UNIT 1: PHILOSOPHICAL UNDERSTANDING OF EDUCATION

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1.1 LEARNING OBJECTIVES

After going through this unit you will be able to:
- explain the concept of education and schooling;
- analyze the relationship between education and schooling;
- state the processes of education;
- describe the educational philosophy propounded by some prominent Western thinkers;
- describe the educational philosophy propounded by some great Indian philosophers of pre-independence period;
- describe the educational philosophy of some eminent Indian educationists of post-independence period.

1.2 INTRODUCTION

This is the first unit of “Course 2 - Education, Society and Curriculum”, which introduces us to the basic concept of education and schooling. Education is a lifelong and continuous process whereas schooling is education that is imparted through a formal set up like a school.

In this unit we will be discussing the concepts of education and schooling. We will also analyze the relationship between education and schooling. Further, the educational philosophy of some well known Western thinkers as well as some Indian philosophers will be highlighted, which will give you a deeper understanding about education and its role in society. At last, we shall very briefly go through the educational views of some of the eminent educationists who had immensely contributed towards the development of education in India in the post-independence period.

While performing the role of a teacher, you may already aware of how vital it is for a teacher to understand the philosophical base of education. The following sections of the unit will strive to explain this in details so as to enlighten you about the abiding connection between philosophy and education.
1.3 CONCEPT OF EDUCATION AND SCHOOLING

We are all aware that education is a concept which has a very wide meaning as it encompasses the entire life of an individual and society. Different thinkers, philosophers, psychologists, educationists and teachers have expressed their own views according to their own outlook on education. It is like a diamond which appears to be of a different colour (nature) when seen from different angles (point of view or philosophy of life). Therefore, it is very difficult to give its precise definition.

Etymologically, the term ‘Education’ is derived from the Latin roots as under:

- **Educare**: To bring up, to nourish
- **Educere**: To draw out, to lead out
- **Educatum**: To train, act of teaching or training

A synthesis of the meaning of these terms implies that education is drawing out and leading out the natural **endowment** with which an individual comes to the world by bringing up, nourishing, raising and training the individual. It is the process of drawing out from within, rather than putting in something.

Generally, education is explained in two different concepts, one is wider or broader concept of education and the other is narrow concept of education. Now let us try to analyze the meaning of education from these two view points which are as follows:

- **Wider or Broader Concept of Education**: In the wider sense, education is a life-long and continuous process, which begins at birth and continues throughout the life of an individual. Human beings
acquire and learn something everyday and every moment through a number of agencies of education – the school, home, society, environment etc. In fact, the whole universe can be regarded as our educational institution when we view from this wider perspective.

In short, the wider meaning of education basically implies that:

- it is a life long process of learning
- it covers all the experiences of life
- there is no fixed curriculum and methods
- it is free from rigidity
- it is a process of adjustment

**Narrower Concept of Education**: In the narrow sense, education means formal instruction which is imparted within the four walls of the classroom. In this sense, a person is said to be educated if he/she passes examinations and receives some degrees and diplomas from school, college or university. So in the narrow sense, education is a deliberate, purposeful and planned effort on the part of the teacher to impart some amount of knowledge with the help of a definite curriculum.

Thus, the narrow meaning of education basically implies a type of education which is -

- formal in nature
- time-bound
- based on a fixed curriculum and
- teacher-centered. However education today ideally should be child centered.

**Concept of Schooling**: Schooling is basically a part of the broader field of education. It takes into account the formal aspect of education. Schooling starts when the child takes admission in the institution of education and ends when the child completes his/her studies or leaves the educational institution. The school curriculum is fixed. In schooling there are fixed teachers for every subject and curricular activities.

Society establishes schools to formally educate the children of the society so that they would be able to acquire necessary knowledge and
practical training of social values, customs and traditions of society, moral values and social relationship, etc. to lead their life successfully and to face the challenges of life courageously. In India, the schooling system was started during the Vedic period in the form of Gurukula system where schooling took place at the kul (home) of guru (teacher). After Gurukula system, Tol, Pathsala, Maktab, Madrassah, Monasterys and Viharas were developed in our society to impart education. But modern school system came to our society during the British rule. The Missionaries were the pioneer of modern schooling system which we are following today.

1.3.1 Relation between Education and Schooling

We have learned from above the meaning of education and schooling. We have seen that education is much more open-ended and all inclusive than schooling. There is no boundary for education. Education includes both the formal learning that takes place in schools and the whole universe of informal learning. It is a life long process that begins long before its formal start in schooling. A wise person may be referred to as educated even if he/she does not possess any formal degree in schooling.

On the other hand, schooling is only the formal part of education. Formal education means that education which is consciously and deliberately planned to bring about specific and special influence in the learner. The general pattern of schooling is almost similar throughout a country. There are some definite conditions that surround the formalized process of schooling.

1.3.2 Processes of Education

Although in a broader sense, education is a life-long and continuous process, yet for the convenience to understand the term, educationists have differentiated it as a bi-polar process and as a tri-polar process.

- **Bi-polar Process of Education**: Sir John Adam has advocated the idea of bi-polar process of education. In this process, the
educator (teacher) and the educand (student) are the two poles and both of them influence each other. However, the influence of the teacher is very prominent in all and every aspects. Teachers impart education and pupils acquire education in the classroom of schooling system.

