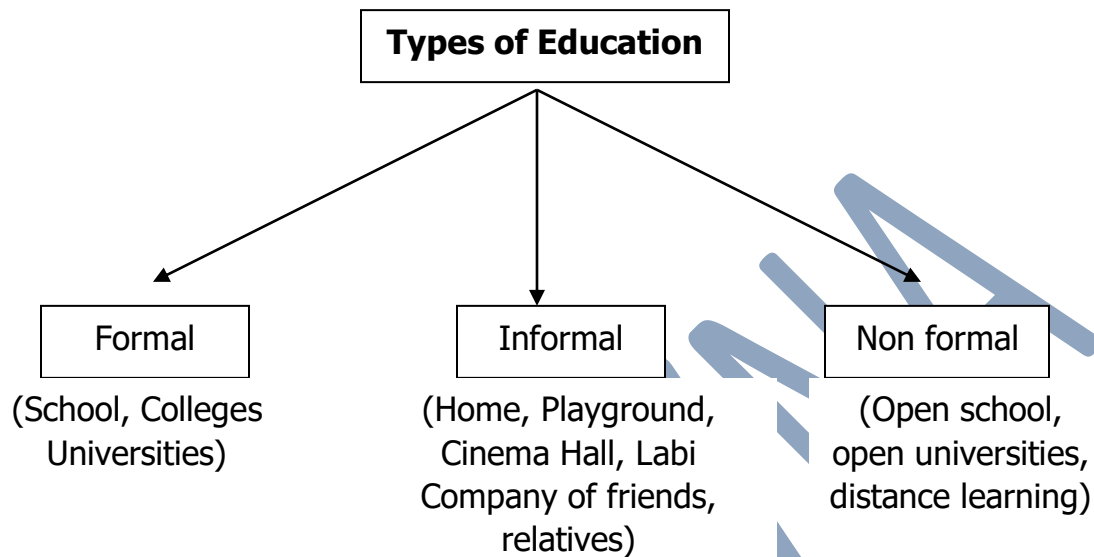
Education – A tripolar process



The circle constitutes total education







CONCEPT OF EDUCATION

Education is a life long process. It is never ending. It starts with the birth of an individual and then it goes on till the last day of the individual. Education makes an individual a real human being. It is an essential human virtue. Man becomes man through education.

Two perspectives of Education

In general, Education has two perspectives:

- (i) The students goes to the school for the purpose of receiving education.
- (ii) Education is a pedagogical science studied by the students of teacher education.

Let us understand the word 'Education' etymologically

First view: The word ‘education’ is derived from the Latin word ‘educare’ which means ‘to bring up’ or ‘to nourish’.

Second view: The word ‘education’ is derived from the Latin word ‘educere’ which means ‘to lead out’ or ‘to draw out’.

In the process of education, efforts is ‘to draw out’ rather than ‘to put in’.

Third view: Third view is that the word ‘education’ comes from the Latin word ‘Educatum’ which means ‘the act of teaching or training’.

Latin word	Meaning
Educare	‘to bring up’ ‘to nourish’
Educere	‘to lead out’ ‘to draw out’
Educatum	‘the act of teaching or training’

1.3 SYNONYMS OF EDUCATION

1. **Pedagogy:** Sometimes the word ‘Pedagogy’ is used for education which means ‘to lead the pupil’.

In other words pedagogy is a science of instruction for purpose of learning the pupils.

2. **Shiksha:** Similarly the word ‘Shiksha’ is used for education.

Root word of Shiksha is 'Shas' (Sanskrit word).

'Shas' – which means – 'to discipline', 'to control', 'to instruct', 'to teach'.

3. **Vidya:** Sometimes the term vidya is used for education. The term 'Vidya' is derived from the word 'vid' which means 'to know'.

Synonyms of education	
Word	Meaning
Pedagogy	'to lead the pupil'
Shiksha	'to control', 'to instruct', to teach'
Vidya	'to know'

1.4 DIFFERENTIAL APPROACH

In order to understand the meaning of education in a clearer and more definite form education should be distinguished from instruction, training, schooling, literacy, teaching and information.

- 1.4.1 Education and Instruction:** Education is more than instruction as it implies acquisition of knowledge and experience as well as the development of skills, habits and attitudes which help a person to lead a full and happy life. It is the complete dev of students personality. In instruction we impart the knowledge of particular subject to the student in systematic planned and logical way. We of course, include this knowledge in education, but we have to look to something else. A person may be well informed but he may not be an educated person.

1.4.2 Education and Training: Training is given in a formal way as it implies preparation under supervision and in a certain framework of rules and regulations.

1.4.3 Education and Schooling: No doubt schooling is wider term than instruction as it includes academic activities and programmes, other than classroom instruction of communicated information. Schooling is confined to the period for which a child remains on the rolls of an institution. But education is a life long process. It starts when the child is born, and continues upto the last moment of death.

1.4.4 Education and Literacy: Knowledge of reading and writing is literacy. Literacy is only a part of education. Literacy itself is not education. A literate wife may be less educated than an illiterate wife and an illiterate wife may be educated. Akbar did not know reading and writing but all of us know that he was the most educated person among the Mughals.

1.4.5 Education and Teaching: Education is not teaching. Education and teaching are not one and the same thing. In teaching, we impart knowledge of a particular subject to the students. We of course, include this knowledge in education, but education cannot be confined to teaching only.

1.4.6 Education and Information: Education is not a mere collection of information. Information may be helpful in the course of education, but it can never take the place of education. Education cannot be equated with instruction, training, schooling, literacy, teaching and information. It is planned as well as unplanned, organized as well as unorganized, formal as well as informal. Instruction, training, schooling, literacy, teaching and information are confined to planned, organized and formal enterprises.

Check your Progress-1

Q.1. Explain the literal meaning of education?

Q.2. Write short notes on –

- (a) Education and instruction
- (b) Education and information

1.5 INDIAN CONCEPT OF EDUCATION

Indian education in its wider perspective is more inclined towards spiritual development, gaining knowledge and disciplining the mind. We have to adjudge these views in their developing phase in order to establish a consensus among various opinions.

Rigveda: According to Rigveda, education is that “which makes a man self reliant and selfless.”

Upanishads: According to Upanishads, “Education is that whose end product is salvation.”

Yajnavalka’s view: “Education is that which makes a man of good character and useful for the world.”

Panini’s view: The famous Indian Grammarian Panini says, “Human education means the training which one gets from nature.”

Vivekananda’s view: Vivekananda remarks – “Education is the manifestation of divine perfection already existing in man.” He further says – “we want that education by

which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet.”

Shankracharya's view: Indian philosopher Shankracharya says, “Education is realization of the self.”

Gandhi's view: According to Mahatma Gandhi “By education I mean an all round drawing out of the best in child and man-body, mind and spirit.”

University Education Commission Report

In the words of University Education Commission Report, “Education according to the Indian traditions, is not merely a means of earning a living; nor it is only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, a training of human souls in the pursuit of truth and the practice of virtue. It is a second birth, divitiyam janma.”

Aurobindo's view: In the words of Aurobindo Ghosh, education is “helping the growing soul to draw out that is in itself.”

Vedantic view: According to vedantic point of view, the essence of man is spirituality. “We need an education that quickens, that vivifies that kindles the urge of spirituality inherent in every mind.”

1.6 WESTERN CONCEPT OF EDUCATION

Modern progressive education owes much to the west. The view of some of the thinkers are briefed below:

Socrates view: Socrates was the father of philosophy. For him, education is self-reverence, self knowledge, self control. His views on education are based on the fundamental principle, that is, “knowledge is virtue”.

Plato’s view: Plato, the father of modern knowledge realized the need for perfect knowledge for a man to be perfectly good. He says, “Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of.”

Comenius’s view: “All who are born as human beings need education because they are destined to be real men, not wild beasts, dull animals, and clumps of wood.”

Pestalozzi’s view: Pestalozzi speaks of education as “Natural, harmonious and progressive development of man’s innate powers.”

T.P. Nunn’s view: T.P. Nunn, another famous English educationist says – “Education is the complete development of individuality so that he makes an original contribution to human life according to the best of his capacity.”

Dewey’s view: John Dewey a famous American educationist remarks “Education is the process of living through a continuous reconstruction of experiences. It is the development of all those capacities in the individual which will enable him to control his environment and fulfill his possibilities.”

Herbart’s view: Herbart opinion – “Education is the development of good moral character.”

Horne's view: According to H.M. Horne, "Education should be thought of as the process of man's reciprocal adjustment to nature, to his fellows and to the ultimate nature of the cosmos."

Raymont's view: According to Raymont, "Education is a process of development from infancy to maturity, the process by which he adopts himself gradually in various ways of his physical, social and spiritual environment."

Redden's view: Redden's definition has been regarded as the best definition of education. According to him "Education is the deliberate and systematic influence, exerted by the mature person, upon the immature, through instruction, discipline and harmonious development of physical intellectual aesthetic, social and spiritual powers of the human being according to individual and social needs and directed towards the union of educand with his creator as the final end."

