



# PHILOSOPHY OF EDUCATION IS APPLIED PHILOSOPHY; DYNAMIC PROCESS; AGAINST IDEOLOGICAL INDOCTRINATION; CONCERNS PEDAGOGICAL OBJECTIVES: A LITERATURE REVIEW

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**Abstract— It is strongly considered that the philosophy of education is a potential branch of practical philosophy in pedagogy. It investigates the nature of education as well as its objectives and obstacles. It also includes the examination of educational theories, the presuppositions present in them, and the arguments for and against them. Education can, generally, be defined as a taxonomical process through which a student or an adult gains cognition, experience, skill and reliable attitude. It makes an individual, knowledgeable, civilized, refined, cultured, accommodative, wise and enlightened. In order to have a civilized and socialized society, education is the only reliable means across the world. A country's core values of culture are considered by what is taught in its educational institutions. Some of the values are: individualism, cleanliness, languages, achievements, work, morality, concern for others, value of time, equality, social liberty etc. In addition to it, ideological indoctrination plays a vital role in imparting dogmatism or blind faith and so it should be eliminated from teaching. By and large, the goal of education is to make an individual consummate personally, morally and socially. According to Benjamin Bloom, education is categorized into cognitive domain, psychomotor domain and affective domain.**

**Keywords— cognition, taxonomical, consummate, ideological indoctrination, holistic, dogmatism, educator, pedagogy, andragogy, heutagogy**

## I. INTRODUCTION

Teachers employ different principles, approaches, techniques and strategies to help students learn. Personal teaching philosophy and cultural influence are teaching methods. Andragogy, pedagogy and heutagogy are the three well-

known teaching methods and are extensively considered in pedagogical literature. Andragogy is an approach to learning which is focused on adult learners. The term was first coined and used by the famous educator Alexander Kapp, and it has since been used to describe a variety of educational philosophies and methods. Andragogy is typically goes against pedagogy. The latter is also a traditional approach to teaching children. Andragogy is built on the premise that adults are more self-directed and self-motivated than children, and that they need to be given some special opportunity to learn in the ways that are relevant to their lives. Like the ADDIE, Analyze, Design, Develop, Implement, and Evaluate, instructional model, andragogy depends on engaging learning formal education. From this stand point, andragogical approaches are expected to be highly affording the opportunity for individual participation, with a strong focus on hands-on approach or hands-on learning experiences. At the same time, andragogy is not necessarily to confine to adults alone totally. It is most often used in the contexts where adult learners are the primary focus.

## II. REVIEW

Heutagogy is employed when there are self-directed or self-managed learners. But, modern teaching and learning has brought sea changes into academic sector. Especially, with the advent of computer and internet technology, students are informed about their curriculum and the topics they are studying. Therefore, in order to catch up with the student level, an effective pedagogy in teaching practices can potentially yield promising results. Thus, andragogy is the primary method and pedagogy is the second method. It is quite surprising that the roots of the term pedagogy are found in the times of ancient Greece. It is derived from the Greek word 'pedagogue' which, by and large, stands for 'the art of



teaching or the philosophy of teaching children.' In simple language, one can understand its meaning as the method and practice of teaching which broadly includes theory, curriculum, contents, methods of teaching, feedback, experiments and assessment.

In order to bring in an effective learning process into classroom, a teacher delivers a lecture while incorporating helpful and practicable sessions and engaging ways of imparting knowledge of theoretical concepts and content. Pedagogy helps a teacher understand how real learning should be facilitated in the classroom. In order to strengthen one's experience and skills as a teacher, pedagogy should be taken into consideration in all the academic institutions. Pedagogy plays an important role in designing effective learning and teaching approaches and methods because it is still followed across the world. This wonderfully helps improve the quality of teaching and learning. It facilitates both students and teachers in arriving at an in-depth understanding of fundamental matters like what should be learnt and how should it be learnt. When teachers employ effective teaching techniques or methods, students can have deeper learning opportunities. It is said that pedagogy can enhance and qualify student-teacher relationship.

The philosophy of education presents some approaches or strategies of teaching and learning and they are dynamic in nature. It is a universally accepted fact that teaching is a purposive process. Different activities of teaching are conducted, in educational institutions, only for the achievement of a specific purpose by teachers. Teaching means to educate someone while setting an aim or end. Teaching has been considered a tri-polar process ever since its origin. For teaching, there is a need of a student, a teacher and a course. In the process of teaching and learning, the teachers and the students interact with each other. It is done in such a way that learners work on for their goals and they learn new cognition, behaviours, and skills that enhance their learning experiences. There are some important perspectives related to teaching and learning processes. There are two ways: cognitive learning and constructivist learning and both the theories work together in such a way that they don't give any profit when they are separated. For learning, integration of these theories are a must and while the integration processes, it is important to consider some other factors such as cognitive style, the multilevel natures of intelligences, learning style and learning for special needs and for people who are from different cultural backgrounds.

