

APPSC PAPER I: GENERAL STUDIES & MENTAL ABILITY · EDUCATION (B.ED. LEVEL)

Philosophical foundations of education

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1. Education: meaning, aims, types and agencies; philosophy and education
2. Idealism and naturalism in education
3. Pragmatism, realism, existentialism and Marxism in education

1 Education: meaning, aims, types and agencies; philosophy and education

Education is the lifelong process of drawing out and developing what is best in a person; it has individual and social aims, comes in formal, non-formal and informal forms through active and passive agencies, and its aims, curriculum and methods are set by philosophy, its "contemplative side" (Ross).

Core facts

- **Root words (Latin):** **educare** = to bring up, nourish, rear; **educere** = to lead out, draw out (e = out, ducere = to lead); **educatum** = the act of teaching or training. Most exam keys take **educare** as "the" root word (2025 key).
- **Indian words:** **Vidya** from the root **vid** (to know); **Shiksha** from the root **shas** (to discipline, teach, instruct, control; some texts give *shiksh*, to learn). Other Sanskrit words for education: **adhyayana, vinaya, prabodha**.
- **Ancient Indian definitions:**
 - **Rig Veda:** education makes a person **self-reliant and selfless**.
 - **Upanishads:** the end product of education is **mukti** (salvation); the ideal "**Sa vidya ya vimuktaye**": that is knowledge which **liberates**.
 - **Yajnavalkya:** education makes a person of **good character** and **useful to the world**.
 - **Panini:** human education is the **training one gets from nature**.
 - **Shankaracharya:** education is the **realisation of the self**.
- **Modern Indian definitions:**
 - **Gandhi:** an all-round drawing out of the best in the child and man: **body, mind and spirit**.
 - **Vivekananda:** the **manifestation of the perfection already in man**.
 - **Tagore:** the highest education makes our life **in harmony with all existence**.
 - **Aurobindo:** education helps the growing soul **draw out what is in itself**.
 - **Radhakrishnan:** education must **train the intellect, refine the heart and discipline the spirit**. The **University Education Commission (1948–49)** called education in the Indian tradition a "**second birth**" (*dvitiyam janma*).
- **Western definitions:**
 - **Plato:** the capacity to feel **pleasure and pain at the right moment**.
 - **Aristotle:** creation of a **sound mind in a sound body**.
 - **Comenius:** a school doing its work well is "**a true forging-place of men**".
 - **Pestalozzi:** **natural, harmonious and progressive** development of man's innate powers.
 - **Froebel:** **unfoldment** of what is already **enfolded** in the germ.
 - **Herbart:** education is the development of good **moral character**.
 - **Dewey:** education is **life itself**, not a preparation for life; a continuous **reconstruction of experience**.

- **T.P. Nunn:** complete development of the **individuality** of the child.
- **Edward Thring:** a **transmission of life, by the living, to the living**.
- **R.S. Peters:** education is **initiation** (into worthwhile activities).
- **Bipolar process** (teacher and pupil): **John Adams**, who also called education "**the dynamic side of philosophy**". **Tripolar process** (teacher, child and **society**): **John Dewey**.
- **Three senses of the word:** education as a **product** (a degree, knowledge gained), as a **subject** of study, and as a **process**; theory treats it mainly as a **process**.
- **Aims: individual aim** (self-development; chief advocate **T.P. Nunn**) and **social aim** (**social efficiency: Bagley, Dewey**). Others: knowledge, vocational, **character** (Herbart), **complete living** (Herbert Spencer), self-realisation (idealism). For a developing country like India the most important function is **human resource development** (2019 key).
- **Three forms (Coombs and Ahmed, 1974; defined earlier in the 1973 ICED report by Coombs, Prosser and Ahmed): formal** (schools, graded, certified), **non-formal** (planned but flexible, outside the school system), **informal** (incidental, lifelong, no fixed purpose, time or place; 2019 and 2025 keys).
- **Lifelong education:** made the **master concept** of education by UNESCO's **Faure Commission** report "**Learning to Be**" (1972).
- **Four pillars of learning** (UNESCO **Delors Commission**, report "**Learning: The Treasure Within**", 1996): **learning to know, learning to do, learning to live together, learning to be** (2019 key).
- **Agencies: active** = two-way interaction (**family, school, community, state, religion**); **passive** = one-way influence (**press, radio, television, cinema, library**). **Brown** classified agencies as **formal, informal, commercial and non-commercial**.
- The **family (home)** is the **oldest** agency and the **first school** of the child; it is **informal and active**; the mother is the first teacher (2019 key: the home is an **informal** agency).
- **School** comes from Greek **skhole** = **leisure**. **Community** from Latin **com** (together) + **munis** (to serve) = to serve together.
- **Philosophy** = Greek *philos* (love) + *sophia* (wisdom) = **love of wisdom**; Indian term **Darshana** (from *drish*, to see).
- **Ross:** philosophy and education are **two sides of the same coin**: philosophy the **contemplative** side, education the **active** side (2025 key).
- **Branches of philosophy: metaphysics** (nature of reality), **epistemology** (nature, sources and limits of knowledge), **axiology** (values: **ethics** and **aesthetics**), plus **logic** (right reasoning).
- **Indian schools (darshanas):** the orthodox schools accept the Vedas; the heterodox (**Buddhism, Jainism**) do not. **Sankhya:** founder **Kapila**; two realities, **prakriti** (matter) and **purusha** (consciousness), so a **dualistic realism**. **Yoga:** Patanjali; **Nyaya:** Gautama; **Vaisheshika:** Kanada.
- **Vedanta** = "**end of the Vedas**" (the Upanishads). **Advaita** (non-dualism): **Shankaracharya**; **Vishishtadvaita** (qualified non-dualism): **Ramanujacharya**; **Dvaita** (dualism): **Madhvacharya**. The Upanishadic path to self-knowledge: **sravana** → **manana** → **nididhyasana** (hearing, reflecting, meditating).
- **Buddhism: Four Noble Truths** (suffering, its cause, its cessation, the path); the **Eightfold Path** grouped as **sila, samadhi, prajna** (conduct, concentration, wisdom); **pratityasamutpada** =

dependent origination; the teachings (**Tripitakas**) were compiled in **Pali**; no creator God. **Jainism**: **triratnas** = right faith, right knowledge, right conduct; 24 tirthankaras, the first **Rishabhadeva**, the last **Mahavira**.

