

CHAPTER-I

INTRODUCTION

- I.1 EMERGENCE OF THE PROBLEM
- I.2 STATEMENT OF THE PROBLEM
- I.3 IMPORTANCE OF THE PROBLEM
- I.4 OBJECTIVES OF THE STUDY
- I.5 LIMITATION OF THE PROBLEM
- I.6 RESEARCH PROCEDURE
- I.7 ORGANIZATION OF CHAPTERS

I.1 EMERGENCE OF THE PROBLEM :

Great educationists like Plato, Rousseau, Spencer, John Dewey and Montessori had put forth various thoughts and propounded many theories about education in the Western countries. In the same way there happened to be Indian thinkers like Vivekanand, Mahatma Gandhi, Rabindranath Tagore and Dr. Sarvepalli Radhakrishnan. These Indian thinkers have moulded the modern Indian education before and after independence. It is very important to study their impact on Indian education from the point of view of the development and changes that took place in Indian education during pre and post-independent period. Out of these great thinkers, it is felt that Dr. Sarvepalli Radhakrishnan's educational thoughts have not been studied thoroughly and systematically.

The researcher is a lecturer in education. He teaches the Paper-I viz. "Great Indian Educators" at B.A. level. So he came to know that the students felt very difficult to get Dr. Radhakrishnan's educational thoughts collected and compiled together at one place. Since they are not systematically and carefully compiled, the researcher felt a great need to compile and study Dr. Radhakrishnan's educational thoughts critically.

Dr. Radhakrishnan's thoughts about education are scattered in his various books and in many speeches that have been delivered by him. Hence, it is essential and valuable to compile all his thoughts about various aspects of education and to put forth them with clear picture and with full magnitude. It would be a thorough, minute and critical study to have an integrated view of his educational thoughts. The researcher has, therefore, made up his mind to compile Dr. Radhakrishnan's educational thoughts and study them critically to throw light on his contribution to the field of education.

The year 1989 is celebrated as Dr. Radhakrishnan's Birth Centenary Year throughout India. It is celebrated on the Government as well as institutional levels all over India. Hence, the researcher thought that it would be appropriate to study his educational thoughts and their impact on modern Indian education. This can be the most befitting tribute or homage that one can pay to Dr. Radhakrishnan.

In the same way, as the forty years have been passed after the setting-up of University Education Commission (1948-49) popularly known as Dr. Radhakrishnan Commission as he was the Chairman of the same, the researcher thought that it would be desirable to take account of his educational thoughts and their impact upon present education.

I.2 STATEMENT OF THE PROBLEM :

The problem is, therefore, stated as follows :
"A CRITICAL STUDY OF DR. SERVEPALLI
RADHAKRISHNAN'S EDUCATIONAL THOUGHTS."

The various terms used in the above statement are defined as follows :

Educational Thoughts :

It includes thoughts about all different types and levels and aspects of education. In the present research work it would be a thorough and complete study of Dr. Radhakrishnan's thoughts on various types of education such as general education, vocational/professional education, different levels of education such as primary, secondary and higher education, and different aspects of education viz. aims of education, curriculum, methods of teaching, teachers pupils and teacher-pupil relationship.

A Critical Study :

The term study implies the pursuit for some branch of knowledge. A critical study means a thorough or a complete study of the subject. The term 'critical' indicates that the study is of a skillful and decisive nature. It is a meaningful inquiry. Here in this research work, the

researcher wants to study Dr. Radhakrishnan's educational thoughts so as to know his contribution to the field of education in India.

I.3 IMPORTANCE OF THE PROBLEM :

There are many books written by Dr. Radhakrishnan as well as many speeches delivered by him. Hence his thoughts on education are scattered and no systematic effort has been made so far. So it would be the systematic attempt to assess the contribution of Dr. Radhakrishnan to the field of education.

Dr. Radhakrishnan was the Chairman of the University Education Commission (1948-49), the very first Commission set-up after India has become free and as such there is direct impact of his thoughts on the development of education in the post-independent period of India.

