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**Relevance of Mahatma Gandhiji's
Vision to the New Educational Challenges**

Organized by

**Kanakadas Shikshan Samiti's
Krantiveer Sangolli Rayanna College of Education
Nehru Nagar, Belagavi - 590 010**

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Ideas Of Mahatma Gandhi's Contribution to Education

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Introduction

Education was not forced on the Indians (Basu, 1978). Rich Indian citizens had actively come forward in setting up the system as the only way to modernize their society. So much time was spent in mastering English language by the Indian School boys that the main purpose of education was missed. The premium on rote learning and examinations was so high, that the growth of inquisitiveness and an experimental bent of mind, so necessary for economic development, were not cultivated. But more important was an invisible and quite change in attitudes and values of viewing education as a social welfare activity for girls and an investment for boys (Dhawan, 1995; Naik, 1982; Krishna Raj, 1982). As an outcome, the system concentrated on a centralized and uniform higher education. Since the system of education had little use for the masses, there were inadequate facilities for children aged between 6-11 years as well as poor enrolment. In many ways the situation hurt the girls more than the boys. Gandhiji, who viewed education as an investment in human capital, warned against this system because it disorganized villagers, made them helpless and paralyzed and steadily sunk them into poverty, unemployment and despair (Gandhiji, 1937). Instead, productive skills were the focus of his Nai Talim (Basic Education), providing food, shelter and clothing as the three basic essentials for human survival and security. Given the impact of radical changes in societies the world over, brought about by the Industrial Revolution, Gandhiji's Philosophy of education was based on his findings derived from scientific research of theories of economic, political and child development (both Western and Oriental), and his successful experiments in South Africa. One of those radical changes was the removal of manufacture from households into factories and shops. The work done