- **Gurukul curriculum: paravidya** = the higher knowledge of man, the world and God; **aparavidya** = the Vedas, Vedangas, grammar, astronomy, ethics and other worldly subjects.

Explained

1. Narrow and wide meaning. In the **narrow** sense education is **schooling**: deliberate instruction in an institution, for a fixed period, judged by examinations and ending in a certificate. In the **wide** sense it is every experience from birth to death that shapes a person, inside and outside school: "from **womb to tomb**", "education is life, life is education". The modern view joins the two.

Meaning	Who said it	Key words
Narrow	S.S. Mackenzie	any consciously directed effort to develop and cultivate our powers
Narrow	James Drever	the process by which the knowledge, character and behaviour of the young are shaped and moulded
Wide	Dumville	all influences acting on a person from cradle to grave
Wide	Lodge	all experience is educative; even the child educates his parents and the pupil his teacher

- Other wide-sense lines: **Mark Hopkins** (everything that has a formative influence) and **Thompson** (the influence of environment that changes habits, behaviour and thinking).
- **Old and modern concept.** The old view treated the child's mind as an **empty vessel** to be filled; the modern view is **learner-centred**: "**teach the pupil rather than the subject**". The 2019 key described the modern trend in elementary education as **child-centred**.

2. Education as a process.

View	Thinker	Elements
Bipolar	John Adams	educator and educand
Tripolar	John Dewey	educator, educand, social environment
Development	Pestalozzi, Froebel	drawing out innate powers
Reconstruction of experience	Dewey	learning by experience

3. Individual versus social aim.

Point	Individual aim	Social aim
Stress on	the person's own growth	the needs of society and state
Supporters	Nunn, Rousseau, Froebel, Russell	Dewey, Bagley, Plato

Point	Individual aim	Social aim
Risk if alone	selfishness, no social duty	the individual lost in the state
Today	combined: a self-developed person who serves society	(same synthesis)

- **Nunn's** case: nothing good enters the human world except through the free activities of individual men and women. In the narrow sense the individual aim means **self-expression** (naturalism); in the wide sense it means **self-realisation**.
- Arguments **for** the individual aim: psychological, biological and democratic grounds. Arguments **against**: it may breed **selfish individualism**, neglect social duty and break social unity.
- Case for the social aim: **Aristotle**: a man who does not live in society is either **a god or a beast**; **Raymont**: an **isolated individual** is a figment of the imagination.
- The **extreme** social aim puts the individual wholly under the state (ancient **Sparta**, Nazi Germany): the **narrow** form leads to **state socialism**; the **wide** form, followed in India, Britain and the USA, leads to **democratic socialism**.

Other standard aims: **knowledge aim** (knowledge is power; Socrates linked knowledge to virtue), **vocational or bread-and-butter aim**, **character aim** (Herbart: the whole work of education is summed up in morality), **complete living** (Spencer), **harmonious development** (Pestalozzi), **citizenship**, **cultural aim**, **self-realisation** (idealists, Vivekananda), and **human resource development** for a developing nation.

4. What an aim is and what decides it.

- **Dewey**: an aim is a **foreseen end** that gives direction to an activity; to have an aim is to act with meaning.
- Dewey's **three marks of a good aim**: it grows out of the learner's own **activities and needs**; it can be turned into a **method** of working with learners; it is **not** falsely **general and ultimate** (fixed for all time).
- An educator without aims is like **a sailor without a destination**: aims give direction.
- Factors that shape the aims of a nation: above all its **philosophy of life**, then psychology, socio-economic problems, political ideology, culture, religion and the growth of knowledge.
- Aims of **higher education** (Radhakrishnan and Kothari commissions): **advancement of knowledge through research**, preparing **skilled and responsible citizens**, and **social justice and equity**; when all three are offered, the key is "all of these".

5. Formal, non-formal and informal education.

Point	Formal	Non-formal	Informal
Plan	planned, rigid	planned, flexible	unplanned, incidental
Place and time	fixed school, fixed hours	open, learner's time	anywhere, any time
Curriculum and age	fixed syllabus, age-graded	need-based, any age	none
Examples	school, college, university	open schools (NIOS), open universities (IGNOU 1985), adult literacy centres, correspondence courses	family, peers, travel, media, play, festivals

- Formal education is **future-oriented** and certified (a 2022 key used this word).
- Non-formal education is **practical, short-term**, specific to the learner's need, with flexible admission, timing, curriculum and evaluation.
- Informal education has **no specific purpose, fixed period or place** and leads to no degree (2019 and 2025 keys).
- **Lifelong education** embraces all three, has **no terminal stage** and does **not end with a degree**; the Faure report "Learning to Be" (1972) made it the master concept.
- Other pairs in textbooks: **direct** (face to face with a teacher) and **indirect** (through the teacher's influence, books, media); **individual** (one pupil) and **collective** (a class); **general** (liberal) and **specific** (vocational).

6. Agencies of education.

Agency	Active or passive	Formal or informal
Family	active	informal (oldest agency; first school)
School	active	formal (the special agency created by society)
Community, state, religion	active	informal
Press, radio, TV, cinema, library	passive	informal (mass media)

- **Active** agencies act and react: the learner influences the agency too. **Passive** agencies influence only one way. The 2025 paper took the **public library** as a passive agency of socialisation.
- **Brown's four groups: formal** (school), **informal** (family, play groups), **commercial** (radio, TV, cinema, theatre, press run for **profit**) and **non-commercial** (social-welfare bodies that educate **without profit**).
- **School: Ottaway:** a **social invention** to serve society by the **specialised teaching of the young**. **T.P. Nunn:** a place where the young are disciplined in activities of the greatest and most permanent significance. **Dewey:** we send children to school to learn **in a systematic way the occupations which constitute living**; the school is an **embryonic** or **miniature society**.
- Functions of the school: all-round development, transmission of culture, **social efficiency**, higher values (**Satyam, Shivam, Sundaram = truth, goodness, beauty**), vocational training, national integration, international understanding, leadership.
- **Community: Ogburn and Nimkoff:** the total organisation of social life **within a limited area**. Marks of a community: a definite area, a group of people, a **we-feeling**, co-operation and a common heritage.
- **Mass media in Indian education:** radio, TV, films, newspapers; the **Satellite Instructional Television Experiment (SITE)** began in **1975** and trained teachers in science; later **INSAT** carried educational TV across India.

