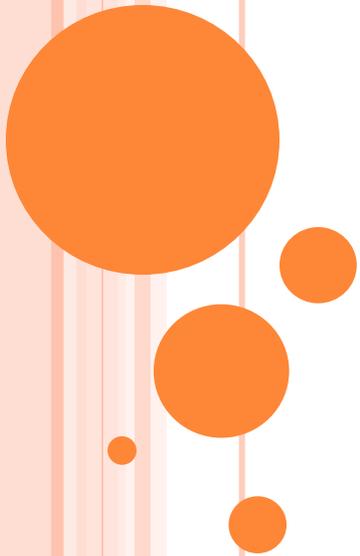


PHILOSOPHY OF EDUCATION



**“EDUCATION WITHOUT PHILOSOPHY IS BLIND
AND PHILOSOPHY WITHOUT EDUCATION IS
INVALID”**



PHILOSOPHY

- The term has been derived from two Greek words, '**Philos**' means **love** and '**Sophia**' means **wisdom**.
- Philosophy means love for knowledge or passion for learning.



MEANING OF PHILOSOPHY

- Philosophy as:
 - Love of knowledge
 - An Activity
 - A comprehensive picture of the universe
 - A guide to a way of life
 - Philosophy and Science



DEFINITIONS OF PHILOSOPHY

- Philosophy is the tenacious attempt of reasoning men to think through the most fundamental issues of life, to reach reasonable conclusions on first and last things, to suggest worthwhile goals that can command loyalty of individuals and groups.
- *Carlis Lamont*
- Philosophy is a search for comprehensive view of nature, an attempt at a universal explanation of nature of things. - *Alfred Weber*
- *Coleridge* defined philosophy as the '*Science of Sciences*'.
- Philosophy is a persistent effort of both ordinary and persistent people to make life as intelligible and meaningful as possible. - *Branold*
- Dr. Ramnath Sharma states, 'Philosophy is a philosophical process of solving some characteristic methods, from a characteristic attitude and arriving at characteristic conclusions and results.'
- According John Dewey, 'Whenever philosophy has been taken seriously, it has always been assumed that it signified achieving as wisdom that would influence the conduct of life.'



EDUCATION

- In literary sense, education owes its origin to the two Latin words: '**Educare**' and '**Educere**'.
- 'Educare'- means '*to nourish*', '*to bring up*', '*to raise*';
'Educere'- means '*to bring forth*', '*to draw out*', '*to lead out*'.
'**Educatum**'- means- '*the act of teaching and training*'.



MEANING OF EDUCATION

- Education as:
 - Acquisition of knowledge
 - A tool to discipline the intellect
 - A preparation for life
 - Direction
 - Growth
 - Transmission of culture



PHILOSOPHY OF EDUCATION

- Philosophy of education may be defined as the application of the fundamental principles of a philosophy of life to the work of education.
- Philosophy of education offers a definite set of principles and establishes a definite set of aims and objectives.



PHILOSOPHY AND EDUCATION- THEIR INTERDEPENDENCE

- Philosophy and education are closely interrelated.
- Education is application of philosophy or philosophy of education is applied philosophy.
- It is the application of philosophy to study of the problems of education that is known as philosophy of education.
- According to Ross, “Philosophy and education are like the sides of a coin, presenting different views of the same thing, and that one is implied by the other”.
- Education is the strongest instrument for the realization of the ideals of life and a civilized attempt to bring about the desired development of human personality.
- This indicates the fact that plant of education draws its nourishment from the soil of philosophy.
- Philosophy answers all the ultimate questions of education.



EXPERTS VIEW IS GIVEN BELOW:

1. John Dewey- "Philosophy may be defined as the theory of education in its most general phase".
2. Spencer- "True education is practicable only to true philosophers".
3. Gentile- "Education without philosophy would mean a failure to understand the precise nature of education".
4. Dewey- "Education is a laboratory in which philosophical distinctions become concrete and are tested".
5. Fichte- "The aim of education will never attain complete clearness without philosophy".

