



Jiddu Krishnamurti's Philosophy of Education and National Education Policy 2020: A Review

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Abstract: *The objective of this paper looks at philosophy and educational thoughts of the famous contemporary Indian philosopher Jiddu Krishnamurti. He believed in awareness as being essential for a free mind. He believed that beginning of education and the end of education understands life and ourselves. Education is the nourish of goodness and goodness cannot flower in the flied of fear. For producing such an integrated and holistic personality, Jiddu Krishnamurti advocated integrated curriculum and pedagogy, integrated teachers, small size schools, experienced based learning, respect and sensitive towards nature, maintain fearless and stimulating learning environment, promoting culture of no-competition and qualitative or formative assessment. Reflections of his vision or educational thought or Philosophy of Education in the latest National Education Policy (NEP) 2020 proves the relevance of his philosophy in 21st century.*

Keywords: *J. Krishnamurti, Education, philosophy, National Education Policy (NEP) 2020, Right education.*

1. INTRODUCTION :

The art of education will never attain complete clearance without philosophy, without philosophy education would be a blind effort and without education philosophy would be cripple. It is an undeniable fact that the great philosophers of all times have been also great educationists. "Education and philosophy are two sides of a coin."¹

Philosophy gives purpose and orientation to the educational endeavour of individuals. Education as a conscious process has to accomplish several functions to stay relevant. Betterment of society through solution of social problems is one of its most significant functions. Social problems are thus the prime concerns of education. These are the problems which philosophy deals with. "The art of education will never attain a clear correctness in itself without philosophy."²

There is complete absence of national spirit in our education system. Therefore, from time to time, litterateurs and educationists have made new progress in the field of education by creating various types of literature and works. Among those academics J. Krishnamurti is counted among the best thinkers of the modern era in the field of education. His thoughts related to education are very important and useful. His thoughts were revolutionary. He opposed every kind of external authenticity, whether of a person or a book. He was in favour of accurate knowledge. By accurate knowledge he meant the knowledge of "truth". And education is considered the means to reach this truth. He believed that a person can reach this truth or reality through his own efforts and not through any person, scripture or book. Only this can guide them. The person will have to make efforts himself. J. Krishnamurti was not in favour with the prevailing structure of his time. J. Krishnamurti has considered the teacher as well as the parents, school and home to be responsible for the best development of the child. He devoted his entire life to the all-round development of education and service to the society, hence the compilation and presentation of his life, his works and his ideas related to education is definitely very useful in the context of current educational problems. The latest NEP-2020 have some reflections of Krishnamurti's philosophy as the policy also emphasized on inculcating all these skills in the children and develop them in a holistic way. This proves that his philosophy of education is still relevant in 21st century. Therefore, in this paper, the researcher has attempted to analyse his philosophy of education.

2. J.Krishnamurti's Philosophy of Education :

Jiddu Krishnamurti (1895-1986) was a famous independent thinker and one of the greatest philosophers of twentieth century, who had influenced the ideology of alternative education throughout the world immensely. He was not an educator in the conventional sense of the term as he had no formal qualification to propound or propagate educational theory or technique. However, he emerged as the most influential critique of schooling, its notions, assumptions and oppressive practices. He has left a lasting impact on schooling and education across the world by giving a new significance and dimension to the different concepts related to education. Education to him is not all about passing examinations, getting higher ranks, jobs, posts, salaries. It is not confined merely to attainment of academic excellence, rather it is more comprehensive and involves harmonious development of the inner and outer world of an individual. It is about helping an individual to grow and flourish into love and goodness so that one can live in harmony with all the living beings. The notion of 'flourishing' here implies an unfolding of the consciousness of individual in relationship with one another. He was highly against of present education particularly its aims, processes, content and the physicality of educational centre. Commenting on the theory laden-ness of education, he says, modern education in developing intellect offers more and more theories and facts without bringing about the understanding of the total process of human existence...it is making us into thoughtless entities; it does very little towards helping us to find our individual vocation. His main charge against present education is on its excessive and exclusive emphasis on technique and neglect of human dimensions. Further while bringing out the negative side of present education Krishnamurti says- Our technical progress is fantastic, but it has only increased our powers of destroying one another and there is starvation and misery in every land. We are not a peaceful and happy people. Therefore, he includes any form of education that concern itself with a part and not with the whole of man inevitably leads to increasing conflict and suffering. As Krishnamurti says "Right education cultivates your whole being, the totality of your heart and mind, a depth of understanding and beauty."³

J.Krishnamurti considers the prevalent education system faulty or not right, his educational philosophy is popularly known as 'Right Education' or 'Right Kind of Education'. Krishnamurti discusses about the right environment, about right functions of education, right curriculum, right methods of teaching, right teachers and right school which collectively makes Krishnamurti's Right Education. He reflects his educational thought in many of his books viz; 'On Education', 'Education and Significance of Life' and 'Life Ahead'.

