

**ROUSSEAU'S VIEWS ON EDUCATION AND PRESENT EDUCATION SYSTEM****Vishwasrao Sharad Hari, Ph. D.***Adarsha Comprehensive College of Education and Research, Karve Road, Pune-411004***Abstract**

*Jean Jacques Rousseau was born in 1712. He worked in many occupations like private tutor, music teacher, composer and dramatist. His writings sowed the seed of the French Revolution. His writing reflects his views on the social injustice and the rigid school discipline which deprived the children of their rightful natural freedom. His work Emile is the mirror of his ideals on theory and practice of education. He was called the Father of Modern Educational Theory and practice. He gives the concept of Negative Education, and back to nature to education field. He also contributed different teaching methods to education field. He recommends the syllabus for different age group student of school. For his concept of women education there are different opinions from different field. Rousseau made the concrete foundation to the Education system and his ideas provided motivation to Educational thinker of present century.*



*Scholarly Research Journal's* is licensed Based on a work at [www.srjis.com](http://www.srjis.com)

**Introduction**

Jean Jacques Rousseau was born in the poor watchmaker family. His mother died soon after his birth. So, he had very little mother's love and formal education. Then he worked as an apprentice with an engineer, but he got ill treatment by his employer, so he ran away as a vagabond without any attachment or sense of responsibility. During this period, his life was full of misdeeds. As he grew up, he become sober and at Geneva, he led a simple and pure life. He worked in many occupations like private tutor, music teacher, composer and dramatist. At the age 38, he was a successful writer. His writings sowed the seed of the French Revolution.

His works were

1. The progress of the Arts and Sciences.
2. The origin of inequality among men.
3. Social contact.
4. Emile.

His writing reflects his views on the social injustice and the rigid school discipline which deprived the children of their rightful natural freedom. His work Emile is the mirror of his ideals on theory and practice of education. He was called the Father of Modern Educational Theory and practice.

### **Philosophy of life:**

The fundamental concept of his life philosophy was

- Natural state
- Natural Man
- Natural civilization

### **Natural State:**

Natural state is a simple farming community, that means state without the evils of large cities namely corruption, social classes and luxury.

### **Natural Man:**

Natural man means man is guided and directed by his own nature. Man would have been happier if he had been allowed to remain in his natural state.

### **Natural Civilization:**

Natural Civilization means free from artificial surroundings and rigid barriers.

### **Concepts of Nature:**

- Children must be saved from the evil influences of society and brought about by laws of nature.
- Nature means the primitive (original) emotions, instinctive judgment, natural instincts; or innate tendencies of the child. Nature means natural tendencies.
- Nature means contact with natural environment – child should be brought up in natural environment and he will automatically become a rational being. He will act according to the voice of his conscience.

### **Educational Philosophy:**

#### **Concepts of Education:**

- Education is the development of the child natural powers and abilities from within.
- The sources of education are –
  - a) Nature
  - b) Men
  - c) Things

Education from nature i.e. from the education arising out of the spontaneous development and expansion of the child's natural tendencies and interests is more superior

than education from men and things that is from social contacts and from experiences of dealing with things in our physical surroundings.

### **Kinds of Education:**

- **Preventive Education:**

It means isolating the child from society and bringing him up by laws of nature.

- **Negative Education:**

It means guarding the heart against Vice (bad habit) and mind against error. In the words of Rousseau “I call negative education that which tends to perfect the organs that are the instruments of knowledge and Endeavour (to try) to prepare the way for reason by proper exercise of the senses.”

A negative education does not mean the time of idleness (laziness or inaction) far from it. It does not give virtue (moral goodness), it protects from Vice (bad habit). It does not inculcate truth; it protects from error.

### **The characteristics of Negative Education:**

- **Protest (strong objection) against Saving time:**

Time lost on play and recreational activities in childhood is time spent on reconstruction of experiences.

