



Contribution of Philosophical and Educational thoughts of Bertrand Russel in contemporary India

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Abstract-

Today, observing increased indiscipline in the students of our country, not only school authorities but whole of the nation is worried. In most of the institutions, at present, students do not follow the rules of the institutions, frequently bunk their classes, and misbehave with their teachers in the classes. Ragging is also the result of indiscipline. It has become common phenomenon in medical and engineering college. It is a matter of great sorrow that after independence, this problem has become more serious. In this regard Russell's views seem to be very satisfactory. He has given much creative suggestion to establish discipline. He wanted to see a good effect of society and teacher on child. He wanted that the child should get the education of love, co-operation, sympathy etc. so that he may be self-disciplined. He did not want to force any child. He criticized harsh punishment and complete freedom both and supported the middle path. In this way, Russell's views of self-disciplined will be highly beneficial to remove the student's unrest. In today's scientific world, science has awoken new hopes and aspirations for the development of human welfare, so it has become necessary that scientific attitude should be developed in children. Now a days science is a part of culture and new hopes are bind with it for human welfare.

Key Word- indiscipline, punishment, self-disciplined, frequently.

Introduction

Education is the basis of human life. Development and progress of man depends on education. Education also constructs personality and beautifies it. A child conducts himself like an animal at the time of birth; at that time, he acts as inspired by his instincts; education guides these instincts of his in order provide maturity; it makes his behaviour, his conduct and his activities proper and socially useful. Education motivates, encourages and guides man from falsehood to truth, from dark to illumination, from ignorance to knowledge and from mortality to immortality. It is by education that man has reached this zenith of civilization.



Education is an eternal thirst and desire, which is not related with the Art of Living alone, rather it is connected with the ideals of life. Education awakens the social consciousness; it protects the social heritage and transfers it to the next generation and develops it. Education brings out man from his limited knowledge in order to enable him so that he can adopt a healthy attitude towards the society, nation and the whole world and so that he is able to perform his duty well.

Purpose of Research:

The following are the main purposes of educational research:

- (i) To profit by the experiences of the past in the solution of present day educational problems.
- (ii) To develop the science of behaviour of educational situations.
- (iii) To provide knowledge that will permit the educator to achieve its goals by more effective method.
- (iv) To provide knowledge concerning achieving educational objectives.
- (v) To help the classroom teacher to establish the conditions in the classrooms in order to achieve particular result.
- (vi) To follow an intensive process of scientific enquiry about philosophical, historical, economic, psychological and sociological impact on various aspects of education to establish sound educational theories.
- (vii) To find systematic solutions of educational problems so that the next generation is made free from tradition, ignorance and prejudice.
- (viii) To review existing knowledge.
- (ix) To describe some situation or problem.
- (x) To construct some situation.
- (xi) To provide understanding of contemporary educational problems.

Characteristics of Research:

The following are the characteristics of educational research:

- (i) It develops new knowledge or data from Primary source.
- (ii) It develops general principles of a theory or a law.
- (iii) It is systematic, expert and accurate investigation about a particular problem.
- (iv) It strives to eliminate feeling, emotion, prejudice, favour and preference.
- (v) It may generalize even unpopular findings.
- (vi) It organizes data and quantity in qualitative term as far as possible and expresses them in numerical data.
- (vii) It requires an inter-disciplinary approach.
- (viii) It is not a field of specialist only. Action research may be done by a classroom teacher or an educational administrator.
- (ix) It is not a purely mechanical approach.
- (x) Its methods are inadequate for the solution of many of the problems we face.
- (xi) It suffers from the inadequate of control.



- (xii) It continues to use criteria that would not survive critical and explicit discussion.
- (xiii) It is relatively prosaic, repetitive and lacking in impact.

The method which is used in the present study is historical method, which is the only method to study the educational philosophy. This method is based on this hypothesis that knowledge is the result of rigorous investigation, which can only be achieved when the person individually participates in it.

As the present study is based on historical method, so it is based on the process of framing through critical investigation. For this, the study will be done through the collection of some primary and secondary sources. The investigator strictly adhered to the historical method.