From the given statements and views we can easily maintain that philosophy and education are closely interrelated.



PHILOSOPHY OF NURSING AND NURSING EDUCATION

- Since all education is the outgrowth of philosophical beliefs, a philosophy of nursing education is the application of these fundamental beliefs to the field of nursing education.
- Every phase of nursing education will be influenced by the philosophy on which it is based.
- This philosophy will determine the selection of students, the preparation of faculty, the development of curriculum, attitudes toward patient and community and the personal life and the professional growth of every member of the student body and the faculty.
- Henle, in an excellent statement on the teacher's philosophy points out that, 'We cannot take a set of general principles, whether theological or philosophical, and simply deduce a philosophy which will be the general and basic view of any kind of education'.
- Therefore, a philosophy of nursing education must be specific about the specialized functional roles and responsibilities of the professional nurse within and to society.



TRADITIONAL AND CONTEMPORARY EDUCATIONAL PHILOSOPHIES

- The various schools of philosophies are:
 - Idealism
 - Naturalism
 - Reconstructionalism
 - Existentialism
 - Perennialism
 - Essentialism
 - Progressivism
 - Realism
 - Pragmatism



IDEALISM

- The word 'idealism' signifies two terms: 'idea' and 'ideal'.
- Plato conceived of ideas as the basis of his philosophy.
- His philosophy of idealism which represents more of ideas can better be known as idealism.
- It is an old philosophy.



EXPONENTS:

- Plato (427-347 BC)
- Kant (1724-1804)
- Hegel (1770-1831)
- Frobel (1732-1852)
- Dayananda (1825-1883)
- William T Haris (1835-1909)
- Tagore (1861-1950)



CONCEPT OF IDEALISM

- Idealism is a philosophical position which adheres to the view that nothing exists except an idea in the mind of man, the mind of God or in a super or supra-natural realm.
- It deals with certain basic questions of human life.
- It holds that mind or spirit, as each man experiences it in himself, is fundamentally real and that the totality of the universe is somehow mind or spirit in its essence.
- To the idealist the reality is spiritual in nature rather than physical, mental rather than material. Ideas are eternal and unchanging.



CHARACTERISTICS OF IDEALISM

- The universe exists in spirit.
- Mechanical explanation of the universe is inadequate.
- Teleological explanation of the universe.
- Man is central in creation.
- Emphasis upon normative and social sciences.
- Normative description of the universe.
- Conceptualism.
- Universe is knowable.
- Greater emphasis upon the mental or spiritual aspect of the universe.



IDEALISM AND EDUCATION

- An idealist's concept of education is something which leads one to the highest moral conduct and deepest spiritual insight.
- Education, according to idealism, is a spiritual necessity and not a natural necessity.
- Education must convert original nature of man into spiritual nature.
- In the words of Rusk, 'Education must enable mankind through its culture to enter more and more fully into the spiritual realm'.



IDEALISM AND AIMS OF EDUCATION

- Idealism has greatly contributed to the aims of education. They are:
 - Exaltation of Human Personality.
 - Universal education.
 - Enrichment of cultural environment.
 - Cultivation of moral Values.



IDEALISM AND DISCIPLINE

- Self-insight and self-analysis are the main disciplinary factors



IDEALISM AND TEACHER

- Teacher should be:
 - Role model
 - Friend, philosopher and guide
 - Perfector of mind
 - Compendium of all virtues.
 - Co-worker of God.
 - Apostle of peace and progress.
 - Maker of democracy.
 - Priest of man's spiritual heritage.
 - Personification of reality.

