

## EDUCATION AND PHILOSOPHY

Philosophy is the earliest and the most original discipline. It is one of the oldest and the most respected provinces of knowledge, Philosophy is a systematic and thorough attempt to relate the universe and human life to each other in a meaningful way. It is open-mindedness' which, is cultivated through the rigorous discipline of the mind." Philosophical open mindedness is philosophical wisdom which implies an understanding of the universe in terms of human experience, in the true perspective. Philosophy represents 'the effort to combine into an integrated system of all knowledge and all experiences both individual and racial.'

### Meaning of Philosophy

Derivative Meaning of Philosophy: The term 'philosophy has been derived from the two Greek words 'philos' and 'Sophia'. 'Philos' means love and 'Sophia' means wisdom. So, the term 'philosophy' means love of wisdom. But love of wisdom does not necessarily make one a true philosopher. It implies understanding; it means finding meaning and relationship among ideas. Plato, the great Greek philosopher have said "He who has a taste for every sort of knowledge and who is curious to learn and is never satisfied may justly be called a philosopher." Hence, philosophy also stands for 'love and search of knowledge', search of self, 'search of universe' and 'ultimately search of reality'.

Western Approach to Philosophy (i) Plato's View: "Philosophy aims at the knowledge of the eternal nature of things."

(ii) Aristotle's View: "Philosophy is a science which investigates the nature of being, as it is in itself."

(iii) Views of Cisero: Cisero called it as "the mother of all arts,"

(iv) Views of Coleridge: Coleridge defined philosophy as the science of sciences,"

(v) Views of Bertrand Russell: According to the great British philosopher Russell. "Philosophy like all other studies, aims primarily at knowledge."

(vi) Views of Kant: "Philosophy is the science and criticism of cognition"

(vii) Fichte considers philosophy as the "science of knowledge."

(viii) View of Bramold: "Philosophy is a persistent effort of both ordinary and persistent people to make life an intelligible and meaningful possible,"

(ix) According to Handerson, "philosophy is an attempt to conceive and present an inclusive and systematic view of the universe and its main place in it."

(x) T. Raymont says, "Philosophy is unceasing effort to discern the general truth that lies behind the particular facts, to discern also the reality that lies behind appearance."

(xi) Brightman's view, "Philosophy may be defined as the attempt to think truly about human experience as a whole and to make our whole experience intelligible."

(xii) According to R. W. Sellar, "Philosophy is a persistent attempt to gain insight into the nature of world and of ourselves by means of systematic reflection."

### **Indian Approach to Philosophy**

Ancient Indian Rishis and Saints used the term 'Darshana' for philosophy. They expressed in Darshana those experiences which they had themselves perceived. Darshana here means perception of truth. It is such a conceptualization of truth which expressed by the viewer by seeing. In the words of Dr. Radha Krishnan 'Darshana' is a logical expression of the nature of reality. Dr. Radhakrishnan has defined philosophy as "a logical enquiry into the nature of reality." It is science of ultimate reality. Most of the Indian Philosophers consider Darshana' as the symbol of visual knowledge which means to gain such a knowledge which can be obtained through eyes, such a knowledge alone can be real or true.

#### **Conclusion**

The literal meaning of philosophy is the love of wisdom. Wisdom does not merely mean knowledge. It is a continuous seeking of insight into basic realities-the physical world, life, mind, society, knowledge and values. It is an enquiry into man's attempt to understand the universe in

which he lives. It is a living force. It is a way of life. It is a loving force. It is search for truth and reality.

In the Western school of thought, emphasis has been laid on the relationship of philosophy and science but the Indian philosophers have called philosophy (Darshana) as a lamp of all disciplines. But all agree that philosophy is an attitude towards life and universe where an effort is made to search truth on the basis of logical inquiry.

### **Nature of Philosophy**

Following aspects of philosophy show its nature.

**1. Philosophy is a way of life:** Philosophy has always been considered as a way of life. According to Schopenhauer, "Every man is a born metaphysician." Aldous Huxley has rightly remarked, "Men live in accordance with their philosophy of life, their conception of world."

