

UGC-CARE Approved and Peer Reviewed Journal
ISSN-0970-7603



भारतीय शिक्षा शोध पत्रिका

BHARATIYA SHIKSHA SHODH PATRIKA

वर्ष 40, अंक 2, जुलाई-दिसम्बर 2021

Vol. 40, No. 2, July-December 2021



भारतीय शिक्षा शोध संस्थान

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Institutional Profile of Patha-Bhavan depicting Ideological Insight of Rabindranath Tagore

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सारांश

रबिन्द्रनाथ एक महान कवि, विचारक, दार्शनिक एवं शिक्षाशास्त्री हैं। वह शिक्षा को व्यक्तियों में मानवता विकसित करने का माध्यम एवं उपकरण मानते हैं न कि उन्हें मात्र ज्ञान प्रदान करने का संसाधन। उनकी विचारधारा एवं दर्शन में विभिन्न प्रकार की शैक्षिक अवधारणाएं एवं विचार परिलक्षित होते हैं। इसलिए, इस शोधपत्र का मुख्य उद्देश्य गुरुदेव के शैक्षिक विचारों की खोज करना है। इस उद्देश्य से शोधकर्ता ने इस अध्ययन हेतु पाठ भवन शांति निकेतन पश्चिम बंगाल का चयन किया है। यह शोध रबिन्द्रनाथ की विचारधारा का विश्लेषण करने के साथ-साथ उनकी वैचारिक अंतर्दृष्टि के प्रकाश में संस्थान के वातावरण एवं उसके कार्यों का अन्वेषण करता है। इस हेतु शोधकर्ता ने संस्थान की विचारधारा एवं गतिविधियों जैसे शैक्षणिक, पाठ्य सहगामी गतिविधियों, अतिरिक्त पाठ्यक्रम अभिक्रियाओं एवं विद्यालय-समुदाय संबंध, को ध्यान में रखते हुए संस्थान के प्रशासक/प्राचार्य/वरिष्ठ शिक्षक इत्यादि के लिए अर्धसंरचित साक्षात्कार का निर्माण किया है। उपरोक्त आयामों के आधार पर, शोधकर्ता ने रबिन्द्रनाथ की विचारधारा के प्रकाश में संस्थानात्मक प्रोफाइल तैयार की है।

Introduction

"Tagore's experience of his first day at school is repeated with greater or less intensity in most children's first encounter with school. '...all of a sudden I found my world vanishing from around me, giving place to wooden benches & straight walls staring at me with the blank stare of the blind'." (Tagore, 1940)

In above mentioned quotation is clearly stated that, what was the for of education system at that time. Even today we find that most of the education is being imparted in the same manner as it was being done at the time of Tagore. It deprives the child of the joy of learning and suppresses the spirit of innovation. The mainstream education deposits the child's mind with heavy amount of information & when it is expected from them to return the information in the name of examination; their minds develop chronic anxiety & pressure. He opposed such type of education system and suggested that education should be aimed-

1. **Integral Development:** for establishing bond of love between man and man
2. **Intellectual Development:** development of imagination, creative free thinking, curiosity, and alertness of mind

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3. **Freedom to Learner:** freedom of heart, freedom of intellect and freedom of will
4. **Teaching:** should be practical and real
5. **Education for Rural Reconstruction:** a good education system can eradicate the poverty of India. Therefore, he advised that education should be skill based

With these aims of education, Nobel laureate Rabindranath Tagore in 1901, started a school with only five students, the school is characterized by its philosophy of learning with the heart in closeness to nature without any superficial barriers between teachers and students, as opposed to the strict, repetitive and the rote learning system that was mainstream during Tagore's childhood. The school was named as Patha Bhavana: is an institution of primary and secondary education in Santiniketan, West Bengal, India. The Idea of harmony in nature and universality inbuilt in human nature must be developed through education.

Patha Bhavana is partly a residential co-educational school for elementary and secondary education and preparing for School Certificate Examination of Visva-Bharati. Along with curricular activities they are also given more emphasis on co-curricular activities i.e. social, literary, artistic, music and various other activities for whole development of personality of the child. A very special programme is going on Patha Bhavan i.e. Ashram Sammilani, a student council plays a very essential role in spite of that they have few weekly activities i.e. Sahitya Sabha, Dan Sangraha, Gram Paridarshan, Vana Bhojana (Annual Picnic), Excursion etc. are conducted with enthusiasm.

