Chapter-III

Methodology of the Study

Introduction -

According to gain the complete knowledge of philosophy to stable various methods towards the concern ding topic. Towards methodology, for the philosophy knowledge, a child’s mind must be necessary in Logic, site, to essential discovery for seeking truth. In this way we insist that the mind must be learn itself of all philosophy issues, As- Natural events and its rules. A child learns such rules through philosophy knowledge in philosophy aspects of education all of these, the Grasping power of a child in philosophy, Depends upon the suitable methods in teaching. For this study some of the methods are given below.-as-Historical Method:-

Without any historical topic, students cannot gain complete knowledge. In this method we thinks the fruitiness of philosophy in the past history was due to the absence of proper method, but the educationist deals some method about Indian and western philosophy .For the philosophical mind a historical logic essential discovery for seeking truth. In this we insist that the mind must be clear itself of all philosophical issues. As- Natural events- Ether, Air, fire, water, earth, sky, clouds, Rain, thunder, etc. All round of the world action motion. As we think in the sense of philosophical study some methods and techniques describes the particulars of philosophical education. In historical method we can say the students there have been many thinkers who have given thought and attention to the question regarding the nature and the status of man. Some of these thoughts are influenced by psychology and some of them are expressions of metaphysical insight.

According to Freud and the Freudians- examples- Try to paint a complete picture of man on his basic of their analysis of unconscious urges and impulses. Some other psychologists and philosophers taking their cue from these thinkers, seek to reduce man to some original and nature impulses, desires and emotions. Then there are thinkers. Like Hobbes who seek to determine man in terms of a social drive of a self centered nature.

We shall tell to the students that a man basically in conceived as a selfish individual, who, for the sake of his own pleasure, feels the need of make Adjustments with others, and consequently enters upon, when can be called, a social contract. Then these are certain sociologists who try to explain the nature of man entirely in terms of social conditions .According to historical method;
bacon explains where the mind declares false thinking or idols there are four stages. A nature of the mind in equal to the idols because the existence is the main reasons for a man thinking. All of motions and activities of idols are personal as understanding, disposition are light in philosophical education.

According to Locke men are gaining to the ideas about ethical and religious education as same way in which they come to know other things, by experience. Moreover, men learn such rules through their education, environment and the customs of their country. We instill in to the minds of children these moral doctrines which we would have them retain and profess. Children, when they grow up find these truths present in their consciences and unable to recall how they were originally instilled regard them as imprinted by god and nature. Conscience is nothing but our opinion of the rightness and wrongness of our own actions in the Light of such acquired moral knowledge in philosophy.

To sum up, there have been many thinkers or philosophers have given thought and attention to the question regarding the nature and the status of man for gaining knowledge.

**Comparative Method**

According to comparative method the basic principles-

Of the children with the art of civilized living and behavior.

To help the individual to acquire a cultured personality with philosophical education. For this all the comparative values created by man may be subsumed under two General concepts as-

- Civilization
- Culture

As a comparison: - We may ask to the children that- while civilization stands for the extension of negative freedom because freedom from wants and unjust authority. Culture signifies the activities which contribute to the expansion and enrichment of the human personality with educational aspects.

As we know both civilization and culture being largely dependent on the security afforded by civilized conditions of existence the educator must equip the pupil to play his part in the preservation and growth of both civilization an culture towards philosophy, as a comparison, education is different from mere training or conditioning, monkeys and elephants can be trained or conditioned to make definite response to given stimuli, but they cannot be educated like conscious human beings.
According to gain philosophical knowledge intellect is an independent source of knowledge.

This gives us innate or a priori ideas towards educational aspects and its knowledge with many subjects and topics, for this many examples are given by our intellect. “As the best example of which is found in mathematics. For example, ‘two and two is together equal to four. ’The extreme form of philosophy denies the part which sense experience play in the formation of philosophical knowledge, for instance, philosophical sense experience, according to Plato furnishes us an occasion for reminding us of the ideas in heavens.