7. Why philosophy and education depend on each other.

- Philosophy sets the **ends**; education supplies the **means** to reach them. The common **end** of both is **wisdom**; their common **means** is **inquiry**.
- "Philosophy is the **theory**, education the **practice**": philosophy gives direction to educational practice, and practice without theory is aimless.

- Philosophy decides the **aims** of education, the **curriculum**, the **methods** of teaching, the role of the **teacher**, the kind of **discipline**, even **textbooks** and evaluation; it provides the basis for the whole structure of education (2019 key).
- Every great philosopher was a great educator: Socrates, Plato, Rousseau, Dewey, Gandhi, Tagore, Vivekananda.
- Standard quotations:
 - Ross**: two sides of the same coin; the one implies the other.
 - John Adams**: education is the **dynamic side** of philosophy.
 - Fichte**: the art of education will never become fully clear in itself **without philosophy**.
 - Gentile**: education without philosophy means a failure to understand education's own nature.
 - Dewey**: philosophy is the **theory of education** in its most general phases; education is the **laboratory** in which philosophical ideas are tested.
 - Spencer**: true education is practicable only by a **true philosophy**.

8. Branches of philosophy and what each gives to education.

Branch	Question it asks	Use in education
Metaphysics	What is real? (ontology, cosmology)	aims of education
Epistemology	What is knowledge? How do we know?	curriculum and methods
Axiology	What is valuable? (ethics, aesthetics)	moral and aesthetic aims, values
Logic	What is correct reasoning? (deductive, inductive)	methods of thinking and teaching

- Schools of philosophy differ first in **metaphysics: idealism** (mind or spirit is real) is directly opposed to **materialism** (matter is real) at this level (2022 key).
- Sources of knowledge studied in epistemology: senses (**empiricism**), reason (**rationalism**), intuition, authority, revelation.

9. Indian schools of philosophy and education.

School	Founder or key text	Key idea	In education
Sankhya	Kapila	prakriti and purusha; dualistic realism	right knowledge ends suffering
Yoga	Patanjali, Yoga Sutras	control of the mind; eight limbs	concentration, self-discipline
Vedanta	the Upanishads; Badarayana, Brahma Sutras	Brahman the one reality (Advaita)	self-realisation through sravana, manana, nididhyasana
Buddhism	the Buddha; Tripitakas (Vinaya, Sutta, Abhidhamma) in Pali	Four Noble Truths, Eightfold Path, middle path	monastic education (viharas, Nalanda); conduct and wisdom
Jainism	Rishabhadeva (first) to Mahavira (last) tirthankara	triratnas, ahimsa	right knowledge joined to right conduct

- In the gurukul the pupil passed from **aparavidya** (worldly subjects) to **paravidya** (knowledge of the self and God); the ideal was liberation (**mukti**).

Common traps

✗ "The root word of education is *Edu*." ✓ The Latin roots are **educare**, **educere** and **educatum**; exams usually want **educare**.

✗ "Vidya comes from *shas*." ✓ **Vidya** from **vid** (to know); **shiksha** from **shas** (to discipline, teach).

✗ "Tripolar process: John Adams." ✓ **Adams** = **bipolar**; **Dewey** = **tripolar** (adds society).

✗ "Manifestation of the perfection already in man: Gandhi." ✓ That is **Vivekananda**; Gandhi said drawing out the best in **body, mind and spirit**.

✗ "Sound mind in a sound body: Plato." ✓ Exam keys give **Aristotle**; Plato's line is about feeling **pleasure and pain at the right moment**.

✗ "Non-formal education has no plan." ✓ It is **planned** but **flexible**; **informal** education is the unplanned one.

✗ "The library is an active agency." ✓ Mass media and the library are **passive** agencies.

✗ "The school is the oldest agency of education." ✓ The **family** is the oldest; the school is the formal agency society created later.

✗ "Philosophy is the active side of education." ✓ Ross: philosophy is the **contemplative** side, education the **active** side.

✗ "Learning to earn is a Delors pillar." ✓ The four are **to know, to do, to live together, to be**.

✗ "Idealism and materialism differ mainly in epistemology." ✓ They differ in **metaphysics** (what is real).

✗ "Aesthetics is a branch of epistemology." ✓ Ethics and aesthetics are both parts of **axiology**.

✗ "Dvaita was taught by Shankaracharya." ✓ Shankara = **Advaita**; Ramanuja = **Vishishtadvaita**; Madhva = **Dvaita**.

✗ "Sankhya was founded by Patanjali." ✓ **Kapila** founded Sankhya; Patanjali systematised **Yoga**.

Quick revision

- Roots: **educare** (nourish), **educere** (lead out), **educatum** (act of teaching); **vidya** ← **vid**, **shiksha** ← **shas**.

- Rig Veda: self-reliant and selfless; Upanishads: mukti; Shankara: self-realisation; Panini: training from nature.
- Gandhi: body, mind, spirit; Vivekananda: perfection already in man; Aristotle: sound mind in sound body.
- Adams bipolar, "dynamic side of philosophy"; Dewey tripolar, reconstruction of experience.
- Individual aim: Nunn; social aim (social efficiency): Bagley, Dewey; Raymont: isolated individual a figment.
- Formal = planned, rigid; non-formal = planned, flexible; informal = incidental.
- Faure "Learning to Be" 1972; Delors 1996: know, do, live together, be.
- Family: oldest, informal, active; school ← skhole (leisure); Brown: formal, informal, commercial, non-commercial.
- Ross: philosophy and education are two sides of one coin (contemplative and active); metaphysics = reality, epistemology = knowledge, axiology = values (ethics, aesthetics).
- Kapila: Sankhya (prakriti, purusha); Shankara Advaita, Ramanuja Vishishtadvaita, Madhva Dvaita; Jain triratnas; Tripitakas in Pali.

