ABSTRACT
Since, none of the single philosopher can be credited for propagation of skeptical philosophy rather it is developed as a result of honest inquiry about the claims having knowledge about truth, reality and other various epistemic judgments and their justifications. Firstly these thought appeared in early Greek philosophy and till then the development is continued. The development of skepticism is described in terms of fragmented arguments appeared in literature as well as the researcher made an attempt to investigate and present the skeptical arguments of some well known philosopher in ancient Greek (Aenesidemus, Sextus) as well as in Modern age (Hume). The nature of skeptic challenges and their arguments become subject of changes accordingly in changes in philosophy of the time. According to the nature of skeptical philosophy educational inferences has been analyzed and categorized in this paper.

Keywords: Skepticism, Unperturbed, Quietude

INTRODUCTION
The word skepticism is derived from Greek word skeptikos/ skeptikoi whose meaning is consider as ‘an inquirer’ someone who looks, or examines (skopein, skeptesthai, R. J. Hankins(1999) is still in search for truth and reality because of the dissatisfaction. Since the beginning of history of thoughts Skepticism exist. Practically everyone is skeptical about some knowledge claims. Generally Skepticism is considered as a philosophical attitude towards doubting knowledge claims set forth in various areas. From ancient times onward Skeptics have developed arguments to undermine the contentions of dogmatic philosophers, scientist and theologians. The Skeptical arguments and their employment against various forms of dogmatism have played an important role in shaping both the problems and the solutions offered in the course of western philosophy. In Outlines of Pyrrhonism, Sextus wrote a definition of skepticism as

“Skepticism is an ability, or mental attitude, which opposes appearances to judgments in any way whatsoever, with the result that, owing to the equipollence of the objects and reasons thus opposed, we are brought firstly to a state of mental suspense and next to a state of “unperturbedness” or quietude.” Christopher Hookway (1990),

However it is very difficult to give a proper definition of Skepticism, but some have suggested that it can be understood in following ways:

1. an attitude of doubt or a disposition to incredulity either in general or toward a particular object,
2. The doctrine that true knowledge or knowledge in a particular area is uncertain, or
3. The method of suspended judgment, systematic doubt, or criticism that is characteristic of skeptics. (Merriam-Webster)

4. In philosophy, skepticism refers more specifically to any one of several propositions. These include propositions about

5. The limitations of knowledge,

6. A method of obtaining knowledge through systematic doubt and continual testing,

7. The arbitrariness, relativity, or subjectivity of moral values,

8. A method of intellectual caution and suspended judgment,

9. A lack of confidence in positive motives for human conduct or positive outcomes for human enterprises, that is, cynicism and pessimism

OBJECTIVE

To trace the educational perspective of Skepticism (in terms of aims, pedagogy, curriculum class & school)

Research Questions

1. What should be the aims of education according to Skepticism?
2. How skepticism can play role in deciding pedagogy?
3. What type of curriculum can be suggested according to skepticism?

REVIEW OF RELATED LITERATURE

“The modes of Scepticism: Ancient Texts and Modern Interpretations” by Julia Annas and Jonathan Barnes. This text comprises the famous ten tropes of Anasidemous in skeptical philosophy and devoted to Pyrrhonian mode of skepticism. This book is an introduction to skeptical philosophy and starts with ancient Greek thinkers and mainly concerned to describe ten way of suspension of judgment and to be skeptic.

The text consist of 13 chapters with short and effective introduction as listed below

I. Skeptical Philosophy
II. Skepticism in ancient Philosophy
III. The ten modes
IV. Human and other animals
V. Human variations
VI. The senses
VII. Circumstances
VIII. Places and positions
IX. Mixtures
X. Quantities
XI. Relativity
XII. The common and the rare
XIII. Customs and persuasions
In the first two chapters, the writer sketches the history of skeptical philosophy and endeavors to exhibit its importance both in ancient and modern thought. The third chapter offers a general survey of the nature and history of the ten modes and the rest of the following chapters form the main body of the book, with one chapter for each mode.

The modes are presented in the book by three separate sources: philosophy of Alexandria, Sextus Empiricus, and Diogenes Laertius. Each of the chapters 3-13 begins with the translation of the relevant paragraph in these three authors and then continues with some pages of commentary. Since modes occur in different orders in different sources but follow Sextus ordering and to remove inconvenience, the original order of modes of Diogenes and philosophy is presented in Appendix A.

Although there is lacking of effort for minute analysis of each passage, the author seems equally concerned with the philosophical values of ten modes and tries to determine or at least to suggest ways of determining the extent to which the modes do or should induce suspension of judgment and skepticism.

“Sextus Empiricus: Outlines of skepticism” (ed.) by Julia Annas and Jonathan Barnes is a translation of ‘Sextus Outlines of Pyrrhonism’ which is considered as most influential systematic available work in the field of skeptical philosophy. The book contains a brief introduction about Sextus’ life and works, overview of skepticism of Sextus and its significance. The main body of the text comprises of three parts namely Book I, Book II, and Book III. Book I explains the nature and purpose of skepticism. It displays and demonstrates the main weapons in the skeptical armoury; and it distinguishes skepticism from other philosophical currents. In the Book II and III, Sextus turns to the specific account; there, he uses the weaponry in order to attack and destroy the positions of all non-skeptical philosophers (dogmatist). Book II tackles ‘logic’—which includes epistemology as well as what we now call logic. First part of Book III devoted to various issues in what to call metaphysics and the philosophy of science, and the last part of Book III is occupied with ethics.

