

Details of Module and its Structure

Module Detail	
Subject Name	Education
Course Name	Contemporary Indian Education
Course Code	EDU501
Module Name/Title	<i>Education: Concept, Nature, purpose; education as concept and its distinct nature: Classical, Liberalists and Progressivists views on Education; Analytical and normative concept; Training, instruction, teaching.</i>
Module Code	CIE001
Pre-requisites	Nil
Learning Outcomes	<p>After going through this lesson, the learners will be able to:</p> <ul style="list-style-type: none"> • Focus on development of education considering Classical, Liberalists and Progressivists views on Education. • Analyse and apply the conceptual knowledge about education in training, Instruction and Teaching in classroom situations
Keywords	Education, Classical, Liberalist, Progressivist views on Education, Analytical and Normative Concept, Training, Teaching, Instruction

1. Development Team

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1. Education: - Nature, Concept, Purpose

The word Education has several connotations. Etymologically, the word “education” has its root in Latin words `Educare`, `Educere` and `Educatum`. `Educare` means ‘to bring up’, ‘to nourish’ and to ‘raise’, `Educere` implies ‘to draw out’, ‘to lead out’ and the word `Educatum` is combination of `E` and `duco`, `E` meaning ‘out of’ and `duco` meaning ‘to lead’, or ‘to lead out’. Therefore, from etymological perspectives, education means to bring up or to develop the children and to extract the potential that exists within the child. It is something related with the enhancement, improvement and progress of the various physical, mental and moral powers of the child. Through process of Education, the inborn qualities or latent powers of the child are unfolded and developed. Just like a seed which has all the capacities of being a tree, a child too contains the enormous capacities and through education these capacities are unfolded. Hence, education is an effective agent of overall development of child’s personality. In broader connotation, education is a lifelong process in an individual which starts from his birth and continues till his last. Individuals learn not only in a formal setting like school college or university, but also learn several things in informal (family, community, society etc) as well in non-formal mode (open, distance etc.).

Hindi meaning of education is shiksha. The word "Shiksha" has been derived from Sanskrit word "Shiksh" which means learning or teaching. It is also said that ‘shiksha’ has its root in Sanskrit dhautu ‘shas’ which means ‘to discipline’, ‘to control’, ‘to instruct’ and ‘to teach’. Similarly, the word ‘vidya’ synonym of shiksha, is derived from Sanskrit verbal root ‘vid’ which means ‘to know’. The Vedic rishis proclaimed that education is a means of salvation. "Sa Vidya Ya Vimuktaya" is the gist of the Vedas and Upanishads. Rigveda asserts that “Education is for liberation” and according to Bhagvad Geeta “Nothing is more purifying on earth than wisdom”. Almost all philosophers have given their insight and views on education because education is the practical aspect of philosophy. That’s why all educationist are philosophers and all philosophers are educationist in some way or other. In brief let’s see views of some educationist/philosophers regarding education:

Mahatma Gandhi – “By education I mean an all-round drawing out of the best in man – body, mind and spirit.”

Rabindranath Tagore – “Education enables the mind to find out the ultimate truth, which gives us the wealth of inner light and love and gives significance to life.”

Swami Vivekananda – “Education is the manifestation of divine perfection already existing in man.”

Herbert Spencer– “Education is complete living.”

Pestalozzi – “Education is natural, harmonious and progressive development of man’s innate powers.”

1.1. Nature of Education:

- a) As meaning of Education changes from time to time, hence it is a dynamic concept. Its psychological, sociological and philosophical connotations vary from one another.
- b) Education is to be taken as a process as well as a product.
- c) The process of learning and teaching is involved in education.
- d) Education is a tri-polar process. In this process a teacher, taught and social environment interact with one another.
- e) It is a life-long process. It is a process of individual as well collective development.
- f) Education is imparted through formal, non-formal and informal agencies as it has formal, non- formal and informal forms.
- g) It incorporates theoretical and practical aspects of life. It has the characteristics of science as well as an art.
- h) There is no aspect or dimension of life which is not covered under education. In fact, all education is life and whole life is education.

1.2. Purpose of Education:

- a) To humanize the human beings.
- b) To draw out inner capacities or potentialities of the child.
- c) To convert human being from biological unit to social being.
- d) To transmit the cultural heritage from older generation to younger generation.