In that way it is understood that both learning and teaching go hand in hand. It is clear that teaching or to teach someone is a five-step process of content, planning, directing, measuring and evaluating. Every teacher has to know it. Teaching is a journey from known to unknown. Before taking up a content to teach, the teacher ought to ask and find out how much knowledge the target students have about the content or the

lesson. By knowing this, the teacher can understand the level of the class so that he can start from that level and thus, there would be no vacuum in knowledge transmission. At the outset, the teacher must present simple compositions and then go on little higher level and at the end, difficult compositions can be presented. Students can't think logically about the things that they have not seen them before. So the procedure should be concrete to abstract. The next thing is the teacher has to give information about the whole thing and then he is expected to give information about its small parts; it is called whole to partial. There is another point for the teachers to remember; it is from uncertainty to certainty.

Children are easily confused about any phenomenon and so knowledge should be given to them so that they can be certain about something. The teachers ought to think that the best approach is a child-centric one where the teachers consider the feelings and interests of their students. There is differentiation analysis to synthesis; here analysis means dividing something into parts and synthesis means combining them. For example, if there is a lengthy compound sentence, the good teacher divides it into sentences, clauses and phrases to explain the meaning. And then he combines all of them. The final technique is the teachers have to prepare their students in a psychological way what the latter have to study if they want to build a psychological bridge between the two and then they can present the argument with interest. Teaching is a process of paying close attention to the needs, experiences, inferences and interferences of people so that they can learn specific things. The important function of teaching is to make the students understand that learning is beneficial. This teaching process aims at the transmission of knowledge, wisdom, imparting skills, imbibing values, and cultivating good behaviour. It is to build a bridge between individual and society and this process can be completed with the reaching of a target outcome.

Constructivism is the theory which states that the learners construct knowledge rather than just passively take in the information given by the teachers. People experience the world and contemplate those experiences and on this, they build their own internal representation and incorporate new information into their already existing knowledge. Thus, by applying a constructivist approach, students widen their knowledge horizons. Teachers set up problems for students, guide them to question about them, and also monitor their systematic search. In this strategy, students are required to learn from their own exploration after synthesizing new data, primary sources, and interactive learning material. Here, the interactive learning materials mean the interactive resources which are designed to teach a specific learning outcome. They may comprise of a single or multiple pages that can contain any combination of text or images. This process helps students develop knowledge. These constructivist approaches are useful for the learners of all ages. Later comes, experiential



learning theory which offers a model of the learning cognitive process. It can also provide a multi-linear model of development. The cognitive process is explained as the creation of knowledge through the transformation of experience. The knowledge which helps in transformation would come from the combination of transforming experience and comprehending.

According to the philosophy of education, the cognitive process is a highly effectual method for education when compared to the other methods as it permits students to take part of at personal level while taking their requirements into consideration. This method expects students to have qualities such as self-motivation, self-initiative, and self-evaluation. For any experimental learning, the entire learning process from goal setting, experimenting, observing, reviewing to action planning is felt essential. This strategy makes students learn new skills, or new attitudes or new approaches or new ways of thinking. Cognitive learning is observing, taking instructions, and emulating the good behaviour of others and it helps students learn in an effective way. This particular learning is the result of watching, listening, experiencing, and having something to do with it or hands-on. The powerful mechanism of this cognitive learning provides cognition and it goes well beyond or deeper than simple imitation. It is one of the ways of the acquisition of knowledge through mental or cognitive processes.

It is the process used for manipulating information by remaining in control of oneself. In short, it is the creation of mental representations of physical objects and related to information processing is called cognitive learning. Mental representations mean information-containing or physically-realized structures in the mind. And they allow students to perceive, make sense of, process, understand, and recall. There is another method which is called model of instruction. It has '6 Es.' They are Engage, Explore, Explain, Elaborate, Evaluate, and Extend. In this model of learning, each stage of instruction details the ideas, the concepts, and the skills needed for student inquisition. Engage: this method enhances students' curiosity, interest, and involvement. Explore: it furnishes students with several opportunities to find out truth and reality to put up with learning experience. Explain: in this method, students explain and modify what they have acquired. Elaborate: Here the students apply their nature of knowledge to manmade issues and adopt concepts, techniques, and attitudes to the main problems to more profoundly understanding them.

Manmade issues mean any disasters that have an element of human intent, negligence, or error involving a failure of a man-made system. Enrich: this method allows students to practice in-depth learning, in order to apply what they have learned to more complicated issues. Evaluate: it is the last one and it allows teachers and students to acknowledge or judge the learning effect. The last one includes role-playing and

simulations and it employs interactive teaching strategies for students. These strategies help students improvise information and encourage acquiring critical thinking and co-operative learning with the help of teaching aids. These methods are forms of experiential learning in which learners play different roles, assuming a character, personality or function within a group, and interact with others and participate in diverse and complex learning activities. They involve significant interaction among the participants, and various activities can be conducted online, face to face or in a hybrid environment. Learning makes meaning when the students can apply the knowledge they learned in their own lives. The teachers have to motivate the students to explore new avenues and experiment with new things in life. Only then, education makes better individuals with various skills and wisdom.

