



NEERAJ®

EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

B.E.S.C.-131

B.A. General - Ist Semester

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Based on

C.B.C.S. (Choice Based Credit System) Syllabus of

I.G.N.O.U.

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By: Anand Prakash Srivastava



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**Sample Preview
of the
Solved
Sample Question
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QUESTION PAPER

June – 2023

(Solved)

EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

B.E.S.C.-131

Time: 3 Hours]

[Maximum Marks: 100

Note: All three Sections are compulsory. Answer any two questions from section A, any four questions from section B and any two questions from section C.

SECTION-I

Note: Answer the following questions:

Q. 1. Explain the concept of social aim of education. Discuss the arguments in favour and against the social aim of education.

Ans. Ref.: See Chapter-1, Page No. 4, 'Social Aim of Education' and 'Arguments in Favour of Social Aim of Education' and 'Arguments Against Social Aim of Education'.

Q. 2. Compare pragmatism with existentialism with regard to their aims of education and curriculum.

Ans. Ref.: See Chapter-6, Page No. 55, 'Pragmatism and Existentialism'.

Q. 3. Discuss the dimensions and causes of inequality in education. Explain the measures that need to be taken for achieving the equality and equity in education.

Ans. Ref.: See Chapter-11, Page No. 100, 'Dimensions and Causes of Inequality' and Page No. 101, 'Measures for Achieving Equality and Equity'.

Q. 4. Explain different types of observation used as a method of studying behaviour of children.

Ans. Ref.: See Chapter-13, Page No. 119, 'Observation Method'.

SECTION-B

Note: Answer the following questions:

Q. 5. Nature of education.

Ans. Ref.: See Chapter-1, Page No. 2, 'Nature of Education'.

Q. 6. Role of family as an agency of education.

Ans. Ref.: See Chapter-3, Page No. 22, 'Family as an Agency of Education'.

Q. 7. Aim of education according to idealism.

Ans. Ref.: See Chapter-6, Page No. 54, 'Idealism', 'Aims of Education' and Page No. 59, Q. No. 1.

Q. 8. Basic education system of Gandhiji and its pedagogy.

Ans. Ref.: See Chapter-7, Page No. 64, 'Mahatma Gandhi (1869-1948)'.

Q. 9. Functions of School Management Committee (SMC) as per Right to Education Act, 2009.

Ans. Ref.: See Chapter-12, Page No. 110, 'Right to Education Act, 2009 and Community', 'School Management Committee' and Page No. 111, 'Key Functions of SMC'.

Q. 10. Gagne's hierarchy theory of learning.

Ans. Ref.: See Chapter-15, Page No. 140, 'Gagne's Hierarchy Theory of Learning'.

Q. 11. Factors influencing socialization of children.

Ans. Ref.: See Chapter-10, Page No. 92, 'Other Factors Influencing Socialization of Children'.

SECTION-C

Note: Answer the following questions:

Q. 12. Non-formal education system.

Ans. Ref.: See Chapter-2, Page No. 12, 'Non-Formal Education'.

Q. 13. Negative education.

Ans. Ref.: See Chapter-8, Page No. 75, 'Negative Education'.

Q. 14. Vertical social mobility.

Ans. Ref.: See Chapter-9, Page No. 85, 'Vertical Social Mobility'.

Q. 15. Intelligence Quotient (I.Q.)

Ans. Ref.: See Chapter-16, Page No. 158, Q. No. 1.



QUESTION PAPER

December – 2022

(Solved)

EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

B.E.S.C.-131

Time: 3 Hours]

[Maximum Marks: 100

Note: Attempt five questions in all. All questions carry equal marks.

SECTION-I

Q. 1. Discuss with examples, how education is differentiated from schooling, learning, instruction, training, teaching and indoctrination.

Ans. Ref.: See Chapter-1, Page No. 7, Q. No. 4.

Q. 2. Explain the scope of education from the viewpoint of major focus of the study of knowledge.

Ans. Ref.: See Chapter-2, Page No. 12, 'Scope of Education from the Viewpoint of Major Focus of the Study of Knowledge'.

