ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 10| Issue: 6| June 2024|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2024: 8.402 || ISI Value: 1.188

ACHARYA VINOBA BHABE'S EDUCATIONAL THOUGHTS AND IT'S RELEVANCE IN NEW EDUCATION POLICY

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Article DOI: https://doi.org/10.36713/epra17555
DOI No: 10.36713/epra17555

ABSTRACT

Philosophical thoughts of Vinoba Bhave based on spirituality, which is very important in present day context. Bhave supported the craft education which makes children self-reliant. He believed in nonviolence which is very important to character building of a child. Research question of this study were What were the contribution of Vinobha Bhave to social reform? And What is the relation between Vinoba Bhave's educational thought and New Educational Policy-2020? The method used in present study is historical method. Present study used primary and secondary sources of data. The analysis of data shows that Bhave established a classless and castles society through Sarvodaya which give an opportunity for all round development. Bhoodan movement of Vinoba Bhave has an important role to build equality in present society. Vinobhaji set out on a 13-year journey on foot. He covered 70,000 km-s in India to redistributed 42 lakh acres of land. According to Bhave, education would life-centric and he emphasized the handcrafts of Gandhi's Wardha education system, which reflected in the NEP-2020.

KEYWORDS: *Vinoba Bhabe, Gramdan movement, Bhoodan movement, NEP-2020.*

INTRODUCTION

Bhave is a philosopher whose actions, words and thoughts continue to inspire in different ways Non-violence is a hall mark of his philosophy. He built his philosophy on the principles of Gandhian rules. He adopted the elements of Basic education propounded by Mahatma Gandhi. He is a spiritual person and an ardent follower of Gandhian philosophy. The principles of his philosophy were himsa, Satya, non-violence and truth. Gandhiji said "By education I mean an all round drawing out of the best in child and man body, mind and spirit…… I would therefore begin the child's education by teaching it as useful handicraft and enabling it to produce from the movement it begins its training". Bhave supported the craft education which makes children self-reliant. He believed in nonviolence which is very important to character building of a child.

BACK GROUND OF THE STUDY

Vinayak Narahari Bhave was born on 11 September 1895 in Gagoji in kolaba, Konkan which is known as Maharashtra. His father was Shambhu Rao and mother was Rukmini devi. He is the eldest son of their five children, four were sons, respectively vinayak, Balakrishna, shivaji and Dattatreya and one daughter. His father was a great modernist trained weaver. He was used to work in Baroda. He grew up with his uncle shamburao Bhave. He was on his childhood deeply influenced by his mother Rukmini Devi, she was a pious woman from Karnataka. At his young age he was inspired to read the Bhagavad Gita. He read Mahatma Gandhi's writing and he wrote a letter to Gandhiji. After reading the letter of Vhabe Gandhiji advised him to meet him personally at the kochrab Ashram in Ahmedabad. On June 7, 1916 Bhave meat with Gandhiji and joined the ashram. After joined the ashram Bhave do some work of teaching, studying, spinning wheel, improving the quality of collective life etc. On 8th April, 1921 Bhave took the charge of Wardha Ashram. Vinoba Bhave's educational thinking has many similarities with the principles of the NEP-2020. As he emphasized on handicrafts, he was opposed to rote learning in which education would be useful for life. Curriculum will change as society changes and will not remain constant for long time. He emphasized on free thinking and moral development. In NEP-2020, emphasis is placed on handicrafts from class six onwards. Life style education is said to develop communication, cooperation, teamwork and flexibility. Six class will have ten day bagless period during which they will intern to learn local skilled person from such as carpentry, gardener, folk potters, Farmer. He laid emphasis on developing non-violence and patriotism among the students which can be seen reflected in the NEP 2020.

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OBJECTIVES OF THE STUDY

I) To critically analyse the educational ideals put forth by Chaya Vinoba Bhave and their under lying principles.
II) To explore the contribution of Vinobha Bhave to the social reform.
III) To evaluate the historical context and cultural factors that shaped Acharya Vinoba Bhave's educational ideals.
IV) To analyse the Vinoba Bhave's educational thought in the light of New Educational Policy-2020.

