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Introduction

Philosophy: -

The term philosophy is derived from two Latin words "Philo" and "Sophia". Here, the word "Philo" means love and "Sophia" means wisdom. Thus, the literal meaning coming out from the combination is "love of wisdom". Wisdom consists in knowledge plus the ability to utilize its properly in different situations. With wisdom the man, then, gets the perspective to relate and understand the universe, nature and purpose with him and other people.

In terms of education, philosophy identifies and clarifies the beliefs, values and understandings of an individual or group with respect to education. Defined in this sense, it may be thought of as a more-or-less organized body of knowledge and opinion on education, both as it is conceptualized and as it is practiced.

A philosophy of this sort is critical in defining and directing the purposes, objectives and focus of a school. It should also serve to inspire and direct educational planning, programs and processes in any given setting. A philosophy of education may influence what subjects or topics are taught, how they are taught, and perhaps more importantly, the supporting beliefs and values that are taught, both implicitly and explicitly, within and around the core curriculum.

Education: -

The term Education is derived "Educere", "Educare" and "Educatum". Here, "Educare" means to "draw out or to nourish", "Educere" means to "to lead out" and "Educatum" means "to teach". Many philosophers and thinkers have their own definition based on their perspectives and experiences. According to Dewey's education is life long, continuous process which brings behavioral changes, improve an individual's competency and it cannot be confined to school only.

Gandhiji on education says "By Education I mean all-around development, drawing out of the best in the child-man body, mind and spirit."

According to "Rigveda" Education is something which makes a man self-reliant and selfless.

It is not mere communication or flow of information and acquisition of knowledge by pupils, but the fact is that of the total development of the socially expected personality. In other words, education is concerned with the entire man, this makes either life of an individual comes under the purview of education.

Philosophy and education are said to be the two faces of the same coin where philosophy is like a soul to the body of education. It determines the real destination toward which education has to go

the philosophy deal with the ends and education is a field in which philosophical theories and speculation are tested and made concrete.

Educational Thinker 1 –

Mahatma Gandhi



Mohan Das Karam Chand Gandhi, a great leader and philosopher was also an educational thinker of great repute. He wanted to establish a free and casteless society with no exploitation and racial discrimination. For this purpose, he used education as an instrument. His philosophy of education was the outcome of his long experiences of political, social, and economic life of the country. The meaning of education, according to Gandhi ji, is to promote the physical, mental, and spiritual development of an individual. According to him, reading and writing is only a means of education, and it is not all.

For Gandhi ji, no education is worth the name unless it makes boys and girls good citizens. His idea on education was the practical embodiment of his philosophy of education. The main aim of basic education was to purify the heart and mind of all people and create a society free from all exploitation and aggression.

Gandhi ji has a contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the essential values of Indian culture and civilization. The methods and

techniques advocated by him and the environment he prescribed revolutionized Indian thinking and way of living.

His philosophy of education is a harmonious blending of idealism, naturalism, and pragmatism. It may be noted that there is no inherent conflict between the three philosophies. Idealism is the base of his philosophy whereas naturalism and pragmatism are the helpers in translating that philosophy into practice. He advocated the ideals truth, nonviolence and moral values to achieve the ultimate truth of self-realization. He is a devotee of naturalism when he speaks about the development of the child according to the nature and he becomes a pragmatist when he advocates learning and doing by experience. All this leads to integration, so essential to effective education and development of the total personality.

Meaning of Education

According to Gandhiji “literacy is neither the beginning nor the end of education. This is only a means through which man or woman can be educated”. While giving the definition, he says “by education I mean an all-round drawing out of the best in child and man- body, mind, and spirit. This is only a means through which man and woman can be educated. “By “All-round” he means the harmonious development which ‘Drawing out the best’ potentialities coiled up in the child which can be realized or developed to its perfection through education. It is the development of human personality in terms of physical, intellectual and spiritual aspects. Education should take care of the child transforming the individual’s personality. It should be the function of education to bring about a harmonious development of all the aspects of human personality so that it can grow to its highest stature and serve the society at its best.

