

---

## **Adolescence Period: Reflections Through Spiritual Education**

**Dr. Prem Shankar Srivastava**

*Principal, V. B. College of Education, Bhagalpur, Bihar*

### **ABSTRACT:**

*The paper deals with the need of spiritual education during adolescence period. The paper also deals with the developments such as cognitive development, and psycho-motor development along with affective development i.e. Education of the Feeling take place during adolescence period which are the integral part of spiritual education. In this paper an attempt has been made to recognize, analyze, evaluate and critically examine the dominant factors responsible for strengthening reflections through spiritual education during adolescence period. The paper concludes ‘Spiritual Education’ in term of Adolescents’ as “it is education for them (the adolescents) which enhances capabilities, capacities, competencies and skills of the adolescents reflected through feeling potentialities such as Universal Brotherhood, Freedom, work is worship, and knowledge, Positive attitudes, Co-operation, Strength, Service, Love, Wisdom, Peace and Harmony, Tolerance, Self-Confidence, self-expression, self-concept, self-esteem, self-development, and Self-Realization to prepare them to solve the everyday problems for life creatively and constructively in the new situation of the socio-psycho-physical environment for attaining the highest values and ideas of education, if the teachers enable to modify such kind of behavior patterns of adolescents, - this is spiritual education.”*

**Keywords:** Spiritual Education, Adolescence Period.

### **INTRODUCTION:**

Human development takes place in four stages – infancy, later childhood, adolescence and adult in which the adolescence period starts from the age 12 years and up to 18 years. It is the period of when intelligence almost reaches its highest position and learning ability reaches its maximum limit. The adolescents are interested in abstract reasoning, logical thinking, power of concentration etc. for cognitive development through argument, discussion, literary activities and others co-curricular activities. The adolescents are also interested in excessive imagination with creative and constructive works. They imagines to become engineer, doctor, bank official, advocate, charter accountant, clerks, district officer, a film star, a cricketer, an inventor, a scientist, and so on, but these may or may not be valuable for further success in life.

### **NEEDS AND SIGNIFICANCE OF THE STUDY:**

Very few researches have been developed to study Adolescence Period: Reflections through Spiritual Education in India and its contribution to the field of education, spiritual study is less explored. The study is philosophical in its nature because it indicates normative aspect of

---

education as for examples- what should be the process, aims of education, curriculum, and method of teaching in spiritual study? This study has sociological bases of education because of being related to society. This study covers psychological aspect of education for instance growth and development of the students, learning, motivation, personality development and adjustment, etc. Spiritual study plays a vital role in Indian society. It is well known to all that Indian society is a spiritual based society. Some of the scholars felt that after independence the spirituality gradually disappear and it will have no impact on Indian educational system. India is a developing country where development is required in each and every sphere of human life. Spiritual study and its implications is increasing day by day. For the appearance of the spirituality in the development of the adolescence education in Indian educational system, in this connection, Kothari Commission (1966) points out, “In the development that we envisage in the future, we hope that the pursuit of men, material affluence and power would be subordinated to that of higher values and the fulfillment of the individual. This concept of the mingling of ‘Science and Spirituality’ is of special significance for Indian Education.”

With respect to the spiritual study, all Indian thinkers emphasized more importance to self – preparation, self-training, self – development, self-confidence, self-determination, self-concept, self-realization etc. for the development of the spirit.

The article indicates that the spiritual study is essential for the adolescents in the light of their self-development, may be accepted by the researchers and practitioners of spiritual studies for carrying out research on what is required is that the adolescents to internalize the understanding of the Spiritual study and bring about a dynamic change in their living patterns. In a nutshell there is need and significance that we subscribe to the emerging spiritual culture. It is clear that Reflections through spiritual study for adolescence education is playing a significant role in determining the process of spiritual conscious and awareness within the framework of modern spiritual society.

