

CHAPTER – III

EDUCATION : THE CONCEPT AND CLASSIFICATION

3.1 : Introduction :

This Universe is the creation of God. God is the creator of all the creatures-man, animal and plants life of this universe. Gods' best creation is the human life. Human life has two aspects-one is biological and the other is cultural. Biological aspect can be maintained by food and reproduction which is applicable to all other creatures. Cultural aspects maintained by man only through education. This is the significant characteristic of human being. This aspect of culture separates man from other creatures. This transmission of human culture from one generation to another generation can be done with educative process. Man endowed with intelligence and educative ability and capacity. Man wants to remain active and energetic and tries to go forward. This type of upward effort leads man to dominate other creatures and develops human culture and civilization. In the past man has to face different natural environmental problems in this day to day life. Man has to struggle with natural problems for survival and adaptation to environment. Man has to discover and create some means for this adaptation. This is the beginning of education and onward research of human culture and civilization. Knowledge of adaptation to environment is the part of process of education. It begins from mothers' womb to the grave from birth to death. "The art of education would never attain clearness in itself without philosophy, there is an interaction between the

two and either without the other is incomplete and unserviceable”. – **Fitche**. “Educating the mind without educating the heart is no education at all” – **Aristotle**. Human life is the most sacred of all creation of God. Only because of power of reasoning man is primarily distinguishable from the animals. Man lives in accordance with his philosophy of life and his conception of the world.

In every scientific investigation it is very necessary to understand the existing theories and practices in the concerned area of investigation to provide right directions of the problem. For a sound research the basic requirement is the proper and appropriate conception of the concerned subject matter. This may help the investigator to be familiar with the existing knowledge in the concerned area. It provide helpful suggestions for significant investigation. As present study aims to examine the educational philosophy of Śaṅkaradeva, an attempt has been made in this chapter to give a critical appraisal of ‘Education’, i.e. its meaning and conception along the classification and measurement, with this view, a theoretical frame work of the Education is discussed below :-

3.2. The Concept and Meaning of Education :

Education is viewed as an organized effort, imparting skills, moulding attitudes and behavior of the individual, controlling and dictating activities that make the blue print for living in the society. The educative process is an interactive activity continually going on between the concerned person and his environment. It involves modification of behavior or of natural development. This modification take place in the environment. The whole environment intensively exercises action on the individual. First the

individual adapts himself to the environment and then the individual tries to change or modify the environment to his needs and purposes. This kind of action and reaction goes on between the individual and his environment. All these are physical, social, intellectual and moral activities. In the process of interaction that goes on in between the individual and his environment from infancy to maturity, there is a gradual unfolding, a fuller working out of innate capacities, of natural endowments and of natural powers. It is this fuller working out of the capacities of the individual that enables him to control, to change and to modify his environment.¹ Education makes a man active, industrious and ensures his process in present and future. Man acquires knowledge and experiences through these processes, develops his intelligence, expands his mental horizon, explores the means for survival and existence, accommodates experiences for adaptation to environment and adjustment to the society.

According to plato, education is a system which guides the youth to proper logical discourses supported by rules and regulations accepted on the basis of preceding generation. According to T.P. Nunn, “Education is the complete development of individuality so that he makes an original contribution to the human life according to the best of his capacity”² According to *Vedānta* the essence of man lies in his soul which he possesses in addition to his body and mind. Swami Vivekananda defines education as “the manifestation of divine perfection already in man”³. Education for him means that process by which character is formed, strength of mind is increased and intellect is

1 Sharma, Indra and Sharma, N.R. (1989). *Principles and Practices of Education*. p. 2.

2 Borah, U.N. (2003). *Thought on Education*. p.8.

3 Ibid., p.5

sharpened as a result of which one can stand on ones own feet. Mahatma Gandhi defines education as, “by education I mean an all round drawing out the best in the child and man-body, mind and spirit”⁴ The vedic rishes held education as a means of salvation. *Sā Vidyā Yā Vimuktaye* was the maxim of the *Vedas* and *Upanishads*. Salvation may be the release from the world of bondases of repeated births or from that of ignorance and evils.

