Rabindranath Tagore and Maria Montessori were two great educationists of the two continents of the world. This study compared the ideals and practices of both these pioneers in the field of education.

The objectives of the study were to analyze the similarities and differences in the educational philosophies of Rabindranath Tagore and Maria Montessori, to study the aims, curriculum and methods of education as propounded by them and to find out the relevance of their educational doctrines in the present day education system.

Methodology: A philosophical and historical research was conducted by the researcher. The data were collected from the various primary and secondary sources. The collected data were analyzed by ensuring the internal and external criticism of the various sources.

Findings of the Study: Tagore and Montessori’s educational thoughts were inspired by the static conditions of the then prevalent traditional educational systems. Their pedagogical approaches stressed on the needs and interests of the child. Rabindranath Tagore’s approach towards evolution of an educational philosophy was his vision as a poet and his institution was an extension of his work of art. Maria Montessori’s educational theory was based on science and her institution was a pedagogical laboratory for her.

Rabindranath Tagore’s poetic vision enabled him to devise a unique learning environment at Santiniketan based on the concept of ancient Indian ideals. Rabindranath asserted his mission to promote global peace and universal brotherhood through the creation of Visva-Bharati. Through Sriniketan Tagore tried to address the needs of rural India.

Maria Montessori through scientific observation evolved learning materials in a classroom environment that fostered children’s natural desire to learn from ‘Children’s House’. She developed the Montessori Method, which was eventually adopted throughout the world. Living through the years of violent war and political upheaval, also inspired her to espouse the cause of peace education.

The conclusion that the researcher could draw from the study was that though the educational practices of both these educators were different, there are many parallel ideas in their educational ideals and thoughts. Their innovative methods of teaching are still relevant in the present day education.