

# Importance of Aims and Education

## Abstract

In today's education system we see that most students study aimlessly due to which they are unable to get proper jobs and even if employed are misemployed. This leads to unrest in them and causes stress and strain. Therefore seeking education should be always aimful so that they are happy and contented. Schools play an important role in this. There are educational philosophies which determine aims of education. In the light of these philosophies how the aims of education can be established and also how schools can function smoothly is being discussed in this paper.

**Keywords:** Education, School, Aims, Philosophy.

## Introduction

Education is a purposeful and ethical activity. Hence it is unthinkable without aims. Most generally speaking, those who devote themselves to education have already made an ethical decision, they want the younger generation to acquire skills and knowledge and to develop standards of conduct which will enable them to understand themselves and their society and to live a decent, happy and productive life. We are experiencing educational problems throughout the world and there is a need to explore the possibilities to provide solutions of the educational problems on the basis of study of educational aims.

For this we have to understand the meaning of education and meaning of Aim.

## Meaning of Aim

An aim is a predetermined goal (Dewey, 1916) which inspires the wilful activities of an individual, after careful thinking and proper planning, till it is achieved. If the aim is clear and definite, the activity process goes on till the individual achieves it.

An aim is that predetermined goal which stimulates human activities to achieve it.

According to John Dewey 'An aim is a foreseen end which gives direction to a certain activity or motivates human behaviour.' Education is that process of development (Taneja, V.R., 1984) which consists of the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment. Meaning of education can be described as follows.

Narrower meaning, Wider meaning and Modern Meaning.

## Narrower meaning of Education

In narrower sense education means school instruction. It aims to achieve mental development of children through classroom teaching through which readymade doses of knowledge are imparted to the children. In simple words education is a process to impart knowledge and to shape and modify the character and behaviour of the children.

## Wider meaning of Education

In broader sense education means all those experiences that we come across from birth till death. This type of education is not confined to the four walls of the educational institution. Child gets education throughout life by different agencies of education.

## Modern meaning of education

The modern concept of education is to develop the inherent capacities of a child in the social environment. It seeks to develop the personality of the child in accordance with the inherent capacities keeping in view the individual and social needs.

## Functions of School

Functions of the school can be subdivided into three main categories i.e.

1. Conservative function of school.
2. Progressive function of school and
3. Neutral function of school.



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**Aim of the Study**

Aim of the study is to make education in Schools and Colleges meaningful and purposeful for students and help them in identifying and achieving their goals. For this general aims of education and also aims of education according to different Schools of Philosophy have been discussed.

**Conservative Function of School**

Conservative does not necessarily mean 'reactionary' though it does certainly help to maintain the status quo. On the basis of the conservative theory, it is quite possible for the school to preserve social systems both of the right and the left radical as well as reactionary ones. To a certain extent at least the school must have conservative force. It is the duty of the school to preserve healthy elements of a school system even after it has change. For, a new society (Salamatullah,1958) cannot be built up in the vacuum. It must be supported by the enduring elements of the previous society. There is, of course, a need to purify the cultural heritage. These cultural patterns which are unworthy to be perpetuated must be weeded out. In order to discharge its conservative function, the school will have to simplify the culture to be transmitted to the immature child. For, the culture of an advanced society is not only over in quantity, but is also baffling in complexity. There is also a need to balance this cultural diet in order to obviate the limitations of space-time location through such studies as history and geography. Those who emphasize the conservative function of school (Brubacher, John, S. 1962) are the upholders of the theory of adjustment. Here the subject is to fit the student in to his physical, social, political, economic and intellectual environment with a minimum of discomfort to the society. The conservative function of the school must not, however, be taken as something which rules out social reform altogether. Every social order sets certain ideals and goals before itself, and hopes to achieve them through its educational system

**b) Progressive Function of School**

As we have stated above conservatives raise no objection to a programme so long as it seeks to achieve a more purified form of an ideal which is in conformity with the status quo. The difficulty arises when the school tries to adopt a frame of reference which might endanger the status quo. Progressives think that the real function of school is creative rather than conservative. They believe that the school should assume some responsibility and initiate the social change and progress

The school by itself cannot initiate and bring about social change, but it can certainly strengthen other social forces endeavouring to effect the desired change. The school's own influence depends largely upon the reinforcement it receives from the cultural contents of society with which it is interlinked.