With a view to enabling the students to face the challenges of 21st century New Educational Policy (1986) is framed and its implementation has already been started. It will be too early to evaluate the New Educational Policy (1986), however, one can study the impact of Dr. Radhakrishnan's educational thoughts on the NEP (1986). In fact Dr. Radhakrishnan's educational thoughts have influenced almost all aspects of post-independent era, and it will be

interesting and instructive too to find out his impact on modern Indian education.

The researcher also believes that Dr. Radhakrishnan's contribution to education is very much helpful and, therefore, significant to solve some of the problems in the field of education even today.

I.4 OBJECTIVES OF THE STUDY :

The present research study is undertaken with the following objectives :

1) To study Dr. Radhakrishnan's educational thoughts with reference to -

- a) the aims of education
- b) curriculum
- c) teaching methods
- d) teachers, pupils and teacher-pupil relationship
- e) university education
- f) religious and moral education
- g) women's education
- h) rural education
- i) different vocational education.

2) To Study the impact of Dr. Radhakrishnan's thoughts on modern Indian education.

3) To make recommendations based on Dr. Radhakrishnan's educational thoughts with a view to improving upon current trends and practices in the field of education.

I.5 LIMITATION TO THE PROBLEM :

The study is limited to Dr. S. Radhakrishnan's educational thoughts only. His thoughts related to other fields such as philosophy, religion, ethics, morality, Hinduism are not taken into consideration. Only those thoughts from these fields which are relevant so far as his educational thoughts are concerned, are taken into consideration.

I.6 RESEARCH PROCEDURE :

The present research is the library type of research. The researcher has exploited both the primary and secondary sources available to get information to solve the problem.

The present research can be called as a Descriptive Research. John Best defines 'Descriptive Research' as,

"Descriptive Research describes and interprets what is. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of view or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing."¹

So far as, this dissertation describes Dr. Radhakrishnan's educational thoughts as they are, this can be treated as descriptive research.

It can also be treated as a case study of Dr. Radhakrishnan's educational thoughts.

The basic unit of a case study is a case - a peculiar or particular one of its kind. This case may be a human being, a family, a group, a social institution or an entire community. So far as this research study is concerned, Dr. Radhakrishnan's educational thoughts can be treated as a case, i.e. peculiar or particular or unique one.

The case study method probes deeply. It is concerned with everything that is significant in the history of development of the case. The process is personalized and emphasizes the longitudinal approach showing development over a period of time.

While studying Dr. Radhakrishnan's educational thoughts, the influence of various factors on his educational thoughts has been taken into consideration, yet the focus of the present research is not upon these factors/aspects. Secondly, case study is usually limited to the study of a typical or abnormal life. In this sense also this cannot be said as a case study. It is only in a limited sense that

this study can be called as a case study of Dr. Radhakrishnan's educational thoughts.

Considering the nature of the data required for the research study, the researcher consulted all the books written by Dr. Radhakrishnan. This can be treated as primary source which gives him (the researcher) the first hand information on Dr. Radhakrishnan's educational thoughts. The researcher also consulted a number of books written on Dr. Radhakrishnan. Reading of these books gave direction as to what to read and where to look for the collection of necessary data.

So far as his educational thoughts are concerned, the researcher did not find any contradiction in the primary and secondary sources.

The researcher also checked for internal consistency of his educational thoughts. He found that he is consistent in his educational thoughts. Thus, validity and reliability of his educational thoughts have been established.

After collecting the necessary data, i.e. Dr. Radhakrishnan's educational thoughts from these primary and secondary sources, the researcher has classified them under the various categories mentioned under objective 1, referred above.

Then, the researcher organized his educational thoughts, interpreted them and made generalisations of his educational thoughts. He also examined the impact of his educational thoughts on the current trends and present practices in the field of education. In the end, he made certain recommendations based on Dr. Radhakrishnan's educational thoughts.

I.7 ORGANIZATION OF CHAPTERS :

Data thus collected, analysed and interpreted and conclusions based thereupon have been systematically presented with the help of following eleven chapters.

