

PAPER – I

PHILOSOPHICAL FOUNDATIONS OF EDUCATION

UNIT 1

MEANING OF PHILOSOPHY

The word 'Philosophy' is derived from two Greek words namely, '*Philos*' and '*Sophia*'. '*Philos*' means '*Love*' and '*Sophia*' means '*Wisdom*'. Thus Philosophy means *love of wisdom or search of wisdom / truth*.

Specific Meaning

Thinking of abstract values.

Wider Meaning

Each individual is a philosopher, because he tries to find truth in some way or the other.

DEFINITION OF PHILOSOPHY

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| Philosophy like other studies, aims primarily at knowledge. | – Bertrand Russell |
| Philosophy is the science of knowledge. | - Fichte |
| Philosophy is the science of sciences. | - Comte |
| Philosophy is the synthesis of sciences or a universal science. | - Herbert Spencer |
| Philosophy aims at knowledge of external nature of things. | - Plato |
| Philosophy is a logical inquiry into the nature of reality. | - Dr. Radhakrishnan |

MEANING OF EDUCATION

The word 'Education' is derived from the *three Latin roots* as under:

'*Educatum*' means *to train, Act of teaching or training*.

'*Educere*' means *to lead out, to draw out*.

'*Educare*' means *to bring up, to raise, to educate*.

The Latin word '*Educatum*' means *to train*, '*E*' means *from inside* and '*Duco*' means *to draw out, to lead out or to bring up*. To combine the two, we come to mean as *to draw from within*.

Modern Meaning

Education is a process which draws from within. To be more clear, *each child is born with some innate tendencies, capacities and inherent powers*. Education is to draw out these powers out and develop them to the full. In this way, ***the word education means to develop the inborn qualities of a child to the full.***

Narrow Meaning

Education is a process in which and by which knowledge, character and behaviour of the young are shaped and molded. - Drever

Other Meaning of Education

- It is an attempt to develop the man.
- It means the modification of behaviour.
- It is an act of training.
- It is direction.
- It is as integrated growth.
- It is the influence of the environment.

DEFINITION OF EDUCATION

Education means the bringing out of the ideas of universal validity which are latent in the mind of every man. - Socrates

Education is a process by which the child makes the internal and external. - Froebel

Edn is a natural, harmonious & progressive development of mans' innate powers. – Pestalozzi

FUNCTIONS OF EDUCATION

The meaning of education, its function and aims are so integrally related that it is very difficult to draw a dividing line between them. In spite of this, we can say that education means ***what education is?*** Function of education means ***what education does?*** And aims of education means ***what education should do?***

Different scholars, thinkers and educationists differ about the nature of these functions. **According to Daniel Webster**, “The function of education is to discipline feelings, to central emotions, to stimulate motivations and to develop religions sentiments”.

According to John Dewey, “The function is to help the growing of a helpless young animal into a happy, moral and efficient human being”.

General Functions of Education

The general functions of education are as follows,

1. Progressive development of innate powers
2. All round development of personality
3. Character formation and moral development
4. Preparation for adult life
5. Inculcation of social feelings
6. Creation of good citizenship
7. Preservation of culture and civilization
8. Social reform
9. National security

1. Progressive development of Innate Powers

- ❖ Education means full development of all the innate powers of a child (It develops the child physical, mental, emotional and socially).
- ❖ Psychologically speaking each child is endowed with some inherent tendencies as love, affection, curiosity, reasoning imagination and self respect etc.
- ❖ Almost all educationists agree that the first function of education is to develop these inborn capacities.
- ❖ *According to Pestalozzi*, Education is a natural, harmonious and progressive development of mans' innate powers.

2. All round development of Personality

- ❖ It develops highest ideals namely *Truth, Beauty and Goodness* ultimately resulting in self realization.
- ❖ It may be noted that total development of personality includes the physical, mental, emotional and social development.
- ❖ If any of these aspects remains undeveloped, the individual will not be fully equipped and may go astray in some areas of human life.

3. Character formation and Moral development

- ❖ Another important function of education is to develop moral qualities in the individual and build his character.
- ❖ It is the basic instincts which go to form an individual character.

- ❖ Basically these animal instincts are neither good nor bad.
- ❖ Goodness or badness results from their proper or improper sublimation and modification.
- ❖ In short, proper molding, modification and sublimation of these instincts promote and develop the character of the individual.
- ❖ Only educations do this job efficiently and effectively. Hence the third function of education is to build a strong moral character of the child by molding and sublimating his basic instincts.

4. Preparation of Adult life

- ❖ The child of today is a citizen of tomorrow. Hence it is the fourth function of education to prepare a child for his future life.
- ❖ In other words, education develops such abilities and capacities in the child that as he grows older, he is able to confront the problems of life courageously and solve them successfully.

