



## Short Review Paper

# A review on education - Humanism

P.V. Hemalatha

Dept. of Chemistry, D.S. Govt. Degree College for Women, Ongole, Andhra Pradesh, India  
vvenkatahemalatha@gmail.com

Available online at: [www.isca.in](http://www.isca.in), [www.isca.me](http://www.isca.me)

Received 17<sup>th</sup> September 2017, revised 18<sup>th</sup> March 2018, accepted 30<sup>th</sup> March 2018

## Abstract

*Humanism is a realistic way of life with kindness. Humanist morals are exclusively concerned with catering needs of both mankind and society. Human being evolved as social animal with materialistic sense, which has developed culture and civilization on which he is dependent again. Natural power designed a healthy society with the purpose of keeping mankind joyful and contented. The great mission of conquering such a healthy society depends on human happiness and self-satisfaction. So, it needs good education to develop such civilization in humanism. Humanism played a major role in education during the Renaissance, with the goal of cultivating the moral and intellectual character of citizens. So, this article narrates Humanist education is an important factor in the preparation of life. Its main goal is to improve the lives of citizens and help their communities.*

**Keywords:** Humanism, morality, humanistic view, educators, learning.

## Introduction

Swami Vivekananda at all times have faith in building nation by the development of good personality in every human being. So, he emphasised on human education which can create a virtuous society for our realm<sup>1</sup>. But the primary qualities of civilization are being ignored slowly. Struggle of ideas, behaviours and habits are pervading the atmosphere. Due to tremendous trauma on the scientific and machine-driven ways, man's life is fast degrading to the position of a machine. Basically, morality in behaviour and religion are being destabilised. To reach highest goal of love for all, Man should respect all religions. So according to Swamy Vivekananda the only right medium to imbibe and inculcate such adorable qualities in mankind is education<sup>2</sup>.

Swamy Vivekananda said that inculcation of moral values should be the prime goal of education which makes a student more humane i.e. morality is the important aspect of personality<sup>3</sup>. He believed that only education can play a vital role to develop a good character among the students. His emphasis is that we can seek the solution for all evils of social, economic and comprehensive through education<sup>4</sup>. Therefore, programmes like Character Development, moral education, developing patriotism, developing good habits and good attitude, developing Organising skills of Social Service activities must be exercised in primary education to build-up best humane character among the students.

## Humanism in Education

Compassionate view in the object of education ends in giving pressure to the teachers by differing the meaning of education

from the significance assigned by society or their institution in a prodigious manner<sup>5</sup>. The principle attention of education is knowledge procured by the learner himself. Pupil anticipated to destined in the direction of schools in every possible aspect beneficial to them rather than schools serving the only needs of students. So, such tailor-made methods in education must be revived for a bright society and best future of young generation.

Progressive philosophy of life is in accordance with today's enlightened social thought. Great changes have been brought by Humanism in the arena of instruction. The objectives, syllabus, instruction, concern for students and the eminence of teachers, were given a new dimension. Humanism in education has heaved it from the old systems and patterns. It indicates extensive skills that deserve to serve in today's modern society.

## Fundamental principles of education in humanism

A humanitarian approach to education is nothing but humanistic education—a system that helps students believe in their capabilities, so that they are motivated in such a manner that their awareness and assimilation to nurture their self-esteem. It shares with anthropoid concerns to enhance worth of life so as to pursue knowledge, to grow, to love, to find meaning for one's existence and many more. Students should learn what they want and need to know the actual essence of its implementation. Acquiring knowledge is not sufficient to understand and learn concept of humanism if there is no equilibrium in the body with mind and soul. In present scenario humanitarian education is a resource enabling knowledge with cognitive perception.

A student's work analysis can only be portrayed by the Self-evaluation. To improve the need of developing the student

ability and external expectations, the curriculum must insist on the internal development and self-regulation activities. The orientation of humanistic educators must be that the Students should taught the best by psychologically, emotionally as well as physically in non-threatening environment with significant contributions to our society.

Humanistic education which is also called as person-centered education is an approach to education based on the work of psychologists most particularly Abraham Maslow and Carl Rogers. Carl Rogers the "Father of Humanistic Psychology" and devoted much of his efforts towards applying the results of his psychological research to person-centered teaching where student understanding, caring and genuineness on the part of the learning facilitator were found to be the key qualities of the most effective teachers<sup>6,7</sup>.

