

Influence of Environment and Nature on Education

Bala Harish (Corresponding author)

School of English, Bhai Gurdas Institute of Engg. & Tech.

12B/58, Shivpuri Mohalla, Dhuri 148024, Sangrur, Punjab, India

Mob: 9815253844 Email: geenubansal@gmail.com

Abstract

Today 21st century is the time of science revolution where science claims not only to make humans the real civilians from the ancient animal like humans but also strongly appreciates itself by comparing itself not less than the omnipresent and ever-remaining power named god by the theists and the supreme power by the atheists. But education has lost somewhere in the tomb of its existence. Education brings revolution in the human psychology by its strong and influential concepts regarding human behavior, human relationships and scientific investigations. It also affects society, country, world, earth and the whole universe through its most inspiring and motivating concept globalization. but the real objective of education that is the ability to distinguish between right and wrong, true and false, the inculcation of moral values, the making of pure and loyal heart, the inspiration for the healthy competitions, for growth and development for ourselves and the whole world has really been uprooted in with the sharp edged weapon, the so-called advanced and high-tech. science. The internal conscience has been over-shadowed with the eclipses of prevailing evils like selfishness and totally self centered and really the man being the strongest of all, the self made master of the whole creation, the most literate mammal in the whole fauna has really lost the real education, its primary aim and the cardiac motive. Moreover, education like an orphan is still waiting to find its real master to fulfil its basic needs and requirements that can lead to the whole world to the path of actual growth and the ever seeking development.

Key-words: environment, education, science, human beings, objective

1. Human Psychology

Human psychology is the real weapon to make the person put on the path of growth and development for himself, for society, for nation, for the whole world and the universe. As crow and crow defines, "psychology is the human behaviour and human relationships." (Crow & Crow 1973). but the educationalists also believe that the environment also plays a great role to reshape the human behaviour. .And "psychology is the scientific study of the activities of the individual in relation to his environment. (Woods worth & Marquis 1948)

2. The World of Science and Technology

But 21st century is world of science and technology. Now a day, every thing, every fact or fiction is tested scientifically to prove its authenticity and truthfulness on the basis of education given to the learned people who further by using the theoretical education, practically, bring the giant named science into existence which now compares itself with the real truth i.e. the supreme power, the omnipresent god. What a paradoxical facts, when the man –made science, using the concept of education, has given the law that psychology is a science. (Mangal). psychology is a science because

- Like science it emphasizes the search for truth. it studies the facts for behaviour and describes the laws governing them.
- It adopts the method of systematic enquiry and scientific approach as used by the sciences.
- Like other sciences, psychology has its pure and applied aspects.

Actually psychology is the developing science of behaviour.

3. Origin of Science

But how the science came into existence-with the basic concepts of education and how the education came into existence-with the nature and her objects. According to mathematical calculation which one is really great-firstly the nature' then the education and thirdly then the science. Now the question arises how the science can become the master of the nature and her education. Nature is the force of human life her objects are always inspiring. They are always faithful that opens the doors of happiness, peace, serenity, growth and development and the real bliss. As William words worth in one of his most beautiful poem' the daffodils' writes

For often, when on my couch I lie

In vacant or in pensive mood,

They flash upon that inward eye

Which is the bliss of solitude?

And then my heart with pleasure fills,

And dances with the daffodils.

4. Significance of Nature

This is nature who firstly gave the man the basic and fundamental education needed to live the life with ease and peace. Nature provided the qualities of love; peace and universal brotherhoods also taught the lessons of sacrifice feeling of one and all. And man, being the most intelligent creature of this universe learned the lesson like a faithful student and started learning and using the knowledge in self growth and development.

5. Development of Science

Slowly and steadily, there came a drastic change that brought the contemporary scientific, high-tech, ultra-modern and totally self-centred society. Nature and further education teaches us the self-less love and affection, the sacrifice and the universal brotherhood and the increasing technology and industrialization has not only brought luxuries and facilities but also brought the selfishness, the corruption and the destruction of moral values.

