UNIT 2 : AIMS OF EDUCATION

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Necessity of Aims in Education

2.4 Classification and Characteristics of Aims of Education

- 2.4.1 Individual Aim of Education
- 2.4.2 Social Aim of Education
- 2.4.3 Synthesis of Individual and Social Aim
- 2.4.4 Liberal Aim of Education
- 2.4.5 Vocational Aim of Education
- 2.4.6 Harmonious Development Aim
- 2.4.7 Complete Living as an Aim of Education

2.5 Aims of Education in a Democracy

- 2.5.1 Objective of Education According to Kothari Education Commission

2.6 Let Us Sum Up

2.7 Further Readings

2.8 Answers to Check Your Progress

2.9 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- describe the importance of aims in education
- classify the Individual and social aims of education
- synthesize the Individual and social aims of education
- identify the other specific aims of education,
- discuss the aims of education in a democracy

2.2 INTRODUCTION

In unit No.1, we have learnt the meaning as well as subject matter

and scope of education. This unit introduces us to aims of education. Education is a planned and purposeful activity. It is perceived as a preparation for life, i.e., a process to prepare young people for the future, set them off on the path of life, provide them with knowledge of facts and train their intellects for life's journey. Aim is the real force which directs and makes education meaningful. Unless we have a clear-cut aim of education, we shall not be able to discharge its functions successfully. This unit deals with different aims of education along with the necessity of having aims in education and also regarding the aims of education in a democracy.

2.3 NECESSITY OF AIMS IN EDUCATION

Before discussing the aims of education, we should be aware of the necessity of these aims. We know that education is a purposeful and organized activity which deliberately tries to modify the behaviours of the educand, with a specific aim in view. This is the criterion with which all educational efforts are being judged. It is only after we have fixed our aim of education for a particular stage, e.g.-primary, secondary, university, we can devise methods, means and curriculum and utilize them for attaining the desired goal. Again, among the different types of education such as, humanistic, scientific, technical, art, commercial etc. each of them have their own aims. But as a whole, the general goal of education can be considered as 'man making'. Determining the aims of education is necessary for the following reasons:

- As we have already stated, education is a planned and organized activity, a definite aim of education gives us direction to act in a definite way.
- According to John Dewey, "acting with an aim is all one with acting intelligently". This signifies that if there is an aim in view, we are aware 'what' we are doing and 'why' we are doing it. In this way, we can save our time and energy and the activity becomes meaningful.
- Aims are necessary to assess the outcomes or results of the educative activity. We can easily review the ways and means adopted for acquiring the desired goal and can think of the possibilities for further improvement.

Aim is, thus, a yardstick by which we can measure the success and failure of work done in school.

- Clear determination of educational aim can only ensure development of life in the right direction, towards reaching the goal. Behind any scientific plan and programme, there is a clear cut aim and purpose.
- Aims are necessary for efficient school management also. It helps in proper planning of the curriculum, library, method of teaching, selection of teachers, selection of teaching aids and apparatus, system of evaluation, standard of discipline etc. which dependens on the aims of education.
- From the point of view of teachers and guardians also, aims are necessary, because the society reviews and appreciates the work of the school in terms of its aims. In a democratic society, this assumes much greater importance.
- Finally, aims provide continuity and significance to education. We know that education is a continuous and dynamic process. It is a process of living through a continuous reconstruction of experiences, i.e., unfolding new dimension of knowledge, developing new capacities in the individual which is not possible without having aim of education.



ACTIVITY 2.1

Why is it necessary to have an aim of education? Give your own statement for supporting the comment.

.....

.....

.....

.....

2.4 CLASSIFICATION AND CHARACTERISTICS OF AIMS OF EDUCATION.

By now, we have developed a fair understanding about the necessity of determining the aims in education. This necessity has led to the

development of certain aims. Different educationists have put forward their views regarding aims of education. But then, there is no single aim of education which is acceptable to all. Moreover, aims are not static. They go on changing from time to time and from country to country, depending on the philosophy of life, political ideologies and socio-economic condition of a country.

