<table>
<thead>
<tr>
<th>CHAPTERS</th>
<th>TOPICS</th>
<th>PAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAPTER- I</td>
<td>INTRODUCTION</td>
<td>1-20</td>
</tr>
<tr>
<td>1.1.</td>
<td>Emergence of the Study</td>
<td>1-11</td>
</tr>
<tr>
<td>1.2.</td>
<td>Rationale of the Study</td>
<td>11-17</td>
</tr>
<tr>
<td>1.3.</td>
<td>Objectives of the Study</td>
<td>17</td>
</tr>
<tr>
<td>1.4.</td>
<td>Operational Definition of the Term</td>
<td>17-18</td>
</tr>
<tr>
<td>1.5.</td>
<td>Delimitation of the Study</td>
<td>18</td>
</tr>
<tr>
<td>References</td>
<td></td>
<td>19-20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER- II</th>
<th>THEORITICAL FRAME WORK OF THE STUDY</th>
<th>21-61</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1.</td>
<td>Various Aspects of Education of Gandhi, Tagore and Paulo Freire</td>
<td>21</td>
</tr>
<tr>
<td>2.1.1.</td>
<td>Mahatma Gandhi on Education</td>
<td>22-24</td>
</tr>
<tr>
<td>2.1.2.</td>
<td>Gandhi’s Important Views on Education</td>
<td>24-25</td>
</tr>
<tr>
<td>2.1.3.</td>
<td>Primary Education</td>
<td>25-26</td>
</tr>
<tr>
<td>2.1.4.</td>
<td>Secondary and Higher Education or Post Basic Education</td>
<td>26-28</td>
</tr>
<tr>
<td>2.1.5.</td>
<td>Rabindranath Tagore on Education</td>
<td>28-30</td>
</tr>
<tr>
<td>2.1.6.</td>
<td>Tagore’s Important Principle on Education</td>
<td>30-31</td>
</tr>
<tr>
<td>2.1.7.</td>
<td>Tagore’s Educational Vision in Present Context</td>
<td>31-33</td>
</tr>
<tr>
<td>2.1.8.</td>
<td>Paulo Freire on Education</td>
<td>33-35</td>
</tr>
<tr>
<td>2.1.9.</td>
<td>Paulo Freire’s Educational Works in Action</td>
<td>36</td>
</tr>
<tr>
<td>2.2.0.</td>
<td>Pedagogy of the Oppressed</td>
<td>36-42</td>
</tr>
</tbody>
</table>
2.2.1. Cultural Action for Freedom 42-46
2.2.2. Education for Critical Consciousness 46-54
2.2.3. Brief Background History of Educational Experiments of Gandhi, Tagore and Freire 54-59
References 60-61

CHAPTER-III REVIEW OF THE RELATED STUDIES 62-120
3.1. Introduction 62
3.1.1. Studies Conducted in India 63-93
3.1.2. Studies Conducted in Abroad 93-111
3.1.3. Articles and Other Materials 111-115
3.1.4. Implication of Reviews of the Related Studies 116
References 117-120

CHAPTER-IV METHODOLOGY 121-150
4.1. Introduction 121-123
4.1.1. Philosophical Method of Inquiry 123-127
4.1.2. Qualitative Approach 127-129
4.1.3. Types of Qualitative Analysis 129-131
4.1.4. Content Analysis 131-132
4.1.5. Sources and Uses of Content Analysis 133
4.1.6. Procedure of Content Analysis 133-135
4.1.7. Field Study 135
4.1.8. Exploration of the Field 135-136
4.1.9. Process of Field Investigation 136-137
4.2.0. Exploration of the Documents 137-139
4.2.1. Participant Observation 139-140
4.2.2. Field Study of the Visiting Places:

A Brief View 141-148

4.2.3. Methodology Adopted in the Present Study 148-149

References 150

CHAPTER V ANALYSIS AND INTERPRETATION 151-331

5.1. Experiments in Education and Pedagogy of Gandhi 151-218

5.1.1. Mahatma Gandhi’s Early Life 151-152

5.1.2. Gandhi’s Concept of Man and World 152-154

5.1.3. Influence of Indian Philosophical Tradition on Gandhi’s Concept of Ahimsa 154-158

5.1.4. Non-Violence as Gandhiji’s way of Life 158-160

5.1.5. Gandhi’s Non-Violence in South Africa 160-163

5.1.6. Peace Education and Gandhi as a Peace Maker: Non-Violence in Education 163-165

5.1.7. Mahatma Gandhi’s Educational View 166-168

5.1.8. Mahatma Gandhi’s Ashram Schools-A Detail History 168-169

5.1.9. Tolstoy Farm 169-170

5.1.10 Sabarmati Ashram 171-172

5.1.11. Gujarat Vidyapith and Kumar Vinay Mandir 172-176

5.1.12. Vallabh Vidyalaya 176-181

5.1.13. Gram Dakshinamoorti 182-185

5.1.14. Grambharti Amrapur 185-188
## 5.1. Vishwamangalam Anera

- 5.1.15. Vishwamangalam Anera
- 5.1.16. Gandhiashram Zilia
- 5.1.17. Main Features of all Seven Institutions
- 5.1.18. Nai- Talim
- 5.1.19. Practices in the Normal Schools of the Country
- 5.1.20. The Significant Difference of Basic Schools and Present Day Schools
- 5.1.21. Zakir Hussain Committee Report
- 5.1.22. Criticism of the Scheme
- 5.1.23. Zakir Hussain Committee Report and Its Implication
- 5.1.24. Pedagogical View of Mahatma Gandhi

