

Rabindranath Tagore's Educational Thoughts & Teacher Education: An Analytic Study in the Light of NEP 2020

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Abstract:

A teacher is the creator like 'Brambha', sustainer like 'Vishnu' and the distractor of weeds of ignorance like 'Shiva' in the society. It is expected that a quality teacher has sound knowledge in every domain of wisdom like a 'living encyclopedia'. From the Vedic civilization to modern technology-based society, Guru or Teacher plays a vital role to construct a balanced, meaningful society using the power of knowledge. To make quality human resources for developing society, a quality teacher is required. So, Teacher Education plays a significant role to strengthen the quality of teachers. Teacher Education is a program, to enhance teachers' all-around development. In Tagore's Educational thoughts and his writing values of a quality teacher is reflected. To emphasize the importance of Teacher Education, Rabindranath Tagore had established 'Siksha Charcha'-An innovation to make quality Teachers. In this paper, the researcher wants to find out Tagore's thoughts on the Teacher Education and the relevance of Tagore's thought on Teacher Education in the light of NEP 2020.

Keywords: Educational Thoughts, Rabindranath Tagore, Siksha-Charcha, Teacher Education, NEP 2020

Introduction:

"Satyam Jnanam Anantam Brahma" (Taittiriya Upanishad 2.1.1). According to The Vedas reality (Brahma) is pure existence (Satyam), consciousness (Jnanam), and infinite (Anantam). From the ancient Vedic period, India has had a rich tradition of learning and practice of education and educational skills. The basis of Indian culture lies in the four Vedas. Education promotes the simultaneous and harmonious development of humans to achieve the pure existence of reality. The Guru in the Vedic age realized that the development of personality is the sole aim of Education. Guru tried to inculcate basic personality traits like self-esteem, self-confidence, self-realization, self-respect, self-efficacy, emotional stability and so on. So the ultimate aim of education has emerged as the *Chitto- Vritti-nirodha* (the control of mental activities connected with the so-called concrete world). Guru neither discriminates nor compares two students on the grounds of their capabilities and talents. Indian mythology has many great gurus like Vishwamitra, Dronacharya, Parshuram, Vashistha and many who taught their disciples about all the essential values of life and offered them with extensive knowledge and the miraculous weapons which could fight against all the obstacles without fear and darkness of negativity.

"Sa vidya ya vimuktaye" the most inspiring shloka of Upanishad had influenced Tagore's life. Rabindranath Tagore brings and brought up in a Vedic and Upanishad cultured family. So his philosophy

and thoughts in education are influenced by Upanishad mostly. In every aspect of thinking, Tagore has reflected the liberation as ultimate reality. In Tagore educational thoughts, we also have seen that the Sanatani Indian culture is mirroring. All round development of children, respecting children's personality, civic responsibility, social values, the pure spiritual mind and sympathy, love, affection, patience, fear-free mind, dynamic enthusiastic activities, parenting behavior of Guru, experience and observation-oriented teaching-learning, residential teaching all are the key features of the Vedic education where teacher and teacher training played a significant role. Tagore also focused on the learner's priority, freedom, and holistic development on the lap of nature. To understand learners' needs, to know their psychology and to give joyful learning, a quality teacher is required. A teacher gradually develops his teaching skills and components through teacher education. Tagore's thoughts on teacher education are reflat in his witting and different activities. 'Siksha Charcha', an institute for innovation through Rabindranath Tagore's thoughts is carrying out ancient Indian educational culture. It was under the supervision of the Institute of Rural Reconstruction, Sriniketan, Visva-Bharati. In NEP 2020 'Indian Knowledge System' is intensely focused to know our past, to maintain our present and to extend our future with core essence of quality education.

Objectives of the Study:

Following are the objectives of the present study-

1. To analyses Tagore's educational thoughts on Teacher Education reflected on his innovation.
2. To analyse the intersection between Tagore's Educational Thought on Teacher Education in the light of NEP 2020.