Analysis of definition:

According to above definitions, education is the complete development of an individual including physical, moral, spiritual, social, intellectual development. It prepares the individual for social living. It is a process of development from infancy to maturity.

1.7 NARROWER CONCEPT OF EDUCATION

In the narrow sense education is confined to schooling and university instruction. Education starts when the child enters in educational institution and ends when he completes his studies or learns the educational institution.

1.8 BROADER CONCEPT OF EDUCATION

In the broader sense, education begins at birth and continues throughout life. In other words, it is the process of development from infancy to maturity, from womb to grave. Education includes experiences gained through a number of agencies like home, school, church, club, cinema, press, friends, playground, workshop, travel, physical environment, social environment etc.

Thus, in the wider sense education is life and life is education. It is really life that educates.

1.9 CONCLUSION REGARDING CONCEPT OF EDUCATION

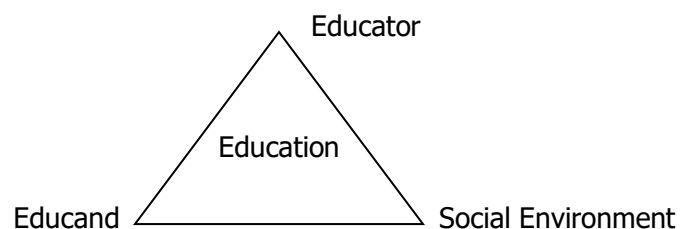
Harmonious development we mean all round development including physical, intellectual, aesthetic, moral, social and spiritual development should take place in a balanced way.

So, education is a designed process to promote the harmonious development of person capable of exercising such responsibilities in the society as his powers allow and directed towards the merger of the individual self with his universal self as the final end.

1.10 SALIENT FEATURES OF EDUCATION

Some of the salient features of education can be briefly described as follows:-

1. **Education a tri-polar process:** Education is a tri-polar process. It involves interaction between the pupil (educand) the teacher (educator) and the social environment (social forces).

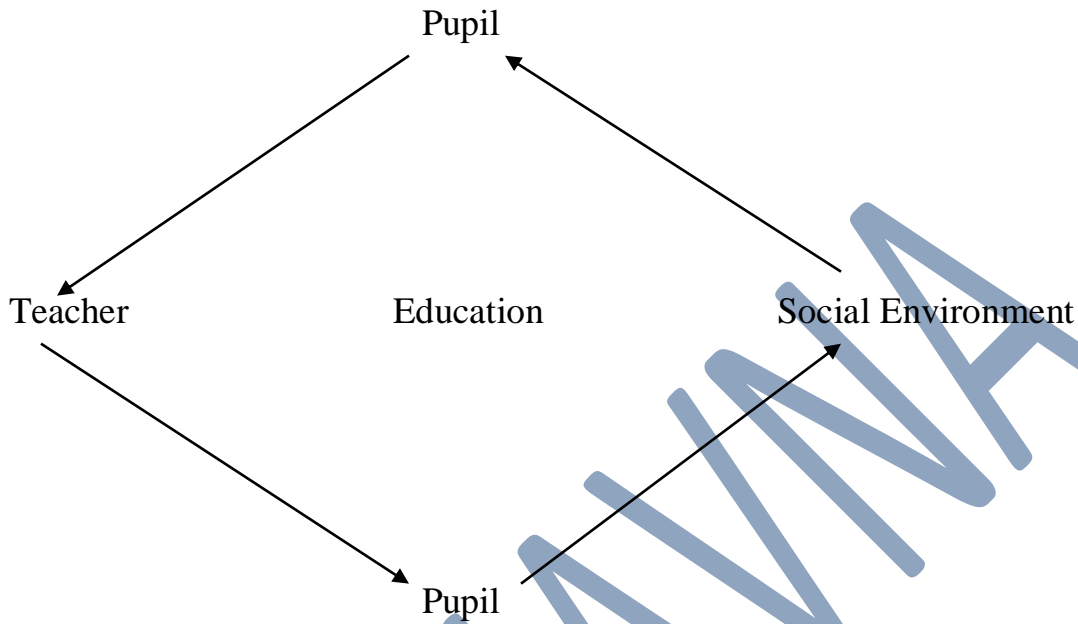


2. **Education – a purposeful process:** Education is a purposeful process. Both the pupil and the teacher make efforts for achieving purpose or destination.
3. **Education – a continuous and life long process:** Education is a continuous and life long process. It starts when the child is born and continuous upto the last moment of death.
4. **Education – a process of individual development:** Education is a process of individual development. By individual development we mean physical, intellectual aesthetic, moral, social and spiritual development of individual.
5. **Education – a process of individual adjustment:** Education is a process of individual adjustment. Education helps the individual in making adjustment with his own self with parents, relatives, friends, teachers or members of the society at large.
6. **Education – a dynamic process:** Education is a dynamic and progressive process. It reconstructs a new and better social pattern according to the changing needs of time, place and society.
7. **Education – theoretical as well as practical in nature:** Education is theoretical as well as practical in nature. Theoretical and practical knowledge of education broadens the intellectual horizon of the child, deepens his insight, enhances his efficiency and helps him in solving educational problems.
8. **Education – a science as well as an art:** Education is both a science as well as an art. It is a science because of the following reasons:
 - (i) It undertakes systematic and methodical study of certain facets.
 - (ii) It employs the scientific method of observation and experimentation.

- (iii) It discovers, establishes and formulates a number of generalization about its curriculum methodology, learning memory, interest etc.

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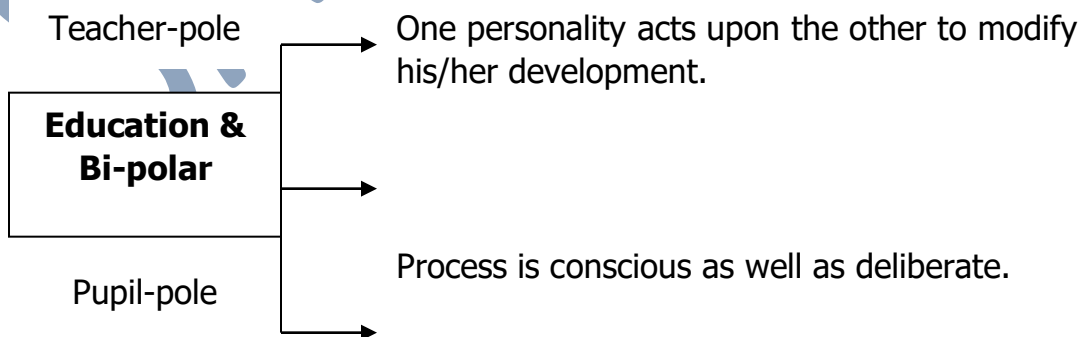
The circle constitutes total education



Tripolar process / three dimensional process

- 9. **Education:** Modification of behaviour
- 10. Education is getting new knowledge and a new reaction.

Diagram: 'Education as a Bipolar process'



“Knowledge flowing from the teacher to the pupil connects the two. The instrument is mutual discussion.”

Bipolar process: Narrower concept of education.

Tripolar process: Broader concept of education.

Check your Progress-2

- Q.1. Define education? (According to Indian Philosophers)
- Q.2. Write short notes on narrower and broader concept of education.
- Q.3. What are the salient features of education (explain any five).

1.11 TYPES OF EDUCATION

There is much more to education than what takes place within the four walls of the school. Education is far wider and more inclusive than schooling. A child gets education from his experiences outside the school as well as from those within on the basis of these factors. There are mainly three types of education – formal, informal and non-formal.

- Education can be classified in different types on the basis of different grounds.

1.11.1 On the basis of subject-matter

On the basis of subject-matter there are two types of education:-

- 1) General education
- 2) Specific education

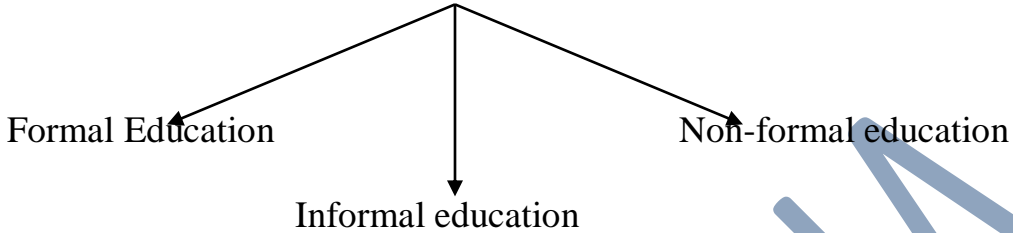
General Education: General education is the minimal education required by an individual to satisfy his various needs. This education does not prepare the child for some specific job. It aims at developing the general qualities of child.

Specific education: Specific education aims at developing general qualities of child. It prepare the individual for some specific job.

SADBHARNA

1.11.2 On the basis of organization & method of imparting

Education as is organized and imparted can be classified as under:-



Formal education: This type of education is provided in a formal way by observing all types of formalities. It is a preplanned type of education, imparted in school, colleges, universities etc.