Q. 3. Explain the concept of Naturalism as a school of thought and its aims of education, curriculum and methods of teaching.

Ans. Ref.: See Chapter-6, Page No. 56, 'Naturalism and Humanism'.

Q. 4. Write short notes on the following:

(a) Formal and non-formal education

Ans. Ref.: See Chapter-2, Page No. 11, 'Formal Education' and 'Non-Formal Education'.

(b) Aims of education as suggested by Jiddu Krishnamurti.

Ans. Ref.: See Chapter-7, Page No. 66, 'Jiddu Krishnamurti (1895-1986)'.

(c) Aims of education as suggested by John Dewey

Ans. Ref.: See Chapter-8, Page No. 76, 'John Dewey (1859-1952)'.

(d) Types of social mobility

Ans. Ref.: See Chapter-9, Page No. 86, Activity.

SECTION-B

Q. 5. Explain the concept of Socialisation. Discuss the role of school and community as agencies of socialisation of the child.

Ans. Ref.: See Chapter-10, Page No. 90, 'Education as a Process of Socialization', Page No. 91, 'School and Socialization' and 'Community of Socialization'.

Q. 6. Describe essential features of experimental method with its merits and demerits.

Ans. Ref.: See Chapter-13, Page No. 120, 'Experimental Method'.

Q. 7. Explain the concept of personality. Discuss theories of personality as given by Allport and Freud.

Ans. Ref.: See Chapter-16, Page No. 156, 'Meaning and Concept of Personality', 'Allport's Trait Theory of Personality' and Page No. 157, 'Freud's Psycho-Analytic Theory'.

Q. 8. Write short notes on the following:

(a) Social aim of education

Ans. Ref.: See Chapter-1, Page No. 4, 'Social Aim of Education'.

(b) Differentiate between face-to-face and online education

Ans. Ref.: See Chapter-2, Page No. 14, 'Face-to-Face Education', 'Online Education', 'Comparison Among Face-to-Face, Distance and Online Education'.

(c) Curriculum followed in the Vedic system of education

Ans. Ref.: See Chapter-4, Page No. 34, 'Education During the Vedic Period' and Page No. 35, 'Curriculum'.

(d) Aims of education as suggested by Swami Vivekananda.

Ans. Ref.: See Chapter-7, Page No. 63, 'Swami Vivekananda (1863-1902)'.



Sample Preview of The Chapter

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EDUCATION: CONCEPT, NATURE AND PERSPECTIVES

BLOCK 1: CONCEPT AND NATURE OF EDUCATION

Concept and Nature of Education



INTRODUCTION

The process of learning never ends. It begins at the very beginning of birth and lasts till death. We learn something new every single minute of our lives, whether it is at home, in school, in society, at work, or in a variety of other settings. Education enables us to recognise our potential and employ those skills in our activities. Education is a potent tool for changing our behaviour and for helping us understand who we are. The objectives of education are likewise quite broad in scope and address both the needs of the individual and the needs of society. The main goal of education is to instil ideals in people through formal education, instruction, training, and teaching.

Given the foregoing, the current unit will assist you in comprehending the idea and nature of education. It will also assist you in comprehending the objectives of education in terms of the growth of people and society. Your ability to distinguish between the concepts of education and schooling, learning, instruction, training, and indoctrination will be improved by this unit.

We are all aware of how vital education is to our social lives. No matter their socio-economic status, all parents desire the best education for their kids. The government desires that its inhabitants receive a quality education.

CHAPTER AT A GLANCE

CONCEPT OF EDUCATION

In plain English, we might say that education is a skill that enables a person to move from “darkness to light” or from “ignorance to knowledge.”

More specifically, education enables people to learn new things, develop awareness of their surroundings, adapt to various circumstances, and transform unwanted

behaviours into positive ones. According to John Dewey, education is a process of life that involves continually reconstructing experiences. It implies that experiences are not static but rather are recreated, and that education aids in the recreation of our experiences. “Education in Indian tradition is not only a means of earning a living, not only a nursery of thought, or a school for citizenship, but it is ignition into the life of spirit and training of human souls in the pursuits of truth and the practice of virtue,” states Dr. Sarvepalli Radhakrishnan.

