

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Contemporary Indian Education
Course Code	EDU501
Module Name/Title	<i>Educational thoughts and practices: critical reflection on the educational thoughts and practices of Rousseau concerning the relevance in the present education system.</i>
Module Code	CIE013
Pre-requisites	Learners are expected to be aware of the meaning of Philosophy. It is also expected that the learners are informed about the naturalism.
Learning Outcome	<p>After going through this lesson, the learners will be able to:</p> <ul style="list-style-type: none"> Analyse the educational contribution of Rousseau. Elucidate education as viewed by Rousseau and relate his educational thoughts and practices of Rousseau in the present scenario.
Keywords	Education, negative education, stages, methods, curriculum

1. Development Team

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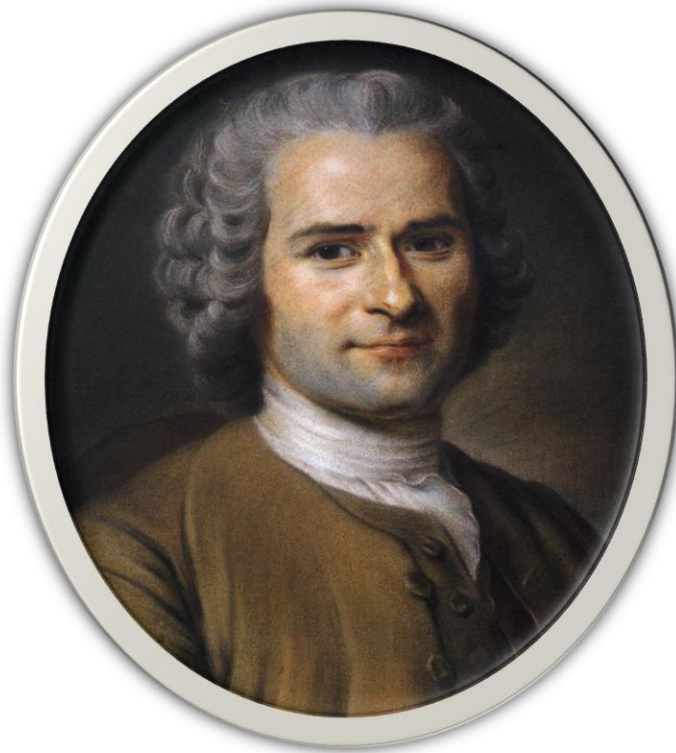
Contents

1.0 Introduction:.....3

1.1 Educational Thoughts of Rousseau.....	3
1.1.1 Stage I: Education for 1 st five years.....	4
1.1.2 Stage II: Education from five to twelve years	4
1.1.3 Stage III: Age of Reasoning.....	5
1.1.4 Stage IV: Education from Fifteen to Twenty	5
1.1.5 Negative Education.....	5
1.2 Principles of Naturalism	6
1.3 Curriculum.....	7
1.4 Methods of Teaching:.....	8
1.4.1 Training of Senses:	8
1.4.2 Play-way method	9
1.4.3 Self –learning method	9
1.4.5 Learning by doing, Observation, inquiry and experimental method	10
1.4.6 Heuristic method.....	10
1.5 Role of Teacher.....	11
1.6 Relevance of Rousseau educational Thoughts.....	11
1.7 Summary:.....	13
Figure 1 - Portrait of Jean Rousseau	3
Figure 2 - Graphically representation of Principles of Naturalism	6
Table 1 stages and curriculum, source: Sharma(2000)	7

1. Introduction

Jean Jacques Rousseau was one of the prominent naturalistic philosophers of education. His notions on education have been written in his important publications like; 'The Progress of Arts and Science,' 'Social Contract,' 'New Heloise' and 'Emile.' Rousseau's naturalist philosophy shows in three forms: Social Naturalism, Psychological Naturalism, and Physical Naturalism. According to him, nature is the only pure, clean and ennobling influence. Human society is comprehensively shady. Therefore, a man should be unrestricted from the suppression of culture and should live in the "state of nature." Human nature is fundamentally, and it must be given completest prospects for free development in an open atmosphere.



*Figure 1 - **Portrait of Jean Rousseau***

1.1 Educational Thoughts of Rousseau

Rousseau's philosophy was literally based on the principle that all is worthy when it comes from God's hand, but due to its impact of the society, it gradually degenerates. He underlined that traditional and formal education was human made and hence undesirable and he was in

contradiction of this educational system. He believes that school is the expansion of the child's inner disposition and it is not about communicating information or looking for knowledge. He also said that the first and the most significant part of education, precisely that which the whole world disregards is that of preparing a child to receive instruction. He was in contradiction of serving knowledge to students deprived of understanding. He believed that the child takes his particular conducts of seeing, thinking and experiencing. They must not levy principles or methods to be followed. They should be free to comprehend and study the content the way they like. He was a supporter of 'Negative Education.' Explaining his new system of education, Rousseau said, *'Give me a twelve-year-old child who does not know anything. By 15 years of age, I will teach him so much as other children read in 15 years 29 of early life'* (Sharma, 2000).