Need and Justification

There have been a lot of studies conducted in order to analyse the educational philosophy of Rabindranath Tagore. Bhattacharjee, S. (2014), Amin, Md. M. (2017), Tirath, R. (2017), Chakraborty, A. (2018), Indrani, B. (2019) and Deep, V. (2019), Mondal, P.K. (2019) and many more have attempted to investigate the relevance of educational philosophy of Rabindranath Tagore and other aspects and these studies are kind of philosophical inquiry.

This study is an empirical enquiry in which researcher has attempted to investigate the ideological insights of Rabindranath Tagore within the educational settings. This study has tried to explore the hidden treasure lies in the ideology devoted deeply to education and institutions built to materialise his dream.

Research Question

Does the Ideology of Rabindranath Tagore create distinctive atmosphere and regulate functions of Patha Bhavan?

Objective

To Analyse the Ideology of Rabindranath Tagore.

Operational Definitions of Key Words

- **Ideological Insights of Rabindranath Tagore:** In this research paper, the term

ideological insights means the ideological reflections of Rabindranath Tagore on the whole educational process i.e. aims of education, means of education, principles of education etc.

- **Patha-Bhavan:** This term means, Patha-Bhavan, Shantiniketan, Bolpur, W.B., which is running under Visva-Bharti.

Method and Approach of Study

In this study, researcher has used exploratory and descriptive method. All the information and data were analysed by using qualitative approach of research.

Method of Sampling

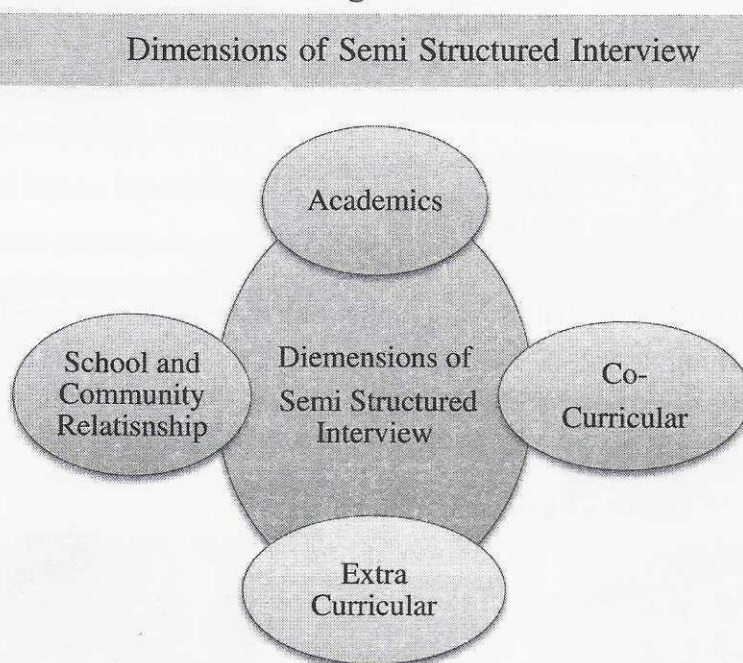
Researcher has applied purposive method of sampling for the selection of institution.

Tools

Keeping in mind, the research question and objective of this research, researcher has prepared semi structured interview. Researcher has also done keen non-participatory observation for better understanding of ideological reflections of Rabindranath Tagore in school practices.

The dimensions of semi structured interview have shown in following figure.

Figure No.-1



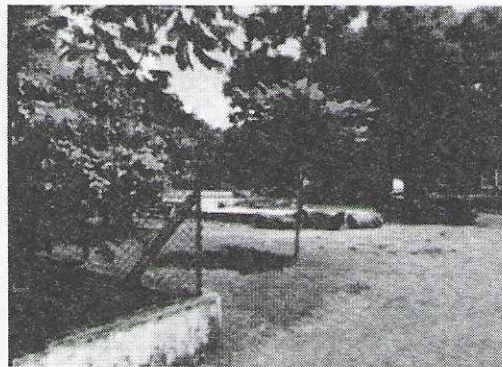
Method of Data Collection and Analysis

Researcher has interviewed Administrator/Teacher/Principal of Patha-Bhavan and transcript and analysed all the responses of Administrator/Teacher/Principal dimensionally.

Data Analysis and Interpretation

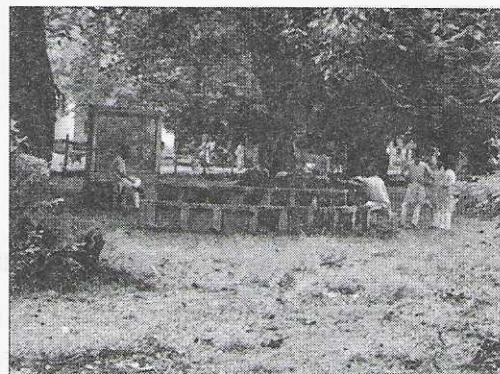
Researcher has gone through all the responses and analysed thoroughly according to the dimensions and components of the Interview. Researcher has prepared and asked few questions from designates and analysed all the responses. A detailed institutional profile has created by the researcher under the dimension of academics, co-curricular activities, extra-curricular activities and school and community relationship.