In this paper an attempt has been made to recognize, comprehend, analyze, synthesize, evaluate and critically examine the dominant factors responsible for strengthening Adolescence Period: Reflections through Spiritual Study. This study may help them to understand and to solve the problem of education more efficiently and will definitely help us in dealing with our adolescent students along with clear cut objectives of helping all-round development. They may flower into excellent of our nation. Hence the investigator has decided to conduct the present study.

## **DEFINITIONS OF THE TERMS**

### **Spiritual Education**

Keeping in view the Gandhian Philosophy, Srivastava (2014) concludes the ‘spiritual education’ as “it is education which enhances capabilities, capacities, competencies and skills of the individuals through faith in Universal Spirit, love and sympathy, truth, honesty, non-violence, social justice, patience, toleranence, and wisdom to solve the everyday problems creatively and constructively in the new situation of the socio-psycho-physical environment for attaining ultimate aim of education”

### **Adolescence Period**

---

Ross (1951) says, “Adolescence is best regarded as a recapitulation of the first period of life, as second turn of the spiral development.” Stanley Hall regarded as “a period of great stress and strain, storm and strife.”

### **OBJECTIVES OF THE STUDY:**

The following are the objectives of the study:

1. To recognize factors responsible for strengthening Adolescence Education reflected through spiritual education
2. To critically examine factors responsible for strengthening Adolescence Education reflected through spiritual education
3. To comprehend factors responsible for strengthening Adolescence Education reflected through spiritual education
4. To analyze factors responsible for strengthening Adolescence Education reflected through spiritual study
5. To synthesize factors responsible for strengthening Adolescence Education reflected through spiritual study
6. To evaluate factors responsible for strengthening Adolescence Education reflected through spiritual study

### **DELIMITATION OF THE STUDY:**

Keeping in view the limitation of time, resources and energy, the study is limited to one aspect of the subject which is Adolescence Period: Reflections through Spiritual Education. It is entirely based on the secondary data as for examples-books, journals, periodicals, newspapers etc. this constitutes a major constraint of the study.

### **REVIEW OF RELATED LITERATURE:**

#### **Regarding Reflections of Spiritual Education during Adolescence Period:**

Mathur (2011) remarks, “In an individual’s life, adolescence is that period which begins at the end of childhood and ends at the beginning of adulthood. Amongst girls the beginning of adolescence is generally marked by the appearance of menses. Amongst boys the beginning of adolescence is not clearly marked. The adolescence is neither a child nor an adult. This fact is often omitted by the teachers and parents. At one moment, they call him to be too young to take an independent decision and interfere with his plans off and on and at the other moment, they look down upon him if he is unable to arrive at a decision which they expect from him. There is need for making a special study of this period because at this period the case of delinquency is maximum. The child learns to smoke and to run away from the school. The teachers can apply correct remedial measures only when they are able to clearly understand the main characteristics of this period. Adolescence is the period of social adjustment. In this period, the individual learns many lessons in social relationships. In the early part of this period his or her friendship is developed with intense emotional bond. In later adolescence individualistic and intimate friendship develops. There are strong feelings and firm loyalties attached with friendship. It may be possible that in India there exists a

different situation. But if the Indian adolescents are found to be suffering from stresses and undue tensions the reasons may be located to the Indian culture and not to any psychological characteristics of this period. In this country, there is over-emphasis on celibacy or Brahmacharya.”

Mangal and Mangal (2000) significantly observes, “A typical feature of adolescence lies in the interest of the adolescents in ideals. He desires to help in the creation of an ideal society. He is very critical of the existing circumstances, happenings, and thinks of bringing reform. He often engages himself in asking such questions-Whither is the world going? What is the meaning of our life? What is humanity? Why are there so many sufferings and inequalities? In this way, he tries to place himself on a superior level by searching some lofty aims and ideals and wants a set of moral principles he can understand as well as some guiding principles by which he can operate.”

