
UNIT 9 CONCEPT AND NATURE OF EDUCATION

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9.1 INTRODUCTION

Most of us will agree that education has become an important aspect of today's society, without which the prosperous life of an individual is impossible. We are not only eager to receive education but also serious enough to let others take it. If we see education analytically, it is a purposeful, mindful, psychological, sociological, scientific and philosophical process which brings about the development of the individual to the fullest and also the development of society in such a way that both enjoy maximum satisfaction and prosperity. In short, education is the development of individual according to the needs and demands of the society, of which the individual is an integral part (Singh, 2008).

The present Unit will make you understand the concept and nature of education, its aims and functions at the individual, social and national level. Further, the Unit will also make you acquainted with the ultimate and the immediate aims of education.

9.2 OBJECTIVES

After going through the Unit, you will be able to:

- define education;
- understand the concept and nature of education;

Note : Section 9.4 has been taken from Unit-1, Block-1, ES-334, IGNOU, B.Ed., 2000.

- define the concepts of ‘schooling’, ‘learning’, ‘training’, ‘teaching’ and ‘instruction’;
- appraise the need and importance of education;
- comprehend the individual, social and national aims and functions of education;
- understand the changing role of education in the context of globalization; and
- enumerate the educational aims, as derived from Constitution of India.

9.3 WHAT IS EDUCATION?

According to Dr. Radhakrishnan, ‘Education in Indian tradition is not merely a means of earning a living; nor is it only a nursery of thought or a school for citizenship, it is initiation into the life of spirit and training of human souls in the pursuit of truth and the practice of virtue’.

Whereas, according to John Dewey, ‘Education is not a preparation for life, rather it is the living. Education is the process of living through a continuous reconstruction of experiences’. It is the development of all those capacities in the individuals which will enable them to control their environment and fulfill their possibilities.

T.P. Nunn is of the opinion that, ‘Education is the complete development of the individuality of the child so that s/he can make an original contribution to human life according to the best of his/her capacity’.

The above three definitions of education depict that:

- True sense of education is not merely to be educated or self-sufficient but it purifies the soul and mind of the individuals and it also enables them to experience the truth and virtues of life.
- Education helps the individuals to continuously reconstruct their experiences.
- Education is not partial development of human abilities but it is the complete development of the child.

9.3.1 Concept and Meaning of Education

The term “*Education*” has been derived from two Latin words *Educare* (*Educere*) and *Educatum*. “*Educare*” means to train or to mould. It means to bring up or to lead out or to draw out from inward to outward. The term “*Educatum*” denotes the act of teaching. It emphasizes on the principles and practice of teaching. The term *Educare* or *Educere* mainly indicate the advancement of the latent potential of the child, but the child does not know his/her hidden potential. It is the teacher or the facilitator who can develop these and take appropriate measures to develop these powers. Let us try to understand few more definitions of education:

‘Education is the manifestation of divine perfection already existing in man’.

‘Education is the child’s development from within’.

Rousseau

‘Education is the all-round drawing out of the best in child and man body, mind and spirit’.

Mahatma Gandhi

‘Education is something, which makes a man self-reliant and self-less’.

Rigveda

‘Education means training for the Country and love for the nation’.

Chanakya

‘The highest education is that which does not merely give us information but makes our life in harmony with all existence’.

Rabindranath Tagore

Activity 1

Analyse the above definitions of education in your own words.

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Narrow Meaning of Education

In its narrow sense, the instruction being provided in school is called education. It refers to the formal system of education which is acquired from the Schools, Colleges, and the Universities. In this process, more knowledgeable people attempt to attain predetermined aims during a specified time by providing pre-structured knowledge to children through set methods of teaching. This instruction aims to achieve intellectual development of children entering school. Education, in the narrow sense, is also regarded as acquisition of knowledge. According to it, education is a process by which knowledge or information on a subject is acquired. But this idea of education has been criticized. The acquisition of knowledge is not the only or supreme aim of education, yet it is one of the important aims of education.