Before dealing with philosophy of education, here is a query, what is the relationship between philosophy and education? When the basic components are examined, it is found that philosophy and education have some deep relationship from the ancient days of Socrates in the West and the Aryan Rishis in India and to the present day. The other thing is the ancient philosophers were educators. The goals are set by philosophy and education tells people how to attain them. To live a philosophical life, education is the kingpin. There is no philosopher who is not educated; it may be either formally or informally. Philosophy tells people how to think in a proper way and education tells them the way of doing things. One is theoretical and the other is practical. That is way; it said in the very beginning that education is a form of practical philosophy. When education deals with the concrete, philosophy is related to abstractions and so they are the two sides of a coin. At most all the great thinkers of ancient times, were invariably great educators. The predominant educational philosophy sets the educational objectives, but different educational philosophers prescribe different educational aims. When education is taken into consideration, idealism focuses on self-improvement, on the other hand, naturalism focuses on the fullest development of the child and it is survival of the individual. Naturalism believes that the fittest alone would survive and that's what Charles Darwin also pronounced. Education must equip the student to struggle to exist and survive. The objectives of education can vary depending on the philosophy in the place at any given time. In a nutshell, philosophy is the driving force behind the goals of education. From etymological point of view, the word education is derived from Latin roots 'educare and educere' which mean 'bring up or bring forth what is within or bring out or bring out potential.' Thus, education in the largest sense is any act or experience that has a shaping effect on the mind, character or physical skill of an individual. From a technical point, education is the procedure by which society designedly transmits its accumulated knowledge, skills, wisdom and values from one generation to another. The scope of



philosophy of education is bounded to the field of education both vertically and horizontally - quantitatively and qualitatively. Thus, it is all about philosophy in academic sector in and beyond the borders of the countries. The scope of philosophy of education is about all things related to education. For example, philosophy of education has to emphasize on core areas like, critical thinking, consciousness rising, and open mindedness. Only then, it is holistic and it also reminds the Teacher and the Taught of the need of being vigilant about the danger of indoctrination and authoritarianism especially from the very elementary level.

When a deeper look is taken, educational philosophy is all a set of educational impressions and core values of the teachers, the learners of an institution. The phrase focuses on the purpose and objective of educational planning, programs and processes when it comes to teaching and inspiring the student community. As a microcosm, an educational philosophy in an educational institute can determine what subjects are taught and how. Additionally, it can bear upon the beliefs and values that are taught around the national curriculum. As a result, it could be used to identify and elucidate the principles and themes that adjust with them when it comes to the aspirations of an educational establishment. On the other hand, philosophy of education can be looked at from both a philosophical perspective and educational perspective. Retrospectively, the early Western philosophers, like Socrates, Plato and Aristotle, presented and discussed theories for delivering of content and evaluating. In more recent years, this has trended towards the foundations of education, including its history, its relation to psychology, and sociology. Talking about the objectives and purposes of education is an amalgamation of the intelligent structure and guidance of educational activities. There are fundamental educational concepts which cover a variety of topics, such as teaching, learning, schooling, and indoctrination (teaching something uncritically).

For each and everyone, there are different arguments of educational philosophy and its practical application, but all would join hands at the core areas. When things in teaching field are concerned, and if they are observed in a keen way, it can be understood that indoctrination and authoritarianism play a vital role in making student community dogmatic. The theory of ideology of indoctrination is a well-known content-based theory which claims that indoctrination is different from education, especially when something is taught as an ideology. An ideology is a worldview, a comprehensive view of the world and human life but it is not viewed right from a rational point of view. It is a set of interconnected values and rigid beliefs about what the world is or should be like; which guide the way of thinking and behaving of people. The first and the foremost thing is education should be freed from religion as both are poles apart. Ideological indoctrination has to be kept at arm's length distance from educational institutions.

Ideologies for example: Marxism, Christianity, Humanism, Islam, Nazism, and Liberal Democracy, Socialism, Capitalism, Naxalism are some among other political and religious worldviews. Here there is no room for freethinking.

The ideology theory of indoctrination proposes if students are taught to believe, e.g., that Capitalism is correct, that is indoctrination because Capitalism is an ideology. Undoubtedly, teaching any ideology is always indoctrination. One reason is that teaching students to believe ideologies is found in a state of disagreement with the educational aim of nurturing intellectual virtues such as, open-mindedness, curiosity, deep personal qualities or character strength and proper thinking, learning and questioning. These intellectual virtues lead students to inquire, think critically and logically and sometimes going out of the box, and support their beliefs with evidence. On the other hand, ideological thinking leads students to believe controversial or blind beliefs e.g., man is created by some supernatural power and it is indisputably true, without established facts without evaluating the evidence and setting aside Darwin's theory, The Origin of Species.

But at the same time, there is a strong claim that indoctrination involves teaching ideology but it has some counter productions. For example, some say that it is hard to think how teaching without an ideology is probable. Teaching students why Capitalism is just, is ideological and in the sense it does promote Capitalistic ideology. If it is believed that ideological instruction has been indoctrination, and so is mainstream civic education. It is so because the latter also needs to promote ideologies. But the point to be noted and the truth here is both education and indoctrination are different from each other and their objectives are different. There is a reply from educational philosophers by distinguishing 'good ideology' from 'evil ideology.' Evil ideologies are unjustified beliefs and false; and at the same time, good ideologies are true or justified beliefs. By implication, teaching evil ideology is indoctrination, whereas teaching good ideology is not. There is some trouble again. It is that it's not always clear which ideologies are evil or unjustified. Reasonable and wise people would always disagree about many religious and political ideologies. In short, human wisdom decides what is good and what is evil. By and large, the theory of indoctrination should be eliminated from education.