2 Idealism and naturalism in education

Idealism holds that mind and spirit are the real things and makes self-realisation through eternal values the aim, with the teacher at the centre; naturalism holds that nature is the only reality and lets the child develop freely by self-expression, with the teacher as an observer (Rousseau's "back to nature").

Core facts

- **Idealism:** the **oldest** school of philosophy, also called **spiritualism**; **mind, spirit and ideas** are ultimate reality; matter is secondary. Eternal values: **truth, goodness, beauty** (*Satyam, Shivam, Sundaram*). It is the school that puts **value education** first (2019 key).
- **Descartes:** "**I think, therefore I am**" (*cogito ergo sum*), the dictum idealists quote.
- **Father of idealism:** **Plato** (427 to 347 BC), pupil of **Socrates**; works **The Republic** and **The Laws**; founded the **Academy** at Athens (about 387 BC), called the **first university of the West** (2019 key). For Plato, education should develop the **power of contemplation** (2019 key); his ideal state is ruled by **philosopher-kings**.
- Other idealists: **Socrates, Descartes, Berkeley, Kant, Fichte, Hegel, Froebel, Gentile**; in India the **Vedanta** tradition, **Vivekananda, Aurobindo**, and Gandhi in his aims.
- **Idealist aim:** **self-realisation** (spiritual development of personality); also character, cultural heritage, the realisation of truth, beauty and goodness.
- **Idealist teacher:** the **central figure**, a friend, philosopher and guide; Froebel's image: **school a garden, child a plant, teacher a gardener**.
- **Idealist discipline:** **impressionistic** (through the teacher's personality and example) under **regulated freedom**, leading to **self-discipline**; never military imposition.
- **Idealist pupil:** a **spiritual being** (a soul), humble and obedient to the teacher.
- **Froebel** (1782 to 1852, Germany): founded the **kindergarten** ("children's garden") in **1837** at Blankenburg; book **The Education of Man** (1826); used **gifts, occupations**, songs and play; credited with the **play-way method** (2019 key).
- **Naturalism:** **nature (matter)** is the only reality; no spirit, God or separate soul; the **mind is a product of matter** (the brain); no eternal values; the child is good by birth. It is the opposite of idealism.
- **Naturalist slogans:** "**Back to nature**", "Follow nature", "Break the chains of society", "**Senses are the gateways of knowledge**".
- **Chief naturalist:** **Jean-Jacques Rousseau** (1712 to 1778); **Emile** (1762); **The Social Contract** (1762) opens: "**Man is born free, and everywhere he is in chains**"; slogan "**Back to nature**"; **negative education** in the early years; discipline by **natural consequences**. For the naturalist the **first principle** in the child's education is **liberty** (2019 key).
- Other naturalists: **Herbert Spencer** (education for **complete living**), **Auguste Comte**, **Comenius** (in method), **Lamarck, Darwin** (biological base), **Bernard Shaw, Samuel Butler**; method followers **Pestalozzi, Montessori**.

- **Naturalist aim: self-expression** (2022 key), self-preservation, natural and free development, adaptation to environment.
- **Naturalist teacher: stage-setter, observer**, behind the scenes; education is **child-centred (paedocentric)**.
- **Maria Montessori** (Italy): first **Casa dei Bambini** (Children's House), **Rome, 1907**, for children of about 2½ to 6; the teacher is the **directress**, who prepares the environment and steps back ("**Follow the child**"); **didactic apparatus** for **sense training** and **auto-education**; the **absorbent mind** (birth to about 3); **sensitive periods** (a term she took from the Dutch scientist **Hugo de Vries**); **normalisation** = the calm, self-disciplined concentration a child of 3 to 6 reaches through freely chosen work. She trained teachers in India at **Adyar** (Madras), **1939–1946**.
- **Pestalozzi** (Swiss): education of the **head, heart and hand**; book **How Gertrude Teaches Her Children** (1801); teaching through objects and sense experience.
- **Herbart's five formal steps** (as set out by his followers): **preparation** → **presentation** → **association** → **generalisation** → **application**.
- **Dalton Plan: Helen Parkhurst**, 1920 (Dalton, Massachusetts): pupils work through **monthly assignments** at their **own pace**.
- **Indian naturalist: Rabindranath Tagore**: school at **Shantiniketan** (1901), **Visva-Bharati** (1921), **Sriniketan** (1922, rural reconstruction); classes under trees, freedom, creativity, mother tongue. Nobel Prize for Literature **1913** (*Gitanjali*).

Explained

1. Idealism: principles.

- Spirit and mind are higher than matter; the world of **ideas** is more real than the world of things (Plato's world of ideas).
- Man is a **spiritual** being; the universe has a purpose and moral order.
- Values (truth, goodness, beauty) are **absolute and eternal**, not man-made.
- Knowledge of the self and of spirit is the highest knowledge.

