

A Comparative study of Educational Philosophies of Rabinder Nath Tagore And Dr.Sarvepalli Radhakrishnan

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ABSTRACT

Education is as old as the human race. It is never ending process of inner growth and development and its period stretches from cradle to the grave. Various great Indian thinkers and philosophers have been born to visualize these aims of education and enlighten the people. Out of them the two great philosophers and educationists are Rabindranath Tagore and Dr. Sarvepalli Radhakrishnan who have secured an eminent place among the developed and development countries of the world having commendable achievements in the fields of Education, Industry, Science and Technology, Arts and Literature. Their contributions to socio-culture advancement, economic and educational development were outstanding and even guiding the present policy and planning of the country.

I.INTRODUCTION:

Education humanize humanity and make life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being. Rabindranath Tagore known as Guru who ushered cultural religious and educational revival in India was born on 6th may 1861 in an educated, cultured, rich and reputed family. Tagore was a great poet dramatist, philosopher, composer, painter, novelist nationalist and an educationist. As he had hatred towards formal education he was given education at home by self-study. In spite of this he learnt English, Hindi and Sanskrit. Tagore imbibed the idealistic philosophy of life and adopted the highest ideals of truth, beauty and goodness as the chief aims of education to be achieved by all human beings. As an idealist, Tagore believed in the absolute and immortal existence of God, but he believed in God as a superman and accepted this world as his best creation. Tagore believed that God is one and he has created human being and nature. We perceive a unity in him and through him, the fraternal bonds between all human beings and external nature. Hence, he emphasized adjustment between nature and human soul i.e. Man. Tagore wanted to inculcate self-respect and dignity in manhood and elevate his soul. For this, he emphasized that education should promote this progress by all means.

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Statement of the problem

A Comparative study of Educational Philosophies of Rabinder Nath Tagore And Dr.Sarvepalli Radhakrishnan.

Objectives of The Problem

The objectives of the proposed study are:-

- To study the general philosophies of Rabindranath Tagore and Dr. S. Radhakrishnan.
- To study the educational thoughts of Rabindranath Tagore and Dr. S. Radhakrishnan.
- To compare the educational philosophies of Rabindranath Tagore and Dr. S. Radhakrishnan with references to various aspects of education.

DELIMITATIONS OF THE PROBLEM

The problem is confined to the comparative study of educational philosophies of Rabindranath Tagore and Dr. S. Radhakrishnan.

II.PROCEDURE

The present study is both philosophical and historical in nature. It will be a library work. The investigator will study the writings of various philosophers on Rabindranath Tagore and Dr. S. Radhakrishnan and also the writings of these two great philosophers.

According to Tagore, education should promote fellow-feeling and love. He opposed the current rigid and logical education and hence, he wanted that child should enjoy freedom while learning for which he upheld nature as most effective and powerful teacher. According to Tagore, education consists of physical, mental, moral and spiritual development. He also wanted the development of international attitude and all faculties. He advocated broad-based curriculum based on activities and broad experience in real life situation. He emphasized on Science, Mathematics, Social Studies, Agriculture, Arts, Sculpture, Vocational and Technical subjects etc. According to Tagore, teaching while walking, discussion and debate and activity methods are the best methods of teaching which are full of life and vitality. He did not like strict and harsh discipline. He was in favour of mother-tongue as the medium of instruction. He had also assigned an important place to the teacher who is a guide and stimulator of the students. Tagore emphasized strongly the education of women. For all these, he established the famous Vishwa Bharti University at Shantiniketan on 22nd September 1921. Primarily an educationist, a philosopher, statesman, social reformer, nationalists, religious reformer-the Dr. Sarvepalli Radhakrishnan born on 5th September 1888 in a poor Brahmin family at Tiruttani near Madras, had made substantial and solid contribution to the education through and practice in India. He had done lot to blend Western and Eastern philosophy by innumerable writings. He had been to great positions like Presidentship, Vice- Chancellor, lecturership, Chairman of university education commission etc.He tried to awaken in the

