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Textbook of Educational Technology/ Nursing Education

As per the Revised Nursing Syllabus

I Clement

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Chapter

3 Educational Philosophy

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Learning Objectives

- Relationship between Philosophy and Philosophy Education
- Objectives of Philosophy of Education Studies
- Science and Philosophy
- Philosophy and Education
- Important Philosophies
- Nursing Philosophy
- Pedagogical Application of Philosophy
- Naturalism
- Realism
- Idealism
- Pragmatism
- Progressivism
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- Eclecticism
- Perennialism
- Existentialism
- Philosophy of Mahatma Gandhi
- Tagore's Philosophy of Education
- John Dewey's Philosophy of Education
- Learning by Practice Limitations

INTRODUCTION

According to plate knowledge of the eternal nature of things which is infant knowledge of the true nature of different things is philosophy. The word philosophy combined from two Latin word Philos and Sofia. Philos means love and Sofia means wisdom (or) knowledge. Thus, philosophy means love for knowledge or passion for learning.

According to Henderson philosophy is an attempt to conceive and present the inclusive and systematic view of the universe and its main place in it. An institution's department or program philosophy is a statement of a belief system that guides a particular group of individuals in achieving their goals. It should be a statement you can make to explain why things are done the way they are.

DEFINITION

Philosophy has been defined differently by scholars and thinkers:

- **Aristotle:** "Philosophy is the science which seeks the essence of existence itself."
- **Breitman:** "Philosophy can be defined as really considering the human experience as a whole and trying to make our overall experience comprehensible."
- **Marcus Tullius Cicero (106-43 BC):** Philosophy is the mother of all arts and the true medicine of the mind.
- **Dr Radhakrishnan (1888-1975):** Philosophy is the logical study of the nature of reality.
- **Henderson (1947):** Philosophy is the search for a comprehensive view of nature and an attempt to universally explain the nature of things.
- **Herbert Spencer:** Philosophy as a universal science deal with everything.
- **Huxley Aldous (1984-1963):** Politicians live according to their philosophy of life, their worldview.

THE RELATIONSHIP BETWEEN PHILOSOPHY AND PHILOSOPHY EDUCATION

- Philosophy and education are closely related and interdependent. Philosophy shows the way and education follows. Without philosophy, education is a

blind endeavor, and without education philosophy will not work.

- **Ross:** Philosophy and education are two sides of the same coin. The former is the meditative side, the latter is the active side. Education is the process, philosophy is the product. In other words, the application of philosophical principles in the field of education to solve various educational problems is regarded as educational theory at its most general stage.
- **Fichte's view:** The art of education can never achieve perfect clarity without philosophy.
- **The gentile view:** Education without philosophy means not understanding the precise nature of education.
- **John Adams:** Education is a dynamic aspect of philosophy.
- **TP Nunn:** Educational goals correlate with outlook on life.
- **Dewey:** Education is the laboratory where philosophical directions are identified and tested.

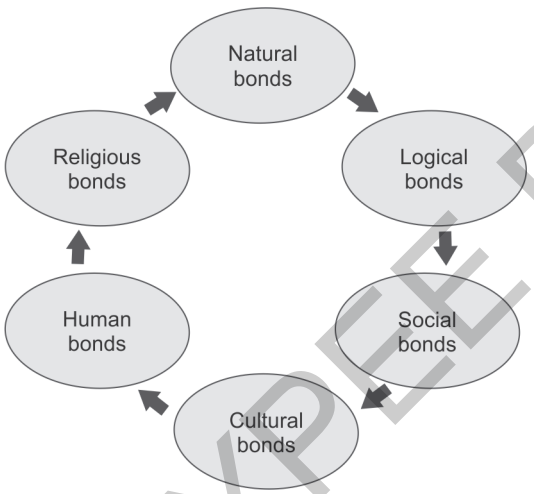

Fig. 3.1: Relationship between philosophy and education.

OBJECTIVES OF PHILOSOPHY OF EDUCATION STUDIES

Philosophy deals with the most fundamental problems that people face. Philosophical content is seen as asking questions rather than giving answers. You could even say that philosophy is the study of problems.

- To find out the solution for various educational issues.
- The purpose of studying educational philosophy is to make education according to the need-based life and society.
- To determine the aim of human life aim of survival.
- Create better citizens by promoting democratic action.
- Make the teaching and learning process more effective and engaging according to the needs, interests and abilities of children.
- Recognize different philosophies and choose one to live a fruitful life in society.
- Expand our knowledge and experience and incorporate it into our educational practice.
- Emphasizes the child's overall personal development and prepares them to stand on their own two feet.
- Make education flexible to achieve the goals of cross-border integration, international understanding and globalization.
- To develop education as a powerful tool for bringing about social, cultural, political and economic change in society.

BRANCHES OF PHILOSOPHY

S. No.	Branches	Description
1.	Metaphysics	Study of the fundamental nature of reality and existence general theory of reality.
2.	Ontology	Study of theory of being
3.	Cosmology	Study of physical universe
4.	Epistemology	Study of knowledge (ways of thinking, nature of truth, and relationship between knowledge and belief
5.	Logic	Study of principles and methods of reasoning (interference and arguments)
6.	Ethics (axiology)	Study of nature of values; right and wrong (moral philosophy)
7.	Aesthetics	Study of appreciation of the arts or things beautiful.
8.	Philosophy of science	Study of science and scientific practices
9.	Political philosophy	Study of citizen and state

MEANING OF PHILOSOPHY

Philosophy combined with two Latin words philos and sofia. Philos means love and Sophia means wisdom or knowledge. Philosophy therefore means a love of knowledge or a passion for learning. Philosophy means loving or seeking wisdom.