The aforementioned debates show that:

- Education aids people in constantly reconstructing their own experiences.
- Education plays a role in a person’s whole growth.
- Education not only equips people with the skills necessary to support themselves, but also purifies their souls and minds and gives them access to the realities and virtues of life.

Etymological Derivation of Education

The Latin terms “Educare,” “Educere,” and “Educatum” are the source of the English word “education.” Educare is Latin for “to nourish” or “to bring up.” Educere is Latin for “to lead forth” or “to pull out.” The words “E” and “Duco” make up the word “Educatum.” Thus, “E” denotes a change from “inward” to “outward,” while “Duco” denotes growth or advancement.

When we examine the etymological roots mentioned above, we can conclude that “education” raises or nourishes kids so they can fully develop their personalities. By “education,” they can go from ignorance to knowledge. Moreover, “education” aids in the development and expression of their innate talents.

You can also define education in terms of the Sanskrit words “Shiksha” and “Vidya”. “Shiksha” is derived from the word “shah,” which means “to control

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or to discipline.” The word “Vidya” comes from the verb “to know,” “Vidh.” Hence, the Sanskrit words “Shiksha” and “Vidya” are equivalent to education.

Hence, education imparts knowledge and instils discipline in its recipients.

Definitions of Education and Its Analysis

The idea of education has been defined by both western and Indian intellectuals. Analyzing a few of them:

Indian Thinkers:

- ‘Education is something, which makes the person self-reliant and selfless’.
– *Rigveda*
- ‘Education is for liberation’.
– *Upanishad*
- ‘Nothing is more purifying in the earth than wisdom’.
– *Bhagvat Gita*
- ‘Education means training for the country and love for the nation’.
– *Kautilya*
- ‘Human education means the training which one gets from the nature’.
– *Panini*
- ‘Education is the manifestation of divine perfection already existing in man’.
– *Swami Vivekananda*
- Education is the all-round drawing out of the best in child and man - body, mind and spirit’.
– *Mahatma Gandhi*
- The highest education is that which does not merely give us information but makes our life in harmony with all existence’.
– *Rabindranath Tagore*

Western Thinkers:

- ‘Education is the child’s development from within’.
– *Rousseau*
- ‘Education means the bringing out of the ideas of universal validity which are latent in the mind of every man’.
– *Socrates*
- ‘Education is the capacity to feel pleasure and pain at the right movement’.
– *Plato*
- ‘Education is the creation of a sound mind in a sound body’.
– *Aristotle*
- ‘Education is the natural, harmonious and progressive development of man’s innate powers’.
– *Pestalozzi*

The following features of education can be deduced from an analysis of the definitions of education provided above.

- Education enables a person to become selfless, independent, and free from worldly servitude while also bringing out the divine perfection that is already present inside them.
- Education enables a person to recognise the divine and pursue spiritual growth.
- Education develops a person’s love for the country and prepares them for citizenship.
- Education brings about peace in all of existence.
- Education equips a person for both society and the nation.
- Education enables people to adapt to a variety of circumstances, both favourable and unfavourable.
- Education enables people to live by constantly reconstructing new experiences.
- Education is the process through which people naturally, progressively, and harmoniously develop their bodies, minds, and spirits.

Narrow and Broader Meaning of Education

Education is broad and narrow. Education is defined as formal teaching-learning activities. Formal schooling defines education narrowly. Curriculum, teachers, students, timetables, instructional methods, teaching materials, and evaluation systems are included under narrow education. Education is narrowly defined as teachers teaching the subject and pupils learning it. Students have little room to express themselves and develop their talents in school. This narrow schooling concept has been challenged. Education’s main goal is knowledge, but formal education is also important.