### **METHODOLOGY:**

Methodology takes a significant role in any type of research as the reliability and validity of the findings depend upon the methods adopted and applied in the study. This paper is descriptive in nature. It is mainly based on secondary data and is largely collected from different sources like books, journals, articles, and periodicals. This study is conducted mainly by drawing upon the works on development during adolescence period by applying analytical cum descriptive method for the research. The investigator has made effort to express reflections of the feelings through spiritual education during the adolescence period.

### **ANALYSIS AND INTERPRETATION:**

Adolescence education should aim at development of the special characteristics with regard to their desires, attitudes, aspirations, feelings, self-interest, love and sympathy, peace and harmony, tolerance, self-esteem, co-operation, etc. for the creation of spiritual knowledge, emphasized by self-experience, perception, observation and convergent and divergent thinking, for uplift of the society as a whole. It should also base on; Srivastava (2014) says “It was in India that the spiritual education was developed from Vedic age to Modern one. Educational thinkers, saints, sages, philosophers, social reformers and spiritual leaders like Guru Bashisth, Guru Valmiki, Guru Dornacharya, Krishna, Mahavira, Buddha, Kapila, Kanada, Gautam, Patanjali, Jamimini, Yajnavalkya, Panini, Sankaracharya, Ramaanuja, Badarayana, Guru Nanak, Dhyaneswara, Kalidas, Tulsi Das, Kabir Das, Rabi Das, Kautilya, Raja Ram Mohan Roy, Swami Dayananda Saraswati, Ravindranath Tagore, Ram Krishna Paramhansh, Vivekananda, Dr. Annie Besant, Pandit Madan Mohan Malvia, Giju Bhai, Mahatma Gandhi, Acharya Vinoba Bhave, Sir Syed Ahmed Khan, Lokmanya Bal Gangadhar Tilak, Dhodo Keshav Karve, Gopal Krishna Gokhale, Acharya Narendra Dev, Sri-Aurovindo Ghosh, Dr Radhakrishnan and Dr. Zakir Hussain have encouraged the spiritual education in our country. And they are considered as the greatest exponent of spiritual science. Eastern Branch of Philosophy developed the spiritual science. The chief sources of spiritual science in India are the four Vedas, six Vedangas, four Upvedas, and four Brahamanas, one hundred and eight Upanishad Six system of Philosophy, The Bhagwad Gita, and three Smritis.”

Modern education, however, lays great emphasis on moral education. Perhaps, this is precisely the cause why the adolescents seek only to learn and study about the Great Soul.

---

With this consideration of mind, the spiritual education is purely and surely to please the adolescents. It is, however, a spiritualized education in which there is emphasis on adolescents' education and helps a lot in curriculum development and transaction in adolescence education regarding spirituality.

Spiritual education is a looking glass that reflects the ever-changing faces of adolescents as well as the cerebral aspect of spiritual science and its implication to the development of the adolescents of the society. It not only encompasses all the ideas of psychological well being to the adolescents in the field of cognitive science, but also equally concentrates on affective and psychomotor sciences.

### **MAJOR FINDINGS:**

The study under consideration has been carried out with the recognizing, comprehending, examining critically, applying, analyzing, synthesizing, and evaluating that the spiritual vision of adolescence period has great relevance to the present-day inside schools or outside schools and it can bring about a dynamic change in the educational system not only of the country, but also the world. Here, the impact of modifying patterns of the adolescents in Indian educational system regarding spiritual educations has been analyzed in depth and thus it can contribute in solving the everyday problems of individuals' life creatively and constructively in the new situation of the socio-psycho-physical environment for their psychological wellbeing. The spiritual world and its impact in the field of adolescence education- the concepts which have been identified based on the analysis of adolescents' attitude, desire, interest, and aspiration are mainly based on their Freedom, Creativity, self-expression, self-concept, self-determination, self-esteem, self-confidence, Peace and Harmony, Love and Sympathy, nationalism and internationalism. It is felt that the education is imparted to the adolescents under the influence of convergent and divergent thinking; fulfil the adolescents' mind, heart and spirit with spiritual needs and training. It is also recognized that the contribution of co-curricular activities such as music, songs, paintings, drawings, dancing, dramatics, poetry, fine arts and other artistic activities towards the development of adolescents' mind, heart, and spirit, helps to spiritualize education during adolescence period. It is from the role of such activities, encourages in purifying the individuals' mind, heart and spirit and also essential part of the spiritual curriculum.