Broader Meaning of Education

Education in broader sense refers to all those experiences that affect the individuals throughout their life. In wider sense, education is not just passing the information and communicate things included in a curriculum. It is for the total development of human personality. Thus, education is that process by which an individual freely develops him/her according to his/her nature in a free and uncontrolled environment. The definitions of education cited

by Mackenzie, Gandhi, and Dewey support the wider concept of education. Education, in the wider sense, is a life-long process. It begins with the birth of a child and ends with his/her death. It is a continuous process. The broader meaning neither limits the Education to the classroom nor to a particular period of life. All experiences of life which the individuals gain in interaction with family, friends, peers, playmates, environment, club members, social gatherings, culture and festivals, teachers and mentors that help the persons to mould their behaviour and personality are the wider meaning of education.

9.3.2 Nature and Scope of Education

The nature of education may be enumerated as under:

Education is both unipolar as well as bipolar in nature, but *John Dewey*, defined, education as Tripolar process. According to bipolar nature, education has two aspects: the Teacher and the Child. The Tripolar process of education considers that the development of the child takes place in and through the society, in which the teacher and the child live together. Thus, it is the society which will determine the aims, contents and methods of teaching. In this way, the process of education contains three poles, namely-(1) The Teacher, (2) The child, and (3) The society.



Figure 1: Tripolar process of education

Tripolar process of education is a systematic and continuous process. It takes place throughout the life and no matter at what stage is a child or the learner is, education can take place and it effects his/her growth accordingly through a systematic institution and regulation.

Education is the development of all aspects of human personality or harmonious integrated growth of human child. Education aims at developing individual's personality which is actually his/her adjustment to the place where s/he lives. Slowly and gradually, s/he gets integrated into that society and they construct their identity and knowledge in the later course of time. The interaction of the teacher and students cannot be done isolated. The social system, societal norms and standards, and the aspirations of the society

also construct the base for teaching-learning process. It is, therefore, the role of society in teaching-learning is as important as participation of teachers and the students. It is regarded as an active role in the process of education.

Scope of Education:

Education has a multifarious scope in the life of an individual. It can be broadly classified as Formal, Non-formal and Informal education. Let us try to understand the characteristics of the three forms of education.

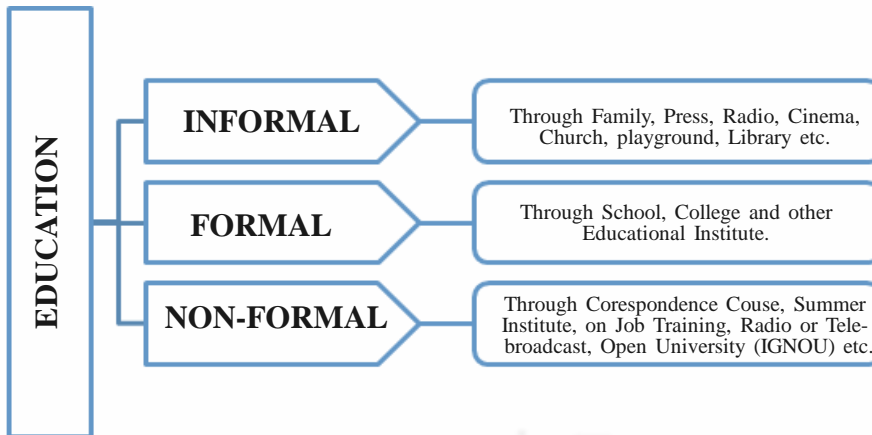


Figure 2: Formal, non-formal and informal education

(i) Formal Education:

Formal education has the following characteristics:

- Education imparted by formal institutes like Schools, Colleges, and Universities.
- Though the main centers of formal education are School or Colleges but library, museum, zoo, picture galleries, lectures, symposia etc. serve as agencies of formal education.
- Definite curriculum and courses of studies are framed to teach the students and definite duration of years required to complete the courses.
- Proper time schedule prepared for day to day personalised teaching and semester or yearly planning of academic sessions are implemented.
- Both teacher and the students meet in a venue like the classroom for personalised teaching.
- Attendance of teachers as well as the students is taken for formal record and completing the Courses.
- Formal evaluation system (both internal and external) is implemented to assess the performance of the learners. Both continuous and Term End Examination are used for evaluating the performance of the students.