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minds of Indians a strong feeling of love and respect for mother-land and for her cultural heritage. He was a neovedantic idealistic philosopher who believed in the existence of god as the ultimate cause to explain the cosmic phenomena. He had immense knowledge, in The Veda, The Upanishads, The Gita and The Scriptures of other religious. He had synthesized idealism, Realism, Mysticism and Pragmatism in his philosophy. He had expressed an integral view point in his approach of Religion, Brahman, Karma, Spiritual evolution and Absolute. Radhakrishnan's general philosophy has immensely influenced his educational thoughts. He laid emphasis on the universal education for the development of the country. For him, a sound education should produce useful citizens, whole man and women of boys and girls. His aim of education was character building, harmonious development, cultural, moral and spiritual, national integration and vocational development, for the development of originality, excellence and creativity, which will unfold all the hidden powers in man. He also advocated broad-based curriculum which should provide scope for the development of human skills intellectual and vocational efficiency. He also included science, social science, language and literatures, mathematics, philosophy and religion, vocational subjects, arts, music, fine arts, sports etc. like Tagore, he also emphasized on mother-tongue as a medium of teaching, but sideways he also recommended Hindi and English. According to Radhakrishnan, discussion, text-books, seminar and meditation are the best methods of teaching. He had also laid stress on women education which included practical training of housekeeping.

Radhakrishnan emphasized education for all irrespective of caste, creed and economic consideration and rural people. He had also emphasized on religious education which includes Upanishads, Vedanta, The Mahabharat, The Gita, songs of Kabir, Surdas etc. He believed in the democratic administration and free discipline. Like Tagore, he was also against corporal punishment. For him, success of the educational process depends upon the character and ability of the teacher. Hence, he grades first position to teacher. As Radhakrishnan was a teacher in true sense and had done lot in the educational field, his birthday 5th September is celebrated as 'Teacher's Day' every year. The two great thinker's educationists, philosophers and the veritable makers of modern India believed that education consists of spiritual, moral, physical, religious and intellectual training.

III.AIMS OF EDUCATION

- Character development
- Vocational development
- International development
- Cultural development
- National development

IV.CURRICULUM

Curriculum according to Rabindranath Tagore and Radhakrishnan was diversified and and broad based. Both have emphasized general and religious education in the sphere of character building and man-making also they have emphasized broad-based curriculum in order to achieve all aspects of child's life – physical, intellectual,

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social, economic, moral spiritual and vocational development. Rabindranath Tagore was of the opinion that curriculum of the school should be according to the needs of the society, so he gave place to subjects like languages and literature, Mathematics, Physics, Chemistry, Botany, Zoology, General Science, health Education, Social Science like History, Civics, Geography, Economics and Sociology, Agriculture and Technical subjects, Art, Music, Dance, philosophy and Religion. He also emphasized on activities like Dance, Drama, Music, Games, Drawing and Painting, Gardening, Excursions, Laboratory work Social Service, Debate and Discussion etc. Hence, he gave practical shape to his educational ideas by establishing a school Vishwa Bharti in Shantiniketan which later on developed as International University.

V.METHOD OF INSTRUCTION

Due to diversified languages in India, both Radhakrishnan and Rabindranath were in the favour of mother-tongue as a medium of instruction. Sideways Radhakrishnan proposed three languages formulas that is mother-tongue as a regional language, Hindi as a federal language and English as the link language. Though they stressed on mother-tongue but were not against English language, as it keeps in touch with living stream of ever growing knowledge of the world.

VI.METHODS OF TEACHING

For both great souls Rabindranath and Radhakrishnan, a method of teaching occupies important positions in the educative process which helps the children to find a way of learning. For this, both had emphasized on discussion and debate, heuristic method and seminar method which can solve various problems. Rabindranath had other methods of teaching in natural environment that is , teaching while walking and activities like jumping, climbing, shouting, clapping, dramatization which is essential for body and mind. Whereas, Radhakrishnan laid stress on meditation and mass media which also keeps body and mind cool and gives concentration.