3.3 The Concept and Meaning of Philosophy :

Philosophy means “love of wisdom”. Philosophy is the mature reflection and thinking about any problem. Philosophy help us to know the significance of man’s activities and experiences. Philosophy explores the basic sources and aims of life. According to Henderson, “Philosophy is a search for a comprehensive view of nature, an attempt of a universal explanation of nature of the things. Thus the man can understand himself and his relation to the rest of the universe”⁵. Raymond explains, “Philosophy is an unceasing effort to discern the general truth that lies behind the particular facts, to discern also the reality that lies behind appearance”⁶

The Sanskrit word, *Jijñāsā* which means an ‘eternal quest’, an enquiry after eternal truth and reality. Philosophy is a systematic enquiry about the ultimate realities of the universe. Man is anxious to know the unknown things of the world and is interested to find out the reality and the truth of this mysterious universe. Philosophy is a comprehensive views of life, its ideas and ideals, thinking through which we can

4 Dash, B.N. (2008). *Principles of Education*. p. 4.

5 Borah, U.N. (2003). *Thought on Education*. pp. 24- 25.

6 Ibid. p.25.

develop the knowledge of beliefs, faiths, customs, tradition, culture and civilization of mankind.

Philosophy is equivalent to *Darshana* the Sanskrit word which means to see. The Indian Philosophy is based on the *Vedas* which leads us to realize the spirit of Idealism or spiritualism. To know the spirit of this universe, spiritualism is the only way to realize self which is the part of the universal self, the Absolute truth, absolute reality, the absolute of Almighty.

There is no difference between philosophy of education and philosophy of life. When one think of the whole process of education, one think of the whole process of life. Education is life. Those who are being educated are learning to live. As one is acquiring certain conscious purpose one is acquiring certain philosophy of life. Education touches life at every point.⁷

Education is ultimately connected with philosophy and for the educator there is nothing of greater value than the study of philosophy of life. To succeed in the attempt to pursue a conscious purpose (aim) he submits to the results of philosophical tests and then applies them to education. Education is philosophy in action : Philosophy is Education in contemplation.⁸

The western philosophy is based on the scientific analysis and enquiry about the mission of human life. Plato stated in ancient times, the philosophers devoted their time on analyzing the nature, purposes and objectives of human life. Philosophy of John Dewey is based on the reality and diversity of human life.

⁷ Sharma, Indra and Sharma, N.R. (1989). *Principles and Practices of Education*. p. 37.

⁸ Ibid. pp. 37-38

3.4. Education from Philosophical view point.

Human being is lying its level best to understand education from different and various corner. This is only because of the manifestation of the ever new levels of awareness of the very being of man. The nature of education is drawn from different philosophical point and it is closely associated with the concept of man. Different view points have been reflected in philosophical thoughts regarding education.

Idealism and Education :

The term idealist mean one who accepts and lives by lofty moral, aesthetic and religious standards and one who is able to visualize and advocates some new plan and programmes. Every social reformer is an idealist because he is supporting something which has not yet come into existence. An idealist believes that the physical world is the manifestation of some great spirit behind it. To an idealist the material or physical universe is not complete expression of reality. The mind or spirit is the essential world stuff and the true reality is of a mental character. Experience, – thought, ideals, values, personality are nearer to the heart of the universe than material things. Reality is of a spiritual rather than of a material nature. Idealistic aims of education are self realization, realization of spiritual values, enrichment of cultural heritage, unfolding of the divine in man.

The Idealist aims at the exaltation of personality or self-realisation, making actual the highest potentialities of the self. The aim of education is the perfection of personality. Education must enable students to form strong moral character. The Idealistic goal of education is perfection of child's personality and is to be achieved through a hierarchy of values.

Through spiritual values, the Idealists want to achieve self realization, that is the intellectual, the emotional and the volitional. The mind knows truth, it feels beauty, it wills goodness or justice. Truth, beauty and justice are the external values. Truth can be achieved by cognition, beauty by effect and goodness by conation. Religion is also spiritual value. Education has to achieve the aim of self-realisation through acquiring values of truth, beauty, goodness and religion. Education must be intellectual, religious, aesthetic and moral.

Ross says “religion, morality, art, literature, mathematics and science are the products of mans moral, intellectual and aesthetic activity throughout the ages”. One important goal of education is to enrich this cultural heritage which welds together and increases the solidarity of mankind. According to Rusk, “Education must enable mankind through its culture to enter more and more fully into the spiritual realm”⁹

Education is the instrument through which the divine in man can be unfolded and brought to his consciousness. Froebel says, “The object of education is the realization of a faithful, pure inviolable and hence holy life. Education should lead man to clearness concerning himself, and in himself and to unity with God”.