- Proper certification is done by the Board/University for awarding the degrees or diplomas to the students.
- On the basis of the result, the students are promoted to higher classes or pursue higher degrees.

(ii) Non-Formal Education:

The characteristics of Non-formal Education are as follows:

- Non-formal education endowed with flexible curricula, time schedule, choices of subjects, and the place of education.
- It is not necessarily require daily teacher-student interaction like formal education.
- Education imparted in distance mode like the Open and Distance Learning system, offered by the Open Schools and Open Universities, even the distance education departments of the regular institutes also offer non-formal courses/education.
- Like the formal education, non-formal education has a curriculum and uses variety of methods of teaching and mode of communication.
- The gravity and quality of instruction both for formal and non-formal education are the same.
- The timing of regular classes in non-formal education is usually conducted on weekends (Saturday/Sunday) or during the vacations.
- Multi-media communication systems like Print (Self Learning Materials) and non-print (Audio/Video) materials, radio, television, teleconferencing, interactive radio counseling, online learning, etc. are popularly used as medium of instruction in non-formal education.
- In India, institutes like Indira Gandhi National Open University, National Open Schooling, and the State level Open Education Institutes provide non-formal education.
- Like formal education, degree awarded and Certification are also done in non-formal education.

(iii) Informal Education:

The characteristics of informal education are as follows:

- Informal education is also called natural or incidental education.
- No formal or non-formal institute is required to provide informal education.
- For informal education, there is no need of any curriculum, methods of teaching, teachers/mentors and place of teaching.
- Education and experiences acquired during travel, interaction with people, family discourses, community and social dealings, interaction within the environment, neighbourhoods, playmates, cultural and religious activities are necessarily informal education.

- Informal education supports formal as well as the non-formal education.
- Informal education does not provide degrees or diplomas, it simply enriches by filling the gaps of formal and non-formal education.
- Informal education may comprise the activities like story telling, group discussions, reading books on your interests, listening to radio broadcasting or watching educational Television programmes, visits to zoo, museums, educational fairs and scientific exhibitions, attending lectures and conferences, etc.

By discussing the characteristics of different forms of education, it can be said that it is not possible to get all sorts of education by utilizing only one form of education, rather all the three forms of education are required for the individual to develop their personality. The present constructivist concept of education which is basically acquired through informal or incidental education, contributes to the formal system of education for constructing knowledge and developing understanding. It is like a basket of knowledge where all forms of education equally contribute to the fullest development of personality of the person.

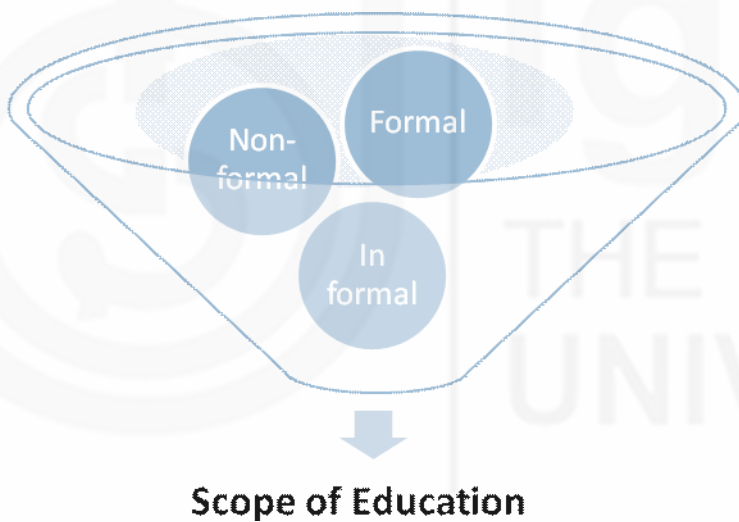


Figure 9.3 : Scope of education

Activity 2

Compare and contrast the formal, non-formal and informal education.