**2. Philosophy is search for Truth:** In fact, philosophy is a search for truth and reality. It is "a search for a comprehensive view of nature, an attempt at a universal explanation of nature of things."

**3. Philosophy is what comes out of human experience:** Some experts believe that the true nature of philosophy is what comes out of human experience. That is the reason why different persons adopt different philosophies of life. Once a person succeed in building a philosophy of life, the future course of his actions get shaped accordingly. There are examples from the history of human race to prove how at different times, different persons experienced different situations which led them to weave a cult of philosophy around. Gautma Buddha, Prophet Mohammad, Jesus Christ, Guru Nanak Dev prescribed ways to get out of the maladies of life 'Here we can conclude that a certain philosophy is the product of times and circumstances and is born out of human experiences related to those times and conditions of life and society." Hence philosophy is a living force. Its concept is dynamic.

**4. Analytic nature:** The nature of philosophy is to critically analysis of the phenomena, "The more traditional speculative philosophers," observes Gerald L. Gutek "attempted to construct world views that systematized all human experiences and knowledge into systematic philosophy. They sought to discover an ultimate principle on the first cause that was the source of all existence."

Sophical analysis reject this system-building nature of philosophy. They seek to establish meaning by resolving controversies. They also seek to identify and to clarify the fundamental assumptions of conflicting point of view. Clarity is the hall mark of the analytical nature of philosophy

**5. Synthetic nature:** The nature of philosophy is to synthesis n's total experience in the form of knowledge. Thus, philosophy is an effort to combine into an integrated form of all knowledge and experiences, 'both individual and racial.' It is through the process of philosophical synthesis that man is able to give meaning to his very existence. No wonder, the quest for new dimensions continues unending

**6.Philosophical problems are general problems:** Philosophical problems are concerned with general questions rather than with question of particular nature. The philosopher is not concerned with particular problems. For example, question like; "what is space?, what is time?, what is knowledge? what is good? etc. are philosophical problems.

**7. Beginning of philosophy:** According to Patrick, "Although philosophy among the ancient began in wonder, in modern times, it usually begins to doubt" The philosophy of Vedas began in wonder. The philosophy, of Gautam Buddha began in discontentment with the miserable world. In facts when man was struck with wonder at the natural phenomena and when he found complex and conflicting phenomena in life and was filled with discontentment at the existing order of things, it was the beginning of the philosophy.

**8. Mother of all sciences:** Philosophy is the mother of all sciences. It is the science of sciences, In the beginning human knowledge, philosophy and science were intermixed. It was only after gradual specialization and subtle study that division of labour resulted in the form of different sciences, separated from the main stem of philosophy. In the process of scientific progress, philosophy is always found at the apex. It always transcends science and goes further.

**9. Comprehensive Science:** As a comprehensive science, philosophy has two aspects-critical and synthetic. The synthetic aspect of philosophy is known as speculative aspect because the philosopher has to take resources to speculation in his philosophical synthesis. It involves speculation and not merely putting together of bits of knowledge. The critical philosophy is discursive. It critically examines the postulates and conclusions of different sciences. 10.

**Philosophy and commonsense:** Commonsense involves the intelligence required in understanding

our day-to-day life. Life is impossible without it. In philosophy, one solves the basis and general problems arising in his experience. Though, the philosophical process is different from the process of common sense, it cannot be said that the two are entirely different.

**10. Philosophy and Science:** In the words of Prof. Taneja, "In the basic assumptions, philosophy and science do not differ." Both of them are based on the concept of enquiry and of building fences for true knowledge. They seek 'Truth'. Science seeks knowledge of facts. Philosophy seeks ultimate knowledge. There is, however, difference in the scope of the two, as given here:

(a) Science tackles a problem with variables which can be rigidly controlled. It considers the world of acts and not the world of values. It has no place for intuition, meditation or reflection.

(b) Science believe in experimentation and mathematical or physical formulas. It has its limitations. It studies the phenomena in a limited field. Its finding are, therefore, valid in the immediate situation. The outlook of the scientists is partial and narrow as compared to philosopher.