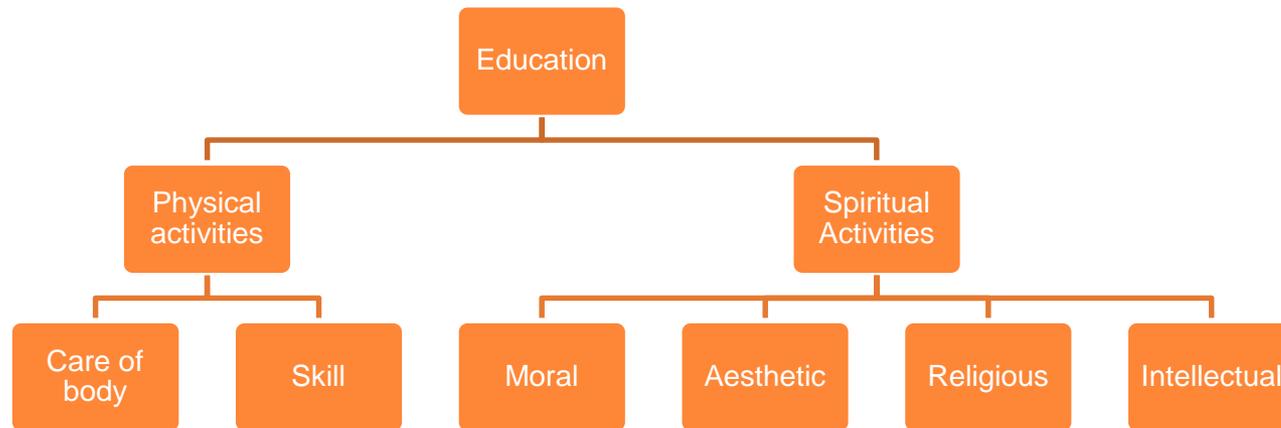


IDEALISM AND CURRICULUM

- Idealism attaches great importance to those subjects which provide significant knowledge and wisdom.
- These experiences correspond to various activities through which one has to acquire the highest good and inherent values.



IDEALISM AND CURRICULUM



IDEALISM AND METHOD OF TEACHING

- Questioning
- Discussion
- Lecture Method
- Imitation



NATURALISM

- Naturalism is concerned with 'natural self' or 'real self'.
- Dr. Premnath observes, 'Naturalism is an attitude rather than a specific system of philosophy'.
- James Ward says, 'Naturalism is the doctrine that separates nature from God, subordinates spirit to matter and set up unchangeable laws as supreme'.



EXPONENTS

- Democritus (460-360 BC)
- Epicurus (341-270 BC)
- Bacon (1562-1626)
- JA Comenius (1529-1670)
- Rousseau (1712-1788)
- Herbert Spencer (1820-1903)



CONCEPT OF NATURALISM

- Naturalism is a distinct philosophy according to which reality and nature are identical and that beyond nature there is no reality.
- According to Naturalism, 'material world is the real world'. It emphasizes 'matter' and the physical world.
- It does not believe in sentimentalism, spiritualism and supernaturalism.
- Naturalism believes that nature alone contains normal and the only final answer to all philosophical problems.



PRINCIPLES OF NATURALISM

- Child centered education.
- Education as the natural development of the child's power and capacities.
- Negative education in early childhood.
- Education should be based on child's psychology.
- The role of teacher should be that of a guide.



CHARACTERISTICS OF NATURALISM

- Nature is the ultimate reality.
- No distinction between mind and body.
- Scientific Knowledge.
- Inductive Method
- Values are resident in nature.
- Man-an offspring of nature.
- Senses are the gateways of knowledge.
- Laws of nature are unchangeable and the whole universe is governed by them.



NATURALISM IN EDUCATION

- Naturalism may be regarded as a revolt against the stereotyped system of education.
- It believes that education should be strict conformity with the nature of the child.
- The cores of naturalistic thoughts in education are:
 - Naturalism is against the autocratic and intellectual pretension.
 - It rejects all authority that interferes with the spontaneous development of children.
 - Naturalism gives the central position to the child.
 - Naturalism gives maximum freedom to child.