Historical research attempts to establish facts so as to arrive at conclusions concerning past events. This is usually accompanied by an interpretation of these events and of their relevance to present circumstances and what might happen in the future. The main purpose of historical research therefore is to arrive at an accurate account of the past so as to gain a clearer perspective of the present. This knowledge enables us at least partially to predict and control our future existence.

Historical research, as any other type of research, includes the delimitation of a problem, formulating research questions or tentative generalizations, gathering and analyzing data, and arriving at conclusions or generalizations based upon deductive and inductive reasoning. However, the historian faces greater difficulties than researchers in any other field. He according to Ary et al (1972, p.283) lacks control over both treatment and measurement of data, has relatively little control over sampling, and has no opportunity for replication. Historical data is a closed class of data located along a fixed temporal locus and historian has no choice of sampling his data, and he is supposed to include every type of data that comes his way. Historical research is not based upon experimentation, but upon reports of observation which cannot be repeated. The historian handles a data of unique type which cannot be repeated. They are mainly traces of past events in the form of various types of documents, relics, records, and artifacts having a direct or indirect impact on the event under study.

The job of the historian becomes more complicated when he derives truth from historical evidence. The major difficulty lies in the fact that the data on which historical research is based are invariably relatively inadequate and at times the study is conducted with all of the undependability that the data may entail. According to Best (1977, p. 344):

"The historian must depend upon the reported observations of others, often witnesses of doubtful competence and sometimes of doubtful objectivity."

Russell's contribution to education is unparalleled. He makes effort to bring man from high seat of spirituality to the factual ground of reality and free man from human frailties to incline him towards human good traits. He wants to make science as the basis of human life and emphasizes solution of problems by scientific analysis. He attaches much importance to character formation in his aims of education and emphasizes on constructing such a good man by education who possesses the qualities of vitality, courage, sensitiveness and intellect, etc.



Such an individual can do good to himself, society and nation. Russell strongly supports the development of personality, but he also accepts the utility of the society. He says that an individual performs all individual activities in the social environment, which affects his social development also. This thought of Russell is very important in the making of new social order.

As an educationist, Russell's ideas are of great importance even now a days. He considered education as a means to the welfare of the world. He has given a detailed account of each stage and every aspect of school education in a very systematic way. A well planned curriculum is presented by Russell. He suggests that for the intellectual development at every stage every child should learn the bare beginning of subjects like mathematics, history, geography, dance and singing. In the last years of schooling (15 to 18 years) children should be allowed to specialize. But in those cases, where there is no definite preference, all round education should be continued.

Today, we see that the load of school bag is increasing. The burden of curriculum for any level can be reduced if one thing is kept in mind that is that general education for average students and specific education for talented students. If unnecessary three language formula and unnecessary productive work are removed from the curriculum the overall burden would be reduced by about 25%. And if unnecessary facts from other subjects are also removed, it would reduce the burden further by 5%, and thus it would come to about 30% and this much only is needed at present.

Russell has accepted education as a tool of change and has emphasized on research in every field of education. He emphasized mass education and says that university or higher education should be given to only talented students. Only those students should take admission in higher education who have interest in specific vocation, are interested in research, are perennially hungry for knowledge, are aware and whose educational level is exalted.

Today the Indian society is much back-ward to realize the importance of sex-education. A large proportion of the rural population is illiterate and ignorant. To teach them about sex is extremely difficult. Hence sex education is very vital issue before the country. There is urgent need for sex education through proper organization of educational system. There is much importance of sex education as a means of developing healthy attitude among the students.

Sex-education is needed for better family life. As a concept of sex is surrounded by superstitions and taboos. Indian society is still steeped in traditional beliefs. Russell believes that suppression of sex is one of the most important causes for mental disorder in later life. If there is any secrecy and silence about sex, it causes maladjustment among the children. Neither infantile sex nor adult sex should be treated as a nasty subject, since their ignorance leads to harmful consequences.

Modern age is the age of scientific explosion. In order to cultivate the scientific spirit in children, Russell suggests applying scientific methods in education extra-curricular activities such as sports and games, debates, journey and tourism should be organized occasionally. Audio-visual aids will prove to be effective in learning. The fundamental principle behind the



teaching of any subject is that pupils learn more, if they wish to learn than if they regard work as a bore. Thus Russell's contribution to education is of great importance in the present Indian education system.

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