1.1.1 Education for 1st five years

In the stage of infancy according to Rousseau education does not rise from without; it mainsprings from inside. It is because of progress in the inner faculties and body organs that start the real education of environment. The first education is the free and without confining the natural behaviour of in the routines actions of the child in the physical environment. The prominent thing is that the child is allowed to follow the inner instinct to act and that he experiences the results of his behaviour directly.

1.1.2 Education from five to twelve years

Rousseau said to take the child in one and only dependency on possessions, and you will observe the natural order in the enlargement of his education. Place first physical hindrances in the mode of indiscreet desires and let his penalties spring from his own activities. Without dismal of wrongdoing, be gratified to prevent it. Experience or inability apart from anything else must take the place of law for him. Gratify the wants, not for his demands but because of his individual needs. He should have no consciousness of compliance when he acts, nor of mastery when someone work for him. Let the child experience freedom likewise in his actions.

1.1.3 Age of twelve to fifteen

This age period, Rousseau called the 'Age of Reason,' for the rise of the reason is its most important characteristic. Self-preservation is the ultimate need of life, the natural manifestation of deep-seated, biological animosity. Our first dispositions are naturally self-ward, and all our behaviour is for individual well-being. Sensory experiences do not form the source of mental life. It is not coming from without, but what happens from within that produces human behaviour and defines the progression of development.

1.1.4 Education from Fifteen to Twenty

Man is not destined to be a child always. With the passage of time which is set by nature, he passes out of his childhood. The way bothering of sea leads the distant storm, this disquieting change is announced by the whisper of emerging passions. By the good symbols of varying disposition go physical patent changes. His expression progresses and takes on the print of a final character. The slight soft down on his cheeks grows darker and firmer. His voice breaks, or rather, get lost. He is neither child nor man, and he speaks like neither. His eyes, organs of the soul, which have earlier had nothing, find language and experience as they light up with a new fire.

For scholarly education, no convinced course of study should be projected. Those subjects which mark a real influence to the self-preservation of the individual should give better attention. Geography and astronomy are the first subjects of care, and these should be educated by the direct experience from nature. This is formerly followed by the physical sciences. This further primes to agriculture and, arts and crafts. When the student has a noble associate with these, he is proficient in cabinet making.

1.1.5 Negative Education:

It involves, not in teaching the moralities of virtue and truth, but in protecting the heart counter to vice and the mind counter to mistake.' With him, free development of the nature, powers and natural inclinations of the child brings the whole education among them. According to Rousseau, negative education is that education which shapes the faculties and organs which exists as the tools of knowledge, before giving the direct experience. It

makes path for motive by the appropriate exercise of the senses. Negative education does not involve a time of idleness. It does not spring intrinsic worth but preserves the individual from evil. It does not teach truth, rather it shields the individual from the mistake. It facilitates the individual to opt the way which will lead them to reality, when they will reach to the age to understand it. It will similarly aid them to make a pathway of goodness when they attained the capability of identifying and loving it.

