

Dr. Sarvepalli Radhakrishnan (1888—1975)

Life Sketch

Dr. Sarvepalli Radhakrishnan, an academic, philosopher, and statesman was born on September 5, 1888 in a Brahmin family lived at Tiruttani, a very small temple town to the North-West of Madras (at present Chennai). His father Sarvepalli Veeraswami was a subordinate revenue official in the service of a local zamindar and Sitamma was his mother. He got his early education in Tiruttani. Radhakrishnan was very intelligent and was awarded scholarships throughout his academic life. He won scholarship at Voorhees' College and completed his High School in 1902 from Voorhees College, Vellore. After winning the scholarship of Christian College, Madras he completed his graduation in 1904 and post graduation in Philosophy in 1906 from the same college. He presented a dissertation titled "The Ethics of Vedanta and its Metaphysical Presuppositions".

From 1909, his teaching career began and he served as Lecturer in Philosophy at Presidency College, Madras. He had undergone licentiate in Teaching (L.T) training in 1910 at the Teacher's Training College, to qualify for the permanent post of Assistant professor. In 1916, he was elevated to the Post of Professor and placed in Govt. Arts College, Rajahmundry (A.P). In 1936, he was appointed as Professor in Oxford University, London. In 1939, he was appointed as Vice Chancellor of Banaras Hindu University. He chaired the University Education Commission in 1948. He was given the assignment of Ambassador to USSR in July 12, 1949. Because of his learning and wisdom his impact in political circles raised to new heights. Rajya Sabha elected him as the first Chairman and Vice President in 1952. He was appointed as second President of India in 1962. When he became President, some of his students and friends requested him to allow them to celebrate his birthday, 5th September. He replied, "Instead of celebrating my birthday, it would be my proud privilege if 5th September is observed as Teachers Day." Since then, his birthday has been celebrated in India as Teachers' Day. He got Bharat Ratna, the highest national award in 1967. Dr. Radhakrishnan's contribution to education has been unique and irreplaceable. He passed away in 1975.

His Writings- Indian Philosophy, The Pursuit of Truth, The Hindu View of Life, The Philosophy of Rabindranath Tagore, The Bhagavadgita, The Dhammapada, Religion and Culture, The Brahma Sutra: The Philosophy of Spiritual Life, and many more.

Dr. Radhakrishnan, a Great Thinker and His Contribution in Education

Radhakrishnan was one of the most recognized and influential Indian thinkers in academic circles in the 20th century. He was a great and loved teacher and realized the problems of education from the root level. His report of 'University Commission, 1948-49' makes us aware about his educational ideas and it was the greatest contribution in education.

Meaning of Education

Education for Dr. Radhakrishnan is of great importance. True education can solve many problems of country as it is not only the information but knowledge that becomes wisdom. By which one can understand the right and the wrong and make positive changes in the life. Therefore, Radhakrishnan calls education an "instrument for social, economic and cultural change." Education is not only in knowledge and skill, but it is to help us to live with others i.e. education is not only to induce information and get trained in some skills but it is to teaches the art of living; inculcate love for other, induce creativity and critical thinking power to tackle with the adverse situations in short education is a second birth to man. "Education makes a man complete physically, mentally and spiritually. Radhakrishnan said, **"Education to be complete, must be humane, it must include not only training of intellect but refinement of the heart and discipline of the spirit. No education can be regarded as complete if it neglects heart and spirit"**.

Aims of Education

In Radhakrishnan's opinion, the aim of all education is man-making.

- **Personality Development-** Develop in the minds of the students a love of sustained thinking, adherence to truth and the power of resistance to popular sentiments and mob passion. He emphasized a balanced and high ideal personality growth of the individual.
- **Formation of Character-** Character building is the key to all education. Real character of a man cannot be judged by his great performance rather it is estimated by his common

actions. Therefore, education should inculcate in the child the values of love, truth, goodness and beauty from the very beginning.

- **Development of Secular Attitude-** i.e. respect for all religions.
- **Development of Vocational Efficiency/ Vocational Training-** enables the child to attain certain skills in order to become economically self-sufficient. He favored imparting vocational courses.
- **Training for Leadership**
- **Development of Scientific Attitude**
- **Preservation, Enrichment and Transmission of Culture-** A country enriched in culture is advanced in many respects. Education has to play a key role to preserve, enrich, transmit and modify the culture of a country.
- **Cultivation of Social and Moral Values-** Civic responsibility, faith in democracy, non-violence, truth, unity and feeling of brotherhood.
- **Nurturing Democratic Values-** Liberty, Equality, Justice, Brotherhood
- **Development of Spirituality (Spiritual Values) -** Without a spiritual bent of mind, the physical and intellectual development of a person remains stunted. For Radhakrishnan, human development should not be confused with the acquisition of mechanical skills or intellectual information. It is the development of spirit in man. Education should develop human attitude and manly spirit through the refinement of heart and development of good habits.
- **Development of Nationalism and International Understanding**

Curriculum

- Curriculum must be related to life.
- He wants that a student should study a number of subjects such as: Languages, Literature, Social Studies (Geography, History, Economics etc.), Philosophy, ethics, theology, Morality, politics, civics, Science (Natural, Human etc.), Mathematics, Art/Music/Fine Arts, Vocation / Profession Subjects (Agriculture, Law, Medicine, Trade and Commerce, Home Science, Typewriting, Poultry, Dairy farming, Short Hand, Gardening, Book-Binding, Engineering, Carpentry, Tailoring, Social Service etc), Sports and Physical Education, Yoga, Community service and social service.

- Participation of students in NCC and NSS, Guide Scout should be encouraged.
- He has suggested the study of three languages- Mother tongue / Regional Language, Federal Language Hindi and link language English.
- He suggested study of Sanskrit to understand indigenous culture
- For women education, he suggested the subjects - Literature, History, Science, Religion, ethics, Puranas, Housekeeping, Arts, Sewing, Domestic work, home science, child rearing, worship, meditation and studies inculcating ideal characters in the women.

Methods of Teaching

- Reading Method
- Writing Method
- Explanation Method
- Meditation Method
- Text Book Method
- Tutorial Instruction Method
- Seminar Method

Discipline- self-control and self discipline

Teacher- Teacher is the corner stone of the arch of education. Teacher should be helpful and deals children with love, virtue and goodness. He should be generous and sympathetic.

School/ Educational Institution- Schools should have good infrastructure, adequate classrooms, teaching Personnel and management. He suggested for developed libraries and laboratories, appropriate space for the physical training and extra co-curricular activities.

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