(c) Philosophy is comprehensive or integrative discipline. It integrates the facts and explanations offered by different branches of knowledge into single, coheres and unified whole. Every experience is taken into consideration and is philosophical. The out look of a philosopher is holistic and comprehensive. Thus, science aims at proximate causes of phenomena, while philosophy, goes to the ultimate. Science deals with the outer space, whereas the philosophy deals with the inner space, the mind, spirit, God,moral law etc.

A Balance View - It can be said that science and philosophy are different aspects of single discipline, the discipline of enquiry. Brubacker says, "More philosophically trained the scientist is, the more fruitful is his criticism likely to be." Philosophy is needed for the personal elevation of man especially in the age of science and technology "It is not possible to explain each and everything by scientific and rational methods. Larger concerns of man.

Conclusion

The nature of philosophy can be concluded as followed

(Philosophy is a science of some kind and it differs from the special science not in kind but in degree. Philosophy is concerned with post general types of problems and also examines them more critically. Philosophy is not merely the intrinsic experience of reality, it is intellectual attempt to

interpret and understand universe. As the nature of science and social sciences is scientific, the nature of philosophy is philosophical. Philosophical problems are the general problems of different philosophical sciences. Philosophical problems, philosophical attitude, philosophical methods, philosophical activity, philosophical conclusions and their effect on the individual and society show that the nature of philosophy is philosophical.

## **Areas or Scope of Philosophy**

Scope refers to extent operation, width and breadth, outlook, comprehensiveness, range of experiences, purview etc. The scope of philosophy is very vast. According to Indian thought, life and philosophy are complementary to each other but its scope is expanding under the Western philosophy. It has rather greatly increased. It has been divided into several divisions.

Within its purview or scope, we discuss Soul, God, unknown power, the origin of this world, its expansion and development, truth, morality, aesthetics and logic. These can be divided into three major divisions:

A. Metaphysics

B. Epistemology

C. Axiology

### **A. Metaphysics (Nature of Reality)**

Metaphysics is the branch of philosophy which deals with the nature of reality. Metaphysics studies those problems which are beyond the approach of physics. What is the nature actually such doubts and questions are the creation of philosophy. It has the following constituents:

1. Theology: Under this, philosophy studies about the existence of God, His nature etc.
2. Ontology: It is the study of ultimate reality-the nature of existence.
3. Cosmology: Under this, problems connected with the origin and imposition of the creation (cosmos) are studied. In other words, it studies the mysteries of the world.

4. Cosmogony: It is concerned with the theory of the origin and development of the universe-the creation of the world.

5. Philosophy of self: It is mainly concerned with the philosophical interpretations of the self. The first question before man is: Who am I? This led to other questions.

6. Eschatology: It is any system of doctrines concerning last, or final matters as death or the after life. Metaphysics studies the problems and tries to find out their answers with solutions, which may be accepted to the senses or not. There is no legal or logical binding either to accept or not to accept the solution presented by the metaphysics. It is the human mind which has ultimate to decide.

### **B. Epistemology (Theory of Knowledge)**

It is that branch of philosophy which studies the structure, methods and validity of knowledge. Apart from this, it also deals with the difference between knowledge and faith, knowledge and truth, knowledge and action. It deals with the theory of problem of knowledge. Questions discussed are: How do we get knowledge? How does a man know what is real? The other are related concerning to his capacity for learning, his means, nature of evidence, nature of real and unreal etc.

The naturalists believe in the knowledge gained through senses and the idealists believe in the knowledge gained through spiritual experience. In short, such questions are discussed under Epistemology and it is important for study.

### **C. Axiology (Theory of Values)**

It discusses the theory of values. It is known as the study, science and theory of values. Axiology deals with the questions like: What are the higher values of life? What are the principles of life? What's good or bad? How do they support the view of reality? The following sub-areas are studied under it:

1. Logic: Logic 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 the part characteristics, methods of enquiry etc., are considered.

2. Ethics: It deals with judgement or approval and disapproval, rightness and wrongness, goodness and badness, virtue and vice. It is also called moral philosophy. Precisely, it deals with the principles of conduct which help us judge whether a choice or an action is good or right.

