

## **A Critical Analysis of the Philosophy of Mahatma Gandhi Reflected in Standard**

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### **Abstract**

Gandhiji's contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the important values of Indian civilization. He criticized the colonial system of education as harmful to India. According to Gandhiji "knowledge is neither the foundation nor the end of education. This is only a means through which woman can be educated". Gandhiji noted "By education I mean an all-round taking out of the best in child and man- body, mind, and spirit. This is only a means through which man and woman can be educated." This is how Gandhiji outlines his idea of true education. All round" implies harmonious growth. 'Drawing out the best' recognizes a great possible coiled up in the child which can be realized and grow to its excellence through education. It is the development of human character in terms of physical, intellectual, and spiritual aspects. Education should take care of the entire child, the anthropoid personality. It should be the function of education to take about a pleasant development of all the aspects of the human personality so that it can grow to its highest stature and serve society at its best

*Keywords:* basic education, secondary school curriculum, social science curriculum

### **Introduction**

Education is the process of procurement of knowledge, skills, beliefs, and moral lifestyles. The main aim of education is to make people well and to let them develop their own abilities and confidence which are needed for their life. It decreases the tasks faced by individuals in their life and helps them to absorb how to earn. The more information one gain, the more chances open for individuals to achieve enhanced possibilities in career and in personal growth. It opens the mind to different situations, which helps to solve problems of life effectively and to think critically about the world. Basic education is the most empowering force in the world which creates awareness, builds assurance, and opens the door of opportunity

rejecting all obstacles for children; it is their key to opening the door to a superior life. A child gets their first education from his own household, learns from his own atmosphere, and gathers learning understandings from the school. It is a social process that occurs only in a social environment and without it, no one can obtain experiences. The role of basic education is to socialize individuals and to keep society smooth and stable. It teaches a child to note, know and realize. It teaches to act decently, to be creative, to develop talents, and to learn more belongings about life so that when the adolescent grows up, he/she uses basic education to build a better quality of life. However, the contemporary educational system of India is incapable to achieve humanitarian and diplomatic social life. The present system of education is unable to contribute much to individual as well as social development. In order to bring some social changes, proper and quality education is very much required for all.

### **Need and Significance of the Study**

In the present era, people have no sense of national loyalty. They do not develop the capacity to love and to be loved instead they are confined to their own desire and ambition and fail to go beyond themselves. We happen to live in a world with little care for others and little concern for the entire world. Through education, one should be able to perceive the soul of the entire mankind. Education is a fundamental right of every child. It is a pillar of a developed and powerful country, besides the most important element for growth and prosperity. The important point in Gandhi's scheme of education is its emphasis on relating school education to the need of society. He wanted to achieve this objective through a system of learning and earning. He gave prime place to learn the craft. It can be seen from the curriculum of presentday schools that work experience and socially useful productive work find a significant place. His views on early childhood education are relevant for the proper development of the early stages of life. His emphasis on education in the mother tongue is the accepted principle throughout the period.

### **Statement of the Problem**

The study is entitled as “A Critical Analysis of the Philosophy of Mahatma Gandhi Reflected in Standard IX Social Science Text Book”

### **Objectives of the Study**

- To find out how far Gandhian philosophy is reflected in the social science curriculum.
- To assess the Gandhian view regarding the role of the teacher in the life of a child.

### **Review of Literature**

Tewari Urmila (2014) in the study 'Educational Philosophy of Gandhiji and his implications for the Modern System of Indian education' sought to delineate the implications of the educational philosophy of Gandhiji for the modern system of Indian education. He was against conventional education and pleaded for a 'holistic approach to education. According to Gandhiji, education should help the individual to see life 'as it is at the 'present moment' with total attention and a 'choice-less' awareness of reality. Contrary to the traditional views about the relationship between the teacher and the taught, the Gandhian view was the teacher and the student should function at the same level, communicating through questioning and counterquestioning until the problems are exposed in depth and understanding revealed, illuminating the minds of both. No competition should be encouraged in schools, and students should set their own pace of learning.

Rajeev Kumar (2013) Gandhiji's contribution to education is unique. He was the first Indian who advocated a scheme of education based upon the important principles of Indian philosophy and civilization. The method and techniques advocated by him and the environment he prescribed revolutionized Indian thinking and way of living. At heart, he was devoted to idealism. He wanted to explain his ideals and ideas into practice. His philosophy of education is a harmonious blending of idealism, naturalism, and pragmatism. Gandhiji advocated the ideals of truth, nonviolence, and moral values to achieve the ultimate truth of self-realization.