Broadly speaking, there have emerged two important aims of education, one emphasizing the development of individuality and the other giving stress on social development, i.e., social and civic efficiency. The root of these two aims may be attributed to two basic philosophical ideals of individualism and collectivism. Some other specific aims are formulated on the basis of intrinsic values and universal elements. Thus, we can classify the aims of education as:

- Individual aim
- Social aim
- Liberal aim
- Vocational aim
- Harmonious development aim
- Complete living as an aim of education.

Now, we will make a detailed discussion of the above mentioned aims of education

2.4.1. Individual Aim of Education

Let us first discuss the Individual aim of education. Naturalism is the main school of philosophy which has contributed to the growth of the individual aim of education. Sir Percy Nunn, the chief supporter of individual aim observed that “Individuality is the ideal of life”, and added that “a scheme of education is ultimately to be valued by its success in fostering the highest degree of individual excellence”. Thus, individual aim believes that the success of education depends on the development of highest potentialities of the individual. Therefore, maximum opportunities should be made available to each individual for developing their physical, moral, intellectual and spiritual

possibilities, unhindered by environment and unhampered by the society. Individual aim also believes that social development basically depends upon individual development. A fully developed individual can only bring social change and development.



LET US KNOW

What do you understand from the above discussion about Individual aims of education? For more clarity we should know that:

- The philosophy of Naturalism has contributed to the growth of individual aim in education.
- Sir Percy Nunn is the main supporter of individual aim.
- Development of individuality is the main task of education, according to individualists
- Social development basically depends upon individual development.

Now, let us examine the view points of different schools of thought supporting the individual aim of education:

- From biological point of view, every child is a unique entity born with certain potentialities and natural endowments. The function of education is to develop them into a distinct personality.
- According to naturalists thinkers like Rousseau and Nunn, "the central aim of education is autonomous development of the individual". Therefore, education should be planned according to nature, which would make an individual what he ought to be.
- The psychologists are of the opinion that education is an individual process. No two children are identical in intellectual capacity and other dispositions. Therefore, a rigid curriculum for all students is not justified. The process of education should be individualized.
- The spiritualists hold that the main function of education should be to lead the individual to self realization and the realization of higher values of life.

- The supporter of progressivism are of the view that the progress and advancement of mankind is due to the contribution of great individuals who were born at different periods of history. Therefore, the process of education should create conditions for the development of the individuality.

It is also important for us to know the points *of criticism raised against individual aim of education:*

Firstly, extreme form of individualism makes a person selfish and self-centered. Unrestricted freedom encourages indiscipline among students.

Secondly, individual aim of education ignores the socio-cultural influence on the individual. It is considered as an essential factor in the development of human personality.

Thirdly, it is not possible to construct curriculum for every individual child. It will make education very expensive.

Fourthly, too much importance on individuality may lead to feeling of superiority among some individuals. They may develop immoral behaviour and unhealthy attitudes.



CHECK YOUR PROGRESS

Q 1: What is meant by education for individuality?

……

……

……

Q 2: What type of curriculum is advocated by individualist?

……

……

……

Q 3: Mention three points of criticism raised against individual aim of education.

……

……

……

2.4.2. Social Aim of Education

Now that we know what individual aim of education is, let us discuss the social aim of education.

Social aim believes that the state or society is the supreme and individuals exist only for the society. Individuals cannot develop in isolation from the society. Therefore, education must always work for the welfare and progress of the society. According to this aim, the interest of the society is supreme and the position of an individual is always subordinated to the society or state. The basic philosophy of social aim is that society is the ultimate reality and the individual cannot rise above the social entity.

John Dewey is the chief supporter of the social aim of education and he has elaborately discussed the social aim of education in his book "Democracy in education". He broadly outlined the aim of education as 'social efficiency', which implies "civic efficiency" or "education for citizenship". According to him, every state must design education for social welfare and efficiency. A socially efficient individual will be economically self sufficient and he will not be a parasite on society but will contribute positively towards the progress of the society. With the development of democratic ideals in the political world, Dewey's concept of social efficiency as an educational aim has gained wider support throughout the world.



