An Applicability of Educational Philosophy of Rabindranath Tagore in Ultramodern India

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Abstract
Rabindranath Tagore was a great minstrel, thinker, preceptor, social activist and geek of the 20th century. Tagore was a seductive figure who had a rare great personality, displayed multidimensional ideas and had connections in the present period too. It represents important social and cultural changes of the present and rejects claims of classical social thinkers. He establishes a largely pluralistic and different view about education.
Keywords : *Education, Philosophy, Ultramodern India.*

Introduction :-

Rabindranath Tagore was a great poet, visionary, social leftist, great dominie of Indian culture and tradition. A multidimensional personality endowed withprotean genius and unflagging zeal. The benefits of Tagore on Indian education were immense. His ideas reflect a blending of East and West. His ideas and philosophical studies were ingrained by the Vedas and Upanishadas on one hand and advocacy for the wisdom of literacy, conserving terrain and art of creativity on other hand. Tagore editorialised that the contradictions of mortal life provoke the hunt for the verity. He forcefully believed that every human has a great soul having sufficient implicit to progress towards super mortal being in the universal soul that can be achieved only through education. According to him, the introductoryend of education is togrease the individualities to negotiate means of tone-consummation. The education system of a nation should be suitable to give the occasion of all round development to all people of the nation with equal emphasis on accession of knowledge and skills.

Concept of Education :-

According to Tagore (1931) every individual is girdled by education which gives the path of knowledge and artistic link with the wider world. Advanced education should circulate information capable of making our actuality harmonious. Still, it was witnessed that the education was totally ignored in seminaries and oppressively repressed. It's pathetic that whatever we learn from a nonage in our life, it accentuates from our very nature and our mind as well consequent upon which the world is set in opposition climaxing that the kind of education we had is neglected and we're made to lose our world to find a bag full of information. Therefore, it kills the hunger of children for the epic, because it was supplied with chronological data and numbers. This state of affairs compels the child to assign advanced value to protest, acting as a disaster preceding the power of suffering subdued at last into wisdom by discipline.

Education Philosophy of Tagore :-

The themes essential in Tagore's gospel of education have sufficient and necessary applicability for the present world which is characterised by contradictions and chaos in all walks

of life. The benefactions made by Tagore were understood by people in order to learn and develop relations not only with ourselves but also in relation to other nations, their religion and culture with special reference to nature. According to Tagore, life is constantly creating and to live in creativity is an art. His benefactions are scattered from art, literature, music, oil, gospel to education and social constructions. Through his guests, Tagore tried to convey his literacy to the contemporary generation and made it applicable to the unborn generations. As a social and educational leftist, he initiated to establish institutions like Vishwa Bharati and Shantiniketan as effective models of the new education system.

Education in India after Independence :-

The actuality of extremity that was in the minds of the scholars drew the attention of Rabindranath Tagore. He set up an authoritative system of education that has been creating fear in the delicate minds of children. Rabindranath Tagore's focus of educational studies weren't limited to job creation but he tried to play a facilitative part in the overall development of humanity. He wanted seminaries to be more lively and pleasurable. He furnished equal significance to spiritual and scientific knowledge. Rabindranath Tagore was against pouring of information into the minds of learners.

Tagore believed that education should be open for all that believed in globalisation of education. The globalisation of education broadens one's mind and induces further forbearance to differences created by boundaries of one's home, culture and nation. According to Tagore, nation is like a family and for families constituting society, the members should be educated for which we have to annihilate ignorance and inculcate chops. He supported professed predicated knowledge in the class. Being a social leftist, Rabindranath Tagore supported educational tools for social change by turning immature people into independent and creative thinkers rather than visionless followers of rituals and traditions. Burden of memory is our handicap in the flux of knowledge. Understanding enables knowledge to consolidate and consolidate as well as open itself to creative trials. studies and conduct can integrate continuously leading to newer ways of allowing the bridging at formerly the formerly with the present future.

Rabindranath Tagore emphasised freedom of the child which is essential for literacy and accession of chops and knowledge. A child should be intrepid in expression. He'd three points for the scholars (1) Enrich literature and other trades to reform education and develop vill. (2) to develop capability to suppose in terms of entire humanity. (3) to enable the scholars which empowers them to go beyond the limitations of their beast nature and to complete the trip of humanism. Tagore's views on church were like that' God is Satyam, verity. "He's ananda rupam amritam' water, earth and sky have assessed tapes on us in numerous ways and of colourful feathers. But the ground jubilee of myriad beauty that's held by the varied colours, spices, and music within water- air sky don't force itself upon as is the least.

Applicability of Education Philosophy of Tagore in Ultramodern India :-

Educational policy having consonance with the demands and requirements of the immediate socio-artistic terrain of the people should have serving goods for all members of

society. Education in relation to minds of the individualities isn't just a formal system, rather it should be a station of tutoring and literacy in a spirit of participation with strong departure from give and take like material effects. The being extremity which is in the minds of the learners at present is calling for an educational system, in which new studies and ideas can be poured containing realities of life. To establish consonance with the changing environmental, social and political script, the educational principles of Tagore have great applicability and counter accusations . The coincidence of West and East, natural growth in natural circumstances, Discard book- centred education, Independence of the learner, relinquishment of real and practical tutoring, palace of fine trades, education for pastoral reconstruction are some examples.

Conclusion:-

Education is a nonstop process of literacy and the actuality of the present is always in the shoulders of history and eventually from the present it'll be passed on to the future. Therefore, it's concluded that the tutoring and methodologies of Tagore still have applicability and great connection in the present period of the education system being rehearsed in our country and indeed around the globe. Establishing educational institutions amidst nature is necessary in bringing about change in the leaning atmosphere which may play significant part in developing creative mind and grease nation structure with loftiest harmony, productivity, happiness and flourishing of all kind by the citizens of the great Indian nation that has a great depository of knowledge, gospel, traditions of tutoring and literacy without harming nature and their cohabitants.

Implications :-

The present composition tried to illustrate the main themes of educational and philosophical benefactions of Gurudev Rabindranath Tagore, his conception of humanism that can be cultivated through education with emphasis that the systems supported by him have results to ultramodern day educational problems of India as well as the whole world. The miscellaneous understanding of Tagore's gospel has great applicability for the academicians, directors, policy makers, experimenters and policy makers who can use these principles for the structure of nation, brotherhood, reduce severance and demarcation in educational and other openings being rehearsed indeed in the face of a vibrant Indian Constitution and legal system.

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