"The sole aim of the present system of education is the acquisition of knowledge, especially the technological knowledge. The system is mainly interested in turning out knowledgeable people. It is concentrating on sharpening the intellect. It is neglecting the observation and understanding of the mind and life in all their aspects. Right education, according to Krishnamurti, is a process of self-knowing and self-discovery. It teaches the student to learn about the workings of the mind, its conditioning, its prejudices, fears, likes and dislikes etc. It does not limit the student to mastering a technique. It does not confine the student to a particular corner of life. Right education enables the student to comprehend with sensitivity the whole problem of living which includes relationship, love, sex, anger, fear, death etc."⁴

In educational philosophy of J. Krishnamurti, the researcher has discussed about his perspective regarding concept of education, aims of education, methods of teaching, discipline, teacher, student, School and Teacher-Taught Ratio.

3. J.Krishnamurti's Concept of Education :

Education is not merely acquiring knowledge, gathering and correlating facts; it is to see the significance of life as a whole. The function of education is to create human beings who are integrated and therefore intelligent. We may take degrees and be mechanically efficient without being intelligent. Intelligence is not mere information; it is not derived from books, nor does it consist of clever self-defensive responses and aggressive assertions. One who has not studied may be more intelligent than the learned. We have made examinations and degrees the criterion of intelligence and have developed cunning minds that avoid vital human issues. Intelligence is the capacity to perceive the essential, the what is; and to awaken this capacity, in oneself and in others, is education.⁵

The purpose of education should be to see the cultivation and full flourishing of the religious mind. Education for J.krisnamurti in the simplest term is a process concerned to: helping the child to grow and flourish into love and goodness, enable them to understand themselves. Exploring the psychological issues of life. discover the hidden treasures of life that are beyond culture, religion and knowledge.

4. Aims of Education :

The intention of education is not only to make more scholars, technicians and job opportunities, but also looks integrated man and woman who are free of fear and free from all the social barriers. The start of education and the end of education understands of life and own self. Aims of education mean not of reading of lots of books or passing examinations and getting a job, education means life long process which helps understand life and ourselves. Education implies that education should help the children grow without fear to the best of his capacities and develop talents lead to understand life as a whole. He wants that Education should get ready the young generation for new type of free living. According to him, education should help the child in facing the world in a totally different and intelligence way, knowing to earn a livelihood, knowing all the responsibilities, the miseries of it all. J.Krishnamurti talking about education as being the agent not only of internal renewal but also of social change.

“In Krishnamurti's view, another aim of education is to cultivate the right kind of relationship, not only between individuals, but also between the individual and society. The right kind of education will encourage thoughtfulness and consideration for others without enticements or threats of any kind. True education enables one to understand the deep significance of the human life; but to understand, the mind must intelligently free itself from the desire for reward which breeds fear and conformity. In other words, education should provide for individual freedom through which love and goodness can flower; should encourage the understanding of the inherited tendencies and environmental influences, which condition the mind and heart and bring about an integrated human being.”⁶

5. Methods of Teaching :

J. Krishnamurti does not subscribe to ‘methods’ because the word implies practice which is a repetitive process in time. Krishnamurti talks about insight and discovery out of time. As it is well known that ultimate aim of education is to know oneself. Own knowledge is the true knowledge and obviously the way to approach it, discover it is the right methodology. Perhaps Krishnamurti does not deny applying any method in classroom. It is not wrong to apply lecture method or demonstration method or heuristic method. Any technique or methodology can be applied that would suit the pupil most: this applies to all technical knowledge. But as far as transformation of the psychological knowledge which deals with relationships and outlook is concerned, method less method is applicable. according to Krishnamurti “student and teacher both learn together. therefore, the student should be treated as equal partner. opportunities should be given to develop their own unique being. things should not be imposed on him rather they should be free to discover themselves and refine their potentials.”⁷

Discipline

Discipline in schools becomes necessary but J.Krishnamurti belief freedom never come through discipline. According to him, obedience can be developed in small school system where teacher and students closely interacted. He thinks that if teacher himself should be fearless, it results child behave also fearless.

