



Relevance of Philosophy of Education in present Education System

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Abstract

If we see the philosophical approach of learning we will find that philosophy focuses mainly upon the issues which are primary in nature. We had often seen philosophy talks about the existence of anything Philosophy talks about the epistemology, metaphysics, axiology, ethics, logic and aesthetics. Philosophy says if a thing exists then what is the purpose of its existence. Likewise, in philosophy of education we have fundamental questions about education. First and foremost, question in philosophy of education is that so why education is so important in our habit which requires for systematic existence of human beings. If we agree on importance of education then we have so many questions about its use, the way we educate the people of any country, purpose of the study, how we apply our education on the people who have different intellect and emotional abilities. What will be the method for imparting knowledge to the people? What would be the curriculum for any country? Would it be the same or it would differ from country to country. What will be the policy of any country to importing education? Curriculum should be idealistic or liberal based on country's circumstances. Should we teach morality or ethics to our peoples or they will learn by own.

So, in the present study there is mainly focus upon the very fundamental question of philosophy of education. There is also a discussion about the relevance of philosophy of education in any education system. In present study there is also a discussion about main issues of philosophy of education that effects in learning and grooming process and which decide the path of life and paving proper way for generation to generation.

Key Words: Indian Curriculum, NEP 2020, Negative Education of Rousseau

Introduction

Education is a continuous process. We start learning from birth till death. There are two type of education. Formal and informal, informally we learn from everything around us. People learn from their society. Every society has its culture. Country like India, there are so many cultures, tradition and custom in every society. Every country has also its culture. We teach our citizen according to our culture. When we learn in a proper set up then it is called informal education. In Indian education system we have long history of education. First formal education can be seen in early Vedic period. At that time people's main goal of life was to getting nirvana which is based on Vedas. In Indian scripts it is written man should follow purusharth which is Dharma, Artha, Kaam, Moksha many thinkers has doubt about its sequence but they all agree on last purusharth as moksha. So, in Indian context man's only goal is to attain moksha and get rid of from rebirth.

According to western thought of philosophy goal of every human's life is live happily. If we see the platonic idea of goal of life we will find his complete emphasis is on attaining the highest form of knowledge, which is the idea of the Good, from which all good and just things derive utility and value. Antisthenes, a pupil of Socrates, first outlined the themes of cynicism, stating that the purpose of life is living a life of virtue which agrees with nature. According to him happiness depends upon being self-sufficient and master of one's mental attitude; suffering is the consequence of false judgments of value, which cause negative emotions and a concomitant vicious character. Thinkers such as John Locke, Jean Jacques Rousseau and Adam Smith saw humankind beginning in the state of nature, then finding meaning for existence through beginning in the state of nature, then finding meaning for existence through labor and property and using social contracts to create an environment that supports those efforts.

So, every country has different goals. Man, goals of life is associated with the country's goals. Whether it may be either individual or as whole. In India for the first time a systematic arrangement of formal education proposed by wood dispatch. Before that we have traditional way of educating people where there was some restriction in getting admission in the teaching institution. At that time main aim of education was to attain nirvana followed by purushartha.

At present, situation is totally different. We have global aims. On one hand there is a challenge like, unemployment, corruption, growing population, pollution in our country and the other hand we have to tackle with international issues like terrorism, border security, UNO, WHO, etc. Government has taken many steps regarding many national and international issue but we have brain problem which is chronic. We need skilled man power in order to sustainable development.

Philosophy of education helps us in fixing above all problem in many ways. It tells us what type of education is required in present scenario. Many philosophers like Plato, Aristotle, Rousseau and Dewey etc. has pointed out such type of education system which helps us in attaining nation goal accordingly.

In present study two philosophers Rousseau has been taken for the research work.