NATURALISM AND AIMS OF EDUCATION

1. **Self-Expression-** Naturalists believe that students should be provided with an opportunity to express their ideas and talents.
 2. **Self-Preservation-** In naturalistic point of view, self-security or self-preservation is an unavoidable aspect in life and education should enable the child to develop these qualities.
 3. **Redirection of human instincts-** Naturalists believes that each child is born with certain instincts, which are the guiding force behind all human conduct.
 4. **Struggle for existence-** Naturalists says that individual child may have to face several painful and stress laden situations in the physical world.
 5. **Education according to nature-** While educating the child, his whole nature i.e, tendencies, developmental status, capacities, instincts, likes and dislikes should be considered.
 6. **Perfect development of individuality-** Education should aim at developing the aim at developing the child into joyous, rational, balanced useful and mature person.
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NATURALISM AND DISCIPLINE

- Naturalism gives freedom to the child to grow in the natural way.
- There is no external discipline required.



NATURALISM AND TEACHER

- Should be:
 - An observer
 - Able to understand nature of the child
 - Stage setter



NATURALISM AND CURRICULUM

- No rigid curriculum.
- Focal point should be with simplicity and objectivity.
- Study of past experiences.
- Literary and aesthetic culture.



PRAGMATISM

- Pragmatism is midway between idealism and naturalism.
- According to James, the term 'pragmatism' is derived from the Greek word 'pragma' which means action or practice or activity from which in the words 'practice' and 'practical' have been derived.
- Charles Pierce introduced this word philosophy.
- It suggests an emphasis upon the practicalities of life and the practicable is the real.
- It is an American philosophy typical in nature and practical in approach.



EXPONENTS

- John Dewey
- Williams James
- S Kilpatrick
- Charles S Pierce



CHARACTERISTICS OF PRAGMATISM

- Pragmatism, a revolt against traditionalism and absolutism.
- Rejects ultimate values.
- Thought in subordinate to action.
- Pragmatism as instrumentalism
- Pragmatism as experimentalism
- Pragmatism as humanism
- Philosophy as theory of education.
- Man creates his own values.
- Faith in democracy.



BASIC PRINCIPLES OF PRAGMATISM

- Truth is not absolute, but changes according to time, ideal and place.
- The work gives satisfaction and pleasure is practical and useful.
- Aims and beliefs of life are not certain because truth is changeable.
- Knowledge on the basis of activity.
- Education of sociability.



PRAGMATISM IN EDUCATION

- It gives a clear-cut concept of education based upon a close relationship between theory and practice of education.
 - Education as a social necessity.
 - Progressive education.
 - Freedom and worth of the individual.
 - Education is a continuous process.



PRAGMATISM AND AIMS OF EDUCATION

- The aim of education is more education.
- Harmonious development of an individual.
- Continuous reconstruction of experiences.
- Social efficiency.
- Continuous growth.
- Personal and social adjustment.



PRAGMATISM AND CURRICULUM

- Principle of utility form.
- Principle of interest of the child.
- Principle of integration.
- Principle of organization.
- Principle of activity and experience of the child.



PRAGMATISM AND METHOD OF TEACHING

- Does not believe in a fixed method of teaching.
- Their emphasis is on child's activities, integration and experimentation.



PRAGMATISM AND DISCIPLINE

- Pragmatism favors social ideas
- Activities develop self-control and hence no problem in discipline.



REALISM

- Realism is also sometimes called objectivism.
- It is concerned with the existence of things.
- Herbert Spencer (1820-1903) was a naturalist as a realist.
- Complete living is the aim of education and also the aim of life.
- Realism is the theory that holds the existence of objects is real.



EXPONENTS

- Aristotle (383-322 BC)
- John Locke (1690-1781)
- Johann Friedrich Herbart (1776-1841)
- Herbert Spencer (1820-1903)



CHARACTERISTICS OF REALISM

- Existence of objects is independent of knowledge.
- Qualities are inherent in known objects.
- Knowledge does not affect the object.
- Knowledge of objects is direct.
- Objects are common.
- Relation between object and thought.