3. Aesthetics: It deals the problems connected with beauty. It analyses beauty and ugliness, their characteristics and standards of measuring the two concepts. Aesthetics is the basis of all literature and art. As a science of character, Ethics analyses the psychology of ethical consciousness. The above disciplines are the main divisions of philosophy but the scope of philosophy is not limited to these divisions only. The knowledge of the entire universe is the scope of philosophy.

Views about the nature of philosophy are so divergent that it is difficult to conceptualize it in a few words which are universally accepted. The reason for this diversity in expert views is because philosophy deals with life in its diverse forms. Henderson is right when he says, "Philosophy is a rigorous, disciplined, guarded analysis of some of the most difficult problems which man has ever faced." In short, philosophy gives a synoptic view of life, may of the whole universe."

## **Relation between Education and Philosophy**

### **Philosophy**

Each one of us has a personal philosophy which we supply consciously and unconsciously in our daily life. Each philosophy reflects a unique view of what is good and what is important. In this sense, philosophy is the system of beliefs about life.

The literal meaning of philosophy is the love of wisdom which is derived from the Greek word 'Philos' (love) and Sophia (Wisdom). According to Plato, a philosopher is one who has an insistent desire to know. Indian thinker trace the origin of the word 'Darshana' from the root meaning 'seeing'. Hence, philosophy stands for an inquiry after truth and search for knowledge. Wisdom does not merely mean knowledge. It is a continuous seeking of insight into basic realities-the physical world, mind, society, knowledge and values. It is a method of critical and reflective thinking. It is search for truth and reality. It is an enquiry into man's attempt to understand the universe in which he lives. It is a living force. It provides means to lead best kind of life.



## **Education**

Education does not mean mere schooling. To become educated is to learn to become a person. Education helps much in strengthening the internal qualities of man without which he could never develop. Etymologically, 'education' is derived from 'educere' or 'educatum' which means 'to lead out', 'to bring out' or 'to draw out.' In a broad sense, education refers to an act or experience that has a formative effect on the mind, character or physical ability of an individual. Education in this sense never ends. We truly learn from experience through our lives. Hence education is a life long process.

## **Relationship between Education and Philosophy**

Philosophy and education are closely related. They give and take from each other. Following points will illustrate the mutual relationship between the two.

1. Ends of both are the same: Education and philosophy are inseparable because the ends of education are the ends of philosophy that is wisdom.
2. Means of both are the same: The means of philosophy are de means of education, that is inquiry which alone can lead to wisdom.
3. Philosophy provides direction and guidance to Education: Philosophy is the corner-store of the foundation of education. It gives direction to education by providing certain guidelines. Education involves both the world of ideas and the world of practical activity. Good ideas can lead to good practice and good practices reinforce good ideas. In order to behave intelligently in the educational process, education needs direction and guidance which philosophy can provide. Hence, philosophy is not only a professional tool for the educator but also away of improving the quality of life because it helps us to gain a wider and deeper perspective on human existence and the world around us.
4. Mutually re-constructive: The chief task of philosophy is to determine what constitute good life, whereas, the main task of education is how to make life worth living. So, philosophy and education

are mutually re-constructive. They give and take from each other. Philosophy deals with the goals and essentials of good life, while education provides the means to achieve these goals of good life.

5. Education: Dynamic side of philosophy: Education is the dynamic side of philosophy. It is the active aspect of philosophical beliefs, the practical means of realizing the ideals of life. Philosophy provides unique concepts to education for making and developing the harmonious personalities of the children.

6. Educational movements are lead by philosophers: All educational movements in the history of education have gone a long way to prove that they were led by the great philosophers. It had been seen that educational movements and programmes propagated by great educators of the world were the experiences of their philosophical beliefs. Great philosophers have also been great Educationists:

7. It has been seen that great philosophers have been great educationists in the East as well as in the West. The intimate connection between philosophy and education is evident in the views propounded by the great thinkers like Socrates, Plato, Aristotle, Locke, Rousseau, Froebel and Dewey etc. Even the later thinkers like Russel and Huxley offered interesting examples of the intimate connection between philosophy and education. Russel's book 'On Education' (1926) is a sure example of the inter-relationship between education and philosophy. Ross has also remarked that, "on the whole great philosophers have been great educationists. In India, we have the examples of the ancient sages who were mostly educational philosophers. In recent times, educational preaching of Swami Dayanand, Swami Vivekananda, Shri Aurobindo Ghosh. Dr. Tagore, M. Gandhi and Dr. Radha Krishnan show that they have combined philosophy and education in such a manner that their integration is imperceptible.