5. Inculcation of Social feelings

- ❖ An individual is integrally related to society.
- ❖ This is because an individual develops himself in and through the society in which he lives.
- ❖ He can help others also because they are also in the society and live with him.
- ❖ For this, the essential thing is to develop spirit of social service in the individual.
- ❖ Education alone can do this job.
- ❖ The school environment and social activities in the school develop this social feeling and spirit of social service in children.
- ❖ Other social qualities as love, fellow feeling, kindness, co-operation, tolerance, sympathy and sacrifice are also inculcated in children by education and education alone.

6. Creation Good Citizenship

- ❖ For a good and great country, its citizens need to be good and dynamic.
- ❖ Good citizenship qualities are sense of responsibility, fellow feeling, co-operation, love, service, sense of duty, qualities of leadership etc.

- ❖ Education is the only creative process which prepares and develops these qualities in good citizens.

7. Preservation of Culture and Civilization

- ❖ Each society has its own traditions, customs, morality concepts and religious ideals.
- ❖ These and other values go to form what we call national culture.
- ❖ Each nation is proud of its own culture and civilization.
- ❖ Hence, each nation is very conscious and sincere for the preservation of this cultural heritage.
- ❖ It is the function of education to preserve and transmit this cultural heritage from one generation to next generation.

8. Social Reform

- ❖ Another function of education is to bring about social reforms and social progress.
- ❖ For this, education removes all blind beliefs, useless traditions and evil customs which the progress and development of society.
- ❖ After this education shows new ways of improvements for reform and development.

9. National Security

- ❖ Last but not least, the important function of education is to secure and provide for continued national security.
- ❖ Education develops such necessary qualities in the individuals so that they are eager to sacrifice their all- even their lives for the security and honour of the nation.
- ❖ Trough we are free today yet eternal vigilance is the price of liberty.
- ❖ Education can give us necessary training and inculcate in us the noble sentiments of patriotism, nationalism and sacrifice.

PHILOSOPHY OF EDUCATION: MEANING

- ✚ It is a branch of philosophy, in which studies various aspects of education (i.e. Metaphysics, Epistemology and Axiology) is known as *philosophy of education*.
- ✚ It is philosophical interpretation of education.
- ✚ It provides guidelines to help education to achieve the goals of education.
- ✚ Philosophy of education means to influence and improve human behaviour.
- ✚ **Education without philosophy is blind and philosophy without education is invalid.**

PHILOSOPHY OF EDUCATION: DEFINITIONS

- ✚ **According to John Dewey** refers to “it is the way of developing practical experiences to improve social life”.
- ✚ **According to Fichte** says that, “The art of education will never attain complete clearness in itself without philosophy”.
- ✚ **J.S Ross** defines, “Philosophy and education like the two sides of the same coin, present different views of something”.
- ✚ **Gentle** views that, “The process of education cannot go along right lines without the help of philosophy”.
- ✚ **According to Spencer** views that, “true education is practicable only to a true philosopher.