The aim of philosophy is to examine the totality of things independently of the nexus that makes them specific or transitory. A thing, not a specific one. Not a single phenomenon, but the universe as a whole. The content of

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philosophy is not a temporary relationship, but an eternal and unchanging relationship between things and the universe.

SCIENCE AND PHILOSOPHY

Science deals with causality (cause and effect). A scientific approach to understanding reality is characterized by observational verifiability and experience. Hypothesis testing and experimentation are considered scientific methods. In contrast, philosophy deals with the purpose of human life, the nature and reality of existence, and theories and limits of knowledge, intuition, introspection, and reasoning are examples of philosophical methods.

S. No.	Methodology	Description
1.	Socratic	Know thyself
2.	Realism	Be thyself
3.	Humanism	Give thyself
4.	Rationalism	Understand thyself
5.	Naturalism	Describe thyself
6.	Pragmatism	Prove thyself
7.	Idealism	Imagine thyself
8 .	Existentialism	Choose thyself

PHILOSOPHY AND EDUCATION

In many cases these definitions are quite incomplete often including only the aim or only the process of education. It is difficult to give a adequate definition of education since the subject of education is the human who is complex in his makeup and is gifted with a free will. Since the human is the subject of education the underlying concept of the origin the nature and destiny of man will greatly influence the concept of education and its function that is held by the individual educator.

Education is the deliberate and systematic influence extorted by the mature person upon the immature through instruction discipline and the harmonious development of all the powers of the human being physical, social intellectual, aesthetic and spiritual according to their essential hierarchy by and for their individual and social use and directed toward the union of the education with his creator as the final end. Philosophy and education are so closely connected that one without the other is meaning. Many ties link education and philosophy.

A brief description of some of these relationships will help illustrate the close relationship between philosophy and education.

- **Natural connection:** A natural connection between two or more things or processes. There is a natural link between spiritual life and education and the ideals and cultural norms of the adult generation.
- **Logical bonds:** The heart or core of any educational system lies in the ideals it seeks to achieve. These ideals are determined by philosophy. It is logical to say that once an ideal is established, an educational system should be put in place to perpetuate it.
- **Social ties:** Education aims to maintain a social system based on the philosophy of life and social processes. History is a surefire way of recording human activity and the progress of human societies for posterity.
- **Cultural connections:** Culture is not only the sum of people's achievements, but also the ideals and virtues they aspire to. Therefore, there is a cultural link between philosophy and education.
- **Human bonds:** Psychology, or the treatment of human relationships, is the foundation of education. A recognized educational goal is to develop the personality of the student. This is done by knowing the individual student and the best ideal model for that student's training.
- **Religious ties:** Philosophy and education are linked by religious ties in addition to the ties already mentioned. In religious instruction one acquires not only the usual philosophy of life, but also a philosophy inspired by the above.

IMPORTANT PHILOSOPHIES

S. No.	Concept	Description
1.	Idealism	Idealism idolizes **mind and self**. Idealism believes in universal mind. Idealism regards man as a spiritual being. The world of ideas and values are more important than the world of matter. Real knowledge is perceived in mind.
2.	Naturalism	Naturalism believes that education should be according to the **nature** of the child. Naturalism advocates the creation of conditions in which the natural development of a child can take place in a natural way. The different forms of naturalism are physical naturalism, mechanical naturalism and biological naturalism.
3.	Pragmatism	The term pragmatism derives its origin from a Greek word meaning to do, to make, to accomplish. **Experience** is central here; everything is tested on the touchstone of experience. The basis of all teaching is the activity of the child.

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S. No.	Concept	Description
4.	Existentialism	According to existentialism, the primary aim of education is making of a human person as one who lives and makes decisions.
5.	Realism	Realism is concerned with the study of the world we live in. Realism believes that all knowledge is derived from experience. The realist believes that everything that exists in the universe is matter or energy or matter of motion.
6.	Humanism	Humanism is a movement to gain for man a proper recognition in the universe. Man is a free agent.
7.	Humanistic existentialism	Humanistic existentialism is the youngest philosophy. Existentialism may be described as a modern philosophy which is primarily upon the work of the scholars of the twentieth century.
8.	Experimentalism	Experimentalism is unreservedly a philosophy of change and of process. It teaches that everything is changing continually—man, morality, democracy and education; experience is the only reality.
9.	Neorealism	Neorealism is a theory which excludes philosophy and theology as source of knowledge and truth; it looks to science as its primary source.
10.	Eclectic tendency in education	It is a process of putting together the common view of different philosophies, into one comprehensive whole is eclectic tendency in education. It is the fusion or synthesis of different philosophies of education, is known as eclectic tendency in education. According to Munroe, the eclectic tendency is that which seeks the harmonization on principles, underlying various tendencies and rationalization of educational practices.
11.	Progressivism	The term progressivism in education is an American philosophy, which is a revolt against the formal, conventional and traditional system of education. The progressivism in education advocates that the education of the child should be for the present life itself and not for a future life.
12.	Reconstrutionism	Reconstrutionism has its origin in Plato; his republic is his vision of an ideal society. Reconstruction is of two forms; total change or desirable change. The present educational system does not represent Indian cultures and traditions. The primary aim of education is an all round development of personality.