Naturalism and Education :

Naturalism in education is a system of education according to Nature. The Naturalist believes that the development of the child is possible only in the natural environment. It is not possible in the artificially contrived school environment. The

⁹ Goswami, Dulumoni. (2013). *Philosophy of Education*. P. 27.

nature is used in as physical nature and Psychology or nature of the child. The physical nature furnishes the laws of learning. The child's nature instincts, impulses, tendencies, capacities and other inborn potentialities provides the main instruments of education. There are three aspects of naturalism in theory and practice of education. The mechanical aspect of naturalism regards man as machine. The Biological naturalism regards man in terms of his racial past and is founded on the principles of evolution. It lays pre-human ancestors. Physical naturalism regards man to the background and lays its stress on external nature of man. Provides aim of education. Mechanical Naturalism according to Ross, "Education should make the human machine as good a machine as possible by attending to its constitution by elaborating and by making it capable of more and more complicated tasks". Biological Naturalism provides aim of education according to MC Dougall is sublimation of energies of the instinctive tendencies, the redirection, coordination and harmonious working of the native impulses. In the field of education, Physical Naturalism with its great stress on physical sciences has not got much importance. The simple reason is that education is a conscious human process of development and not more a physical science process.

Pragmatism and Education :-

Pragmatic philosophy of education does not offer any aims of education. Education is life. Since life means growth, education like growth is a continuous process of experiencing and of revising or reorganizing experiences. A living creature lives as truly and as positively at one stage as at another. "Education means the enterprise of supplying conditions which insure growth, irrespective of age. The process

of education is a continuous process of adjustment and has as its aim at every stage on added capacity of growth".¹⁰ Pragmatism does not believe in any "central transcendental care of personality running through and unifying" the various situations in life. Personality is "an empirical thing and is a functions of each social situation as it arises". In such a world of fluctuating personalities, all that education can do so "to transmit the social backgrounds and outlooks characteristic of the community as a whole to all members of the rising generation."¹¹ The pragmatist adopted new ideas and values, developed new approaches which could solve burning problems of life. The pragmatist realized that the value is not fixed in advanced it can be fixed at the time of practices and action. Pragmatists always emphasis the thoughtful result oriented action. The result oriented action includes identification of values, thinking and reasoning. Pragmatists search for values of human experiences. In pragmatism no fixed ideas andf values are there. It believes in suitable changes of human uses. According to Pragmatists the aim of education of a dynamic adptable mind which will be resourceful and enterprising in all situations a mind which will have powers to create values in an unknown future".

Realism and Education :

According to Realism, the aim of education is to familiarize the educands with the realities of the world rather than with bookish abstractions. The realities reject bookish knowledge and part emphasis on the study of man and things realism regards the world of physical reality as the truly fundamental thing in experiences. Realists

10 Sharma, Indra and Sharma, N.R. (1989). *Principles and Practices of Education*. p. 57.

11 Shrivastava, K.K. *Philosophical Foundations of Education*. P. 173.

thinks the physical world alone is “objective” and “factual” world is something which can be easily accepted as it is the realists regards the personal wants and feelings as ‘subjective’ ‘subordinate’ and ‘secondary’. Realists regards the worldly realities of everyday life as true. Realism believes that mind has organated believes that mind has originated in the course of evolutions. Realism cannot accept anything without testing by observation and experiment.

The Realists believes that in order to reach the level of real knowledge one must analyze and experience down to the level of sensations. Realism starts with undeniable certainties and tries to build up a body of systematized knowledge which is certain and objectives and agrees with the standpoints of physical sciences. Except in the study of psychology from the behaviourist point of view the Realism disregards everything subjective personal and emotional. The realists tries to see things as they are and to understand reality in its own colour without any fear or favour. The Realists believes that the regularities of the material environment are the chief source of all human experience. Anything which can be verified by observation, experimentation and examination can be considered as real. Realism believes that preparation in the only source of knowledge.

According to C.V. Good, “reality or the material universe exists independently of the conscious mind, its nature and properties are being affected by being known”. Swami Ram Tirth defined, “Realism means a belief or theory which looks upon the world as it seems to us to be a more phenomenon”.

Existentialism and Education :

The term “existentialism” was coined by French philosopher Gabriel Marcel in the mid 1940’s. Existentialism is derived from the word existence, implying that the individual has presence in the world. He idegger included the hyphen in his term. Ekisistenz the Greek and Latin origins which mean “to stand out from” and applied it to mean that the individual stands out from or beyond his or her present. Existentialism is a humanistic perspective on the individual situation, a philosophy of existence, of being, of authencity and of universal freedom. The individual and its primary value is the absolute freedom of person.