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- e) To shape the personality of human being.
 - f) To inculcate values among human being.
 - g) To modify the behavior of an individual in desirable way.
 - h) To help the human being to have a prosperous life.
 - i) To develop aesthetic, cultural, ethical, intellectual, physical, religious, social, spiritual and vocational aspects of an individual.
 - j) To develop a child into self-confident and self-dependent individual.

1.3. Education as concept and its distinct nature: Classical, Liberalists and Progressivists views on Education

Education is a continuous as well as dynamic concept, which changes from time to time as per the philosophical, psychological and social considerations. According to the changing nature of education, its objectives also change from time to time. Education develops and changes in many ways according to the needs and conditions of the society. On tracing different viewpoints on education of western countries since ancient period, we find that the meaning of education is duly evolved. The synthesized meaning and definitions of education has travelled from classical view to the present progressive view. Let's discuss this journey of education in systematic manner:

1.3.1. Classical Views on Education: The word *Classics* has its root in the latin word, 'classicus', which means "belonging to the highest class of citizens". In this context, classical views on education refer to an education which is of the highest value. The root of classical views on education is found in work of Greek philosopher Plato and other contemporary philosopher of his time. In India, we can trace its root in the ancient Vedic period. This view advocates that only activities of mind should come under the premises of education. They believe that human being is constituted of mind/soul and body, of which mind is the knowing component of existence. Therefore, they assert that only academic subjects must be the part of education. They profess that only educative activities are those which develops the rational and logical part of mind. They prefer the concept of trivium and quadrium. Trivium comprises grammar, logic and rhetoric and constituent of quadrium is astronomy, arithmetic, music and geometry. Credit goes to this kind of education in building countless great leaders, inventors, scientists, writers, philosophers,

physicians, lawyers, artists, and musicians over the centuries. This view recommends a teaching model that aims to design the curriculum in accordance to child's cognitive development. Classical Education pleads curriculum which helps to accomplish the goals of the trivium. Grammar (the science of language usage), Logic (the science of right thinking) and Rhetoric (the science of verbal and written expression) constitute the curriculum of classical education. According to classical view, activities involving body such as developing any kind of skill or vocational training are more accurately termed as training not education. Classical educators have a high view of humanity and classical education is the logo-centric quest for the ideals of wisdom and virtue. Classical educationist held a view that throughout the world the main purpose of education is same as the human nature is same across the world. Therefore, they advocate the same formal curriculum and same methods of teaching for all; only small variations as per the local needs and differences are accepted.

According to Moore (2014), Classical education:

- a. values knowledge for its own sake;
- b. upholds the standards of correctness, logic, beauty, and importance intrinsic to the liberal arts;
- c. demands moral virtue of its adherents;
- d. and prepares human beings to assume their places as responsible citizens in the political order

It would be wrong to say that classical education lost its existence. It just happened that with the advent of progressive education around 1900s, it started to diminish gradually.

1.3.2. Liberalist Views on Education: In seventeenth and eighteenth centuries liberalist view of education came up. This view is diametrically opposite to classical view of education. Liberalist views on education denied the mind-body dichotomy of classical view. This view asserts that man is born free and must have the freedom to choose. Therefore, true education must be based on needs, interest and nature of the child. Students must be permitted to improve him/herself as much as possible in a free and liberal way.

Philosophers like Rousseau, Pestalozzi, Froebel etc. are the main supporters of this view. This view is also known as doctrine or philosophy of freedom.

Liberalist asserts that every child is constituted of same elements as nature around him/her. Human being varies from time to time and place to place. He /She is in state of continuous change and development. Hence same education for all will not work. Education is a continuous process and aims at emotional development, physical development, vocational competency and social adjustment. The Purpose of school education is not limited to the only cognitive development of child. It includes the development of all facets of human dimensions.

This view on education prepares individual to work in complexity and diversity. It empowers students with broad knowledge of the wider world while taking care of his /her specific area of interest. It asserts on multi-disciplinary approach to education, providing students the choices to take courses and propagating different models and paradigms from various learning disciplines. This belief accounts for the creation of a learning environment in which learner takes the responsibility of learning and the role of the teacher is to facilitate the learning process.