LET US KNOW

Let us have a look at the main points of social aim of education:

- The state or society is above all individuals.
- Individual's development depends upon social development.
- The main task of education is the welfare and progress of the society.
- John Dewey is the chief supporter of the social aim of education.

Social aim of education is expressed through concepts as 'Education for Social Efficiency', 'Education for Citizenship' and 'Education for Civic Efficiency'.

Now let us see why educationists have laid stress on the social aim of education:

- Man cannot live without the society. He develops through social contacts and therefore, he needs to be trained and developed for social efficiency. It ensures social progress.
- Social efficiency must be achieved by the positive use of individual power and capacities in social occupations. Such a person is not a burden on society but contributes to its development. He also abides by moral and social standards of conduct.
- Democratic society requires individuals who are physically fit, intellectually bright, economically self sufficient and morally well disciplined, who can contribute to social progress. It is believed that this can be achieved through social aim of education.
- Gandhiji, the father of basic education in India, has also emphasized on the social aim of education. He formulated the scheme of basic education with the objective of making man a better citizen and moulding him in accordance with the needs of his community.

After developing a fair understanding regarding social aim of education, now it is necessary for us to know on what grounds, the ***social aim of education has been criticized.***

Firstly, social aim of education may develop the sense of dictatorship or authoritarianism of the state towards education. In such a state, individuals may not find suitable scope for development.

Secondly, social aim in its extreme form can never be accepted as it reduces the individual to a mere non-entity.

Thirdly, the extreme notion of all powerful state or society is that it ignores legitimate needs, desires and interests of the individual and suppresses his creative power.

Fourthly, the concept of social aim, if understood narrowly may prove harmful for a democratic country like India. The political group in power may interpret it in terms of its own ideology and education may become an instrument of struggle for political power.

Finally, it does not give any importance to individual development of a person and his inherent qualities.



CHECK YOUR PROGRESS

Q 4: Who was the main advocator of social aim of education?

……

……

……

Q 5: Define the concept of social efficiency.

……

……

……

Q 6: On what grounds, the social aim of education is criticized?

……

……

……

2.4.3 Synthesis of Individual and Social Aims

Probably an impression has developed in our mind that individual and social aims are contradictory to each other. But practically, it is not so. These two types of aims may be opposed to each other if stressed in their extreme form. But if you cut off their sharp edges they become complimentary and related to each other. Therefore, the extreme form of either of the two should be avoided.

If we examine both the aims of education dispassionately, we shall find that neither the individual nor the society can exist without each other. The individual is a product of society, while society finds its advancement in the development of each individual member. In the words of Sir John Adams, “Individuality requires a social medium to grow; without social contacts we are not human”.

Plato realized long ago that the individual qualities and prospects should be allowed to develop for the good of the society. Percy Nunn, the main advocate of individual aim also believes in the need of social situation of give and take, where the individuals could develop their goodness. On the other hand, John Dewey, the chief exponent of the social aim also supported individual aspect while giving importance to "individual freedom" to be given to an individual for his or her progressive's development.

Don't we think that syntheses of these two aims will be the ideal condition? Because between individual and society, one is incomplete without the other. Man is a social animal. He cannot live without the society and society cannot survive without individuals. So individual and social aims of education cannot be considered as separate units. In this connection, what is the function of a school? The school should try to develop the individuality of each child through social contacts and social control with maximum possible freedom for each individual. It should offer an environment and atmosphere which is conducive to the development of both individual and social traits of each and every student.

Now ,we must admit that the claims of the individual as well as the society are equally important. The individual has the right to live life of its own according to one's own needs and desires and he must have freedom to develop himself, according to its own potentialities and capacities. But his freedom must have limits because the right to freedom of everybody has to be protected. It is here that the society or state has to intervene. The function of the society and the state is to see that the freedom of every individual is safe-guarded. But the state should not go beyond this or should not curb the freedom of the individual. On the other hand, the state should do everything possible to promote happiness and welfare of each member of the society and the individual too should work for progress and development of the society.