Review of Literature-

Following studies has carried out in this area;

- Kuzhandavelu. K (Ph. D. Phil. Madras. U 2019) studied on the topic – ‘A Comparative Study of the Educational Philosophies of John Dewey and Mahatma Gandhi.’
- Sharma Rachna (Ph.D Edu. Rajasthan U 2018) studied on the topic- ‘Rousseau ke saikshik bicharon ka adhyayana.’
- Sonkar Jyoti (Ph.D Edu. V B S P Uni. 2015) studied on the topic- ‘Vartaman shaikshik Parprekshya men Gurudev Ravindra nath Tagore ebam Jeen Jex Ruso ke Shaikshik darshan ka tulnatmak addhyayan.
- Gharehbakloo, Mohammad Reza (Ph.D. Edu. Pan. U 2005) studied on the topic- ‘Study of educational philosophy of John Dewey and its relevance to education in Iran.’
- Jagadeesh, D H (Ph. D Edu. Karnataka 1998) studied on the topic – ‘A Critical study of naturalistic trends in Indian education.’
- Wahi Anu (Ph. D Edu. Karnataka 1998) studied on the topic – ‘Symbiotic relatons man and nature in Rousseau Wordswarth and Whitman.’

Research Methodology-

Analytical method has been used for the research. The books and paper have been used for research work. Research papers, including national and international journal has been for the study.

Rousseau’s views on Education

Rousseau a naturalistic philosopher advocates child centered education. He says in his book Emile, “Coming from the hand of the Author of all things, everything is good; in the hand of man, everything degenerates.” He says lie, natural behavior toward things and corruption is the main cause of human misery. He finds the life illiterate people more honest than a literate one. He doubts about the progress of knowledge and skill.

According to Rousseau nature, human and matter are the means of the education. He advocates freely development of child and his capacities. That is the only aim of naturalistic philosophy. He says let the child grow according to their primary instinct. Do not try to compare with an adult. Because at every stage of development we need different type of things. He says about teacher that teacher that teacher should not impose bulk of knowledge which make the children dull. He suggested that teacher should study each and every aspect of children’s behavior and set free them according to their basic instinct.

So basically, he wants to say about naturalism that one should impose upon the children a heap of information which not associated with life beside it children should give some space so that they can interact with nature and would be able to develop according to real nature of his own.

Aim of Education according to Rousseau

According to Rousseau aim of life is to live your life completely. He says from starting when child is infant we often use to impose our children to mug up dull and abstract information by our own

method. At that time what we actually do, we are cramming our children's mind. We are agents our children's natural growth are cramming our children's mind. We are agents our children's natural growth because according to Rousseau, nature has its own method to observe and caring childhood. He says infant should give a chance for his natural development so that after growing as an adult he can chose a profession for future situation which is unpredictable. We should focus on our present. He says if our present is good then our future will defiantly better.

Anti to Didacticism

Rousseau was against to didacticism. He advocates self-study. He says every object remain beautiful until it does not reach mans hand, while it reaches in mans it get degenerates. According to him, we infant don't need to be social but he needs nature for natural development. That so why he said, "Return to nature." And "Follow the Nature."

Rousseau wants to establish education based on psychology. He wants develop a man as a natural man that means who govern by natural instinct not by social bonds. Main aim of Rousseau's education to internal instinct not by social bonds. Main aim of Rousseau's education to internal development of basic instinct.

Rousseau approves three source of education – Nature, Man and Matter. He says that these are three things which is most important for children's successful development. In his view we learn from nature, man but also learn from material which is around us. Without all these means we could not able to learn properly.

Aim of Education at different stages of development-

There are four stages of development;

- Infancy
- Childhood
- Adolescence
- Puberty

Infancy is the age of 0-5 year. In this age main focus has given to physical development. Childhood is at the age of 5-12. At this age more, emphasis is given to the development of the personality. At puberty stage emphasis laid upon development of the personality. At puberty stage emphasis laid upon development of feeling and emotions. By the development of feelings moral and social development taking place symanteniaslly.

