



# REVIEW OF RESEARCH

ISSN: 2249-894X

IMPACT FACTOR : 5.7631(UIF)

VOLUME - 11 | ISSUE - 11 | AUGUST - 2022



## CONCEPTUAL CONTRIBUTION OF RABINDRANATH TAGORE AND MAHATMA GANDHI AS INDIAN EDUCATIONISTS IN EARLY CHILDHOOD EDUCATION

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### ABSTRACTS

*In present article authors tried to shed lights on the conceptual contribution of Mahatma Gandhi and Rabindranath Tagore as Indian educationist in early childhood education. Rabindranath Tagore, Gandhi, Vivekananda, Arbaido, Gijubhai Badheka and Tarbai Modak were among the earliest and most influential thinkers of modern India who realized the importance of early childhood care and education. They helped envision a child-centered approach to childhood development. They believed that if education begins at birth, maximum benefit is achieved, (Aggarwal, 2017).*



**KEY WORDS :** Indian Philosopher, Indian Educationist, Early childhood Education, ECCE.

### INTRODUCTION

The Childhood Care and Education (ECCE) system reaffirms the government's commitment. It provides integrated services for the overall development of all children in India from three to six years of age. This system paves the way for a comprehensive approach to focus on early childhood education of every child in India. We are now recognizing the importance of early childcare education in the life of a child, which has laid the foundation for lifelong growth and development and that idea is growing and guiding the child to realize their full potential. "All children should be imparted at least one year of pre-school education in 3-6 years (11th Plan of India). (Early Childhood Education: Importance & India Perspective, 2019)

We all know that human life covers various stages of development. After all, early childhood is one of the most important stages in a person's life, which laid the foundation for the growth and development of one's personality.

There is a long tradition of pricing in the early years of a child's life in India. It has a rich cultural heritage that promotes the holistic development of young children and the development of values and social skills. And joint childcare and parenting practices were passed from one generation to another. Early childhood education and care methods were developed primarily in the context of a joint family system. However, the family structure in India has undergone extensive changes in the last three decades. (Early Childhood Education: Importance & India Perspective, 2019)

In contemporary urban India, a joint family has become rare. It is common to find families with both parents as professionals. Parents raising their children in such nuclear families rely on childcare centers, preschool programs, and other community-based early learning settings to provide an encouraging and nutritious environment for their children. But it is not wise to rely solely on these support systems for the early development of your child. Parents should keep in mind that early childhood development and education takes place largely in the child's home. Parental care plays an important role in the child's early development. As parents and self-employed professionals, we can understand how complicated this responsibility is! We accept as true that parents need to be made aware of the broader goals and scope of early education. (*Early Childhood Education: Importance & India Perspective*, 2019)

### Philosophy of Early Childhood Education in India:

Rabindranath Tagore, Gandhi, Vivekananda, Arbaido, Gijubhai Badheka and Tarbai Modak were among the earliest and most influential thinkers of modern India who realized the importance of early childhood care and education. They helped envision a child-centered approach to childhood development. They believed that if education begins at birth, maximum benefit is achieved. (Aggarwal, 2017)

### Conceptual contribution Rabindranath Tagore, Mahatma Gandhi: Rabindranath Tagore and Childhood Education:

Rabindranath Tagore is a great poet of India. He is a philosopher and great teacher. Tagore emphasized the development of all natural capacities of a person because all these aspects of the child's personality lead to the development. He condemned the examination-oriented education and emphasizes on providing education and in natural environment and believes that child should enjoy freedom. (Aggarwal, 2017)

That is why He chose a natural and desolate area near the open forest for the establishment of his '*Shanti Niketan*'. It was started in 1901 to give a new dimension to educational theory. *Shantiketan* means the house of peace, He emphasizes that education should be in line with the realities of life. He believed that any education that ignored real life was useless. Therefore, a harmonious program in education should include both human nature and needs. Tagore also believed that the child should be brought to the next part of nature and should be associated with social behavior. (Aggarwal, 2017)