**C) Neutral Function of School**

The supporters of this theory insist on the school to observe neutrality on controversial social issues. There are, however different shades of opinion among the members of this group. One section would like the school to pursue external

values and to master universal truths. Another would allow the school to be concerned with social affairs but to avoid getting involved in controversial matters dividing the community and endeavouring its wholehearted support of the school. A third would make a demand on the teacher to present all sides of the controversial issues impartially taking strict care not to commit himself or the school to one side or to the other. There is a fourth section which would go a step further. They think that neutrality is at best a remote possibility even when consciously sought. Therefore, to avoid hypocrisy and self-deception it would seem in the best interests of all on concerned, for the teachers and the school to be forth-right in declaring their ideological predilections. The neutral school (Brubacher,J.S) paradoxically becomes in practice the unwitting partition of the status quo. If decision and preference are unavoidable, the main concern of the public should be to see that action be based on decision and preference which have been freely and fairly arrived at.

**Importance and Necessity of Aim:**

An aim is essential to guide and make all the activities of an individual successful in all spheres of life. Without the knowledge of an aim, one will not achieve any success in any sphere of life. An individual is inspired with confidence, zeal and tenacity if an aim is set up before him in clear and definite terms. It is only after this, that he tries to persue the aim single minded and with full devotion. Any education without an aim is useless.

Aims of education are correlative to the ideals of life and therefore they are discussed under the following headings:

1. General aims of education.
2. Aims of education and different schools of philosophy.

**General Aims of Education****Education for vocation:**

Education is of no use if it is unable to provide food to any individual. Vocational education has lead to industrialisation. Education also provides technical skills which enable people to become self dependent and earn their livelihood.

**Education for knowledge**

Every type of education teaches something new. Socrates said that Knowledge is power. It means we can do anything if we have education. Education brings new ideas. These should be active ideas, ideas which really change the way of thinking and behaviour of a person who possesses them. This should be able to bring positive change in society like personal development, civic efficiency and ultimately bring happiness in human beings.

**Education for Culture**

Culture is a very inclusive term. All the customs and rituals of a society practised by its members for a long time form its culture. Education should be such that it brings refinement in ones personality to lead a socially desirable and good life.A synthesis of knowledge and culture will be a good aim of education.

**Education for character**

Education provides too many qualities, It trains in various aspects of life. But the most important aspect is training for a good character. If somebody's mental quality is good then character is also good. So character is a combination of both mental and physical status. So there should be training of mind also.

**Education for leisure**

One of the most significant contributions of science to the modern world has been an increased amount of leisure. It is not free or unoccupied time that one is doing nothing but it is a time, which away from daily toils, is given to the freedom of the inner life of man. During this time, we pursue an activity for its own sake and not for the sake of only end in view – say earning a living or specialising in some skill or art One should try to spend time in games and sports so that they can maintain good health also..

**Education for spiritualism**

There can be no true education without strong emphasis on the fundamental importance of its

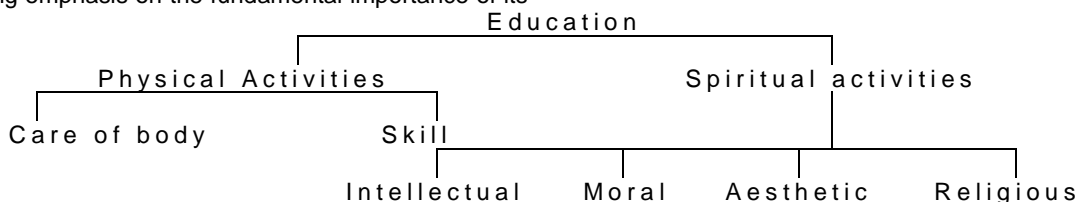
spiritual basis". Children, therefore, must be taught the fundamental truths and universal essentials and they must be inspired to practice them. Belief in God keeps a person away from doing wrong things. But too much involvement in religion keeps a man away from the worldly matters and creates an escapist attitude. Such a fear, is however baseless, if spiritual values are understood in the correct manner. It is true that the spiritual values are inculcated in a person by self – realisation but their validity has to be tested in the society.