CHAPTER-I : INTRODUCTION

This chapter introduces the topic. It gives the details about the approach to the problem and reasons for choosing the topic for the study, the statement of the problem and definitions of the specific terms, objectives of the study and limitations of the study. It also deals with the research procedure of the study.

CHAPTER-II : A LIFE SKETCH OF DR. S. RADHAKRISHNAN

Since this study deals with the contribution of Dr. S. Radhakrishnan to the field of education, it is thought appropriate to have his life-sketch which may throw

some light on the development of his educational thoughts. This chapter highlights mainly those aspects of his life which are significant from the point of view of the development of his educational thoughts.

**CHAPTER-III : THE CONTEMPORARY EDUCATIONAL
BACKGROUND**

This chapter describes the contemporary educational background, so as to get the proper perspective of Dr. Radhakrishnan's educational thoughts. This chapter highlights mainly those incidents and features of education which are significant from the point of view of the development of contemporary educational thoughts and practices.

**CHAPTER-IV : DR. RADHAKRISHNAN'S THOUGHTS
REGARDING DIFFERENT ASPECTS
OF EDUCATION**

This chapter deals with Dr. Radhakrishnan's educational thoughts regarding various aspects of education such as aims of education, curriculum, teaching methods and teachers, pupils and teacher-pupil relationship. It describes his views upon these aspects of education.

**CHAPTER-V : DR. RADHAKRISHNAN AND
UNIVERSITY EDUCATION**

This chapter deals with Dr. Radhakrishnan's thoughts regarding the nature and aims of University Education. It

also describes his thoughts and recommendations regarding post-graduate teaching and research.

CHAPTER-VI : DR. RADHAKRISHNAN'S THOUGHTS
REGARDING RELIGIOUS AND MORAL
EDUCATION

This chapter describes his thoughts regarding the meaning of religion and need for religious instruction. It also discusses his thoughts regarding instruction in religious and moral education. It also deals with his suggestions and recommendations on religious and moral education.

CHAPTER-VII : DR. RADHAKRISHNAN ON WOMEN'S
EDUCATION

This chapter discusses his thoughts regarding the importance of women's education. It describes the nature of women's education and the special courses of study for women. It also illustrates his suggestions for the improvement of women's education.

CHAPTER-VIII : DR. RADHAKRISHNAN'S THOUGHTS
ON RURAL EDUCATION

This chapter describes his thoughts regarding the rural primary and secondary schools as well as the rural colleges and rural universities. It describes the need, the

curriculum and the administration of rural colleges and rural universities. This chapter also illustrates his thoughts regarding the autonomy in rural educational institutes and his views regarding the rural upliftment by rural education.

**CHAPTER-IX : DR. RADMAKRISHNAN'S THOUGHTS ON
DIFFERENT VOCATIONAL EDUCATION**

This chapter deals with Dr. Radhakrishnan's thoughts regarding vocational and professional education in Agriculture, Commerce, Education, Engineering and Technology, Law and Medicine. Only the significant points in each field are highlighted in this chapter.

**CHAPTER-X : THE IMPACT OF DR. RADHAKRISHNAN'S
EDUCATIONAL THOUGHTS ON MODERN
INDIAN EDUCATION**

This chapter deals with the impact of Dr. Radhakrishnan's thoughts on modern Indian education and its practices. It deals with the impact of his educational thoughts upon the modern education with regard to the various aspects of education like, the aims of education, curriculum, teaching methods, teachers, pupils and teacher-pupil relationship. It also discusses his impact upon modern higher education, religious and moral education, women's education and rural

education too. It also deals with the impact of his educational thoughts upon different vocational and professional education like, agriculture, commerce, education, engineering and technology, law and medical education.

CHAPTER-XI : RECOMMENDATIONS AND SUGGESTIONS

This concluding chapter describes recommendations based on Dr. Radhakrishnan's educational thoughts regarding various aspects, types and levels of education. The researcher felt a need to suggest some recommendations with a view to modifying and improving the present educational thoughts and practices. This chapter also suggests some problems for further research studies.

REFERENCE

1. Best, John - "Research in Education" (Third Edition)
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