In conclusion, we may say that there is in fact no ***antithesis*** between the two aims. The society and the individual are not separate ***entities*** but complimentary aspects of the same differentiated whole. Society is unthinkable without the individual and the individual without the society. Thus, the aim of education should be the development of the individual as a member of the society.



ACTIVITY 2.2

"Education has both individual and social aims. There is no antithesis between these two aims." What do you understand by this comment?

.....

.....

.....

.....

.....

2.4.4 Liberal Aim of Education

Now, we have a clear concept about Individual and Social aim of education. Besides these two aims, there are some other specific aims also. One such aim is liberal or knowledge aim of education. Let us discuss what liberal aim is.

The concept of liberal aim of education is very old. Education in the ancient times, whether in India or elsewhere mostly, emphasized mostly the development of intellectual powers or knowledge. All learning was for the sake of learning and scholarship. The function of the Gurukula in India and the school in the west was to enable the child to develop physically and mentally and to obtain all experiences necessary for being a cultured individual in the society. As the aim of education was to liberate the mind, provisions were made for subjects like philosophy, logic, geometry, fine arts etc. in their curriculum.

The supporters of the liberal aim believe that man is considered to be far superior to animals because of his certain cognitive abilities,

such as, thinking, reasoning, problem solving etc. Therefore, liberal education laid emphasis on the development of these mental qualities. It glorifies the intellectual possessions of a person. The advocates of this aim say that the acquisition of knowledge should be the sole aim of education because knowledge is a powerful agent for intellectual satisfaction. The present civilization has come to pass through the dissemination of knowledge through the medium of education. Socrates, the great Greek philosopher, also said that "One who had true knowledge could not be other than virtuous". So education cannot but have knowledge as its important aim.



LET US KNOW

Have we understood the points where the liberal or knowledge aim of education has given importance? We can simply sum up by saying that it has given importance on acquisition of knowledge. As human beings are endowed with cognitive powers, education should develop his intellectual abilities and capacities. Hence in the true sense, the term liberal education aims at developing the urge for knowledge in an individual. But this aim of education has been criticized on the ground that education should not aim at knowledge for the sake of knowledge. Imparting of knowledge is essential, though it should not be the only aim of education. True knowledge is something more than mere imparting or learning of facts. It should be relevant to situations of life and it must be developed by the pupil himself in the light of his own experience. Therefore, liberal education is to be provided along with the practical knowledge and only then true individual development is possible.



CHECK YOUR PROGRESS

Q 7: State briefly the main points of the knowledge aim of education.

.....

.....

.....

2.4.5. Vocational Aim of Education

Now we have understood the liberal aim of education. While criticizing the liberal aim, we have opined that liberal education should be provided with practical knowledge, for true development of the individual. Vocational aim of education has laid stress on practical aspects of education. To be more specific, it has given importance on training in some vocation or craft, so that a person can earn his own living in future life. This aim of education is gaining more and more popularity with the advancement of science and technology and changing socio-economic structure of the world. Vocationalisation is an important slogan of modern democratic education and it is believed that without a proper emphasis on vocational aspect of education, those who merely go to school suffer all their lives.

We must understand the points, why vocational aim of education is getting importance in the present times.

- Vocational education makes one economically self sufficient. Self sufficiency is a great source of satisfaction and strength. Economic self sufficiency is the first characteristic of social efficiency.
- Vocational education strikes a balance between economic and individual progress. It prepares students for a useful life and useful occupation. In the words of Gandhiji,"True education ought to be a kind of insurance against unemployment".
- Vocational aim of education reduces the impact of verbalism and mere intellectual domination. Modern educationists have supported the idea of vocational education. Rousseau and Gandhiji were great supporters of this aim of education. Gandhiji introduced craft centred education as a part of his basic education scheme.
- Vocational aim gives purpose to educational activity. It is based on the simple principle of psychology that a child learns more efficiently when he is engaged in purposeful activity which appeals to his instincts and interests, stimulates his observations and

arouses his thoughts and feelings. Therefore, the Indian Education Commission of 1964-66 has recommended the inclusion of 'work experience' in the secondary school curriculum.