- **Academics :** Academic activities are very important for understanding the whole structure of a institution. Therefore, in this dimension, researcher included some components i.e. Ideology or Philosophy of the Institution, Aims and Vision of Institution, Pedagogy and Instructional and Teaching Learning Material. Researcher prepared few questions in each component and asked to the designates of Patha Bhavan. The component wise in-depth analysis of interview is given below-
- **Ideology/Philosophy of Patha Bhavana:** The main principle behind the establishment of Patha Bhavana is development of 'Complete Human Being that reflects in the Ideology of Gurudev Rabindra Nath Tagore. The concept of complete human being refers that overall development of the man not only in terms of studies but also learn painting, singing drawing, gardening, modelling etc. so in this way Path Bhavana make the students a complete man.



The main ideological reflection in Patha Bhavana are:

- Teaching is free from any bounding
 - Students are not forced to study anything
 - There is no specific syllabus, they believe that Students are taught by nature
 - Joyful Learning
 - Emphasis on Creativity, Culture and Literature
 - Open Air Classrooms
- **Aims and Vision of Patha Bhavana :** Tagore was naturalist and his concept of education is quite different from other philosophers. Tagore believes that nature is the best teacher of child and teacher only can help to students to learn from the nature. It means children should be taught by the nature itself. The above ideological reflection can be seen in Patha Bhavan Campus i.e. suppose a flower falls on the head of the students then teacher will help the students to



analyze the flower similarly is a leaf falls then the teacher will help the students to understand it's structure. Therefore Patha Bhavana tries to create balance between the nature and practical situation and make students capable to learn and understand the different concepts.

The concept of education is to-

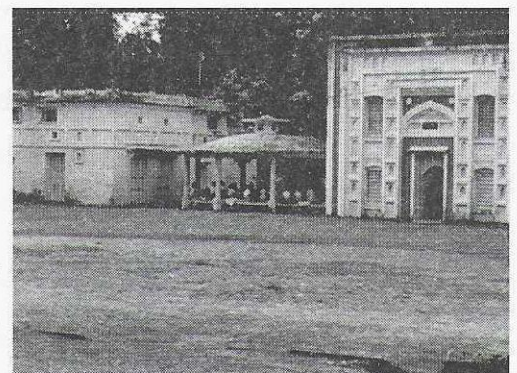
- Create a complete human being
- All facets of development of human being are important
- Mind, Body and Soul are given proper guidance
- Learning with joy
- Imbibing self-reliance
- Ability to express itself

The aim of education in Patha Bhavana is to create confident and sensitive human being. In a simple words' education should be 'Man Making', here Man means 'Total Man'. Students should be equipped well in all features of life in order to face hardship whenever it comes. Their eyes and ears should be open to the surroundings so that he or she can learn from the surroundings, society and nature. Nature creates the 'Total Man' in collaboration with the society. The teachers can channelize student's energy and help students to learn-

- What is good?
- What is bad?
- What has to be adopted?
- What has to be rejected?

Patha Bhavana provides a very healthy, free and cooperative environment to students for exploring answers of above these questions. Teachers are very friendly with students and promoted their free thinking.

- **Pedagogy :** The different types of curricular activities are performed by Patha Bhavan but this institution is more focused on practice of Fine Art, Music, which are compulsory for all up to certain age and after that they opt as per their choice. In this institution creativity is important aspect and they believe that each and every child have power of creativity. In Patha Bhavan students reflect their creativity with the nature and they are free to express their creativity whenever and wherever they want i.e. walls, trees, ground etc. so that in Patha Bhavan, nature is everything i.e. teacher, method, pedagogy etc.



- **Instructional Material/Teaching Learning Material :** In Patha Bhavan, nature is a complete teaching learning material. Sometimes teachers use teaching aids but preferably they nature itself. In spite of that teaching learning materials which are used in Patha Bhavan i.e. books, chalk, nature study, hands on activities etc.

Patha Bhavana do not impose any type burden on students so that students can think freely and work consciously. This institution is more focused on natural environment and students learn from the nature effectively. The teachers of Patha Bhavan uses the nature as a teaching learning material while teaching the students so that students get opportunity to interact with the nature and learn how nature affects our lives.