Here are some points to be observed when indoctrination is made crux of the matter. Bypassing rationality paves a potential way to indoctrination. When teachers want their students believe certain of things, they artfully skip enabling students to rationally evaluate the beliefs. Suppose some students who are forced to attend the classes where the instructors force them to believe that God exists and those students who inquire or challenge it, they would be levied some penalty. This system of teaching would be considered to be indoctrination because the instruction employed to force the students into belief without allowing them to rationally



evaluate the reasons for and against it for themselves. On the contrary, if the students are taught about the existence of God and given them some time to think about it and give them an opportunity either to argue or to express their doubts, this can make students are able to rationally engage with certain criticisms of their beliefs. But there are some ways and means and places where the students can be indoctrinated. It is just bypassing students' rationality without helping them get critical thinking skills or rational thinking skills.

There is a main outcome theory which argues that indoctrination happens if the teaching produces dogmatism about what the teachers or preachers believe. This is also called dogmatism theory of indoctrination where arguments and challenges are ignored or dismissed or snubbed or unchallenged. The teachers or the preachers tell the listeners something and force them to believe it. It is only one way communication. From universal point of view, the aims of education are not static and absolute. They change from country to country as they depend on the objective conditions of each country. But after the globalization, there came some uniformity in higher education. Because of that, students of different countries are found in the institutes and universities of different countries. However, right mindfulness of students should be the final aim of education and they should not be taught the ideological indoctrination so that they can go to any other country and earn their livelihood with dignity. One way to move teaching from trial-and-error to a systematic effort to apply research-based strategies is by reading pedagogical literature and apply the methods based on self-experience and even changing them according to the target students.

It is felt that only through education conscious and superior types of individuals can be produced to make the world a better place to live in. The intelligence and character of students can be improved if the teachers are responsible, affectionate and sympathetic. A teacher is not a good teacher until and unless he has soft corner for his students and an unfeigned desire to impart to them what he believes to be of value while giving them an opportunity to question him to get their doubts clarified. Teachers should also have sympathy for their students and only such teachers can employ appropriate methods of teaching. Teachers should believe that teaching is not a sterile activity but dynamic. Teaching is an art and the art can always be developed. According to Bertrand Russell, one of the intellectuals of the twentieth century says that education is a process of self-development and it is possible in a good society. According to him, every citizen should have a social self. Education ought to create good and creative minded citizens. Thus, Russell has tried to make the teachers instill an elevated blend of individualism and socialism into students.

It is crystal clear that individual development is not possible without social progression and vice versa. The cultivation of individual mind is possible when there are useful citizens

around. Here the individual ought to be a microcosm of the world. The most vital need is citizens having universal outlook. This broad outlook can be inculcated in students from the elementary level as it is said that old habits die hard. Therefore, the ideology of indoctrination should not be taught at least till completion of school education because their minds are vulnerable to degeneracy. After school education, students generally have analytical thinking and questioning nature. Russell has also introduced two mighty words: humanism and utilitarianism. They can also be called humanist philosophy and utilitarian philosophy. They are two individual domains. But both philosophies play an important role in the value of human beings and their well-being. Both admit that actions should be evaluated based on their consequences. There is difference between the two domains as humanism emphasizes the inherent dignity and value of each individual while utilitarianism concentrates on the overall balance of pain and pleasure.

Here Russell has tried to make a beautiful amalgamation of including human elements in a simple manner in education. Human elements like history, literature and fine arts like, music and painting to develop the life of imagination; utilitarian elements are sciences, for livelihood to develop the life of reality. Russell holds that literature is ornamental and science is utilitarian. Some people feel only science should be taught in place of literature. But Russell strongly feels that literature and fine arts develop the power of imagination. According to Russell, the philosophy of education ought to underline the holistic development of a student and his good character formation. Hence good character formation should be the main aim of education. According to him, four essential elements or qualities are needed. They are vitality, courage, sensitiveness, and intelligence. To a greater extent, vitality depends on good health. Hence one of the aims of education is the awareness to have good health. It is said that sound mind is only possible in sound health.

A Greek ideal says that a healthy mind lives in a healthy body. Courage is another quality of character. Courage is nothing but absence of fear. Fear can be divided into two categories: rational fear and irrational fear. Many people suffer from irrational fear both consciously and unconsciously and without any reasonable ground. Through education irrational fear should be eliminated from the minds of the children. Both boys and girls should be educated in such a way that they can lead a fearless life. Fear should be suppressed through vitality, knowledge and self-respect. Liberal and universal attitude can make one courageous. People feel sorrow when their nearest and dearest one feels sorrow. But sometimes they sympathize with the cause of sorrow of persons who are not dear and near to them and they are not present before them. This is called abstract sensitiveness. This abstract sensitiveness would solve many existing evils of the world. Hence one of the aims of education is to create abstract sensitiveness in the minds of the



students. In the opinion of Russell intelligence means acquired knowledge, wisdom and ability through education. These things can make the students think in a proper way. Their power of thinking should be developed by the teachers. Conduction of discussions and debates can improve thinking abilities in students. These would lead to cooperation, truthfulness, observation, open-mindedness etc.