Teacher     Student

➢ **Tri-polar Process of Education**: As a tri-polar process, education involves interaction among the teacher, the taught and the curriculum (subject-matter), which reflects the social environment or the society. Through the schooling process, the teacher consciously designs, plans and executes the curriculum or the subject matter and tries to develop the personality of the pupil in the light of the needs of the society. The tri-polar process of education is advocated by the famous educational thinker, John Dewey about whom we are going to discuss in detail under the sub-section 1.4.2.

![Tri-polar Process of Education](image)

The processes of education are generally divided into three types, viz. **formal**, **non-formal** and **informal**. We shall discuss about these three types of education as follows:

- **Formal Education**

  In brief formal education means the process of education arranged in a precise or regular way. In more precise explanation, education, which is imparted and received in a school or college or university, is defined as formal education. Schools, colleges, universities etc. are the main agencies of formal education.

  ➢ **Characteristics of Formal Education**

  There are some specific characteristics of formal education. They
are as follows:

- Formal education is consciously and deliberately planned.
- Face to face contact between the teachers and the taught has specific significance.
- Formal education is time bound. It has fixed points of entry and exit.
- Formal education is routine bound education.
- Formal education is curriculum based education.
- Formal education is examination oriented.

**Non-Formal Education**

Non-formal education is an organized and systematic learning activity. This is an educational system which takes place outside the formal system or formally organized schools. Flexibility in terms of age, formalities, subject choices, time limit for the completion of a particular course etc. are the key terms in such system. This type of education is an open type with regard to different important aspects, viz. admissions, entry and exit age and time limit, course choices, curriculum, place of instruction, mode of instruction etc. The agencies of non-formal education are the institutions of open learning such as the open schools, open universities, institutes of distance education etc. in which learners or students enjoy independence and self autonomy of learning.

**Characteristics of Non-Formal Education**

The main characteristics of non-formal education may be mentioned as the given below:

- It is flexible in terms of entry and exit, re-entry and re-exit.
- It is life oriented.
- The course contents of different courses are need oriented.
- It emphasizes on the maximum participation of the learners in learning.
- It makes educational provisions for the deprived sections of the society, including women and the people who live in the
remote areas.

- Non formal education is learner oriented.

**Informal Education**

Informal education is the type of education which is not consciously and deliberately planned. This type of education takes into its orbit all indirect influences of the home and the society. The press, the libraries, the films and other such agencies are included as agencies of informal education.

- **Characteristics of Informal Education**

Important characteristics of informal education are:

- Unconscious Learning.
- There are no fixed aim, fixed curriculum, methods of teaching, etc.
- No organized body or institution behind this process.
- Life-long learning.
- Natural outcome.

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**CHECK YOUR PROGRESS**

**Q 1:** Match the root words contained in Column - A with their meaning in Column - B

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educare</td>
<td>To draw out</td>
</tr>
<tr>
<td>Educere</td>
<td>To train</td>
</tr>
<tr>
<td>Educatum</td>
<td>To bring up</td>
</tr>
</tbody>
</table>

**Q 2:** Fill in the blanks:

a) In the wider sense, education is a ..................... process.

b) The first schooling system developed in ......................... society.

c) Sir John Adam has advocated the idea of ......................... process of education.

**Q 3:** As a tri-polar process, education involves interaction among
1.4 EDUCATION AND SCHOOLING AS VISUALIZED BY WESTERN THINKERS

From the above discussion we have come to know that education and schooling are the two significant components of the educative process. Education is considered a vital instrument in bringing about a peaceful economic and social revolution for ushering in an era of harmony, peace, progress and prosperity. And to this revolution in the field of education various thinkers from the eastern and western countries have made valuable contribution. They have provided a definite basis to education by their exceptional educational ideas. Now, we shall discuss education as visualized by some eminent western thinkers.

1.4.1 Jean Jacques Rousseau (1712-1778)

- **Life Sketch of Rousseau**: Jean-Jacques Rousseau occupies a great place in the education world as a revolutionary thinker. His educational thought continues to be the source of inspiration and guidance for all. Rousseau was born in 1712 in Geneva, Switzerland. Some of his monumental works were - *The Progress of the Arts and Sciences, The Origin of inequality among Men, The New Heloises, Social contract, Emile* and *The Confessions*.

- **Education and schooling as visualized by Rousseau**: Rousseau was a great western thinker and advocated education according to the nature of the child. He regarded Nature as the best teacher and believed that if children make mistakes and violate the laws of nature, they naturally invite the retribution of nature. He believed that everything is good as it comes from nature and it generates in the hand of man;
so he advocated that the education of the child should be purely negative. By negative education, Rousseau means not teaching truth or virtues to a child but shielding his heart from evils and mind from errors. According to him, real education is not to acquire or impart knowledge.

Rousseau hated society and its institutions, so he advocated education away from the polluted environment of the society. According to him, the school should have such a natural environment where a child’s physical, intellectual and emotional faculties can be developed properly. Rousseau said that school system should be based on freedom, equality and fraternity. The school’s tasks should be managed by the teacher and the child in co-ordination. Poor and rich children should study together in school and all types of facilities should be available for them.