6. Different Opinions

A Wiseman says," education is what that transforms an illiterate mammal(human being) to a literate human being. it develops a person physically and mentally, socially and politically and psychologically and practically. it transforms totally the personality, behaviour and psychology of a person by inculcating the

human features like moral values, the aim of human life, the feeling of brotherhood and the achievement of eternal peace, satisfaction and bliss. with his personal and social development and ultimately the advancement of the whole universe ,”by social growth and development we mean increasing ability to get along with oneself and others.”(Sorenson 1948) here Sorenson explains that during the process of social development, there is a progress in the social abilities or skills of an individual .with these increasing abilities he tries to bring improvement in the maintenance of social relationships. He tries to mould his behaviour and seek adjustment and harmony with others. This is possible only through right directional education. “Socialization or social development is the process whereby the biological individual is converted into a human person.”(Hurlock 1959) Mrs. Hurlock also not lags behind in defining this. He writes,” social development means the attaining of maturity in social relationships.”(Garret 1968) these all definitions assert that the real education means to develop and if it is emotional, it means the goal is to attain the social maturity, to modify or improve social behaviour so that an individual becomes able to maintain proper social relationships and can adjust himself to his social environment

7. The Concept of Transfer of Learning

Education also believes in the transfer of learning or training. That means not only the learning of the tricks of a trade or the knowledge and the skill acquired in a particular school subject is transferred to other situations. But also the habits, interests and altitudes get transferred and try to influence the activities of the individuals in future. "The carry -over of habits of thinking, feeling a working of knowledge or of skills from one learning area to another usually is referred to as the transfer of learning. (Crow & Crow 1962)

8. Ultimate Goal of Education

Thus the ultimate goal of education is the development of personality that can help the individual to attain the self and social respect, growth and development through cooperation. Different authors have defined the word personality through different words. As R.B. Cattell says,” personality is that which permits a prediction of what a person will do in a given situation.”(Hall & Lindzey 1970). “Personality is thus more or less stable and enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to his environment.”(Eysenck 1971) so, personality is something unique and specific.

9. Influence of Environment

Thus in every tint of human behaviour, learning or personality, there lies the foundation of his education and environment in which he got his brought up. To prove the authenticity of the fact, we can take the live examples like an English child learns in a different atmosphere and his priorities according to his culture are totally different from an Indian child who has been brought up in India. An English child talks about freedom, friends and development while an Indian child talks about relationships, emotions and feelings. Both are educated but in different environments. An Indian child is intelligent theoretically while an English child is brainy practically.

10. Influence of Nature

If we talk about ancient human beings who had their brought ups in the lap of nature then they were totally different from the modern human beings. They used to live like animals whose primary aim was to get food. They were completely unaware of the luxurious life –style and the modern technologies. But they were more co-operative and sensitive. They were more united and loyal towards their species as a whole

11. Influence of Modernity

But today's high-tech world and its education have really made the human beings lose their identities. Modern man has forgotten his human nature completely. He is totally indulged in corrupted life where a hand is stranger to another hand, where relationships, love, affection, loyalty, co-operation, feeling of brotherhood has flown away through the windows when the devil of total selfishness enters through the door. Man is becoming more selfish and greedy and it is really horrible to call the most sensible and the master of this earth even worse than an animal

12. Role of Education

No doubt, the education brings revolution in the human psychology and makes him disgusted from the animals. It is the education which is responsible to develop his brain and further develops his ideology and philosophy about anything or any person. A Wiseman says, "the way to almighty is meditation and the way to human is education." Without education, human beings are not more than animals whose main purpose is just to eat, sleep and die. It is the education that makes him able to live for others' sake. The feeling of brotherhood and sacrifice is inculcated through education

13. The Real Education

Education does not mean only the worldly study of books and concepts but man learns through nature also. As William Wordsworth also writes in one of his beautiful poems three years she grew in sun and shower (an elegy)

A lady of my own

My self will to my darling be

Both law and impulse and with me

The girl, in rock and plain

In earth and heaven, in glade and bower

Shall feel an overseeing power

To kindle or restrain.....

Wordsworth through this poem conveys that nature is the best teacher, perfect guide and transcendental friend that motivate us to curb all the evil desires and to lead a noble life. It provides us restraint which is necessary for the flowing energy of life. It completely stands against the modern and artificial life of society that only produces tension, worry, loneliness and melancholy as by-products. But the lesson that nature teaches makes the human soul pure and pious, more enlightened and far away from the worldly fears and

ignorance. Our soul tastes the eternal nectar that cures all the illnesses and psychological diseases. We get the lessons of dignity, modesty and gracefulness.