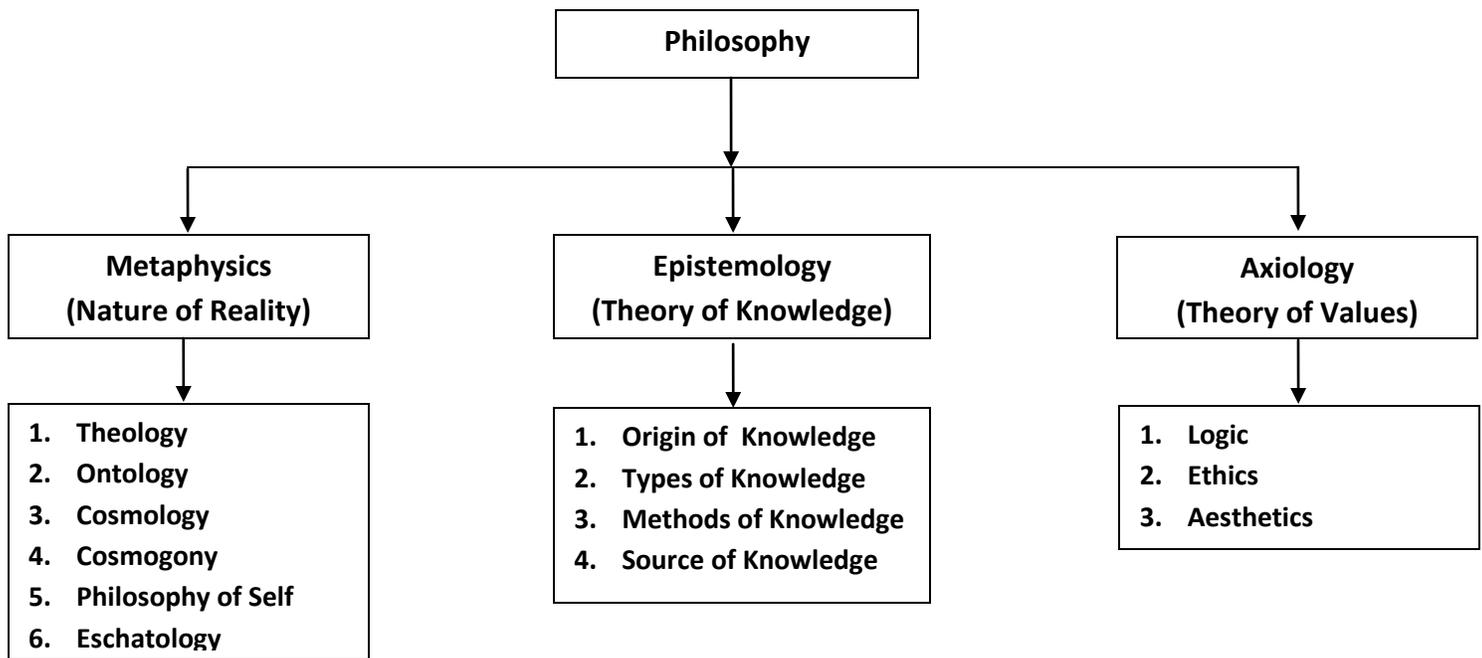
EDUCATIONAL PHILOSOPHY: MEANING

- ❖ It is a branch of philosophy in which educational problems are studied and solutions to them are presented is called Educational philosophy.
- ❖ It refers to find out solutions to the educational problems.
- ❖ It is application of philosophy to educational situations.
- ❖ It is more practical and functions.
- ❖ It is applied aspect of education.

EDUCATIONAL PHILOSOPHY: DEFINITIONS

- ❖ **According to Henderson** defines, “Educational philosophy is the application of philosophy to the study of the problems of education”.
- ❖ **According to Gentle** defines, “ Educational philosophy is that branch of education in which the views of different schools of philosophy in the context of the concept, aims, curriculum, teaching methods and other problems related to education are critically studied”.
- ❖ **G.E Patridge** views that, “In a deep sense, it is quite as reasonable to say that philosophy is based upon education, as education is based upon philosophy”.

PHILOSOPHY OF EDUCATION: SCOPE / BRANCH



1. METAPHYSICS

- ❖ It is the branch of philosophy which deals with the nature of reality.
- ❖ What is the nature of reality of this universe?
- ❖ Is the materialistic world true or the spiritual world?
- ❖ What is the source or origin of this world?
- ❖ Actually such doubts and questions are the creators of philosophy. It has the following constituents.
 - i. **Theology:** Philosophy studies about the existence of God, his nature etc.
 - ii. **Ontology:** Study of ultimate reality-the nature of existence.
 - iii. **Cosmology:** Study of Universe.
 - iv. **Cosmogony:** It is concerned with the theory of the origin and development of the universe-the creation of the world.
 - v. **Philosophy of Self:** It is mainly concerned with the philosophical interpretations of the self. E.g. Who am I?
 - vi. **Eschatology:** It is any system of doctrines concerning last or final matters as death or the afterlife.

2. EPISTEMOLOGY

- ❖ It is that branch of philosophy which studies the structure, methods and validity of knowledge.
- ❖ It deals with the theory of problem of knowledge.
- ❖ The questions discussed are:
 - i. How do we get knowledge?
 - ii. How does a man know what is real?

A. Origin or Meaning of Knowledge/ Importance

- ❖ Knowledge has a lot of importance in human life.
- ❖ There is an explosion of knowledge in the modern age. Therefore the importance of knowledge has increased still the more.
- ❖ Generally also knowledge is the **third eye of man**.
- ❖ **Knowledge is Virtue.**
- ❖ Knowledge takes a **man from darkness to light**.
- ❖ The light of knowledge is like a sun.
- ❖ It is only the individual with knowledge who is able to lead himself and others towards welfare.
- ❖ In the modern scientific age, knowledge is the **greatest friend of man** who guides him in the right direction.
- ❖ Knowledge gives that power to the individual through which his strength of the mind becomes powerful and increases his self-confidence.
- ❖ Through knowledge, the individual becomes wiser can discriminate between genuine and base, good and bad, beautiful and ugly, right path and wrong path, good sense and bad sense, truth and falsehood, knowledgeable and ignorant, favor and disfavor, success and failure, honor and dishonor, friend and enemy, victory and defeat etc.
- ❖ Knowledge is the **food of the mind**. Intellectual development of individual takes place through knowledge. Through the mental and intellectual development, the power of memory observation, imagination and rational powers of the child are developed.
- ❖ In the absence of knowledge, the existence of an individual is just like an animal.

