



## Krishnamurti's Philosophy & NEP 2020

Parth Sarthi Pandey

Head & Dean Faculty of Education, NGBU, Prayagraj, Uttar Pradesh, India

Corresponding author: parthsarthi1974@gmail.com

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### ABSTRACT

J. Krishnamurti, an eminent philosopher and world teacher has a deep concern about education. Apart from this, he also talked about many other common things related everyday life. His primary concern is for education, which he considers is not right. Krishnamurti was completely against the prevalent rotten education system and considers if the same kind of education get promotion, it will create a fragmented man full of diseases i.e. greedy, envy, selfish, cunning minded man who may destroy the world of peace.

For Krishnamurti, present education system being confined to marks and degrees promoting fear in students and compelling them to adjust in set pattern. By capturing in the set patterns, it debars child to think innovatively, creatively and critically. The present education system is creating slaves; the mentally slaves people who do not think in his own way; who do not observe and inquire. By destroying the very innate quality of child i.e. observation, different thinking process, free expression of thought and imagination, present education system is creating an unhappy and fragmented individuals. This fragmentation provides space to flourish and promote wrong values among the youngsters – Money, Power, Prestige, etc. Education is not only a mean to economic gain but also enables empowerment, happiness, independence and fearlessness through cultivating understanding, scientific attitude and the ability to think critically, creatively to solve problems and make right decisions which leads to wholeness of personality.

The latest National Education Policy 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.

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## **KRISHNAMURTI'S CONCEPT OF EDUCATION**

Krishnamurti rigorously opposed the education system in beneath of which children have been judged only by their marks and degrees; they have been honoured by their post or profession only i.e. doctor or engineer; they have been trained in techniques of earning the livelihood only, which is not true education. As 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 from which 'Education and Significance of Life', 'On Education', 'Life Ahead' and Letters to the School are foremost.

According to Krishnamurti, education is not only "acquiring mere techniques, a skill, but educating a human being to live with great art. That means not only technological knowledge ... but also the immense limitless field of the psyche, going beyond it, that is holistic education ..." he further says, " education means a holistic approach to life, cultivating the brain technologically ... and also cultivating the brain to be free of its own petty little self".

Therefore, it is necessary to free one self from all dogmas, psychological hindrances, compulsion, fear, conflicts, and set patterns in order to get a clear, critical, innovative and integrated outlook. And the education that promotes such aright outlook is right kind of education. By advocating right kind of education, he explained that "The right kind of education means the awakening of intelligence, the fostering of an integrated life, and only such education can create a new culture and a peaceful world."

## **AIMS OF EDUCATION**

### **Development of Fearless Individual**

Prevalent system use fear as a medium to get good mark or a job. Fear intent the child towards rote learning and gradually his in born quality of thinking seizes. His mind becomes so conditioned that he fears to think, he fears about others that what they think, he fears to go against the sayings of others. As a result, the child mind is continuously under debate and conflict having no freedom- Freedom to think differently, freedom to express himself, freedom from fear, freedom from ideologies of others, and freedom from being conditioned etc.

### **Development of New Values**

Our present education system is not performing it rather it merely imparts the old and vanished existing values, in the mind of the child. Wrong values are prevalent today and education is imparting the same and these are-money, position, authority etc. It is just making

the child conform to ideals. According to Krishnamurti, "to create new values" should also be one of the functions of education.

### **Spirit of Inquiry**

Krishnamurti said, "Education must not only be efficient in academic disciplines but must also explore the conditioning of human conduct" (Krishnamurti Official Website). While studying Krishnamurti, Hunter (1988) explored 'Spirit of Inquiry' as one of the major aims of Krishnamurti Education. Therefore, to inculcate the spirit of inquiry, at his schools the culture of questioning, discussing, debating and not to accept is flourishing.

### **Awakening of Intelligence**

Krishnamurti firmly held that the awakening of intelligence was the only solution to humanity's crisis and therefore the fundamental aim of education. If our horizons are very limited, then we shall certainly only discover what is very limited. So efforts should be done towards the awakening of child's intelligence so that he not only imitate the things but deal intelligently with the problems of life. "The function of education is to create human beings who are integrated and therefore intelligent".