Success rate of children education depends on the role of the teacher. The teacher must inspire and capture the child's interest. Teachers need to follow various teaching methods to accommodate each individual learning style to set mood for learning. Always the student should feel that a teacher is a facilitator; helper; partner; promoter etc a flexible resource for learners.

Humanistic educators, do not separate the intellectual and affective spheres. There are umpteen ways for teachers to implement the humanist education with much impact on present trend: i. The student must have an option in the selection of goals and actions. ii. Facilitate students to become skilled with true aspirations in their lives. iii. Always encourage students to participate in group work, especially cooperative learning, in order to develop social and affective skills. iv. Be a role model for the attitudes, beliefs and habits which has to be inculcated in the student. v. Constantly work on becoming a better person and then make available yourself with your students.

## Humanism and aims of education

Humanists' namely Vives and Erasmus, cited that character development must be the goal of education<sup>8</sup>. But moral education was given a minor role in our classroom instruction. According to Gage and Berliner there are five basic objectives of the humanistic education, by which students would be enthusiastic in their studies and wish to learn on their own accord: i. Development of the regulatory system of positive self-direction and independent thinking, ii. Development of the ability to take accountability by introducing affective systems, iii. Development of inventive thinking. iv. Encouragement for behavioural Inquisitiveness. v. Development of the motivational system to create interest in the arts.

Child importance can be realised in humanistic education, where existence itself is unaffected. The feelings, desires and in build powers of child should never be overlooked. While planning child education, the genuine qualities should be

considered. So that they can reach materialistic world with reasoning and get empowered<sup>9</sup>. They have to be given freedom as much as possible without disturbing discipline.

Humanistic educators believe that schools along with parents have a legitimate role to play in the "value education" of child<sup>10</sup>. Inculcation of moral values in a child is the ultimate responsibility of their family and religion. Also, parents should question the school governance to implement values like punctuality, neatness, courtesy, impartiality etc., through education. Teachers should also request parents to encourage their children to acquire self-respect, tolerance, freedom of thinking, social responsibility etc., at home.

## Conclusion

The study of humanistic education concludes with the following inference: i. Inducing moral values in students is very essential in protecting our society and nation from various destructive activities. ii. Ethical values can help in developing inter and intra discipline in the student's life. iii. There should be a constant pressure in developing the character of student through the humanistic education. iv. Our curriculum should be enriched with Value based education. v. Learning should be self-directed with a meaningful self-evaluation in a non-pressurising environment. vi. Imagination, Consistency and constructiveness should be trained to familiarize to their own circumstances and be able to maintain a balance between them.

## References

1. Gage N.L. and Berliner D.C. (1998). *Educational psychology* (6th ed.). Boston, MA: Houghton Mifflin.
2. Power F.C. (2008). *Moral Education*. Greenwood Publishing Group, 218. ISBN0313336474.
3. Dr. Maheshwari V.K. (2011), M.A(Socio, Phil) B.Se. M. Ed, Ph.D Former Principal, K.L.D.A.V. (P.G), College, Roorkee, India Humanism in education ,posted on September 3, 2011 .
4. Jyotirmayananda Swami (1986). *Vivekananda: His Gospel of Man-Making with a garland of tributes and a chronicle of his life and times, with pictures* (4th ed.). *Chennai, India: Swami Jyotirmayananda*, 960, ISBN 81-85304-66-1.
5. Maslow A. (1968). Some educational implications of the humanistic psychologies. *Harvard Educational Review*, 38(4), 685-696.
6. Prabhananda Swami (2003). *Profiles of famous educators: SwamiVivekananda. Prospects* (Netherlands: Springer), 33(2), 231-245.
7. Barman P. and Bhattacharyya D. (2012). Vivekananda's thoughts on man-making through moral values and character development and its present relevancy in school education. *International journal of multidisciplinary educational research*, ISSN : 2277-7881, 1(2).

8. Badrinath Chaturvedi (2006). Swami Vivekananda The Living Vedanta. NewYork: Penguin, ISBN 0-14-306209-3.
9. Rogers C.R. (1959). A theory of therapy, personality, and interpersonal relationships, as developed in the client-centered framework. S. Koch (Ed.), Psychology: A Study of a Science, New York, NY: McGraw-Hill, 3, 184-256.
10. Brannon D. (2008). Character education-a joint responsibility. *Education Digest*, 73(8), 56-60. Retrieved November 7, 2008, from Professional Development Collection Database.