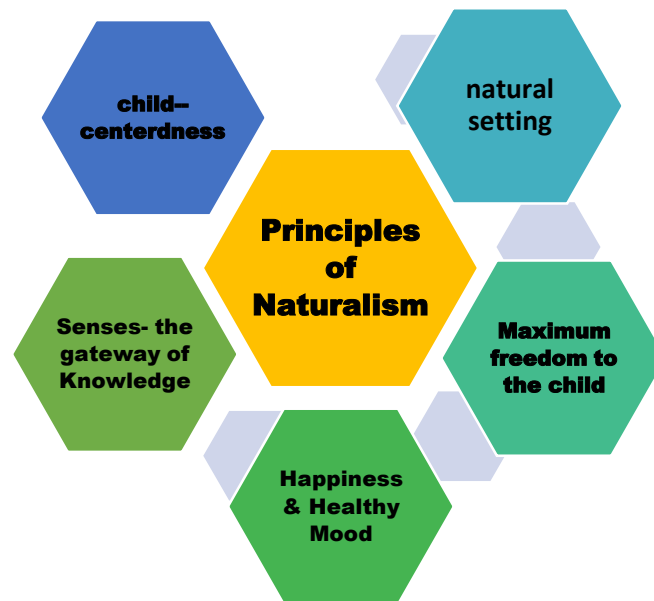


Figure 2 - **Graphically representation of Principles of Naturalism**

1.2 Principles of Naturalism

- a. *Child-centred*: In this child is considered as the centre point for transacting the learning. The teacher should teach as per the mental level, psychology, interest, need to the child so that the child the learn fullest the way they want to learn.
- b. *Natural Setting*: It is also considered that child must learn in the natural setting, under the real learning situation where the child can get first-hand experiences.
- c. *Maximum Freedom to the child*: A naturalist emphasizes that child should have maximum autonomy to perform the task the way they want to



accomplish; it will eliminate the boundaries in their mind then the only ultimate aim of education will be achieved.

- d. *Happiness & healthy mood*: The thing that leads to the learning is when the child will be happy because when the child stays with the healthy spirit they will be prepared for learning the new concepts.
- e. *Senses – The gateway for knowledge*: Naturalist believes that the child learns the fullest through using their minds, it is the only means of gaining knowledge and understanding by the learner.

1.3 Curriculum

Rousseau gave stages according to which the curriculum to be encompassed as below:

Table 1 **stages and curriculum, source: Sharma(2000)**

Stages	Curriculum
	<p>Infancy (0-5years)</p> <p>A curriculum which leads to the development of the child body as well as senses in full extent.</p> <p>It is required to provide a platform for moral conversation through mother tongue.</p> <p>It must not develop any habit</p>
	<p>Childhood (5-12 years)</p> <p>The curriculum should be designed in that way which gives the direct experience to the child and exposure to observe the situations from which a child can comprehend and learn by using the senses.</p> <p>The curriculum should not include textbook specifically prescribed one. It should give the opportunities to move freely, to do actions without fear and play — no rigidity for the curriculum. It should be developed in that way which leads to negative</p>

education which signifies let the child be with original tendencies, abilities, and talent instead of imposing the artificial and traditional education system.

Adolescence (12- 15 Years)



Rousseau Suggested formal curriculum for adolescent the subjects include Natural Science, Language, Mathematics, Woodwork, Music, Painting, etc.

The curriculum must be imparted which involves active work or practical exposure. Not on the book it should be done by them practically.

Youth (15-20 Years)



For the youth stage, Rousseau suggested providing Moral and religious education to the youth through , not through traditional or formal lectures. Education must emphasize the curriculum for bodily health, music and hands-on activities

1.4 Methods of Teaching:

In the stage of infancy, the child learns most from the senses, as even it was also supported by Jean Piaget theory of cognitive development. As senses are the only means of understanding and learning the things from the environment for the child during this stage of the child.

“When I hear, I forget. When I see, I remember. When I do, I understand.”

1.4.1 Training of Senses: It is old Chinese proverb which signifies the importance of senses for the gateway of Knowledge.



It was suggested by Rousseau to train the senses of a child of 1-5 years old, for that it is required to showcase the environment and things which can insist the child use their maximum senses. Apart from this the method which was suggested for infant stage was counseling method which may lead them to share their vision, problem and interact with the teacher if they don't understand anything. Moreover through counseling method only child able to tell the way through which they want to learn, interest, and curiosity. The third method which should be used is Play-way method.

1.4.2 Play-way method: Drives by the principle that all work and learning should be done in the spirit of '**play**'. Play-way is a means of the personal and emotional development of the child that is, development concerning intellect, abilities, skills, and feelings. Children like to play, and it is their natural drives. This means it helps to sustain the interest of the child, able to pay attention. The games and activities that are accompanied require the children to think logically and also to put on their creativity. This helps in maintaining their focus in the class, and their concentration levels improved significantly. In the infancy stage child should get engage in practical work, in the actual work it will make them have in-hand learning and more concentration which will bring joyful learning for them, there will be no scope of boredom for them. As it is a psychological sound method for the child to have learning.

1.4.3 Self-learning method is suggested for the stage of childhood (5-12 years) where the child, with the help from of teacher, select what and in what way they will learn. It can be done independently or with group learning, but the general concept is that students take possession of their learning. It will include their style of learning, interest, pace, language, the quantity of content, skills, and abilities.



1.4.4 Learning through self –experience as in the naturalism it is mentioned the negative education in which it is not required to provide self-prepared answer let the child make their answer. Give the child a problem and tell them to resolve without saying the exact solution of it, children should get the platform where they will use their experience to solve the problem. It will generate the feeling of success and motivation when they will learn from their own experience.