Instead, education encompasses the child’s life experiences at school, home, society, etc. Education encompasses formal, informal, and non-formal education. Education is an ongoing process. Education begins at birth and continues until death. Family, friends, peers, playmates, environment, club members, social events, culture and festivals, teachers, and mentors shape a person’s conduct and personality. Education encompasses all these experiences.

Nature of Education

Education is vast. The prior definitions and explanations explain this. Now we discuss education’s specifics.

(i) Education is a lifelong process: From birth to death, education continues. It comprises all life events. Lifelong education involves reconstructing experiences.

(ii) Education brings development of the country: A country’s education system determines its progress. Education provides employment. Education aids employment. Therefore, education’s “bread and butter” goal.

(iii) Education is a tri-polar process: Education involves society as-well-as teachers and pupils

CONCEPT AND NATURE OF EDUCATION / 3

(bi-polar process). Education improves society. Hence, instructors, students, and society interact in education. Education benefits society.

(iv) Education brings all round development of the personality: Education develops the whole person. Individual development involves physical, mental, social, emotional, artistic, moral, economic, and spiritual growth. One aspect not developing limits personality development. Our educational curriculum emphasises personality development for this purpose.

(v) Education prepares individuals to live their life: Education's goal is not just intellectual development but also life preparation. It teaches people how to work and live. Connecting with others, handling situations, keeping socio-emotional equilibrium, learning life skills, values, etc. prepares them for life. It teaches kids WHO's ten essential life skills: self-awareness, empathy, critical thinking, creative thinking, decision-making, problem-solving, effective communication, interpersonal relationships, stress management, and emotion management.

(vi) Education prepares citizens for the country: Education trains citizens to work for and love their nation. Hence, citizenship education is taught in all schools.

(vii) Education is a systematic process: Teachers (Guru) instruct pupils (Shishyas) through various teaching-learning processes.

(viii) Education is an art as well as a science: Education is methodical. It refers to teaching methods, strategies, curriculum materials, etc. When we educate using the following approaches and strategies, we follow a scientific process. Hence, "Education is a science". Yet, teaching styles, examples, illustrations, articulations, and more vary from teacher to teacher. Hence, "Education is an art."

GOALS AND AIMS OF EDUCATION

Education has broad goals. Considering life goals, schooling goals may vary. Education has immediate and long-term goals. After completing an academic degree, immediate education goals can be achieved, but long-term goals require much longer. Educational goals include "national integration," "emotional integration," "universal brotherhood," "international understanding," and others. Education's goals can be personal or national.

Individual Aim of Education

Individualists say individuals are greater than society. Hence, individual goal promotes entire growth.

T.P. Nunn, an ardent advocate of this goal, stressed that 'nothing good enters into the human world except in and through the free activities of individual men and women and that the educational practice must be designed to conform with this truth'.

The preceding remark highlights that education should develop people's interests, capacities, and specialties. Naturalists believe education should empower individuals. Rousseau, Pestalogy, Froebel, T.P. Nunn, and others emphasised individual schooling goals. Education has specific and broad goals. Understand narrow and broad schooling goals.

Narrow Meaning of Individual Aim of Education: Individual development is the restricted definition of education's goal. Naturalist education ideas guide individual goals. "Education must ensure conditions under which individuality is most completely developed," wrote T.P. Nunn in "Education." Hence, narrow definition of individual objective of education stresses providing education according to individual's interests, inclinations, capacities, and requirements so they can pick a vocation that suits them. This restricted definition of education's specific goal emphasises personal growth for better living and meeting personal needs.

Wider Meaning of Individual Aim of Education: The greater meaning of individual objective of education emphasises human development, which benefits society. As a part of society, individual development is meaningless without social development. Hence, social development is as vital as child development.

T.P. Nunn stressed that education should aim to benefit the individual and society as a whole. He adds, 'Education should allow the child to make his original contribution to the diversified whole of human life as rich and as truly characteristic as his nature permits'.

The declaration stresses that the broader meaning of education is to help society develop.

