



## A study on Educational thought's of Aurobindo Ghosh with relevance to present educational context.

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### ABSTRACT

In the present study the researcher makes an attempt to identify Aurobindo Ghosh contribution in the field of education. The study mainly intensifies to relate his contribution in the present context of educational scenario to enhance the effectiveness towards strengthening the good outcome of teaching-learning process. Hence, the researcher has undertaken the study to enable the students with the latest's new pedagogy of teaching-learning in order to enrich the students with proper knowledge of learning. So the investigator has selected historical method to interpret and analyze the data with the help of secondary resources.

**KEYWORDS :** Education, Knowledge, Ethics and Perfection

### Introduction:

Sri Aurobindo Ghosh was born on 15 August 1872 in Calcutta. He was a revolutionary, poet, philosopher, writer and spiritual. His entire thought and work were an endeavour to integrate all aspects of life based on the evolution of consciousness. His idealistic philosophy of life was based upon Vedantic philosophy of Upanishads. He laid great stress on the spiritual penance, yoga practice and brahmacharya as necessary for promotion of the principle of development of human soul. According to Aurobindo, real education is that which provides a free and creative environment to the child and by developing his interest, creativity, mental, moral, and aesthetic sense finally leads to the development of his spiritual powers.

**Integral education:** The present conditions of our world are not the result of an inadequate system, an important and corrupt bureaucracy; it is simply and directly the outcome and expression of our state of consciousness. An inner change must precede the outer if it must be lasting and meaningful. He said that an integral education is the key to change on a larger collective basis; it is the key to true world-progress and a better future for all mankind. As he says education is meant to bring out the best in man, to develop his potentialities to the maximum, to integrate him with himself, his surrounding, his society, his country, and humanity to make him the complete man the integral man.

**Physical and Moral education:** Sri Aurobindo insisted that a healthy body is a necessary condition for intellectual or spiritual attainment. He said physical education means not only the proper functioning of various organs of the body but also the development of strength, balance and sense of beauty. According to him, beauty is the ideal which physical life has to realize. Therefore, a development of the physical consciousness must always be a considerable part of our life.

### Objectives:

- To study the relevance of Aurobindo Ghosh educational thought in the present education system.
- To study the significance of Aurobindo Ghosh contribution in the field of education.

**Method and procedure of the study:** Like other great educationist Aurobindo Ghosh was a philosopher who has delivered his ideas in different form to create new vision in the learners. His valuable thoughts have been completed in the shape of books and articles. The present research work was to study the educational thought of Aurobindo Ghosh. The investigator has selected Historical method for the purpose of the study. The present study will be based on mainly secondary sources. It includes books written by Aurobindo and documentary files regarding his life and work.

**Educational thought's of Aurobindo Ghosh in the present context**

### Aims and Curriculum of Education:

- To achieve complete physical and pure development of a child. Without physical purity no spiritual development is possible.
- To train all the senses namely, hearing, speaking, listening, touching, smelling, and tasting.
- To develop the child morally. Without moral and emotional development, mental development becomes harmful to human progress.

Curriculum includes which is very relevant in the society without which the existence of society does not take place. like-wise mother tongue, English, history, social science, history, chemistry, physics, arithmetic, general science etc

Besides the above subjects he mainly emphasis for all students to take yoga, arts, crafts and music lessons apart from regular curriculum.

**Methods of Teaching:** Aurobindo suggested some of the methods of teaching such as self experience, learning by doing, cooperation, nature of a child, and interest of a child, love and sympathy and freedom of a child should be provided to the students.

**Students and Teacher:** According to Aurobindo each child has his own inherent capacities and special abilities. It is the aim of education to focus in this matter to meet the demand of the students.

Teacher is not an instructor or task master; he is a helper and guide to suggest and not to impose to the students.

**Findings:** The above study reveals that the contribution made by our renowned educationist is that it has relevant to the existence education system. It helps to cater the needs, interest, motivation, attitude and aptitude of the learner. Aurobindo has mainly given priority to the present pedagogy used in our teaching-learning process. He laid stress on physical development, where the students can remain physically fit for undergoing his work. Through education purity of senses is to be achieved before any development is possible.

### Conclusion:

The above study clearly indicates that Sri Aurobindo Ghosh was a great philosopher and educationist to the core. He mainly emphasizes on the practical aspects of the work or task assign to the learner. According to him the learner should be provided with proper guidance and counselling for their upliftment towards their career. Children should be provided with free environment and they should be treated with love, sympathy and consideration. According to him education should be imparted as per the interest, ability, motivation, attitude and aptitude of the child. According to him the best method of learning is learning by doing. He laid stress on the cooperative activities of teacher and children in the educational process.

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