1.4.5 Learning by doing, Observation, inquiry and experimental method gives the children to have the hand on exposure of learning the concept, where maximum senses are involved in carrying out the task and child can become capable enough how to proceed that task in future. They come to know about the rationale of doing the actions, they ask the questions based on their



observations; makes hypotheses, consider the generalization of the results they observed, after that communication of results and comprehend the whole experiment done during that particular time. It helps to develop communication skills, self –expression, build confidence among the child.

1.4.6 Heuristic method: This method was suggested for the stage of an adolescent. The heuristic method is somehow having the principle of problem-solving technique where a child keeps on doing trial and error to solve the problem and come up with the solutions. In this method, a problematic situation is sited formerly to the learners, and they are questioned to seek the resolution for that problem through infinite knowledge sources like a library, laboratory, resources, etc. The role of teacher is to introduce the learning and child will remain active during the transactions of learning. Children use their

creative thinking and visionary power; they strain to elicit out the solution which is relevant followed by some logic. The self-experience may lead to learn them. It leads to developing problem-solving attitude among children when child draws out the answers with themselves, and it nurtures the scientific attitude of the children, they start thinking rationally and logically to overcome from that problem, by covering all domains, i.e., cognitive, affective and psychomotor, all around development is achieved. It is a very fruitful method for higher class students.

1.5 Role of Teacher

Rousseau said that the teacher should shield the child from mental conflicts, suppressions, and mental syndromes of all kinds. He claimed that teacher should not interfere with the activities of the children. The teacher responsibility is that he must see that the education of the students is the free development of their interests and motives. Rousseau has not given the higher place to the teacher. The centre point is a student.

1.6.1.6 Relevance of Rousseau educational Thoughts

Analysing today's era of knowledge explosion, it is explored that things are relatively similar as they stood throughout the Rousseau's time. Two facets derive out very prominent, one is nature, and another one is child. In the era of race, nature is just being taken for granted and distorted. Individuals hardly have time to halt and applause it. Developing through nature then allowing nature to lead the progression exists not somewhat individuals are ready to ponder.

In his time, the child stood as a miniature adult. This stays similar nowadays. child is not ever allowable on the road to adore the phase they are in. In the childhood, they are ready on the way to fix for teen stage. In teens, they are prepared to settle for adulthood. They cannot ever actually adore the phase in which they living as they have been constantly taught intended for the succeeding. The yet to come is the solitary thing they are prepared to see. The present is all the time the future. In addition to this is the entire aspect of career-centred education. The child at the phase of Rousseau was always foregone at the cost of a career. The similar is even

nowadays. All is so competitive; that the mere thing is that the child is assumed to do is to train for the future, for a career he or she is uncertain. By what means can anyone tell in their childhood, what profession they will indulge themselves in? Therefore, Rousseau's method would not be reasonably suitable nowadays. About of his views too would appear somewhat obsolete. Then again one must not fail to recall the aim Rousseau had in mind. He was merely marking at a superior life for the child. So what is utmost vital in Rousseau's philosophy is that no matter what happens, the child must not ever be overlooked. Though, there are some phases of his viewpoint which do entail firm questioning. It exists not prudent to leave a child entirely unrestricted and let it grow deprived of any check or constraints. The child may acquire things from experience, but it also needs direction at different stages in its life. He believed that nature is supreme and there is nothing further than and behindhand nature. He found in natural consequences. He believed in segregation of individual than society. He was entirely in contradiction of the society. He had put stress on negative education and no dwelling for positive virtues. He believed in open discipline, free personality, and free education. He had not given the higher place to the teacher. He was reluctant for physical punishment. As per him man born free, but everywhere he is in the chain.

The role of the teacher is not defined correctly even without the guidance, motivation, evaluation, and facilitation by a teacher no child can learn, and it cannot lead to the holistic development of the child. Only negative education concept cannot be entailed in the education system of the 21st century. Rousseau was against the prescribed, but it is contradicting to the today's education system where books cannot be abolished from the teaching-learning transactions because books acted as learning resources for the teacher as well as for students. It is just like a subset as the curriculum is a superset. It requires in the 21st century to guide the students some experiences can be bad for the child which they cannot judge that its consequences will be a blunder for them at that stage might be the child feel pleasure during that actions this would be the one of the prominent limitations of this philosophy

Methods suggested by Rousseau are relevant that is followed now also, i.e., learning by doing, observation, experimental method, a heuristic method, learning to self through self-expression, play way method, learning through senses and self-learning method. These all methods are in execution in every school and at various level to ensure learning it is an excellent contribution of Rousseau to Education system and for implementation of educational practices. He emphasizes on the women education as he considered the place of women as subordinate to man. Because woman served to the family, i.e., husband, mother, daughter in law and acted as head of the family. The literate woman only knows about the importance of education, and she will be able to realize the importance of education. Similarly, it is also followed today, the education for the girl child is promoted, and RTE is also executed as a fundamental right of every person being a citizen of the country. The individual difference was remained untouched by Rousseau philosophy; it should have recognized and cater the need of child where gifted, slow learner and normal can be recognized it created a gap in his philosophy and current education system.