- **Personality Development Activities :** Patha Bhavan believes that personality development is very important and essential aspect, in fact without personality development institution cannot reach to the concept of "Total Man". They believe that give them freedom to make mistakes and learn from those mistakes. The institute that they know that institute have faith in them. Patha Bhavana organise many activities to develop personality of students i.e. 'SikshaSatraSammelan', where students are elected and selected and playing different roles i.e. General Secretary, In-Charge Co-curricular activities etc.

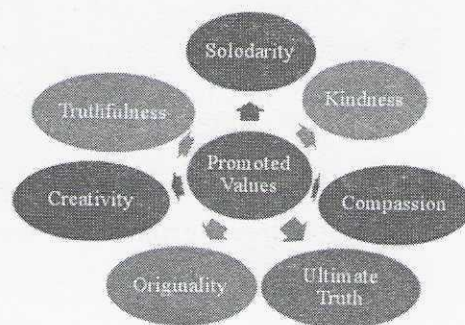


Patha Bhavan emphasis on both physical and mental development of the students. Physical traits of students are developed through games, sports, woodworks, carpentry etc. and the psychological traits are developed through nature study, visit to nearby villages, meeting rural people, visiting hospitals. So in this way Patha Bhavana tries to develop some sensitivity in the students.

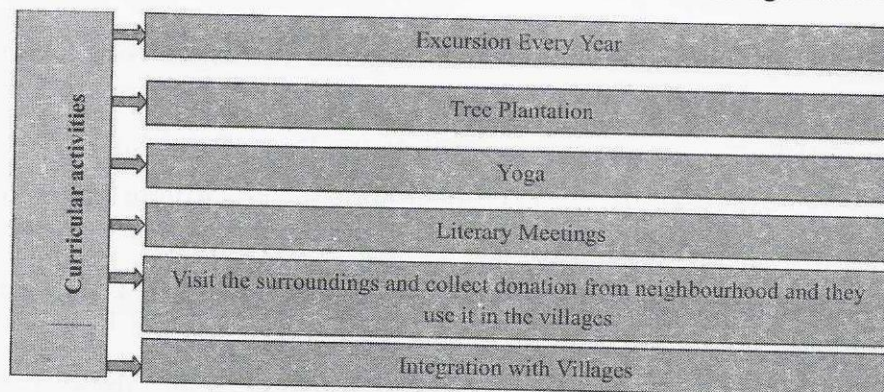
Patha Bhavana has also some arrangements to assess the personality of students i.e. psychological tests, observation, debate, extempore etc.

- **Value Development Activities :** The main values are promoted in Patha Bhavan-

They believes that the development of values is very natural and gradual process and it cannot be imposed externally that is why Patha Bhavan has no specific strategy to inculcate these values. It is a way of life and that is how Patha Bhavana inculcate values in the students. Students, practices it with themselves and it will automatically be seen in the students. Path Bhavana organized different activities and festivals time to time i.e. Rabindra Sangeet, Shiksha SatraSammelan, Picnics and Excursions.



- **Co-curricular Activities and Extra Curricular Activities :** Researcher has not use separate caption for extracurricular activities because Patha Bhavana does not differentiate between co-curricular activities and extracurricular activities. Both are taken together because these activities help the students to relate with the society. Path Bhavan organised many co-curricular activities and extracurricular activities throughout the year-



Through such programmes, students learn to cooperate and mix with the society. The most important activity which is organised in Patha Bhavana is Literary Meet. In Literary Meet students prepare the writing themselves. By doing they become prepared for critical appraisal, from the age of 6. They learn gradually to accept appreciation and criticism both. So in this way these activities help the students in becoming a complete man.

- **School and Community Relationship :** Patha Bhavan segregated island. Institution is very much part of the society and society consists of the institution, it is assembly of both. There are basic two ways to connect with the society i.e. communication with the society, exchanging views and ample of that.

Patha Bhavana organized various utilities-

- Seminar, in which some of the surrounding schools were also invited and students exchange their thoughts
- We collect funds from local homes in the neighbouring area and that money is used for the poor fund
- Periodically Parent-Teacher Meeting - This is the strong bonding between the school and the parents. Parents are free to share their views.

Conclusion

Tagore wanted to create free environment of learning in which freedom of intellect, heart and expression are included. He believed that child, can not flourish and nourish within a closed environment. Education should be devoted to holistic development of child which helps in conversion of child to a universal man.

Thus, according to the in depth above analysis of all aspects of the institution, it seems that Patha Bhavana gives free and natural environment to make a complete man in all aspects. The

Tagore's conception of education is implemented which comprises joy, freedom, sense of responsibility, self reliance, ability to express. Nature plays prominent role in development of total man in Patha-Bhavana.

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