### Principles of Education according to Tagore:

The principles of Tagorian Education are as under-

- Education is imparted in a natural environment so that they understand the nature and its relationship with the realities of human life.
- Children should enjoy complete freedom, due to which they express themselves so that their emotional outbursts, feelings, emotions and manners disappear.
- Empathy and happiness that can be created through a deep connection between nature and man. Education plan in Santiniketan should develop all the abilities of children through arts and crafts, drawing, painting, music, dance and leather work.
- Education creates a sense of solidarity among children. Tagore emphasized on education that would create spiritual unity in the nation.
- Tagore emphasized that Indian and Western culture should be integrated and taught through education. Students should learn science and culture together.
- Education should be practical. They should learn by working on their own experiences.
- Children should be obliged to acquire knowledge not from books but from real and natural sources.
- Medium of instruction should be mother tongue
- Indian philosophy and social ideology should be included in the curriculum

- Education does not train children to become skilled farmers, clerks or artisans, but to make them fully developed human.
- Independence is one of Tagore's principles. The child is able to distinguish between right and wrong, natural and superficial, permanent or temporary, universal and individual and self-directed.
- Must be perfect in education. The main objective of education is the development of the personality of the child. Every aspect of it should be emphasized and nothing should be neglected.
- Globalization reflects the important aspect of permanent belief in the universal spirit, which exists within it. Thus it is important to identify your soul with the universal soul. This universal soul can be found not only within itself, but in every element of nature and environment. This discovery is derived from knowledge, worship and action. Once this universal feeling is realized, it becomes easier to develop further.(Aggarwal, 2017)

### **Contribution of Tagore's Educational Philosophy in Childhood education:**

Tagore emphasized the physical, moral, spiritual, social and intellectual development of the child.

#### ➤ **Physical development**

- A healthy mind resides in a healthy body. He therefore suggested a balanced diet for children.
- Movements to different parts of the body as well as training of the senses through free movement and pleasure.

Swimming, diving in ponds, climbing trees, picking fruits and vegetables, and playing a variety of sports and games at natural events are helpful for physical activities.(Aggarwal, 2017)

#### • **Intellectual development**

- Freeing the child and thinking independently. The child must know, understand, apply facts, analyze, synthesize and evaluate them.
- He condemned bookish education and suggested more activities and experiences in the open and natural field where nature can teach more than books.(Aggarwal, 2017)

#### ➤ **Social development**

- "Service to man is service to God." The goal of education is to achieve social maturity.
- "All are equal, all are brothers." When individual personality develops, social personality also develops in this system of education. (Aggarwal, 2017)

#### ➤ **Moral and spiritual development**

Education develops character and self-discipline which calms the mind and soul. It also teaches children tolerance, humility and inner freedom.(Aggarwal, 2017)

#### ➤ **Harmonious development**

- Education is the most important part of a child's development. This makes the child sociable and communicates well with others.

#### ➤ **Development of international attitude**

- Tagore emphasized on the development of the individual and the development of society and humanity as a whole.
- He was of the view that a person should develop to the fullest extent and then he should give his full cooperation in promoting international welfare. (Aggarwal, 2017)

#### ➤ **Development of all Faculties:**

- The ultimate goal of education is to educate all the latent teachers of the child. She has survived the burden of books and is forced into self-discipline, initiative and self-experimentation.
- Survival is more important than books, rules and teachers. Your own experiences can strengthen a child's self-development, self-experience and self-expression

- He abandoned book education and insisted on providing education in the natural environment. Survival is the freedom to develop one's mind and soul to the maximum in an environment of love, respect, sympathy and affection. (Aggarwal, 2017)

### **Mahatma Gandhi and Childhood Education:**

Gandhi, the father of the nation, is a great philosopher. He started the scheme of basic education. He developed a person's personality (knowledge, body and soul) through self-reliant education called basic education. The basic education provided by Gandhi was not intended to provide information but to develop the knowledge, body and soul of the student. Basic education as its foundation is vocational training. It is completely learning about any one job. Basic education is called 'Craft Center Education'. It is useful for a person's life by providing proper training in any craft. (Aggarwal, 2017)

### **Pre-basic education:**

Pre-primary education is in the full meaning of the term "education of children under seven years of age for the development of all its teachers through the teachers in the schools and the cooperation of the parents and the community in the homes".

According to Gandhi, the essentials of pre-basic-primary education is as follows.

