EDUCATION, ITS IMPORTANCE
AND AIMS AND PRACTICE

According to a number of thinkers education is a bi-
polar process. But recently a new factor is: sociological factor
has come to be recognised. John Dewey lays stress rather on
sociological side of this process when he remarks,

"All education proceeds by the participation of individual in the
social consciousness of the race". All education takes place in
and through society. Thus the three vertices of the triangle are

1) Pupil who receives education.
2) The teacher who imparts it.
3) The social environment in which all education is imparted.

Thus education becomes a tri-polar process which
involves the inter-play of the educator, the pupil and the social
forces. The educator tries to modify the personality of the child
in the light of the needs of the society to which it belongs but
it is only possible when the child is an active participant in the
educational activity. The teacher directs activities and
experiences of children through which they learn in a democratic-
society. These activities must arise and develop out of the real
needs of the society. In an educative situation the pupil also
react upon the educator resulting in the modification of his
BEHAVIOUR. IN THIS WAY TEACHING AND LEARNING BECOME SIMULTANEOUS PROCESSES.

"THUS EDUCATION MAY BE DEFINED AS PLANNED INTERACTION WITHIN AN INSTITUTION, DEvised SPECIALLY FOR THE PURPOSE, BASED UPON THE BELIEF IN THE PLASTICITY OF HUMAN NATURE RESULTING IN THE DERIVED MODIFICATION OF BEHAVIOUR OF THE INDIVIDUALS INVOLVED".

EDUCATION IS AS OLD AS THE HUMAN RACE. ITS IMPORTANCE HAS BEEN REALISED SINCE TIMES IMMENORIAL. IT HAS BEEN ACCEPTED AS ONE OF THE PRIMARY NEEDS OF EVERY CIVILISED PERSON. PLATO SAYS, "MAN CANNOT PROPOSE A HIGHER OR HOLIER OBJECT FOR HIS STUDY THAN EDUCATION AND ALL THAT PERTAINS TO EDUCATION". ARISTOTLE WRITES, "EDUCATED MEN ARE AS MUCH SUPERIOR TO THE UNEUCATED AS THE LIVING ARE TO THE DEAD." DIOGENES: IS OF THE OPINION THAT EDUCATION IS A CONTROLLING GRACE TO THE YOUNG, CONSOLATION TO THE OLD, WEALTH TO THE POOR AND ORNAMENT TO THE RICH. THE BHAGWAT GITA SAYS THAT THERE IS NOTHING MORE PURIFYING ON EARTH THAN KNOWLEDGE.

IN MODERN TIMES ALSO, EDUCATION IS A GREAT IRRESISTIBLE FORCE WHICH HAS TAKEN THE WORLD INTO ITS FOLD. IN EVERY COUNTRY LARGE SUMS OF MONEY ARE SPENT EVERY YEAR UPON THE EDUCATION OF THE RISING GENERATION, WITH A VIEW TO EQUIP CHILDREN FULLY TO TAKE UP THE RIGHTFUL PLACE IN THE CIVILISED WORLD OF TODAY. THE WHY OF EDUCATION HAS BEEN EXPLAINED BY A NUMBER OF SCIENTISTS, THINKERS, PHILOSOPHERS AND EDUCATORS OF YESTER YEARS.
1. BIOLOGICAL NECESSITY- EDUCATION IS A BIOLOGICAL NECESSITY FOR MAN. AMONG ANIMALS NO SPECIAL TRAINING IS REQUIRED. ALL THAT IS NECESSARY THEY LEARN BY INSTINCT.

2. SOCIAL AIM- EDUCATION IS A SOCIAL NEED AS MUCH AS IT IS AN INDIVIDUAL NEED. AN INDIVIDUAL CANNOT LIVE WITHOUT SOCIETY. SO HE HAS TO ACCEPT THE NORMS LAID DOWN BY THE SOCIETY AND SOCIETY IN TURN CONTROLS THE INDIVIDUAL THROUGH EDUCATION.

3. CULTURAL AIM- CULTURE OR SANSKRUTI MEANS THE SUM TOTAL OF ACHIEVEMENTS IN THE PAST SO MANY GENERATIONS. CULTURE EMPHODIES ALL GOOD THINGS THAT WE HAVE DISCOVERED IN THE PAST GENERATIONS, THE ART THAT IS CREATED, THE KNOWLEDGE THAT IS GAINED, THE PHILOSOPHY THAT IS PROFOUNDED.- IN SHORT IT EMBODIES ALL THE TRADITIONAL GOOD ACHIEVEMENTS OF MAN IN VARIOUS FIELDS.