1.4.2 John Dewey (1859-1952)

- **Life Sketch of Dewey**: John Dewey was one of the distinguished western thinkers of modern age. He was born in Burlington, America. He started his career as a school teacher. Afterwards he worked as professor for several years in Minnesota University, Michigan University, Chicago University and Columbia University of New York. He was the author of many monumental works. A few of them are - My Pedagogic Creed, Ethics, Democracy and Education, School and Society, Philosophy of Education etc.

- **Education and schooling as visualized by Dewey**: Dewey described education as an important need of life. According to him, the aim of education should be to inculcate social efficiency in a child. He opines that education should enable the individual to live as per the ideals of society by removing his/her deficiencies. It must habituate the child to those social traits which are necessary for success in social life. So it is
clear that in Dewey's view, education should be such that it assists both the individual and the society as a whole. He emphasized democratic values in all dimensions of education. Dewey's approach to methodology of teaching led to the emergences of the Project method in education.

Dewey felt that the training of students for a complete living in the society should be provided in the school. For finding out the type of training to be imparted, he carried out his experiments in the school which he established in 1896 in the University of Chicago. It was known as laboratory school. According to him, the school as the 'democratic society in miniature' should provide opportunity for the participation of the students in the activities of the school on the one hand and, on the other hand, it should realize the significance of the experiences, needs and interest of the child as an individual. He fused both the psychological and sociological aspects of education.

### 1.4.3 Friedrich Frobel (1782-1852)

- **Life Sketch of Frobel**: Friedrich Wilhelm August Frobel was a German educationalist and is best known as the originator of the 'kindergarten system'. He laid the foundation for modern education based on the concept that children have unique needs and capabilities.

  Frobel was born on April 21, 1782 in Oberweiback, a village in South Germany. He was much influenced by the educational philosophy of Rousseau and realized the importance of the pre-school period for laying the foundation for not only a sound education for the individual, but also for the health of society at large. In 1826, he published his famous book *The Education of Man*. This book brought great name and fame to him.

- **Education and schooling as visualized by Frobel**: The concept of 'unity' was the driving force of Frobel's philosophy and
educational practice. According to him, the aim of education is to enable the child to realize the unity in diversity. He opined that the purpose of education is to awaken the spiritual nature of the child and to enable him/her to identify himself/herself with the divine power of nature.

Frobel put his educational ideas into practice through his school which he referred to as Kindergarten, which implies a children's garden. According to Frobel, the school is like a garden, the teacher is the gardener and the students are the tender plants.

The environment of kindergarten is to be that of freedom, play and joy - an environment which fosters self expression. Education is to be given to the children through three ways - songs, movements and construction. For example, when a story is told or read, it is expressed in a song, dramatized in movements and gestures and illustrated by construction of blocks, paper, clay or drawing.

Frobel's belief in the unity of mankind and nature and of the inanimate world and living things, led to his conviction of the crucial importance of a harmonious relationship among home, school and society.

1.4.4 Maria Montessori (1870- 1952)

- Life Sketch of Montessori: Maria Montessori was an Italian physician and educator, a noted humanitarian and a famous educationist. Her educational method is in use today in public and private schools throughout the world.

Montessori was born on August 31, 1870 in a prosperous family in Chiaravalle, Italy. She became Italy's first female doctor when she graduated in 1896 from the University of Rome. She started her career as an assistant doctor in the medicine department of the same university. In the department she was assigned to look after the handicapped and mentally retarded
children. She had closer information about the problems faced by these children and she experienced that a specific type of education was needed for solving the problem of these children. She attracted the attention of the parents and countrymen for solving the problems and development of such children. In 1899, she was made the Director of the school for the handicapped. Montessori wrote over a dozen books. The most well known are the Montessori Method and The Absorbent Mind.

Education and schooling as visualized by Montessori:
According to Maria Montessori, the aim of education should be the development of a child's physical, intellectual, emotional and social capabilities by which he/she can fulfill his/her needs so that the child can live a fulfilled life and become a useful component of the society. Montessori was profoundly influenced by Fredrich Froebel, the inventor of kindergarten, and by Johann Heinrich Pestalozzi, who believed that children learned through activity. She also drew inspiration from Rousseau. She enhanced their approaches by adding her own deeply felt belief that we must follow the child. According to her, the teacher should not teach the children, but rather should create a nurturing environment in which the children can teach themselves through creative activities and explorations.

Dr. Montessori observed that placing children in a stimulating and homely environment encourages learning. She referred to her school as Children's House. Montessori opened her first Children's House in 1907. Montessori education spread to the United States in 1911 and became widely known in education and popular publications. According to Dr. Montessori, the schools should be based on the following characteristics:

- Homely environment and rooms with well equipped
furniture
- Complete freedom to the children
- No harsh time table
- Individual attention to each child
- Special emphasis to the sensory training
- Play-way method for imparting education
- No use of punishment

CHECK YOUR PROGRESS

Q 4: According to Rousseau who is the focal point of education?

Q 5: Fill in the blanks:
   i. According to Dewey, the aim of education should be to inculcate ....................... in a child.
   ii. Dewey fused both the psychological and ......................... aspects of education.
   iii. According to Frobel, the aim of education is to enable the child to realize .........................

Q 6: Write the characteristics of schools as prescribed by Dr. Montessori.