**Aims of education and different schools of philosophy**

**Idealistic Aims of Education**

The modern idealists believe that through education and self perfection man not only realizes his own self, but also relates that self to universal values for greater and more persistent than his own transient individuality.

Ross has discussed the aims of idealistic education through the following diagram:



The development all these aspects of life are necessary (Butler J Donald,1968) for the harmonious development of the personality.

Idealists believe in the immense potentialities of a man in the light of this they want that aim of education should be full realization of these potentialities and, thus, developing the personality completely.

**Naturalistic Aims of Education**

Different Naturalists have expressed different views about the aims of education. But there appears to be a close affinity between the views of Rousseau and Herbert Spenser, who were the great apostles of Naturalistic education and the whole system of Naturalistic education is based on their recommendations. At one place Rousseau said that irrespective of ones choice of profession, nature requires him to fulfil the duties of human life. To live is the trade I wish to teach him, on leaving my hands, he will not, I grant, be a magistrate, a soldier, or a priest. First of all he will be a man; and all that a man ought to be, he can be when the occassion requires it, just as well as any one else can; and fortune will make him change his place in vain, for he will always be in his own".

Here, Rousseau emphasizes the complete living aim of education.

Herbert Spenser's approach is not very much different from Rousseau in this regard.

The five objectives of education which Herbert Spenser (1949) has proposed in his essay on education.

"What knowledge is of Most Worth?" are:

1. Self preservation.
2. Securing the necessities of life.

3. Raising children.
4. Maintenance of social and political relations.
5. Enjoyment of leisure.
6. Therefore, to generalize, it can be said that for Naturalists "To prepare an individual for complete living" is the general and ultimate aim of education.

**Pragmatic Aims of Education**

The aims of Pragmatic education are not pre-determined but are situational and are developed in the light of experiences. It should satisfy the biological and social needs. Education should aim at to develop creative, dynamic and adaptable mind. It should also develop the social adjustment and harmonious development. To pragmatists there is no ultimate aim of education. Pragmatists regard withdrawal from the main stream of society as the negation of value.

Dewey has made quite clear In (Butler, J.D.1968) that it will be a more broadly defined social efficiency in which there will be much that has commonly passed as cultural value. And he has further contended that if culture were more liberally defined, as it ought to be, it would coincide closely with what he has intended in the term "social efficiency"

They believe in immediate aims. However, if there can be any can be any ultimate aim, it is to develop social efficiency.

**Realistic Aims of Education**

The realistic education aims to prepare the child for a real life to enjoy fully the pleasure of life. It aims to develop the physical and mental powers of the child to enable him to know the physical structure of the world in which he lives. The general aim of

realistic education is to provide good life to individuals and to the society. Realists agree that educational system should be geared to certain well defined values. Since values themselves do not vary, neither do the true ends of education.

Education, say Religious Realists (In Kneller F George, 1968) should train man's will as well as his intellect. Although God offers salvation, man himself must decide to accept or reject it. Hence, he should be "habituated" to making right choices. Because human nature is corrupt by original sin, education also has an essentially corrective role to play. Firm discipline is needed to eliminate bad habits and cultivate good ones.

### **Conclusion**

Schools function towards making education goal oriented and aimfull. Similarly different philosophies of education also have different goals of education. If one follows the instructions of school and the philosophies of education one can lead good and peacefull life.

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