Aims of Education

1. **Vocational aim:** Gandhiji wished that each child, through his education, should be able to learn a productive craft to meet his future needs of life by adopting some industry or business. Hence, he advocated education for self-reliance and capacity to earn one’s livelihood as the main aim of education. By this aim he did not mean to make the child a laborer. He wished that each child should earn while engaged in learning and earn something while learning. He said, “Education ought to be for them (children) a kind of insurance against unemployment.”
2. **Cultural aim:** He advocated that vocational education and cultural advancement should go side by side. He considered the cultural aspect of education as more essential than its academic aspect. Culture is the main foundation and an essential part of education. Gandhi ji said that he attaches more importance to cultural factor of education than its literary

factor. Culture is primary and basic thing which the girls should receive from school. It should show in the smallest detail of your conduct and personal behavior, how to sit, how to walk, how to dress etc.

3. **Character aim:** Gandhiji also believed that one of the essential aims of education is the moral development or character development. According to Gandhiji, the end of all knowledge should be the building up of character. Character building implies cultivation of moral values such as courage, strength of mind, righteousness, self-restraint and service of humanity. He believes that education will automatically develop an ability in the child to distinguish between good and bad.
4. **Perfect development aim:** Gandhiji said that the real education develops the body, mind and soul of children entirely. He also said that the man is neither mere intellect, nor the gross animals' body, nor heart or soul alone. A proper and harmonious contribution of all the three is required for the making of the whole man and constitutes the true economics of education.
5. **Liberation aim:** The fifth aim of education According to Gandhiji is that education should liberate body, mind and soul. By liberation he meant two kinds of liberation. One was the liberation all kinds of economic, social, political and mental slavery. The second was the liberation of the soul from worldly pursuits and devote itself to higher forms of spiritual living. Education should provide this spiritual freedom for self-growth and realization of the self.
6. **Dignity of Labor:** Gandhiji wants that education should develop students in such a manner that they may stand on their own legs after completing their education. Gandhiji says that after seven years of education from the seven years of age to fourteen years, the child should be able to earn. The students must learn the dignity of labor. They should not feel shy while doing some work with their hands.
7. **Training for leadership:** Gandhiji believed that for successful democracy, good leaders are needed. Education should imbibe the education of good leaders. That way only the students will be able to shoulder the responsibilities in a satisfactory manner.

8. **Social and individual aim:** aims of education, as advocated by Gandhiji, have been both social and individual. Gandhiji rightly believed that the individual and society are dependent upon each other, because one affects the other in all situations of life. He wanted individual perfection and a new social order based on “Truth” & “Non-violence”. Education trains an individual and makes him an ideal citizen who will help his nation.

Gandhi ji Views on Education

1. **Objectives of education:** The ultimate objective of the new education is not only a balanced and harmonious individual but also a balanced and harmonious society – a just social order in which there is no unnatural dividing line between the people and everybody is assured of a living wage and the right to freedom.
2. **Education through craft:** The uniqueness of this scheme is that education is to be given through village crafts. The core of his proposal was the introduction of productive handicrafts in the school curriculum. The idea was not simply to introduce handicrafts as a compulsory school subject, but to make the learning of a craft the centerpiece of the entire teaching program. Knowledge of the production processes involved in crafts, such as spinning, weaving, leather-work, pottery, metal-work, basket-making and bookbinding had been the monopoly of specific caste groups in the lowest stratum of the traditional social hierarchy.
3. **Curriculum:** Curriculum in Gandhi’s scheme is activity centered and craft centered. For him craft occupies a vital position in human life as it develops the skills and talent with higher values of life. The subject in the curriculum includes in the following:
 - **Basic craft** – Agriculture, Spinning, Weaving etc.
 - **Language** - Mother tongue.
 - **Social Studies** – social and economic life of the community, culture, history of craft etc.
 - **General Science** – nature study, zoology, physiology, hygiene, physical culture, anatomy etc.
 - **Arts** -Drawing and music.

