

**Unit – 1****PHILOSOPHY AND EDUCATION****Ravinder Pal Kaur**

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**MEANING OF PHILOSOPHY****Introduction:-** Man is always curious to know:

- his origin,
- his aim,
- his relationship with god,
- his destiny etc. &

this constant effort of man to understand reality may be termed as philosophy. It is an attempt to unfold life's mysteries and find meaning in them. Hence it is called the Mother of all Arts and the Science of all Sciences.

**➤ Etymological meaning:-****Greek origin :-** 'Philos' + 'Sophia'

(Love) (Wisdom)

i.e. Philosophy = love for wisdom.

**Sanskrit origin :-** 'drish' = 'to see'

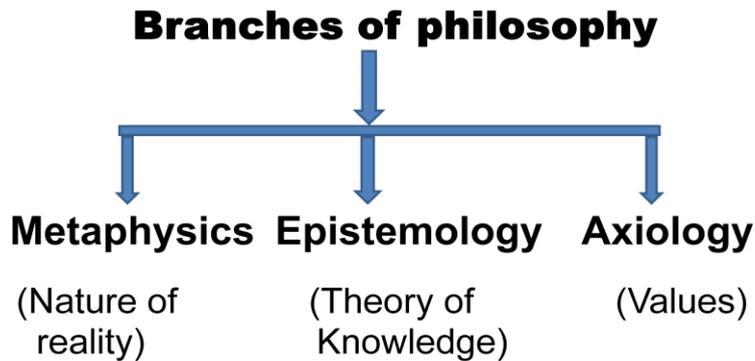
i.e. Darshan = knowledge of reality.

**➤ Definitions****Indian philosophers:****Dr. Radhakrishnan** - Philosophy is a logical inquiry into the nature of reality.**Dr. Baldev upadhyaya** - Methodical training or 'Sadhana'.**Humayun Kabir** – Philosophy seeks to give knowledge of the whole.**Western Philosophers:****Raymant** : An unceasing effort to discover the general truth that lies behind the particular facts.**John Dewey:** Critical reviewing of the familiar things.

**Alexander:** It is metaphysics & also an attempt to study comprehensive topics like reality and universe.

**Nature of philosophy:**

- 1) Philosophy is systematic enquiry about the ultimate reality of the universe.
- 2) Philosophy is study of general principles & understanding of all that comes in the range of human experience.



**Educational Implications**

**1) Purpose of schooling:**

Promotes spiritual & intellectual development; Produce competent & self-actualized adults who become useful citizens of the state.

**2) Curriculum:**

Stresses the eternal ideas of the past (great works of literature, philosophy, politics, history & the art) Preferred methods of instruction: lecture, discussion, reflection & the socratic method (dialogue)

**3) Nature of Learner:** Every student has a mind, soul, and spirit capable of emulating the Absolute Mind, absorbing ideas from books & teachers.

**4) Role of teacher:**

Role model with logical thinking & reasoning; Authority with extensive knowledge about the great books.

**Relationship between philosophy and education**

There is a wide and close relationship between education and philosophy. Both philosophy and education are integrally and independently related to each other.

The following are a few viewpoints that establish the relationship between philosophy and education:

**View of Ross:** “Philosophy and education are the two sides of the same coin; the former is the contemplative while the latter is the active side”.

**View of John Dewey:** John Dewey endorses the viewpoint of Ross when he says, “Philosophy is the theory of education in its most general phase”.

**Fichte’s view:** “The art of education will never attain complete clearness without philosophy”.

**Spencer’s view:** “True education is practicable to true philosophers”.

**Gentile’s view:** “Education without philosophy would mean a failure to understand the precise nature of education”.

### **Education is dependent on philosophy due to following reasons:**

**Philosophy determines the real destination towards which education has to go:** Philosophy has always inspired educational theory as well as practice. It determines the real destination towards which education has to go.