The most dominant factor of strengthening spiritual education during adolescence period is the introduction of a new concept of 'Affective Domain of Behaviors' - Education of the Feeling- in the 'Taxonomy of Educational Objectives' which instructs to enrich Feeling Science to develop sensitiveness of the soul and allow freedom to the mind .

### **CONCLUSION:**

Moreover, there is a problem of lack of adolescence education in India today and it is because of this problem that our entire educational system is going aimlessly. That is why it may be said that educationists, teacher educators, teachers, educational administrators, educational supervisors, curriculum constructors and educational planners in our country should wake up to the task of the curriculum construction, curriculum development and curriculum transaction of spiritual study and its aims and objective, method of teaching and techniques by understanding a critical examination of the present set up of adolescence education for

human well being, and furthermore, in order to sustain and to strengthen its spiritual growth and development, India needs a fast development in the area of research on spiritual education during adolescence period. This can be done by strengthening the pillars of professional education particularly the teacher education. Otherwise, the ignorance of adolescence education will result in exploitation, corruption, aggression, destruction, disaster, selfishness and hatred. In short, it may say that adolescence education should be encouraged positively.

Adolescence education must become an integral part of teacher education as well as Colleges and ultimately study of spiritual science will become a part of all courses in Humanities and Social Sciences at University level also. The quality of spiritual science must also be raised considerably so as to promote a deep understanding of its theory and principle to solve the everyday problems of life for the highest goal of education.

To have an access to the realization of thought and action with respect to spiritual study which serves as a foundation of nurturing adolescence education, , the author concludes ‘Spiritual Education’ in term of Adolescents’ as “it is education for them (the adolescents) which enhances capabilities, capacities, competencies and skills of the adolescents reflected through feeling potentialities such as Universal Brotherhood, Freedom, work is worship, and knowledge, Positive attitudes, Co-operation, Strength, Service, Love, Wisdom, Peace and Harmony, Tolerance, Self-Confidence, self-expression, self-concept, self-esteem, self-development, and Self-Realization to prepare them to solve the everyday problems for life creatively and constructively in the new situation of the socio-psycho-physical environment for attaining the highest values and ideas of education, if the teachers enable to modify such kind of behavior patterns of adolescents, - this is spiritual education.”

If the adolescents appear to have made a considerable progress and development with spiritual instruction, spiritual learning, spiritual training and spiritual teaching as well as spiritual study. So, therefore, they will become spiritually intelligent and competent personalities not only in India, but also in the world.

#### **REFERENCES:**

- i. Government of India (1964-66): “Indian Education Commission Report” Government Printing Press, New Delhi, 1967
- ii. Mathur, S.S. (2011): “Educational Psychology” ISBN-978-93-80063-98-0, Twentieth Revised Edition, Agrawal Publication, Agra.
- iii. Mangal, S.K. and Mangal, S. (2000): “Development of Learner And Teaching Learning Process” International Publishing House, Meerut, pp-75.
- iv. Ross, J.S. (1951) : “Ground work of Education” Psychology, London: George G. Harrap and Co.
- v. Srivastava, P.S. (2014): “Human Being and Spiritual Education” IJMAS, ISSN: 2348-537X, pp-108-116. www.ijmas.com
- vi. Srivastava, P.S. (2014): “Spiritual Education in Gandhian Philosophy” SRJHSEL, ISSN: 2348-3083, pp-438-448. www.srjis.com