- Children having lower intelligence can be benefited by vocational education. Such children are at great disadvantage when taught academic subjects. Vocational training can help them towards being self sufficient and thereby they can lead a respectful adult life.
- Vocational education is essential to bridge the gap between the upper and lower classes of the society. In India, the education of the upper classes has been purely literary till recent years and vocational education was meant for the poor and laboring class. Gandhiji who proved through experimentation that vocational education has rich potentialities for intellectual development, if performed intelligently said that it ultimately leads to harmonious development of body, mind and soul.
- Finally, vocational education develops the concept of 'dignity of labour' among the students. Every work whether big or small, has its own importance.

Now let us discuss the grounds on which vocational aim of education has been criticized:

Firstly, educationists have termed vocational aim as a narrow aim of education on the ground that it has given importance on mere earning of one's livelihood and that has reduced it to just bread and butter aim.

Secondly, earning of livelihood is no doubt, a very important part of human endeavour, but that is not all. Man has to develop physically, mentally, morally and spiritually. If education is reduced to mere vocational training alone, it will remain halfway for complete living.

Thirdly, purely vocational education will make our outlook narrow. It may produce good mechanics, electricians, doctors and engineers but not good human beings.



CHECK YOUR PROGRESS

Q 8: State the reasons briefly why vocational aim of education is getting importance in the present day situation?

.....

.....

.....

Q 9: What do you mean by 'bread and butter' aim?

.....

.....

.....

2.4.6 Harmonious Development Aim

Now we will discuss Harmonious development as an aim of education. We have to understand the concept and the basic features of this aim of education. First, we must have to know what harmonious development in education means.

Harmonious development means developing the psycho-physical and moral qualities of an individual in a balanced and harmonious way. We know that a child inherits the faculties of body, mind, and soul. Education should establish a harmony between these aspects of development for emergence of an ideal personality. Mahatma Gandhi also lays emphasis on harmonious development when he says 'by education, I mean all-round drawing out of the best in child and man -body, mind and spirit'.

Pestalozzi was also a great supporter of the harmonious development aim. He says "The sole aim of education is the harmonious development of the faculties and disposition which make up personality".

Thus, this aim of education believes in the development of all innate powers and capabilities of the child in a harmonious way in order to produce a well balanced personality.

The idea of the harmonious development as an aim of education is, no doubt, comprehensive and all inclusive but it has certain limitation: Firstly, the term 'harmonious development' is vague and not clear. We are living in an age of specialization. Harmonious development will mean producing individuals who are jack of all trades but master of none.

Secondly, Harmonious development is an ideal rather than a really attainable aim of education. It is an established fact that individuals are different in all aspects of development such as physical, mental, emotional etc. It is not possible to develop all powers and qualities of an individual equally.

Thirdly, there is no standard or criteria available as get to measure, whether the harmonious development of an individual has been achieved or not. Hence, the aim of harmonious development cannot be accepted.



CHECK YOUR PROGRESS

Q 10: Give the concept of harmonious development as an aim of education in 30 words.

.....

.....

.....

.....

2.4.7 'Complete Living' as an Aim of Education

We have already understood the different aims of education. Now we will discuss another aim, which is known as Complete Living aim of education. This aim has been formulated and expounded by Herbert Spencer. Education, according to him, should acquaint us with the laws and ways of complete living. The concept of living implies living one's life to the full in its various aspects. We know that an individual's personality has different aspects, and every aspect of human personality should find expression through different types of activities and experiences. The art of life, in the words of Herbert Spencer, consists of

"the right ruling of conduct in all directions under all circumstances." According to him, education must tell us the ways to treat our body as well as mind, ways to manage our affairs- such as, to bring up our family, to behave as a citizen, utilize the happiness which nature supplies to the greatest advantage of ourselves and others. He has suggested a number of activities and certain subjects of study for children. Training in the activities of self preservation, rearing of offspring, social preservation and leisure can be imparted through the hygiene teaching of physics, language, mathematics, geography, history, psychology, home science, music etc.