PRINCIPLES OF REALISM

- Worldly realities of everyday life are true.
- It does not believe in the existence of any absolute truth.
- It accepts only sensory experiences of the external world as real.
- It looks at man like a physical being controlled by rules and laws.
- Real knowledge is obtained by analysis and experiencing sensations.
- It advocates the methods and principles of physical science for acquired knowledge.



REALISM AND AIMS OF EDUCATION

- The realistic aim of education is a happy and integrated life.
- According to the American educationalist Franklin Bobit, happiness in life may be achieved by fulfillment of human responsibilities and obligations such as:
 - Activities concerned with language
 - Activities concerned with hygiene
 - Citizenship activities
 - Ordinary social activities
 - Leisure activities
 - Activities of mental health
 - Religious activities
 - Activities concerning race-preservation
 - Vocational behaviour activities.
 - Vocational activities.



REALISM AND CURRICULUM

- It prefers subjects and activities which can prepare children for day to day living.
- Science and vocational subjects enjoy predominant position in curriculum followed by arts, literature and languages.



REALISM AND METHODS OF TEACHING

- Realist thinkers emphasize objectivity, knowledge of scientific facts and knowledge of the real.
- The method of teaching should change according to the requirement of the child



PROGRESSIVISM

- Progressivism is developed from pragmatic philosophy and as a protest against perennialist thinking in education.



CONCEPT OF PROGRESSIVISM

- Progressivism is considered a contemporary reform movement in educational, social and political affairs.
- Dewey viewed the school as a miniature democratic society in which students could learn and practice the skills and tools necessary for democratic living.



PROGRESSIVISM AND EDUCATION

- According to the progressive thought, the skills and tools of learning include problem solving methods and scientific inquiry.
- This philosophy places emphasis on how to think and not what to think.
- Progressive education focused on the child as the learner rather than on subject, emphasized activities and experiences rather than verbal and literary skills and encouraged cooperative group learning activities rather than competitive individualized lesson learning.
- This philosophy also cultivated cultural relativism that critically appraised and often rejected traditional value commitments.



PROGRESSIVISM AND AIM OF EDUCATION

- To promote democratic social living.



PROGRESSIVISM AND CURRICULUM

- The curriculum is interdisciplinary in nature.
- Curriculum is based on student's interests, involves the application of human problems and affairs.



PROGRESSIVISM AND TEACHER

- The role of teacher:
 - Serves as a guide for students in problem solving and scientific projects.
 - Leader of group activities.
 - Involves students in planning activities.



ESSENTIALISM

- This philosophy is rooted in both idealism and realism and surfaced in the 1930s as a reaction to progressivism.
- Exponents:
 - The ideas of essentialism were formulated by William Bagley and later developed by Arthur Bestor and Admiral Hyman Rickover.



CONCEPT OF ESSENTIALISM

- According to essentialists, the school curriculum should be geared to the fundamentals or essentials.
- Essentialism today is reflected in the public demand to raise academic standards and to improve the students work and minds.



ESSENTIALISM AND CURRICULUM

- Essentialism rejects subject such as art, music, physical education, home making and vocational education as fads and frills and thus appeal to those who favour limiting educational expenses.



ESSENTIALISM AND AIMS OF EDUCATION

- To promote the intellectual growth of the individual.
- To educate the competent person.



ESSENTIALISM AND DISCIPLINE

- The philosophy believes in tough discipline and training and a good deal of home work and serious studies permeate the curriculum.



ESSENTIALISM AND TEACHER

- The teacher is considered as;
 - Master of particular subject.
 - An authority because of the high standards he or she holds.
 - A person who holds control over the classroom with minimal student input.