Reflection on the Education Philosophy of Thinker 1 -

- 1. Skill Development:** - As Gandhiji emphasized on the development of skill through vocational studies added in the curriculum of school, I observed this aspect of his philosophies followed. During PSE session, I noted that Guru Harkishan Public School has offered the curriculum allotting periods to the students to indulge them with skill development like games, music, art, etc. Gandhi Ji believed that education should develop all the capacities of the child so that he becomes a complete human being.
- 2. Education in Mother Tongue:** - Gandhiji said that education should be imparted in mother tongue of the student. It is important to use the mother tongue or regional language in the process of education because the students would understand the concept and topic effectively. During the observation in Guru Harkishan Public School, I also noted that some teachers are using Hindi in the process of education. The entire classroom took place in the regional language, where the students also contributed by replying in Hindi only. By this, I interpreted that the use of mother tongue in the classroom can result in an effective teaching and learning.
- 3. Moral Development:** - By Gandhi ji's definition of education, one can find out that a true transformation of a man is only possible when he is morally, spiritually developed. There was a divinity seminar in the Guru Harkishan Public School which students had to attend. The purpose of the seminar was to screen short stories on Guru Nanak Dev ji and impart education focusing on their moral development. The teachers later, took out the examples from the screening and referred them to impart knowledge.
- 4. Spiritual Development:** - Everyday, Guru Harkishan Public School conducts the morning assembly to generate the morals, ethics and values and to build up an inner peace which is very essential component required in students. And in Reception area, there is also a White board which displays the quote of the day with meaning.
- 5. Sound Body, Mind and Spirit:** - The school is providing appropriate space and opportunities to the students to play sports games. He focused on learners morally sound, individually independents, socially constructive, economically productive and responsible future citizens. His idea behind it was to create a citizen which can prove helpful in solving the problem of unemployment by making youth self-employed by giving them skill training. Guru Harkishan Public School offers sports like Badminton, Basketball, Hockey, Table Tennis etc. This contributes in the health and physic of the students.



Relevance in Contemporary Education

- His views on early childhood education are quite relevant today. The most important point in Gandhi's scheme of education is its emphasis on relating school education to the needs of the society.
- He wanted to achieve the objective of a system of learning while earning. There he wanted each individual to engage with craft making skills, which can further help them to earn from it.
- He gave an important place to the learning of craft.
- It will be seen from the curriculum of the present-day schools that work experience and socially useful productive work find an important place.
- Today the curriculum in many ways is contracted to develop the child entirely and transform him into an ideal man.
- The relevance of Gandhi's education also proves to flourish the life of a learner through craft education.
- Today, numerous people are engaging with these activities and leading their life towards success.
- He promoted vocational studies in his time and now this idea has become relevant. The school has included this into its curriculum so that the learner can find new opportunities for better life.

Educational Thinker 2

John Dewey

John Dewey was an American Philosopher and educator, founder of the philosophical movement known as Pragmatism. He is a pioneer of functional psychology and a leader of the progressive movement in education. Dewey's ideas on education were evident in his theory about social learning where he believed that school should be the representative of a social environment and that students learn best when in natural social settings. His ideas impacted education in another aspect because he believed that students were all unique learners.

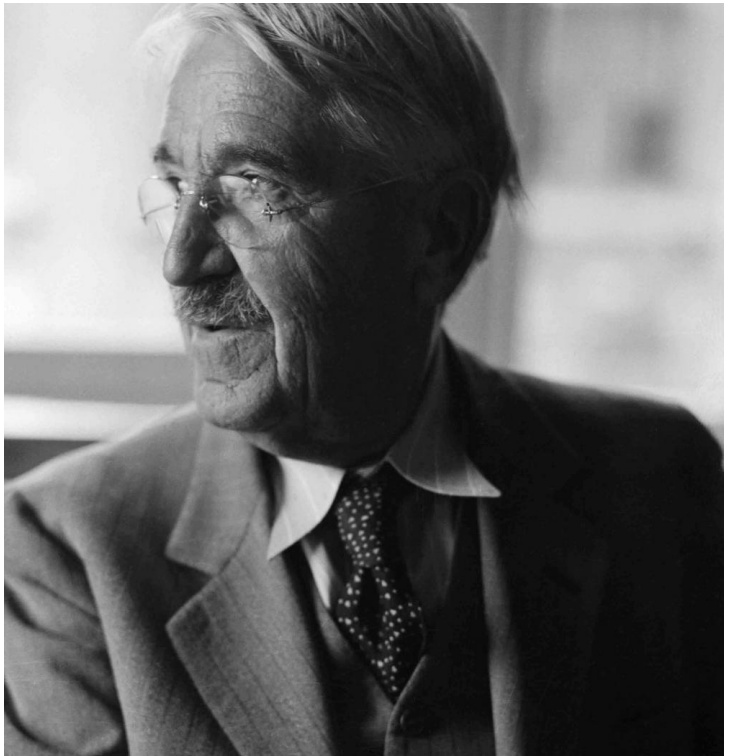
To Dewey, the school is an essential social and psychological institution. The school is not a place where some dry knowledge is imparted. For Dewey, the school is a place where the child learns by his own personal experiences.

Considering the school as a psychological necessity he wanted the ideal school to be like the ideal home.