8. Many schools of educational thought based on Every action, plan, programme, policy or system is to have some philosophy at its roots. Many thinkers of the world propounded their own philosophies of life and education. Similarly, for education we have been guided by philosophies, propounded by various thinkers, which have resulted in definite programmes of education. Basic education, for example, was the offshoot of Gandhian philosophy of Education. Similarly many philosophies of education, also known as schools of philosophy have been guiding mankind and its actions. There are a number of schools of educational philosophy like idealism, nationalism, realism, materialism, pragmatism etc. philosophy. These philosophies have thrown up varying

proposals and programmes in education. Everyone of them has a story, philosophical base and the modern educator may better pick out useful points from each and weave them into a workable, effective and worthwhile programme.

9. Philosophy determines the various aspects of education: Almost every aspect of education has a philosophical base. Aims of education, curriculum, the teaching techniques, character, discipline, teacher etc. are all influenced and determined by philosophy. It will be worth-while to make a thorough study of these implications, workability and then decide upon any plan or project. In fact, education is the dynamic, active and practical side of philosophy.

10. Views of great educationists and thinkers: Following views expressed by different thinkers about the close relationship between education and philosophy. (a) Ross-"Philosophy and education are two sides of the same coin; the former is contemplative while the latter is the active side." (b) John Dewey-"Philosophy may be defined as the theory of education in its most general phases,"Education is a laboratory in which philosophical distinctions become concrete and are tested." (c) Fichte-"The art of philosophy will never attain completeness without philosophy," (d) Gentile- "Education without philosophy would mean a failure to understand the precise nature of education."

From the above discussion, it is clear that philosophy and education are closely interrelated. They are just like the two sides of the same coin, which cannot be segregated or separated from each other. They are related and woven with each other. Education is the active aspect of philosophical beliefs, the practical means of realizing the ideals of life. Philosophy provides material to education in the form of data, information, principles, aims, trends, methods and techniques etc, to education. It is education which implements all sort of material provided by philosophy. Education and Philosophy give and take from each other. Philosophy deals with the goals and essentials of good life while education provides the means to achieve those goals of good life. Philosophy is the background of education. Philosophy permeates its influence on every aspect of education. It solve all the problems of education. It has been rightly said that without philosophy, education would be a blind effort and without education, philosophy would be a cripple.

## **Relationship of Education with various Branches of Philosophy**

Philosophy has the following three main branches-Metaphysics, Epistemology and Axiology. Their relation with education is explained here.

### **Metaphysics and Education**

The metaphysics deals with reality in man, world and hereafter. Aristotle developed the study of metaphysics to be studied after physics. While physics studies the laws of external form of existence, metaphysics thinks over the real essence of things. Its main problems are: What is reality? What is the nature of existence? What is truth? Who am I? Is there a purpose in creation? Is there a God? etc. Its scope includes Ontology, Philosophy of self, cosmogony, cosmology and theology. Ontology is the science of reality.

1. Effects on Education: Metaphysics has a close bearing on the aims and ideals of education as follows-

- (i) The metaphysical attitude provide the educationists, the proper perspective for devising aims and ideals of education. What we want to make out of man depends upon his nature and place in the universe.
- (ii) The concept of self is the basis of the development of character, which is the central aim of education. Know thyself and be thyself is the universally acknowledged theme of education.
- (iii) The concept of world is directly concerned with the individual's relationships with society and nature. The Indian philosophy emphasises harmony between man and the world, while the western philosophers have made to much of man's desire to overpower nature, while the Indian philosophy has been the foundation of educational institutes like Vishwabharti or Sri Aurobindo's International University, the Western approach is the philosophy behind the technical and the scientific education of today.
- (iv) Moral and religious education is based on the metaphysical concept of God. This does not mean that moral education must necessarily be linked to religious education. It only shows that our explanation of the ultimate reality, call it God or anything else, has important bearing upon education, particularly its aims and ideals and therefore, its means and plans.