VII.TEXT BOOKS

Regarding text books both had different opinion. Radhakrishnan emphasized on text books. According to him, a book provides us with ample opportunity for cultivating good habits and improving the life quality. Books provide man with spiritual nourishment and remove inertia. As Radhakrishnan has remarked, “Good books are the precious documents of a Nation”. But Rabindranath Tagore was very much against text books. To Tagore, real education is not mere cramming of books. It must be based upon real problems of life. Thus, instead of text books he advocated question-answer method as very effective tool for the development of child.

VIII.WOMEN EDUCATION

The two great thinkers Rabindranath and Radhakrishnan accords high place for the women and had same view of education that there should be no difference between boys and girls. Rabindranath Tagore remarked,

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“Women should acquire pure knowledge for becoming a mature human being, and utilitarian knowledge for becoming true women.” It is the nature of women to be a wife and a mother. Education should cater to the special needs of women. A woman should be able to fulfill her duties towards her family. Similarly, according to Radhakrishnan, education for women should include practical training of housekeeping and family care. It should make her familiar with the problems of home management and education, Fine arts recommended special course like Nursing, Home economics, Fine arts etc. for women in all respects such as politics, Economics, Culture and Spiritual.

IX.DISCIPLINE

Both Radhakrishnan and Rabindranath believed in free discipline and were against corporal punishment. Rabindranath remarked, “Discipline is not something imposed from outside but it grows from within.” Hence, Rabindranath Tagore was in favour of giving maximum amount of freedom to children in his school. He believed in a self-imposed discipline. In Shantiniketan, a provision was made for boys own court of justice which deals with all breaches of conduct on the part of the boys. Similarly, Radhakrishnan also believed in democratic administration. According to him, educational institutions should foster a sense of discipline in the student through different activities. He holds that education should develop in the minds of the students, love for disciplined thinking, adherence to truth and the power of resistance to popular sentiments and mob passion. For this, he recommended universities where men’s will, intellect and emotions are disciplined.

The main points emerging from the comparison of two educational philosophies may be as under:-

- Both Tagore and Radhakrishnan advocated comprehensive concept of education. They favoured the education of every man, woman and child irrespective of caste, creed, color, rich or poor, high and low.
- They both advocated same aims of education like religious, mental moral, intellectual, physical, cultural and vocational development.
- Both the educationists recommended a diversified curricula combining general education with religious as well as professional education. Both laid stress on technical subjects.
- Both were in favour of mother-tongue as a medium of instruction but were not against English language. Hence, recommended English also as an open window for trade and commerce.
- The two great souls emphasized on discussion and debate as method of teaching.
- For both of them teacher occupies a great position in society, hence, a teacher should be a friend, a guide and a philosopher with understandable and sympathetic nature.

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- Both Tagore and Radhakrishnan worked for the education and emancipation of women. Hence, they emphasized practical training of house-keeping. Rabindranath Tagore and Radhakrishnan believed in free discipline and were against corporal punishment, hence imposed discipline through various activities.

X.CONCLUSION

The difference in educational thoughts of Rabindranath Tagore and Dr.S.Radhakrishnan are negligible as compared to similarities. Although Radhakrishnan supported all the aims of Rabindranath Tagore but he emphasized more on man making. Rabindranath Tagore emphasized only mother-tongue as a medium of instruction while Radhakrishnan laid stress on mother-tongue as well as English and Hindi. For the curriculum, both Tagore and Radhakrishnan had same opinion, but Rabindranath Tagore Stressed more on Art and Music where as Radhakrishnan adopted mass Media and Meditation. Though both believed in free discipline but Rabindranath Tagore adopted Nature and Radhakrishnan adopted various activities to develop discipline among students. For Radhakrishnan, text books are the companions and provides ample opportunity of cultivating good habits, where as Tagore was very much against the text books. As according to him, text books are not based upon real problems.

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