Curriculum of education in different stages-

Rousseau, in his book Emile also suggested curriculum for every stage of development. In brief given as below;

Infancy- Rousseau criticizes exiting curriculum for infant. His emphasis was on recognizing child as a child not as an adult. At this age we can teach a infant by chit chat in mother tongue so that he can improve his vocal capacity.

Childhood- At this stage of development he advocates learning by experience. He said that we should avoid to teach subjects like, geography, history, language etc. Children should be free to learn by their own experience so that his mental development shapes properly.

Adolescence- At this age after proper development of the body and mind we can impart knowledge of natural science, language, math's, work of wood, music, art, social science and education related to occupation. At this age we should taught how to perform any task so that they can develop habit of hard work.

Puberty- It is a last age of child development. In this curriculum education of religion and morality is more prominent. While talking about the relevance of the moral education he says by learning stories and anecdotes he would be able to understand how he has to behave in that situations.

Educational Method

Rousseau finds two methods more suitable other than any method. Description of both methods given below;

Learning by self- experience- Rousseau reject bookish knowledge and laid emphasis upon self-observation. He says by the self-observation student would be able to understand pros and corn of the things. He said books compel us to read that which is neither necessary nor pleasant to us.

Learning by doing – Rousseau says that knowledge is better which comes from own experience except dictated by other. He said, rote learning is not a good method to learn because in that we don't have practical experience regarding that concept or things. We cannot visualize in any form because that is abstract. So, we often forgot that thing which do have direct connection with our experience. Lecture method always bored a student. They often enjoy that class which is based on activity. Thus, they create new knowledge and memory into their mind. And recall easily when they feel need of it.

Discipline Method

He does not allow capital punishment in order to maintain discipline in the student. He says there is an order in nature whatever you do you will get result accordingly.

He says punishment should be natural in nature. Means if a student does any mistake which is not adequate then he has to bear the consequences. For good deeds he will get rewards and for bad he will be punished by bad results. That much punishment is only required for the students. In this way they will learn discipline.

Organization of the school

Rousseau opposed the school education. He says child is innocent by birth but when goes to school he got uncivilized due to bad impact of the society. In his view although he doesn't found school as a good place for grooming but if requirement of school arises then we should create an environment of natural learning so that children may grow naturally.

Negative Education

A reading of Rousseau's views regarding the aim of education, curriculum, discipline, etc. of courses were taught to the children in the school. They were given moral and religious education; various types of books were taught to them. Considering them to be a small adult, they were prepared for a mature life. Instead of paying attention to their natural powers, attention was paid only to their mental development. Rousseau strongly opposed this prevailing education system and advised its complete prohibition, he said, "Do the exact opposite of the prevailing behavior and you always do right. That is called negative education.

Professor Munro has described negative education as follows;

- In the field of physical education, negative education refers to freely playing, thinking, working, living in the open air, wear simple cloths and eating simple food.
- In the field of intellectual education, negative education refers to the opposition to instruction.
- In the field of moral education, negative education refers to the natural consequences of one's action by acquiring knowledge of moral ideals.

Thus, negative education is biased towards natural development in all spheres of physical mental and moral. He is against any kind of interference.

Education of Women-

Rousseau does not consider men and women alike. It considers women as a complement of man and does not consider him as an independent personality, so his ideas about the education of the women were severely criticized but before criticizing the views of Rousseau, His explanation is necessary, the teachings of women are considered by Rousseau showed as Sophie's education. Sophies is Emile's future wife and Rousseau showed as Sophie's education. Sophies is Emile's future wife and Rousseau wanted to teach her those things in which he can be most useful to Emile and make him happy. From physical point of view, he wants to make her fit and beautiful because not only will she be able to give happiness to her husband, but it will also produce healthy and strong children. Sophie should try to be proficient in household, so she should be taught to listen, to sew and to do other households. She should also be taught various fine arts but Rousseau does not want to teach women's the philosophy, arts and science because he said that he did not need them.