### **Research Methodology**

"Qualitative researcher analyzes their data by reading it several times and conducting an analysis each time. Each time you read your database, you develop a deeper understanding of the information supplied by your participants"(Creswell, 2010). The analysis is a process that enters into research in collected data in some order or format so that the data becomes

meaningful. Philosophical analysis is a method of inquiry in which one seeks to assess Complex systems of thought by 'analyzing' them into simpler elements whose relationships are thereby brought into focus (secondary sources) written about Mahatma philosophy by other scholars.

### **Analysis of data**

The researcher used qualitative approach for analysing the data. Analyzing qualitative data requires understanding how to make sense of text and images so that you can form answers to your research questions|| (Creswell 2010). Research of any type is a method to discover information. Within analytical research, articles, data, and other important facts that pertain to a project are compiled; after the information is collected and evaluated, the sources are used to prove a hypothesis or support an idea. Using critical thinking skills, a person is able to effectively pull out small details to form greater assumptions about the material. Some researchers conduct analytical research to find supporting evidence for current research being done in order to make the work more reliable. Other researchers conduct analytical research to form new ideas about the topic being studied.

### **I. Content Analysis**

Content analysis is an analysis of data collected by someone other than the researcher for different purposes. One can analyze the content of letters, diaries, articles, and minutes of meetings; hence the name is content analysis. Objectivity refers here is an analysis that is pursued on the basis of explicit rules that enable different researchers to obtain the same results from the same messages and documents. "In a methodical content analysis, the inclusion or exclusion of content is done according to the consistently applied conditions of selection; this requirement removes analysis in which only materials supportive of the examination hypothesis are examined". Content analysis encompasses a group of techniques concerned with the analysis of records already in existence. The investigator analyzed the filed report, articles published in journals or newspapers, letters, and book

## **II Document Analysis**

“Forms are the essential basics of data in many areas of inquiry and the methods of analysis are parallel to those used by historians. The major difference between this type of research and historical research is that, while historical research often uses document analysis, it deals solely with past events. When document study is used as vivid exploration, current documents and problems are the foci”(Best 2007). Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to an assessment topic. With the aid of document analysis, the investigator used these sources of data: books, journals, articles, and the philosophy of Gandhiji. This is to find out the views of the philosophy of Gandhian aspects of education. "Qualitative research is interpretive research, in which you make a personal assessment as to a description that fits the situation or themes that capture the major categories of information. The interpretation that you make of a transcript, for example, differs from the interpretation that someone else makes. This does not mean that your interpretation is better or more accurate; it simply means that you bring your own perspective to your interpretation" (Creswell 2010). For the present study, the researcher collected the relevant data from primary and secondary sources and they were analyzed and interpreted systematically. The data collected have been analyzed with reference to the objectives of the study. The details of the analysis done and the discussion of the findings obtained. The analysis and interpretation of data involves the researcher’s subjective reactions and desires to derive from the data and the inherent meaning in their relation to the problem. The discussions of the findings obtained through the analysis of collected data are present under the following major heads.

- ❖ Analysis of the Educational philosophy of Mahatma Gandhi
- ❖ Analysis of the Spiritual aspect of Education, Craft Centered aspects of Education, Gandhian view of training for leadership, Self-supporting aspects of Education, Gandhian conception of truth and non-violence, Gandhian views on mother tongue as the medium of instruction

- ❖ Analysis of thought of Mahatma Gandhi's views on basic education
- ❖ Analysis of the importance of the standard IX social science curriculum and their relevance in the present education system

### **Findings**

- A real education is one that enhances the dignity of a human being and increases his self-respect. The most important part of education is to inculcate in the students the need for we can do it.
- Basic education is child-centric. The child is the center of the activity. It is primarily considered the constructive and creative instinct of children.

### **Conclusion**

- The first objective of the study is to find out how far Gandhian philosophy is reflected in the social science curriculum. It can be concluded that according to him education system should retain the smiles on the faces of the children throughout the period of their education. The social science curriculum is an important part of the secondary education system
- Curriculum in Gandhi's scheme is activity-centered and craft centered. Craft inhabits the place of the sun in the huge solar system of the anthropoid time. Stratifying our material needs in perfect harmony with the higher values of life. The most important part of social science education is to inculcate in the students the philosophy of we can do it. In his scheme of the social science curriculum, Gandhiji proposed a life-centered and activity-centered curriculum where knowledge and skills are imparted through self-supporting productive craft.

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