In the words of Dewey: “Education is laboratory in which philosophic 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. Philosophy embodies a way of life; education is the preparation for life. Philosophy is the knowledge obtained by natural reason; education is the development of that reason and other powers of mind.

**Philosophy determines the various aspects 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. Height and breadth of education is probed by philosophy. It is philosophy which provides aims to education and these aims determine the curriculum, the methods of teaching, the text books, the role of the teacher and the school discipline.

**Great Philosophers have been great educationists also:** Great Philosophers have been great educationists in the East as well in the West. We can find the clearest examples of the dependence of education on philosophy in the lives and teachings of all the great philosophers from Yajnavalka down to Gandhi in the

East and from Socrates down to John Dewey in the West. Philosophers like Gandhi, Tagore, Radhakrishnan, Aurobindo Gosh, Plato, Socrates, Locke, Comenius, Rousseau, Froebel and Dewey have been great educators. They reflected their philosophical views in their educational schemes. Socrates have given the world his “Socratic method” (Method of questioning & cross-questioning) of teaching; Plato, the Republic, the first educational classic. Rousseau, the great French philosopher, held that education should “follow nature”. John Dewey of America took keen interest in solving the educational problems of his country. Gandhi ji is the father of Basic Education. In the words of Ross “If further agreement is needed to establish the fundamental dependence of education on philosophy, it may be found in the fact that on the whole great philosophers have been great educationists”.

### **Philosophy is dependent on Education due to following reasons:**

**Education is the dynamic side of philosophy:** Education can be defined as the strongest instrument for the achievement of the ideals of life and civilized attempt to bring about the balanced and proper development of human personality. The plant of education draws its nourishment from the soil of philosophy.

In the words of Adams: “Education is the dynamic side of philosophy. It is the active aspect of philosophical belief, the practical means of realizing the ideals of life”.

Philosophy is the theory of education while education is practical thereof. Education is the best means for the propagation of philosophy.

**Education is the 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 and principles. In the words of Herbert, “Education has no time to make holiday till all the philosophical questions are once for all cleared up”.

**Functions of education in the present context:** Education by its very nature looks to the future and prepares for it. The role of education is to contribute to the efforts of man and society as they move towards the future. Therefore its man function is to build the society as per man’s aspirations and to develop the kind of manpower that the society needs. Philosophy is a guide to educational practice, education as field of investigation yields certain data as a basis for philosophical judgment.

### **Philosophical Models of Education**

- a. Impressionist Model
- b. Insight Model
- c. Rule Model

#### **Impressionist Model:**

This model involves picturing the mind essentially as sifting & storing the external impressions to which it is receptive.

The desired & result of teaching is an accumulation in the learner of basic elements fed in the form without, organized & processed in standard ways, but in any event, not generated by the learner himself.

#### **Insight Model:**

This model insists that knowledge is a matter of vision, & vision cannot be dissected into elementary sensory or verbal units that can be conveyed from one person to another.

Vision defines & organizes particular experiences, & points out their significance.

It is vision or insight into meaning, which makes the crucial difference between simply storing & reproducing learned sentences, on the one hand & understanding their basis & application, on the other.

#### **Rule Model:**

This model clearly emphasizes the role of principles in cognitive domain. The primary philosophical emphasis is on reason, & reason is always a matter of abiding by general rules or principles. The job of education is to develop character in the broadest sense, that is, principled thought and action, in which the dignity of man is manifest.

