Existentialism and Education

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Introduction

- Youngest Philosophy
- Revolts against many outlooks and methods of traditional western philosophy
- Difficult to find its roots in ancient philosophy
- Importance of an individual and its freedom
- Individuality of man is supreme
- Individuality greater importance
- Against Idealism, Naturalism
- Existence in time and space is real, an essence unreal
- Individual real, universal unreal
- Existentialism emerged after World War I and became influential after the World War II
Meaning of Existentialism

• Existentialism means Individuality
• Individuality – Quality make ma person /thing different from others
• Crisis theory of life and man particularly fitted for our various time
• Theory of Individuality
• Each man the reason for his existence
• Found in the Socrates (469-399 B.C) dictum 'know thyself
Chief Exponents

• Soren Aabye Kierkegaard, Danish Christian philosopher (1813-1855)
• Friedrich William Nietzsche, German atheist (1844-1900)
• Karl Theodor Jaspers, a great psychologist (1883-1969)
• Martin Heidegger, a great philosopher (1889-1976)
• Gabriel Honore Marcel (1889-1973)
• Jean-Paul Charles Aymard Sartre (1905 - 1980)
Metaphysics

• Reason informed by passion, its passion
• Heightened feeling that ultimate realities are disclosed
• Passionate reason is not unreal
• Physical universe the world apart from man, has neither meaning nor purpose
Epistemology

• No knowledge /truth assumes to precede man’s existence
• All knowledge /truth is arrived at by knowing each individual subjectivity
• Self knowledge is the key to all knowledge
• Knowledge is intuitive
• Don’t believe abstract, speculation
Axiology

• Man ethically responsible for all of his decisions
• Accept absolute value,
• awareness of death
• Fidelity
• Sincerity
• Integrity
Aims of Education

• To assist in development of self-realization in the child
• Fully development of personality
• Development of complete man
• Enrichment of human ‘mind’
• Making better choices
• Freedom of the child
• To develop authentic self of the child.
• To inculcate choice making power in student.
• To prepare child to face tragic situation of life.
• To develop sense of responsibility in child.
Fundamental Principles

• Centre of existence is man
• Recognize paramount of human personality
• Creating his own values
• Believe mind
• Not believe in absolute values
• Man is not complete
• No acceptance of readymade concept
Curriculum

• Study of Humanities – Art, Literature (Poetry, Drama, Moral)
• Social Science- Relationship b/w individual and society
• Science-
  ‘Science is a necessary pre-condition of philosophy’ – Karl Jasper
• No rigid curriculum
Discipline

- Child freedom
- Self-discipline
- Flexible Schedule
- Democratic setup
MOT

• Socratic Method
• Emphasis on originality and creativity
• Learning by Doing
Role of Teacher

- Important role, active and welcome to his ideas from students
- Create educational situation
- Facilitate development originality creativity
- Foreground centre of attention
- Initiate act of education through person influences to lives
- Sympathetic towards students
- Not impose own values
- Supreme duty to make students understanding
Reference

• [http://shodhganga.inflibnet.ac.in/bitstream/10603/63628/7/07_chapter%202.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/63628/7/07_chapter%202.pdf)
• [https://www.slideshare.net/renilyntanduyan/philosophy-of-existentialism](https://www.slideshare.net/renilyntanduyan/philosophy-of-existentialism)
Thanking you
EDUCATIONAL PHILOSOPHY OF SWAMI DAYANANDA

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Content

• Introduction
• Life Sketch
• Educational Philosophy
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INTRODUCTION:

• Reformer and believed in pragmatism.
• The founder of the Arya Samaj.
• The great sage who sought to restore to Hinduism its natural radiance and wisdom.
• A fearless reformer
• He saved the man who poisoned him - so boundless was his goodness.
• Responsible for the revival of the Indian educational system by bringing together pupil from different strata of the society under one umbrella i.e. classroom.
LIFE SKETCH