We can realize the limitation of this aim by considering the following questions. What determines completeness of life? Is the aim of completeness of life an unchanging thing? The answers of these questions are vague and not clear. Again, one point must be noted that no mention has been made of art, literature and religion in the lists of subjects mentioned by Herbert Spencer.



CHECK YOUR PROGRESS

Q 11: Who has formulated and expounded the Complete Living aim?

.....

.....

.....

Q 12: List the subjects essential to realize the Complete Living aim?

.....

.....

.....

2.5 AIMS OF EDUCATION IN A DEMOCRACY

We all know that democracy is the most accepted from of government in the modern world. From political point of view, democratic government is based on the will of the people. The famous words of Abraham Lincoln, "Democracy is the government of the people, by the people and for the

people", analyses democracy politically. But democracy is not only a method of political administration but also a social system. The ideal of democracy is to establish a democratic way of life. In a democratic way of life, every individual is important and gets equal opportunity for his all round development. Here, we have to develop a system of education which will pave the way for developing democratic values of life and at the same time an educational policy that may reflect the hopes and aspirations, socio economic and cultural needs and expectations of the people. Thus, you can say that democracy and education are functionally related to each other and one cannot go with out the other.

Now, India too is a democratic nation. Our constitution represents the combined aspirations of all Indians and what national aims and objectives should guide Indian education is a vital question for our consideration. Our government has set up three major Education Commissions after Independence to identify the major national objectives of Indian education.

Secondary Education Commission has decided some aims of education by analyzing the educational needs of Indian democracy. Let us try to understand the aims suggested by Secondary Education Commission:

- **Education for Democratic Citizenship:**

  It should be the aim of education to train all students to develop qualities which are of great importance to discharge their duties as a democratic citizen. A question may arise in our mind as to what these qualities are: The answer is, it involves many intellectual, social and moral qualities like capacity for clear thinking, receptivity to new ideal, scientific attitude of mind to think objectively, ability to take decision on important subjects and also respect for individuality, sharing differences of opinion, being co-operative and collective decision making etc. The system of education, therefore, must be to develop intellectual awakening and free thinking in children so that they can analyse situation and take decisions independently.

- **Education for the Art of Living:**

  We know that man is a social creature and in a democracy every individual is important. Therefore, individual has to be trained in the art

of living acommunity life. We must be able to realise that progress of the society is possible only by mutual co-operation of people. For the sake of our own welfare, we should not behave in a selfish way and try to get support of others. Development of virtues like tolerance is necessary for mutual good will. These virtues should be developed through education.

- **Development of a Sense of True Patriotism:**

  True patriotism is another important aim where education has to play a very prominent and vital role by organizing some workshops on the issues of State and National topics and also celebrating anniversaries in memory of the great men of the nation. According to the Secondary Education Commission, narrow nationalism is very dangerous. Therefore, the social customs and traditions of the nation are to be analysed objectively. The students ought to be taught that they are not only the citizens of their country but also of one world. So, they should be prepared to discharge responsibilities to the world also. In the words of the commission, "In a very real sense, therefore, 'Patriotism is not enough' and it must be supplemented by a living realization of the fact that we are all members of the One World, and must be prepared, mentally and emotionally, to discharge the responsibilities which such membership implies.

- **Development of Vocational Efficiency:**

  Success of democracy depends upon its efficient citizens. Vocational training is necessary in order to make everybody efficient in his own field of work. Development of the country is possible only through promoting technical skill and efficiency. There should be diversification of courses at the secondary stage so that more and more students may take up agricultural, technical, commercial and practical courses according to their own interests and aptitudes.

- **Development of Personality:**

  We have mentioned earlier that in a democracy the personality of every individual has got its own importance. There are several factors for moulding and developing the personality and education is the most important factor for the all-round development of a person. There was a

time when more attention was paid to intellectual development than to physical development in schools. But now, the aims of education include moral, intellectual and other aspects of a personality. Therefore, subjects like art, craft, music, and dance are included in the secondary school curriculum along with National discipline scheme and National Cadet Corps etc. for physical development.

