“Right education should help the student not only to develop his capacities but to understand his own highest interest”

- Jiddu Krisnamurti
Chapter 9

SUMMARY OF THE WORK AND SUGGESTIONS FOR FURTHER RESEARCH
9.0 Introduction

The summary of the work gives a picture of the research that has been done. The purpose of my thesis was to compare the educational ideas and practices of Rabindranath Tagore and Maria Montessori. The thesis has been divided into several chapters. Each of them dealing with different aspects of the study.

9.1 Summary of Work

Chapter One

The First Chapter introduces the work conducted by the researcher. It discusses the necessity of the planned research work. The statement of the problem has been delineated in this chapter. Operational definitions of each term have been defined by the researcher. The research questions and the objectives of the study have also been specified in the introductory chapter.

Chapter Two

The Second Chapter contains the review of the related literature. The aim of this chapter is to provide a general background regarding the important developments in the field of the concerned area of study. The researcher reviewed around fifty five works on Rabindranath Tagore and Maria Montessori from various journals (printed and online), educational surveys, articles and books. The researcher concentrated on three types of research work mainly concentrating on the educational philosophy of Rabindranath Tagore, educational thoughts of Maria Montessori and comparative studies done with thoughts of Rabindranath Tagore and Maria Montessori separately. The review discloses that although many comparative studies have been conducted separately on these pioneer educators, no comparative studies have been initiated on Rabindranath Tagore and Maria Montessori. This research will compare the educational philosophies of Rabindranath Tagore and Maria Montessori. It will also explore the educational contribution of both these educators in the field of Education. The work will throw a new light on the life, educational philosophy and educational contribution of the two great educators.
Chapter Three

The Third Chapter discusses in detail the type of research that has been conducted and outlines the various steps of the research. A philosophical and historical research was conducted by the researcher. It is a philosophical research in the sense that the researcher closely analyzes the philosophical ideas of Rabindranath Tagore and Maria Montessori. The research is also a historical research as it traces the roots of Tagore and Montessori’s philosophy from various primary and secondary sources. The researcher also pointed out the limitations of the study pointing out the major focus area of the research.

Chapter Four

The Fourth Chapter looks into the life history and biographical circumstances of the two educators Rabindranath Tagore and Maria Montessori. In order to understand the ideas and practices of Rabindranath Tagore and Maria Montessori we need to comprehend the myriad life experiences of the two educational pioneers. Rabindranath Tagore was born in Colonial India. He was part of the Bengal Renaissance Movement. Maria Montessori on the other hand, was born in Italy, where the seeds of Renaissance Movement germinated. This chapter looks into the early life, education and their contribution in the field of education. It also takes a special note of the meeting of the two educators in India and how the educators interacted with each other.

Chapter Five

The Fifth Chapter examines the educational philosophies of the two educators. It analyzes Rabindranath Tagore as an Idealist, a Naturalist, a Pragmatist and a Humanist. Maria Montessori has also been analyzed as an Idealist, Naturalist, Pragmatist and Humanist. The chapter looks into the similarities and dissimilarities in the educational philosophies of Rabindranath Tagore and Maria Montessori.
Chapter Six

The ideas of education as propounded by Rabindranath Tagore and Maria Montessori have been explored in the Sixth Chapter. This section examines Rabindranath Tagore’s and Maria Montessori’s approaches to fundamental educational issues like: aim of education, methodology of education and curriculum of education. The chapter also tries to find out the similarities and dissimilarities between these two educators in their respective approach to education.

Chapter Seven

The Seventh Chapter takes a close look at the actual implementation of the educational practices of Rabindranath Tagore and Maria Montessori. Rabindranath Tagore experimented with his educational ideal in Santiniketan School (1901), Visva-Bharati (1921) and Sriniketan (1922). Maria Montessori gave shape to his educational ideals in Casa dei Bambini (1907).

Chapter Eight

Chapter Eight discusses the present day relevance of the two educators. The relevance of Rabindranath Tagore and Maria Montessori in today’s educational perspective has been explored in this chapter. The explorations have been conducted from various perspectives: child centric education, peace education, environmental education, constructivism, and various policies and commissions in India. Efforts have been made to trace the relevance of their educational perspective in modern 21st century.

9.2 Suggestions for Further Research

The research that has been undertaken for this thesis has highlighted a number of topics on which further research would be beneficial. The several areas that can be explored for further development and applications are as follows-

- Comparison of the Psychological Principles of Rabindranath Tagore and Maria Montessori.
• Comparative study on both Rabindranath Tagore and Maria Montessori with other educators.

• Separate study on the aims, curriculum and methodology of the educators.

• Studies on Sriniketan and its present day relevance.

• Separate studies on Environmental Education as advocated by Rabindranath Tagore and Maria Montessori may be conducted.

• Studies on Peace Education as advocated by Rabindranath Tagore and Maria Montessori with present day relevance may also be conducted.

• Separate studies on Rabindranath Tagore and Maria Montessori as a Constructivist can also be undertaken.

• The study conducted was a philosophical and historical research. Survey research may be conducted to find out how far Tagore’s educational principles are relevant in ‘Santiniketan’, ‘Visva-Bharati’ and ‘Sriniketan’ today.

• Survey Research may be conducted to find out the influence of Montessori Method in the Pre Primary Stage of Education in India.

9.4 Conclusion

So this chapter provided us a brief overview of the various aspects of the research. It also suggested the various areas for future research. The conclusion of the study has been discussed in details in the following chapter.