Teacher

Teacher should help every people to discover one’s inner psychological resources or potentiality, skill and realization of the student’s need. Teacher should create well environment for right education. The teacher should always encourage creative intelligence of pupils. Teacher also provides teaching in respect to equality. Krishnamurti says as the teaching is considered as the profession or means of earning livelihood, the teacher can’t dedicate himself in teaching. The teacher should not impose his beliefs, manners and ideologies on the student. Krishnamurti says “an educators is not merely a give information he is one who points the way to wisdom, to truth. Truth is far more important than the teacher, to create new society each one of us to be a true teacher, which means that we have to be both the pupil and the master, we have to educate ourselves.”⁸

Student

J.Krishnamurti believed that every individual has an unique characteristic. The teacher needs to understand the unique quality of pupils and then provide teaching appropriately. J.Krishnamurti respected the personality of the child & tried to create new awareness among the students. To develop the ability to take their own decisions and to develop their reasoning power within the students so that they can develop the ability to struggle with every kind of problems in life through their educational experience in difficult times.



The School

J. Krishnamurti said that a school should be like a home for a child. There should not be any hesitation or fear in his mind regarding the school. After all a school is a place where the student should be happy, free to run, sit, play and even talk or work. He should not be forced to act according to a pattern or system. This is a place where the art of learning is being taught. If the student is not happy, he is unable to learn this art. A school is a place where one learns about perfection in life. Academic excellence is absolutely essential but there is much more in a school than that. It is a place where both the teacher and the student realize that not only the external world, the world of knowledge, but also their own thinking, their own behaviour is also knowledge.

Teacher-Taught Ratio

J. Krishnamurti's philosophy gives great importance to the role of lecture in the teaching-learning process, this is the reason of being teacher-learner ratio is extremely important to him. High teacher-learner ratio is a barrier as it leads to monologue rather than dialogue. A crowded classroom is limited to demonstrating only 'what to think', whereas a classroom with fewer students leads the individual towards 'how to think'. Hence this subject is stated by Krishnamurti- A direct and vital relationship between teacher and student is almost impossible when the teacher is weighed down with large and unbearable numbers. The right kind of education is not possible collectively. Studying every child requires patience, alertness and intelligence. It rises with skills, keen interest and a feeling of affection.

6. Reflection of Krishnamurti's Philosophy of Education in National Education Policy 2020

There searcher has attempted to draw the reflections of J. Krishnamurti's Philosophy of Education in the latest National Education Policy 2020 which is as under:

NEP-2020 reflects the vision of Krishnamurti's experienced based learning- "Teaching and learning will be conducted in a more interactive manner; questions will be encouraged, and classroom sessions will regularly contain more fun, creative, collaborative, and exploratory activities for students for deeper and more experiential learning" (NEP-2020).

J. Krishnamurti was a profound advocator of fearless and stimulating learning environment. Such a environment provide proper pace to the students to develops various life skills and social skills viz. critical thinking, Communication, collaboration, creativity and self-initiative etc. NEP-2020 also considers "a safe and stimulating learning environment" as essential for learning in educational institutions.

J. Krishnamurti emphasized on making curriculum integrated and now the latest education policy also talked about integrated or cross-curricular pedagogical approach.

Last but not the least, J.Krishnamurti was against the quantitative assessment system which only judge children on the basis of rote memorization. He favoured the qualitative assessment system as it is done on daily basis and includes both quantifiable and non-quantifiable parameters. It is good to see that NEP-2020 recommended to "shift from summative to one that is more regular and formative and tests higher order skills, such as analysis, critical thinking, and conceptual clarity."

7. Conclusion :

From a reflection on J. Krishnamurti's philosophy of education and the NEP 2020 discussed above, it is clear that his vision is still alive and provides guidance to policy makers. Like Krishnamurti, the NEP-2020 also aimed at developing holistic and integrated individuals, which is capable to think critically and creatively, possessing sensitivity, kindness, compassion, courage and resilience, a scientific attitude, true values and other higher order skill. To come up with a holistic personalized NEP -2020 like Krishnamurti, an integrated curriculum and pedagogy, holistic approach of teachers, involvement of parents and fearless school environment are essential. The reflection of J. Krishnamurti's thought in the NEP-2020 is an indicator of the beginning of transformation. This type of education system seems to be very progressive giving children a lot of space to achieve well-being, happiness and achievement of life.

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