ACTIVITY 1.1
- Make a comparison of the educational philosophies of Rousseau and Dewey.
- Find out the similarities in the view points of Froebel and Montessori on education and schooling.

1.5 EDUCATION AND SCHOOLING AS VISUALIZED BY INDIAN THINKERS (PRE-INDEPENDENCE PERIOD)

We have already understood the philosophy of education as visualized by some eminent western thinkers. Now we will discuss the
procedure of education as visualized by some renowned Indian thinkers belonging to the pre-independence period.

1.5.1 Mahatma Gandhi (1869-1948)

- Life Sketch of Mahatma Gandhi: Mohandas Karamchand Gandhi was the most respected spiritual and political leader and also a great educational thinker of India. The Indian people called Gandhiji 'Mahatma', meaning Great Soul. Gandhiji wrote extensively on education and some of his important publications are - My Experiment with Truth, Basic Education, Towards New Education, True Education etc.

  Gandhiji was born on October 2, 1869 at Porbandar in Gujrat. His father was a chief revenue officer of a small state. His mother was very pious and Gandhiji was greatly influenced by her. Gandhiji went to London for studies and completed his Law degree. After returning from England, he started his legal practice in Bombay. In 1893, April he went to South Africa in connection with a civil law case of a firm. Gandhiji took up the cases which were not entirely political but touched intimately the life of the people. While living in South Africa he came to know that the Indian people were suffering a lot there. They had no political rights. The sufferings he witnessed there became the turning point of his life. He gave up his legal practice and completely devoted himself to the service of the people. He put into practice Satyagraha. He spent 21 years in Africa working to secure rights for the Indian people.

  In 1915 Gandhi returned to India. Within 15 years he became the leader of the Indian Nationalist Movement. Using the principles of Satyagraha he led the campaign for Indian independence from Britain and helped free the Indian people from British rule through nonviolent resistance. He is honored by Indians as the Father of the Indian Nation.

- Education and schooling as visualized by Mahatma Gandhi:

Satyagraha
Satyagraha was Gandhiji's philosophy of applying pressure for political and social reform through non-violent protest and passive resistance. The philosophy was developed during Ghandiji's time in South Africa. Satyagraha literally means ‘truth through persistence’.
In the words of Mahatama Gandhi, "By education I mean an all around drawing out of the best in child and man - body, mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education" - Harijan, July 31st, 1937.

Thus it can be seen that Gandhiji distinguished between literacy and education. According to him, literacy is a must for receiving any type of education and it will lead to all round development of child's personality.

He divided the aim of education in two main types, such as - Immediate Aims and Ultimate Aim. Immediate aims are the ones which are covered within our day to day life, such as, bread and butter or vocational aim, character development, harmonious development, training for Leadership, dignity of labour, etc. These aims are to be achieved through education. On the other hand, the Ultimate aim of education is to realize the God or Truth.

In order to fulfill the aims of education, he emphasized on the activity centred curriculum instead of a bookish curriculum. According to him, education should be imparted through local crafts and the teaching of all subjects should be related to craft. Besides craft, he also suggested other methods of teaching such as learning by doing, experience method, correlation method, discussion method etc. He said that the mother tongue of the students should be the medium of instruction so that one can easily understand the task.

Gandhiji contributed immensely to Indian education by introducing the Basic Education system. Basic means the bottom or the foundation of a thing upon which the whole edifice rests or is made. Gandhiji explained the concept of Basic Education through a series of articles in his 'Harijan' magazine in 1937 as 'Nai Talim' or 'New Education'. In the conference at
Wardha after a detailed discussion about Gandhiji's articles the scheme of Basic Education took shape under the leadership of Dr. Zakir Hussain. The following four resolutions were passed in the Wardha Conference.

- Free and compulsory education should be given to all children for a period of seven years.
- The medium of instruction should be the mother tongue,
- The process of education should be centred round some form of manual production work in the shape of a craft.
- This education should be self-supporting to some extent.

1.5.2 Rabindranath Tagore (1861-1941)

Life Sketch of Tagore: Rabindranath Tagore was the greatest prophet of educational renaissance in modern India. He was born on 7th May, 1861 in Kolkata. His father was a famous social reformer and scholar.

Rabindranath was unable to adjust himself to the 'dead routine and the teaching' of the educational institutions. Therefore, he gradually withdrew from formal schooling when he was around 14 years old. The remainder of his education was carried out at home through his own personal efforts and with the help of tutors in various subjects. He went to England in 1877 for higher education but returned back in 1880 without completing his studies. He became the first Indian to receive the 'Nobel Prize' for his famous book 'Gitanjali'. The British Government bestowed on him with knighthood. University of Calcutta awarded him the degree of D. Lit. He was addressed as 'Gurudev' by Mahatma Gandhi and we know him as 'Kabiguru Rabindranath'.

Education and schooling as visualized by Tagore: ‘Harmony with all things’ is the basic principle of Tagore's educational philosophy. He interprets this harmony in three contexts- with nature, with human surroundings and with international
Tagore opined that the child's life should be surrounded with things of nature and he must be kept away from the sophistication of the so-called modern civilization.