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S. No.	Concept	Description
13.	Eclecticism	The dictionary meaning of the word eclectic means selecting or borrowing the best out of everything. According to eclectic tendency in education, modern education wants to synthesis the brief form of all the past movements into new structure.
14.	Perennalism	Perennalism is a very constructive and inflexible philosophy of education. It is based on the view that reality comes from fundamental fixed truths, especially related to God. It believes that people find truth through reasoning and revelation and that goodness is found in rational thinking.
15.	Existentialism	Existentialism is an attitude and outlook that stress human existence that is the distinctive qualities of individual persons rather than man in abstract on nature and the world in general. It is a type of philosophy which endeavors to analyze the basic structure of human existence in its essential freedom.

NURSING PHILOSOPHY

Nursing philosophy is the motivation for becoming a nursing profession and a nurse. A mission statement outlining nurses' values, beliefs, and personal and professional ethics as they relate to this statement allows consideration of the undergraduate nurse's personal approach to patient care and career goals as a nurse. Nursing theory and nursing philosophy are related because they directly influence each other. A nurse's nursing philosophy determines the types of models or theories she uses, as the nursing theories used help develop her personal philosophy. In a way, nursing theory and philosophy are the same in that they provide a way for nurses to approach their day-to-day practice and individual patients in ways that provide the best possible care.

General Philosophical Concepts

- People are unique individuals with biopsychosocial and spiritual needs.
- People have the right to receive what is best for them, regardless of their race, religion or social status.
- People are responsible for maintaining good health and participating in personal healthcare.
- Nursing is dynamically evolving from changes in healthcare and medical science and technology advice.

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Individual Nursing Philosophy Components

Nursing philosophy has multiple components, but important components of nursing philosophy are role, knowledge, values and processes.

Below is a brief description of all the factors to consider when formulating a personal care philosophy.

- **Role:** Role refers to the relationship between the provider or manager of care and the nursing profession. This role emphasizes the nurse's responsibility to the patient and the profession in the delivery and management of patient care.
- **Knowledge:** Knowledge deals with the academic and clinical experiences of nurses and how these experiences contribute to their role.
- **Values:** Values are beliefs that guide caregiver attitudes and moral judgments. Values are personal or professional. They are shaped by cultural and social influences, individual needs, and relationships. Other professional values influence the way nurses act in relation to nursing practice.
- **Processes:** Processes are the systems nurses use to implement and, if necessary, modify nursing interventions. The nursing philosophy process recognizes the caregiver's responsibility for continuously applying the nursing process to promote positive patient outcomes.
- **Nursing philosophy in transition:** The past four decades have been characterized by a wealth of nursing literature and the development of nursing theory. While each theory approaches the question of what nursing is from different perspectives and arrives at different answers, there are commonalities.

Importance of Nursing Care Philosophy

There are several reasons why a personal care philosophy is important. **Here are seven reasons why every nurse should consider developing a nursing philosophy.**

1. A personal philosophy of care guides the caregiver to live up to the standards they set for themselves.
2. A personal philosophy of care can improve interactions with patients, their families and peers.
3. Personal nursing philosophies help guide ethical competent evidence-based and science-driven nursing practice.
4. Personal nursing philosophies can keep you motivated when faced with a professional challenge.
5. If you have a personal nursing philosophy you may be better prepared to answer nursing interview questions than nurses who do not have a personal philosophy.
6. According to American Nurse which is the official journal of the American Nurses Association a nursing philosophy helps nurses identify theories and beliefs necessary for everyday choices.
7. The nursing philosophy is a means by which you capture your innermost beliefs and goals and identify ways to demonstrate them. A personal care philosophy helps you take responsibility.

PEDAGOGICAL APPLICATION OF PHILOSOPHY

- Educational Philosophy can be a reference in curriculum development, an expert and an expert in charting and creating guidelines.
- Educational philosophers can give tips for shaping politics.
- As collaborators, educational philosophers can collect and summarize different findings from different projects in different fields.
- Pedagogical Philosophy Helps Class Teachers Philosophy and pedagogy are also so closely related that they are meaningless without the other.

NATURALISM

The philosophically used term naturalism is most contrasted with the terms supernaturalism and other secularism. In the history of educational philosophy, naturalism is as old as idealism. The term naturalism, in its usual sense, refers to doctrines that place emphasis on nature in all areas of education. Thus, the philosopher of science derives from nature the aims and ideals of educational methods, the principles of curriculum and school leadership.

Definition

- Naturalism is the doctrine which separates nature from God, subordinates mind to matter, and establishes immutable laws as supreme **—James Wards**
- Naturalism is not science, it is a statement about science. More specifically, the claim that scientific knowledge is final and leaves no room for additional scientific or philosophical knowledge **—RB Perry**
- Naturalism is a philosophical position adopted by those who approach philosophy from a purely scientific point of view **—Rusk**
- Naturalism is a system whose distinguishing feature is our natural philosophy and exclusion from human spiritual or transcendent experience **—George Hayward Joyce**

Characteristics of Naturalism

- **Faith in nature:** Naturalism as opposed to Idealism Naturalism means faith in and return to nature. These people think that everything does not exist. I believe that everything that is natural does not exist.