2. Progressivists' views on Education

Progressivists' views on education came into existence with prominent contribution of philosophers like John Dewey, William H. Kirkpatrick. Francis W. Parker, and William Wirt in the beginning of twentieth century. Although its genesis can be traced in even seventeenth and eighteenth century. This educational movement was influenced by the positivist outlook i.e. scientific and empirical discoveries. Progressivists assert that a child comes in classroom with some acquired experiences which he/she receives from the interaction of environment. Role of education is to reconstruct those experiences in desired direction and supplement meaning to those experiences of the child. Dewey defines education as "reconstruction or reorganization of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience"

According to progressivists' view, experience has more value over learning facts and child should be taught how to think. Learning by doing and project method is the heart of teaching method of progressivist. It asserts that a child learns best if he/she is taught in making education relevant to his/her life. They favor the curriculum based on the needs, experiences, interests, and abilities of students. They hold the view that teacher should provide not just reading and drills, but also real-world experiences and activities that relate to the actual lives of the students. They strongly recommend that education must focus on the overall development of the child. John Dewey, the foremost proponent of this view believed that school must strive to improve the way of life of the citizens by way of instilling the values of freedom and democracy in schools.

According to Chaves (2017) the focal views of Progressivism were:

- 1. Education should prepare children (students) to be competent problem-solvers through the use of scientific method and responsible citizens through the living of democratic procedures at home and in the school;*
- 2. Education should favor, as the basic learning method, active, project-based investigation by the child (the student), not the passive assimilation of information transmitted through teaching;*
- 3. Education should be child centered (the student), not teacher-centered;*
- 4. Education should be oriented toward the future, not the past.*

3. Analytical and Normative Concept

In the 20th century educationists like R.S. Peters, Flannery O'Connor, Paul Hirst and Alfred North Whitehead presented the analytical concept of education. They were influenced by the analytical and linguistic philosophy. These educationists analyzed the concept of education based on analytic philosophy. Analytic philosophy flourished in Britain and USA. It rejects traditional philosophies. Analytic philosophy considered traditional philosophy too speculative, idealistic and abstract in nature. It thinks traditional philosophy has no practical value. Analytical view asserts that education is not a singular concept or refer to any one particular process. Several paths can be followed in educating a person. Education is also considered as an activity rather than only a concept or idea. Education is a complex concept which does

not refer to a particular process. Stanford Encyclopedia of Philosophy quotes that according to Peters (1973), “*a person who has been educated (rather than instructed or indoctrinated) has been (i) changed for the better; (ii) this change involves the acquisition of knowledge and intellectual skills and the development of understanding; and (iii) the person has learnt to care for, or be committed to, the domains of knowledge and skill into which he or she has been initiated*”.

Education can be viewed in many different ways. It can be viewed as acquisition of knowledge, transmission of culture, drawing out and developing the best in an individual, etc. Its main purpose is not just to develop some desirable knowledge and understanding of any subject. But it also develops skills, interests, attitudes and critical thinking, etc. in an individual. It helps to develop proper understanding about the natural and social processes. Education is a mean to develop certain skills like reading, writing, communicating, decision making etc. These skills are essential in one’s daily life situations. The analyst concept of education is against all kinds of ideology or “ism”.

4. Normative concept of Education:

Normative refers to norms, goals, and standards of education. In general, it means relating to an evaluative standard. It designates some actions or outcomes as good or desirable or permissible. While it considers others as bad or undesirable or impermissible. Education has normative implications. It decides about the worthiness based on the expected norms of society. Society has developed certain norms or standards on the basis of which it is decided that a person is educated in real sense or not. We evaluate the education of a person by evaluating him on the set of certain standards. It also asserts that educated person undergoes some desirable activities. That will make him/her an educated person. Although education involves teaching, training and instruction but all these never results in education. Education develops recognition for certain norms or standards. But at the same time, it has certain standards or criteria to be fulfilled.

5. Training, Instruction, Teaching

5.1. Training: Training is related to the development of specific skills such as before entering into formal education some basic skills of reading, writing

and computations may be practiced by children. In training, trainees drill or practice skills under the supervision of the instructor. The Instructor needs to provide a model of the performance. Training is the most practical aspect of learning. Learning a new skill or improving on one's skill is the essence of training. In Training underlying rational is not much emphasized for performing a skill. In order to produce desirable habits or behavior, systematic series of activities involving instruction, teaching, practice etc. are involved. It requires long term practice and dedication. For example, a person who wants to do kathak dance, he/she requires to practices it constantly for a long period. Its main focus is on the specific skills or exercises that will enhance individual's performance.