- **Protest against book learning:**

Books are the causes of child’s misery (great unhappiness). By relieving school children from books and courses, we can take away the causes of their misery.

- **Protest against formal lessons:**

According to Rousseau “Get rid of (to get free from) the Lesson and we get rid of their sorrow. He gave more importance on application of knowledge. Rousseau challenged formal education by his statement. “Give me a child of five who knows nothing and I shall return him to you knowing as much as those who have been under instruction from infancy with the difference that your pupil only knows things by heart while mine knows how to use his knowledge.”

- **Protest against habit formation:**

Children must be free, and no restrictions be placed on their activities, children should form natural habits.

- **No direct moral education:**

No moral training should be given. Children should be allowed to get moral training from the natural consequences (result) of their actions.

- **Unloading current practices, Back to Nature:**

He was very unhappy with the (common) prevalent practices. He stated “man was once happy, now he is miserable (very unhappy) undo what has been done and he will be happy once again.

**Positive Education:**

Rousseau did not favor positive education, because it is unnatural, in human and opposed to the spontaneous development of child. The characteristics of positive education are-

- a) Stress on verbalism
- b) Emphasis on duty and strict discipline
- c) Undue importance of morality, religion and formation of habits.

**Aims of Education:**

The most important aim of education is the Natural development of the child’s Inner faculties and powers. Education should help the child to live, to work, to develop and utilize the various parts of the body, the sense organs and his powers properly. Education should make the child a human being before he becomes a professional.

The aim of education should be different at different stages of development. The curriculum also changes according to the stages of development. According to the four stages of development the aims and the curriculum were as follows.

<b>Stage</b>	<b>Aims and Curriculum</b>
1)Infancy stage (Up to 5 years)	- To develop well-regulated freedom according to the capacities of the child. - No formal teaching, but constant exercise to make the child strong and proper protection of the child
2)Childhood stage (5 to 12 years)	- To develop enough strength in the child for having well-regulated freedom. Concentration on physical exercise.
3)Boyhood stage (12 to 15 years)	1) To develop the intellect of the child 2) To enable him to meet the practical needs Of the life. (Physical sciences, languages, Mathematics, manual work, Trade, Social relations, Music, Drawing)

- 4)Adolescence stage
- 1) To enable him to live for others and to live together in social relationship.
  - 2) To enable him to sublimate his instincts.
  - 3) To achieve emotional, moral and religious development (Moral science, History, Geography, Sex education, Physical Sciences, Aesthetics).

Rousseau suggested different subjects at different stages of development. The subjects and objectives of that subject were as follows.

#### **In Boyhood stage**

<b>Subjects</b>	<b>Objectives</b>
1) Drawing	Training the muscles and co-ordination of the eyes
2) Science	To develop heuristic attitude
3) Mathematics	To develop precise thinking
4) Social Science	To develop the value of co-operation and Economic inter-dependence of man.

#### **In Adolescent Stage:**

The main objective of this stage is to enable him to tackle the different situations in life, so it is necessary that to teach the child through activities not through lecture i.e. Values had to be caught, not taught.

<b>Subjects</b>	<b>Objectives</b>
1)History	- To understand the different events with respect to values and moral development
2)Religious education -	To enable the pupil to realize the existence of God.
3)Sex education	- To enlightening the pupil about sex affairs
4)Aesthetics	- To cultivation and improvement of tastes.

#### **Methods of teaching:**

As per naturalistic philosophy, he put more stress on direct experience of things and on the principle of learning by doing. He gave support to heuristic method, but he condemns the use of textbooks.

He advocated practical activities like visit to shop and factories for learning about Social relations.

**The method of teaching and principles behind it:**

**1) Learning by doing:**

It enables participation in activities in a natural way. This principle will give the child the pleasure of creative activity.

**2) Direct Experience:**

Knowledge acquired from learning situations is permanent and from books is easily forgotten.