• Born on 12, February, 1824 in Tankara, Gujarat.
• He belonged to orthodox Brahmin family.
• The childhood name Mula Shanker.
• He had acquired proficiency in Veda, Sanskrit Grammar and Sanskrit language from childhood.
• The boy used to perform religious rites like 'Sandhyavandana' with devotion.
• He had a very good memory. By the time he was fourteen he had learnt by heart the Yajurveda, the scriptures and the Upanishads.
• Death : 30, October 1883.
EDUCATIONAL PHILOSOPHY:

• “Education imparts true and real knowledge about master, self-development and welfare of all living beings.
• It should inculcate a spirit of service and help to others.
• Supreme and most important moral process for the development of mankind.

• “A man without education is only a man in name. It is bound in duty of a man to get education, become virtuous, be free from malice and preach for all well-being of people advancing the cause of righteousness”.
Education for Perfection

• He sought this aim most vigorously even sometimes presenting schemes
• which were far from practicable and demanding standards and virtues
• which could not be attained even by the selected person.
• He demanded very high standard of character and conduct.
• He wanted to realize all-round perfection.
Curriculum

- Almost similar types of education for males and females.
- Besides a general curriculum for learners from the four Varnas,
- Special studies for each Varna.
- He pointed out that only those books should be recommended for deep study which passes all scrutiny.
Medium of Education

• Ancient Indian tradition Dayananda favored mother-tongue and the Sanskrit language.
• He strongly pleaded the cause of Sanskrit as medium of all higher education. He wrote in details about the curriculum and teaching methods for learning and mastering Sanskrit.
Discipline

• Strict disciplinarian and believes in taking strong action against teachers

• Pupils who broke the rules of the school.
The Teacher’s Role

• Great importance role of the teacher.
• To be learned, of good character,
• Devoted to their task.
• No room for arrogant teachers who are not dedicated to their task.
• There has to be a close relationship, like that of a father and son, between the teacher and his pupil.
Moral Education

• Moral education of the children.
• Involves the encouragement of virtues on the one hand
• Discouragement of vices on the other.
• The parents and the teachers should themselves present high ideals.
• Thus, in brief the child “should try to acquire virtues and shun vices; associated with the good and avoid the wicked.”
Women’s Education-

• Advocates strongly that all women should get education.
• Equal opportunities to go to school should be given to the daughters as to the sons, by parents.
• He was not in favour of co-education,
• Advocated separate schools for girls and boys.
• The curriculum of studies was also a little different for boys and girls.
Multisided Curriculum

• A perusal of the curriculum given in Satyartha Prakash
• Aimed at perfection of man through education.
• It is due to his anxiety about achieving an all-round and most comprehensive perfection of man
• It is undeniable that the scheme of education too rigorous and beyond the capacity of most of the males and females in the present time.
Role of the Parents

• Man becomes learned only when he has three proper instructors, the mother, the father and the teacher.

• Blessed is that family and most fortunate is that child whose mother and father are equipped with righteousness and learning.
Qualification of the Teacher

- Whether male or female,
- *He alone is a wise man who is never idle nor lazy*,
- *nor effected by pleasure or pain*,
- *profit or loss*,
- *honour of dishonor*,
- *public applause or censure*,
- *has always a firm faith in Dharma, and cannot be tempted by sensual object*. 
Teacher-Taught Interaction-

• Developed through mutual inspiration.
• The teachers inculcate truthfulness, self-control, gentleness and physical and mental development of the learners.
• They should also try to eradicate evil habits of the students.
• The students, on the other hand, themselves try to develop self-control,
• mental tranquility,
• thoughtfulness, diligence and
• love for their teachers.
• Admitting the psychological importance of reward and punishment
• Punishment, according to him should be oral as far as possible and not corporal.
• The child learns through the system of rewards and punishments.
• He repeats those acts which lead to rewards and does not commit those acts again which result in punishment.
References

- http://shodhganga.inflibnet.ac.in/bitstream/10603/73933/10/10_chapter%203.pdf
Thank You!!!