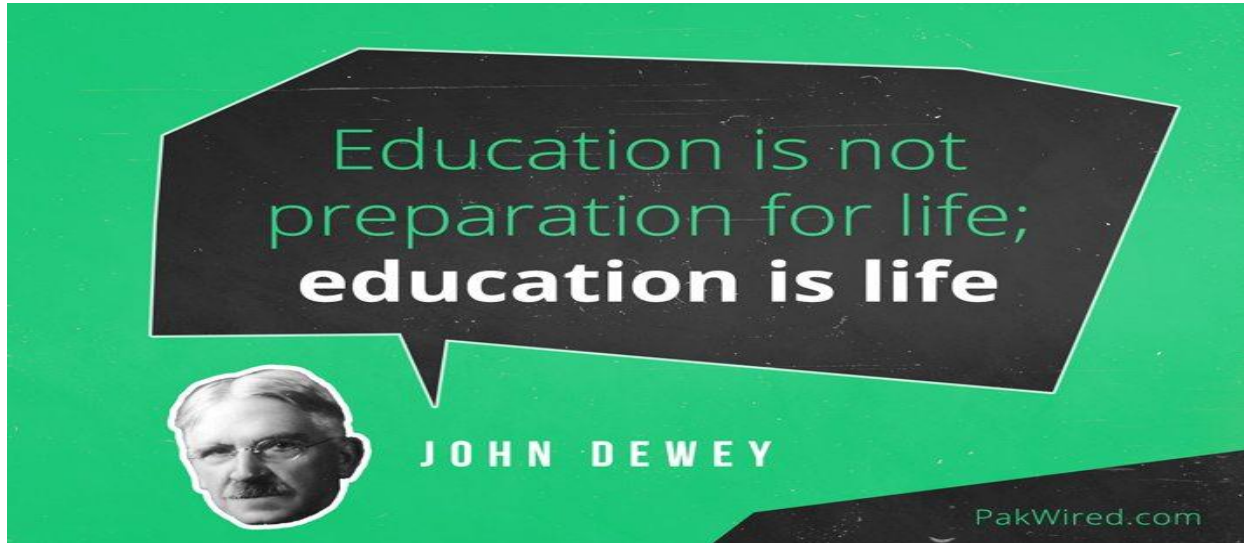
Dewey criticized the limitations of the view of formal education, particularly for its limitations in enabling students to draw from their past experiences in constructing new meaning. He called for the need for formal education to realize the importance of freedom and flexibility in education by allowing the expression of even immature feelings to enable learning.

He agrees to the function of education as preparation for life, if it refers to life now and the immediate future. Pupils, he said, are not interested in the distant or remote future. Any such attempt would not stimulate them to learn. Education should ensure adequate preparation for immediate life. This will encourage the pupil to learn. Dewey also agrees with the aim of education as self-realization of the individual.

Dewey did not believe in an ultimate aim of education. He provides no fixed and final goal of education. He always speaks of immediate or proximate aims. To him education is experience which is subject to constant change with the changing pattern of life. The process of education is a continuous process of adjustment. The individual has always to adjust and re-adjust himself to the environment.



He liked his ideal school to be an ideal community like the family where the pupils are engaged in common pursuits and educative experiences. “The school, in fact, should be an enlarged family, in which discipline the child receives more or less accidentally at home is continued in a more perfect form with better equipment and more scientific guidance”, said Dewey.



Education as a process actualizes itself in and through various aids and devices, which are mostly psychological in nature. These aids and devices used in the teaching and learning process are known as methods of education. Dewey accepts that the method of teaching and learning must be individualized, that education must begin with a psychological insight in the child's capacities, interests and habits. His emphasis on the freedom of the learner, child centered education and learning by doing, are all aspects relevant to the present-day educational system. Dewey proposed project method, experimental method and reasoning according to inductive logic.