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9.3.3 Need and Importance of Education

In each and every field of our life, we need education. At birth, the tendencies and behavior of the child is like an animal. It is education which makes the child change from animal tendency to human tendency. The need and importance of education for the human being is not limited to a particular period of life or particular aspect of human dealing but influences the human being from cradle to grave to their developments. Let us discuss some of the needs and importance of education for the child.

- Education is necessary for the growth and development as well as for maturation of the child.
- Education sublimates the basic animalistic instincts of the child to socially useful activities, habits, thinking and actions.
- It teaches the child to practice moral, spiritual, character building and higher order values in their life.
- Education is important to make it for the child satisfying for both immediate and the ultimate aims of education.
- It makes the child economically self-sufficient, self-dependent and self-reliant.
- Education fulfills the bread and butter aim of the human child.
- It develops within the individuals the intellectual and emotional powers so that the child is able to meet the problems of life and solve them successfully.
- Education develops the social qualities like service, tolerance, cooperation, fellow-felling and constitutional values within the individual.
- Education teaches us to love to the nation and work for the development of the Country.
- It also teaches us to understand and practice national and emotional integration, international understanding, and universal brotherhood.
- In the era of globalization, it teaches us to acquaint and cope with the developmental aspects occur across the world such as: knowledge generation, science and technology, business and industry, international relations, dissemination of knowledge and experiences, medicine, art and culture, world citizenship, and achievement of humanity and peace.

With the above discussion, we now know why being educated is extremely important. Education gives us a balanced mind, a critical and scientific viewpoint of life and society and how to handle them. You will now not feel inferior to anyone and will have a pragmatic understanding of the world. Education is not only the key to happiness but it also brings many things in our life that give us happiness.

Check Your Progress 1

Note: a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

1. Explain the broader meaning of education.

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2. Explain tripolar process of education.

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3. Cite at least one example each in formal, non-formal and informal education.

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9.4 CONCEPTUAL DISTINCTIONS BETWEEN EDUCATION AND SCHOOLING, LEARNING, TRAINING, TEACHING AND INSTRUCTION

People sometimes confuse the concept of education with schooling, learning, training, teaching or instruction. Though these terms have close links with the process of education, they are different from the term education. Let us discuss the distinction between education and these terms.

Education: Education in its wider sense is the process of development from birth to death or from 'womb to tomb'. In this sense, education is a lifelong process that includes knowledge, attitude, skills and experiences. Thus, all experiences in life become educational in nature and the process of education continues in all personal and social situations. Education, in this sense, would certainly include all efforts for inculcation of values, attitudes, and skills that the society desires to be imparted to the children.

Schooling: Schooling is an act of consciously imparting values, knowledge and skills in accordance with the requirements in a formal situation. In its

essence, schooling is a limited educational exercise in terms of range of experiences provided. It is also limited to a specific period of human life i.e. from childhood till one leaves school, while the process of education continues throughout the life.

Learning: Learning is a process which results in more or less permanent modification of behavior as a result of practice of experience. Any relatively permanent modification of behavior in any aspect of human personality can be the result of learning. In contrast, education is concerned with the harmonious development of human abilities and powers, according to the needs of the individual and the society. While learning results in specific modification of behavior, education seeks to mould the entire personality and takes a global view of an individual's ability. Another distinction is that, learning may be positive or negative, whereas education is always positive.

Training: Training is a systemic series of activities involving instruction, practice etc. to produce desirable habits or behavior modification in particular aspects of life or vocations for example, teacher training, technical training etc. Thus, training aims at developing and promoting specific skills in a chosen area with a view to making the individual undergoing training an expert in the field or task concerned. Thus, training may be thought of as development of skills in a particular aspect whereas education concerns the development of the whole individual.

Teaching and Instruction: Teaching and instruction are the means employed to affect desirable changes in human behavior. Teaching and instruction involves communication of ideas, values, skills, information and knowledge to the students. It may also involves use of systemic and scientific methods for communication to be effective. Teaching and instruction aims at effecting learning in individuals with a view to educating them. Thus, teaching and instruction become instruments of educating individuals along with other educative experiences.