### **Meaning of Education**

#### **Etymological Meaning:**

Education has been derived from the Latin word:

- ✓ 'Educare' – to raise up or nourish
- ✓ 'Educere' to draw out
- ✓ 'Educatum' the act of teaching or training

**Sanskrit Origin:**

- ✓ Skis shah:- To discipline
- ✓ Vidhya :- “vidh” – To know

**➤ What is not education?**

Becoming only literate is not education

1. Getting a degree is not education
2. Gaining knowledge
3. Learning new skills

**Indian concept of Education**

**Rig Veda** – Education is that which makes a man self-reliant & selfless.

**Upnishads** – Education is that whose end product is salvation.

**Tagore** – Enabling the mind to find out the ultimate truth which emancipates us from the bondage of dust.

**Gandhiji**- All round development and drawing out the best in the child mind, body and spirit.

**Western Concept Of Education**

**Aristotle** - Creation of a sound mind in a sound body.

**John Dewey** - The development of all the activities in the individual enabling him to control his environment.

**G.S.Thompson:** Influence of the environment on the individual to bring a permanent change in habits and behaviour.

**Conclusion:** The western interpreters stressed on the growth and development of the individual in relation to his environment.

**Meaning of Education – Manifestation, Acquisition & Transaction**

The definition of education largely depends upon some set of prior philosophic convictions- about nature & human nature and between man & society. As there is a multiplicity of philosophic view points, there is no one single agreed upon definition of education.

Let us analyze them as under:

**Education as manifestation:** Education is the process of making manifest what is latent in child. It is the teaching-gardening process where the teacher plays the role of a gardener to bring out unseen

capacities through appropriate method. Just as the gardener sows the seed, gives the right amount of water, sunlight & nourishment, depending on the type of plant or tree that he expects the seed to grow, similarly the teacher has to understand the potential hidden in each child & nurture the abilities to bloom into a beautiful human being. Herein lies the task of education where individual differences are met and what is latent in every individual is made manifest through the varied experiences.

**Education is acquisition:** Here education lays emphasis on the ability of man to acquire information by inquiry into the nature of the external world – taking in what exists outside the learner. The brain of the child is like a sponge absorbing what it finds significant in the external environment. Just as the sponge absorbs any liquid and gives out what it absorbs, the child grasps all the images in the environment exposed to it. If the sponge is dipped into elixir, it gives out elixir. Similarly if the child is brought up in a congenial environment, the child will grow into a useful member of the society. The task of the teacher is to ensure that the child is given the right kind of environment and education has to provide varied learning experiences according to the abilities of the child.

**Education as transaction:** Education is a give and take process between man and his environment. Just as the sculptor chisels the rock which is shapeless into a beautiful form, the teacher has to mould the child which is like clay to bring out the hidden and inherent potentialities in it by two-way process. The Eskimos of Baffin Bay are known to be good sculptors that communicate with the given material and give it a beautiful form. The teachers are like sculptors who have to chisel out what is best in each child. The teaching-sculpting process results in transformation of human material from something dull and rough to something smooth and polished.

### **Characteristics Of Education:**

- a) a tripolar process
- b) a bipolar process
- c) a continuous & life long process
- d) a process of individual development
- e) a deliberate process
- f) a dynamic process
- g) Preserver & transmitter of heritage
- h) a science as well as an art
- i) It is progressive

**Conclusion:**

Thus, education is a dynamic process, which involves the interplay of the educator, educand and the social forces to make an individual socially adjustable and responsible.

**Functions of Education in Individual in Present Context – Individual & National****Functions of education in individual Life:**

- a. Adaptation to Environment
- b. Making the man civilized
- c. Satisfaction of Needs
- d. Vocational efficiency
- e. Achievement of material prosperity
- f. Achievement of self sufficiently
- g. Development of character
- h. Development of personality
- i. Preparation for life
- j. Creation of Good citizens

**Functions of Education in National life:**

- a. Training for leadership
- b. National development
- c. Emotional integration
- d. Inculcation of civil & social duties
- e. National Integration
- f. Training for Morality
- g. Supply of skilled manpower
- h. Priority of National Interest
- i. Promotion of social efficiency

**Dimensions of National Development are mainly four-fold:****I) Economic Functions:**

- Building a socialistic pattern of society
- Ensuring increased wages for all
- Bridging the gap between the rich & the poor
- Village & rural upliftment
- Urban development
- Ensuring full & proper employment for every individual