2. Idealism in education.

Element	Idealist position
Aim	self-realisation, spiritual and moral growth, character, preservation and enrichment of culture
Curriculum	humanities first: religion, ethics, literature, history, philosophy, fine arts; then sciences; Ross groups it as intellectual, aesthetic and moral activities; Herbart stressed literature, history and the arts for moral values
Methods	questioning and dialogue (Socratic method), dialectic (Plato), lecture, discussion, debate, storytelling, dramatics, intuition, imitation of ideals, Herbart's steps; never unguided free play
Teacher	central: model, guide, philosopher, "gardener"
Discipline	impressionistic, through ideals and the teacher's example; regulated freedom leading to self-discipline

Element	Idealist position
Pupil	a spiritual being to be uplifted
School	a temple of learning; a place to transmit culture

- **Plato's plan** (textbook outline): elementary stage with **music** (for the soul) and **gymnastics** (for the body); then military training; then mathematics and the sciences; then **dialectic** for the ablest; the best become the **philosopher-kings** who rule the ideal state (The Republic). The Republic divides society into three classes: **rulers** (philosophers), **auxiliaries** (soldiers) and **producers**.
- **Froebel** opened his play institute for small children at Blankenburg in **1837** and gave it the name **Kindergarten** in **1840**; exams take **1837**.
- **Froebel** is placed with idealism in **aims** (unity of God, man and nature; unfolding of the divine in the child) but with naturalism in **method** (play, self-activity, free expression). Kindergarten tools: **gifts** (ball, cube, cylinder and other objects) and **occupations** (paper folding, clay, sewing), plus **mother-play songs**.
- **Merits**: high aims, respect for values and culture, the teacher's dignity, character building.
- **Limitations**: neglects the **child's present** needs and interests, too **bookish and abstract**, teacher-centred, little place for science and vocations.

3. Naturalism: principles.

- **Nature** is everything; there is nothing beyond it. Mind is a product of matter.
- The child is **good by nature**; society corrupts. Rousseau opens Emile with the idea that all is good as it leaves the Creator's hands and degenerates in the hands of man.
- **Senses** are the gateways of knowledge; learning comes from **direct experience**.
- The child's **present** matters more than a distant future; childhood has its own value.
- No fixed or eternal values; values grow from life.

Three forms: **physical** naturalism (laws of physical nature), **mechanical** naturalism (man as a machine), **biological** naturalism (evolution, struggle for existence, adaptation: Darwin, Lamarck). Educational naturalism draws mostly on the **biological** form and on the **child's own nature**.

4. Naturalism in education.

Element	Naturalist position
Aim	self-expression, self-preservation, free and natural development, adjustment to environment, struggle for existence (biological)
Curriculum	from the child's interests and present needs: nature study, physical sciences, agriculture, carpentry, games, drawing, health; no religious education and no direct moral instruction ; no books before about 12; then <i>Robinson Crusoe</i> is Emile's first and, for a time, only book
Methods	learning by doing , play-way , heuristic (H.E. Armstrong), observation and direct experience , sense training, Dalton plan, Montessori method; the child a scientist, the environment a laboratory
Teacher	stage-setter, observer, friend; does not impose

Element	Naturalist position
Discipline	natural consequences (free discipline): a child who breaks a window feels the cold; no corporal punishment
Pupil	the centre (paedocentric education)
School	close to nature, with freedom and no rigid timetable

5. Rousseau and Emile.

- Emile has **five books**: four for the stages of a boy's growth, the fifth on **Sophie**, the girl he will marry.
- Three teachers of man: **nature, men and things**; only education from nature is beyond our control, so the other two must follow it.
- Stages: **infancy** (0 to 5, body and habits), **childhood** (5 to 12, senses, **negative education**), **boyhood** (12 to 15, intellect, useful knowledge, crafts), **adolescence** (15 to 20, morals, religion, society).
- **Negative education**: in early years do not teach virtue or truth directly; keep the heart from **vice** and the mind from **error**, and let nature do the rest.

6. Herbert Spencer. Asked "what knowledge is of most worth?" and answered **science**. Education should prepare for **complete living**; activities in order of importance: direct self-preservation, indirect self-preservation (earning), rearing a family, citizenship, leisure and culture. Book: *Education: Intellectual, Moral and Physical* (1861).

7. Tagore as a naturalist.

- Education should be in **natural surroundings**, in **freedom**, with **creative self-expression**, music, art and the **mother tongue**.
- His school at Shantiniketan (Brahmacharya Ashram, 1901) grew into **Visva-Bharati** (1921; a central university since 1951); **Sriniketan** (1922) linked education with rural life.
- He is also called an **idealist** (harmony of man, nature and the infinite) and an **internationalist** (Visva-Bharati: "where the world makes a home in a single nest"). In "which modern Indian educationist was a naturalist" the answer is **Tagore** (2025 key).

8. Method-makers of the child-centred movement.

Educator	Dates and place	Key ideas	Book or institution
Pestalozzi	1746-1827, Switzerland	head, heart and hand; object lessons; natural, harmonious, progressive development	How Gertrude Teaches Her Children (1801)
Herbart	1776-1841, Germany	moral character the aim; many-sided interest; five formal steps of a lesson	Science of Education
Froebel	1782-1852, Germany	play and self-activity; gifts and occupations; teacher as gardener	kindergarten (1837); The Education of Man (1826)
Montessori	1870-1952, Italy	sense training, auto-education, sensitive periods, absorbent mind, normalisation	Casa dei Bambini (1907); The Absorbent Mind

Educator	Dates and place	Key ideas	Book or institution
Helen Parkhurst	1887-1973, USA	individual monthly assignments, own pace, laboratories for each subject	Dalton Plan (1920)

- **Montessori classroom:** child-sized furniture, self-correcting **didactic material**, freedom within a prepared environment, no rewards or punishments; the **directress** observes and guides. Her stages of learning: meet the concept, work with it, then show mastery by explaining it to others.
- **Herbart's steps in a lesson: preparation** (link to what pupils know), **presentation** (new matter), **association** (compare old and new), **generalisation** (draw the rule), **application** (use it). They are the root of the traditional lesson plan.

9. Idealism and naturalism compared.

Point	Idealism	Naturalism
Reality	mind, spirit, ideas	nature, matter
Aim	self-realisation	self-expression, self-preservation
Centre of education	teacher, values (ideocentric)	child (paedocentric)
Curriculum	humanities, cultural heritage	sciences, nature, child's activities
Method	questioning, dialogue, lecture	learning by doing, play, experience
Discipline	impressionistic	natural consequences
Values	absolute, eternal	relative, none fixed
Key slogan	"Satyam, Shivam, Sundaram"	"Back to nature"

Common traps

✗ "Kindergarten was started by Rousseau." ✓ **Froebel**, 1837, Germany.

✗ "Emile was written by Froebel." ✓ **Rousseau**, 1762; Froebel wrote **The Education of Man**.