According to Dr Radhakrishnan, “Existentialism is a new name for an ancient method”. R.V. Das, Indian philosopher writes that “every age we find some gifted people who dislike the vigour and discipline as well as pretensions of abstract thought and would in the name of life give more importance to felling and will than to reflective thinking”. Some features of existentialism are also found in ancient Indian philosophy as there is insistence in the knowledge of the self – *Jñāna* and in budhism which seeks enlightenment – *bodhi*.

Existentialism in western world started growing as an intellectual reaction against naturalism and Idealism. Soren Kierkegaard, regarded as the father of Existentialism, maintained that the individual is slely responsible for giving his or her own life in spite of many existential obstacles and destrutions including despair, anger, absurdity, alienation and boredom Kierkegaard opined that people do not accept truth only for mental satisfaction but they want to realize it in their inner life.

Existentialists recognize the value of human personality. For an existentialist “man” is the centre of universe. The basic feature of human person is his freedom unfettered and unrestrained. Society and social institutions are for the sake of man. Existentialists believe only on the freedom and dignity of individual.

Humanism and Education :-

Humanism is a philosophy has its definite concept of man, human problems and universe. Creative work and happiness is the main objectives of human races. Humanism holds the view point that man has to live only one life. Man make his best in this life and live it whole-heartedly with regard to creative work and happiness. Respect for ancient culture, literacy, language, scholarships are taken as values worth preservation through education.

According to humanism man is endowed with the requisite power to make this earth a place of peace and beauty. Humanism believes in the idea “man is a spirit bound in a body” thus Human wishes that man should gradually emancipate himself from his mind in realising spiritual ideals. The spiritual man is at his best, fighting loyalty and courageously for the values of life like cooperation, sympathy in human welfare, truth, beauty, love and goodness. People should have “free and universal” society in which they voluntarily and intelligently co-operate for the “common good”. Humanism has considered man as the unity of body, mind and spirit.

Integrated View :

An integrated approach indicates that there are no such particular conception, idealistic or non-idealistic, subjective or objective in the scheme of knowledge. Real

knowledge is all inclusive and integral. From this point of view, Education is taken as total models of human behaviour, the physical, mental and spiritual. Integrated approach analysis education from an evolutionary angle and examines its trends with the evolution of society. Education is the outcome of the relation between the subject and the object. Education is the result of interaction of the living organism and his environment.

From all the above philosophical discussions on education it appears that nature of education differs according to variation of philosophies. Most of the people agree that education like at the core of life and human action Education is significant in human life as it concerned with the desires, want and aspirations. Education influence the entire domain of human self and take into account the sense of well being for individual as well as society. Education is desirable and favourable for the individual and the society, promote individual and societies development and well being. Education is conceived as the guiding principle of life which is conclusive to one's physical and mental health as well as to social welfare.

Thus it becomes clear that education play an important and significant role within an individual's cognitive and affective structure (forming). Education is part and parcel of the reality. Education guide us, steer our life journey, provides tools for self evaluation and judgment and contribute to our quest for meaning and quality of life.

3.5. Classification of Education :

Education is classified and graded under various categories according to its specification and human development. It is done with a view to attaining adequate

insight and access to the meaning of various concepts of education. It is felt imperative to analyse and classify it into different categories and types.

Education is divided into three type i.e. formal, informal and non-formal. Formal education is consciously and deliberately planned and its curricula are pre designed and goals are pre-determine. Informal education is called incidental education which is received by living with others. It is not provided deliberately and consciously. Non-formal education is offered at the convenient place, time and level of understanding or psychological growth of children or adults Non-formal education does not have a fixed time-table nor a prescribed course of study.

There is another classification of education which classify education in direct and indirect category. Direct education is personal and it is the result of direct contact between, the teacher and the students. Teacher play an important part in this type of education. On the other hand, indirect education is impersonal. It is the result of the indirect contact between the educator and educand. Different media play important role in this type of education.

Education may be divided into positive and negative education. In positive education the teacher and other educational agencies are able to produce some specific effects among the students. In negative educative by removing the obstructions or the barriers in course of his activities.

There is another type that is individual education and collective education. In individual education pertaining to a particular individual teaching is concerned. collective education is concerned with a group of pupils being taught at the same time.

Again there are two kinds of education. One is general or liberal and the other is specific or professional. General or liberal type education prepares the child to take up any profession in life. The main aim of such education is the training of general abilities, intellect, attitude etc. of the educand. The specific or professional type of education prepares the pupil for specific vocations and for definite activities.

It is observed that the different scholars have made use of different classifications for their purposes depending upon the situation and motive. But all efforts are focused to explain human cherished experiences related to human ideas and aspirations.