(Source: The above section (9.4) has been taken from ES-334, Block-1, Unit-1 (Education and its Nature, IGNOU, 2000)

Activity 3

Compare education, schooling, learning, training, teaching and instruction each with one example.

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9.5 FUNCTIONS OF EDUCATION

The meaning of education, its function, and aims of education are so integrally related with each other that it is very difficult to fetch or distinguish between them. In the words of John Dewey, '*function of education is to help the growing of a helpless young animal into a happy, moral and efficient human being*' (Taneja, 2005). Particularly when we talk about the functions of education, it signifies to understand the general functions of education, functions of education in human life and national life. Let us discuss the functions of education in each category.

Table: 9.1 Functions of Education

General Functions of Education	Functions of Education in Human Life	Functions of Education in National Life
<ul style="list-style-type: none"> ● Education helps the individual for development of their innate power that they already have. ● Education helps the individual in all round development of their personality. ● Education helps to direct the individual in proper way and control and sublimate the instincts. ● Education helps the individual in developing character, moral and ethical values. ● Education helps the individual to prepare for future life. ● It helps to achieve good citizenship, fellow-feeling, cooperation, dutiful to all human endeavors. ● Education helps to preserve, control, and transmit the rich culture and tradition. ● It helps to maintain national security, social feeling and reforms. 	<ul style="list-style-type: none"> ● It makes the individual skillful to adapt in different, new and changing situations and environment. ● It helps the individual to modify their behaviour and also the environment they live in. ● It helps to bring satisfaction of educational, social, physical and spiritual needs of the individual. ● It helps to bring educational and vocational efficiency among the individual and fit them for achieving self-sufficiency. ● It helps for development of character of the individual and prepare for their life. ● It also helps the individual for all round development of their personality, reorganization and reconstruction of experiences. ● It helps the individual to work as an agent of social change. 	<ul style="list-style-type: none"> ● It helps the individual to train for leadership that may further help the individual to take the leadership role in the areas of their interest for the nation. ● It teaches the individual to achieve national and emotional integration, which are the binding principles for maintaining a healthy national life. ● It empowers the people of the country to take social, economic, and scientific responsibilities for the total national development of the country. ● It helps the individual to inculcate civic and social values and duties for leading a healthy and discipline life. ● It helps to supply skilled human power for national development. ● It also helps the individual in promoting social and cultural efficiency.

(Source: Saxena, 2009)

Activity 4

Critically analyse the functions of education in your own words with suitable examples.

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9.6 AIMS OF EDUCATION

Keeping in various aspects of life, the aims of education may be different. It may be for achieving immediate and ultimate aims of education and further in may be categorized as individual, social, and national aims of education. Let us discuss it in detail.

9.6.1 Individual, Social and National Aims of Education

To understand the aim of education it can be broadly classified in following three groups as:

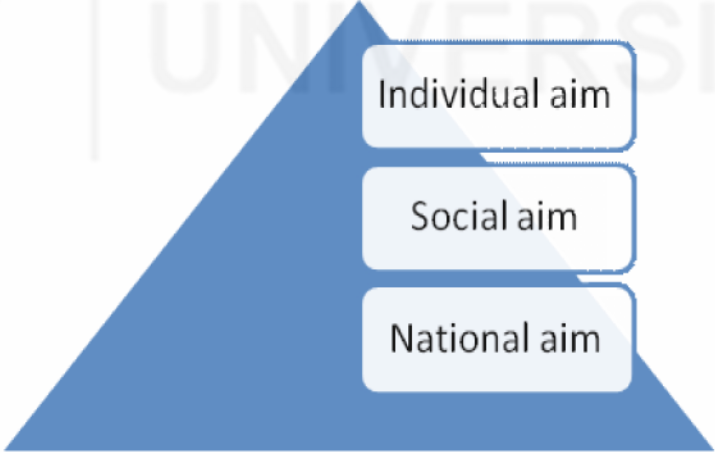


Figure 9.4 : Aims of education

Aims of education perform three important functions. (i) They provide direction to the educative process; (ii) motivate learners to realize the aims; and (iii) provide criteria for evaluating effectiveness of the educational process (Brubacher, 1981, p.95). In analysing the above functions, it clearly depicts the individual aims of education which caters to the entire process of teaching and learning. Let us discuss each aim of education with examples.