✗ "The aim of naturalism is self-realisation." ✓ Naturalism: **self-expression**; idealism: **self-realisation**.

✗ "Negative education means no education." ✓ It means **no direct teaching** of virtue and truth in early years; the child learns from nature and experience.

✗ "Learning by doing belongs only to naturalism." ✓ Naturalists used it, but in match items **learning by doing** goes to **pragmatism** (Dewey) unless naturalism is the only choice.

✗ "Idealist discipline is by natural consequences." ✓ Idealism: **impressionistic** discipline; naturalism: **natural consequences**.

✗ "Aurobindo was the Indian naturalist." ✓ **Tagore**; Aurobindo is an integral (spiritual) idealist.

X "Plato founded the Lyceum." ✓ Plato: **Academy** (the West's first university); the Lyceum was **Aristotle's**.

X "'I think, therefore I am' is a realist dictum." ✓ It is **Descartes'**, quoted by **idealists**; realism stresses knowledge through the **senses**.

X "Naturalism gives religious and moral instruction a central place." ✓ Naturalism leaves out **religious education** and direct moral lessons; **idealism** puts religion and ethics first.

X "In naturalism the teacher is the centre." ✓ Naturalism is **paedocentric**: the child is the centre.

X "The Montessori teacher is called the gardener." ✓ Montessori's teacher is the **directress**; **gardener** is Froebel's image.

X "The Dalton Plan was devised by Dewey" or "by Kilpatrick." ✓ By **Helen Parkhurst** (1920); Kilpatrick gave the **project method**.

X "The Education of Man was written by Montessori." ✓ By **Froebel**; Montessori wrote **The Absorbent Mind**.

Quick revision

- Idealism: oldest, spiritualism; mind and spirit real; aim self-realisation; truth, beauty, goodness; value education first.
- Plato: father of idealism; Republic, Laws; Academy (first university of the West); contemplation; philosopher-kings.
- Idealist teacher: gardener and guide; discipline impressionistic; methods questioning and dialogue.
- Naturalism: nature only reality; aim self-expression; child-centred.
- Rousseau: Emile and Social Contract 1762; back to nature; liberty first; negative education; natural consequences; Emile stages infancy, childhood, boyhood, adolescence; Book V Sophie.
- Spencer: complete living; science the most worthwhile knowledge.
- Tagore: naturalist; Shantiniketan 1901, Visva-Bharati 1921, Sriniketan 1922.
- Gandhi: idealist in aims, naturalist in setting, pragmatist in method.
- Montessori: Casa dei Bambini, Rome 1907; directress; sense training; sensitive periods (de Vries); India 1939–1946.
- Froebel: kindergarten 1837, The Education of Man, gifts and occupations; Pestalozzi: head, heart, hand; Herbart: five formal steps; Parkhurst: Dalton Plan 1920.

3 Pragmatism, realism, existentialism and Marxism in education

Pragmatism judges ideas by whether they work and teaches by doing (Dewey, Kilpatrick's project method); realism holds that the world of things is real and is known through the senses; existentialism puts the unique, free individual first (Kierkegaard); Marxism aims at a classless society through education joined to productive labour.

Core facts

- **Pragmatism**
 - Word from Greek **pragma** = action, a thing done, practical work. Also called **instrumentalism** and **experimentalism** (Dewey's names), and **humanism** (F.C.S. Schiller). Known as the **indigenous philosophy of the USA**.
 - **Founders: C.S. Peirce** founded it (the pragmatic maxim, in his essay "How to Make Our Ideas Clear", 1878; the word itself first appeared in print in James's 1898 lecture, credited to Peirce); **William James** popularised it (*Pragmatism*, 1907); **John Dewey** applied it to education (the 2019 key calls pragmatic philosophy "the contribution of John Dewey").
 - **Core belief:** truth is **what works**; truth is **made**, changing and tested by **consequences**; no fixed or absolute values; reality is "in the making". **Experience** is the key principle (2022 and 2025 keys).
 - **Aims:** no fixed aim; **growth**, **social efficiency**, adjustment, **democratic living**, creating new values.
 - **Curriculum principles:** **utility**, the child's **interests**, **experience**, **activity**, **flexibility** and **integration** (subjects linked around the child's activities, not taught in compartments).
 - **Method:** **learning by doing**, **problem-solving**, **project method**, experimentation. Teacher = **guide, friend, facilitator**. Discipline = **social discipline** through shared activity.
 - Slogan: **no disinterested pursuit of knowledge**, no intellectual education for its own sake (knowledge only for use).
- **John Dewey (1859–1952), American**
 - **Laboratory School**, University of Chicago, **1896** (the "Dewey School").
 - Books: ***My Pedagogic Creed*** (1897), ***The School and Society*** (1899), ***The Child and the Curriculum*** (1902), ***How We Think*** (1910), ***Democracy and Education*** (1916), ***Experience and Education*** (1938).
 - Sayings: education is **life itself**, not a preparation for life; education is a continuous **reconstruction of experience**; the school is a **miniature (embryonic) society**; education is **tripolar** (teacher, child, society). His key principle is **experience**, and he stood for **learner-centred** education (2025 key).
- **W.H. Kilpatrick (1871–1965)**, Dewey's student at Teachers College, Columbia: **project method**, 1918.