Informal education: Education for which non formalities are observed is known as informal type of education. Imparted in Home, Playground, Lab, etc.

Non-formal: It is in between the formal and informal type of education – correspondence courses, open schools etc.

1.12 COMPARISON FORMAL, INFORMAL AND NON-FORMAL EDUCATION

	Formal education	Informal Education	Non-formal education
1. Meaning	Any teaching where there is instruction, supervision, definite aims etc. is called formal education e.g.	Education for which no formalities are observed is known as	Handerson’s view: “Non-formal education is far wider and more inclusive

	<p>schools, colleges, universities etc.</p> <ul style="list-style-type: none"> - It is limited to a specified period. - It is consciously received education for which deliberate efforts are made. 	<p>informal type of education. It is a casual type of education which is received through daily experiences and activities.</p> <ul style="list-style-type: none"> - Here education is received by the company of friends, relatives, community etc. 	<p>than schooling, which imparts wider experiences out of school.”</p> <p>McCall’s view: “Non formal education is the entire range of learning experiences outside of the regular graded school system.”</p> <p>Harbuism’s view: “Non-formal education is the only means of filling the gap between the ‘schooled’ and ‘unschooled’ population”. It is midway between both formal &</p>
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			informal. e.g. open school, open clinic etc.
2. Goal	In this type of education, specific aims are well fixed in advance.	In this type of education, there are no pre- determined aims.	It has clear cut aims in sight.
3. Age limit	It is started at a particular age, is continued and thus over the years it is completed. Start is not possible at all stages of age.	There is no age limit for the start or completion of this type of education. It is never going and never ending process.	No age limit. A person of any age group can enter in this setup and continue his studies.
4. Result	Its result is always good education because everything is pre- planned and the process of education goes on under supervision.	It may result into negative learning because the learner may acquire certain bad habits, wrong attitudes etc.	Its result is sometimes good and sometimes not good, because it is partly formal and partly informal.
5. Work	Work-schedule is fixed	No work schedule	Work-schedule is

schedule		is fixed for it.	fixed.
6. Rules and regulations	Rules and regulations are there. Obedience of those is mandatory for all the learners of that school.	There are no rules and regulations. So there is no question of obedience of those rules and regulations.	Sometimes rules and regulations are observed. It is based upon part time and own time table.
7. Restrictions	Restricted type of freedom is given to the learners and the teacher.	All freedom is given to the teachers and the learners.	No restrictions are observed. It is self imposed or inner discipline.
8. Organising body	It is always organized type of education, some organized body is behind the establishment of the school.	It is unorganized of education. There is no organized body behind or in the background.	Here, there is an organized body behind or in the background.
9. Time bond	Syllabus is completed through the formal type of education.	There is no syllabus and so there is no question of completing the	There is a syllabus here and time period is defined to complete the syllabus.

		syllabus.	
10. Time table	There is always a formal type of time table in vogue during the process of teaching-learning.	No time table is fixed. Things happen out of chance or by mere luck as they say.	In this type of education, time-table is fixed, but there not rigid, flexible time-table is there.
11. Syllabus	There is prescribed syllabus always.	There is no prescribed syllabus here.	There is prescribed syllabus always.
12. Place	The school is at a fixed place.	Here place is not fixed to impart the education.	Here place is fixed for sometime.
13. Qualification of teacher	Only a qualified person can act as a teacher and his duty is to impart education.	Anybody may act as a teacher in a situation. Even a student may sometimes, play the role of a teacher in some situation.	Here qualified person is required to impart education. In other hand, electronic medias are used also, to impart education.
14. Process	It is artificial way of	It is natural type	It is both natural

of teaching	teaching-learning.	of teaching learning.	as well as artificial for sometimes.
15. Role	Conscious efforts are made both by the teacher and the learner in the process of teaching-learning.	No conscious efforts are made by the teacher and the learner.	Here learner is more active than teacher. Conscious efforts are made by the both but learner is more active.
16. Means	Proper means are used to achieve the goals.	No proper means are used.	Proper means are used but to some extent.
17. Mental strain	It leads to mental strain.	Informal education being natural does not strain the learner.	It involves only limited mental strain.
18. Set-up	It is a formal type of set-up. Here all type of formalities are observed.	Here no formalities are observed.	It is partly formal and partly informal.
19. Entry	It has fixed point of	There is no	It has flexible

	entry and exit.	question of entry and exit in informal education.	points of entry and exit, re-entry and re-exit throughout the life.
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Check your Progress-3

- Q.1. How many types of educations on the basis of subject matter?
- Q.2. How many types of education on the basis of organization and method of imparting.
- Q.3. Write any five difference between formal and informal type of education.

1.13 ADVANTAGES OF FORMAL, INFORMAL AND NON-FORMAL EDUCATION

Advantages of Formal Education	Advantages of Informal Education	Advantages of Non-Formal Education
1. A student is able to sit in the company of other students of the same age group. That increases peer relationships, fellow feelings for one another.	1. There are no strains of any type on the mind of the learner.	1. One can earn while learning. One become self-dependent and self confident.

<p>2. Many students get the opportunity of being together in different classes for a good deal of time. They have better understanding with each other.</p>	<p>2. It is a natural way of teaching learning.</p>	<p>2. Habit of hard work is developed.</p>
<p>3. It makes the students learn things in a disciplined way.</p>	<p>3. The learner is self-motivated in the process of learning.</p>	<p>3. There is proper use of leisure time. Usually the student of non-formal education wants to use the free time in studies.</p>
<p>4. Here education is a continuous process and naturally it develops in the learners the habit of reading continuously.</p>	<p>4. Most of the learnt things are situational as they are learnt in one situation or the other. So they are remembered for a long time.</p>	<p>4. It helps the learners to achieve their goals of life. Even the fast changing goals are possible to be achieved.</p>
<p>5. Here education is imparted in accordance with the growth and development of different faculties of the learners. Thus it helps in having well cared for growth</p>	<p>5. In this type of education, there is no dependence on rote learning.</p>	<p>5. Through non-formal education, one can cover up one's deficiency in any aspect and thus is able to improve one's standard of living.</p>

and development of the learners.		
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1.14 DISADVANTAGES OF FORMAL, INFORMAL AND NON-FORMAL EDUCATION

Disadvantages of formal education	Disadvantages of in-formal education	Disadvantages of non-formal education
<p>1. Good and bad students, gifted and backward are generally made to sit together in the same class and taught by the same teachers. This shows down the ongoing rapid, progress of the gifted pupils.</p>	<p>1. It does not give much confidence to the learner. In spite of good-knowledge, the learner may feel inferiority complex in a group of highly educated persons.</p>	<p>1. A student may receive the desired type of degree / certificate diploma but many a time he does not enjoy full confidence as the regularly studied learner enjoys.</p>
<p>2. Every students has to wait for the expiry of the academic session and then only he/she gets promotion of the next class.</p>	<p>2. Here education is received in the absence of so called 'guru' the teacher. One may not learn the right things.</p>	<p>2. A student is not able to study regularly. He/she studies day and night near the examination and thus change factor and luck play a good deal of role in</p>

		his career.
3. A few students may be keen to cover-up more syllabus obstructed less time. That is constructed here in Indian system of formal education.	3. Whatever is expected to be learnt in the company of equal age group that is missed here. Class fellow feelings, discipline, good habits, attitude etc. may not be acquired properly and rightly.	
4. There are strains on the minds of the learners.	4. Lack of discipline.	
5. It is more or less unnatural way of teaching-learning. there is artificial situations created when teaching-learning is conducted.		
6. There is need of motivating the students. Sometimes a student may fail to learn anything in spite of motivation by the teachers.		

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1.15 CONCLUSION

Out of the formal, informal and non-formal types of education, which is of greater significance for us or for the society? We can't say that we need more the formal type or our greater need is the informal type of education, whatever may be the individual and whatever may be his/her environment, there is need of formal, informal and non-formal type of education. All these three types put together are able to bring about proper growth and development of the individual. So there is need of all the three.

1.16 CHAPTER END EXERCISE

- Q.1. Describe the Indian concept of education.
- Q.2. Describe the western concept of education.
- Q.3. What is the concept of education? Explain the salient features of education.
- Q.4. Compare the contrast-formal informal and non-formal type of education.
- Q.5. Explain the difference between formal and informal type of education.

ROLE OF EDUCATION IN INDIVIDUAL DEVELOPMENT

- 1. Socialization:** The school is an idealized epitome of social life. The school socializes the child immensely. Children from different families come to the school where they come in contact with one another. They are together in the class, morning assembly, in the library, in the canteen etc. Interaction among take place. They learn many things from one another.
- 2. Teaching:** The school teaches the children, and the learners are able to learn a good deal from there. Different subjects are taught in the school, different teachers have their impact on the personalities of the children. sometimes, the lesson taught in the school have their everlasting effects.
- 3. Modification of behaviour:** The child goes to the school for the modification of his behaviour. There are different situations in the school where the child comes in contact with others. There is interaction with the junior students, senior students, class-mates and also with the teachers. It helps in modifying his behaviour.
- 4. Training for Leadership:** The school should discharge the function of imparting training for leadership. A country can make progress only if it has able lectures in the social, economic, cultural, artistic, industrial, moral, religious and political fields. Educational institutions should provide such leaders. This can be done by providing various types of co-curricular activities in the educational institutions.
- 5. Helps in Physical Development:** The school helps the children in their physical growth and development. Coming from the walled up houses, the children find open environment in the school. They are able to enjoy the company of classmates during recess and also during their free hours. Their participation in different games also help in their physical development.