Individual Aims of Education:

Naturalists suppose that essential aim of education is the independent progress of an individual. *Rousseau* said, "Everything is good as it comes from the hands of the Author of Nature, but everything degenerates in the hands of man" (Samuel, 2015). It implies, God makes all things good, man meddles with them and they become evil. So, the individual should be given maximum freedom for its own development. Biologists proved that every individual is different from each other's. Thompson says, "*Education is for the individual*" (Aggrawal, 2008). Analysing the above concepts, it can be said that the individual should be the center of all educational efforts and activities. Psychologists believe that education is an individual process as all individuals are different. Therefore, education should be according to the interest of the individual and hence it should fulfill the individual's aims and aspirations. More specifically, individual aims of education cater to fulfill the immediate and ultimate aims of the individual. It teaches the individual to adapt one's environment, develop total personality, vocational efficiency, self-sufficiency, reconstruct the experiences, and to create a good citizen.

Social Aims of Education:

The aim of education works ultimately for the progress and welfare of the society. This may also mean that education is for the society and of the society. The society expects to make the individual as it desires. It prepares the individual to play different roles in society. According to this aim, the individuality and personality of the individual has no value if it is unable to be a part of the society and work for it. According to it, the society plays an important role in developing many social traits within the individual and to make him a social individual that also reflects in the aim of education.

National Aim of Education:

Many educationists are of the view that apart from individual or social aims, the national aims of education is above all. It does not pertain to any individual or society wherein it pertains to a nation, to its integrity and sovereignty. These may be as follows:

- To foster nationalism, patriotism and promote national unity.
- To develop democratic values in the people.
- To promote social, economic, technological and industrial needs for national development.
 - **Social needs:** Prepare children for the changes in attitudes and relationships which are necessary for the smooth process of a rapidly developing modern economy.
 - **Economic needs:** Produce citizens with skills, knowledge, expertise and personal qualities that are required to support the growing economy.
 - **Technological and industrial needs:** Provide the learners with the necessary skills and attitudes for industrial development.
 - To promote sound social, moral and spiritual values.

- To promote respect for and development of India's rich and varied cultures.
- To promote international consciousness and foster national integration.
- To promote positive attitudes towards good health and environmental protection.
- To develop physical and human resources for the Country.

Check Your Progress 2

Note: a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

4. What are the individual aims of education?
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5. Exemplify social and national aims of education.
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9.6.2 Ultimate and Immediate Aims of Education

Education helps us to achieve two types of aims in our life. First is to achieve the immediate aim of education and the other is to achieve the ultimate aim of education. Immediate aim of education is narrow in sense whereas ultimate aim of education is very broad in nature. The former is achieved within a short duration of time whereas the latter is achieved in a long duration. It is sometimes very difficult to achieve the ultimate aim of education.

Immediate aim of education is to make the individual self-sufficient and to fulfill the basic necessities of life like food, shelter, cloth etc. After getting education, if the individual is unable to earn one's livelihood and fulfil bread and butter for living, we can say that the immediate aim of education has not been fulfilled. These aims can be fulfilled within a limited time period, say within few years or after completion of a definite course education. On the other hand, ultimate aim of education is to make the individual self-reliant, self-less, self-actualization, self-realization, and for the harmonious development of the innate power of the individuals. Realising national integration, international understanding and universal brotherhood is also the ultimate aim of education. The philosophers like Mahatma Gandhi, Pestalozzi and Vivekananda are the strong supporters of realisation of ultimate

aim of education. It is not easy to achieve ultimate aim of education for the case of all individuals; often it takes entire life to achieve it.