- Definition: a project is a **"wholehearted purposeful activity proceeding in a social environment"**.
- **Stevenson's** definition: a **problematic act carried to completion in its natural setting**.
- **Kilpatrick's four steps: purposing → planning → executing → judging**. Textbooks expand them into six: providing a situation → choosing → planning → executing → evaluating → recording.
- **Four types (Kilpatrick): producer** (constructive: make something), **consumer** (aesthetic: enjoy or appreciate), **problem** (solve an intellectual difficulty), **drill** or specific-learning (acquire a skill).
- **Realism**
 - Word from Latin **res** = thing. Arose as a **reaction against idealism**. The material world exists **independently of the mind**; knowledge comes **through the senses** (2025 key); the education that **supports the scientific process** is realist (2019 key).
 - **Aristotle** is the father of realism.
 - **Forms: humanistic** realism (Erasmus, Rabelais, Milton: classics for real life); **social** realism (Montaigne, Locke: education for practical, social life); **sense** realism (Mulcaster, **Bacon**, Ratke, **Comenius**: learning through the senses and science); **neo-realism** (Bertrand Russell, Whitehead: scientific method).
 - **Comenius** (Czech): *The Great Didactic*; ***Orbis Pictus*** (1658), the first illustrated picture book for children. **Bacon**: inductive method; "knowledge is power".
 - **Aims**: preparation for **real life**, happiness, vocational efficiency, knowledge of nature.
 - **Curriculum: science, mathematics, nature study**, vocational subjects. **Method: inductive**, observation, experiment, excursions, **teaching aids**; concrete to abstract.
- **Existentialism**
 - **Søren Kierkegaard** (1813–1855, Danish) = **father (founder) of existentialism** (2025 key); gave it shape in ***Either/Or*** (1843); protested against **Hegel's** all-embracing system and against mass society and church routine.
 - Others: **Jean-Paul Sartre** ("**existence precedes essence**"; "man is **nothing but what he makes of himself**"; *Being and Nothingness*, 1943), **Gabriel Marcel** (existential philosophy as a counsellor in crisis), Martin Heidegger, Karl Jaspers, **Martin Buber** (*I and Thou*, the I-Thou relation), Albert Camus, Simone de Beauvoir; **Nietzsche** is a forerunner.
 - **Core belief**: each person is **unique**; freedom, **choice** and **responsibility**; feelings of **loneliness, anxiety (angst)** and dread of death (2025 key); truth is **subjective**; against mass society and conformity.
 - **Education**: every individual is unique, so education must suit **individual differences**; mainly **liberal education** (2022 key).
 - **Curriculum**: no prescribed curriculum; **humanities, arts, literature, drama, history, ethics** before science; **elective subjects** are counted as existentialism's contribution. **Method: Socratic dialogue** with each learner, discussion, self-expression, individual work. **Teacher**: respects the pupil's freedom; an I-Thou relation (Buber).
- **Marxism (scientific socialism)**

- **Karl Marx** (1818–1883) and **Friedrich Engels**: **The Communist Manifesto** (1848); **Das Kapital** (vol. I, 1867).
- **Core belief: dialectical materialism** (matter comes first) and **historical materialism**; history is **class struggle**; the goal is a **classless society** (2025 key: classless society = **socialism**).
- **Education**: free, compulsory, **secular, state-run** education for all; **polytechnical education**: study joined to **productive labour**; **collective** life over the individual; the school serves the socialist state.
- Marxism links schooling to **mass production** and **polytechnic** training (2025 match key).
- Soviet educators: **Lenin, N. Krupskaya, A.S. Makarenko** (labour colonies, education in and through the collective). **Paulo Freire** (Brazil), *Pedagogy of the Oppressed* (written 1968, published 1970): **banking** concept of education rejected, **conscientisation** (critical awareness).

Explained

1. One-page comparison of the schools (for match-the-list items). Idealism and naturalism are in EDU-FN-02; they are here so that all six schools sit side by side.

School	Key names	Reality and knowledge	Aim of education
Idealism	Plato (father), Socrates, Berkeley, Kant, Hegel, Froebel	mind, ideas, spirit are real; eternal values	self-realisation; truth, beauty, goodness ; exaltation of personality
Naturalism	Rousseau (<i>Emile</i> , 1762), Spencer, Comte, Hobbes	nature alone is real; matter	self-expression , self-preservation; return to nature
Pragmatism	Peirce, James, Dewey , Kilpatrick , Schiller	truth is what works ; changing, made by experience	growth , social efficiency, democratic living
Realism	Aristotle , Bacon, Comenius , Locke, Russell	objects are real, independent of mind; known by senses	preparation for real life , happiness
Existentialism	Kierkegaard, Sartre , Heidegger, Buber	existence before essence ; subjective truth	authentic, free, responsible individual
Marxism	Marx , Engels, Lenin, Makarenko	matter first; history = class struggle	classless society ; socialist citizen

School	Curriculum	Method	Teacher and discipline
Idealism	humanities, religion, ethics, literature	lecture, discussion , Socratic questions	teacher central (gardener: Froebel); impressionistic discipline (teacher's example)

School	Curriculum	Method	Teacher and discipline
Naturalism	child's interests, nature study, games	learning by doing , heuristic, play-way	teacher a stage-setter or observer; discipline by natural consequences
Pragmatism	useful , integrated, activity subjects	project, problem-solving , experiment	guide, friend ; social discipline
Realism	science , mathematics, vocational	inductive , observation, audio-visual aids	knows facts, presents them objectively; orderly discipline
Existentialism	arts, humanities, ethics	dialogue , self-expression	respects freedom; I-Thou ; self -discipline
Marxism	science, technology, productive work	work-centred , collective activity	agent of the state; collective discipline

Short tags examiners pair with each school (both papers used these):

- **Learning by doing; experience; project method; democratic education** → pragmatism.
- **Knowledge comes through the senses; things are real; science** → realism.
- **The individual is unique; anxiety and loneliness; freedom of choice; liberal education** → existentialism.
- **Classless society; labour; mass production** → Marxism / socialism.
- **Truth, beauty, goodness; spiritual values; exaltation of human personality** → idealism.
- **Back to nature; negative education; education through the environment; self-expression** → naturalism.

2. Pragmatism in the classroom. Because truth changes, the curriculum is not a fixed body of subjects but grows from the **child's interests and present problems**. Dewey's principles: **utility, interest, experience, activity** and **integration** (subjects joined around one activity, not taught in separate boxes). Learning starts from a real problem, and the class works it out together, so the school becomes a small democracy. Dewey's **five steps of reflective thinking** (*How We Think*): a felt difficulty → locating and defining it → possible solutions (hypotheses) → reasoning out each one → testing by action. These steps are the root of the **problem-solving method**.

