

# **WESTERN SCHOOLS OF PHILOSOPHY IN EDUCATION**

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# What is Philosophy of Education?

- The word philosophy comes from Ancient Greek and means “love of wisdom”
- All teachers have a personal philosophy that colors the way they teach.
- Engaging in philosophy helps clarify what they do or intend to do, justify or explain why they do what they do in a logical, systematic manner.

# The meaning of Philosophical Inquiry

- “Whatever people choose to embrace, if their choice are made in a logical, rational manner, they are engaged in the process of ‘doing philosophy’”.
- Three specific areas of philosophical inquiry:

## Metaphysics

- Concerned with questions about the nature of reality.

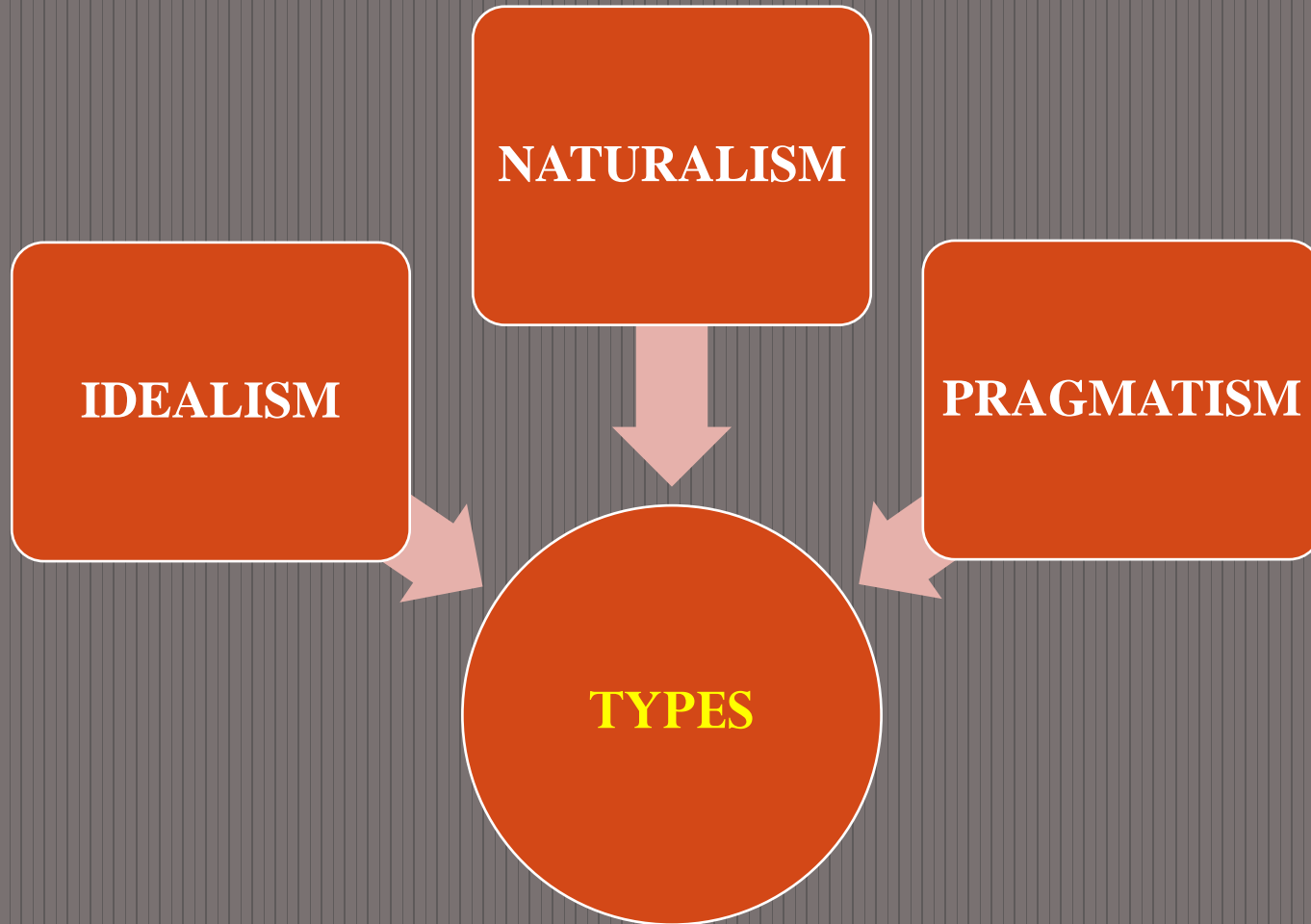
## Epistemology

- Concerned with nature

## Axiology

- Concerned with the nature of values

# DIFFERENT WESTERN SCHOOLS OF PHILOSOPHY AND EDUCATION



# CONCEPTS

IDEALISM	NATURALISM	PRAGMATISM
Monistic concept	Monistic concept	Pluralistic concept
Father: Plato	Father: Emile Zola	Father: Charles Sanders Peirce
<b>Chief Exponents-</b> Socrates, Plato, Tagore, M.K Gandhi, Vivekananda	<b>Chief Exponents-</b> Rousseau, Aristotle, Comte, Herbert Spencer, Bernard Shaw	<b>Chief Exponents-</b> William James, John Dewey, Kilpatrick
<p>Idealist believe that ideas are the only true reality. The material world is characterized by change, instability and uncertainty, some ideas are enduring. We should be concerned primarily with the search for truth. Since truth is perfect and eternal, it cannot be found in the world of matter that is both imperfect and constantly changing.</p>	<p>Naturalism is concerned with “natural self” or “real self”. It contends that the ultimate reality is matter, and not mind or spirit. Naturalism does not believe in spiritualism. It denies the existence of a spiritual universe- the universe of ideas and values.</p>	<p>Pragmatism derived from the Greek word ‘Pragma’ means ‘to do’, ‘to make’ and ‘to accomplish’.</p> <ul style="list-style-type: none"> <li>•Action or Practice or Activity</li> <li>•Instrumentalism and experimentalism</li> <li>•Knowledge is not for the sake of knowledge, but to help the people to meet his needs in a biological and social environment, so as to achieve better personal and social adjustment.</li> </ul>

# IDEALISM

METAPHYSICS	EPISTEMOLOGY	AXIOLOGY
<ul style="list-style-type: none"><li>•The self is the primary reality of individual experience.</li><li>•Ultimate reality is self</li><li>•Ultimate reality may be one or many</li><li>•The individual self has all the freedom.</li></ul>	<ul style="list-style-type: none"><li>•The ultimate knowledge is the knowledge on spirituality.</li><li>•Ideal and critical realism are like in the treatment of perception to some extent.</li><li>•Surrounding world is important experience the self</li><li>•Reality to be logically unified total system a universal mind.</li></ul>	<ul style="list-style-type: none"><li>•Values are real existents.</li><li>•The value of human life what they are largely because there are individual person to processes and enjoy them.</li><li>•The individual person can realize value by Actively relating parts and whole.</li></ul>

