

ROLE OF EDUCATION IN THE DEVELOPMENT OF HUMANITIES

Dr.ISHTAK AHMED.H.HAWALDAR

M.A.,M.Ed.,M.phil.,Ph.D

DEPARTMENT OF EDUCATION
ANJUMAN ARTS, COMM, SCIENCE
COLLEGE & PG IN ENGLISH
MANGOLI ROAD, VIJAYAPURA.

ABSTRACT :-

Education is fundamental and important unit of society which place significant role in the development of society its helps in the development and progress of society and through various agencies like institution assumes greater importance by the way of providing quality to education received by the individual. The education received by the individual assume different roles in the way of performing various jobs, thus contributing for the good and progress of the society. When this is achieved on a larger scale its results in the development and progress of humanities and society. In this way education contributes enormously for the development of humanities.

INTRODUCTION :-

This is an overview of the humanities with emphasis on the traditional elements of the various humanistic disciplines. Include is the study of the development of human creative of the arts and major artistic movements. Topics may include music, painting, sculpture, architecture, religion, philosophy, dance, poetry, film and development of major ideas and ideals. Students may be asked to participate in or attend an event that expresses one or more of the humanistic disciplines. This course satisfies the Gordon Rule writing requirement. A grade of “ C “ or higher must be obtained.

ETYMOLOGY OF HUMANITY :-

It came from the Latin word “ars / artis” which means to do or man made.

MEANING OF HUMANITIES :-

Humanities comes from the Latin word humans. Term humanities refer to the arts the visual arts such as Architecture, painting and Sculpture music, dance, the theatre or drama and Literature, Art is very important in our lives. Humanities are academic disciplines that study aspects of human society and culture. In the renaissance, the term contrasted with divinity and referred to what is now called classics, the main area of secular study in universities at the time. Today, the humanities are more frequently contrasted with natural, and sometimes social, science as well as professional training.

The humanities use methods that primarily critical, or speculative, and have a significant historical element as distinguished from the mainly empirical approaches of the natural science, yet unlike the science, it has no central discipline. The humanities include ancient and modern language, literature, philosophy, geography, history, religion, art and musicology.

Scholars in the humanities are “humanity scholars” or humanists. The term “humanist” also describes the philosophical position of humanism, which some “anti humanist ” scholars in the humanities refuse. The Renaissance scholars and artists were also called humanists. Some secondary schools offer humanities classes usually consisting of English literature, global studies and art.

Human disciplines like history and cultural anthropology study subject matters that the experimental method does not apply to – and instead mainly use the comparative method and comparative research.

DEFINITION :-

It is a medium of expression because through arts we express our ideas, emotions, feelings, without using words.

Creative activity which involves skill or expertness in handling materials and organizing them into a new.

IMPORTANCE OF HUMANITIES :-

1)The humanities help us understand other through their languages, histories and cultures. The humanities encourage us to think creatively. They teach us to reason about being human and to ask questions about our world. The humanities develop and critical citizens.

2)As fields of study, the humanities emphasize analysis and exchange of ideas rather than the creative expression of the arts or the quantitative explanation of the sciences. History, Anthropology, and Archaeology study human social, political, and cultural development.

3)It is obvious that the study humanities is not just a college course, but it is an ongoing process and practice in life. The humanities can first be used to understand the past which has created the present Studying facts of the helps to understand literature of the past.

USE OF THE HUMANITIES IN TODAY’S TECHNOLOGICAL WORLD :-

The humanities came into existence around the time of the Renaissance to distinguish the study of human matters from the things that were concerned with theology on the one hand Nature on the other. The things concerned with Nature become the source of modern science, but that still left the study of humankind itself. Humankind is the only organism that has been able to study itself as a thing, as something in the world, And while part of that study belongs to the sciences, the central part of it, the construction of the imaginative models of experience, belongs to the humanities.

The humanities are primarily verbal disciplines. At the centre are language and literature, the disinterested study of words. Around them is philosophy, the verbal organization of ideas, and history which is essentially the actualization of memory, the verbal becomes senile, and this is as true of a true of a civilization as it is of an individual. The literary imagination, of course, creates a world possibilities, and these possibilities are alternative ways of seeing things. Briefly. It is the humanities to nurture the capacity to articulate. Articulateness builds the human community. The surest way to destroy freedom is to destroy the capacity to articulate freely.