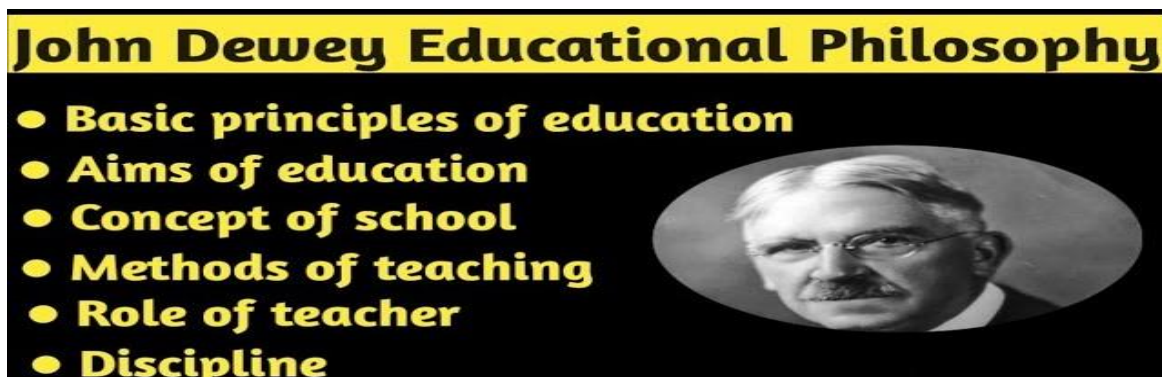
For Dewey, teacher has an important place, who should focus more with the pupil's impulses and interests rather than the inculcation of knowledge. According to Dewey's philosophy of education, a teacher's duty is to maintain a proper social order and to see that the children grow in a social atmosphere. His main function is to guide the young through the complexities of life. The teacher has to help the children so that they can adjust successfully with the contemporary conditions of life.

Dewey supported and emphasized on the freedom of children. As he proposed child centered education, he talked about better environment for children. But this freedom, according to his philosophy, has to be regulated and organized by the teacher and it should be exercised in the interest of the society as well. The teacher is not to impose his personality or his ideology on the child, but his business is to select the influences which should enrich the child's experience and to help him so that he can properly respond to such influence. Thus, according to Dewey, the main purpose of school discipline is the cultivation in the pupils of social attitudes, interests and habits,

and ideals of conduct through the conjoint activities of the school which has been organized as a community.

Reflection on the Education Philosophy of Thinker 2: -

1. **Child Centered Education:** - John Dewey proposed child centered education where the whole agenda of education revolves on the child and its development. According to him, the education revolves around the realization of one's full potential and the ability to learn and utilize the skills. As the process of education is focusing on child, the whole system of education is Child centered education. The school is successfully implementing the concept of child centered education. The teachers are including every student in the classroom activities and focusing to resolve the issues regarding the topic and life.
2. **Freedom to the Child:** - The children were given freedom in the class to engage with environment and studies on their own. As Dewey's philosophy talks about important role of a teacher, it gives allow the child but in a controlled manner. The children in the school were given freedom in the class. The English ma'am set the students free to engage with the poem on their own. In this way, the children will attempt to understand the concept on their own. Thus, it becomes the knowledge contraction through experience.
3. **Teacher's Role:** - According to Dewey, teacher is an important agent in the education who works to influence the children with its selected ideas and behavior. These selections will contribute in the enrichment individuals' life. This is what I witnessed in the classroom where the teacher directed the students not to compare with their score marks with each other. Explaining children about the negative effects of comparison in any grounds will direct them towards enhancement of life.
1. **Discipline:** - The philosophy of education by Dewey emphasized on the school discipline as it is the cultivation in the pupils of social attitudes, interests and habits, and ideals. Dewey argued that education and learning are social and interactive processes, and thus the school itself is a social institution through which social reform can and should take place. Thus, Dewey makes a strong case for the importance of education not only as a place to gain content knowledge, but also as a place to learn how to live. With the observation, I found the school has implied discipline for students. The discipline began with Divinity prayer. Also, the no student was spread wrappers in the corridors thus keeping it clean.