In comparison the ordinary man, as we have seen is the self, soul, consciousness is his goal. But how would he enlarge his consciousness? What is the way of awakening form self is slumber to soul consciousness? In comparative level it cannot be logic, nor, what usually goes in the name of, knowledge, word wisdom or logic may at times, be of use, but they can never be the means of attaining soul consciousness. In Comparatively, Philosophical intellect may be the proud possession and the tool of the student but it cannot give us an insight in to the nature or reality it gives only a broken view of reality.

For example-Philosophical intellect can count the details classify the scent and describe the color of the rose but that is no knowing the rose because these do not constitute the rosiness or the rose. Just as a grammar is not literature, just as prosody is not a poem and knowledge of theory of music, so the intellectual view of things is not the real view .There is a clear declaration that the concern a word with its mean have connected about its similar knowledge .The particular person who has not seen a elephant and that person does not know about that. The next person tells that it is an animal name is elephant after that when he seen the same animal he thinks about his knowledge which is the name an elephant this knowledge is depends on pre knowledge which we can say the philosophical word Upamana, is just connected with the name of his pre knowledge. Because a person knows about an wild elephant by his pre visual animal like an elephant.

Therefore, the philosophical views believe in the capacity of permanent knowledge. The chief aim of philosophy is the full subjective command and good ideas on educational aspects. In these days some of the kinds of philosophical power in its as the main kind in philosophical ground reflects in the children’s intellectuality and interest .The next kind represents in clearly administrative and professional.
Interpretive Method

According to interpretive method we can do explain that Indian and western philosophical views with education aspect with various thoughts, as- moral, ethical, religious etc. In every ethical thought that seeks to reflect upon the nature and standard of morality regarding,’ means and end’ becomes a very significance site. In fact traditional ethical thought has tried to relate these two concepts as-

Right and Good

Right- it means - According to Law’,
Good- It means – Even etymologically has a reference to end.

Being –It means – In accordance with Law – It has necessary reference to the ways of operation and behavior, and therefore, to means.-

That is why sometimes it is suggested that if Right and good, have a necessary relation with each other. There is a relation between ‘Means and ends’’, also as they are Conceived in the light of the concepts of Right and Good.’ Some thinkers have gone to the extent of suggesting that in case the means is Right the End has to be good.

To the Interpretive method now we can say that everybody with that our thoughts and passions and the pictures of the imagination have not existence outside the mind but all in the mind their existence consists in their being perceived or known by the mind. They same thing However is true also of our sensations, here too existence is identical with perception as-

When I say that a desk where I write, it means I see it.

After that say it stands in the room, when I am not in room; means I am inside the room with perceived in mind actually does perceive it. To say things exist when no mind perceives them is perfectly unintelligible, Hence, to existence means to be perceived, to be in the mind, bodies, therefore, have no existence it there is no mind exists remains as per known. There for all of known for me or my mind has not its or not any extra existence .There in no spirit or remains power in mind with the existence. So the Contradiction in terms to say that matter exists unperceived by any mind.

Towards the system of interpretation, a knowledge of its verified to importance approved by the cause with efficiency and particular of knowledge .Hence to all systems of philosophy are rationalistic, to be sure, there are all the philosophical world views, which seek the source of
truth in feeling, faith or intuition rather than the intellect. But even that believe or thinking with the philosophical principles have verified many source or methods for teaching actual facts. Therefore it means that philosophical views on various educational aspects and its knowledge consist of permanent and particular decisions that the aim of all ideas in the way of faith which suffers the ideas of legalese in philosophical education.

**Conclusion:-**

To sum up, All of the philosophers or thinkers have been agree that all of the thoughts, ideas, passions, pictures, Imaginations etc do not exist outside the mind because ,Students do not understand to the philosophical views without interpretation method. Thus, in the last views on various methods we can say that Students and men may understand the philosophical knowledge and develop their skill power with the suitable methodology .Towards the methodology, for the philosophical knowledge, children may learn the rule of nature, humanism, ideas, high ideals and essential discovery for seeking truth and issues, events and rules of nature with human spiritual power through their philosophical aspects education, environment and the customs of their country. In the same way on which children and men come to know about everything by experience such in such Position forever about the philosophical education and educational philosophy on various aspects of education.