6. **Acquaintance with Culture:** The school acquaints the children with their culture. The children from the backward families and the children with poor social background do not understand their culture at all. The process of schooling helps them in this direction. The organization of different functions, celebration of festivals teach them a good deal about their culture.
7. **Preservation of Traditions and Conventions:** The school preserves the traditions and conventions of the society. There are many healthy traditions which would otherwise be forgotten. By organizing different functions and by celebrating different festivals, there is preservation of traditions and conventions of the society. It also promotes and propagates many values in the students.
8. **Inculcation of fellow feelings:** The school provides fellow feeling to all types of students. In the school, they are able to have the company of their classmates. The fellow feelings help them to forget the comforts of the home.
9. **Cultivation of higher values:** Another functions of school is to cultivate higher values of life in the pupils. 'Truth, Beauty & Goodness' are the higher values of life and these can be cultivated in school. Morality should be developed so that students may be in a position to filter right from wrong and virtue from vice. In the absence of these values, there would be little to prevent the world from being destroyed in catastrophic wars.
10. **Imparting vocational and industrial training:** The school has to impart vocational and industrial training in accordance with needs abilities and aptitudes of the individual. Needs and trends of the society should also be kept in mind. According to John Deewey – “we send children to school to learn in a systematic way of occupations which constitute living.”

11. **Improving national unity:** At the present time, disintegrating forces such as regionalism, casteism, linguism, communalism etc. are working towards a complete disintegration of the country. If the nation is to be saved from complete fragmentation it is essential to develop a sense of national unity in all men and women. It is the function of the school to improve national unity.
12. **Developing International Understanding:** International understanding implies respect for human rights and dignity, a sense of the solidarity of mankind, international co-operation and to live together in peace with one another. It is necessary for development of the nation as well as world.
13. **Post School Adjustability:** The school should produce citizens who are physically fit, intellectually enlightened, emotionally balanced, socially well adjusted and vocationally efficient. Post school adjustment is very essential for the welfare of the individual as well as of the society.
14. **Co-ordinating various agencies of education:** If a school is to be successful in discharging its functions in the present age, it must have intimate relationship with the family on the one hand and state or govt. on the other. Both must give their whole hearted support and co-operation.

According to Thomson: (Function of education)

1. Mental training
2. Character training
3. Training in community life
4. Training in national pride and patriotism
5. Training in health

ROLE OF EDUCATION IN NATIONAL LIFE

- 1. Establishment of good schools:** The society should establish good schools. Efficient and trained teacher should be appointed in these schools. The schools should help in physical, intellectual, emotional, social, cultural, aesthetic, moral, spiritual and vocational development of the pupils.
- 2. Establishment of good library:** The society should establish good libraries. Good libraries help in broadening the mental horizon of the pupils as well as in the development of various other aspects of personality.
- 3. Provision for adult education:** Provide adult education. If we want to make democracy a success, we shall have to provide social education. Evening schools can be started for providing adult education.
- 4. Providing literary and cultural education:** Another function of society is to establish literary and cultural institutions, various literary and cultural activities should be organized by these institutions. In our country, there is huge number of literary and cultural institutions which frequently organize lectures, discussions, debate, music competitions etc.
- 5. Providing Vocational Education:** Society is to provide vocationally efficient citizen. Hence vocational education should be provided by the society. Technical and scientific training should be given while keeping in view the considerations and the trends of the society.
- 6. Inculcation of moral, spiritual and noble values:** No society can make progress until it inculcates moral and spiritual and noble values in the masses. Virtues like

co-operation, fellow feeling, honesty, true-patriotism and love for humanity should be developed

7. **Co-ordinating various agencies:** Society interlinks school and home. It helps in making them realize that they can serve many useful purposes. School exist but society makes them better and better. Home exist but society tries to improve it. It provides them with guidance and thereby helps them do wonderful job for the betterment of the individuals.
8. **Maintains standard of the school:** The society helps the school in maintaining good standards. It fixes up standards with the help of higher controlling authorities and then it verifies with the help of school board or university whether the students have attained the desired goals or not.
9. **Sets the aims and objectives of Education:** The society formulates the aims and objectives of education needed at different levels of education. Then it checks their appropriateness. It also corrects them, refixes them and redefines them if need arises there to.
10. **Plans national system of Education:** The society prepares national scheme of education keeping in view the needs and requirements of the people. It also tries to find out whether the system is according to the aspiration of the people.
11. **Promotion of Universal Education:** It means provision of equal opportunities to all. The society plays a great role in contribution towards universal education. The values of a society promote all types of students irrespective of their caste, creed or sex or religion.

12. **Control on Education:** The society directly controls the system of education by defining the objectives, planning the curriculum and developing the value system which is to be incorporated in the students through education.
13. **Construction of suitable curriculum:** The society takes the opinions of experts and makes provision of a suitable curriculum where the learner should be able to grow and develop full so as to achieve the targets fixed-up by the society.
14. **Financing Education:** No institute can run without the financial backbone. The society contributes towards the financial stability of an institute by lending a helping hand in the form of donations or charity. These donations make an institution self-sufficient and help in its further progress.
15. **Supervision:** The society supervises the school and its various components with the purpose of bringing improvement in the school, teachers, students etc. Through regular supervision, it ensures proper and smooth functioning of the school. Thus it is also able to root out the ills and drawbacks of the schools.
16. **Selection of school personals:** As the management of private body has the representatives of the society also therefore during the selection of the staff, whether teaching or non-teaching, the help of the experienced and knowledgeable society members is taken. The process strengthens the bond between the society and the institutions and leads to further growth of the society.
17. **Appoints commission and committees:** The society sets up commissions and committees as per needs of the situations. The main purpose behind being overall improvement of the school.
18. **Provision of informal Education media:** The society plays the role of informal media by providing a platform to the social beings through involvement in the

activities like cultural groups, religious groups, organizing educational workshops, empowering girl education through awareness programmes etc.

19. **Co-operation between citizens and school leaders:** The role of society is to strengthen the bond between the citizens and institutes. For the same the school leaders can take the help of influential members of the society to contribute physically, mentally and monetary bases.
20. **Helps in all round development of the individual:** The society creates proper environment in the school so as to bring about different types of development of the learner – physical, moral, social, cultural etc. Thus it makes the individual a fit person for the society.
22. **Encourages Research:** The society encourages research in various fields by supporting them financially so as to improve the teaching-learning environment of the school.

UNIT-II: EDUCATIONAL PHILOSOPHY

CONCEPT OF PHILOSOPHY

Etymological meaning of Philosophy: The term ‘philosophy’ has been derived from the Greek words – ‘Philos’ and ‘Sophia’.

‘Philos’ means ‘love’

‘Sophia’ means ‘wisdom’

Thus etymologically speaking, philosophy is

‘love of wisdom’

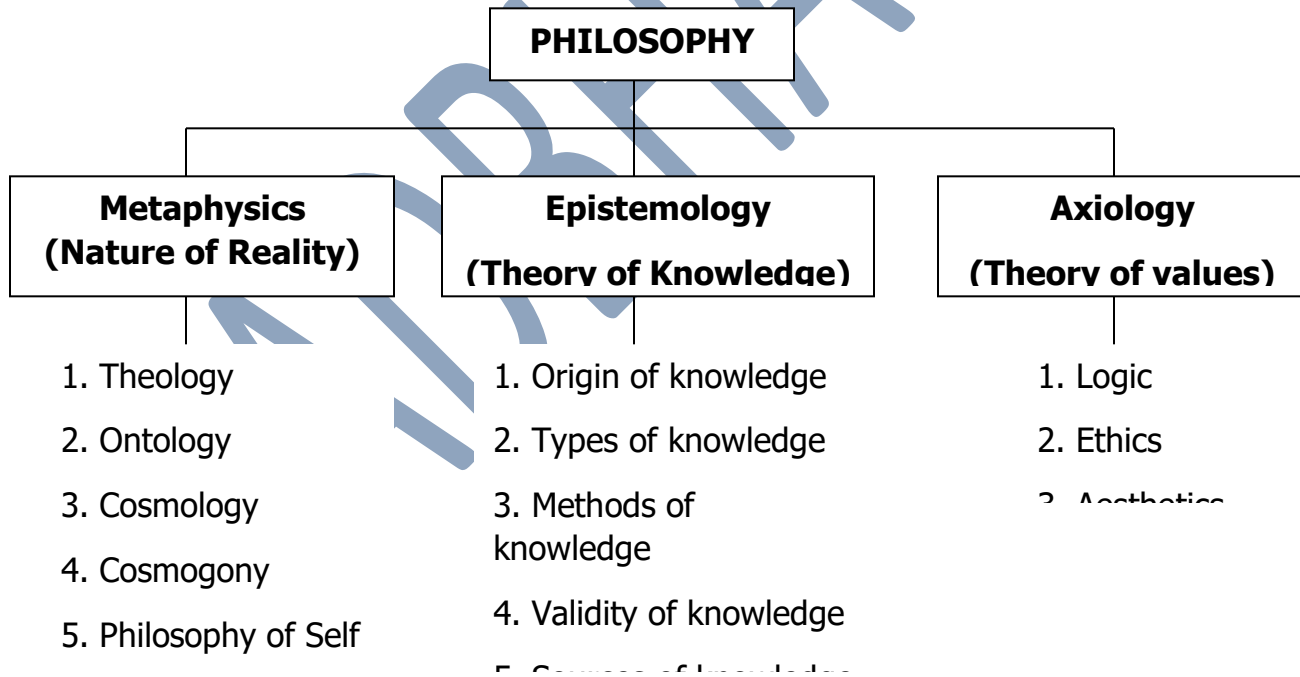
Fichte’s view: “Philosophy is the science of knowledge.”