An important and a little controversial issue in the philosophy of education is related to the contents of the curriculum. It is what should be taught to the students, in addition to the sciences? This curriculum includes the selection of subjects as well as the consideration of arguments the pros and the cons of the inclusion of a particular topic. This issue is invariably considered as one of the domains of education. There must be a sound contemplation before including a topic in curriculum. While many perspectives about what subjects are to be included in the curriculum are controversial. Some particular issues stand out where the controversies go beyond the academic tables. They go to a wide public discourse, especially when it is about religious education. The questions include which religion or religions should be taught and to what extent the religious views should influence other topics, such as scientific temperament or rationality. It is crystal clear that religion and rationality can't go hand in hand. Another outstanding matter in this field pertains to the subject of moral education. This domain is on certain occasions referred to as educational ethics. Agreements and disagreements in this field are associated to as to which moral beliefs and values should be taught to students.

This way, and more surprisingly, that many of the disagreements in moral philosophy are reflected in the field of moral education. Some theorists in the Emmanuel Kant tradition highlight the importance of moral reasoning and enabling children to become morally autonomous agents who can separate right from wrong. Theorists in the Aristotelian tradition, on the other hand, focus more on moral habituation through the development of virtues that are related to perception, affect, and judgment in regard to moral situations. An associated issue heavily discussed in ancient philosophy is the extent to which morality can be taught at schools instead of just leaving students with their inborn disposition. As a matter of fact, ethics has been realized as a branch of philosophy that focuses on normative discipline in human behaviour. It is nothing but the search for a rationally defensible view related to what things are good and worth aiming at and which actions are right, and why. However, the way of thinking took a peculiar turn in the context of the use of 20<sup>th</sup> century analytic philosophy. Bertrand Russell holds, philosophers began to focus on the meanings of ethical terms and claims, rather than on the elements of right conduct and wisdom. Thus, he has different views on ethics. He holds that the evils of the world prevail due to moral defects equal as much as the lack of intelligence.

The two concepts play an important role behind the preponderance of evil. He proposes that if people want to decrease the evil in the world, they need to work both on intelligence and on moral grounds. Suppose, morality is handed over to religion, it will become a red carpet reception to ideological indoctrination into teaching. He feels that human race has not yet found out any method of eliminating moral defects. Intelligence can be improved in students by the methods known to every high-minded, wise and competent educator. Russell believes that until some method of teaching morality without dogmatism has been found out, progress can be anticipated by the improvement of intelligence rather than of morals. Skills and wisdom can teach students how to make a better world. In his essay, Knowledge and Wisdom, Russell says that one of the goals of education is to develop the ability to solve problems objectively, no matter whether they are personal or public in nature. It is also the ability to make man aware of the importance of incorporating wisdom into knowledge. Man has to get access to wisdom through true education. Both should develop in a parallel way. Thus wisdom ought to be one of the essential parts of education. One who has both knowledge and wisdom would certainly have moral element too.

When it comes to syllabus, the philosophy of an organization or a country or a state would heavily influence it. For instance, a democratic philosopher who runs an institute unflinchingly asks his teachers to have soft corner for democracy and teach democratic principles to the students. He also incorporates some democracy contents in the curriculum. In order to reach the objectives of education, at whatever the level, curriculum is very important as it also offers activities and experiments to be conducted. The curriculum is set keeping the outcomes of education in any educational institute. But the contents of the curriculum are decided depending on certain philosophical principles. Curriculum contents reflect the philosophy of a school or a college or a university or a state or a country. An institute which follows idealism, for example, would choose idealistic education which emphasizes the development of mind, personal discipline and character development. It chooses the study of religion, ethics, logic, literature and arts. On the other hand, pragmatists include physical and natural science, practical arithmetic, crafts, social studies, and experiments based contents. By and large, the curriculum of an institute is influenced by its philosophical considerations. Thus philosophy and teaching and learning are invariably linked to one another in this way.

As a discipline, philosophy is a rich way of life. The principles and strategies employed by teachers to help students learn can be called personal teaching philosophy and at the same time, culture influences the methods of teaching. Teaching methods differ from system to system based on their philosophical foundations. Some methods such as lectures, roundtable discussions, debates and question-and-answer sessions are all



part of idealist teaching approach. The educational process would not be what it is without a teacher. As a person and as a teacher, he or she needs to study at least the rudiments of philosophy to improve teaching-learning process and for better outcomes. Philosophy has a profound impact on the thinking and the teaching of a teacher. A teacher is both a thinker and a doer, with his or her own set of ideas and convictions. A teacher would certainly have a profound impact on a student's mindset and outlook on life. Having philosophical bent of mind, high and true ideals, ethics, and morals, one can be considered an idealistic teacher. He must serve as an example for the students. Teacher-student relation is one of the purest and best relationships in the world.