Research Methodology:

This study is a form of descriptive and analytic study. Primary and secondary data are available in Library and online repository. Materials for this study was collected through the review of Tagore's writings related to education, his childhood, remember of life, etc., and some significant articles which are related to Vedic education and Tagore's thought. NEP 2020 and related articles were reviewed from web documents.

Discussion and analysis:

1. To analyses Tagore's educational thoughts on Teacher Education reflected on his innovation

Tagore's thoughts on Teacher Education:

Rabindranath Tagore is a progressive educator who thought education is deeply rooted in our ancient culture and surroundings. Tagore was a Brahma by faith. He cuddled the Upanishadic philosophy. His educational thoughts were based on the ancient Indian educational system, which took place on the lap of nature, open air. He thought that nature is also a good teacher to teach us unconsciously. He was against the British colonial education by which mass education was disrupted. In his different writing criticism of the colonial education system is depicted. He thought that a true teacher can change the society through revolution.

In his writing "Chhelebel" he opposed formal, rote learning which is limited with in the books. He emphasized the inquisitive mind of children. Asking questions, experimenting, observation of daily life help children to learn better than books. A teacher who helps to wake the thinking capacity of the children logically flies to the sky of imagination. To explore children's ideas a trained teacher is needed

to understand their needs. So he felt the importance of actual training of teachers.

In “**Jiban-Smriti**”, reflected the society in which Tagore was brought up under the supervision of servants. He contradicted the colonial culture, rigid customs, and norms of society. He believes in joyful learning. If the learning environment becomes fearless, the spirit of inquiry through free and unhesitant, it will give joyful learning. A teacher guides them and gives them the knowledge of ultimate reality, it helps the students to be free from fear.

In “**Siksar Herpher**”, he criticized the contemporary national education system. Throughout his life, he described the school as a prison. The colonial education system is the ‘Parrot Training Factory’, where children have lost their natural impulses through mindless discipline. Here, children and their needs are neglected. So he prioritized the child’s needs, interests, attractions, and individual differences. To know a child a good knower is needed. A trained teacher can make teaching and learning more joyful through natural freedom and recognizing their needs.

In the writing “**Siksavidhi**”, Tagore described that a mechanical, robotic, stereotyped educational environment lined a boundary to expose the originality of children. The learning environment and teaching methods motivate children to uncover their creative thinking. He wrote that a man can learn from a man. So to teach the children and disclose their originality a well up-skilled teacher is required. He can able to penetrate the knowledge naturally without giving any burden.

In “**Chatra Shashontantra**”, he repelled the strict rule and regulations of colonial education for the students. An autocratic educational culture killed the students’ freedom, and natural attributes of human beings. This environment suppressed the normal development of students. During Adolescence, a teacher should become a friend of students. Tagore was against the traditional concept of discipline which is based on fear of punishment as well as corporal punishment. He emphasized self-discipline in the students.

In the writing “**Siksar Bahan**”, Tagore emphasized on the importance of the mother tongue as the medium of teaching and learning to make it easy. He felt the need to spread education throughout the nation because it can help to integrate all diversity within unity. It connects the world. Through the mother tongue a Guru or teacher can easily transfer knowledge to students, they can understand each other without a communication gap.

In his most relevant writing regarding teacher education “**Ashramer Siksa**”, where he described the special traits of a good teacher. A dynamic and enthusiastic teacher motivates students lively through learning by doing. The static nature of a teacher creates a prosy learning environment. A teacher can’t ever teach unless he learns himself. Teaching is two-way communication. A teacher must learn from every step of the day. The childish nature of a teacher would be to remain active which will help a teacher to know the students’ needs, mentality, and interests. Love, affection, politeness, sympathy, and patience are the primary attributes of a teacher. These are more important than the knowledge of the subject matter. The teacher must keep his surroundings clean and clear. The teacher helps others and teaches students to cooperate with others. So a teacher must improve his attributes through training. This writing was written in 1936 and “Siksha Charcha Bhavan” was inaugurated in 1937. “Siksha Charcha” is the contemplation of Tagore’s consequential thinking on teacher and teacher education.