Kant’s view: “Philosophy is the science and criticism of cognition.”

S. Radhakrishnan’s view: “Philosophy is a logical enquiry into the nature of reality.”

Coleridge’s view: “Philosophy is the Science of Sciences.”

Analysis of Definitions: In the light of above definitions we can say that philosophy understands man in relation to the universe. It stands for an inquiry after truth and search for knowledge. It is a method of critical and reflective thinking. It is a way of life and a living force. It provides means to lead best kind of life.



1.3 NATURE / SCOPE OF EDUCATIONAL PHILOSOPHY

Nature: Educational philosophy is speculative, Normative and critical in nature.

Speculative: In the speculative sense educational philosophy gives an overview of the whole world. A comprehensive understanding of reality; a world view which when applied to educational practice yields direction and methodology. It decides about educational aims, curriculum, teaching technology, evaluation procedure, teacher pupil relationships and so on.

Normative: Educational philosophy is normative in the sense that it sets up norms, principles, goals and standards which guide the formulation of aims, methods, curricular or working schedules of educational institutions.

Critical: Educational psychology is critical in the sense that it casts a penetrating look on every aspect of education – its subject matter, content, methodology and even the system. It clarifies concepts, hypotheses, establishes consistency, presents unity of outlook and inspires logical reasoning.

L.K. Joad is of the view that the scope of educational philosophy can be summed up as under –

1. **‘What’ and ‘Why’ of education:** Education philosophy seeks to determine the ‘what’ and ‘why’ of education. In this content, educational philosophy tries to define as an activity worthy to be pursued. To understand education, two types of theories are put forth: (a) General theories – determine what education as a matter of fact ought to do. (b) Specific theories tend to give direction to the education process for the attainment of goals of education.
2. **Educand:** Educational philosophy answers such questions as – ‘Who deserves to be educated?’ ‘Should education be universalized?’ Educational philosophy critically examine these issues and give their opinion. Such questions are answered on the basis of our concept of educand (pupil).

3. **Educator:** Educational philosophy determines the type of teachers required, characteristics of a good teacher, responsibility of the teacher regarding educating the youth and ways of carrying out the responsibilities and moulding his personality and character.
4. **Content:** Educational philosophy throws light on what kind of content is worthy to be taught or learnt and what other abilities, capabilities, skills or values should be developed or acquired.
5. **Teaching-learning process:** Educational philosophy describes the exact nature of teaching-learning process, so that the desired knowledge, value orientation, abilities, skills and habits may be acquired. It studies the techniques and methods of presenting the learning material so that it be grasped fully and with ease.
6. **Effectiveness of teaching process:** Educational philosophy answers such questions which are concerned with the effectiveness of teaching process. It also studies ways to assessing whether the desired value, orientations, abilities, skills, knowledge etc. have been properly acquired.
7. **Discipline:** To study the concept of true discipline and the ways of developing, the spirit of discipline among students is an other area of educational philosophy.
8. **Institutional planning:** Educational philosophy studies the meaning, scope and need of institutional planning. It also studies that to what extent it promotes the objective of education.
9. **Rewards and Punishments:** Educational philosophy explains the actual meaning of reward and punishment, what and to what extent does their provision facilitate educational practice?

- 10. Freedom in Education:** Educational philosophy answers the following questions – what is meant by freedom in education? In what form is it necessary in educational practice?

Check your Progress-1

Q.1. Explain the etymological meaning of philosophy?

Q.2. Explain the nature of educational philosophy?

1.4 Impact of Philosophy on different aspects of education

Or

Utility of educational philosophy to teacher

Or

Education as the dynamic side of philosophy

Every aspect of education has a philosophical base. It is philosophy which provides aims to education and these aims determine the curriculum, the method of teaching and decide the role of the teacher, pattern of discipline and so on. We shall observe how these aspects of education change with change in philosophy and all educational questions are ultimately the questions of philosophy?

1.4.1 Philosophy & Aims of Education

Education being a planned activity, has a number of aims. These aims are formulated by the philosophy of life. Infact philosophy formulates what should be the end of life and education, while education offers suggestions how this end is to be achieved.

Different philosophers of education prescribe different aims of education. Idealism, Naturalism and Pragmatism are three distinctive philosophies and each one of them recommends distinctive aims of education.

Idealism believes in self enhancement, whereas Naturalism prefers self preservation.

Pragmatism recommends socialization of an individual.

Similarly aims of education have been different at different times and in different countries. Thus it is clear that aims of education are determined by philosophy. Aims of education have been changing with the changing philosophy of life.

1.4.2 Philosophy & Curriculum: It is the function of educational philosophy to guide the construction of curriculum and the reading – learning material. Specific curriculum problems demand a philosophy for their satisfactory solution. Curriculum is not fixed for all the times. A changes in accordance with the aims of education which are determined by philosophy. So curriculum differ with different schools of philosophy. According to Naturalists, the present experiences, activities and interests of the child are guiding factors in determining the curriculum. To idealists, want the curriculum to reflect human civilization and culture. They attach great importance to spiritual perfection for which some subjects are abundantly conducive. The pragmatists decide the curriculum on the basis of the principle of utility and that of the children's natural interests.

1.4.3 Philosophy and text books: Even in choice of text books, we are guided by philosophical considerations curriculum can be enforced only through proper selection of text books. A philosophy is needed to determine the quality and contents of text books. A good text book must reflect the prevailing values of life

fixed by philosophy. Idealists believe that a text book should reflect the individuality of the author. They favour subjective presentation of subject matter. The pragmatists are satisfied only with the objective statement of generalization in a logical order. Naturalists advocate pictures, diagrams and illustrations for arousing the interest of students.

1.4.4 Philosophy & Method of teaching: It is the function of philosophy of education to decide about instructional techniques. Philosophy influences and determines the method of teaching as well. Method has an important place in education. It is through method that the teacher establishes and maintains the contact between the child and subject-matters. Naturalistic philosophy has emphasized child-centered methods of education. They lay emphasis on motivation, illustration aids, play way methods, learning by doing, excursions and freedom in education. Pragmatists recommend project and problem solving method of teaching. Idealists primarily emphasize lecture method and discussion method. Some methods advocate the intervention of teachers, other advocate their non-intervention in the process of education.

1.4.5 Philosophy & Discipline: It is the functional of education philosophy to decide about the type of discipline required to be imposed in the educational institutions. Like curriculum, text books and methods, discipline too, is determined by the philosophy of the life accepted at a particular time. In other words the philosophy of an age is reflected in the discipline of its educational institutions. Like emancipationists, Naturalists want to give unrestricted freedom to the concept of discipline by natural consequences. Like Impressionists, Idealists rely much on the personality of the teacher for the maintenance of discipline. Idealists favour inner discipline-discipline of mind or intellect. Pragmatists advocate freedom from external pressure. They emphasize free and social discipline.

1.4.6 Philosophy & Teacher: Teacher has a very important role to play in education.

According to Naturalists, the teacher should not interfere with the education of the child. He throws the teacher to the background. The idealists holds that the teacher is indispensable for the education of the child. He gives the highest place to the teacher. The pragmatist adopts via media so far as the place of teacher is concerned. He is simply to guide the child in various learning activities. A teacher who is well aware of the philosophy of life and education is very successfully in his job.

1.4.7 Philosophy & Students: Philosophy studies the concept of students, e.g. who

deserves to be educated. It also studies the place of students and clarifies the relationships between teachers and educands (students). According to Naturalists. The student is in the forefront while all other things such as the teacher, the books, the school etc. in the background. Pragmatist advocates that a student has to become socially efficient (Economic and cultural efficiency). According to Idealism, the student should realize his self. He must develop his inventive, creative and moral powers.

1.4.8 Philosophy and School Administration: Educational philosophy studies the

nature, scope and need of institutional planning. It analyses the social norms and ideals and prescribes the guidelines for the establishment and running of school. It enables the head of the school and the teacher to know the type of role they have to perform in the school administration. Idealists conceive of a type of school which leads the child from darkness to light and helps him in moral intellectual, spiritual dev. etc. Pragmatists consider ideal school as society in miniature. Naturalism advocates that no punishment should be given to the child in school.