Relevance in Contemporary Education

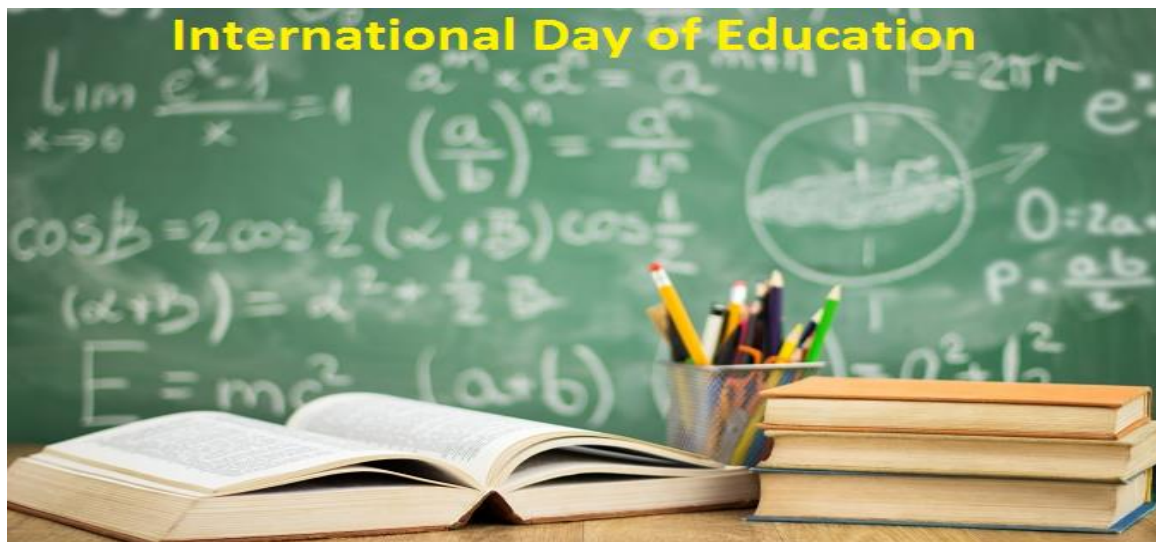
1. Dewey was an original thinker and a practical teacher. Dewey gave a practical shape on the various ideas of education and a progressive outlook to education. His ideas have had a great impact on the contemporary educational system.
2. **Creation of Experimental Schools:** Dewey established an experimental or laboratory school. But today there are many experimental institutions and research institutes in different places for trying various theories in the field of education.
3. **On Aims of Education:** Dewey as such didn't have specific aims of education but the point at which he focused while discussing on education is the teaching of democratic values.
 - a. He insisted on developing social and democratic qualities in the child. This viewpoint on education has been accepted as valid in the contemporary school system.
 - b. For example, the student in English was not able to perform well. Thus, the teacher called him in the front seat so that both can focus on the learning process. Here, the child was not left behind but included in the class to improve his knowledge and skills.
4. **On Discipline:** Dewey's concept of free discipline, self-discipline and social discipline attracted the attraction of the modern educationists.
 - c. While observing the school, I noted the discipline is being followed by the students and also the staff. The school has strictly followed the schedule. It begins with morning assembly to give a positive start to the entire day sharp at 8:00 a.m.
 - d. Then the classes begin on time where the teachers enter the classroom at a determined timing. Also, the students have to follow proper dress code and follow to maintain silence in the corridor. Here, I noticed the quality of self-discipline.
5. **On Curriculum:** The important impacts of Dewey's ideas on curriculum are given to the introduction of life centered, child centered, community centered and correlate curriculum. Importance is attached to manual skill subjects and vocational subjects in the modern curriculum. Moreover, due place has been given to various kinds of games and sports. As Dewey has given his ideas on curriculum, the schools have transformed the teaching method. It shifted from teacher centered to child centered, where the entire procedure revolves around the children and their development of skills. The school has included wide aspects where the students can have adequate place to play sports and games. Also, they are offered to perform other activities like crafts, music and divinity.
6. **On Educational Methods:** The greatest impact of Dewey's ideas is seen on the methods of education in more recent times. He emphasized the place of motivation, interest in learning, learning by living, learning by doing, learning by experience, etc. Dewey's most important methods of teaching like project method, activity method, and problem influenced in modern teaching techniques.

Conclusion

Mahatma Gandhi and John Dewey have their own philosophies of education. But interestingly, both these philosophies are visible in the contemporary educational system. Gandhi ji focused on vocational studies and emphasized that it should be the part of curriculum. The idea of including the vocational studies in curriculum was appreciative because it will contribute in the individuals' skill development. Thus, the developed skills can further develop the capabilities in a person to earn through appropriate utilization of the skills.

John Dewey concentrated on the child-centered education where the teacher is important, but the learners' activities are more crucial. According to John, the child must be given freedom by a teacher in controlled manner and environment. He believed that the aim of education will vary according to needs to the needs of society. Thus, he didn't emphasize on a particular aim of education.

In the Indian context, the education system is implementing these philosophies in schools. The teaching approach has transformed from teacher-centered to child-centered education. Now, the whole process of education revolves around the children and their development. Teachers' responsibilities and duties are more crucial and important than before in the right guidance for students and learners. In the previous ages, skill development was placed as extracurricular, but now skill development studies are added as a part of the central curriculum. These philosophers have their viewpoints and perspectives which they have generated from their experiences. Now these philosophies are visible in the current curriculum of Indian education system.



Thank You!