Arguments in favour of Individual Aim of Education:

The arguments in favour of education's individual goal include:

- Each person has unique interests, talents, and psychological characteristics. Thus, facilities and opportunities should be offered in accordance with each individual's skills and characteristics to allow for their full growth. The psychologists agree with this idea.
- The scientists agreed with the personalised goal of education because each person develops at his or her own rate. Although it is relatively normal, a person's biological development needs to be fostered by what they are given.
- According to progressivists, people establish societies in order to pass on their culture to next generations and continue social progress. It makes it clear that the advancement of the individual results in the advancement of society. Hence, the growth of the individual is necessary for the growth of the community.

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Arguments against Individual Aim of Education: The following reasons are in opposition to the goal of education being to benefit the individual:

- The presence of society is necessary for an individual to exist. As a result, the fundamental goal of education is social, and the individual goal is secondary.
- Individuals inherently evolve as society does. As a result, the societal goal of education should be prioritised more than the individual goal.
- Every person is different. According to the psychological notion, no two people are alike in terms of their physical and mental characteristics. If individual goals were prioritised, then it could be conceivable to create separate curricula, methodologies, and strategies for each person's growth, which is not feasible. Individual educational goals so appear to be impracticable.
- Due to individual educational goals, there may be social unrest since some people may be more powerful than others in various spheres of social action. Social control over individuals may be reduced, which could lead to conflict between wealthy and underprivileged groups in society.

Social Aim of Education

Many educators place a greater emphasis on societal goals of education than on personal goals of education. The advancement of society will result in the advancement of the individual because they are a part of society. The idea that "An isolated individual is a fabrication of imagination" is held by renowned educationist Raymont illustrates the social purpose of education very well.

Narrow Meaning of Social Aim of Education:

Education's narrow societal purpose stresses state power to control individuals. State overreach may violate citizens' rights. This can hinder creativity. Society may oppress individuals because they must follow its conventions. Few people may set society's rules and standards. This group may dominate civilization. Hence, the restricted societal objective of education prioritises society over individuals.

Wider Meaning of Social Aim of Education:

Social objective of education is a compromise between individual and society goals. Education is democratic socialism. That means society and individuals will be valued equally. The perfect society will be improved by individuals. Society must also address individual growth. Society will prioritise democratic values to meet individual needs. Education's social goal is to help society and individuals grow together.

Arguments in favour of Social Aim of Education:

The social purpose of education is supported by the following reasons:

- There is such a thing as an individual in society. A person's identity is known by the society in which they reside. As a result, society should be prioritised over the individual.
- Human babies are born with animal instincts and dispositions. An individual becomes social by virtue of the society in which they live. Thus, society gains greater value than an individual.
- A person is raised by society to reach his or her full potential. As a result, each person should endeavour to improve society.
- Culture's development, transmission, and preservation are the society's three main objectives. Hence, each person should endeavour to address these three pressing societal issues.

Arguments against Social Aim of Education:

The following are arguments opposing education's social purpose:

- The social purpose of education violates psychological principles since the society does not take individual variances in human aptitude and other facets of human development into account.
- Individuals are ultimately responsible for societal evolution.
- Individuals ought to be given more weight than society as a result.
- According to the social aim of education's restricted definition, society is given precedence over individuals. As a result, the social purpose of education has been criticized since people might not be recognised for their contributions to society as a whole.
- Overemphasizing society and the state may threaten personal freedoms and morals. If society and the state are dominant over the individual, democratic principles of education and the values of equity and equality may not be promoted.

Democratic Aim of Education

The University Education Commission (1948–1949) stated, "Democracy is a way of life and not merely a political organisation," in reference to democracy. It is founded on the idea that everyone has the same freedom and rights, regardless of their ethnicity, religion, sex, or economic standing. This idea informs how a democratic nation formulates its educational objectives. The demands of the individual and the needs of the community must coexist in balance in a democracy.

Democratic educational goals include democratic principles that the nation's citizens uphold for social and economic advancement, such as freedom, equality, fraternity, and justice. Let's examine a few democratic education's facets and components.