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- **Belief in science:** Naturalists claim that scientific knowledge is fried. They also emphasize that science evolves over time, and that even the underlying concepts can change. Naturalism is simply a philosophical generation of science.
- **Don't believe in souls:** Naturalists don't believe in spirits, souls, or God. Human life should be interpreted materially. Beyond that, there is nothing like spirit. The mind leaves the brain, which is essentially matter.
- **Genetics and environment:** According to naturalists, both heredity and environment influence a person's personality. There are two types of her in this environment: physical or geographical or material and psychological. It is the psychological environment that is the more useful environment and that humans have to adapt to.

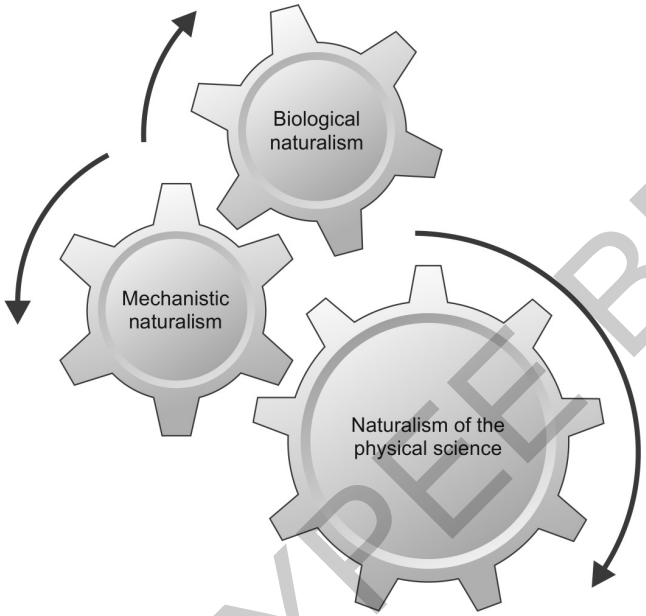

Fig. 3.2: Forms of naturalism.

Principles of Naturalism

- Education should be child-centered.
- Education is the natural development of a child's strengths and abilities.
- Education should be based on the origin of the child.
- Education should be planned according to the psychology of the child.

Forms of Naturalism

- **Scientific naturalism:** This kind of naturalism puts humans in the background and contributes little to education, which is a purely or deeply rooted human activity.
- **Mechanistic naturalism:** The universe he regards as one great machine. Beautifully placed by director RL Ahuja, it rounded up perfectly like a clock in an unknown age. It is now flowing down within the universe. Its laws of motion are also mechanical organisms are too small mechanical complexes of atoms and molecules. Humans are also mechanical beings. He has no creativity, no purpose, no direction.
- **Biological naturalism:** This type of naturalism is also known as Darwinian naturalism. It is based on evolutionary theory. We (humans) evolved from animals. Human nature is first animal, second believes in survival of the fittest, the weak die.

Naturalistic Goals

- Enable individuals to survive
- Self-expression
- Sublimation of instinct
- Adjust.

Criticism of Naturalism

- The spiritual element is ignored
- I cannot see the goal
- No moral value
- Overemphasis on genetics
- Look back.

According to naturalism, fathers and mothers, nurses and educators, and public schooltrained teachers are the most important players in education. Naturalism emphasizes direct experience of things.

REALISM

It is allowed to be true and real in everyday life. The implication of not being able to see the physical foundation and feel the reality is impermissible and unreal. This is the point of view of realism. Realism is as old as ancient Greek naturalism and materialism. Realism is education as a result of an emphasis on abstract literal and verbal knowledge and sophistication.

Meaning of Realism

The term realism means dealing with what actually exists. The development of the mind is part of the progress of world development. In fact, realism is the result of scientific development when something turns out to be true based on observational experiments and investigations. Only then can realism directly relate to humans and society.

The American educator Franklin Bobbitt classified human responsibilities and duties in the development of education as:

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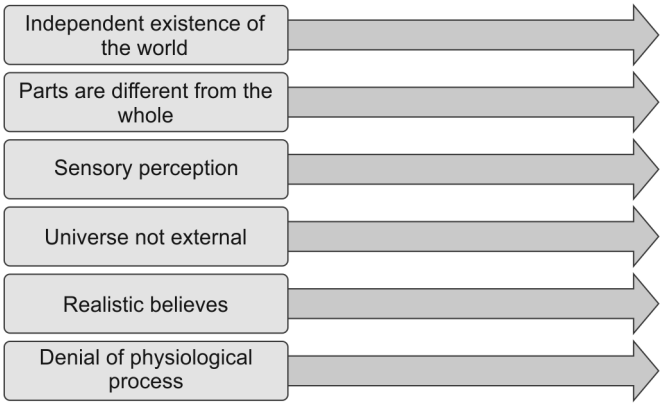

Fig. 3.3: Aims of education according to realism.

- Activities dealing with language
- Hygiene related activities
- Civic activities
- Normal social activities
- Recreational activities
- Breed conservation activities
- Mental health activities
- Religious activity
- Professional conduct activities.

Principles of Realism

- **Independent existence of the world:** Realism is basically the philosophical doctrine that the material world has an independent and objective existence. Its existence and nature do not depend on intelligence. This philosophy is not very different from the view of ordinary people. This could be a form of materialism.
- **The parts are different from the whole:** Be realistic about the parts being independent of the whole, giving them more importance.
- **Sensations:** Realistic disregard for high mental abilities and abilities at first. Sensory perception is paramount to them.
- **The universe is not external:** The realistic belief that the universe is not external, that there are laws that govern it, and that those laws, order, and cohesion prevail.
- **Realist belief:** Realism believes in examining things individually. Realism is the result of scientific thinking in the 16th century and his 17th century when humans began to examine things individually arose as a result.
- **The denial of physiological processes:** the reality that what is presented to us is not physiological in us.