Richard H. Popkins discusses in “Berkeley and Pyrrhonism” explaining first what Berkeley meant by skepticism. He attributes three doctrines to skeptics: First, Skeptic doubts everything. Second, Skeptic doubts validity of sensible things. Thirdly, Skeptic doubts the existence of real objects like bodies or souls. Popkins supports the view that Berkeley was antagonistic to Baylean Pyrrhonism. But he concludes that unfortunately, Hume turned the skeptical attack against new realism of Berkeley and reduced it again to Pyrrhonism.

Robert J. Fogelin on “The Tendency of Hume’s Skepticism” argues that Hume’s theoretical skepticism is wholly unmitigated. He also gives a much moderate and mitigated prescriptive skepticism. This mitigated skepticism is Pyrrhonian. Fogelin concludes that Hume’s skepticism and his naturalism meet in a causal theory of skepticism itself.

In nutshell, these discussions are vitally important in skeptic philosophy with rationalist temper.

**METHODOLOGY**

**Steps in Research**

In this study, the problem under investigation is concerned with the ideology of Skepticism. By the course of research and also through review of literature, the nature of the research can be determined of philosophical nature. To achieve the objective of the research the steps followed by the researcher can be mentioned as below:

- Library Study
- Discussions
- Critical thinking, contemplation and coding

Researcher has tried to find the main philosophical tenets and tries to find out there use in field of education. Critical analyses of all ideas enable to find connection and also through the contemplation it
was possible how to make is possible to realize in the field of education. Then the whole scheme of argumentation and their logical consequences and critical comments were codified and the multiple phase of sequencing and reexamining of the facts and finding and their logical connections made it possible to understand as useful philosophy for education in present context.

These steps does not execute in a linear phase but in a spiral because there is constant process of studying, discussions and critical assessment and examination and logical sequencing of ideas grasped and contemplation about how to make a theory of education or draw implication of educational practices.

FINDINGS
Main findings of the study can be mentioned as below:

Aims of Education According to Skepticism
Some of the educational objectives can be drawn as given below but they are suggestive in nature:

1. Education should develop the ability to raise questions on authority.
2. The mind must be trained to enable the student to develop meta cognition about their limitations and insufficiency of sense perception and validity of knowledge obtained.
3. Student should avoid taking immediate decision; to suspend the judgment is most required ability in view of skeptics.
4. Education should develop courage to reject the established truth if not understood properly on the basis of reason or other intellectual exercise or by sense.
5. The educative processes as understood by frame of skeptics, prevent the child or human being to be overconfident on his achievement and make him able to be humble in his achievement and develop the attitude in believing the change is the ultimate reality and he always accepts the alternative ways of his achievements.

Role of Skepticism in Deciding Pedagogy
The skeptical pedagogy can be discussed in various terms; for example; for dogmatic skepticism which maintain the position that there cannot be any pedagogy. It is so because several version of skepticism pose the arguments as:

(a) No absolute knowledge exists.
(b) No Knowledge is possible.
(c) Human being is not capable of knowing anything.
(d) If he will be able to know anything then he can’t communicate it.
(e) Human being is not capable to distinguish between true and false.
(f) If he will be able to know anything then he can’t separate from illusion.

All the above arguments imply that there is no room to advocate any specific pedagogy for educationist. As we have seen that there is no ultimate judgment in view of skeptics thus there must be variety of positions based of relative perspectives of person and this must be reflected in class room teaching learning process. These position advocates by skeptics are not tenable and various attempts were made by philosophers like Descartes, Kant, Hume and other positivist’s thinkers.

Skepticism and Organization of Curriculum
Keeping in mind the attitude of skeptic and various prominent announcements of skeptics some suggestive measure can be mentioned only. Curriculum is considered as organization of learning experiences and knowledge stock to be given to the students and learners. The skeptic rejects the
acceptance of authority and not only in terms of knowledge but also in each aspect of educational process is can be seen in the same way e.g. in terms of notion of truth. Skeptics shifted various considerations in philosophy from traditional to more critical in sense of skepticism as anti fundamentalism:

(a) Knowledge by understanding,
(b) Emergence of constructed nature of reality,
(c) Search for most acceptable or mutually acceptable judgments,
(d) They emphasized the notion of interpretations,
(e) They introduce the notion of acceptability of truth and
(f) Probable nature of knowledge in place of certain form of knowledge.

CONCLUSION
Skepticism in classroom can be brought at two levels depending upon what we mean by it. It can be taken methodologically like Descartes where we take skeptical postures to arrive at absolute knowledge. It is interesting to note that this method is generally favored by many. The big champion of enlightenment like Kant had said that we must deliberately put to test all of our beliefs. Also in a certain way one may imagine that the logical positivists with their verifiability principle to be in tune with such skepticism, it is based upon what is called the myth of the given and metaphysics of present with an epistemology of mirroring and representation. Schools are accepted to guide the society and representative of society also, but any predestined image of school is not acceptable. There are the place where people finds ways and means to create in himself a peace of mind, ways to know how to suspend judgments in equally persuasive conditions to create époque. The modern technological classroom will equip them various means to justify and to critically examine their previous views and beliefs developed by teachers, parents and in due course of natural process of social cognitive and physical development. This is not an end of process to find conclusion, it is everlasting process but each step leads him ahead from previous stage of ignorance and erroneous opinions. This can be done in better ways by the help of teachers but very carefully since here is a slippery stage to confuse between students own experience and over imposing of teacher’s experience. According to some skeptics like mitigated and local skeptics, Schools and Classrooms become democratic spaces of discussions, debates and construction of knowledge. Standards of acceptability will be negotiated but once accepted there logical implications too will be accepted. All this in healthy spirit of inter subjective open dialogue.

Future Study
On the basis of present study and experiences further studies can be suggested as mentioned below:

1. An epistemological enquiry in educational research and its connection with Skepticism.
2. A critical examination of Skepticism with special reference to educational understandings

REFERENCES
5. Christopher Hookway (1990), Scepticism, London and New York: Routledge