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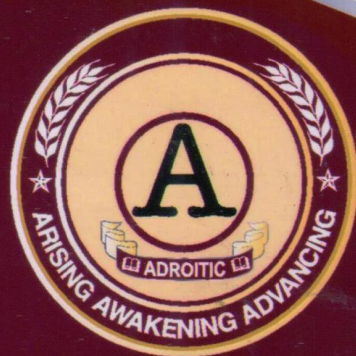
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An Analysis to See the Relevance of Educational Philosophy of Rabindranath Tagore in Present Scenario



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Abstract: This paper basically highlights Rabindranath Tagore's philosophy of education in India and Tagore's educational view. This paper focus on Rabindranath Tagore's especially in his educational ideas. Thus, this paper attempts to perceive the approaches and the values in gigantic. This paper deals with the educational philosophy of Guru Rabindranath Tagore. Tagore's contribution as a philosopher and thinker is described in this paper. He believed that the self-realization should be the goal of education. Rabindranath Tagore believed that the aim of education is self-realization. He himself was a poet and a saint, who had, through his imagination and insight, realized the universal soul in himself and in nature. He believed that this realization was the goal of education. Because the universal soul is the root of our own soul, man's aim in life is to reach that universal soul of which all human beings are parts. The evolution of nature is consciously or unconsciously driving us towards this universal soul, a process that can be assisted by education. Even if it is not assisted, the progress towards the universal soul will continue, but then individuals will be deprived of self-realization. It is thus evident that Rabindranath educational philosophy is an adjunct of his general philosophy of life. He believed that every human being is one who has potentialities of progressing towards the Super human being, the universal soul. His conception of the universal soul bore clear imprint of the Gita and Upanishad philosophies.

Key Words: Self-realization, Gita and Upanishad philosophies, universal soul

Introduction: Tagore was born on 6th may 1861 in Bengal in a prosperous family. At primary level his father provided him education in Sanskrit language, Indian philosophy & Astronomy. For higher education he was sent to Bengal Academy wherein he developed an aversion to the prevalent dull rigid and dull education. He was then sent to England wherein he left it and further studied on his own. He gradually started writing in magazines etc. He turned into a poet, dramatist, philosopher and painter. He was then awarded the title of Gurudev He got the Nobel Prize as he translated Gitanajali in English. The Indian govt. awarded him with the degree of Doctorate in 1915 which he eventually gave away after the Jallianwala Bagh incident. He established Vishwa Bhartion 22nd sept, 1921 whose aim was to create a synthesis of the east and west. He died in 1941.

His Philosophy as a Vedantist: He had a firm belief in the philosophy of Veda. He believed in "I am Brahma" There is a spiritual bond between man and man.

As an Individualist: He believed in giving right type of freedom to individual. Every individual is unique.

As an Idealist: He believed that the man should live for the ultimate truth which liberates us from cycle of birth and death had faith in absolute values.

As a Spiritualist: He believed that every individual should try to attain spiritual perfection.

As a Humanist: He preached human brotherhood, having faith in fundamental unity of mankind. He remarked that "even God depends upon man for perfecting his Universe."

As a Naturalist: He considered nature as a great teacher God revealed himself through various forms, colors and rhythm of nature. Tagore's Internationalism: He was an ardent prophet of world unity. " He believed in world brotherhood.

Aims of Education: According to Tagore, "God reveals himself through nature more effectively than through man made institutions. Hence, the education of the child should be under natural surroundings so that the develops love for all things around him" According to Tagore, "That education is highest which not only imparts information and knowledge to us, but also promotes love and follow feeling between us and the living beings of the world".

Concept of Education: The real living directly is true education. It not only promotes the acquiring of some knowledge but develops the curiosity & faculty of learning and knowing so powerfully that no class room teaching can match it." Moral & Spiritual Development Education should strive for a number of moral and spiritual qualities like self-discipline, tolerance, courtesy and inner freedom Development of all faculties' chief aim of education should be the drawing out of the latent faculties of the child. To him a child is more important than himself problems hence he opposed the crushing of the child's individuality. Hence he should be given full freedom International brotherhood though Tagore was an individual stye the believes in socialism, internalize. According to Tagore individual should develop to the fullest extent and then he should contribute his best to the promotion of international welfare.

Special Contribution to Indian Education: R.N. Tagore was really a great philosopher and an educationist. Establishment of Shantiniketan is a unique experiment in the history of Indian education. Through it, Tagore established that India was still in a position to show light to the world by reviving its ancient spirit and wisdom, philosophy and way of life.