1.7 Summary

Jean Jacques Rousseau was one of the prominent naturalistic philosophers of education. Rousseau's philosophy was based on the principle that all is worthy when it comes from God's hand but due to its impact of the society, it gradually degenerates. According to Rousseau, negative education was that education which perfected the organs that are the tools of knowledge, beforehand giving the knowledge directly. Methods of learning suggested is senses as the gateway of knowledge, play way method, self-learning method, learning by doing, experimental approach, learning through self-experience and heuristic method, methods suggested by Rousseau are relevant that is followed now days also. These all methods are in execution in every school and at various level to ensure learning it is an excellent contribution of Rousseau to Education system and for implementation of educational practices.

**Quadrant-III
Materials)****Learn More/Web Resources/Supplementary**

Books, articles, research papers, journals, case studies etc.:

Oelkers, J. (2002). Rousseau and the image of 'modern education'. *Journal of Curriculum Studies*, 34(6), 679-698.

Pandey, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publications.

Sharma, R. N. (2000). *Text Book of Educational Philosophy*. Kanishka Publishers.

Walia, J.S. (2011). *Philosophical, Sociological and Economic Bases of Education*. Jalandhar: Ahim Paul Publishers.

Links to web sites giving additional readings, Wikipedia, blogs, open source content etc.:

https://www.researchgate.net/publication/321464261_ROUSSEAU_AND_HIS_EDUCATIONAL_PHILOSOPHY

https://en.wikipedia.org/wiki/Jean-Jacques_Rousseau

https://www.philosophybasics.com/philosophers_rousseau.html

<http://www.srjis.com/pages/pdfFiles/151281077310.%20B.S.%20Jamwal.pdf>

<https://www.youtube.com/watch?v=ceIJO5Usf4s>

<https://www.youtube.com/watch?v=C6wnfisMSwI>

<http://snphilosophers2005.tripod.com/ternan.pdf>

Quadrant-IV**Self-Assessment**

Description: In self-assessment Question No. 1 to 8 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 9 to 15 learner has to identify about true/false statements.

1. What do you mean by Negative Education?
 - a. Teaching the moralities of virtue and truth
 - b. Education which perfected the organs that are the tools of knowledge, beforehand giving the knowledge directly
 - c. Education in which we inculcate truth
 - d. a & c

2. Which among all is not the principle of naturalism?
 - a. Child – centred
 - b. Natural setting
 - c. Strict discipline
 - d. Freedom

3. The stages of child education suggested by Rousseau is
 - a. 5
 - b. 6
 - c. 3
 - d. 4

4. Which stage of individual is named as ‘Age of Reasoning’
 - a. 3rd
 - b. 4th
 - c. 5th
 - d. 2nd

5. Which stage cover the age of fifteen to twenty
 - a. 1st
 - b. 3rd
 - c. 4th
 - d. None of above

6. Role of teacher is to
 - a. see that the education of the students is the free development of their interests and motives.
 - b. To read aloud in classroom
 - c. To behave strictly in the classroom
 - d. To teach only

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7. Rousseau was a
 - a. Pragmatic
 - b. Naturalist
 - c. Idealistic
 - d. Realistic

 8. What were the basic principles of Rousseau philosophies?
 - a. Self-preservation and wealth
 - b. Logic and reason
 - c. Intelligence and experience
 - d. Strength and bravery

 9. Rousseau thought that society was the best place to raise children. ()

 10. Rousseau thought child should follow the teacher. ()

 11. Rousseau said we must not introduce the bad or good to the child. ()

 12. As per philosophy of Rousseau, everything is good as it comes from the hands of author of nature, but everything degenerates in the hands of man. ()

 13. Man should be unrestricted from the suppression of society. ()

 14. Negative education means teaching the moralities of virtue and truth. ()

 15. Negative education does not entail a time of idleness. ()

Answers:

1 a, 2 c, 3 d, 4 a, 5 c,
 6 a. 7 b, 8 b, 9 False, 10 False.
 11 True, 12 True, 13 True, 14 False, 15 True