HUMANITIES DEVELOP GOOD VERBAL SKILLS :-

The acquisition of verbal skill is a continuous process. The informal. And much larger part of it. Comes from casual conversations. Social contacts of all kinds, contacts with the media with advertising and with the printed word. The formal part starts in school and continues through university. When we examine just the formal part we find that it is beset with difficulties and misconceptions.

How well you can read or write is largely a matter of practice. The habit of practice, of progress through repeated, sometimes mechanically repeated effort, is something that used to be inculcated through the formal classical impossible in Latin and Greek. It was a training which imposed a kind of mental discipline that is apparently impossible in the modern school. And, an added advantage of the classical training was that it introduced you to languages that had certain kinds of structure, Linguists on something like a Latin model you get a sense of the structure of language. I don't think I could ever have become a writer if I had not been exposed to the teaching of grammar in elementary school of kind that often that often is just not given now. Grammar taught me language as a structure. I even learned the elementary categories of philosophy from grammar, things like the concrete, the abstract, the particular and the universal.

I think that a student often leaves high school today without any sense of language as a structure. He may also have the idea that reading and writing are elementary skills that he mastered in childhood, never having grasped the fact that there are differences in levels of reading as there are in mathematics between short division and integral calculus. Yet in spite of his limited verbal skills, he firmly believes that he can think that he has ideas and that if he is just given the opportunity to express them he will be all right. Of course, when you look at what he's written you find it doesn't make any sense. When you tell him this he is devastated.

“Articulate speech marks you out as an individual, and in some settings this can be rather dangerous because people are often suspicious and frightened of articulateness.”

Part of the confusion here stems from the fact that we use the word “think” in so many bad punning ways. Remember James Thurber's Walter Mitty who was always dreaming great dreams of glory. When his wife asked him what he was doing say, “has it ever occurred to you that I might be thinking ?” But, of course, he wasn't thinking at all. Because we use it for everything our minds do, worrying, remembering, day-dreaming, we imagine that thinking is something that can be achieved without any training. But again it's matter of practice.

How well we can think depends on how much of it we have already done. Most students need to be taught, very carefully and patiently, that there is no such thing as an inarticulate idea waiting to have the right words wrapped around it. They have to learn that ideas do not exist until they have been incorporated into words. Until that point you don't know whether you are pregnant or have gas on your stomach.

CUNCLUSION :-

Education with the role and function above subjects brings about constructive development of the society and humanities. The stories, the ideas, and the word that help us understand our lives and our world. They introduce us to people we have never met, places we have never visited, and ideas that may never have crossed our minds. By showing how others have lived and thought about life, the humanities help us decide what is important and what we can do to make our own life and the lives of others better. By connecting us with other people, the humanities point the way to answers about what is ethical and what is true to our diverse heritage, traditions, and history. They help us challenges we face together as families, communities, and nations.

REFERENCES:-

- Archambault, E., E. V. Vignola Gagne, G. Cote, V. Lariviere and Y.Gingras(2006) 'Benchmarking scientific output in the social sciences and humanities: The Limits of existing databases', *Scientometrics*, 68/3: 329-342.
- Barre,R.(2010) 'Towards socially robust S&T indicators: indicators as debatable Devices, enabling collective learning', *Research Evaluation*, 19/3: 227-231.
- Bourke,P. And L. Butler (1996) 'Publication types, citation rates and evaluation'. *Scientometrics*, 37/3: 473-494.
- Bradford, S.C. (1934) 'Sources of Information on Specific Subjects', *Engineering*, 137: 85-86.
- Buessing, A.,B. Herbing and T.Ewert (2002) 'Implicit knowledge and experience Guided working: development of a method for explication in nursing', *Zeitschrift fur Arbeits and Organisationspsychologie*, 46/1: 2-21.
- Butler, L. And Visser M.S.(2006) 'Extending citation analysis to non-source items', *Scientometrics*, 66/2: 327-343.
