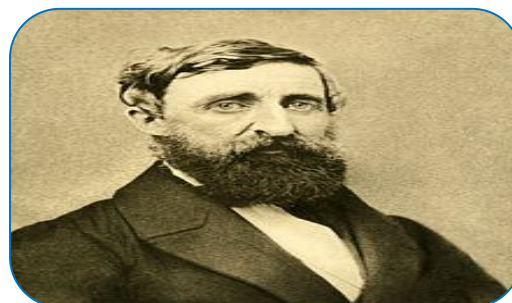




HENRY DAVID THOREAU'S PHILOSOPHICAL IDEAS AND ITS RELEVANCE IN MODERN EDUCATION OF INDIA

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ABSTRACT:

Henry David Thoreau is one of the greatest scholar and practical philosopher of his age. He is remembered for his philosophical and naturalistic writings. The researcher has studied his thoughts and implication in modern relevance to education of India as under: objectives of the study: To study about Henry David Thoreau's philosophical ideas which have relevance in modern education of India .To study about Henry DavidThoreau's philosophical ideas' implications in modern education system of India. The researcher has taken two key terms which are: Educational philosophical ideas and modern education of India. The Thoughts which are related to education and its relevance to modern education of India are only delimited for the study. The researcher has taken the thoughts of Henry David Thoreau from following websites as a sample for the study. Which are: www.washingtonpost.com, www.shmoop.com, www.thoreausociety.org, www.biography.com,www.learningtogive.org,www.britannica.com .The data are collected and analyzed with the available sources and implications and conclusions are derived on the base of the sample and its sources.

KEYWORDS: philosophical and naturalistic writings.

INTRODUCTION:

Education is the process of facilitating learning, or the acquisition of wisdom. It can take place in formal or informal background and any experience that has a formative effect on the way how individual thinks, feels or acts may be considered educational. Some theories propose that all individuals benefit from a variety of learning modalities, while others suggest that individuals may have preferred learning styles, learning more easily through visual or kinesthetic experiences. The philosophy of education may be either the philosophy of the process of education or the philosophy of the discipline of the education. Many countries are now drastically changing the way they educate their citizens.in this paper the researcher has taken the thoughts of henry DavidThoreau's ideas and philosophy for educational perspective of modern India. Henry DavidThoreau is a American essayist, poet, philosopher, abolitionist, naturalist, taxresister, development critic,surveyor and historian. He is best known for his book 'Walden ' and his essay 'civil disobedience '.he influenced with his philosophy many great men like mahatma Gandhi john Ksssennedy,Leotolstoy, Walt Whitman f. Skinner .B. Shaw etc.,

OBJECTIVES OF THE STUDY

The researcher has taken objectives of the study are as under:

- To study about Henry David Thoreau's philosophical ideas which have relevance in modern education in India
- To study about Henry David Thoreau's philosophical ideas implications in modern education system in India

KEY TERMS

Educational philosophical ideas, modern education system of India

DELIMITATION OF THE STUDY

The thoughts which are related to education and its relevance to modern education from available data.

SAMPLE

The researcher has taken the thoughts of Henry David Thoreau from following websites as a sample for the study which are:

www.washingtonpast.com
 www.thoreausociety.org
 www.shmoop.com
 www.biography.com
 www.learningtogive.org
 www.britannica.com

METHOD, TOOL, STATISTICAL TECHNIQUE

This is a qualitative research, so, the researcher has used here descriptive method and there is no need of statistical technique for the procedure.

DATA COLLECTION, ANALYSES AND INTERPRETATION

The data are collected, analyzed and interpreted with the available sources and implications. Suggestions and conclusions are derived on the basis of the sample and its sources.

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

*According to Thoreau, students became molded by customs and habits that affect our sensations, thoughts and actions.

*The teacher should be known for his ability to teach, to inspire students, and to foster creativity and he was known for his practice of leaving the classroom to take his students on walks and exploring the woods with them.

*The Indian educator should resist many commonplace educational practices, the most important example is his dislike for corporal punishment.

*Education of the country should be a freeing activity and as an integral part of the social fabric.

*Indian education should be more about provocative, imaginative and freeing students' to experience moments of insight more frequently.

*Indian education should be an element of cultivating a sensibility for the unforeseen, for the wild.

*Education is a highly personal experience with transformative qualities. He esteems the subjective element in learning.

*Indian education should aspire to a level of wildness or should be a little uncivilized. Not only is education stultifying for students who are forced to take part in rote learning, but pediatric teachers also cultivate a way of engaging life and studies that is constraining.

*To be an Indian educator, a student or a scholar means more than understanding the commonsense of other writers, true education and learning exceed the encyclopedic knowledge of a community.

*Education is a lifelong process for Thoreau that, ideally should inform the communities ethos, turning all members of society into a team of mutually supportive learners or a culture based on continuing education.

*He pleads a communal emphasis and pride of place for education and schools.

*Against simple factual acquisition, early childhood education, only, the devaluation of the schools, and lack of funding, Thoreau points a picture of education that is freeing, dynamic, done in shifting contexts, and invaluable to the health of society.

*Indian education should prepare us for engaging life in fresh ways and experiencing the flux that constitutes all existence.

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