## 5.2. Experiments with Education and Pedagogy of Rabindranath Tagore:

- 5.2.1. Rabindranath Tagore’s Early Life and the Scenario of Bengal at that Time
- 5.2.2. Educational and Socio- Economic Condition in Bengal at the Time of Tagore’s Birth
- 5.2.3. Tagore’s Idea on Education
- 5.2.4. Santiniketan’s Ashram School and Its Teaching Method
- 5.2.5. Brahmacharya Ashram or Path Bavan
5.2.6. Nationalism and Internationalism 236-237

5.2.7. Relation Between Man and Religion in Nationalism 237-240

5.2.8. Culture and Civilization in Internationalism 240-241

5.2.9. Gandhi’s Views on Internationalism 241-242

5.2.10. Education for Internationalism 242-243

5.2.11. Education for Rural Reconstruction 243-244

5.2.12. Background History of Sriniketan 244-247

5.2.13. Agriculture Department 247

5.2.14. Industrial Department 248

5.2.15. Village Welfare Department 248-249

5.2.16. Education Department 249-250

5.2.17. Miscellaneous Activities 251-252

5.2.18. Works of Sriniketan (Diagrammatical View) 253

5.2.19. Pedagogical View Point of Tagore’s Educational Thought 254-256

5.3. Experiments in Education and Pedagogy of Paulo Freire: 256-284

5.3.1. Paulo Freire’s Brief Life Sketch 256-258

5.3.2. Paulo Freire’s Ideas on Education 258-261

5.3.3. Paulo Freire’s Method of Education 261-263

5.3.4. Curriculum 263-264
| 5.3.5.  | Paulo Freire’s Educational Experiments | 265-266 |
| 5.3.6.  | Freire’s Cultural Circle                | 266-267 |
| 5.3.7.  | Education for Critical Consciousness   | 267-270 |
| 5.3.8.  | Extension and Communication            | 270-271 |
| 5.3.9.  | Pedagogy of the Oppressed              | 271-273 |
| 5.3.10. | Cultural Revolution                    | 273-274 |
| 5.3.11. | Dialogical and Anti-dialogical Concept | 274-279 |
| 5.3.12. | Teacher-Learning Environment and Teacher-Student Relationship | 279-280 |
| 5.3.13. | Paulo Freire on Peace Education        | 280-283 |
| 5.3.14. | Pedagogical View Point of Paulo Freire’s Educational Thought | 283-284 |

| 5.4.   | Comparison of the Educational and Pedagogical Contribution of Gandhi, Tagore & Paulo Freire | 285-313 |
| 5.4.1. | Gandhi, Tagore and Paulo Freire’s Concept of Truth & Reality | 285-286 |
| 5.4.2. | Man and World                                      | 286-288 |
| 5.4.3. | Non – Violence                                     | 288-290 |
| 5.4.4. | Comparison of their Educational Thought            | 290   |
| 5.4.5. | Aim and Objectives of Education                    | 290-292 |
| 5.4.6. | Freedom on Education                               | 293-294 |
5.4.7 Knowledge 295
5.4.8 Curriculum 295-298
5.4.9 Craft in Education 298-299
5.4.10 Mother Tongue in Education 299
5.4.11 Method of Education 299-302
5.4.12 Spiritual and Religious Education 302-303
5.4.13 Teacher- Pupil Relationship 303-304
5.4.14 Adult Education 304-305
5.4.15 Women Education 306-308
5.4.16 Peace Education 308-309
5.4.17 Pedagogy of Education 310-311
5.4.18 Comparison of Their Educational Experiments 311-313

5.5 Dialogue in Trio 314-331
5.5.1 Mahatma Gandhi’s Basic Education Scheme 314-318
5.5.2 Rabindranath Tagore 318-322
5.5.3 Paulo Freire 323-328

References 329-331

CHAPTER-VI MAJOR FINDINGS AND CONCLUSIONS 332-389

6.1. Major Findings in Education Experiments and Pedagogy of Gandhi, Tagore & Freire 332
6.1.1. Aim of Education 332-334
6.1.2. Objectives of Education 334-336
6.1.3. Curriculum 336-338
6.1.4. Methods of Education 338-341
6.1.5. Teacher-Pupil Relationship 341-342
6.1.6. Women and Rural Education 342-344
6.1.7. Adult Education 344-346
6.1.8. Peace Education 346-347
6.1.9. Experiments in Education 347-348
6.2.0. Pedagogy in Education 349-350
6.2.1 Comparison of their Educational Pedagogical Contribution of Gandhi, Tagore and Freire 351-353
6.2.2. Diagram of Similarities of Gandhi, Tagore and Freire 354
6.2.3. Pyramid view of Gandhi, Tagore and Freire 355
6.2.4. Limitation of Educational experiments of Gandhi, Tagore & Freire 356-364
6.2.5 Gandhi’s Educational and Pedagogical Contribution in Present Context 364-368
6.2.6. Tagore’s Educational and Pedagogical Relevance in Present Context 368-374
6.2.7. Freire’s Educational and Pedagogical Relevance in Indian Context 374-378
6.2.8. Conclusions 378-384
6.2.9. Post Script 384-388
6.2.10. Suggestions 388

References 389

BIBLIOGRAPHY 390-402