SOME EDUCATIONISTS THINK THAT EDUCATION MUST AIM AT CONTRIBUTING TO THE PAST CULTURE AND TRANSMITTING IT TO THE NEXT GENERATION BY PRESERVING, GUARDING THE PAST CULTURE. EDUCATION IN PAST WAS MAINLY BASED ON THIS AIM. IT IS AN IMPORTANT AIM NO DOUBT BUT IF IT IS TAKEN TOO FAR IT CAN BE VERY DANGEROUS. NEHRU SAID, "IF YOU LOOK BACK AND WALK YOU ARE BOUND TO FALL IN A PIT." SO WE SHOULD LOOK TO THE FUTURE ALL THE TIME. IF WE WISH TO PROGRESS WE HAVE TO BE PROGRESSIVE IN OUR OUTLOOK.

INDIA UPTO 12TH CENTURY WAS PROGRESSIVE IN BOTH PHILOSOPHY AND MATERIAL SCIENCES. IN THE SEVENTH CENTURY THE CALIPH OF ARABIA HAD ASKED FOR SURGEONS OPERATING ON THE BRAIN BUT THEN AFTER THE 12TH CENTURY ONLY THE PHILOSOPHY WAS DEVELOPED AND
MATERIAL SCIENCES WERE NOT PAID ATTENTION TO OR WERE NOT PROGRESSED. SO THE CULTURAL AIM SHOULD BE THERE, BUT IT SHOULD BE INCORPORATED OR SUPPLEMENTED BY SOMETHING ELSE.


IN GREEK CULTURE MAN WAS THE MEASURE OF ALL THINGS. THROUGH THEIR IDEALISTIC APPROACH THEY WERE THE FIRST TO SAY- "IDEAL MAN WAS NONE OTHER THAN GOD". EVEN IN ANCIENT INDIA IN THE GURUKULAS, THE STUDENT HAD TO DO A LOT OF PHYSICAL OR MANUAL WORK WHICH LED TO PHYSICAL DEVELOPMENT, AS IT IS LAID DOWN IN THE FOLLOWING SHLOKA. शरीर साधित फल धार्मि साधित। तथा राजा साधित। शारीरिक अनुष्ठान तथा धार्मिक साधन।

THE EMPHASIS WAS GIVEN TO ALL SIDED DEVELOPMENT.

BUT SPENCER HAS MISSED ONE POINT AND WE IN THE 20TH CENTURY ALONE CAN FIND IT. HE HAS COMPLETELY MISSED THE FACT THAT ACCORDING TO THIS THEORY THE CHILD WAS DEPRIVED OF HIS CHILDHOOD. HE WAS DENIED HIS RIGHT TO BE A CHILD. " THE PHYSICAL AND PSYCHOLOGICAL NEEDS OF THE CHILD ARE DIFFERENT FORM THAT OF AN
My Woes

Homework, Homework, Homework
I have to do it every day
My teachers give me so much work
I have no time to play

I hate homework.
ADULT" WAS NOT UNDERSTOOD BY SPENCER. HE DISREGARDED THE
PSYCHOLOGY OF RUSSEAU, PESTOLOGY AND COMINOUS.

5. HARMONIOUS DEVELOPMENT AIM- THERE SHOULD BE HARMONIOUS
----------------------------------------
DEVELOPMENT OF THE INDIVIDUAL WITH REGARDS TO EMOTIONAL
AESTHETIC, SPIRITUAL DEVELOPMENT. ADAMS WHO WAS A PHILOSOPHER WAS
AGAINST THE LOP SIDED DEVELOPMENT. BUT WHEN WE THINK SERIOUSLY, WE
REALISE THE STANDARDISED DEVELOPMENT IN ACTUAL CLASSROOM PRACTICE
SEEM UJEIGH. HARMONY CANNOT BE MATHEMATICALLY LAID DOWN. THE
DEVELOPMENT IN ALL INDIVIDUALS CANNOT BE UNIFORM. SO THIS AIM OF
EDUCATION MAY BE IDEAL BUT NOT BE FEASIBLE.

6. THE MORAL AIM - THIS IS ALSO DESIGNATED AS CHARACTER BUILDING
----------------------------------------
EDUCATION THIS REFERS TO BEHAVIOUR THE WAY A HUMAN OR CHILD
BEHAVES. THE ULTIMATE AIM IS TO CULTIVATE THE STRENGTH AND PURITY
OF CHARACTER AND THIS IS THE ONLY DISTINGUISHING FACTOR OF THE
HUMAN BEING. “सिंदूर पर शुष्कम्”. IT IS THE ULTIMATE AIM
FOR EDUCATION HAS BEEN STRESSED BY HARDART " THE BUSINESS OF
EDUCATION IS TO IMPART HIGH IDEALS SO THAT THE LOWER IMPULSE IS
CONTROLLED:

THE ANIMAL INSTINCTS ARE THERE IN HUMANS NO DOUBT BUT
ONE MUST BE ABLE TO CONTROL AND DROP THEIR LOWER IMPULSES BY
INCLUSCING HIGH IDEALS IN HIMSELF. THESE HAVE TO BE INCLUDATED IN
THE CHILDREN NOT BY PRECEPT BUT BY PRACTICE. "MORALITY IS
IDENTIFIED WITH READY PURSUIT OF THE SPIRITUAL VALUE CALLED
GOODNESS OR THE QUEST AFTER PERSONAL PERFECTION."
"सत्यमं ब्रजमं सुंदरम्" — WHICH MEANS

"TRUTH IS ALWAYS PURE AND BEAUTIFUL. ACCORDING TO PLATO, TRUTH, BEAUTY AND GOODNESS GO HAND IN HAND. KEATS SAYS "TRUTH IS BEAUTY AND BEAUTY IS TRUTH." HENCE ULTIMATELY IT IS GOODNESS THAT SHOULD BE THE PRIME AIM OF EDUCATION. THE TEACHER SHOULD LEAD THE YOUTH TO THE THINGS THAT ARE TRUE, HONEST, JUST, PURE AND LOVELY.

IN INDIAN CULTURE THE IMPORTANCE WAS GIVEN TO THE GOOD CHARACTERED EDUCATIONIST— (सत्यजीत मुहूर), ALSO IN GREECE IMPORTANCE WAS GIVEN TO MORALITY, BUT WE SHOULD TAKE MORALITY IN THE WIDER SENSE AND IS ALWAYS REFERRED TO THE SOCIAL ENVIRONMENT. MORALITY HAS INDIVIDUAL AND SOCIAL REFERENCE. HENCE THIS IS AN ACCEPTABLE AIM.

ARE MORAL LAWS STABLE? AND WHICH MORALS ARE WE GOING TO ACCEPT? HENCE ITS REFERENCE TO THE SOCIETY, WE HAVE TO ACCEPT THE LAWS WHICH ARE THE PRESENT DAY ACCEPTED LAWS OF MORALITY BY THAT SOCIETY. THE MORAL LAWS ARE TRADITIONAL. THEY COME FROM GENERATION TO GENERATION THOSE WHO ARE THINKERS WHO REVOLT AGAINST THE LAWS THAT THEY FEEL ARE OBJECTIONABLE.

THE SCHOOL WHICH IS AN AGENCY TO PRESERVE OR CONSERVE, AT THE SAME TIME ALSO PROMOTES CHARGE.

7. EDUCATION FOR LEISURE— "EMPTY MIND IS A DEVIL'S WORKSHOP".

EDUCATIONISTS SAY THAT THIS IS A PART OF THE MORAL AIM. THIS IS ALL THE MORE NECESSARY IN THE PRESENT SITUATION. BECAUSE OF MECHANISATION, WE GET LOT OF LEISURE TIME. OUR LIFE IS BECOMING
MORE AND MORE MECHANICAL AND ULTIMATELY DRY, DRAB AND UGLY. THEREFORE IT IS NECESSARY TO USE THE LEISURE TIME PROFITABLY. IF WE ARE NOT ABLE TO DO THIS, THEN IT CAN BE DISASTROUS TO THE INDIVIDUAL AND ULTIMATELY TO THE SOCIETY. EDUCATION MUST BE GIVEN IN SUCH A WAY THAT EVERYONE WILL BE ABLE TO UTILISE THE GIVEN TIME IN A CREATIVE WAY. SO WE MAY CONCLUDE THAT IT IS A PARTIAL AIM.

B. AESTHETIC AIM IN EDUCATION.- EVERY PERSON MUST BE ABLE TO ENJOY AND DERIVE HAPPINESS FROM THE BEAUTY AROUND YOU IN NATURE, ART, ARCHITECTURE AND YOUR ENVIRONMENT. BUT THE AESTHETIC IN LIFE IS NOT THE ONLY SIDE OF HUMAN LIFE SO THIS IS ALSO A PARTIAL AIM. BUT BECAUSE, IT IS ONE OF THE IMPORTANT AIMS OF LIFE IT SHOULD BE INCLUDED IN THE AIMS OF EDUCATION.

AIMS OF EDUCATION NORMALLY REFER TO LONG-TERM GENERAL ENDS; OFTEN DIFFICULT TO DEFINE CLEARLY IN TERMS OF SPECIFIC BEHAVIOUR. THUS WE TALK OF AIMING TO PRODUCE THE PHILOSOPHER RULER (PLATO'S REPUBLIC) OR MEN ABLE TO USE THEIR LEISURE PROPERLY (ARISTOTLE); OF AIMING TO BRING A PERSON TO EMOTIONAL AND INTELLECTUAL MATURITY OR TO ENSURE THAT CHILDREN LEARN HOW TO LEARN CREATIVELY.
I heard the dog's claws coming down the stairs.
I quickly ran behind the car. I saw the dog free!
It chased me around two lanes! At last the servant
caught hold of the dog. I cried after the dog went.