RESEARCH QUESTION

I) What were the educational ideals proposed by Acharya Vinoba Bhave and what were the underlying principles behind them?
II) What were the contribution of Vinobha Bhave to social reform?
III) How did the historical context and cultural factors influence the development of Acharya Vinoba Bhave's educational ideals?
IV) What is the relation between Vinoba Bhave's educational thought and New Educational Policy-2020?

EDUCATIONAL THOUGHTS

Vinobha finally met Gandhiji on 7th June 1916. Gandhiji was so impressed by his thought that he invited Vinobaji to stay at Sabarmati Ashram. Vinobaji's lifelong dream was fulfilled after he received the invitation. He participated in initiatives like khadi at the Ashram with full dedication and shared his knowledge of the Bhagavad Gita with the members there. Vinobhaji also supported Gandhiji in the freedom struggle apart from working at the ashram. Then he became a special member of the Ashram. Mama Phadke honoured him with the title of 'Vinoba' who was a member of the Ashram. 'Vinoba' means freedom fighter. In1948, Gandhiji passed away for it Vinobaji was shattered. Then he understood the importance of continuing the work and legacy of Gandhiji. Vinobaji says that "I am very dissatisfied with today's education. Today schools are opening everywhere, but I see all these lifeless. In these schools, you get some alphabetical knowledge but you do not get knowledge that is useful for life". He supported Gandhi's wordha education. He believed that education would always make life oriented and actionable. He emphasized on handicrafts which would make the child self-reliant. In that the curriculum will not be constant for a long time but the curriculum will be timely and will lead to all round development of the student, such as physical, mental, social, economic, spiritual etc.

SOCIAL REFORM

In 1923 he was published Maharashtra Dharma, a Marathi monthly which became a weekly magazine he wrote some works based on his knowledge about Upanishads. He lead a non-violent Movement against British empire in the 1940s. Bhave whotes two books one was lshava syavrtti and other was sthitpragna Darshan. He know four South Indian languages. He published a book 'Talks on the Gita' and translated it many languages in many countries. Bhave believe that if his other works would be forgotten but their impact would be permanent. In 1940 Bhave was nominated as a single satyagrahi against British Rule. Bhave was a member of quit India a movement. He was associated with Mahatma Gandhi in the Indian independence movement. He stayed for some time at Gandhi's sabarmati Ashram in a cottage that was named after him 'vinoba kutir' there he gave a series of talks on the Gita' in his native language Marathi to his follows. **Bhoodan Movement:** . In 1948 a revolution was raging in Telangana against the landlords. There the communists had formed a guerrilla army along with poor villagers. This army would forcibly take the land from rich land owners and distribute it among the villagers. For handling this situation the government had sent the army but the situation did not controlled. Then vinobha came to stopped the violence and went to talks with the communists. He talked with 40 poor families and he realized that they were hard working person but they have not any land. On this problem he find out a solution that was he prayed a meeting which was attended by landowners and thousands of villagers. There the landowners were ready to donate their lands. In that way every problem can be solved with a peaceful gesture. In 1951, he started the Bhoodan movement. Through this movement he wanted to tour the entire country to peacefully convince the rich landowners to donate some part of their land to the fastest people in the country. Vinobhaji set out on a 13-year journey on foot. He covered 70,000 km-s in India to redistributed 42 lakh acres of land. For this work he awarded with the highest award the Bharat Ratna. Vinobhaji selfless efforts millions of poor people got the opportunity to earn their livelihood. **Sarvodaya movement:** Sarvodaya means "the welfare of all". Sarvodaya movement is the movement which aim at rural reconstruction and uplifting the people of rural India by peaceful and co-operative means. Mahatma Gandhi borrowed it from the philosophy of Ruskin and became a part of his construction philosophy for the welfare of the people of rural India. Sarvodaya provides opportunity for the all round development of the individual and the society. It is a comprehensive, social, economic, political, moral and spiritual philosophy. After Gandhi it was subsequently adopted by Acharya Vinoba Bhave. Vinoba Bhave established Sarvodaya samaj. Sarvodaya movement focuses upon economics, politics and society. **Gramdan Movement:** Gramdan movement was an action for Sarvodaya by Vinobha Bhave. Here the whole village will achieve ownership for Gramdan. In 30 January 1953 the mangroth village in Orissa became first Gramdan village. The purpose of Gramdan movement was equal sharing of resources among all community there was no personal land ownership. Bhave walked thousand by thousand miles to appealing for land. Many landowners donate a part of their land as Gramdan.