1.4.9 Philosophy and School Building: Philosophy determines the type and place of school building. Naturalists advocate that school building should be situated in a natural environment. Pragmatists attach importance to laboratory and workshop in the school.

1.4.10 Philosophy and Supervision: Philosophy answers various questions concerning supervision like what are the qualities of an ideal supervisor? What are the different aspects of supervision? Naturalists asserts that the supervisor should ensure that the child is developing properly in a natural and free environment. Idealists believe in strict supervision. Pragmatists advocate that the supervisor should see that the child is learning in real life situation.

1.4.11 Philosophy & Evaluation: Philosophy is related to evaluation only a clear philosophical approach will enable us to adopt reliable and objective means of evaluation. It is said – “Evaluation without philosophy is a rudderless boat.” Naturalists advocate that attention should be paid to physical and intellectual activity of the educand in evaluation. Pragmatists believe that social efficiency including social adjustment should be evaluated. Idealists assert that emphasis should be placed on moral aspect. Realists state that social and scientific aspects should be evaluated.

Conclusion: Thus we find that philosophy effects different aspects of education. In the absence of philosophical foundations, education becomes irrelevant, meaningless and lifeless. In short, philosophy leads and education follows the path shown by philosophy.

Butter says – “Philosophy is a guide to educational practice, education as field of investigation yields certain data as a basis for philosophical judgement.”

We would close our discussion with the words that the art of education would never attain complete clearness in itself without philosophy.

Check your Progress-2

Q.1. Write short notes on –

- (a) Philosophy and aims of education.
- (b) Philosophy and method of teaching.
- (c) Philosophy and curriculum.

1.5 RELATIONSHIP BETWEEN PHILOSOPHY & EDUCATION

There is a wide and close relation between philosophy and education. both philosophy and education related to each other in three different ways:-

- I. Both philosophy and education are interrelated.
- II. Philosophy is dependent on education.
- III. Education is dependent on philosophy.

1.5.1 Both Philosophy and Education are interrelated: Philosophy is a theory and education is practice. Theory leads to practice and practice improves theory. Philosophy contemplates and education applies. Philosophy is the theory of education and education is applied philosophy. Philosophy is bound to result in educative effort and an educative effort is bound to be rooted in philosophy. “Education is a plant on which flower of philosophy blossoms.” Without philosophy, education would be a blind effort.

It is said – “Education without philosophy is blind and philosophy without education is invalid.”

Both philosophy and education are interrelated and sharply influence each other. The following are a few quotations which establish interrelationship between philosophy and education.

“Philosophy and education are like the two sides of the same coin; present different views of the same thing; one is implied by the other; the former is contemplative while the latter is the active said.”

Ross

“Education is the dynamic side of philosophy.”

John Admn

1.5.2 Philosophy Depends on Education

Philosophy is dependent on education in the sense that philosophy follows education philosophy is dependent on education due to the following reasons:-

1. **Education as the base:** Education provides the base for the creation to philosophy. An educated person can think systematically, methodically and rationally. An uneducated person cannot think systematically and coherently.
2. **Education as transmitter and propagator:** Education transmits philosophy from one generation to another. It keeps philosophy alive. It propagates philosophy otherwise it will be lost. Had the general books, text books, teachers and other means not played their roles in the spread of philosophical view points, education is the best means for the propagation of philosophy.

3. **Education as form giver:** Education provides concrete form to philosophy by translating it into action.
4. **Education as acquirer:** Education acquaints philosophy with new problem.
5. **Education as tester:** Education tests philosophy in actual working conditions.
6. **Education as Producer:** Education gives birth to new philosophies.
7. **Education as the dynamic side:** Two things are essential for completing any task – (i) thought and (ii) application. Philosophy is the thought and education is the application or practical side. Philosophy determines the aim of life and by analysis lays down the principles to be followed for achieving the set aims. Education translates these principles and ideas into practice.
8. **Education as a means to achieve the goal:** Philosophy deals with the ends and education is the means to achieve those ends. Philosophy gives ideals, values and principles; education works out those ideals, values or principles. Education contributes to new thinking and a new philosophy may be born out of this thinking and analysis.

1.5.3 Education depends on Philosophy

The following are few quotations which support that education is dependent on philosophy –

“True education is practicable only by a true philosopher.”

Spencer

“All educational questions are ultimately the questions of philosophy.”

Education is dependent on philosophy due to following reasons:

1. **Education is unthinkable without philosophy:** Philosophy is theory and education is practice. Theory can exist in itself but practice without a philosophy is unthinkable. Without philosophy education would be a blind effort. All disturbing problems of education are solved by peaceful lights of philosophy. From philosophy, education gets logic, sequence and system, a form of discipline etc.
2. **Philosophy determines the real destination towards which education has to go:** Education is a laboratory in which philosophical distinctions become concrete and are tested. Philosophy is wisdom, education transmits that wisdom from one generation to the other. Philosophy represents a system of thought; education embraces that thought in the content of instruction.
3. **Three main branches of philosophy determine three important aspects of education:** Metaphysics, epistemology and axiology (branches of philosophy) determine three important aspects of education, namely aims, methods and curriculum respectively:-
 - (i) **Metaphysics and aims of education:** Aims of education are determined by metaphysical belief. If ultimate reality is believed to be spiritual, the aim of education will be spiritual development. If the ultimate reality is subject to change then aims will be flexible.
 - (ii) **Epistemology and methods:** Epistemology determines the methods of teaching depend on the epistemological belief. Epistemology tells us whether sense organs or mind is the source of knowledge. On this will

depend whether the method should be deductive or inductive, learning through self experience or through authority and testimony.

(iii) **Axiology & Curriculum:** Curriculum is determined by axiology. What is good and valuable is to be included in the curriculum. What is truth, goodness and beauty is decided by axiology and contents are dependent on this. Thus curriculum depends on axiology.

4. **Great philosophers have been great Educators also:** Great philosophers have been great educators too in the east as well as in the west. Philosophers like Gandhi Tagore, Radha Krishnan, Aurobindo Ghosh, Plato, Socrates, Locke, Comenius, Rousseau, Freebal and Dewey have been great educators. They reflected their philosophical views in their educational schemes. According to Spencer -

“True education is practical only to a true philosopher.”

5. **Philosophy determines the various aspects of Education:** It is the function of educational philosophy to decide about aims of education. Every aspect of education has a philosophical base. There is no aspect of education – aims, curriculum, methods, text-books, discipline, teacher etc., which is not influenced and determined by philosophy. It is philosophy which provides aims to education and these aims determine the curriculum, the methods of teaching, the text books, etc. Thus education is the dynamic, active and practical side of philosophy.

1.6 CONCLUSION

To conclude that educational philosophy seeks answers to all such questions through various educational theories.

Educational philosophy → Educational theories → educational practice.

Education without philosophy is blind and philosophy without education is invalid.”

In fact philosophy affects different aspects of education. In the absence of philosophical foundations, education becomes irrelevant, meaningless and lifeless. In short, philosophy leads and education follows the path shown by philosophy.

“All educational questions are ultimately the questions of philosophy.”

1.7 CHAPTER END EXERCISE

- Q.1. What is the concept of philosophy? Explain the nature of philosophy in detail.
- Q.2. “Education is the dynamic side of philosophy.” Discuss the relationship between education and philosophy in the light of above statement.
- Q.3. Decisions in education are influenced by philosophy to a great extent. Establish the relationship between the two.
- Q.4. Describe the impact of philosophy on different aspects of education.

IMPACT OF IDEALISM, NATURALISM AND PRAGMATISM ON EDUCATION

INTRODUCTION

Human life and philosophy exist together, wherever human life exists, it has its philosophical bases which makes life worth living. So one philosophy of education or the other always exists there. A few important philosophies of Education are – Idealism,

Naturalism, Pragmatism, Progressivism, Marxism, Existentialism, Materialism, Spiritualism etc. Let us discuss a few of the philosophies.

2.3 COMPARISON - IDEALISM, NATURALISM AND PRAGMATISM ON EDUCATION

Idealism	Naturalism	Pragmatism
<p>2.3.1 Derivative Meaning:</p> <p>‘Idealism’ may be derived from ‘ideals’ or ‘ideas’ means representation of things in an ideal form.</p>	<p>Related to ‘Nature’</p> <p>Nature is the ultimate reality.</p>	<p>The word ‘Pragmatism’ has been derived from a Greek word ‘Pragma’ which means ‘action’ or ‘work done’.</p>

2.3.2 Definitions

Harold Tilus's view:

"Idealism asserts that reality consists of ideas, thoughts, minds or selves rather than materials, objects and force."

Thomas & Lang:

"Naturalism is apposed to idealism, subordinates mind to matter and holds that ultimate reality is material world not spiritual world."

Reid's view:

"Pragmatism makes activity, engagement, commitment and encounter its central theme."