### **Development of Creative Individuals**

In Krishnamurti's perspective education system should provide opportunities to the children to think beyond the boundaries and should develop them with divergent thinking. This enables the children to develop a sharp outlook and able to think all the dimensions of the same thing and come up with their new and right ideas.

## **RIGHT VOCATIONAL DEVELOPMENT**

For Krishnamurti education should try to find out the talents and interests of the child and then guide the child towards that profession in which he is interested and feel happy. He said, "The right kind of education should also help the student to discover what he is most interested in". "If he does not find his true vocation, all his life will seem wasted; he will feel frustrated doing something which he does not want to do". Therefore, aim of education should be to help the student or child to judge his highest interest and develop his capacities in order to find the true vocation.

The educational aims present the Krishnamurti's clear vision that education awakens the mind of the child by incorporating the culture of questioning, inquiring, and not to accept. By inquiring, the child develops many high quality skills viz. critical thinking, creativity, team-work, communication skill, problem solving skill, and scientific attitude which develop the child in to a complete or holistic being.

## METHODS OF TEACHING

Krishnamurti has not suggested any specific method rather he entrusted this responsibility to the teachers to make their own method according to the need as he believes that teaching is not a technique; it is the way of life. He said, "There is no need to follow any method". On the basis of his thought, few principles (with reflection of the Krishnamurti's thought) have been enlisted by the researcher which should be kept in mind while teaching-

- ❖ Principle of fearlessness
- ❖ Principle of freedom
- ❖ Principle of self-knowledge
- ❖ Principle of integration/wholeness
- ❖ Principle of co-operation
- ❖ Principle of critical thinking

### Teacher

Krishnamurti has the view that we need integrated educator as only this kind of educator can develop integrated individuals. Defining the role of a teacher he says, "A teacher is not merely a giver of information; he is one who points the way to wisdom, to truth". He further says, "He must give all his thoughts, all his care and affection to the creation of right environment and to development of understanding, so that when the child grows into maturity he will be capable of dealing intelligently with the human problems that confront him. But in order to do this, the educator must understand himself instead of relying on ideologies, systems and beliefs". Therefore, for Krishnamurti, the right educator is one who creates fearless, stress less, competition less and free environment so that the child grow into totality. He works as a facilitator and friend for the students.

### Student/Child

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. This can not be done alone by student or a lone by a teacher rather both should do it together.

### **Reflections 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:

- ❖ National Education Policy 2020 reflects the vision of Krishnamurti's experience 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” (National Education Policy 2020).
- ❖ Krishnamurti emphasized on making curriculum integrated and now the latest education policy also talked about integrated or cross-curricular pedagogical approach.
- ❖ Krishnamurti gives much importance to the nature, the surrounding of which we all are the parts. He advocated preserving nature, the birds, animals, reptiles, insects etc. and spending time with nature in order to be sensitive and respectful towards nature. Now the policy makers also realize the importance of same and recommended to introduce “Organic Living” (National Education Policy 2020) and “Environmental Education” (National Education Policy 2020) in the curriculum and also suggested to develop “respect for environment” (National Education Policy 2020) in all students.
- ❖ Krishnamurti was a profound advocator of maintaining non-competitive environment in the schools as every child is unique and his uniqueness should be identified and fostered. Competition will destroy his uniqueness. National Education Policy 2020 seems moving toward developing a culture of non-competition when it recommended – “recognizing, identifying, and fostering the unique capabilities of each students,...to promote each student's holistic development...”
- ❖ Last but not the least, 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 National Education Policy 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.”

## CONCLUSION

It is evident from his philosophy of educational and its reflections in National Education Policy 2020 discussed above that his vision is still alive and providing direction to the policymaker, the National Education Policy 2020 also aimed at developing holistic and integrated individuals capable of thinking critically and creatively, possessing sensitivity, kindness, empathy, courage and resilience, having a scientific attitude, with true values and other higher order skills. For bringing up such a holistic individual National Education Policy 2020, like Krishnamurti, considers an integrated Curriculum and Pedagogy, teachers having holistic outlook, Parents involvement and fearless school environment as essential. The reflections of Krishnamurti's thought in National Policy 2020 are indicators of the beginning of transformation.

Such an education system seems very progressive and provides much space to the children to flow into goodness and happiness and wholeness of life.

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