He said that a child should be given such opportunities by education so that he can develop his creative instincts. According to him, education not only gives freedom from the cycle of birth and death but also from social, economic, political and mental slavery. Therefore, man should gather all types of knowledge with the help of education which his ancestors have compiled. Tagore referred to it as 'True Education'.

According to him, the aim of education should be based on - Physical development, Mental development, Moral and spiritual development, Social development, Development of Internationalism, Development of ability to adjust etc. Tagore said that efforts should be made to give bookish knowledge as less importance as possible.

Rabindranath Tagore emphasized that the process of education should be lively and the interest of the children should be maintained. Children should be given more and more opportunities to investigate the phenomenon by their own activities and experiences and gain knowledge directly. The Process of education should comprise activities, games, creativity and pleasure. Tagore said that instead of imposing bookish knowledge, the teacher should try to create a conducive environment in which the children can learn themselves and should treat his/her students with great love, affection and sympathy.

According to Rabindranath Tagore, schools should be similar to the ashrams prevalent in ancient India. So, in order to impart education in a free and natural environment, he set up an ideal school called 'Shanti Niketan' at Bolpur District of West Bengal in 1901. The school was later expanded into a university in 1921 in the name of 'Visva Bharati' University.
1.5.3 Swami Vivekananda (1863-1902)

- **Life Sketch of Swami Vivekananda:** Swami Vivekananda was a spiritual genius of commanding intellect and power. He is considered as a key figure in the introduction of Indian philosophies of Vedanta and Yoga to the Western World, mainly America and Europe. He is credited with raising interfaith awareness and bringing Hinduism to the status of a major world religion during the end of 19th Century. He participated at the World's Parliament of Religions held in Chicago in the year 1893 and the inspiring speech he delivered there made him famous as an 'Orator by Divine Right' and as a 'Messenger of Indian wisdom to the Western world'.

  Vivekananda was born in Calcutta on 12 January, 1863. His real name was Narendranath Dutta. He inherited religious temperament from his parents. He was deeply interested in the study of philosophy and religion. His search for truth led him to the famous saint of 19th Century, Shri Ramakrishna Paramhansa. Narendranath remained in association with his master for six years. During this period, Narendranath had a spiritual transformation and emerged as Swami Vivekananda. After Shri Ramakrishna Paramhansa passed away, Swami Vivekananda established Ram Krishna Mission to continue the unfinished religious assignment of his master further.

- **Education and schooling as visualized by Swami Vivekananda:** According to swami Vivekananda, education is not the imparting of knowledge or information into the minds of children by force. He opines that if education means information only, then libraries could be the greatest saints of the world and encyclopedia had become seers and rishis. According to him, the aim of education should be to make a person perfect by diagnosing the perfection already present in him/her. It is that process which prepares a man for struggle of existence by
making him/her self-reliant and by developing his/her character and intelligence. He also said that fear is the main cause behind all social and individual problems. Education should remove this fear and make the citizens bold and brave to face the challenges of life.

Swami Vivekananda prescribed the same ancient methods of instruction which were prevalent in ancient Gurukulas. According to him, those subjects should be included in the school curriculum which can bring about material progress along with spiritual development. He suggested practices of Yoga and deep meditation to be followed in the schools for controlling the mind and emotions of children. He emphasized child-centered education in which the child is given full freedom for activities and learning. The task of the teacher is only to guide and inspire the child so that his/her inner knowledge is brought out.

1.5.4 Gijubhai Badheka (1885-1939)

- **Life Sketch of Gijubhai**: Gijubhai Badheka was a famous patriot, devoted teacher and an inspiring pillar of education. He was born on 15 November, 1885 in Gujrat. His parents were religious by nature. So, it was natural for him to inculcate religious tendency. Gijubhai was much influenced by the ideas of famous educationist Maria Montessori. He studied Montessori educational system deeply and transformed it as per the Indian circumstances.

- **Education and Schooling as visualized by Gijubhai**: Gijubhai Badheka is an educational thinker of high quality. He has given a very important place to child in his educational thought. Gijubhai advocated child centred education. Perhaps he was the first great educator in India who focused his attention at the pre-primary stage of education in India.

His principles of child-centred education was based on
such concepts as freedom for the child, respect for the child, spiritual development for the child, creativity of the child and development of good qualities of citizenship. He emphasized on the method of self learning through self dependence, self discipline, self expression, sense training and nature study. Education prepares the mind of our young men and women, so that they can accept the good and life giving elements of our culture. According to him, the curriculum of education should be purposeful. The curriculum or content should be such that it can meet the aims of teaching that subject.

Gijubhai dreamt of a school for children that do not instill fear in their mind and a place where they would go happily and willingly. His dream was turned into a reality in his 'Bal Mandir' - a school which he set up for children between two and half years to six years of age in 1920 at Bhavnagar, Gujarat. There he devoted himself to child education fully. In this Bal Mandir, Gijubhai conducted a new experiment. He provided free opportunities to children for playing, singing, poetry reciting, story telling, gardening, nature study and used the play-way method. It gave maximum freedom to the children to develop their potential. As a result of this, Bal Mandir became a centre of attraction for children and Gijubhai became a great source of inspiration for those engaged in nursery education.

