

EDUCATION SHOWN BY ENLIGHTENMENT THINKERS

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ABSTRACT

French literature is enriched with philosophies and these philosophies of each century philosophizes and embitter at the same time the understanding and the ideas in common man's brain. Thus, it changes varied situations including education. Here, in this paper, we will discuss only about the school of enlightenment and the enlightenment thinkers who in turn brought rather a revolution to the then existing education system of France. The improvements in educational system produced a larger reading public which resulted in increased demand of printed material in that time. The situation in India is far better in comparison as, here, that kind of reading population and a much liberal schooling system produce a variety of crowd in that matter in every field of study. Considering the advanced situation in India, it would not only be easy but also much more fruitful in implementing the ideas derived from those thinkers. This paper will go through the ideas those can be adopted and our education system can be adapted with the existing demand of the time ahead.

Keywords: Enlightenment, Education, Thinkers.

Introduction

The state of being enlightened is the definition of enlightenment. It was an 18th-century intellectual movement characterized by a rejection of conventional social, religious, and political ideas in favour of rationalism. Enlightenment philosophers were more concerned with improving human circumstances on Earth than with religion and the afterlife. Reason, science, religious freedom, and what they considered "natural rights"—life, liberty, and property—were all cherished by these thinkers.

The Age of Enlightenment (also known as the Age of Reason or simply the Enlightenment) was an intellectual and philosophical movement in Europe during the 17th and 18th centuries that dominated the field of ideas. The Enlightenment encompassed a wide variety of ideas focused on the pursuit of happiness, the supremacy of reason, and the proof of the senses as primary sources of understanding, as well as advanced values like liberty, advancement, toleration, fellowship, civil government, and separation of church and state.

The Scientific Revolution and the work of Francis Bacon, among others, followed the Enlightenment, which was born out of a European intellectual and academic movement known as Renaissance humanism. Some consider René Descartes' Cogito, ergo sum ("I think, therefore I am") theory to be the beginning of the Enlightenment, while others consider Isaac Newton's Principia Mathematica (1687) to be the end of the Scientific Revolution and the start of the Enlightenment. The French Revolution began with the death of Louis XIV of France in 1715 and ended with the outbreak of the French Revolution in 1789, according to French historians. The majority of people stop around the turn of the century.

Philosophers and scientists of the time exchanged their theories at scientific academies, Masonic lodges, literary salons, coffeehouses, and in printed books, journals, and pamphlets. The Enlightenment's ideals weakened the monarchy and the Catholic Church, paving the way for the political movements of the 18th and 19th centuries. The Enlightenment was the philosophical forerunner of a number of 19th-century movements, including liberalism and neoclassicism. To show the pathways of the enlightenment thinkers and the future of India in that light, we have considered four prominent thinkers of the Age of Reason and their contribution to the society.

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Enlightenment Thinkers and their thoughts to embitter the society

- **ROUSSEAU:** Rousseau's educational philosophy stressed the role of speech in raising a well-balanced, freethinking child. He believed that allowing children to grow naturally without the limitations placed by society would enable them to reach their full educational and moral potential. According to his theory, a free-thinking child would not be subjected to social restrictions.
- **MONTESQUIEU:** His thoughts are divided into three groups. "Monarchical education" is the first type. This one is all for you. It is education that is designed to develop the individual, to teach honour because you want to be thought of as a respectable person. It is a preparation for greatness by education. To some extent, this principle works; it thrives on humanity's selfishness. If you want to be successful in life, you must educate and learn so that you can be known as a great individual. It is to blame for the same purpose it functions. Where does that leave culture and learning to improve your society if selfishness isn't an ideal that benefits everyone but the individual?

The second type is despotic education, which encourages a dictatorial government. This is education that lowers or diminishes a person simply by being obedient and learning what you are told to do, without thinking or arguing for yourself because it has already been done for you. This bothers me, and I believe many others do as well. Putting all power over anything as critical as education in the hands of a single individual ignores the diversity and greatness that the many may contribute. There is no one person who has all the answers and knows how to do everything; otherwise, a culture would be limited to a few characteristics, which would be counterproductive to development.

The third concept of education he has is republican education, which Montesquieu favours. This is education for the betterment of your country. It speaks of loyalty to your country and self-denial, the polar opposite of monarchy, in which you become fully selfless. To appease the common good, you learn something. Every human being has a distinct quality, and each being has its own set of rules.

- **VOLTAIRE:** He had long assumed that it was only in the king's rational interest to improve his subjects' education and health. All (men and women) should have an education; education is the path to discovering the truth.
- **JOHN LOCKE:** The advice for inspiring students in John Locke's 1693 look at education is still relevant today: nurture curiosity, gently rub away innocence, spare the rod, secure attention, provide recreation, treat children as fair, and clarify the object of instruction. Education is intended to provide a sound mind in order for the citizen to better serve his country; moral, social, and vocational information for the common man.

Studying all these thinkers ideas of education, following ways could be derived from their ideas as the ways to a better future in regards to education. These thinkers valued reason, science, religious tolerance

- They wanted education system to be modernized
- More materials for readers.
- Women education.
- Education for all.
- Not the number of publication but a culture of education.

Conclusion

Based on the points derived in the previous paragraph, it is pertinent to say that India is already flourishing along with the virtual ways toward education way ahead of 18th or 19th century European Education system. Every important point mentioned by the Enlightenment thinkers are existing in reality in India, What we need to practice and work on is to reduce the stigmas, dogmas and stereotypes about girls education, university education to its minimum level that too region and at the grassroot level. The research work from the very level of end of bachelor degrees shall not only be promoted strongly but it needs to be practiced diligently as well.

Our education system is not going to change by revolution but by a healthy flow of ideas and it should be much stronger than the Enlightenment thinkers as India is welcoming, accepting and considering varied range of ideas, suggestions and considerations from every corner of the land.

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