9.6.3 Changing Aims of Education in the Context of Globalization

With the advent of globalization, the world has become a society and that too a knowledge based society. The technology, information, industry, education, various business and cultures are no more restricted to one region or nation. These changes may be considered as transformation, adaptation and development of universal values, knowledge, technology and behavioral norms across countries and societies of the world. It is, therefore, that the aims of education are drastically changing, which has become the need of the hour. The globally changing aims of education further give birth to:

- create a global learning network;
- develop a broad and vivid outlook towards education;
- develop new methods of teaching as per the requirements of contemporary pedagogic practices;
- liberty and equality to the individuals in the society;
- bring cooperation in interdisciplinary studies;
- develop a comprehensive and world based curriculum;
- promote cross cultural communication and understanding;
- develop feeling of brotherhood among individuals across the world;
- share research findings and new knowledge;
- promote international understanding and universal brotherhood in many aspects including education;
- develop scientific temperament in individuals and critically solve the issues underlying in it; and
- promote world citizenship.

9.6.4 Educational Aims of Education as Derived from Constitution of India

Indian Constitution is one of the largest Constitutions in the world which comprises of 412 Articles and 12 Schedules. The Preamble of the Constitution outlines the social philosophy and cultural ethos which should oversee all our educational institutions. Right to Education (RTE) is one of the fundamental rights enshrined in the Constitution of India. The table below enumerates the educational aims derived from the constitution articles pertaining to education. You have already studied the Constitutional provisions on education in Block-1 and it has also discussed further in Block-4 of this Course.

Table 9.2: Aims of Education as derived from Constitution of India

Articles of the Constitution	Aims derived from them
Article 29: It provides equality of opportunity in educational institutions.	To bring equality among the members of the society by providing them the same platform of learning, educating them and hence growing and contributing to the productivity of the nation.
Article 30: It accepts the right of the minorities to establish and administer educational institutions.	To provide stability and security to the members of the society.
Article 45: It directs the State to provide free and compulsory education for all the children until they complete the age of 14 years.	To make education a right and to provide free and compulsory education to all the children at appropriate age.
Article 46: It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.	To provide equal opportunity of education to all the members of the society.
Article 337: It provides special provision with respect to educational grants for the benefit of Anglo-Indian community.	To provide equal opportunity of education to all the members of the society.
Article 350A: It relates to providing the facilities for instruction in mother tongue at the primary stage.	To provide education to the children in their mother tongue so that they can construct understanding in their own language and learn easily.
Article 351: It relates to the development and promotion of the Hindi language.	To offer opportunities to the stakeholders to work in the development and promotion of the Hindi language.

. Activity 5

As per the above table, quote any two more articles included in Indian Constitution which talk about safeguarding education and also write the objective achieved through that.

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9.6.5 Factors Determining Aims of Education

Determining aims of education is not an independent aspect, rather many factors determine it. We can broadly classify the following factors which determine the aims of education.

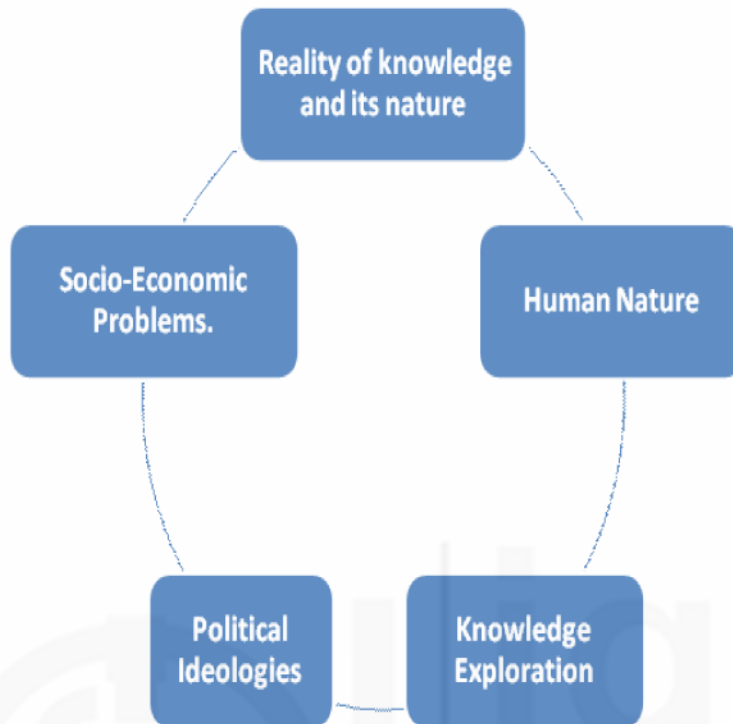


Figure 9.4: Factors determining aims of education

Let us discuss the factors with details:

Reality as Knowledge and its Nature:

Aims of education have an association with the existing philosophy of life that is considered a source of reality. The philosophy of life at different times is influenced by the views of eminent thinkers and schools of philosophy.

According to idealistic view, the aim of education is self-realization or unfolding of what is potential within the child. According to the naturalistic view-point, self-expression or self-gratification is the aim of education. The pragmatists think that education aims at enabling the individual “to control his environment and fulfill his possibilities” and according to existentialists, individual’s desires to keep up his existence is given importance. The above schools of philosophies become a factor for determining the aim of education.

Understanding about the Human Nature:

Human nature has been always considered to develop the educational aim because this is the only thread that keeps them entangled in any education philosophy. Until and unless any ingredient of their nature is not fulfilled they will not take interest. The basic instincts, thinking, personality patterns and the way of making the work done determines the aim of education.

Effect of the Political Ideologies:

Political ideologies also influence the aims of education. In our democratic ideology, the individual enjoys freedom and liberty. The goal of education in broader sense is to be educated for a life of freedom. Education aims at developing complete personality of individual, irrespective of caste, creed, class or religion.

The will power of a particular form of Government sometimes determines the aim of education. As you might know, different countries have their aims of education for the betterment of their citizens. The priority of national development of a Country also determines the aim of education.

Socio-Economic Problems:

Socio-economic problems of a country also determine the aims of education. Developing countries like us have had many socio-economic problems. One of the objectives has been to rectify these problems and set up an equal and just society. Socio-economic problems have been directly influencing the implementation of more upcoming technological advancement and that becomes the aim of education.

Knowledge Exploration:

Acquiring and exploration of knowledge is also another potent factor for determining the aim of education. With the critical observation and scientific inquiry of the man, the aim of education has shifted to scientific enquiry and objective analysis of knowledge. Fixation of knowledge exploration aim further helps to generate new knowledge.

Check Your Progress 3

- Note:** a) Write your answers in the space given below.
b) Compare your answers with those given at the end of the Unit.

6. Explain the ultimate aim of education.

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7. Cite an example of changing aim of education.

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8. Explain the educational aims as derived from Constitution.

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9.7 LET US SUM UP

Life loses its meaning if it is without education and an individual becomes like an untamed animal. For optimum development of an individual, society and nation, education is the prime requirement and a potent force. A worthy aim of education will be when an individual, after getting educated, works for the society and there by contributes to the nation.

Education is an authority and wealth in a human being all the way through which an individual is entitled to be the best master on earth. Therefore, the function of education is indispensable for a wonderful society and man. It is needed for every society and nation to bring holistic happiness and prosperity to their individuals.

In view of the above, this Unit defined the concept and scope of education and it also discussed the functions of education at different levels. The aim of education is also another important aspect of discussion. Specifically, the Unit discussed the individual, social and national aims of education. It also differentiates between the immediate and ultimate aim of education. The aims of education in the context of globalization, aims of education derived from the Constitution of India, and the other important determining factors of education have also been discussed in this Unit.

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9.9 ANSWERS TO CHECK YOUR PROGRESS

1. Education is a lifelong process. It starts from the birth and continues till death.
2. Teacher, students and the social environment.
3. Self-exercise.
4. To sublimate the animal instinct to human instinct and to develop moral, spiritual, and character building education.
5. To understand the norm of the society and accordingly work for the social mobility and change. To develop national and emotional integration and work for the development of the nation.
6. Self-actualization, self-realization and to develop the spirit of universal brotherhood.
7. Self-exercise.
8. Self-exercise.