In fact, it can be said that more integral is the world view, the more multisided will be the education based upon it. The most important metaphysical theories which have influenced education are-- Idealism, Naturalism, Pragmatism, and Realism. Idealism is subjective, objective, phenomenistic and absolute. While realism is very much influenced education concerning science and technology. These have aims and ideals of education accordingly.

Hence, metaphysics has a close bearing on the aims and ideals of education, Moral and religious education is based on metaphysical concept of God. The concept of self is the basis of the development of character which is the central aim of education.

### **Epistemology and Education**

This branch of philosophy studies not only the nature, object, and validity of knowledge, but also the differences between knowledge and faith, knowledge and truth, knowledge and action. Hence, its problems are concerned with knowledge like what is knowledge? How can we know that our knowledge is a real. Knowledge of the object? What are the limit of knowledge? What are the sources of knowledge? etc.

These problems of epistemology clarifies its scope. Its subject matter is the process, methods, object, characteristics, conditions, validity of knowledge. Epistemology is the philosophical discussion of these problems. It uses the philosophical methods of Induction and deduction, synthesis and analysis. One finds different conclusions presented by different realist philosophers knowledge is the knowledge of objects, the idealists define it as the knowledge of ideas. Thus we find realists, idealists and empiricists, rationalists and critical philosophers in the field of different approaches such as agnostic, sceptic and mystic. All these approaches have thrown light on different aspects of knowledge.

1. Effects of Education: Epistemology has special importance in education. Empiricist school of philosophy discussed the methods and value of empirical knowledge. Rationalist school pointed out how some of the knowledge is innate.

(1) Intuitionism shows that intellect and intuition are complimentary while mysticism shows the value of spiritual experiences in the field of religion. Pragmatism maintains that the value of knowledge is in its use.

(v) Experimentalism and relativism point out that knowledge is experimental and relative,

In this way, all the schools of epistemology show the methods, limits and value of knowledge. They supply the necessary foundation for all knowledge scientific and otherwise.

### **Axiology and Education**

Axiology is known as the study, science and theory of values. It includes three normative sciences- Logic, Ethics, and Aesthetics. All these are intimately related to education.

1. Logic and Education: Logic is the study of the rules and techniques of reasoning. It undertakes to study the various forms of thinking, namely Induction and deduction as also the fallacies of thinking, Logic is a science of reasoning or argument. Logic is not concerned with the factual questions such as about the psychological processes of reasoning actually happening in mind etc. Factual questions are material issues. Logic is concerned with the relation of implication between propositions.

Logic studies various intellectual processes such as thinking reasoning and judgement. All education is concerned with theory and practice. While the theory is arrived at by Induction, the practice depend upon deduction. Both Induction and deduction are the two branches of logic, Its knowledge helps in avoiding error and arriving at core generalization in every field of knowledge. It is intellectual exercise necessary for all the serious students. The teacher must know logic, in order to have successful communication.

2. Ethics and Education: It deals with judgment or approval and disapproval, rightness and wrongness, goodness or badness, virtue and vice. It is also called moral philosophy. It is the science of human conduct. Habits and behaviour are related to the permanent peculiarities of human character. Conduct is the mirror of character. Thus, ethics it the science of character or habit. It evaluate human habits, character and voluntary determinations. It is a normative science.

Ethics studies what is wrong and what is right in character. But the propriety of habits and determination can be determined by measuring them with the ideals of life. It studies the ideals of human life. It shows what ought to be done and what ought not to be done.

The most widely accepted aim of education is man making or character building. As the science of character, Ethics analyses the psychology of ethical consciousness. It shows how different moral

norms evolve different circumstances but then it examines the validity of these norms and provided solid basis for the socialization of the educand. It examines the theories, moral and standard and shows the possibility of arriving at a correct ethical criterion. Ethics is not only theoretical; it also helps in the application of moral principles in actual life. Its scope includes the description of good qualities and bad qualities.

