

A study of educational philosophy jiddukrishna murti with special reference to peace education

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Article

Jiddu Krishnamurti (1895-1986) was an eminent independent thinker, paramount writerspiritual orator and one of the greatest philosophers of twentieth century.His influence onthe ideology of alternative education throughout the world is immense.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 has 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 globe by giving a new significance and dimension to the different concepts related to education. Aggrieved by the pervasive consequences of education on life and society, he presented his unorthodox and novel insight into education which he termed ‘Right education.’Right education as conceived by him is in true sense understanding the significance of life as a whole. Its function is to just help individuals to be true to his/her own self all the time. It is creation of right environment around the child to develop him fully as a complete human being, giving full opportunity to flourish in love and goodness so that he is rightly related to people, thing and ideas to the whole of life.His contribution to alternative education in India and abroad are unforgettable.This study brings forth the urgent need to address the prime concerns of peace education from Krishnamurti’s perspective. It intends to trace out the roots of Krishnamurti’s philosophy of life, educational philosophy and asses his contribution to alternative education. Historical and descriptive research methods have been implied and exclusively secondary data has been classified, interpreted and analyzed to carry out this study.

Keywords: Right education,flourish.love and goodness, religious mind .

Introduction

Jiddu krishnamitri was a philosopher, speaker and writer. In his early life, he was groomed to be the new world teacher an advanced spiritual position in the Theosophical tradition but later rejected this mantle and withdrew from the organization behind it. He believed that the individual is of first importance not the system and so long as the individual does not understand the total process of himself, no system can bring order and peace of the world. The importance of peace education for any society is obvious without peace no nation and no individual can move forward.

Review of the related literature

Review is the understanding of a particular topic to present that knowledge, in the form of written report.

From the review of related literature, it has been found that very minimal number of researches did in this area especially when krishnamurthi idea and schools have been proved their worth by challenging conventional knowledge and presented schooling system.

Review Of Related Literature:

Abhyankar's (1982) study was focused on preparing an educational theory through explaining how Krishnamurti's thoughts helps to approach day to day problems in right way.

Thapan (1985) basically examined Krishnamurti's world view and educational thought as a form of ideological discourse.

Jaykar's (1986) classic biographical work based on thirty eight years long association with Krishnamurti containing some special moments of her discussion with him.

Lutyens (1990) tried to discover the source of revelation on which Krishnamurti's teachings are based and to illuminate his nature as a most remarkable human being.

Sharma (1992) investigated the practicability of Krishnamurti's educational thoughts in contemporary education.

Menezes (1996) tried to re construct self-learning theory in context of Krishnamurti;s educational ideas.

Rodriguez(2007)inquired a symbiotic relationship between education and dialogue.

Sen(2011)attempted to discover the elements of love in Krishnamurti's teachings.

Gaur(2011) explained how Krishnamurti's highly unorthodox and original approach to education is helpful in inner transformation.

Needs and significance of the study

Philosophy of education enables the learner to become more and more humans, wheather we agree with all schools of thought or not but we are certainly convinced by their concept of education. There is a great needs of exploring the education's philosophies of sum of the recent thinkers of india who have influenced not only india's educational thought and practices but also the life of india people in various respects and who have contributed immensely to the regeneration of society.

Research questions

1. How freedom of mind is related to inner revolution and peace.
2. How does krishnamurthi' s peace education challenges the duality of awareness.
3. What is the contribution of educational philosophy of krishnamurthi in relation to peace education

Objectives of the study

1. To study the life **history** of jiddu krishnamurthi.
2. To study the philosophy of jiddu krishnamurthi
3. To study the educational philosophy of jiddu krishnamurthi
4. To study and analysis the philosophy of jiddu krishnamurthi with special reference to peace education

Data analysis techniques

In order to analysis the data the following techniques have been employed by the investigator

Books

Articles

Lectures

Educational implications

The ideal education, according to jiddu krishnamurthi is devoid of ideology and indoctrination. True education should assist the learner in becoming independent mature and capable of experiencing love and goodness. Only genuine love and righteous thought may inspire revolution within students should be taught to cultivate good units . So that's we can avoid hatred, agreed, exploitation and Ego. As we know there is an individual difference so teacher should allow each child to grow according to his ability and learning.

Conclusion

Krishnamurthi took on the challenges of modern scientists and psychologist and went with their steps by steps, discussed their theories and sometimes enable them to discuss the limitations of those theories. He left a large body of literature in the form of public talks, writing discussions with teachers and students with scientists and religious figures conversation with individual television and radio interview and letters. Many of these have been published as books and audio and video recording.

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