Forms of Realism

- **Humanistic realism:** Developed in the 15th century after the end of the European Renaissance. Humanistic realism believes:
  - Simply interpret knowledge
  - Direct study of people and things
  - This realistic ideal and real man
- **Social realism:** The term social realism is used to denote the views of an early century educator that became generally accepted in the 17th and his 18th centuries. This realism is a rebellion against the outdated life of man. All learning should be done with others.
- **Erotic realism:** Also known as Scientific Realism, its origins date back to the 17th century. Many scientific discoveries have been made, all of which emphasize the fact that the senses are the gateway to knowledge. The term sensory realism thus derives from the fundamental belief that knowledge arises primarily through the senses, that education is based on training in sensory perception rather than pure memory activity, and then on different types of subject matter.
- **Scholastic realism:** This type of realism involves the study of eternal truths held about objects in the world around us. Academic realists therefore believe that education leads to salvation and view religion as the primary source of ethics and social normalcy.

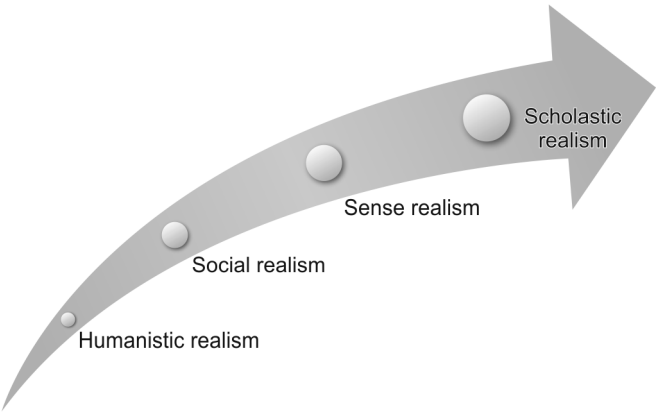

Fig. 3.4: Forms of realism.

Contributions of Realism to Education

- Realist philosophers are influencing practical education Technical and professional education has become a hallmark of education.
  Therefore, the education plan of every country in the world today is based on the needs of such individuals and is the development of the nation.

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- **Practice oriented:** Modern education is empirical, experimental and hands-on, with a realistic assertion of the practical nature of education.
- **Practical goal:** Emphasize the development of the country in which we live.

IDEALISM

Idealism is a very old philosophical thought and it was exercised a great and potent influence on man and his mind. Even today idealism has certain attracting and we Indian have cherished those and a living with those ideas. If we look into history it was found that right advocate like Socrates Froebel and WE Hocking then in India idealism was reached by Gurdev and Rabindarnath Tagore which has something meaning and associated with other currents. Man is also spirit or mind he is more important in the world. Idealism drives the importance of matter and mechanism. The idealist does not accept the biological account man in terms of his evolution. Idealism is entirely different from naturalism because it denies the existence of the nature and accepts of existence of conscious.

Meanings of Idealism

- One who accepts and lives by lofty moral aesthetic and religious standards.
- Who can imagine a game or program that does not exist yet, and who will support it? For example, social reform.
- Dreamer ignores the practical conditions of the situation.
- Who can compliment it? Example: Mr and Mrs So-and-so are idealists who refer to their own attitudes.

The Philosophical Significance of Idealism

According to Mahatma Gandhi, idealism forms the core of Gandhian philosophy in his education. That is not reflected in his ultimate educational goal, which is nothing but self-actualization.

According to Titus, it was derived from the "concept" of the ideal world of the time. Idealism arose from the fact that ideas come from the mind. So, idealism means that reality is made up of ideas, thoughts, minds, or selves, no different than material forces.

Principles of Idealism

- Mind and mind constitute reality
- A spiritual person is the highest creature
- God is the source of all knowledge
- Values are absolute and immutable
- It is not the object itself that becomes reality in the end, but the idea behind it
- Humans are not creators of value.

Idealistic Claims

- **Ideas are final:** An idea, mind, thought, or ideal is the ultimate reality. Idealism emphasizes the spirit and also some senses—more than matter. The spirit and ideas are real. Matter is subordinate.
- **Faith in the universal heart:** It means that God is present everywhere in the human mind. A universal mind environment of its kind:
  - Intellectual
  - Emotional
  - Willing.
- **Human image:** The idealist human image is completely different. Humans are not animals, they can live and die, but the body perishes, but they believe that the body underlies the spirit.
- **Idealism and knowledge:** At attaché's great importance to the knowledge which serves as model activities. It is a secondary phase; knowledge is gained through the senses.

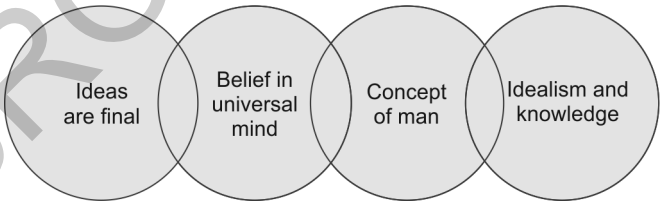

Fig. 3.5: Philosophical significance of idealism.