5.2. Instructions: Oxford Dictionary defines Instruction as a detailed information about how something should be done or operated. Therefore, Instruction helps in the learning through acquisition of skills and knowledge. It helps in bringing desirable changes in learners' knowledge, attitude, value and skill. It is a mean of communication of ideas, values, skills, information and knowledge between teacher and taught. It involves systematic and scientific methods of communication for effective interaction between instructor and learners. In knowledge acquiring process, instruction acts as a means of providing experiences. Primarily instruction is one-directional from an instructor to the student but for effective transaction of instruction, both instructor and student should participate actively in process.

5.3. Teaching: In many occasions, training, instruction and teaching go hand in hand and used interchangeably but these concepts depicts different connotations. Even Teaching is much more comprehensive term than training and instruction. Teaching comprises both training and instructions. In true sense, teaching is the act of imparting knowledge and training the participation in skills-based learning. Teaching is related to the educational process which belongs to the overall personality of learner. Teaching is an academic activity and knowledge based while training is more practical and skills based. In the same way, unlike teaching, Instruction is essentially unidirectional and provides no guarantee of learning. In real sense Teaching is bi-directional because teachers have wider roles, not limited only to teach

curriculum but also stimulate learning by motivating students, arranging required facilities and creating a specific environment. Teaching is the art and science of helping others to develop in terms of all aspects of personality. In teaching, more experienced person inculcates moral values, ethics, abilities, skill to less experienced person in order to ensure positive change in behavior. The teacher supports the learner on their journey of acquiring knowledge and understanding. Teaching is more theoretical and abstract in comparison to training or instruction.

6. Summary

The word Education has several meanings. In narrow sense it is limited to the knowledge and skills received from school or any other educational institutions. In broader sense, it is not confined to few specific and planned activities in the formal boundaries, it is a lifelong process which can be achieved by an individual at different stages of one's life formally or informally.

Classical views on education advocates that only activities of mind come under the premises of educative. They assert that only academic subjects must be the part of education. Liberalist view believes that man is born free and must have the freedom to choose. Therefore, true education must be based on needs, interest and nature of the child. According to progressivist's view, experience has more value over learning facts and child should be taught how to think. It asserts that child learns best if he/she finds teaching relevant to their lives. They favor the curriculum based on the needs, experiences, interests, and abilities of students.

Education encompasses several processes like training, instruction and teaching. Although these three have different meanings many times used interchangeably. Training is related to the development of specific skills such as some basic skills of reading, writing and computations. Instruction helps in learning through acquisition of skill and knowledge. It helps in bringing desirable changes in learners' knowledge, attitude, value and skill. Teaching is much more comprehensive term than training and instruction. Teaching comprises both training and instructions. In true sense, teaching is the act of imparting knowledge and training the participation in skills-based learning.

Teaching is related to the educational process which helps in overall development of personality of the learner.

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Quadrant-III

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Quadrant-IV Self-Assessment

Description: In self-assessment Question No. 1 to 7 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 8 to 12 learner has to identify about true/false statements.

1. Who said “Education is the manifestation of divine perfection already existing in man”.
 - a. Mahatma Gandhi
 - b. Swami Vivekananda
 - c. Ravindra Nath Tagore
 - d. John Dewey

2. Education is to be taken as a process but not as a product.
 - a. Above statement is true
 - b. Above statement is false
 - c. a and b both correct
 - d. a and b both incorrect

3.view as on education refer to an education which is of the highest value.
 - a. Classical
 - b. Progressive
 - c. Liberalist
 - d. None of the above

4. As per..... true education must be based on needs, interest and nature of the child.
 - a. progressive view
 - b. classical view
 - c. Liberalist view
 - d. all of the above

5. philosophy considers traditional philosophy too speculative, idealistic and abstract in. nature with no practical value.
 - a. Analytic
 - b. Normative
 - c. a and b both
 - d. neither a nor b

6. concept evaluates the education of a person by evaluating him on certain norms or standards.

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- a. Analytic
 - b. Normative
 - c. a and b both
 - d. neither a nor b
7. Education is an art as well as science.
- a. True
 - b. False
 - c. Partially true
 - d. Partially false
8. Training is not considered the practical aspect of learning. ()
9. Instruction involves systematic and scientific methods of communication for effective interaction between instructor and learners. ()
10. Teaching is unidirectional. ()
11. Teaching is the act of imparting knowledge and training the participation in skills-based learning. ()
12. Education is not a lifelong process. ()

Answers: - 1(b), 2(b), 3(a), 4(c), 5(a), 6(b), 7(a),
8(False), 9(True), 10(False), 11(True), 12(False)