14. Impartial Nature

Nature teaches us the lesson of unity with its impartial nature with everyone that might be a human being, animal, bird or insect. e.g. the sun rises and gives its glittering sunlight to everyone impartial on the basis of caste, creed, richness, power or species the actual worldly education also believes in unity and co-operation. But the scientific attitude and aptitude has brought selfishness, narrow-mindedness and self-centeredness. The very lively examples of this can be seen quite commonly on the road side. Suppose any mishappening takes place on the road in the form of an accident, nobody takes any botheration to provide first-aid to the injured because we are quite busy and we have no time to tackle and solve these stupid mishappenings. Our personal or official work is much more important than to save the life of a stranger. We are not free of these trifle misshapenness. What a shame! At least this was never the objective of worldly education. The educationalists tried to widen the outlook of human beings so that they could realize and share their feelings and emotions with each other but if our work is more important than the life of an injured person then what is the use of cramming these silly concepts and formulae of so-called worldly education. Rather animals are more sensible in these matters than human beings. Suppose the same misshapenness takes place with any deer or dog etc., then all the nearby members of their community gather around and take care of the injured animal. Still we call them the shit animals.

15. Partiality as the By-Product

There is also a lot of partiality and difference among the human beings, although being the member of the same community, on the basis of caste, creed, poverty grounds and power concerns. For a rich person, a poor is not more than an animal. A poor man is not able to fulfill the basic fundamental necessities in this literate society as a Wiseman says, "Rich's dog is more richly fed than a Poor's child." It is horrible thing but absolutely true. This was never the motivation of education. Education broaden our mind but from where the total selfishness and callousness have dug their burrows in our sensible and crystal pure hearts? How, being the constituent of the same community ,we cannot cry in others' pains and woes and being the active and loyal part , try to cure these epidemic diseases9 tensions and worries) from others lives, when god has showered his total blessings upon us like cats and dogs. Let us suppose we can't do whatever the reason might be then how mean that we enjoy others woes and sufferings. It is too much. Then I must say,

Would I be illiterate.....

For others' sake

For this society, this nation

And for the whole world's community

How much shameful it would be

Being a literate

I enjoy others' woes and sufferings

And prey their doom's day

Would I be illiterate.....

16. Conclusion

So it is quite necessary that worldly education must be reshaped in such a way that can further reshape us into the real human beings carrying all the moral values, sympathy and feeling of brotherhood. It must be capable to transform us into the real civilians. To fulfill this dream, everyone that must be government, private sector or an individual himself should come forward voluntarily to set the real goals of worldly education and must put in every single effort to upgrade the results of worldly education. We can do it now and then never. Only this is a solitary method for the improvement and betterment of our coming generations.

References

- Crow, L.D., & Crow, A. (1973), *Educational Psychology* (3rd Ind. reprint), New Delhi: Eurasia Publishing House, P.6
- Woods worth, R.S. and Marquis, D.G. (1948), *Psychology* (5th Edi.), New York: Henry Holt and Company, P.20
- Mangal, S.K., *Psychological Foundations of Education*, Ludhiana: Tandon Publications Books Market
- Sorenson, Herbert (inc.1948), *Psychology in Education*, New York: Mc Graw Hill Company,
- Hurlock, E.B (1959), *Child Psychology* (Asian student 3rd Edi.), Tokyo: McGraw-Hill Book Co.,
- Garret, H.E. (1968), *General Psychology* (Ind.Edi.), New Delhi: Eurasia Publishing House,
- Crow, L.D. & Crow, A (1962), *An Introduction to Guidance*, New Delhi; Eurasia publishing House,PrivateLtd.,
- Cattell, R.B. quoted by Hall, C.S. & Lindzey Gardner (inc.1970), *Theories of Personality* (2nd edition), John Wiley & Sons,
- Eysenck, H.J. (1971), *the Structure of Human Personality* (3rd Edi.), New York: Methuen & co.

This academic article was published by The International Institute for Science, Technology and Education (IISTE). The IISTE is a pioneer in the Open Access Publishing service based in the U.S. and Europe. The aim of the institute is Accelerating Global Knowledge Sharing.

More information about the publisher can be found in the IISTE's homepage:

<http://www.iiste.org>

The IISTE is currently hosting more than 30 peer-reviewed academic journals and collaborating with academic institutions around the world. **Prospective authors of IISTE journals can find the submission instruction on the following page:**

<http://www.iiste.org/Journals/>

The IISTE editorial team promises to review and publish all the qualified submissions in a fast manner. All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Printed version of the journals is also available upon request of readers and authors.

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digital Library, NewJour, Google Scholar

