CHAPTER-X

IMPLICATIONS OF THE EDUCATIONAL THEORY OF M.K. GANDHI AND J. KRISHNAMURTI FOR THE PRESENT SYSTEM OF EDUCATION IN INDIA

10.1 PRESENT SYSTEM OF EDUCATION IN INDIA

The present system of education in India is a very poor copy of the British system of education. The British rulers had no interest in the welfare of Indian people. There was a total neglect of the all round development of the personality of the individual. Thus the given education was theoretic, bookish and narrowly conceived. Unfortunately even after independence the same trend in education is prevalent. In spite of the recommendations of major commissions, no substantial reform or improvement in the system is perceived. Even today the system is examination dominated which doesn’t allow the ‘Inward flowering’ of the educand. Majority of schools lack the physical amenities and have incompetent teachers, defective outdated methods of learning, inadequate or no audio-visual aids, proper playgrounds and text books etc. The classes in most of the schools are over-crowded, hence there is no proper interaction between the teacher and the taught. The students coming out of these schools lack a harmonious development of personality, character and understanding of life on the whole. There is no place for value oriented education in our educational institutions and emphasis is on giving technical and materialistic education only. As a result there is a great degradation of moral and ethical standards in the younger generation. Keeping all this in mind there is a need to change our present system of education.

M.K. Gandhi and J. Krishnamurti are two of such thinkers whose valuable ideas on education have not taken practical form in government and private schools in India. Unfortunately our educational system as a whole has not been benefited by the theoretical and practical efforts of these great thinkers. The
unique contribution made in their attempts to liberate the young souls imprisoned within the four walls of classroom. The reason may be the lack of any comprehensiveness and systematic investigation in all aspects of their educational theory and its implications for the present system of education. The result is that even today present system of education suffers serious limitations. So, there is a great need of transformation immediately and urgency for bringing about a change in the basic concept of education based on our indigenous needs and aspirations of people. Thus the educational thoughts and practices propounded by these two thinkers seem quite appropriate on the whole to be acknowledged by the present system of education and to inculcate their outstanding and unique features in our present educational system.

10.2 IMPLICATIONS OF THE EDUCATIONAL THEORY OF M.K. GANDHI AND J. KRISHNAMURTI.

M.K. Gandhi advocated that presently in our schools we provide more stress on academic education at the level of intellect and neglect vocational supplement education to make the child self-supporting. He emphasized education of 3H’s i.e. Hand, Heart and Head than of 3R’s i.e. Reading, Writing and Arithmetic which are divorced from the concrete realities and problems of life. He also advocated dignity of labour to encourage the students to work with their own hand. He directed to create ‘thinking hands’ along-with the development of intellect.

On the other hand J. Krishnamurti asserts that moral education emphasizes ‘what should be’ and totally avoids the observation of ‘what is’. He says that ‘what is’ is a fact and not ‘what should be’ “Intelligence is the capacity to see ‘what is’ and to awaken this capacity, in oneself and in others, is education”. (J. Krishnamurti, 1973). The first thing which we must keep in mind about J. Krishnamurti’s teaching is that his concept regarding teaching of child must reach the student absolutely uncontaminated. Because whenever we perceive anything we colour it with the accumulation of our own mind and the reality is
coloured. So it is very important that teachings and suggestions of J. Krishnamurti reach the younger generation uncontaminated by the interpreters.

10.3 SUGGESTIONS FOR IMPLEMENTATION OF THE ‘THEORIES OF EDUCATION’ PROPOUNDED BY M.K. GANDHI AND J. KRISHNAMURTI.

i. In order to get benefit from the philosophy and educational philosophy of these two thinkers it is important to form a committee of experts of N.C.E.R.T. along-with Methodology experts and the persons who are well informed about M.K. Gandhi’s and J. Krishnamurti’s educational philosophy.

ii. Curriculum should be re-designed to teach the students from their point of view in order to inculcate their unconventional unique features like working with hands, feeling of responsibility towards one’s environment, enquiry into human values, cultivation of a global outlook, learning without fear, cordial and friendly relationship between teacher and taught and to appreciate nature to establish healthy tradition like ‘Asthachal’ for the awakening of senses and get peace of mind.

iii. Morning assembly should be held every day in all the educational institutions accompanied by talks and discourses of M.K. Gandhi and J. Krishnamurti along-with the other activities.

iv. Introduction of wide range of activities in the curriculum like art and crafts, Dance and Music, various clubs, dramatics, debates, sports, yoga, swimming, gardening, actual work experience like sanitary services, cleanliness and health, working in farms in rural areas and dairy farms, cottage industries etc., should be encouraged along-with maintenance of academic excellence through intrinsic motivation and not through extrinsic rewards and punishments.
Likewise, essay competitions and declamations contests can also be encouraged in the schools on the educational philosophy of M.K. Gandhi and J. Krishnamurti.

Books, exhibitions on literature related to their lives, works, philosophy and educational philosophy should be organized in the schools by extending invitations to publishers and book sellers of their area of knowledge.

Media like educational films, theaters, newspapers, radio and televisions should be used for inculcation of valuable thoughts. Some distinguished teachers can also bring out material related to it.

Inter school and inter college debates and declamation contests on themes related to their educational philosophy and its practical aspects can be held. These can be conducted at the district, state, University, national and even international level. Participation in the contest by way of speakers and also by way of audience will have a good impact. All educational institutions (government and non-government) should be encouraged to participate in these contests.

Extension lectures based on their unique contribution on educational aspects should be arranged in the educational institutions. Experts should be invited to deliver their speeches made on their relevant thought.

The teachers should be inspired to attend orientation courses arranged through proper channels to impart education in the right manner.

To implement their concept of education in schools one can first hold seminar, conferences and then form study group that can work out the final details in workshops for educating the educator at the university level. Then they can educate the teachers by the 'in-service training programme'.
xiii. A lot of research work can be taken up regarding the implementation of the practical aspect of their educational philosophy in India and abroad as well.

xiv. To bring harmonious development of the personality of the students, teachers must come forward and should make all efforts for infusing relevant ideas of education pertaining on the themes of two world teachers M.K. Gandhi and J. Krishnamurti.

CONCLUSION

In case the students in our schools and colleges are inspired to study the teachings of M.K. Gandhi and J. Krishnamurti it may be expected that they (students and teachers) as well as the society will be the gainer for it may help in bringing about ‘integrated human beings’. Today, peace and harmony is the prime requisite for mankind’s survival and progress. We are living in a globally interconnected world in which biological, psychological, social and environmental phenomena are all interdependent. It is the holistic education propounded by M.K Gandhi and J. Krishnamurti which can help us in achieving a global unity, harmony, co-existence and universal brotherhood.

10.4 SUGGESTIONS FOR FURTHER STUDY

The following studies related to M.K. Gandhi and J. Krishnamurti other than the present research work is suggested for the further study:

i. A comparative study can be conducted about the functioning of M.K. Gandhi’s ‘Gujrat Vidyapith Ahmedabad’ with other public schools and universities in India.

ii. M.K. Gandhi’s contribution in the field of women education and downtrodden-A study.

iii. A comparative study can be conducted comparing the educational thoughts of M.K. Gandhi with other Indian and western philosophers of education.
iv Contribution of the schools established by Krishnamurti Foundation India (K.F.I.) in the field of education in India in the new millennium.

v An experimental study can be conducted on ‘student’s psychological development’ in the light of J. Krishnamurti’s teachings and its comparison with the psychological development of students from ordinary schools.

vi Detailed investigation comparing the educational thoughts of J. Krishnamurti with other Indian and western philosophers of education.