‘Siksha Charcha’-An innovation to make quality Teachers:

After the establishment of Santiniketan (1901), Tagore decided to uplift surrounding rural areas by eradicating poverty and educating the villagers. In 1921, he formed Sriniketan. 1923, Sriniketan became the Institute for Rural Reconstruction to focus on productive work like handicrafts, agriculture, and

scouting to improve village life. To spread education through all-around development for the poor village children, He initiated to set up of 'Siksha-Satra' on 1924. During this time Tagore felt the need to give training for teachers to get read off the colonial-minded education which destroy creativity and the all-around development of children. An open-minded, creative, enthusiastic, inspiring Guru or teacher who is close to nature and able to read children's psychology can make quality human resources. To cultivate this idea, Tagore instituted 'Siksha Charcha Bhavana' in 1937 to train resourceful quality teachers for primary education. Initially, it was named 'Guru Training School'. It was oriented toward a more holistic curriculum with music, dance, physical activity, agriculture, scouting and handicraft.

2. To analyse the intersection between Tagore's Educational Thought on Teacher Education in the light of NEP 2020.

"The rich heritage of ancient and eternal Indian Knowledge and thought has been a guiding light for this Policy. The pursuit of knowledge (*Jana*), Wisdom (*Pragyaa*) and truth (*Satya*) was always considered in Indian thought and philosophy as the highest human goal" (NEP 2020). In NEP 2020, 3Ps are emphasized to improve the quality of teachers. These 3Ps are teacher's preparation, practice and performance improvement. Transformation and re-establishment of teachers are highlighted to increase the quality teacher education system. Indian knowledge, language, ethos, values, beliefs, culture and traditions are embedded in teachers' practice (NPST,2023).

Different types of education policies were implemented post-independence to develop and maintain the proper educational system in India. Undoubtedly Educational thoughts of Rabindranath Tagore were reflected in the previous educational recommendations and policies. Present study has tried to explore the relevance of Tagore's thought on Teacher Education, NEP 2020. The fundamental idea of this policy is to maintain and assure quality education for universal access in the middle of Indian ancient ethos, philosophy, cultural patrimony, national integration, scientific augmentation, thriving economy, social justice and equality. Avant-garde thoughts of Tagore are backscattering on the central idea of NEP 2020. This policy has focused on learner centric, holistic, integrated, inquiry driven, discovery oriented, flexible and joyful learning. It has also recommended the curriculum like language, literature, science, mathematics, humanities, basic art and craft, game, sports and many more for enhancing the quality in education through all round development of learners. To ensure the quality in education NEP 2020 has suggested some initiatives for Teacher and Teacher Education. Continuous Professional Development, Career Management and progression, National Professional Standard for Teachers, multidisciplinary and integrated approaches, international pedagogy approaches are some of them to elevate standard and put back the integrity, efficacy, effectiveness, reliability and high quality to the teacher education system. So the focal point of aim to do wealthy of Teacher Education, this policy has followed the most progressive and foresighted thoughts of Rabindranath Tagore just modifying some high-tech activities and using qualitative language for modern robotic and technology based society.

Conclusion:

Tagore always supported to joyful learning instate of a formal, strict disciplined, rough and tuff, bookish education system. He loved to learn on nature's lap so he loved to give learn through nature. In his different writings, the child-centric education system is reflected. He also discussed teacher's quality to give joyful learning. To give inquisitive, experimental, observational, fear-free learning an efficient and effective teacher is required. From this point of view, he was feeling the need to form a teachers' training institution to eradicate the colonial educational obstruction and make a proper 'Guru' like the Vedic

education system. Respecting to Tagore's idea on learner-centric education, holistic development, cultural rootedness, experiential and experimental learning and creativity along with teacher's quality enrichment NEP 2020 has focused on all the core area of Teacher Education. So, NEP2020 is nurturing most of the core educational thoughts of Rabindranath Tagore in the field of Teacher Education to re-impose the quality of Teachers.

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