Teacher is not only a person who teaches in a classroom but also one who can inspire, encourage his students to become successful and fine citizens in the society. A teacher is someone to believe, someone to emulate, he is a role model for the students under his charge, and is thus expected to behave as such both inside and outside of the educational institutions. A country's political, economic, and philosophical outlook is always reflected in the discipline found in its educational establishments. A nation's health is a dependent on its citizens' attachment to a strict code of personal conduct. Idealists believe in a strict regimen of mental and physical discipline. A democratic and socially conscious view of discipline can be emerged, if the individuals are in harmony with democratic values such as political integrity and the preservation of the environment. This can be concluded that philosophy and education are inseparable. Education's aims, curriculum, methods of teaching, teacher and discipline are all influenced by philosophy. Philosophy and education are intertwined. Teaching and learning are both influenced by philosophy.

When it is viewed meticulously, educational philosophy consists of different types of philosophies. Among them, five are considered to be the most important philosophies. Each is associated to one or more of the general or world philosophies. These educational philosophical approaches are being used in classrooms across the world at present. The five are Perennialism, Essentialism, Romanticism, Progressivism, and Social Reconstructionism. An admixture of two philosophies is called Eclecticism. Perennialism values teaching, and learning universal truths or knowledge that surpasses time or historical time periods. In one sense, it is a subject centered philosophy and it comprises great and proven ideas. These truths have everlasting importance in helping humans solve their problems regardless of time and space. The objective of a perennialist teacher is to teach his students to make them think intellectually and develop their minds that can think critically and rationally. Here the classroom environment is well-organized and well-disciplined where a student develops a lifelong quest for seeking enduring truths which are constant and not changing at their most essential level. Teaching these

unchanging principles is a tough task at the beginning. As humans are rational beings, the students ask many questions and the perennialist teachers should have good talent. Here the cultivation of intellect is given the highest priority in a worthwhile education.

Perennialism complements liberal arts curricula that helps and produces good individuals with some knowledge across the arts and works of literature which have never become outdated. In addition to that, the loftiest accomplishments of mankind are emphasized i.e., the laws or principles of science, fine arts and philosophy. The teachers are both teacher centered and student centered while teaching. The teachers adjust their role according to their target students and they employ instructional activities like Socratic Seminars which value and encourage students to think, rationalize and develop their own ideas on different topics. Mortimer Adler developed this curriculum basing on great books of western civilization. Essentialism is also a subject-centered philosophy like the above. The teachers of this stream believe that there has been a common core knowledge that needs to be transmitted to students in a systematically disciplined manner. It is the stream of teaching basic skills. The emphasis of this style of teaching is on intellectual and moral standards in addition to the basic skills.

The core curriculum is essential knowledge and academic standards. The essentialists accept that their curriculum is flexible unlike that of perennialism. These educators believe that they have to prepare students to become valuable members of society and so they focus on facts, the objective reality and basics to read, write, speak and calculate clearly and logically. Main subjects focus on the historical context of the material world and culture and move consecutively to give the students a solid understanding of the present day. Here students would acquire the value of hard work, respect for government and discipline. Essentialism is a common model in the United States of American even today. Students have seven periods a day and they are taught that they should keep their non-productive instincts like, aggression or mindlessness in their control. The teachers give lectures and during that time, students have to take notes. This approach is in reaction to progressivist approach in 1920s and 1930s. It is the bounden duty of the schools to prepare all students to be productive members of society. Students are given worksheets or hands-on projects which are followed by an assignment of the learning material on the syllabus covered during this process. When their assignments show good quality and competence, the students are promoted to the next level. At the next level, there will be more difficult material. Paul Copperman and William C. Bagley are two of the most influential proponents of essentialism.

From literary stand point, romanticism was a philosophical literary movement during the age of enlightenment, roughly 18<sup>th</sup> century. The advocates of romantics believe that the



natural goodness of humans is obstructed by the urban civilization across the world. It emphasizes emotional self-awareness as a necessary pre-condition to improve society and better human condition. In academics, it is considered as one of the philosophies of education which includes curriculum, teaching and learning. This philosophical system is felt to be a student-centered approach. Its focal point is on the distinction to meet the learning readiness needs of students. It comprises five characteristics: intuition, imagination, individuality, inspiration, and idealism. In this approach, students play a decisive role to settle on what they want to learn and, in some cases; they are expected to take the full responsibility of their learning. There are two more remarkable tenets. The first one is the romantics trust that knowledge can be acquired through intuition rather than deduction. Intuition means, an ability to understand or know something immediately based on one's feelings rather than facts and deduction means the process of reaching a decision or answer by thinking about the known facts. The second one is at a school founded on the philosophy of romanticism one can't find any set curriculum, no formal classes and serious examinations. As a matter of fact, romanticism was largely centered in Germany. And it is quite against Empiricism and Rationalism of the preceding Age of Reason of the western world, while representing a shift from the objective to the subjective.

Romanticism can also be termed as a philosophical and artistic movement which emphasizes individuality and subjective experience. And it follows with the faith in innate human goodness. It tries to protect the child from the corrupting influences of collectivistic thought. Romanticism is associated with one or all of the following principles: a rapport with nature that defies and surpasses modern, especially, western rationalist and objectivist impulses; the assumption of innate goodness and purity of the child; and the conviction that the 'natural' is essentially better than human-made or man-made. Some loyalists of this Romanticism are Jean-Jacques Rousseau and Maria Montessori. Progressivism philosophy is no longer a learning theory but rather an educational philosophy. It imparts student-centered teaching and this philosophy exhorts its followers to concentrate on the interests and the level of development for each and every student. As the term, Progressivism, suggests, it gives more importance to experimental and observational learning. It is active learning and not at all passive learning. Thus, this educational philosophy emphasizes that the learners should test their ideas through practical experimentation.