B. Types of Knowledge

It consist of mainly two types namely,

1. General types of knowledge
2. Specific type of knowledge

1. General Type of Knowledge

- ❖ In generally, there are two types of knowledge namely,
 - i. A Priori Knowledge
 - ii. Emperical Knowledge

i. A Priori Knowledge

- ❖ It is based on intelligence. Such a knowledge which is received by the intellect without the help of experience is called a priori knowledge.
- ❖ The examples of such type of knowledge are found in the field's mathematics and logic as two and two makes four.
- ❖ In order to prove it there is no need of any type of experience.
- ❖ Similarly when we say that A is bigger than B and B is bigger than C, there A is bigger than C. this is clear and correct because it is based on logic.
- ❖ Many statements, proverbs and the so called truths we use in our daily life come under 'a priori knowledge'.

ii. Emperical Knowledge

- ❖ It is based on use or experiments.
- ❖ This type of knowledge is different from a priori knowledge.
- ❖ This knowledge is sensory and is received through observation, investigation and self experiences, observation and investigation of the individual.
- ❖ That's why it is said that 'senses are the gateways of learning/knowledge.
- ❖ All the knowledge of the environment all round us which we receive through senses and investigations is called emperical knowledge.

2. Specific Type of Knowledge

- ❖ In generally, there are five types of knowledge namely,
 - a. Testimony Authoritative Knowledge
 - b. Knowledge based on Reasoning
 - c. Scientific Knowledge

- d. Intuitive Knowledge
- e. Revealed Knowledge

a. Testimony Authoritative Knowledge

- ❖ If we give a thought, we would come to realize that whatever our knowledge is majority of it is neither the outcome of our senses nor through the logical thinking done by us – As Shahjahan had got the Taj Mahal built, the Earth moves round the Sun.
- ❖ This knowledge you have got by believing in the statements made by others.
- ❖ Most of the knowledge is attained by believing in the statements made by others.

b. Knowledge based on knowledge

- ❖ An individual receives only the knowledge of the present through direct experiences.
- ❖ But through logic and experiences we can get information's about the events of the past, present and future.
- ❖ In this way logic has been given the importance only after sensory experiences in the area of knowledge.
- ❖ In fact the help of both sensory experiences and logical thinking is to be taken in order to get knowledge both in behaviour and science.
- ❖ Logic is consists of two types namely, Deductive logic and Inductive logic.

c. Scientific Knowledge

- ❖ This knowledge is related to the area of science and the individuals who have interest in science and have scientific attitude bin life, they make use of this knowledge in the laboratories and get results through investigation.
- ❖ The confirmation of this knowledge can be made by the experiments made by other persons.
- ❖ In order to manifest this knowledge the help of sensory experiences and logical knowledge is also taken.

d. Intuitive Knowledge

- ❖ The knowledge of having a prior knowledge of the coming event is known as intuition.

e. Revealed Knowledge

- ❖ It is generally of the religious type.

- ❖ In order to prove the authenticity of religious epics.
- ❖ The Muslim calls Quran Sharif, the Christians -Bible, Sikhs -Guru Granth Sahib and Hindus -Vedas as divine revelations.
- ❖ Revelations in religious domain are considered self evident language.

C. Sources of Knowledge

There are mainly four sources of knowledge which are as follows,

1. Sense Experience
2. Reasoning and Reason
3. Verbal Testimony or Authority
4. Intuition

D. Methods of Acquiring Knowledge

There are mainly five methods of knowledge which are as follows,

1. Learning by doing
2. Learning by experience
3. Reasoning
4. Experimental Method
5. Problem Solving Method

3. AXIOLOGY

- ❖ It is the study of theory of values.
- ❖ It deals with the questions like,
 - i. What are the higher values of life?
 - ii. What are the principles of life?
- ❖ It has the following constituents.
 - i. Logic
 - ii. Ethics
 - iii. Aesthetics

i. LOGIC

- ✚ It is the study of the rules and techniques of reasoning.
- ✚ It is the logic that gives an understanding of scientific method of enquiry through its inductive and deductive methods.

- ✚ Under this part of philosophy, logical thinking, imagination/supposition, its characteristics, methods of enquiry etc. are considered.

ii. ETHICS

- ✚ It deals with judgment or approval and disapproval, rightness and wrongness, goodness and badness. It is also moral philosophy.
- ✚ Precisely, it deals with principals of conduct which help us judge whether a choice or an action is good or right.

iii. AESTHETICS

- ✚ It deals with the problems connected with beauty.
- ✚ It analyses beauty and ugliness, their characteristics and standards of measuring the two concepts.