Bhave established the Sarvodaya samaj where the 18 programmes given by Gandhiji were carried out. There are communal unity, removal of untouchability, prohibition, khadi, other rural industries, Nai Talim, Adult education, Education in Health and Hygiene, upliftment of women, National language, provincial language, economic equality, uplift of labour, upliftment of kisans, uplift of lapers, uplift of students and uplift of Adivasi. Bhave Gandhiji's Wardha Education system, which emphasis on handicrafts teamwork, cooperation and respect for all tasks, is reflected in NEP-2020 through life style education

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students will develop communication skills, cooperation team work, flexibility. It was a small community. In 1954 he started Bramha vindya mandir at panver. It was an open platform for women for women empowerment and education. By establishment of Bramha vindya mandir. He wanted to realize their power. They followed Gandhi's beliefs about sustainability and social justice. The community perform prayer every day the Isha upanishad at dawn, the Vishnu sahasranama at mid morning and Bhagavad Gita in the evening.In 1959 members of Brahma Vidya mandir became an intentional community for struggle of translating Gandhian values such as self-sufficiency, non violence, and public service.

NEP-2020

Vinoba Bhave say's that "I am very dissatisfied with today's education. Today schools are opening everywhere, but I see all these lifeless. In these schools, you get some alphabetical knowledge but you do not get knowledge that is useful for life". NEP-2020 emphasis for replacing rote learning and studying for tests. According to Bhave, education would life-centric and he emphasized the handcrafts of Gandhi's Wardha education system, which reflected in the NEP-2020. NEP-2020 states that students from class vi to viii will take an interesting course. In this course they will learn practical crafts like carpentry, electrical work, metal work, gardening etc, through a hands-on experience survey. There will be bagless period of ten day's when they will learn as interns from local vocational experts such as carpenters and gardeners. Bhave emphasized on moral education and similarity in NEP-2020 emphasized on ethical human and constitutional values like compassion respect for others transparency ethics, democratic thinking, service thinking, scientific thinking, fairness. From the point of view of curriculum, Vinoba falls in the category of experimental philosopher. According to him, the curriculum will not remain constant for a long time along with the changes in the society, the curriculum will change according to the needs of the society. He emphasizes on the development of the learner's inner being which NEP-2020 calls for identifying the special abilities of each child and making efforts to develop them. Bhave Gandhiji's Wardha education system, which emphasizes on handicrafts teamwork, cooperation and respect for all tasks, is reflected in NEP-2020 through life style education. Through life style education students will develop communication skills, cooperation team work, flexibility.

CONCLUSION

Philosophical thoughts of Vinoba Bhave based on spirituality, which is very important in present day context. Bhave supported the craft education which makes children self-reliant. He believed in nonviolence which is very important to character building of a child. He translated Geeta. Which helped to the development of morality. He started Bramha vindyamandir in 1954 at panver. This ashram was a platform for women empowerment and education. Bhave established a classless and castles society through Sarvodaya which give an opportunity for all round development. Bhoodan movement of Vinoba Bhave has an important role to build equality in present society. Vinobhaji set out on a 13-year journey on foot. He covered 70,000 km-s in India to redistributed 42 lakh acres of land. Sarvodaya is a step to bringing social change in India. Vinobha Bhave established socioeconomic justice for all through Gramdan movement. The purpose of Gramdan movement was equal sharing of resources among all community there was no personal land ownership. According to Bhave, education would life-centric and he emphasized the handcrafts of Gandhi's Wardha education system, which reflected in the NEP-2020. NEP-2020 states that students from class vi to viii will take an interesting course. In this course they will learn practical crafts like carpentry, electrical work, metal work, gardening etc, through a hands-on experience survey. There will be bagless period of ten day's when they will learn as interns from local vocational experts such as carpenters and gardeners.

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