- The home is the first center for children's education and learning.
- And teachers and parents should support the education of young children.
- Preschool education is not necessary so that it reaches the majority of the child population.
- A child will have to be dynamic, creative and vibrant and learn things through play.
- Self-efficacy should be looked for in children. (Aggarwal, 2017)

The first experiment in pre-basic education was started in 1945 at Sevagram village in Wardha, Maharashtra, which was based on Gandhiji's above views on preschool education.

The pre-primary school education program is tailored to the needs of the following four groups

- Stage:1- Conception to birth
- Stage 2- Birth to 2 ½ years
- Stage 3- 2 ½ to 4 years
- Stage 4: 4 to 7 years

The first two stages of education involve both mother and child. Mothers are offered opportunities to learn more about child rearing, health and hygiene, and new trends and scientific methods of mother crafts. Children receive care and medical support. (Aggarwal, 2017)

Children between the ages of 2 and half to 4 are provided with sports or group activities. Children need complete freedom to act, choose and choose their activities. Children should be supervised and guided by teachers. (Aggarwal, 2017)

After 4 years, children can participate in purposeful activities such as cleaning the classroom, watering plants, washing dishes, measuring and weighing tons, fetching water, drawing and painting, etc. Teachers need to understand the child's likes and dislikes. (Aggarwal, 2017)

### **Gandhiji's views on other aspects of early childhood education**

#### **➤ Concept of education:**

According to Gandhiji, good education is that which sharpens the spiritual, intellectual and physical faculties of children.

#### **➤ Curriculum:**

The syllabus is based on skill centers and activities. Construction activities will be emphasized during the preschool level. He said that children understand the concrete conditions of life through craft. This skill is to be taught not only for productive tasks but also to develop children's intellectual abilities. (Aggarwal, 2017)

➤ **Methods of Education:**

Interpersonal education is an important method of basic education. It is the technology that connects education to the lives of children.(Aggarwal, 2017)

➤ **Books:**

He discouraged the use of many books, especially those with formal writing. The first year, especially in primary school, should be completely without books and teachers should use verbal methods to protect the child from "verbal harassment".(Aggarwal, 2017)

➤ **Role of teacher:**

Teachers have to play the role of mother. She has to raise her child, live with him and bring him to a more mature level.(Aggarwal, 2017)

➤ **Religious education:**

It emphasized classical principles of morality and maturity in general rather than religious education.(Aggarwal, 2017)

**Contribution of Gandhi’s Educational Philosophy in Childhood education:**

According to Gandhi, education is the complete picture of the best body, mind and soul of children and souls. According to Gandhi, there is no interview and no research. It is the only means by which he lives with a woman or women. Proper education is a matter of season, frequency and physical time of her children and they are very young.He advocated that education should develop the personality of the child in a complete and harmonious way so that it can realize the goal of life which is reality or God.(Aggarwal, 2017)

**Self-supporting education:**

Education should enable a person to live his life independently and enable him to stand on his own two legs. Education supports his future life.

- **Cultural development:** Culture is a fundamental and fundamental aspect. He advocated vocational education as well as cultural development. He recommended the Gita and Ramayana to introduce the rich cultural and spiritual heritage to the students.
- **Character building:** Character building should be the end product of all knowledge. It is more important than literacy education.
- **All round development:** development: Gandhi emphasized three H (head, heart and hands) instead of R’s. The perfect harmony of body, mind and soul creates the complete personality.
- **Purpose of liberation:** It means liberation from all forms of slavery in the present life. To practice is to free the soul from worldly slaves.

**Cultivation of higher values of life:**

Gandhi emphasized the cultivation of moral, spiritual, social, moral and aesthetic values through education. According to Gandhi, the ultimate goal of education is to attain God and Himself. All other objectives are subject to this highest goal. Every child should become a divine person by realizing the goodness of God in itself.“True education should result not in material power but in spiritual force. It must strengthen man’s faith in God and not awaken it (Aggarwal, 2017)

● **CONCLUSION:**

Tagore and Gandhi both believed that children have a natural tendency to learn and that they should be allowed to learn from their natural environment on their own. Tagore believed that music, art and poetry were essential to the overall development of children and that these children should be encouraged to follow them from an early age.Gandhi developed the concept of 'Nai Talim', an important

step towards early childhood education in India. He was against 'textbook culture' and a clear 'test-based' approach to education. However, a proper education intensifies one's natural faculties and helps in the overall development of the child's personality. Providing the best environment at early stage is most important for the growth and development of the child.

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