- **Education for Leadership:**

Leadership through education means leadership in all fields like science, literature, art, culture etc. A leader must possess the virtues like tolerance, wisdom, understanding, discipline and justice. Training for leadership is necessary for the development of these qualities and a suitable system of education can provide such training.

2.5.1 Objectives of Education According to Kothari Commission

Now, we have understood what the aims of education should be in a democracy. In this context, we must also know what the Kothari Commission suggested about the aims of education.

Objectives of Education according to Kothari Commission (1964-66):

The Education Commission known as the Kothari Commission has observed that the existing system of secondary education is unrelated to life and there is a wide gap between it and national development. The commission recommended that education must be related to life needs and aspirations of the people and therefore, it should be a powerful instrument of social, economic and cultural transformation. To achieve these objectives, the Commission suggested a four fold programme on aims of education.

Education and Productivity:

Education should be related to productivity to secure rapid economic development so that an expansion of education leads to an increase in national income. For this purpose:

- Science education should be made an integral part of school education.

- Work experience should be introduced as an integral part of all general and vocational education.
- Vocationalisation of education should be utilized in the development of productivity.
- Application of science should be utilized in the development of productivity.

Social and National Integration:

Can we ever think that a vast country like India can survive without social and national integration?

To strengthen the National Integration, the commission suggested:

- A common school system for all irrespective of caste, creed, community, religion, economic conditions and social status.
- Compulsory Social and National Service for students at all stages of education.
- Formation of proper language policy by giving due importance to Modern Indian languages.
- Promoting national consciousness by developing values like scientific temper of mind, tolerance, respect for culture of other national groups etc.

Education for Modernization:

We all know that without giving importance on science and technology, no country can modernize itself. To accelerate the process of modernization, the commission has given importance to:

- Keeping pace with expanding knowledge.
- Curiosity towards significant social changes by developing interests, attitudes, values and capacity to think and judge for oneself.
- Creation of new social order through education to meet social, economic, cultural and political problems of new social order.

Social, Moral and Spiritual Values

According to the Commission, education must cultivate social moral and spiritual values among the students. For this purpose,

measures should be adopted to give a value oriented education. Besides including education for social, moral and spiritual values, there should be provision for the study of all religions through a well organized syllabus.

In conclusion, we must keep it in our mind that the needs of society and the nation are ever changing and education must always be alert to keep pace with these changes.



CHECK YOUR PROGRESS

Q 13: What is democracy?

.....

.....

.....

Q 14: What should be the education for productivity?

.....

.....

.....



ACTIVITY 2.3

What should be the aims of education in a democratic country? Give your own opinion.

.....

.....

Write about any one aim of education which is relevant in a democracy.

.....

.....



2.6 LET US SUM UP

- In the beginning of this unit, our discussion was focused on the necessity of having an aim of education. We have discussed these necessities from different points of view.

- The two major aims of education, i.e., individual and social aim and the different features of these two aims along with the criticism have been discussed.
- From such discussion of the Individual aim of education, we have come to know that the success of education depends on the development of highest potentialities of the individual. Therefore, maximum opportunities should be made available to each individual for physical, mental, intellectual and spiritual development of their abilities.
- Social aim of education, on the other hand, believes that an individual cannot develop with out the society and education must work for the welfare and progress of the society.
- Both these views have contributed to the practice of educational aims. We know that both individual and society are closely tied up and one cannot survive without the other. As such, both the aims are actually complementary to each other.
- We have also discussed other specific aims of education, such as- Liberal, Vocational, Harmonious development and Complete Living aim of education. We have learnt that liberal aim of education considers man as a cognitive being possessing abilities like thinking, reasoning, problem-solving etc. Therefore, liberal aim believes that imparting knowledge should be the sole aim of education. The Practical side of life has received importance on vocational aim of education. We know that vocationalisation is an important slogan of modern education.
- The last part of this unit deals with the aims of education in a democratic country. As democracy has become the most accepted form of government in the modern world, development of democratic ideals and values are becoming an indispensable part of educational aims. We have learnt about the different aims of education in democracy, such as development of democratic citizenship, development of patriotism, development of personality, and education for leadership etc. alongwith the objectives of education according to Kothari Commission (1964-66.)