### 1.5.5 Sri Aurobindo Ghose (1872-1950)

- **Life Sketch of Sri Aurobindo**: Sri Aurobindo was a great yogi, poet and unmatched worshiper of the Indian culture. He was born in an educated middle class family of Kolkata on August 15, 1872. He went to England when he was 7 years and lived there for 14 years. He was educated at Cambridge and mastered in English, Latin and Greek. He also learnt French, German, Italian and Spanish language. He returned to India
in the year 1893. He served as a teacher in the Baroda College and later in Baroda University. Finally, he was appointed the Principal of Baroda College.

Education and schooling as visualized by Sri Aurobindo:

According to Sri Aurobindo, education should be according to the mental and spiritual needs of the children and the demands of the country. He said that education should enable an individual to realize his/her inner self which is apart of the universal consciousness. The individual has to enter into right relationships not only within him/herself but also with the people of his/her country and with the universal society to which he/she belongs. Thus, education should be in accordance with the changing needs of our real modern life so that the children may face the challenges of life with ease.

Education, according to him, is based on some principles, which are: Principle of conscience, Training of senses, Training of mental faculties, Principle of physical and muscular purification, Principle of inherent knowledge, Principle of interest, Principle of mother tongue, Principle of discipline, Principle of yoga and Principle of knowledge.

According to Sri Aurobindo, a child should live a well organized life at school, but he/she should not be subjected to any type of binding or obstacle. The mind, speech, and deed of all individuals in a school should be able to get the knowledge of all religions and cultures; there should not be any discrimination on the grounds of colour, creed, caste, country, religion etc. The school should be such an institution which treats and develops an individual with love. Aurobindo said that the school environment should lead the teacher, the learner and other individuals towards spiritual perfection and this can be possible when true and real education is imparted at school using suitable methods and means. According to him, the teacher should act only as a helper and guide in the
class. His/her duty is to show the students the way of acquiring knowledge.

CHECK YOUR PROGRESS

Q 7: State whether the following statements are true or not.

i. According to Mahatma Gandhi, there is a difference between literacy and education. (True/False)

ii. Gandhiji said that the education should be imparted through the medium of English language. (True/False)

iii. According to Swami Vivekananda, children should study hard so as to pass the examination with flying colors. (True/False)

iv. Swami Vivekananda suggested the practice of Yoga and deep meditation to be followed in schools. (True/False)

v. Gijubhai Badheka may be referred to as a father of pre-primary education in India. (True/False)

Q 8: What are the two main aims of education according to Gandhiji?

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...................................................................................................

Q 9: 'Harmony with all things' is the basic principle of Tagore's educational philosophy. He interprets this harmony in the three contexts. What are they?

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...................................................................................................

ACTIVITY 1.2

Analyze the educational philosophies of all the above mentioned Indian Philosophers and write down whose view you prefer most and why?
1.6 EDUCATIONAL VIEWS OF INDIAN EDUCATIONISTS (POST-INDEPENDENCE PERIOD)

We have gone through the philosophy of education and schooling as visualized by some eminent Western and also Indian thinkers of pre-independence India. Now let us discuss in brief some of the prominent Indian educationists who have immensely contributed towards the development of education in various spheres through their valuable recommendations in the post-independence period. We shall, however, limit our discussion to their brief life sketch and their views on education only.

1.6.1 Dr. Sarvepalli Radhakrishnan (1888-1975)

- **Life Sketch of Dr. Radhakrishnan**: A famous teacher, who later became the first Vice President and the second President of India, is Dr. Sarvepalli Radhakrishnan. He was a great educationist too with unsurpassable proficiency in English, French, Sanskrit, Tamil, Bengali, Hindustani and Telugu. He wrote more than 150 books including 'Indian Philosophy' and 'The Reign of Religion in Contemporary Philosophy'.

  Radhakrishnan was born in Tiruttani, Madras into a poor Brahmin family on September 5, 1888. The financial condition of the family was not stable and so Radhakrishnan went through most of his education on scholarships. He had served as Professor of Philosophy in Madras, Mysore, Calcutta Universities and as Vice chancellor of Andhra University (1931-1936) and Banaras Hindu University (1939-1948). Radhakrishnan also had the rare honour of teaching at Oxford and occupying the Spalding Chair on Eastern religions and philosophy. In 1948, Dr. Radhakrishnan became the Chairman of the University Education Commission, which is popularly known as Radhakrishnan Commission. He received 'Knighthood' award in 1931 and 'Bharat Ratna' award in 1954.
and was conferred with several honorary degrees and titles.

His mastery on his subject and his clarity of thought and expression made him a much sought after teacher. Whatever position he held, whether as President or Vice President or even as Ambassador, Dr. Radhakrishnan essentially remained a teacher all his life. As a tribute to this great teacher, his birthday is observed as Teachers’ Day across India.

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**LET US KNOW**

Dr. Radhakrishnan's birthday is celebrated every year as Teachers' Day. The celebration has an interesting story behind it. When he became the President of India in 1962, some of his friends approached Dr. Radhakrishnan and requested him to allow them to celebrate September 5, as his birthday. In reply Dr. Radhakrishnan said, "instead of celebrating my birthday separately, it would be my proud privilege if September 5 is observed as Teachers' Day". The request showed Dr. Radhakrishnan's love for the teaching profession. From then onwards, the day has been observed as Teachers' Day all over the country.