Progressivism gives students ample opportunities to pose many questions to the teachers because it is rooted in the queries of learners that come up through experiencing the immediate surroundings or the world. The learner is also a problem solver and thinker and he or she makes meaning of things through his or her individual experience in the physical and cultural settings. It follows integrated curriculum instead

of dividing it into different subjects. In this system, teachers provide ample experiences so that students can learn something through experiments. Thus, the position of progressivism is in stark contrast to both Essentialism and Perennialism. The core tenets of progressivism include hands-on learning activities, interdisciplinary studies, and collaborative learning. These elements are useful to the learners to acquire problem-solving and critical thinking skills. Education in progressivism can produce citizens who are lifelong learners and they can think critically to solve their problems. Thus, progressivism pursues a clear practical environment where the learner focuses on solving real-world problems through real experiences under the guidance of the able teachers. Classrooms in progressivism are student-centered. Students work in collaborative groups and they do project-based, problem-based, and service-learning activities. Students have many opportunities to follow their interests and share their views in planning and decision making with teachers. The progressive education philosophy was first established in America and John Dewey was its foremost advocate.

Social Reconstructionism was founded as a reaction to the inhumanities of World War II and the Holocaust (the mass murder of Jews under the German Nazi regime from 1941 until 1945) to moderate human cruelty against humans. It is a philosophy which emphasizes the addressing of social questions and a quest for a better society and worldwide democracy. It is to prepare students to make a better world with democratic values. This ism focuses its attention on a curriculum which highlights social reformation as the core aim of education. The thought was society first and everything next. For the educators of this philosophy, teaching and learning is essentially a social act. And they declare that knowledge and language are not neutral, and at the same time, they can't be objective either. They, therefore, have felt that the matters involving social, environmental, or economic justice or social justice can't be separated from curriculum because their purposes are same. Social Reconstructionism is against human annihilation through technology. It desires to create a beneficent society by using technology and human compassion. So, the educational system should change inhuman conditions into humane conditions.

The proponents of Social Reconstructionism require a critical teaching system which can replace the traditional classroom environment by placing the teacher at the centre. Thus, this system would eliminate student-centered system and focus on social judgment and political action. It thinks that politics influence people from womb to grave, so politicians and politics should be human-centered. Social Reconstructionists believe that the improvement of human conditions and a new social order should begin in classrooms with the help of teachers. It has also felt that education and literacy is a potential factor for social change. Educational institutions





ought to produce citizens with humanism to resist any kind of oppression. This system calls for the academic establishments to create critical consciousness, development of social awareness to overcome domination and oppression. It considers teaching and learning as a process of inquiry in which students have to invent and reinvent the world. For Social Reconstructionists, curriculum has to centre around students experiences and social actions on real-life problems such as violence, oppression, hunger, terrorism, inflation and inequalities of any kind. It also requires the strategies like, community based learning and taking the world into classrooms. The pioneers of this system were Karl Marx, George S.

In addition to this, focus is necessary to be thrown on some types of teaching philosophies looming large. Though the particulars of a teaching philosophy may be unique to a specific educator, most philosophies related to teaching, fall under a particular way of thinking, or a combination thereof. To help develop one's own ideas about education, one has to consider the following broad categories of teaching philosophies. Behaviorism: The behaviour school of thought claims that students often learn different behaviours through their interactions with others like, fellow students and teachers. So behaviour is not naturally inborn, it is acquired from others. In accordance with the behaviorists, the intrinsic characteristics of an individual have little influence on how they behave within an environment. Instead, it is the teacher who can directly and intentionally acts upon the quality and reliability of students' behaviours through different strategies. An example of behaviorist thought in practice would be positive reinforcement. In it, a learner receives a reward for positive actions or responses and some punishment for negative actions or responses. In course of time, they come to associate with these actions with rewards and so they prefer to behave in a socially accepted manner.

There is close relation between social change and education. The extension of education would lead to social change apart from the other benefits like, acquiring awareness, knowledge, wisdom, job prospects and business opportunities. At the outset, let some light be thrown on what social change is. As a matter of fact, change is an enduring historical force with noticeable through. No matter whether the change may be hardly discernable or easily observable; it may be constructive or destructive; but whatever may be its nature, it occurs everywhere and every time when society is dynamic. It is universally comprehensible that change has been regarded in many ways: as means, process, an end or even a social moment or a state of affairs involving a programme or an ideology or a problem. The application of new objects or ideas is supposed to reach a certain goal which is nothing but a change. According to an American philosopher Cornel West, 'There is no fundamental social change by being simply of individual and interpersonal actions. You have to have

organizations and institutions that make a fundamental difference.' This quote underlines the importance of educational institutions in social change. Education is the most powerful tool of social change. It is through education that the society can bring in desirable changes and modernize to be up-to-date itself. Education can transform society by providing opportunities and experiences through which the individual can cultivate him for adjustment with the emerging needs and philosophy of the changing society.