2.7 FURTHER READING

1) Taneja, V.R. (1976): *Educational Thought and Practice,* Sterling Publishers Pvt. Ltd. New Delhi

2) Bhatia, K.K. (2004): *Principles and Theories of education*, Kalyani Publishers, Ludhiana.

3) Aggarwal, J.C. (2006): *Theory and Principles of Education*, Dhanpat Rai, Publishing Company, New Delhi



2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Education for individual implies that education must provide maximum opportunities for the development of physical, intellectual and spiritual possibilities of the individual, unhampered by the society

Ans to Q No 2: Individualists recommend curriculum for every individual child. Every individual child is different in respect of their abilities. Therefore, a general or common curriculum for all may not suit the needs of individual student.

Ans to Q No 3: There are three objectives of the Individual aim of education. Firstly, extreme form of individualism makes individual selfish and self-centered. Secondly, individual personality cannot develop in a vacuum. It needs a social background.Thirdly, too much importance on individuality may lead to feeling of superiority among some individuals.

Ans to Q No 4: John Dewey was the main advocate of social aim in education.

Ans to Q No 5: Social efficiency means that education must enable a person to utilize his development for the corporate and co-operative life. One must use one's capacities and abilities in social occupations.

Ans to Q No 6: The Social aim of education has the following limitations. Firstly, social aim in its extreme form can never be accepted as it reduces the individual to a mere non-entity. Secondly, it may develop the sense of dictatorship or authoritarianism of the state towards education. Thirdly, it does not give importance to individual development.

Ans to Q No 7: Knowledge aim of education has endowed cognitive powers of education that requires developing the intellectual abilities and capacities of a person.. The term 'knowledge education' aims at developing the urge of knowledge in an individual.

Ans to Q No 8: Vocational aim of education is getting importance, because:

- Vocational education makes the individual economically self sufficient.
- It strikes a balance between economic and industrial progress.
- It reduces unemployment.

Ans to Q No 9 : Vocational aim is also known as "bread and butter" aim because it teaches an individual how to earn his own livelihood.

Ans to Q No 10 : Harmonious development means developing all psycho-physical and moral qualities of an individual in a balanced and harmonious way. As an aim of education, it believes the development of all innate powers and capabilities of the children in a harmonious way in order to bring or produce a well balanced personality.

Ans to Q No 11 : Herbert Spencer formulated and expounded the Complete Living aim of education.

Ans to Q No 12 : The subjects considered essential to realize the Complete Living aim are: Hygiene, Physics, language, mathematics geography, history, child psychology, music etc.

Ans to Q No 13 : Democracy is a rule of government of the people, by the people and for the people.

Specific aims in a democracy should be :

- Development of vocational efficiency
- Development of leadership

- Development of personality
- Education for democratic citizenship.

Ans to Q No 14: The term "Education for productivity", was introduced by the Kothari Education Commission of 1964-66. It means education should be related to productivity to secure rapid economic development which will lead to an increase in national income. For this science education, vocationalisation of education, work experience etc. should receive importance in framing the curriculum of different stages of Education.



2.9 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is meant by education for individuality?

Q 2: What is democracy?

B) Long Questions (Answer each question in about 300-500 words)

Q 1: Discuss some important aims of education. Which particular aim would you specially emphasize in the context of individual and social welfare?

Q 2 : What do you understand by individual and social aims of education? Is it possible to strike a balance between the two?

Q 3 : Show the difference between liberal and vocational aim of education. What will you accept as the aim of education in the present society?

Q 4 : What should be the aim of education in democratic India? What are the views of Indian Education Commission (1964-66) in this regard?

C) Write Short Notes (Within 150 words)

A) Education for harmonious development

B) Complete living as an aim of education.

C) Education for modernization, according to the Kothari Education Commission.

****