3. Aesthetics and Education: Aesthetics is the science of beauty as logic is the science of truth and ethics is the science of good. Education seeks to realize the true, the good and the beautiful. Therefore, it requires not only logic and ethics but also aesthetics. Aesthetic is the basis of all literature and art. As the science of character, ethics analyze the psychology of ethical consciousness. The aim of education is to realize all round development of the child. In this development, moral and aesthetic development occupy foremost place. Aesthetics is the basis of all literary and artistic criticism. It supplies the philosophical basis to literature and art. As literature and art contribute significantly to education, the value of aesthetics in education is clear.

#### Conclusion

The above discussion shows that the various branches of philosophy are closely related to education. All the branches of education viz. aims and ideals, the methods of teaching, the curriculum, the school administration, discipline and evaluation etc., are based on the above mentioned philosophical foundation.

#### **Impact of Philosophy on Education**

Since philosophy and education are intimately related, it seems necessary to discuss their relationship in different fields viz., (i) Aims, (ii) Curriculum, (iii) Teaching techniques, (iv) Concept of discipline, (v) Teacher and so on.

#### **1. Philosophy and Aims of Education**

Education being a planned and purposeful activity, has manifold aims. These aims or objectives are formulated by the philosophy of life. It is again philosophy which formulates the aims of education based upon deep insight and fundamental thinking. In the words of Rusk, "Philosophy formulates what it conceives to be the end of life; education offers suggestion how this end is to be achieved." We always require some sort of guiding philosophy in the determination of



objectives of education. The aims of education are related to the aims of life. In the light of changing philosophy of life, we have aims of education which are at variance. They change with the changing philosophy of life. To prove the statement we can refer to the study of aims of education in their historical perspective. In short, "Philosophy is the determining force for laying down the aims of education. Bode says, "Unless we have some guiding philosophy in the determination of objectives, we get nowhere at all." With such a philosophical background we direct our efforts and energies towards achieving the goals. A philosopher lays down ultimate values of life and these become the aims of education for a particular society or nation. Hence it is clear that aims of education are determined by philosophy. Different philosophies have prescribed different aims of education. Realism recommends exaltation of human personality as the main aim of education, while Naturalism emphasises self-preservation as the fundamental aim of education. Pragmatism believes in the socialisation of an individual as the aim of education.

## **2. Philosophy and Curriculum**

There are two sides of philosophy, one is theory and the other is practice. Curriculum being the contents of education may be deemed as the practical side of philosophy. Philosophy of education being an abstract though forceful entity, prescribes a curriculum for the achievement of its aims. According to Rusk, "Nowhere is the dependence of education on philosophy more marked than in the question of the curriculum". He is correct, for specific curriculum problems demand a philosophy for satisfactory solution. Briggs, while discussing curriculum problems says, "It is just here that education seriously needs leaders—leaders who hold a sound comprehensive philosophy of which they can convince others, and who can direct its consistent application to the formulation of appropriate curriculum."

Curriculum is constructed in accordance with the aims of education that are ultimately guided by the objectives of life over which philosophy has great bearing. In the light of different philosophies, different types of curriculum have been prescribed.

Curriculum in the light of various Philosophies Idealists, Naturalists and Pragmatists differ on the question of the contents of education. Idealists emphasize higher values of life and prescribe the study of ethics, religion, logic, literature and humanities. Naturalists prescribe those subjects and



experiences which give due consideration of the present experiences, interests and activities of the child. Their main concern is physical science and direct experiences. Pragmatists lay more stress on the study of functional subjects such as language, social studies, general science and various activities. Whatever the case may be, philosophy is in the background of every type of curriculum.

#### **4. Philosophy and Methods of Teaching**

The next main problem is the impact of philosophy on the science of teaching. "It is on philosophy that the art of education must wait for a design of action." The choice of methods of teaching depends on philosophy of education, Kilpatrick's use of the term Philosophy of method shows that teaching methods and philosophy are closely related. Method is a means by which a contact is developed between the students and the subject-matter. "In the absence of an adequate philosophy of life, the method of teaching employed by the teacher may repel the student from the subject." This may lead to even disliking of the teacher by the students.