Types of Idealism

According to plate knot Hegel briefly mention three types of idealism:

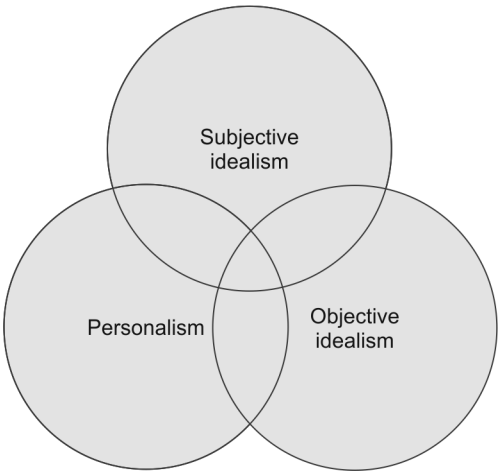

Fig. 3.6: Types of idealism.

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1. **Subjective idealism:** It is called metalism or phenol mentalism. Yours Goerge Babkelry 1685–1753 is the best representative of idealism. Here subjective ideals capture the mind, spirit and perception.
2. **Objective idealism:** The second form of idealism represented by Pratt and Hegel. It's the outside world. It feels artificial. They do not determine existence or objective reality.
3. **Individualism:** Man as a gift from God. Reality is the nature of a conscious personality. Human freedom with values that are more important than life. Here, the personal idealist is interested in one or the other. Low interest is logical.

General Characteristics of Idealism

- Creation has a purpose
- Not only in the physical world
- The universe is not without purpose
- Nature is not an independent existence
- The universe is an expression of the mind, a perceptual consciousness
- The ultimate reality is consciousness (mind), and the world is carved by it
- Consciousness is also the basis of matter
- Harmony reigns in nature and man.

Educational Principles of Idealism

Idealism emphasized the essential need for moral education in all nations. It can also develop the personality of teachers and students.

- Education should be universal.
- Education requires both individual welfare and social welfare.
- Education is preservation and transmission.
- Education is the realization of national unity.

Importance of Idealism in Nursing

- Nursing education helps young men grow and is conditioned by supernatural motives.
- Helps in integrated personality.
- Idealism helps you to have intellectual and moral judgment.

Disadvantages of Idealism

- Easy to preach difficult to practice.
- Idealism is a dogmatic philosophy.
- It ignores psychology—it ignores child psychology.
- No contributions to teaching methods.
- Idealists of external values.
- Science and technology are not given much importance.
- Nobody practices strict discipline.

PRAGMATISM

A philosopher is a person who likes all kinds of knowledge, is curious about learning, and is never satisfied. Different thinkers have tried to interpret man in their own way. Pragmatism is considered a modern teaching philosophy and trust works.

History of Pragmatism

Pragmatism is a distinctive American philosophy that began in the 19th century. American partisan settlers faced many problems in building their own civilization in these new environments. There were no readymade solutions to these problems. Old ideas will not help. So they experimented with new ideas and adopted ideas that they found useful in solving everyday problems. As a result, they build a philosophy of life based on their own experiments and experiences. Old traditions and ideas seemed incomplete to them. Whatever problems they had, they were solved by these new ideas. These ideas were the doctrines of experimentalism or pragmatism. These teachings may not have changed the foundations of human life, but they have influenced their philosophies.

Definition

William James defines pragmatism as an attitude of looking away from the first things, principles, categories, and perceived necessities, to the facts that bear fruit in the end. Rusk defines pragmatism simply as the development of a new idealism that justifies reality.

Meaning of Pragmatism

Pragmatism is understood as an important modern educational philosophy, but its origins lie in ancient Greece. The Greek word pragma itself means action, from which comes the words practice and practice.

Principles of Pragmatism

- **Pluralism:** Philosophically speaking, pragmatism is pluralism, where everyone seeks truth and purpose in life according to their experience. Truth depends on different spatio-temporal situations.
- **Emphasis on change:** Pragmatism emphasizes change. Truth is always present. The world is progressing and evolving. That is why everything is changing here.
- **Utilitarianism:** Pragmatists are utilitarians utilitarianism is the test of all truth and reality. A useful principle is truth. Utility means the fulfillment of a human purpose. Outcomes determine the right or wrong of all ideas, beliefs, and theories dictated by circumstances. Utility means meeting human needs.

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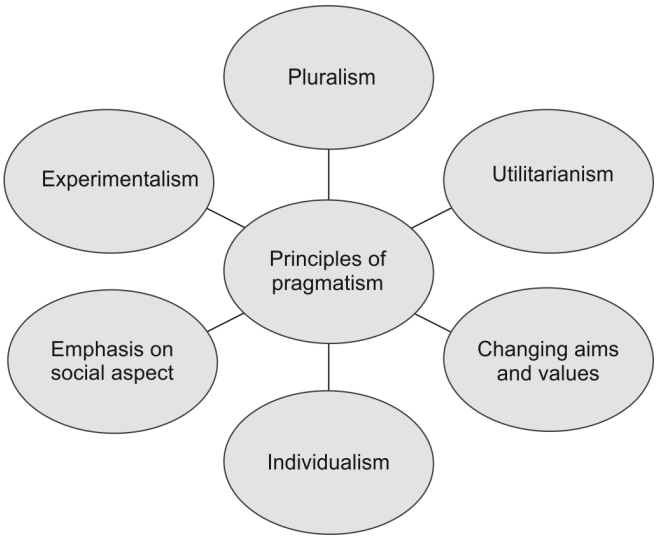

Fig. 3.7: Principles of pragmatism.