**3) Heuristic Method:**

Child is placed in the position of a discoverer. He is to be given an opportunity to make experiments with the apparatus prepared by the pupil himself.

**4) Method of individual instruction:**

It facilitates recognition of the individuality of the child.

**5) Examples better than precepts: (for moral education):**

The teacher should set the example by practicing morality. The teacher should provide opportunities to practice virtue.

**6) Social relationship by social participation:**

Development of social skills by participation of pupil with members of community.

**Concept of Discipline:**

He advocated discipline by natural consequences. His slogan was “leave the child free”. There should be absence of restraint in Education.

**Role of the teacher:**

The teacher had to remain in the background and provide suitable opportunities to enable free development of their interests. The teacher should protect the child from repressions, mental conflicts and mental disorders of any kind.

**Education of women:**

Rousseau stated that women should not possess individuality of their own. She should be subordinate to man. In the words of Rousseau, “A man seeks to serve, a woman seeks to please, the one needs knowledge, the other taste.”

Girls have to be kept under more restraint and should be taught to be obedient and industrious.

The aim of educating women is to make her a perfect housewife with the ability to please man.

**The Curriculum of women Education:**

Physical education to develop her physical charm and develop healthy children. Domestic subjects to please her husband and look after the home, and Ethics and religion to make her god-fearing, and inculcate the value of sympathy and kindness.

Discipline should be strict and not give her any freedom

**Rousseau's views on Education and Present Educational system:**

Rousseau's Educational ideas are still useful in today's Educational system and for future.

- 1) He gave the importance to the natural surrounding and inculcation of the love of Nature - which include the basic principles of Environmental Education and conservation of natural resources. In 21<sup>st</sup> century for development of human being environment protection and conservation of natural resource are still important issues.
- 2) He suggested the improvement of the quality of life through natural way of life is quite useful even today, because in present century human being is not satisfied with what he has.
- 3) He emphasized the psychological principle of individual differences. Every child has his own qualities, so he replaced curriculum-centered education by child-centered education. This principle is useful for diversification of courses and vocational education.
- 4) The methods of teaching suggested by him are child-centered and useful for child development. He emphasizes experimentation, creativity and a spirit of inquiry. This is important in present education system, because knowledge generation through constructivist approach is important.
- 5) His views of the right of children are in co-ordination with views of educational and organizations like the UNICEF and CRY;  
He was trying to protect the right of children by fighting against child abuse, exploitation of children, child labor.
- 6) The process of socialization discussed by Rousseau is still important in today's educational System because the process of socialization, social skills and social values are very useful for human being. He has given importance to principles of social services and community education which are essential to the process of socialization.

- 7) His concept of visit to places of work is also very relevant for developing the social values.
- 8) His views of Role of the teacher is also important because in 21<sup>st</sup> century teacher should provide proper and suitable environment for all round development of child.
- 9) His slogan of 'Back to Nature' is applicable for creating awareness about Environment, Health Education and Physical Education.
- 10) The subject like Sex Education, Environment Education suggested by him is most relevant in today's situation.
- 11) His concept of free discipline in education is not quite applicable today, because learning is not possible by experimentation or by natural consequences of his act at every step. There may be chances of wrong happening.
- 12) His views on education for women suggested by him are not useful today, because principle of equality of sexes was not observed in his thought. And now women are actively participating in national development. They are occupying leading positions in every field.

That means Rousseau made the concrete foundation to the Education system and his ideas provided motivation to Educational thinker of present century.

**References:**

- Sharma, R.N.(1992). Philosophy and Sociology of Education . Surjeet publication, delhi-7.*  
*Sampat Urmi., Gayatonde Shakuntala., Ganapathy Sharda. (1997). Education in Changing Indian Society. Himalaya Publishing house Mumbai- 4.*  
*kuMDlao,ma.baa.31996'.XaOxaiNak t%va&ana va XaOxaiNak samaajaXaasHa.iva\_yaap`kaXana puNao 30 .*