# PRAGMATISM

METAPHYSICS	EPISTEMOLOGY	AXIOLOGY
<ul style="list-style-type: none"><li>• Reality is determined by individuals sense experience man can know nothing beyond his experience so question related to nature of Man and universe simply cannot answer.</li><li>• Any conclusion we make about life after death is merely guess.</li><li>• Does not believe in anything is anything is spiritual or transcendental values.</li></ul>	<ul style="list-style-type: none"><li>• Knowledge on experience is through all that can be known is dependent upon experience.</li><li>• Phenomenon are constantly changing to knowledge about truth must change accordingly.</li><li>• They emphasize on functional knowledge and understanding.</li><li>• No spiritual or ultimate values.</li></ul>	<ul style="list-style-type: none"><li>• Values are not real existence value change according to difference in time and space.</li><li>• Man bring a part of society the consequences of his action are either good or bad if the consequences are worthwhile then the value of the action is proven to be good.</li></ul>

# NATURALISM

Metaphysics	Epistemology	Axiology
<ul style="list-style-type: none"><li>•Nature alone is ultimate reality</li><li>•Everything comes out of nature and becomes one with it.</li><li>•Its slogan are “Return to Nature” and “break the chains of society”.</li><li>•Naturalists consider material world as the real world.</li><li>•Laws of nature are unchangeable and entire universe is governed b them.</li><li>•They do not believe in God, Soul and Divine spirit.</li></ul>	<ul style="list-style-type: none"><li>•Naturalism believes that we gain knowledge through senses are gateway of knowledge.</li><li>•All the truth can be known through senses.</li><li>•Naturalism believes in the direct knowledge of nature.</li><li>•It oppose bookish knowledge.</li><li>•Naturalist do not believe in spiritual knowledge.</li></ul>	<ul style="list-style-type: none"><li>•It deals with values.</li><li>•There are no absolute, external and ultimate values.</li><li>•All values resides in nature</li><li>•It do not believe in spiritual values.</li><li>•To feel the values of nature one has to live in harmony with nature.</li></ul>



# Basic Principles

<b>IDEALISM</b>	<b>NATURALISM</b>	<b>PRAGMATISM</b>
Ultimate reality is mind and spirit. Ideas are final.	Nature is the final reality	Upholds the power of man as supreme
Believes in God and Spiritual Values	Believes in matter and importance of the material world	Does not believe in God or spiritual values.
Values are predetermined, absolute and unchanging	Values are created in terms of specific needs	Values are not predetermined
Faith in Eternal values	No faith in Soul or Spirit	Actions are more important than thoughts
Truth is Subjective	Innate Goodness of Children	Aesthetic value is to be viewed in terms of 'Social Goodness'.
Knowledge and Truth are different.	Everything natural is beautiful and valuable	Change is the essence of this universe. Human experience is real and should be concerned with the 'present'.