Forms of Pragmatism

- **Humanistic pragmatism:** This form of pragmatism is found especially in the social sciences. After satisfying humanity is the standard of utility. All truths are human truths.
- **Experimental pragmatism:** Modern science is based on experimental methods. A fact that can be proven by experiment is true. The real world is true for any job. The truth of a theory in science can be established by its practicability. Pragmatists apply this standard of truth to all areas of life. The field of experimentation is the broadest in the realm of science. In science, experiments are only the basis for reaching conclusions about controversial issues.

PROGRESSIVISM

The term progressivism in education is an American psychology that describes a formally traditional and rebellion against the traditional educational system. Progressive education was first recognized in 1919 when the Association for Progressive Education was founded in Washington, DC. Already used. The underlying principles of progressive education have greatly influenced contemporary educational theory and practice around the world.

Meaning

- Progressivism in education advocates that a child's education should be for the present life itself, not for the future life.
- Arguing that individual and social development is possible only if education supports the development of children at every stage.

Progressive Principles

The progressive education association (PEA) consists of the following principles:

- Freedom to grow naturally.
- Interest in work motivation.
- Teachers are guides, not taste masters.
- Scientific research on student development.
- Paying more attention to everyone affects a child's physical development.
- Coordinating school and home to meet the needs of children's lives.
- Progressive schools are at the forefront of the education movement.

Progressive Goals in Education

To develop individuality by providing a democratic environment in educational institutions.

- Cooperative social participation.
- General development of the child.
- Education of the whole person or personality, including physical, emotional, social and intellectual aspects of the individual.

Types of Education

Progressivism recognizes the child as a fully dynamic, living organism. Therefore, any kind of education is always necessary.

- Education should address the needs of all stages of development and tap into all aspects of development, including experience. This is what we see in dynamic cultures where individual lives are seen.
- Progressive education represents emotional and emotional education as important to them as intellectual education.
- The importance of social pedagogy is also recognized by progressive educators.
- Consider also that your child acquires skills for both financial and non-financial purposes in life.
- Training in recreational and leisure activities, developing hobbies and maintaining aesthetic interest are considered very important.
- Progressivism in education stands for functional activity rather than passive acceptability.
- It is not intended to provide students with objective information only. It also aims to provide opportunities for all types of experiences.

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Progressivism and Teaching Methods

- Progressivism advocates a project approach in which students actively participate in learning.
- Emphasis on socialized methods.
- Efforts will be made to involve all individuals in group systems of interaction, meetings, consultation, planning and participation.
- Students are given a variety of opportunities to experience situations of an emotional, social, aesthetic and practical nature.
- Progressive the underlying principle method is that active participation in a variety of life activities can develop an important integrated personality.
- Totality of methods is the basis of progressive learning because progressive education considers learning as a whole experience in which a single thing branches off and grows.
- Progressive educators embrace the principles of motivation and gratitude.
- Progressivism requires teachers to know their students well in order to guide their independent learning process. He must know the values students seek, the problems they face, and the interests that motivate them to act.
- Critics of progressive teaching methods say that progressively taught students lack discipline.This criticism may be justified when teachers give liberty instead of liberty and encourage students' whims and whims instead of their active goals and interests. It is a voluntary activity and is only encouraged by well-trained schools.

Progressive Benefits

- It emphasizes the importance of human individuality.
- The school could focus primarily on the development of the child as a whole, both as an individual and as a member of society.
- Progressives view emotions as aspects of various biochemical and biophysical processes in an organism. Emotional education is therefore the same as mental and physical education, and all three are interdependent.
- Progressive refers to the child's acquisition of skills for both money-making and non-money-making life purposes.
- It is not intended to provide students with objective information only. It also aims to provide opportunities for all types of experiences.

Disadvantages of Progressivism

- Progressives oppose a predetermined, literal curriculum.
- Progressive education does not promote school organization with clearly segregated classes.
- Those who criticize progressive teaching say that progressive teaching students lack discipline.

Progressivism has influenced education around the world. She has helped me focus primarily on the development of the child as a whole, both as an individual and as a member of society.

RECONSTRUCTIONISM

Recovery is future-oriented. It is a gift to progressivism. It has its origins in Plato and is pushed out of modern tradition with Western thought. The difference between early utopianism and more recent reconstructions is that the latter is based on empirical scientific discoveries and the former is purely speculative. From a physical point of view, reconstruction is later shared with progressivism directed at nature and experience. Experience shows that reconstruction emphasizes a world in which it affects individuals. Reconstructionism as a complement to Progressivism, missing certain elements that Progressivism lacks. Reconstructionism has its roots in Plato. His Republic is his vision of an ideal society. Karl Marx Bernad Shaw and Karl Mannheim are his Reconstionism belonging to the great past. They want to quickly and directly transform not only education, but also large institutions. Theodore Brameld is a major proponent of Reconstructionism. Paulo Freire's educational philosophy has strong elements of Reconstructionist thought.

- Comprehensive human resource development is necessary. But in our country educated people are proud to show off their knowledge of foreign cultures and traditions. This shows ignorance of the country's culture and philosophy.

