

**GROUP – A**

**Concept and Factors of  
Education**

## 1. THE CONCEPT AND AIMS OF EDUCATION

### Introduction

Behold the murmuring river-its unceasing flowing on for entering the Boundless Ocean. Such is human life. It is a process — an unending process for enriching itself with the perfection, the illumination, the light of wisdom. So the eternal cry of a man is: 'Oh light, more light'. He is never satisfied with his mere physical existence. He has a mind and a soul to respond to the external physical as well as socio-cultural and spiritual world with which he has to make an amicable adjustment, otherwise he cannot survive. Naturally the question arises — how does this process of adjustment go on? A man is superior to other animals as he is educable. In the words of Rousseau, 'Plants are fashioned by cultivation, men by education. 'Obviously the pertinent question appears: 'What is Education'? Let us make an attempt to explain the term 'Education' and deduce a clear concept of the term.

### A. Definition of Education

#### DERIVATIVE MEANING

'Educatin' —the English term has been derived from some Latin words, 'Educere', meaning 'drawing out, "Educare", implying 'the process of nourishing', 'Edu-co', signifying 'leading forth', and 'Educatum' synonymous with 'instruction'. Education in Indian perspective is one with 'Siksha', 'Vidya' which signify the process of knowing and learning and thereby sublimating the impulses for attaining wisdom or 'prajna'. So etymologically considered, Education can be explained as the process of drawing out the best from the human being and nourishing the best in and through the physical and socio-cultural environment. But popularly speaking, 'Education' implies only instruction, gathered from books and theories imparted by Schools. So here comes another controversial question. What is education in the true sense of the term ? The answer is not far to seek. Education has been interpreted in two senses—the Narrower and the Broader. Here we should consider the two concepts with the help of some theories under the influence of some schools of philosophical thought or some masterminds contributing a lot to the development of educational theory and practice.

## B. Concept of Education : Narrow and Wide : Education is a lifelong process.

### NARROW CONCEPT OF EDUCATION

#### (A) The Theory of Accretion :

The first theory with which Education is originally associated is the Traditional theory of Accretion or storing bits of information and stuffing the immature child's brain with those materials from outside with an objective of re-making the human nature, A human child under this doctrine was considered to be the product of sin. He was further supposed to be a *tabula rasa* or a blank tablet, absolutely barren of any innate power. Education was thus considered as the process of pouring into the brains of children the bits of readymade knowledge from outside. Teachers were supposed to be the reservoirs of knowledge and their task was to impose everything on the child, negating entirely his sweet disposition, liking, aptitude, interest, need and capacity, Thinkers have sought to explain the theory of Accretion with the help of some analogies- '*the gold sack*' and '*the pipe-line*'. '*The gold sack*' explains that the stuffing the brain of a child with some knowledge is similar to the pouring of some golden grains into an empty sack. Likewise an empty pitcher is filled up with water from outside with the help of some pipe, exactly an empty brain is supposed to be stuffed with some materials from eternal world. These two analogies have been termed as gold sack theory and pipe-line theory to explain in full the theory of Accretion or cold-storage. Under the influence of this theory, the human brain was considered as empty, devoid of any quality, education meant only gathering of some bits of information, objective was only to remake the child's nature with help of some readymade pieces of information, teacher's role was to dominate over the child, discipline was the 'hangman's whip to keep the child in order', and curriculum was consequently the sum-total of the bits of knowledge having no relevance to the child's life and experience. Schools were taken to be the teaching shops where certificates could be purchased. Here imposition on the child was the underlying principle and naturally things like freedom, participation on the part of the learner in the teaching-learning process could not be dreamt of. Unquestioned obedience was demanded from the students. This was popular in the dark days when the light of civilization did not penetrate into the society. So there