PERENNIALISM

- Perennialism is the oldest and conservative educational philosophy, is rooted in realism.
- Concept of Perennialism
 - Perennialism relies on the past.
 - Universal knowledge and cherished values of society.
 - A view of the unchanging nature of the universe, human nature, truth, knowledge, virtue, beauty and so on.



PERENNIALISM AND EDUCATION

- As Robert Hutchins, a long time advocate of perennialism noted: “The function of man as man is the same in every society.”
- The aim of the educational system is the same in every age and in every society where such system can exist, it is to improve man.



PERENNIALISM AND CURRICULUM

- It draws heavily on defined disciplines or logically organized bodies of content- what proponents call 'liberal education', with emphasis on language, literature, mathematics, arts, and science.



PERENNIALISM AND AIMS OF EDUCATION

- To develop the rational person and to uncover universal truth by carefully training the intellect.
- Character training is also important as a means of developing one's moral and spiritual being.



PERENNIALISM AND TEACHER

- An authority in the field whose knowledge is unquestionable.
- A master of the subject and discipline and must be able to guide discussion



PERENNIALISM AND METHOD OF TEACHING

- Socratic method: oral exposition, lecture and explication.



EXISTENTIALISM

- It is mainly European philosophy that originated years before the turn of the century but became popular after World War II
- Exponents:
 - Maxine Greene.
 - George Keller.
 - Van Cleve Morris.



CONCEPTS OF EXISTENTIALISM

- According to existentialist philosophy, people are thrust into a number of choice-making situations.
- A person creates his or her own definition and in doing so makes his or her own essence.
- We are what we choose to be
- The essence we create is a product of our choices, it may vary with individuals.



EXISTENTIALISM AND EDUCATION

- Existentialism believes that the most important kind of knowledge is about human condition and the choices that each person has to make.
- Education is a process of developing consciousness about the freedom to choose and the meaning of and responsibility for one's choices.



EXISTENTIALISM AND CURRICULUM

- The curriculum would avoid systematic knowledge on structured discipline and students are free to select from many available learning situations.



EXISTENTIALISM AND TEACHER

- Teacher cultivates personal choice and individual self-definition



EXISTENTIALISM AND METHOD OF TEACHING

- Experimentation
- Self-expressive activities
- Method and media that illustrates emotions, feelings and insight.



RECONSTRUCTIONISM

- The reconstructionist philosophy is based on early socialistic and utopian ideas of the 19th century.
- It is society-centered philosophy.
- Exponents:
 - Theodore Brameld is often considered the originator of the term reconstructionism in 1950.



CONCEPT OF RECONSTRUCTIONISM

- The social issues of the 1930s according to George Counts involved racial and class discrimination, poverty and unemployment which are similar to present issues.
- This is a crisis philosophy appropriate for a society in crisis, which is the essence of our society today.



RECONSTRUCTIONISM AND EDUCATION

- The reconstructionists seek a curriculum that emphasizes cultural pluralism, equality and futurism.
 - Critically examines the cultural heritage of a society as well as entire civilization.
 - Is not afraid to examine controversial issues.
 - Is deliberately committed to bring about social and constructive change.
 - Cultivate a future planning attitude that considers the realities of the world.
 - Enlists students and teachers in a definite program to enhance cultural renewal and interculturalism.



RECONSTRUCTIONISM AND AIMS OF EDUCATION

- Strengthen control of the schools by and for goal-seeking interests of the overwhelming majority of mankind.



RECONSTRUCTIONISM AND CURRICULUM

- For reconstructionism analysis, interpretation and evaluation of problems are insufficient commitment and action by students and teachers are needed.



RECONSTRUCTIONISM AND TEACHER

- Teacher should measure upto their social responsibilities.



ECLECTISM

- The fusion or synthesis of different philosophies of education is known as 'eclectic tendency' in education.
- According to Munroe, "The eclectic tendency is that which seeks the harmonization of principles, underlying various tendencies and rationalization of educational practices."



THANK YOU