# PRINCIPLES OF EDUCATION

<b>IDEALISM</b>	<b>NATURALISM</b>	<b>PRAGMATISM</b>
<b>Stress on spiritual environment</b>	<b>Stress on Physical environment</b>	<b>Stress on social and physical environment</b>
<b>Education is based on spiritualism</b>	<b>Education is based on Psychology and ethics</b>	<b>Education is based on psychology and science</b>
<b>Self-realisation is the aim of education</b>	<b>Self-expression is the aim of education</b>	<b>Social-efficiency is the aim of education</b>
<b>Emphasizes mental capacities</b>	<b>Emphasizes basic instinct, interests and tendencies</b>	<b>Emphasizes experimentation and practices in a natural setting</b>
<b>Teacher and curriculum are the central aspects of education. Relatively unimportant place for the child</b>	<b>Child is the central aspect of education</b>	<b>Child is the central aspect of all education activities</b>
<b>Development of the child in accordance with adult standards</b>	<b>Education is accordance with the nature of the child</b>	<b>Life situations and activity helpful to meet a need are the bases of education</b>
<b>Emphasizes book learning</b>	<b>Insignificant place for bookish knowledge</b>	<b>Experience and experiments leading to problem solving are the bases of learning</b>
<b>Both individual and society are valued</b>	<b>Individual alone is considered and valued</b>	<b>Sociability along is emphasized</b>
<b>Definite and specific ideology maintained</b>	<b>Progressive and dynamic ideology maintained</b>	<b>Progressive, Dynamic and changeable ideology maintained</b>
<b>Stress on disciplining the child</b>	<b>Stress on the freedom for the child</b>	<b>Stress on the freedom for the child</b>

## Aims of Education

IDEALISM	NATURALISM	PRAGMATISM
Self realization	Self expression	Social efficiency
Spiritual development	Natural development	Educational aims change according to time and circumstances
Realization of Truth, Goodness and Beauty	Attainment of present and future happiness	Creation of new values
Conservation, promotion and transmission of cultural heritage	Preparation for the struggle of existence	Continuous growth
Development of intelligence and rationality	Autonomous development of individuality	Development of personality
Exaltation of Human Personality	Adaptation to environment	Social adjustment and harmonious development
Development of inventive and creative powers	Sensor training as well as redirection and sublimation of natural instincts	

# CURRICULUM

IDEALISM	NATURALISM	PRAGMATISM
Curriculum developed according to ideals and eternal values	Curriculum according to basic instincts, aptitudes and tendencies of children, nature forms the main source.	Curriculum based on subjects of utility value.
Humanistic subjects emphasised	Scientific subjects occupy comparatively more significance	Project form the basis for curriculum
Main subjects- Religious studies, spiritual studies, ethics, language, literature, History, Fine Arts, Music, etc.	Main subjects- Games and sports, Physical science, Physiology, Health and Culture, Natural Science and Biological Science	Main subjects- Health, Hygiene, Physical Science, Culture, History, Geography, Math, Home Science and Agriculture
Books are considered as Treasure house of knowledge	Senses are the gateways of knowledge	Social subjects form the main body and others are only subsidiary.

# METHODS OF TEACHING

IDEALISM	NATURALISM	PRAGMATISM
Question-answer method	Learning by doing	Learning by doing
Discussion method	Method of Direct experiences	
Induction and Deduction	Education through senses.	Project method
Simple to complex	Play way method	Experimental method
Instruction method	Freedom in education	Purposive activities in a natural setting correlation and integration
Playway method	Co-education, Education according to nature of the child.	Problem solving method
Lecture method	Negative Education	Integrated approach of teaching

# DISCIPLINE

## IDEALISM

- **Strict Discipline**
- **Emphasizes inner discipline**
- **Discipline comes through moral and religion instruction**
- **Restraint on freedom**

## NATURALISM

- **Supporting emancipatory discipline**
- **Discipline by natural consequences**
- **Maximum freedom to the child**

## PRAGMATISM

- **Stresses social discipline**
- **Discipline comes through Purposive and co-operative activities**
- **Given freedom to frame their own roles**

# ROLE OF THE TEACHERS

## IDEALISM

- Teachers' role is supreme and important. He is a spiritual guide for the child
- Teacher provides model to be imitated

## NATURALISM

- Teacher's role is subsidiary where as child's position is central
- Nature is the supreme teacher
- Teacher sets the stage for child and retires behind the curtain
- Teacher as an observer
- One who understands child psychology

## PRAGMATISM

- Teacher's role is that of a friend, motivator, philosopher and guide
- Experimentalist
- Counselor
- Teacher provides the child scope for active participation so that he learns to create new values for future.

## CONCLUSION

- Philosophy of education is the reflection of academic values and beliefs about the whole educational system. A clear educational philosophy will provide a framework for assessment, instruction and classroom and students management decision-making.
- Western philosophy is based on a more rational and empirical approach, focusing on individualism, rationality and the pursuit of happiness.