Different educationists and philosophers have prescribed different techniques of teaching according to their bent of mind or mental disposition and scheme of education. To support the statement, we can quote idealists, naturalists and pragmatists with their separate teaching methods which are in consonance with their respective philosophy. The naturalists lay emphasis on motivation, direct experiences and on maintaining interest of the child. The idealists believe in lecture method and discussion. Their sole concern is to create suitable environments in order to influence the development of an individual. Pragmatists recommend socialized techniques, projects and problem-solving methods and other activities as the teaching techniques. In the end it may be said that teachers who think that they can do without a philosophy of life render their methods of teaching ineffective.

**5. Philosophy and the Concept of Discipline:** The nature of concept of discipline is again governed by the philosophy of life. In other words, discipline reflects the philosophy of life. It reflects the philosophical pre-possessions or particular ideologies. A belief prevalent in the past like, "Spare the rod and spoil the child" signifies a philosophy behind it.

Naturalists believe in the concept of discipline by natural consequences. Idealists favour inner discipline-discipline of mind or intellect. Pragmatists stress free discipline and self-discipline, inner or outer discipline. Militant or self-imposed discipline has been propagated by different

schools of thought and political ideologies. Indian philosophy has always been favouring discipline of the soul, mind and intellect, control over the physical movements, actions and thoughts. Modern concept of discipline gives maximum freedom to child and provides opportunities to have self-control, co-existence and the inner discipline. This is a clear impact of democratic ideology and social philosophy.

## **6. Philosophy and Teacher**

Every man is born a metaphysician. So, every teacher is a philosopher. In the process of education, teacher is the pivotal point, the heart of the matter. Education takes place through the interaction between teacher and the taught. The teacher influences the personality of child and instills in him a thoughtful awakening, a new life and beliefs. This is in no way indoctrination. To be a successful teacher it is essential for him to know the philosophy of education and its related ingredients. He himself should have a desirable philosophy of life. His philosophy of life finds an expression in the philosophy of education. Therefore, knowledge of philosophy is fundamental not only to an understanding of education as a whole but also to have a clear grasp of the actual techniques of teaching and their effective use of Education.

Different philosophies of education have prescribed the role of a teacher in the light of their principles. Idealism assigns a very important role to a teacher who has to inspire and influence his pupils and mould them to become spiritual beings. He is a co-worker with God in perfecting man. Naturalism regards teacher as the stage manager who has to provide educational environment. According to pragmatism, teacher is a friend, a guide and a philosopher. He encourages self-education on the part of his pupils. Thus, in all the cases, a teacher is guided by a particular philosophy of education.

## **7. Philosophy and Text-Books**

Next important factor is 'philosophy and text-book'. Text-book is an important means for the realization of educational aims. Philosophical implications are given special attention in the preparation of a text-book and in the selection of the content. We have to keep in mind some standard and judgement. These are formulated by philosophy. Text-books also reflect philosophical approach to curriculum.

"A good text-book must reflect the prevailing values in life fixed by philosophy." It should also be in accordance with the prevailing accepted social ideals, norms and standards. For further clarification, books also reflect the political ideologies. Present system of text-book writing is very defective. There is an apparent lack of consensus among its various phases. Text-books need special care and attention. These must be written in accordance with the philosophy of the time, cultural, social and political background of a society or nation.

### **Building a Philosophy of Education**

After discussing the impact of philosophy on different educational practices, we come to realise that a sound philosophy of education must be built up. It must be based on a positive, constructive and healthy philosophy of life. Philosophy, Life and Education are Inter-woven.

Education being life itself depends upon philosophy. In the words of Rusk, "From every angle of the educational problems comes the demand for a philosophical basis of life and education." The greater task before the educationist today is to discover a new and general value of philosophy of life and to share it with his fellowmen.

A community whose life is not enriched by art and science, by religion and philosophy, day after day, is a community that exists half alive. Indian education is at cross-road. There is a need to build up a sound system of education based on a sound philosophy of life. It must represent Indian culture, wisdom, the world of knowledge and traditions. At the same time it must be modern so as to keep pace with the scientific and technological advancement.

ज्ञानं चक्षुर्मनुष्याणां