- Development of agriculture
- Provision of food & shelter

## II) Political Functions:

- Individual liberty of thought & speech
- Freedom of association
- Due process of law & equality before law
- Right to vote
- Parliamentary democracy

## III) Social Functions:

- Rising above caste system
- Respect for women

## IV) Cultural Functions:

- Basis of entire fabric of national progress
- Integration & solidarity
- Signifies the implementation of the principles of unity in diversity
- Values ingrained – Co-operation, Co-existence, Spirit of harmonious living
- Way of life
- Every individual – a significant link in human chain
- Developing a global concern for mankind as promoting modernization.

&Social change ( modern civilized social order)

## Unit – II

### Scope Of Education

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### SCOPE OF EDUCATION

A wide vast subject with its roots in many disciplines & extending widely to cover and contribute too many fields. Thus, the scope of education includes 3(three) aspects they are:

- ✓ **Relation with other Disciplines**
- ✓ **Areas of Education**
- ✓ **Forms of Education**

#### I) Relation with other Disciplines:

Philosophy  
Psychology  
Sociology  
Economics  
Politics  
Biology

## II) AREAS OF EDUCATION:

Educational philosophy  
Educational psychology  
Educational sociology  
History of education  
Educational management  
Research in education

## TYPES OF EDUCATION:

- ✓ FORMAL
- ✓ NON-FORMAL
- ✓ INFORMAL

### ➤ Non – formal Education:

#### Definitions:

**View of La Bella:** Non-formal educational programmes are designed to provide specific learning experiences for specific large populations.

**View of Philips Coombs and Manzood Ahmed:** NFE is any organized, systematic, educational activity carried on outside the framework of the formal system to provide selected types of learning to particular sub-groups in the population, adults as well as children.

#### OBJECTIVES:

1. To offer a parallel non-system as an alternative formal schooling.
2. To provide the opportunity of education to out of: School learners, School dropouts, working adults, housewives learners from disadvantaged sections of society.

3. To offer bridge/ preparatory courses for enabling learners to take up secondary level courses.
4. To offer secondary, senior secondary, technical, vocational & life enrichment courses through distance teaching methods.
5. To promote an open distance – learning system of education through research, publication & informal dissemination.

**Need of Non-Formal Education:**

1. Universalisation of primary education
2. Eradication of adult illiteracy
3. Meeting the omissions of formal education
4. Meeting the enormous & imperative challenges of democratic set up
5. Enabling the pupils to learn & earn
6. Enabling those students to study who had to discontinue formal education
7. Enabling the students in geographically remote areas to get education because the formal education cannot be within their easy reach
8. Enabling individuals to refresh & update their knowledge
9. Rectifying the educational imbalance between those live in villages & those who live in towns
10. Providing educational facilities to socially & economically sectors of society.

**UNIT – IV****DEVELOPMENT OF GOALS OF EDUCATION IN INDIA****Ravinder Pal Kaur**

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**INDIAN CONSTITUTIONAL PROVISIONS:**

Indian Constitution is a vital document which has united one of the world's oldest and largest civilizations and created a nation of 90 crores people speaking many languages. It contains 412 Articles and 12 Schedules and is undoubtedly one of the largest constitutions in the world. Every article of the constitution aims to provide happiness and peaceful living to each one of us.

**PREAMBLE:** Preamble epitomizes the collective will and aspirations of all Indians. It describes the fundamental objective of the constitution. The Preamble provides for all citizens justice, liberty, equality and fraternity. It has implications in all walks of life of an Indian. In a school situation, it ensures to

every Child the right of life, liberty & security and to freedom from any form of cruelty, inhuman or degrading treatment in any way.