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Dr. Radhakrishnan's Views on Education: According to Dr. Radhakrishnan, the aim of education is not the acquisition of information or acquisition of technical skills, though essential in modern society, but the development of that bent of mind, that attitude of reason, that spirit of democracy which will make us responsible citizens. He was of the opinion that only the right kind of education could solve many ills of the society and the country. He wanted to bring in a change in the educational system by improving the quality of education and building up a strong relationship between the teacher and the taught. In his opinion, teachers should be the best minds of the country; they should not merely instruct but should also gain the true affection of their pupils, and the respect for teachers cannot
be ordered but it should be earned.

1.6.2 Dr. Daulat Singh Kothari (1905-1993)

- Life Sketch of Dr. Kothari: Daulat Singh Kothari, popularly known as D. S. Kothari, was a person with multifaceted personality - an outstanding teacher, a great educationist, a renowned physicist and a highly successful leader. His contribution to the entire spectrum of Indian education from elementary school to the university level is well-known.

D.S. Kothari was born on July 6, 1906 at Udaipur. He started his career as a demonstrator in the Department of Physics at Allahabad University. Afterwards he became a Professor at Delhi University. He was appointed the Chairman of the University Grants Commission (UGC) in 1961. Kothari was also the Chairman of The Indian Education Commission (1964-66), which is most popularly known as Kothari Education Commission. He was Chancellor of the Jawaharlal Nehru University for two terms (1982-92). Kothari's deep concern for education led to his association with the National Council of Educational Research and Training (NCERT) since its inception. He not only conceptualized the role and functions of NCERT but also gave a blueprint for its future development in the Report of the Education Commission (1964-66).

Kothari had immense faith in the youth of the country and he did everything whatever he could do to encourage the young scientists. He was keen on identifying the talented students and nurturing them. The National Science Talent Search Programme and the subsequent National Talent Search Programme started by the National Council for Educational Research and Training (NCERT) owe their origin to Kothari’s vision.

The Government of India honoured him with Padma Bhushan (1962) and Padma Vibhushan (1973). In the honour
Dr. Kothari's Views on Education: According to Dr. D.S. Kothari, the true aim of all education is to understand the wonderful world around us, to develop self-discipline and contribute to the happiness to our home and the community. This makes education enjoyable and most exciting and an inspiring adventure.

Kothari's vision of education is clearly reflected in the report entitled "Education and National Development" prepared by the Kothari Education Commission. The Report was hailed as a landmark in educational sectors in India and other developing countries. To quote from the report, "The destiny of India is now being shaped in her classrooms."

Kothari firmly believed that the future of the country essentially depends on education. According to him, the role of education is to improve the material standard of the people and to enrich the quality of life. Besides knowledge and skills, education should be also concerned with the 'inner content' of lives, with ideas, idealism and strengthening of the spirit.

He emphasized the need for improving the conditions for primary education in the country. He believed that without promoting excellence in educational institutions nothing could be achieved. According to him, excellence is to be understood as extending over a wide range of interests and activities, that is, studies, research, teaching, technical skills, promotion of social and moral values, sports, etc. The meaning of excellence, and how to identify it, needs to be examined continually.

Dr. Kothari, in his address delivered on the occasion of the Golden Jubilee Function of the Faculty of Education, Jamia Millia Islamia, New Delhi on October 29, 1988 said that the
duty of the teacher is not limited to imparting knowledge content of books, which is largely informative in nature and which readily gets out of date for the students. But more than that, the teacher should inspire them, by his/her own example, towards the process of character building and the use of knowledge for the welfare of the community.

1.6.3 Prof. Yash Pal (1926)

- **Life Sketch of Prof. Yash Pal**: Yash Pal is a renowned Indian scientist and educator. He is a well known face for his regular appearances on the science programmes *Turning Point* and *Bharat ki Chaap* telecast on Doordorshan.

  Yash Pal was born on 26 November, 1926 in Haryana. He has held many positions within the educational establishment of the Indian government. He has been Chairman/Member of various National and International Committees, Boards and Organizations, and on the editorial boards of scientific journals. Along with Padma Bhusan (1976), he has received several other awards for his contribution to science, space technology and field of education. Between 1986-1991, he was the Chairman of University Grant Commission. He also served as a Chancellor of Jawaharlal Nehru University, New Delhi.

- **Prof. Yash Pal’s Views on Education**: Prof. Yash Pal has always had keen interest in education and the newer forms of learning. He stresses the human contact and social interaction during education rather than a bookish education. According to him, apart from the formal education imparted in the schools and universities in India, we also have countless informal institutions of education such as those of the craft-persons, musicians, skilled labourers and many others. Their skills also involve some amount of knowledge about those sciences which, for instance, an engineer, a doctor, or an
architect is required to possess.

Prof. Yash Pal has also stressed on making education less stressful for the little children by taking away the burden from their shoulders and giving them the real joy of learning and understanding. He says that children are born curious and it is very important to ensure that one doesn't destroy what is already there in a child. He opines that there is need to form the science curriculum in schools based on what children want to know. He says that the schools should respect the children's curiosity and the teachers must learn from the children during the course of teaching them. He also mentions that science can be learnt only from observations and experiments. The objective of school programmes should be to help children realize that there is science everywhere, be in the kitchen, the open sky, in bicycles, bullock carts, flying birds, trees, wind. The inherent purpose of this is to help create new ways of thinking and nurturing young minds towards creativity and experimentation.