Rousseau wants to lay special emphasis on the moral and religious education of the women but here this is only to educate them as a mother as wife. In his words, "Every girl must obey her mother and every wife must obey her husband." Morally women should have the qualities of tolerance and obedience. Unless they themselves have no interest in reading and writing. It is pointless to teach them. Rousseau believed that women were not naturally interested in reading and writing. He wanted to keep the girls in strict bondage, while on the other hand, gave complete freedom to the boys. His aim in all this was that women are not self-fulfilling but a means of Mans's progress. He said that every wife should study the psychology of her husband and do only those things which she likes. She should know what he wants, what he thinks and does at what time.

In this way idea presented by Rousseau about the psychology, social status and education of women are completely against the modern concept. perhaps the reason for this was the bitter experience of his childhood.

Impact of Rousseau's thoughts on Modern Education

The influence of Rousseau's ideas is visible everywhere in the various aspect of modern education such as aims of education, curriculum, discipline, school organization etc. Its influence can be seen in the form of scientific tendency, psychological tendency, social tendency and naturalism. Therefore, here its effect will be studied by dividing it under these heading.

Psychological Tendency- Rousseau's said that the teacher should study the pupils and the course of study and the education system should be based on the study. These ideas have given impetus to the development of child psychology and education psychology in the field of education. His belief is that all the material psychologists believe that the child is not a small adult. His various tendencies of learning, understanding, remembering, imagining etc. are different from adults. So, education so

be based on child psychology. These ideas of Rousseau had a significant impact on psychoanalysts like Pestalozzi, Herbert and Frobel.

Scientific Tendency- Rousseau has encouraged curiosity in the child and has talked about self-experience and research about trees, plants, animals, and things around them. This is the basis of scientific temper According to the scientists; the scientific education of the child should be based on observation and experience. From these it can get knowledge of zoology, botany, physics etc. Rousseau's ideas have had a significant impact on the famous scientific thinkers Herbert Spencer and Huxley. Rousseau encouraged the scientific thinkers Herbert Spencer and Huxley. Rousseau encouraged the scientific trend by giving an important place to science in the curriculum of education.

Social Tendency-

Rousseau was heavily individualistic. He considered the social environment absolutely unnecessary in the education of the child. He advocates for giving complete freedom to the child, but this does not mean that should disregard the social development of Emile. He wants to develop the tendencies of co-operation and empathy in the child. He also wanted to made her capable of earning a living in the future. He laid special emphasis on co-operation, ethics etc. in Emile's education.

Naturalism-

Rousseau's educational ideas come under the category of naturalist. He encouraged the naturalist tendency in the field of education by giving the slogan 'return to nature'. Rousseau was a naturalist in the aims of education, curriculum, discipline, school organization and method of teaching. The method of acquiring knowledge through self-realization, method of obtaining by action etc.

On the basis of the educational subjects of Rousseau, In the modern period, Heuristic system , project system , Dalton system balcher movement have been developed . Rousseau's ideas about industry, handicraft, education of the mind and heart can also be seen in basic education. Regarding discipline, his views are completely naturalistic, because he wanted to teach the child through natural punishment, but Rousseau has used word natural I many senses. Though he considered human nature as high, he did not give any place in it. His negative education is naturalistic and has all the defects of naturalism.

Conclusion & discussion-

So, we have seen that there are so many important points which really has importance in present education system. Pupil learns from their own experience well because they visualize the things by themselves they imprint all fact in their mind. According to him infant learn the things by nature in its own form. When they reach in society they corrupt themselves. They lost their neutrality.

Rousseau's thought about negative education has also its own importance in modern world. He said that traditional style of importing knowledge is boring pupil get bored by this method. Students are not able to connect abstract ideas into reality. They get bored while they try to learn the things. He also tells about the natural discipline which suits to the nature of pupil.

On the basis of above discussion, we can say the thought of Rousseau are more important in present context. It has deep relevance in the present growing society. We can see the glimpse of Rousseau's

philosophy at each and every stage of our life. Sometimes we use it as a to get learn to a walk or when we perform any activity as project work in a group.

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