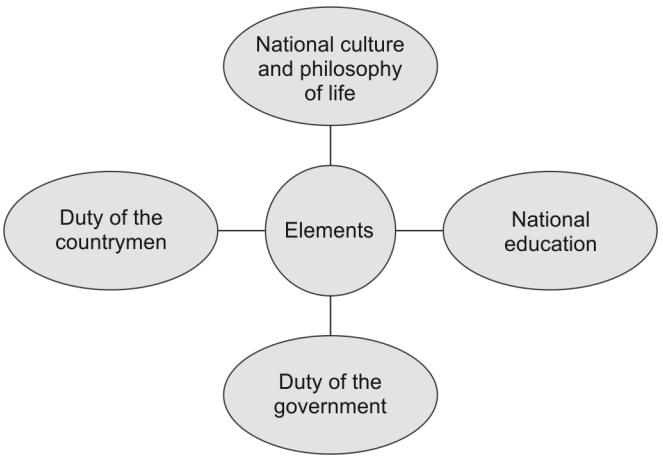

Fig. 3.8: Elements of reconstructionism.

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- **National education:** In education, there must be a national perspective, drawing on the knowledge experiences and scientific successes of other countries, which will be adapted according to the changing national needs. The goal of education should be the development of the mind and character that makes a person grow.
- **Government obligation:** Reconstruction requires a lot of money. The government should take an interest in revivalism. Ignoring all aspects is a disservice to the country.
- **Obligations of compatriots:** Together with the government, compatriots have a certain responsibility for the reconstruction of education. Each field signifies socio-political and educational activity.

Forms of Reconstructionism

Reconstructionism has two forms. Overall change or desired change. The current education system is not representative of Indian culture and traditions and is a complete change or reform. A complete transformation is a difficult task and requires intensive thought, funding and research, so the more convenient and better way to achieve the desired transformation is. But whether it is a gross change or a step-by-step reform, our education system must be grounded in Indian culture and traditions, yet viable.

Reconstructionist Goals

The primary goal of education is comprehensive personal development. It mainly includes physical and mental morality and spiritual development. Along with this, logical thinking and intelligence must also be developed. The country now adopts a democratic system. The purpose of education should therefore be to foster confidence in democratic principles. Instilling in students a sense of social service should also be an educational goal, as should instilling in students the ability to adapt to their environment and earn a living.

Emotional integration with people from other states should also be developed. People should be taught the ability to use their free time in constructive activities. In this way, people can use their free time to protect themselves from unwanted influences. These things need to be taken into account when building education. The ability to control partisan tendencies such as communicative caste, regionalism, etc. to produce national unity should also be the goal of educational reconstructionism.

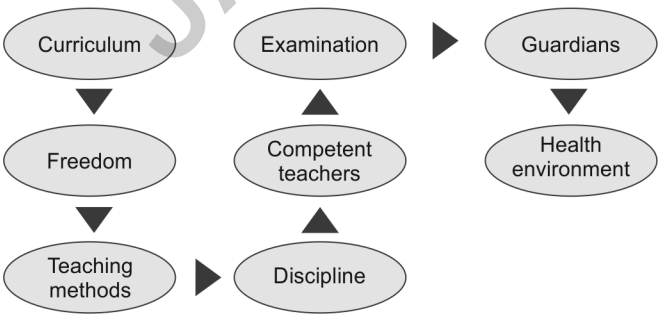

Fig. 3.9: Other aspects of reconstructionism.

Other Aspects of Reconstructionism

- **Curriculum:** A curriculum should be established based on and to achieve the above objectives. Curriculum should be determined according to age, social status, environment and geographical conditions.
- **Freedom:** Education should be completely free to some extent and these costs should be borne by the state. I wish all secondary education was free. We need to adopt democratic principles in curricula and in the administration of institutions. General technical and vocational education should be provided, and desirable changes should be made in primary and higher education.
- **Educational method:** The goal of the educational method is not only to pass exams, but also to develop the necessary qualities and skills, education should be action-oriented. Teaching methods should be organized in a way that allows students to become independent.
- **Discipline:** Teaching should be organized and conducted in such a way that there is no problem of lack of discipline in the institution. Tolerance and discretion can be developed in students because of qualities such as libertarianism.
- **Competent teachers:** Education is nothing without a competent teacher. Appropriate arrangements should therefore be made for the training of teachers. This work requires a necessary change in the perspective of educational institutions.
- **Testing:** The general testing system is inadequate because it does not adequately assess the abilities of the students. Therefore, such changes must be made in order for a student's competence to be properly assessed. The exam should be based on the work of the entire session. We have to eliminate the shortcomings of the thesis exam.
- **Parents:** The cooperation of teachers and parents should be considered in restoring education as children spend time in the company of both. In this regard, there is also a need for training for parents to understand their duties.
- **Health environment:** The work of educational reform is facilitated when schools are set up in a health environment. Therefore, it is necessary to have a good school environment, high aspirations, and ideal traditions.

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Textbook of
Educational Technology/ Nursing Education

Teaching skills are critical to nursing profession and use of educational technology becomes an important medium to impart the skills. This also promotes students and learning. On the other hand, innovations that suit today, and learners are essential to enhance and sustain the students' interest and understanding. Keeping in mind these basic principles, this book has been authored by one of the most senior and experienced teachers. The BSc Nursing syllabus forms the basis for content selection of the book. Simplicity, clarity, and logical presentation are distinct hallmarks of the book. Chapters include learning objectives summaries with tables, figures, and graphic materials for readers throughout the book. This book provides compressive coverage of all the essential components, process, and techniques that help the student nurses acquire the skill needed for multitasking roles as nurse manager, nurse administrator, and nurse educator.

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