According to Prof. Yash Pal, teachers should not get turned into courier service. A syllabus is framed by the educational board and teachers teach the students its content, but it is not sufficient. The teachers should act as friendly guides of the students to lead them to the realm of knowledge. Dr. Kothari also suggests that the teachers must employ interesting and new methods of teaching to capture the attention of students.

CHECK YOUR PROGRESS

Q 10: Fill in the gaps:

i. In 1948, Dr. Radhakrishnan became the Chairman of the University Education Commission, which is popularly known as 

ii. According to Dr. Radhakrishnan, the respect for teachers
cannot be ordered but it should be .........................

iii. Kothari was also the Chairman of ........................., 1964 which is most popularly known as Kothari Education Commission.

iv. Prof. Yash Pal, at present is holding the position of .........................

Q 11: State whether the following statements are true or false:

i. According to Dr. Radhakrishnan, the aim of education is the acquisition of information and technical skills since these are very essential in modern society. (True/False)

ii. Dr. Kothari opined that the teachers should inspire their students with their own examples. (True/False)

iii. Prof. Yash Pal believes that children should be provided with the opportunity of joyful learning without burdening their little shoulders. (True/False)

ACTIVITY 1.3

Write down the qualities and duties of a good teacher in your own language based on the viewpoints of Dr. Radhakrishnan, Kothari and Yash Pal.

1.7 LET US SUM UP

In this unit we have discussed the following main points:

- In the beginning of our unit, we have focused our discussion on the concept of education and schooling. We have seen that education is a continuous life-long process which encompasses the entire life of an individual and society. On the other hand, schooling is the narrower meaning of education which is imparted within the four walls of the classroom.

- Next, we have discussed the philosophy of education and schooling as visualized by the renowned Western philosophers Rousseau,
Dewey and Montessori.

- In Pre independent India education received the due attention from a number Indian thinker that includes Mahatma Gandhi, Kabiguru Rabindranath, Swami Vivekananda, Gijubhai Badheka and Sri Aurobindo.

- In the post independent period some eminent Indian Educationists like Dr. Radhakrishnan, Dr. Kothari and Prof. Yash Pal have given their views on education. Their thoughts and ideas as well as the recommendations have been briefly mentioned.

1.8 FURTHER READINGS


1.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Educare  -------------- To bring up

Educere------------- To draw out
Ans to Q No 2: (a) Continuous  
(b) Greek  
(c) Bi-polar  
Ans to Q No 3: As a tri-polar process, education involves interaction among the teacher, the taught and the curriculum or the subject-matter, which reflects the social environment or the society.  
Ans to Q No 4: The child is the focal point of education.  
Ans to Q No 5: (i) Social efficiency (iii) Sociological (iii) The unity in diversity  
Ans to Q No 6: Homely environment and rooms well equipped with furniture; Complete freedom to the children; No harsh time table; Individual attention to each child and special emphasis to the training of senses  
Ans to Q No 7: (i) True (ii) False (iii) False (iv) True (v) True  
Ans to Q No 8: Immediate aim and the Ultimate Aim  
Ans to Q No 9: With nature, with human surroundings and with international relations.  
Ans to Q No 10: (i) Radhakrishnan Commission (ii) Earned (iii) the Indian Education Commission (iv) Chancellor of Jawaharlal Nehru University, New Delhi.  
Ans to Q No 11: (i) False (ii) True (iii) True

1.10 MODEL QUESTIONS

A) Very Short Questions
Q 1: Write the Indian synonyms of the word 'Education'.  
Q 2: What is the narrow meaning of education?  
Q 3: Mention the kind of schooling system that was prevalent in India during the Vedic Period.  
Q 4: Whom did Rousseau regard as the best teacher?  
Q 5: Who was the main propagator of 'Project method of teaching'?  
Q 6: Montessori's schools are better known by which name?
Q 7: According to Gandhiji, what is the Ultimate aim of Education?

Q 8: What is the basic principle of Tagor’s educational philosophy?

Q 9: What is the name of the school established by Gijubhai?

Q 10: What is the true aim of education according to Dr. Kothari?

B) Short Questions (Answer in about 150 words)

Q 1: What does the narrower concept of education basically implies? Write down the relation between education and schooling.

Q 2: Briefly discuss the concept of school by Frobel.

Q 3: Explain the aims of education according to Mahatma Gandhi.

Q 4: Give a brief life sketch of Dr. Radhakrishnan.

Q 5: Write down the role of teacher as explained by Prof. Yash Pal.

C) Long Questions (Answer in about 300-500 words)

Q 1: Write briefly about any one of the following Western thinkers and his/her ideas on education and schooling -

i. Rousseau
ii. Dewey
iii. Frobel
iv. Montessori

Q 2: Write briefly about any one of the following Indian thinkers and his ideas on education and schooling -

i. Mahatma Gandhi
ii. Rabindranath Tagore
iii. Gijubhai Badheka
iv. Sri Aurobindo

Q 3: Write in brief about any one of the following educationists of India and his view on education -

i. Dr. Radhakrishnan
ii. Dr. D. S. Kothari
iii. Prof. Yash Pal

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