

**HISTORY OF EDUCATION AND GANDHI: A CASE STUDY OF
ASHRAM SYSTEM IN GUJARAT**

ABSTRACT OF THESIS

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IN

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BY

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Abstract

Education is an important tool of social development of the society. Education has deeper meaning which does not restrict itself to studying and obtaining vast knowledge, or understanding of a variety of subjects or disciplines but also it enables an individual to comprehend the issues or problems that they are facing and find solutions to it. This is mostly obtained through practical experiences outside of the classroom.

The study of the past educational systems has many lessons that can be used to improve present educational theory and practice. The problems and challenges we face in our education today are not unique; others have faced the same problems and attempted solutions with varying degrees of success or failure. We can adopt their successes and avoid their mistakes in attempting to improve our education. History of education hence is comprehensive and provides the current issues with simple solutions.

The study intends to emphasize on the need to restructure or modify the current educational structure. The present structure needs to be modified because of the burden that the younger generation has been facing. The prime motive is to bring about a positive change within the modern education system with an aim of implementing practical knowledge along with the theory of social sciences.

The Ashram system of education is a time tested method. If through analysis of the response of the questionnaires indicate that a change, even if slight, will enhance the education structure then it can enable the policy makers in trying those steps forward.

Objectives of the Current Research:

1. To trace the evolution of Buniyadi Ashram Education and the education based on Gandhian ideas.
2. To assess the continuity of the Ashram system of education from ancient historical periods to the Modern period.
3. To study the impact of Buniyadi education in Gujarat with special focus on Saurashtra, Gujarat.
4. To establish historicity and connection with the New National Education Policy-2019.

The research work on “**HISTORY OF EDUCATION AND GANDHI: A CASE STUDY OF ASHRAM SYSTEM IN GUJARAT**” is divided into five chapters. These are as follows:

CHAPTER 1: INTRODUCTION

The chapter includes an introductory description of the current research containing the meaning and concept of terms such as History of Education, Mahatma Gandhi’s Education Philosophy, Buniyadi Ashram Education in context of Gujarat. It further includes hypotheses, major objectives of the current research and review of literature.

CHAPTER 2: HISTORICIZING THE ASHRAM SYSTEM OF EDUCATION

The purpose of this chapter is to acquire an understanding of education in ancient and medieval periods generally in India and specifically in Gujarat. The education system of ancient India was culturally and spiritually enriched and advanced. The ancient Indian education (This was called the *ashram* system of education) had evolved on the foundation of philosophy that investigated the origin, nature, methods, and limits of human knowledge. It centered on the idea of life, culture and moral values. The concept of ultimate death and attainment of “*Moksha*” was part of Indian tradition. It is believed that great Indian sages often acted as researchers and educators

since the knowledge system was to be transferred to younger or next generation. Following is an outline of the chapter:

1. Introduction
2. Brahmanical System of Education and Ashrams
3. Buddhist method of Education
4. Jain tradition of education
5. Education in Medieval period
6. Ashram system of Education in pre-colonial Gujarat
7. Conclusion

CHAPTER 3: MAHATMA GANDHI AND ASHRAM SYSTEM OF EDUCATION IN GUJARAT

To understand the Buniyadi Ashram education system in the modern period, or Gandhian way of education, it is necessary to understand the situation of education before the beginning of Buniyadi education. This chapter is divided into two sections. The first section analyzes the British education system with special reference to the education system in different parts of Gujarat. The second section describes the Ashram system of education which was devised by Mahatma Gandhi and his contemporaries. Following is an outline of the chapter:

1. Introduction
2. Educational Changes during British rule

3. The failure of western education and the continuity of tradition education system in the modern period
4. Evolution of Modern system of Education in Gujarat
5. Mahatma Gandhi and His Philosophy
6. Gandhi's Ideas on Education
7. Experiment at Sabarmati in Gujarat
8. Basic education: Pre-Independence Period
9. Conclusion

CHAPTER 4: ASSESSMENT OF BUNIYADI EDUCATION BASED ON ASHRAM SYSTEM OF EDUCATION IN GUJARAT WITH SPECIAL EMPHASIS ON SAURASHTRA

This chapter is mainly an attempt to understand the implementation and development of Buniyadi education in Gujarat and especially in Saurashtra region based on Mahatma Gandhi's ideas of education. Uttar Buniyadi education, similar to the ancient Indian ashram system of education, had continued from the earliest times to pre-modern India.

This chapter also focuses on checking the effectiveness and acceptance of Buniyadi education based on research field surveys and questionnaires filled by students, teachers and parents who engaged with Buniyadi ashram system of education. Following is an outline of the chapter:

1. Introduction
- 2. Section-I: Background of Establishment of Ashram schools in Gujarat**

3. Section-II: Personalities who made contributions towards development of Ashram schools in Gujarat

A. Nanabhai (Nrusinha Prasad) Kalidas Bhatt

B. Manubhai Rajaram Pancholi, 'Darshak'

C. Savashibhai Kanjibhai Makwana

D. Jugatram Dave

4. Section-III: Case Study of Ashram Education in Gujarat

A. Gujarat Vinay Mandir: (Gujarat Vidyapith)-Ahmedabad

B. Uttar Buniyadi Vidyalay- Thamna

5. Section-IV: Buniyadi Education in the Schools of Gujarat and Saurashtra

A. Vallabh Vidyalay: Bochhasan

B. Udyogshala-Gramshala: Vedchhi,(Vedchhi Ashram)

C. Gram Dakshinamurti Lokashala- Ambla

D. Gram Dakshinamurti Lokashala- Manar

E. Lokshala- Khadasli

F. Gram Vidyalay Lokshala- Dhajala

G. Uttar Buniyadi Vidyalay-Bhimora

H. Smt M A Jani Jivanshala- Ambardi (Jam)

I. Lokbharti Gramvidyapith- Sanosara

CHAPTER 5: CONCLUSION

After examination of the literature and analyzing the collected data through questionnaires and interviews it can be concluded that many efforts were made to improve the Buniyadi education in Saurashtra. However, there was some lacuna between the theory and the practical application of the Ashram schools.

Most importantly 80 to 85% aspects of Buniyadi education have been covered in the New Education Policy-2020 introduced by the Government of India. Although, nowadays the Buniyadi education is not popular among the new generation despite the fact that they are discontent with western methods of education, people still access it.

The other sections of the thesis are:

APPENDIXES

BIBLIOGRAPHY