D.M. Dutta's view:

"Idealism holds that ultimate reality is spiritualism."

Rusk's view:

"Naturalism is a philosophical position adopted by those who approach philosophy from purely scientific point of view."

William Jame's view:

"Pragmatism is a temper of mind, an attitude; it is also a theory of the nature of ideas and truth; and finally it is a theory about reality."

Herman Horne's view:

"An idealistic philosophy of education, then, is an account of man finding himself as an integral part of a universe of mind."

Adam's view:

"Naturalism is a term loosely applied in educational theory to systems of training that are not dependent on schools and books but on

James Prett's view:

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

	the manipulation of the actual life of the educand.”	
<p>2.3.3 Exponents:</p> <p>Socrates, Plato, Descarte, Kant, Fichte, Hegel, Green, Barkley, Spinoza, Froebel, Swami Vivekanand, Gandhi, etc.</p>	<p>Aristotle, Rousseau, Bacon, Lemark, Comte, Darwin, Huxley, Spencer, Bernordshaw, Pestalozzi.</p>	<p>William James, Charles Pierce, Schiller, John Dewey, Kilpatric.</p>
<p>2.3.4 Fundamental Principles / Characteristics of different schools of thoughts</p> <p>1. Reality – Mind, Nature alon is entire though and soul are real.</p> <p>2. Outlook – The outlook of idealists is spiritual.</p> <p>3. God – Idealists believe in the existence</p>	<p>Nature alon is entire reality. It is readymade.</p> <p>The outlook of naturalists is materialistic and mechanical.</p> <p>Naturalists do not believe in the existence</p>	<p>Reality is in process. It is still in making and not ready made.</p> <p>The outlook of pragmatists is social.</p> <p>Pragmatists believe in the existence of God to the</p>

of God.	of God.	extent. He helps in the fulfillment of human needs.
4. Essence of human life: The essence of human life is spiritual.	The essence of human life is animality.	The essence of human life is sociability and practicability.
5. Ultimate reality: The ultimate reality is spiritual.	The ultimate reality is physical.	The ultimate reality is utility.
6. Centre of reality: Idealism is psychocentric (where mind is the centre of reality).	Naturalism is naturocentric (where nature is the centre of reality).	Pragmatism is anthropocentric (which makes human experience the centre of reality).
7. Universe: The universe has been created by God.	The universe is natural creation.	According to pragmatism, the universe has been created by man.
8. Values: Idealists believe in eternal and spiritual values of life, which never change.	Naturalism does not believe in values. It does not have any faith in divine spirit, soul, god or religion.	Pragmatists believe that values are changeable.
9. Laws: Spiritual laws	Physical and natural laws	No law is universal.

are universal.	are universal.	
10. Base: Spiritualism is the base of education. The emphasis is on spiritual and moral environment.	Naturalism puts emphasis of child centred education.	Pragmatism also puts emphasis on child centred education.

Check your Progress-1

- Q.1. Define idealism
- Q.2. Define – pragmatism
- Q.3. Define naturalism
- Q.4. Write down the characteristics of naturalism

2.3.5 Idealism and Aims of Education:

Idealism has given us very loyalty aims of education. some of the important aims of education propounded by idealists are as under:-

Naturalism & Aims of Education:

Naturalism has given following aims of education.

Pragmatism & Aims of Education:

Pragmatists are opposed to any kind of fixed and static aim of education. They believe that values of life are not fixed. So we can not fix the aims of education forever.

In the words of Dewey education aims must possess the following three element in order to be a good or proper aims-

(i) Such aims are based on the educand's action and needs.

(ii) They elicit the educand's co-operation.

(iii) They are specific and temporary not permanent and general.

Keeping in mind the above

<p>1. Self-Realization: Idealism emphasizes the work of man's personality and spiritual nature. Man's soul is more important than his material structure. Man is merely soul. Here the word 'self' has been used for 'soul', the real nature of man. This aim of education is to enable the child to realize the soul, recognize his real form and proceed towards self knowledge. The knowledge of the world's soul is also necessary. The soul of the universe is the final</p>	<p>1. Self expression: According to Naturalism, the aim of education is self-expression and self preservation. It is necessary to continue one's existence.</p>	<p>directive principles and educational theories of pragmatism. It is easy to arrive at the following aims of education:-</p> <p>1. Creation of values: Values are created by activity and experience. So education should provide physical, intellectual, aesthetic, moral and religious activities as the media for the creation of values.</p>
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truth.

2. Development of will power: Self realization requires development of will power. Development of will power pours courage, enthusiasm, determination and optimism into the personality further leads him to be good and healthy creator of heredity and environment.

- Will power should be increased by self-suggestion, knowledge and practice.
- Proper discipline leads to will power.
- Practice is the only way to acquire will power.

2. Perfection of human machine: Mechanical naturalism suggests that education should aim at the efficiency and perfection of the human machine.

2. Maximum growth of an individual: All growth must be conducive to the welfare of the individual and the society. Thus the aim of education is to provide the conditions for better and continuous growth.

<p>3. Universal education: Idealism believes that every man is equally the noblest work of god. There should, therefore, be made no exception in the education of children. Education should be universal, without distinction of wealth, caste, creed or colour.</p>	<p>3. Sublimation of instincts: McDougall regards the instincts of man as the guiding forces and the basis of his conduct. The aim of education therefore, should be the redirection and sublimation of these instincts. This will help in the achievement of natural and social goals.</p>	<p>3. Harmonious development of an individual: Pragmatists do not believe in spiritual values, but they do not ignore the harmonious development of man-physical, intellectual, aesthetic, social, moral and religious. It helps in the development of balanced personality.</p>
<p>4. To develop child's moral sense: The aim of education according to idealism is to develop the child's moral sense and thus enable him to distinguish right from wrong to love good and despise evil.</p>	<p>4. To struggle successfully: The evolutionists like Darwin consider education to "equip the individual for struggle of his existence and thus to assure his survival. Life must be perpetuated into the future by raising the children and enabling them to adjust themselves to the</p>	<p>4. Social efficiency: Social efficiency includes economic and cultural efficiency. The school should impart training to its scholars for complete living in the social world of today.</p>

<p>5. Preservation & enrichment of cultural environment:</p> <p>According to idealism, aim of education is preservation of cultural environment because, to idealism, cultural environment is an environment of man's own making. It is the product of ages and it is always in the process of growth.</p>	<p>environment.</p> <p>5. To secure adjustment: Lamarck and his followers believe that the aim of education is to enable the individual to adjust himself physically and mentally to his environment and to the changing circumstances in life. Tagore also considers the aim of education as adjustment of man to his environment.</p>	<p>5. Proper adjustment: Pragmatists state that education should enable the human being to be fairly adjusted in his existent environment.</p>
<p>6. Development of inventive and creative powers: Development of inventive and creative power is another aim of education according to idealism. Through these inventive and creative skills, man should</p>	<p>6. To secure present and future happiness</p> <p>Herbert Spencer believed education to be a preparation and a training for complete life. According to him education aims at</p>	<p>6. Attainment of present and future happiness: All the above mentioned views concerning aims of education may be summed up by saying that the aim of education is to make the present life of the child rich and abundant for a</p>

change and modify the environment according to his needs and purposes.

7. Development of complete man:

Education according to idealism should aim at developing child into a complete man with full physical, intellectual, moral, spiritual, emotional and cultural uplift.

8. Simple living and high thinking: Idealism regards that simple living and high thinking should be another aim of education.

achieving the present and future happiness of the child.

7. To achieve social progress:

Bernard Shaw holds that education should accelerate the pace of evolution and thus achieve social progress much earlier than otherwise. Social progress leads to the progress of country.

8. To develop individually:

The aim of education should be to develop a self-developed and self-realized individuality. Sir T.P. Nunn also supports this idea and says that “the proper goal of human life is perfection of the individual. According to

successful creation of values and maintaining progress.