**Salient features of Indian Constitution:**

- i. Universalisation of Education. Article: Directive Principles: 41, 45-21A, 46,
- ii. Equality of Opportunities in Education. Article: 28, 29, 350, 351,
- iii. Education & Fundamental Rights & Duties. Article: 14, 15, 16, 30 & Duties: 51A (a to h)

**Difference between fundamental rights and directive principles:**

Fundamental Rights	Directive Principles
1. Even the government cannot take away or abridge these rights.	These are mere instructions to government.
2. These are enforceable in law Court.	These are not enforceable in any Court.
3. The Govt. cannot take policy decisions on these decisions.	The Govt. has powers to make Policy decisions on these principles.
4. These rights strengthen policy democracy	The implementation of these principles ensures social & economic democracy.
5. These are natural rights.	These lead to protect human rights.

**Universalisation of Education : Article: Directive Principles: 41, 45-21A, 46**

**Article 41:** Right to work, to education and to public assistance in certain areas.

**Article 45:** Provision for free and compulsory education for children.

**Article 46:** Promotion of educational and economic interest of schedule castes, schedule tribes and other weaker sections.

**Article 21A:** Right to education: The state shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the state may, by law, determine.

**Equality of opportunities in Education. Article 28, 29, 350, 351:**

**Article 28:** Emphasizes that no religious instruction shall be provided in any educational institution wholly maintained out of state funds except in those institutions established under a Trust.

**Article 29(i):** States that any section of citizens residing in the territory of India or any part thereof, having a distinct language, script or culture of its own shall have the right to conserve the same.

**Article 29(ii):** emphasizes that no citizen shall be denied admission into any educational institution maintained by the state on grounds only on religion, race, caste, language or any of them.

**350A:** Facilities for instruction in mother tongue at primary stage.

**351:** Directive for development of the Hindi Language.

**Education and Fundamental Rights and Duties. Article 14, 15, 16, 30 and Duties: 51A(a to h):**

**Article 14:** deals with equality before law and equal protection of law. This provision asserts the supremacy of rule of law. This also means equality of rights and duties. It means that among equals the law should be equal and should be equally administered. The provision further states that all persons shall be entitled to the protection of equal laws.

**Article 15:** prohibits discrimination on grounds of religion, race, caste, sex and place of birth.

**Article 16:** guarantees equality of opportunity.

**Article 30:** Rights of minorities to establish and administer educational institution.

**Article 51A: Fundamental Duties:**

It shall be the duty of every citizen of India:

- a) To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- b) To cherish and follow the noble ideals which inspired our national struggle for freedom;
- c) To uphold and protect the sovereignty, unity and integrity of India;
- d) To defend the country and render national service when called upon to do so;
- e) To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- f) To value and preserve the rich heritage of our composite culture;
- g) To protect and improve the natural environment including forests, lakes, rivers and wildlife and to have compassion for living creatures;
- h) To develop the scientific temper, humanism and the spirit of inquiry and reform;

## UNIT – V

### TEACHING AS PROFESSION

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#### **a) Principles of Professional Ethics:**

##### **1) Philosophical Principles:**

- i. Positive thinking
- ii. Lifelong learning
- iii. Aesthetic sense
- iv. Professional integrity
- v. Moral character

##### **2) Psychological Principles:**

- i. Personality of the learner
- ii. Teacher's role in the development of personality
- iii. Teacher as motivator
- iv. Teacher as counselor

##### **3) Sociological Principles**

- b) Role of Teacher in inculcating Intrinsic Values:** Intrinsic values, “are values which are judged good, not for something else, but in and of themselves”. These values are inherent, self-contained and complete in themselves.

1. Development of healthy and balanced personality
2. Capacity to earn livelihood and acquire material prosperity
3. Development of vocational efficiency
4. Creation of good citizenship
5. Re-organization and re-construction of experience
6. Adjustment with environment and its modification
7. Fulfillment of needs of men
8. Development of character
9. National integration
10. Leaders and skilled workers
11. Promotion of social efficiency
12. Cultural values
13. Utilization of leisure