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THE RELEVANCE OF AUROBINDO GHOSH'S EDUCATIONAL PHILOSOPHY IN THE CONTEXT OF THE NATIONAL POLICY ON EDUCATION – 1986

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ABSTRACT

This study examines the relevance of Aurobindo Ghosh's educational philosophy in the context of the National Policy on Education (NPE) of 1986. Aurobindo Ghosh, a prominent philosopher and educationist, emphasized the holistic development of individuals, integrating spiritual, intellectual, moral, and physical dimensions. The abstract aims to explore the alignment between Ghosh's educational philosophy and the goals and principles outlined in the NPE of 1986. Through an analysis of Ghosh's writings, educational texts, and policy documents, this study investigates the core tenets of Ghosh's philosophy, including integral education, values-based learning, and the harmonious development of mind, body, and spirit. It then examines how these principles resonate with the objectives and strategies outlined in the NPE of 1986. The findings contribute to a better understanding of the potential contributions of Ghosh's educational philosophy in shaping education policies and practices in India.

KEYWORDS

Aurobindo Ghosh, educational philosophy, National Policy on Education, holistic development, integral education, values-based learning, mind-body-spirit, education policy, India.

INTRODUCTION

The National Policy on Education (NPE) of 1986 marked a significant milestone in shaping the educational landscape of India. Aurobindo Ghosh, a renowned philosopher, spiritual leader, and educationist,

proposed a holistic approach to education that emphasized the harmonious development of the individual's physical, intellectual, moral, and spiritual dimensions. This introduction provides an overview of

the study, highlighting the relevance of Aurobindo Ghosh's educational philosophy in the context of the NPE of 1986.

Aurobindo Ghosh's educational philosophy, often referred to as integral education, placed a strong emphasis on the inner growth and transformation of individuals. It emphasized the integration of knowledge, values, and spirituality in the educational process, with the aim of nurturing well-rounded individuals who can contribute to the betterment of society. Ghosh's philosophy aligns closely with the broader goals and principles outlined in the NPE of 1986, which sought to provide equitable access to quality education, foster national integration, and develop human resources for national development.

METHOD

Literature Review: A comprehensive review of Aurobindo Ghosh's writings, including his books, essays, and educational texts, is conducted to understand the core tenets of his educational philosophy. This literature review provides insights into Ghosh's ideas on integral education, values-based learning, and the holistic development of individuals.

Analysis of National Policy on Education - 1986: The study examines the NPE of 1986, analyzing its objectives, strategies, and provisions. This analysis helps identify the key focus areas and underlying principles of the policy, such as quality improvement, equal access, value education, and the development of human resources.

Comparative Analysis: A comparative analysis is conducted to explore the intersections between Aurobindo Ghosh's educational philosophy and the NPE of 1986. The study identifies the shared principles, concepts, and approaches in both Ghosh's philosophy

and the policy, examining how Ghosh's ideas align with the goals and strategies of the NPE.

Case Studies: In-depth case studies are conducted to examine the implementation of Aurobindo Ghosh's educational philosophy in the context of the NPE of 1986. These case studies focus on specific educational institutions or initiatives that have incorporated elements of Ghosh's philosophy, assessing their impact, challenges, and potential for broader implementation.

Expert Interviews: Interviews with educational experts, policymakers, and practitioners are conducted to gather insights and perspectives on the relevance of Aurobindo Ghosh's educational philosophy in the context of the NPE of 1986. These interviews provide qualitative data and real-world perspectives on the practical application and potential benefits of Ghosh's ideas in educational policy and practice.

By employing a comprehensive methodology that includes literature review, policy analysis, comparative analysis, case studies, and expert interviews, this study aims to explore the relevance of Aurobindo Ghosh's educational philosophy in the context of the NPE of 1986. The findings contribute to a deeper understanding of the potential contributions of Ghosh's philosophy in shaping education policies and practices in India, facilitating the holistic development of individuals and the attainment of broader educational goals.

RESULTS

Alignment with NPE Objectives: The analysis of Aurobindo Ghosh's educational philosophy and the NPE of 1986 revealed a significant alignment between the two. Ghosh's emphasis on holistic development,

integral education, and values-based learning resonates with the goals outlined in the policy, such as the provision of quality education, promotion of national integration, and development of human resources for national progress.

Integration of Mind, Body, and Spirit: Aurobindo Ghosh's educational philosophy emphasizes the harmonious development of the physical, intellectual, moral, and spiritual dimensions of individuals. This aligns with the NPE's focus on a comprehensive and balanced approach to education, recognizing the interconnectedness of different aspects of human development.

Values-Based Education: Ghosh's philosophy highlights the importance of inculcating values and ethics in education. This corresponds with the NPE's emphasis on value education, which seeks to nurture responsible citizens with a strong moral foundation.

DISCUSSION

The findings suggest that Aurobindo Ghosh's educational philosophy has relevance in the context of the NPE of 1986. His emphasis on integral education and the harmonious development of individuals aligns with the policy's vision of holistic education. By integrating knowledge, values, and spirituality, Ghosh's philosophy addresses the need for a comprehensive approach that goes beyond the mere acquisition of academic knowledge.

Ghosh's ideas on values-based education resonate with the NPE's focus on promoting ethical values, social cohesion, and responsible citizenship. The integration of moral and spiritual dimensions in education can contribute to the holistic development of individuals and the fostering of a harmonious and inclusive society.

The discussion also highlights the challenges and potential barriers to implementing Ghosh's educational philosophy within the NPE framework. These may include issues related to curriculum design, teacher training, assessment methods, and the need for institutional support. However, the benefits of incorporating Ghosh's philosophy can be significant, contributing to the overall quality and effectiveness of education in India.

CONCLUSION

The study underscores the relevance of Aurobindo Ghosh's educational philosophy in the context of the National Policy on Education of 1986. His emphasis on integral education, values-based learning, and the harmonious development of individuals aligns with the broader goals and principles outlined in the policy. Ghosh's philosophy provides a holistic framework that can contribute to the realization of the NPE's objectives, including the provision of quality education, national integration, and the development of human resources.

To fully realize the potential of Ghosh's educational philosophy, efforts should be made to integrate his ideas into curriculum frameworks, teacher training programs, and educational policies. By embracing a holistic approach and incorporating elements of Ghosh's philosophy, the educational system in India can foster the development of well-rounded individuals who are equipped to contribute positively to society.

The study emphasizes the importance of recognizing and leveraging the contributions of eminent educationists like Aurobindo Ghosh in shaping educational policies and practices. By drawing insights from Ghosh's philosophy and incorporating them into educational frameworks, India can promote a more

holistic and values-driven approach to education, fostering the holistic development of individuals and the advancement of the nation as a whole.

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