3. Project method: how a project runs. The teacher sets up a **situation** where a need arises (for example, the class garden is dry). The pupils **choose** the project (lay a drip line), **plan** it (materials, cost, roles), **execute** it, **evaluate** it (did the plants survive, what went wrong) and **record** it in a project book. Principles behind it: **purpose, activity, experience, utility, freedom, reality, social experience**. Merits: learning by doing, cooperation, dignity of labour, correlation of subjects. Limits: time-consuming, uneven coverage of the syllabus, hard to fit textbooks and exams.

4. Realism: the maxims of teaching. Comenius and the sense realists first set out the ideas behind the maxims that every B.Ed. student learns (later listed as maxims of teaching, often credited to Herbert Spencer): **from the known to the unknown, simple to complex, concrete to abstract, particular to general** (induction), **observation before explanation**. The real thing, a model or a picture is shown before the word. This is why realism is linked with **teaching aids, science** and **excursions**. Realism is opposed to idealism on **metaphysics** (matter vs mind).

5. Existentialism: why the individual comes first. "Existence precedes essence": a person is not born with a fixed nature but **makes himself by his choices**, and must bear the responsibility. The fear of meaninglessness and death (angst) is part of being human. Education should therefore help each pupil **choose freely and own the choice**. Existentialists reject standardised mass schooling, rigid timetables and the treatment of pupils as numbers. Kierkegaard's three **stages of life: aesthetic** (pleasure), **ethical** (duty) and **religious** (faith); a 2025 match item paired existentialism with "aesthetic and ethical life".

6. Marxism and socialism in education. Marx wanted children over a certain age to combine **schooling, productive work and physical training**, so that the split between mental and manual labour, and between classes, would end. In the Soviet Union this became the **polytechnical school**; Makarenko reformed young offenders by **collective labour and discipline** (*The Road to Life*). In India the word **socialist** entered the Preamble by the **42nd Amendment (1976)**; the "socialistic pattern of society" is a planning goal, not Marxist schooling.

7. Humanism and constructivism (also in the BRAOU unit).

School	Key names	Core idea	In the classroom
Humanism	Protagoras ("man is the measure of all things "), Erasmus, Corliss Lamont	man at the centre; reason, science and democracy; no supernaturalism	liberation of mind, welfare of humanity; discipline of kindness, self-imposed
Cognitive constructivism	Jean Piaget	the learner builds knowledge by assimilation, accommodation and equilibration	discovery, activity, readiness by stage
Social constructivism	Lev Vygotsky	knowledge is built through social interaction ; culture is the prime factor	group work, scaffolding, the zone of proximal development
Radical constructivism	Ernst von Glasersfeld	all knowledge is formed by the observer	learner's own meaning

- The **5E model (Engage, Explore, Explain, Elaborate, Evaluate)**, by **Rodger Bybee** of BSCS, is a **constructivist** teaching cycle.
- Constructivist learning design has six elements: situation, grouping, bridging, questioning, exhibiting, reflecting.
- **NCF 2005** (NCERT) is built on constructivism: connect knowledge to life outside school, move away from rote learning.
- **Dewey** is called the philosophical founder of constructivism: he wanted "directed living" in workshops instead of memorising.

8. Deschooling. **Ivan Illich**, ***Deschooling Society*** (1971, 2019 key): schools confuse **schooling with learning** and certificates with competence; he proposed **learning webs** (networks of people, skills and resources open to all) in place of compulsory schooling. Everett Reimer's *School is Dead* (1971) made a similar case.

Common traps

✗ "Pragmatism was founded by Dewey." ✓ **Peirce** coined the term, **James** popularised it; **Dewey** applied it to education. (If "Peirce" is not an option, as in 2019, the key is **Dewey**.)

✗ "The project method was given by Dewey." ✓ By his student **Kilpatrick** (1918); Dewey gave the **problem-solving** method and reflective thinking.

✗ "Learning by doing belongs only to naturalism." ✓ In exam keys it is the tag of **pragmatism** (naturalists also used it; if both are options, choose pragmatism when "experience" or "project" appears).

✗ "Realism: knowledge comes from reason or intuition." ✓ Realism: knowledge comes through the **senses**; reason and ideas point to **idealism**.

✗ "Sartre founded existentialism." ✓ **Kierkegaard** is the father (*Either/Or*, 1843); Sartre said "existence precedes essence".

✗ "Kilpatrick's project steps: planning, purposing, judging, executing." ✓ **Purposing** → **planning** → **executing** → **judging**.

✗ "Deschooling Society was written by Freire." ✓ By **Ivan Illich** (1971); Freire wrote *Pedagogy of the Oppressed*.

✗ "'Man is the measure of all things' is Sartre's." ✓ It is **Protagoras**, the root of **humanism**.

✗ "Orbis Pictus was written by Rousseau." ✓ By **Comenius** (realism); Rousseau wrote **Emile** (naturalism).

✗ "Classless society is the aim of democracy." ✓ It is the aim of **socialism / Marxism**.

✗ "The 2025 match item paired democratic values with pragmatism." ✓ Its key paired them with **existentialism**, because pragmatism had already gone to "learning by doing". In a single-choice item, **democracy in education** is the tag of **pragmatism** (Dewey, *Democracy and Education*).

Quick revision

- Pragmatism: pragma = action; Peirce, James, Dewey; truth = what works.
- Dewey: Laboratory School 1896; *Democracy and Education* 1916; education is life itself.
- Kilpatrick 1918 (Teachers College): project = wholehearted purposeful activity in a social environment.
- Project steps: purposing, planning, executing, judging; types: producer, consumer, problem, drill.
- Realism: res = thing; knowledge through senses; Aristotle, Bacon, Comenius (*Orbis Pictus* 1658).

- Existentialism: Kierkegaard (father, Either/Or 1843); Sartre: existence precedes essence; unique individual, electives, liberal education.
- Marxism: Marx and Engels, Manifesto 1848; classless society; education + productive labour.
- Illich: Deschooling Society 1971; Freire: against banking education; Protagoras: humanism; 5E: constructivism.
- Tags: doing = pragmatism; senses = realism; uniqueness = existentialism; labour = Marxism.