A profound social progress needs careful planning in every aspect of life. They are social, cultural, economic and political changes. Education must be planned in such a manner, which can uphold the needs and aspirations of the people as a whole. Education helps change the attitudes of people in favour of modern ways of life and develops attitudes, which can fight against prejudice, superstitions and traditional beliefs. Education is supposed to create a strong desire for change in a society. This works as a prerequisite for any kind of progressive change to come. It can be observed that whenever some social change occurs in society, it is easily adapted by some people while some others find it difficult to adapt themselves to that particular change. It is the function of education to assist people in adopting good changes and its duty is to make the people living with uncertainties in their lives. Certain factors can create resistance in the way of accepting some social changes. At that juncture, education helps people in overcoming resistance.

The significance of social change is to explain to the people, in a convincing manner, through the process of right education. Education has to help people in removing dogmatism or blind faith and prejudice and accepting scientific temper. Education invests the individuals with the capacity to use their intelligence. It is to distinguish between the right and wrong and to establish certain progressive ideals. Education provokes thoughts, initiates, encourages and guides movements for social reformation. The flood of social reformative movements that was witnessed at the turn of the century was due to modern education alone, in other words, the credit goes to education alone. Thus education can be called the harbinger of social reformations. It can be witnessed that almost all the social reformers are educated people. In addition to the above, education in India must be able to create suitable leadership at every level if social changes contributory to democracy are to be introduced.

All the educational institutions have to send out batches of able and high-minded leaders to lead the country on the right way. Thus, able leaders can be produced only through education. Education can prove very useful in bringing about national integration in India which is like a sub-continent. It works as the basis for unity among the people of different religions and castes in the country. Thus this kind of social change can ultimately be the basis for strong and united country. Education is the fundamental basis of national



development too. Here, national development is the all-round development of the different facets of the nation. They are economic, political, scientific, industrial, and social as well as of the individuals. Therefore, education is the powerful instrument of economic, political, cultural, scientific and social change too. To conclude, social change can be brought about in economic situation, political situation, scientific or technological development, and development in philosophical thinking so that people can live philosophical lives. By whatever means the change may be brought about, education always plays a vital role in the overall progression of the country. So the ruling leadership ought to be careful about the syllabus, the teachers and their teaching strategies.

In the words of an American historian, Henry Adams, education is not a dead process, but it is dynamic and self-motivated side of philosophy. It is the vigorous aspect of philosophical belief. It is the practical means of realizing the ideals of life. Philosophy is the theory of education and on the other side, education is practical thereof. Teaching is considered an art and every art has a beginning and has no end. It means it can be improved as long as one teaches. There are better ways to teach. If a teachers taught something and the students didn't understand, it means the teacher didn't understand what he had taught. Content delivery is different and involving the students in the teaching is different. Benjamin Franklin says 'Tell me and I forget, teach me and I may remember, involve me and I learn.' Techniques and methods of teaching have been changed. John Dewey, an educational psychologist commented that traditional education failed to help him in making him understand the rapid changes in the society, and so he had to depend on self-education. Every teacher or lecturer or professor ought to possess some elevated beliefs, ideals and values and the students are influenced by these. Such teachers are always remembered by the students. A teacher is not a just giver and a student is no longer a passive recipient. Here are the characteristics of a better teacher are as follows: a better teacher realizes the objectives or the goals of teaching. He motivated the students to learn. He inspiring students to learn and making them understand the concepts, not just the content and focuses on the overall or holistic development of students.

### III. CONCLUSION

Philosophy and education have a stronger relation than it is superficially taken for granted; the former is roots and the latter is tree. The aims and objectives are set by philosophy, and education guides people how to have them. When education focuses on the concrete, philosophy is more concerned with abstractions and concepts. In human history, great philosophers were great teachers. Different educational philosophies prescribe different educational goals. In a nutshell, philosophy is the means of propulsion behind the goals of education. To attain the goals of education, a detailed

curriculum which includes all of the activities and experiments required for the holistic development of students is requisite. This curriculum can slightly be different from one institute to another or from one state to another or from country to another. There are three teaching approaches, pedagogy, andragogy and heutagogy. Philosophy and ideological indoctrination are poles apart. Ideological indoctrination is to impose dogmatism or blind beliefs. It is a distasteful activity aimed at limiting or nullifying the individual's ability to think. Philosophy eliminates indoctrination. Teacher or lecturer or professor is an integral part in educational process. Every teacher has to study philosophy and live a philosophical life to be a better teacher to help students acquire knowledge, competence, virtues, wisdom, holistic or creative or critical thinking through practice so that his students can become better citizens and seekers of truth. On a true teacher, philosophy has a profound impact, no matter whether he or she, on his or her thinking, behaving, reflecting, understanding, counseling, teaching and temperance. Hence, a teacher is a symbol of thought and action and an example for his students. The nature and form of discipline are ascertained by philosophy. A student's behaviour with others defines his discipline and in extension, a country's political stability, economic progress, social integration and philosophical outlook are always reflected in the discipline the people of the country follow. In the end, philosophy and education are like 'Damon and Pythias.'

**'Happy Teaching!'**

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