<p>9. Proximate & ultimate aim of education</p> <p>Proximate aim: Development of health, intelligence, skill, art, social justice.</p> <p>Ultimate aim: Development of humanity in the image of dignity.</p>	<p>him, individuality is the ideal of life.</p> <p>T.P. Nunn prefers to use education as a means of making the individual capable of developing his own individuality and of contributing to society.</p>	
<p>2.3.6 Idealism & Curriculum: Idealists insist on emphasis being</p>	<p>VI. Naturalism & Curriculum: As a system of philosophy,</p>	<p>VI. Pragmatism & curriculum: They have suggested the following</p>

<p>placed on the study of humanities such as literature, art, religion, morality etc. The following subjects should be taught for developing activities.</p> <p>Intellectual activities: Teaching of language, literature, history, Geography, Mathematics and science.</p> <p>Moral activities: can be taught and instilled in the educand through the teaching of religious, ethics.</p> <p>Physical activities: Besides intellectual, aesthetic and moral education should be physical also.</p>	<p>naturalism has been exceptionally susceptible to the developments of science and by virton of this influence. It has attached much importance to evaluation theory, empirical teaching and scientific analysis etc. Naturalists believe that the following subjects should be included in the curriculum.</p> <p>Sciences which deal with nature (physics, chemistry, zoology, botany etc., Mathematics and languages, History and social studies, Agriculture and carpentry, Physical education and health training, Drawing, Place of religious education, Moral education</p>	<p>principles in determining a curriculum.</p> <ol style="list-style-type: none"> 1) Principle of utility: Those subjects should be stressed in the curriculum which are useful in solving human problems and meeting life situations. 2) Principle of child's natural interests: Curriculum should be governed by the principle of child's natural interests, aptitude and tests at the successive stages of his development. 3) Principle of child's experience. 4) Principle of activity. 5) Principle of flexibility. 6) Principle of integration.
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	<p>In short we can say that the curriculum, as viewed by naturalists, must be possessed of the elements as given below:-</p> <ul style="list-style-type: none"> i) It should be board-based. ii) It should include various activities and skills. iii) It should be correlated to the life around. iv) It should lay more emphasis on present. 	
<p>2.3.7 Idealism and method of teaching: Different idealists have adopted different methods. Some of which are as under:-</p> <p>1) Question method: (Socrates) had adopted the question method. He</p>	<p>VII. Naturalism and Method of teaching:</p> <p>1) Method of direct experiences:</p> <p>(i) Learning by doing & self experience: Experiences and activity are the fundamental bases of education. All</p>	<p>VII. Pragmatism and method of teaching: The following should be the principles or essentials of teaching method.</p> <ul style="list-style-type: none"> 1) Principle of action or learning by doing. 2) Principle of establishing relation with the life of the

<p>used to go to the market and there he asked question on important subjects and demanded answer from the audience.</p>	<p>knowledge according to Naturalism must emerge out of actual situation and experiences.</p>	<p>child.</p>
<p>2) Conversational method: (Plato) changed the questioning method into conversation method.</p>	<p>(ii) Education through senses: Learning can take place most effectively if the maximum no. of senses is brought into action for purposes giving direct experience to child.</p>	<p>3) Principle of integration After considering these three principles. The project method as introduced.</p>
<p>3) Inductive and Deductive method: (Aristotle) imparted education through inductive and deductive Methods.</p>	<p>(iii) Observation and Experimentation. (iv) Direct method (v) Direct study of natural phenomena.</p>	<p>Project method: The method was enunciated by 'kilpatric' (a follower of Dewey). Project is a whole-hearted purposeful activity, proceeding in a social environment. It is pupil centered method. In this method, the school, the curriculum and the contents of studies are considered from the child's point of view.</p>
<p>4) Simple to complex: (Descartes)</p>	<p>(vi) Heuristic method</p>	<p>In the project method, the activity is chosen from the real life of the children.</p>
<p>5) Concrete to abstract: (Comenius)</p>	<p>(vii) Excursions (viii) practical exercises.</p>	<p>In this method, he would really do and learn. The child will be active both physically and mentally.</p>
<p>6) Playway method: (Froebel)</p>	<p>2) Play way method: Play way is regarded as natural and outstanding method of creative</p>	
<p>7) Exercise and</p>		

<p>Practice: Pestalozzi stressed exercise and practice. Self activity on the part of children had also been advocated by him.</p> <p>8) Lecture, Debate and Discussion method.</p> <p>9) Story telling method and dramatics.</p>	<p>education.</p> <p>3) Freedom in Education.</p> <p>4) Education according to nature of the child.</p> <p>5) Co-education.</p> <p>6) Residential schools.</p> <p>7) Use of certain maxims of teaching.</p>	<p>Children are provided opportunities of work and play. There is no scope for artificial, bookish and unrealistic education in project method. The project is carried to completion. It is not left unfinished.</p>
<p>2.3.8 Idealism & Discipline: Regulated freedom, self discipline. Idealism believes in the strict form of discipline. According to idealists, truth, beauty and goodness are chief values of life and these values can be cultivated through disciplined mind. We should be internally disciplined.</p>	<p>VIII. Naturalism & Discipline: Uncontrolled freedom, discipline through natural consequences. Naturalism oppose the traditional concept of discipline. They give utmost freedom to the child. They oppose the method of physical punishment, for they believe that this gives rise to undesirable</p>	<p>VIII. Pragmatism & Discipline</p> <ul style="list-style-type: none"> - Social Discipline - Restricted Discipline - Pragmatism believes in social discipline.

	conflict in the child.	
<p>2.3.9 Idealism & Teacher: The place of teacher in idealism is very high. According to Froebal – “the school is a garden, the teacher is a cautious gardener and the child is a tender plant.”</p> <p>Teacher can save the children from many mistakes.</p>	<p>IX. Naturalism & Teacher: Under naturalism the teacher does not occupy as high and respected a position as he does under the idealistic tradition. According to Naturalists, teacher plays the role of observer, protector (protect the child from mental disorders) and stage setter (to provide the child with an opportunity to do as he likes).</p>	<p>IX. Pragmatism & Teacher: The teacher has an important place in the educative process. According to pragmatists teacher is neither superfluous nor the supporting authority; he is a friend, guide and consellor of the child. Teacher should have sympathetic and personal relations with the child.</p>
<p>2.3.10 Idealism & Pupil: Idealism believes that the pupil is a spiritual being. According to Idealists – the pupil is a finite soul and he has to become infinite soul through</p>	<p>X. Naturalism and pupil: According to Naturalism, the child occupies the central, the pivotal and the most important place in the educative process. The child is in the fore front</p>	<p>X. Pragmatism & Pupil: Pragmatism advocates that education should be pupil centred. They give equal importance to teacher as well as pupil.</p>

<p>education. According to Indian idealism, the pupil is Atma (spiritual self) and the function of education is to enable the pupil to recognize his real nature.</p>	<p>while all other things such as the teacher, the books, the curriculum, the school etc. are in the background.</p>	
<p>2.3.11 Idealism & School: Idealists attach importance to the school. School is the medium through which the community expresses itself. It should transmit social and cultural heritage to the younger generations. Thus the school is a place, where high spiritual ideals and values are gained through proper guidance of teacher.</p>	<p>XI. Naturalism & School: Naturalists assert that the school should be in the lap of nature. School environment should be completely free, flexible and without any rigidity. There should not be any fixed and rigid time table.</p> <p>According to Naturalism: Nature itself is a school where the child is taught according to natural principles. Naturalists are in favour of co-education in the school.</p>	<p>XI. Pragmatism & School: Pragmatists regard school as a place where the child learns through experiences. It is a social institution and reflects society. It is a society in miniature. According to pragmatism, the following are the features of an ideal school.</p> <ul style="list-style-type: none"> - Enlarged ideal home. - Society in miniature. - Child-centred institution - Experimental institution - Provision for vocational education

	The school buildings should have proper arrangement of light and air.	<ul style="list-style-type: none">- Provision for learning by doing- Provision for moral education.
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Check your Progress-2

Q.1. Write short notes on –

- (a) Idealism and aims of education.
- (b) Pragmatism and method of teaching.
- (c) Naturalism and curriculum.

<p>2.3.12 Idealism & Text books: Idealists believe that a text-book should reflect the individuality of the author. They favour Subjective presentation of the subject matter.</p>	<p>XII. Naturalism & text books: Naturalists advocate pictures, diagrams and illustrations for arousing the interest of students.</p>	<p>XII. Pragmatism and text book: The pragmatists are satisfied only with the objective statement of generalization in a logical order.</p>
<p>2.3.13 Idealism & Supervision: Idealists believe in strict supervision.</p>	<p>XIII. Naturalism & Supervision: Naturalists assert that the supervisor should ensure that the child is developing properly in a natural and free environment.</p>	<p>XIII. Pragmatism & Supervision: Pragmatists advocate that the supervisor should see that the child is learning in real life situations. They attach importance to social outlook.</p>
<p>2.3.14 Idealism &</p>	<p>XIV: Naturalism &</p>	<p>XIV: Pragmatism &</p>

Evaluation: Idealists assert that emphasis should be placed on moral aspect.	Evaluation: Naturalists advocate that attention should be paid to physical and intellectual activity of the educand in evolution.	Evaluation: Pragmatists believe that social efficiency including social adjustment should be evaluated.
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2.4 CONCLUSION

In this chapter, we learnt about impact of idealism, naturalism and pragmatism on education. We find that the philosophy of idealism has contributed richly to the field of education. Naturalist's contribution is unique. It had affected modern methods of teaching considerably. It has made teaching real and useful. Pragmatism has contributed tremendously. It is an attitude and a way of living which inspires the individual to look ahead and create new values for leading a better, a happier and a richer life.

2.5 CHAPTER END EXERCISE

- Q.1. How has idealism influenced educational theory and practice? Discuss fully by giving suitable examples.
- Q.2. What do you understand by naturalism in education? Discuss the impact of naturalism on educational theory and practice.
- Q.3. What is naturalism? Compare and contrast the aims and methods of naturalism and pragmatism.
- Q.4. Discuss the contribution of pragmatism to the educational thought. How far is it practicable in the Indian schools?
- Q.5. Pragmatism is midway between idealism and naturalism discuss.