



Jiddu Krishnamurti's Philosophical and Educational views and their Relevance to Education

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Abstract

Jiddu Krishnamurti's educational views are rooted in the belief that education should focus on the development of the whole person, rather than just on the acquisition of knowledge and skills. According to Krishnamurti, true education is the process of discovering oneself and one's place in the world, rather than the memorization of facts and figures. Krishnamurti believed that education should be free from the constraints of tradition and should instead focus on cultivating creativity, self-awareness, and critical thinking skills. He argued that education should be a collaborative process, with teachers and students working together to explore ideas and concepts in a supportive and open-minded environment. Krishnamurti also believed that education should not be limited to the classroom or the academic world, but should extend into all aspects of life. He stressed the importance of learning from experience, and encouraged students to explore the world around them and to question everything they encounter.

Overall, Krishnamurti's educational views emphasize the importance of self-discovery, creativity, and critical thinking, and reject the idea that education is simply the acquisition of knowledge and skills. He believed that true education is the process of uncovering one's own unique potential and using that potential to contribute positively to the world.

Key words: Educational view of J Krishnamurthy, Total freedom, Truth

Jiddu Krishnamurti was a renowned philosopher, speaker, and writer who had a unique vision on education. Krishnamurti believed that education should be a holistic process that focuses on the development of the individual as a whole, rather than just the acquisition of knowledge and skills. According to Krishnamurti, the purpose of education is not just to prepare individuals for a particular job or profession but to help them discover their true potential and become self-aware. He believed that education should focus on developing the emotional, intellectual, and spiritual aspects of a person, which would lead to a more fulfilling and meaningful life. Krishnamurti emphasized the importance of self-awareness in education, encouraging individuals to question their beliefs, biases, and assumptions. He believed that true learning occurs when individuals are free to explore and discover things for themselves, rather than being told what to believe or think.

Krishnamurti also believed that education should be a collaborative effort between teachers and students. He saw the role of the teacher as that of a facilitator, rather than an authority



figure. The teacher's role was to guide students in their learning journey and help them develop critical thinking skills, rather than simply imparting knowledge.

Life of J. Krishnamurthy:

Jiddu Krishnamurti (1895-1986) was a philosopher, speaker, and writer who had a significant impact on spiritual and philosophical thought in the 20th century. He was born in India but spent most of his life traveling the world, sharing his ideas on spirituality, philosophy, and education. Krishnamurti was discovered as a child by the Theosophical Society, who believed him to be the reincarnation of the World Teacher, a messianic figure in Theosophical belief. Krishnamurti was groomed for this role, but he eventually rejected the idea and broke away from the Theosophical Society in the 1920s. From then on, Krishnamurti began to develop his own philosophy, which emphasized the importance of self-awareness, inquiry, and the search for truth. He believed that true freedom and happiness could only be achieved by understanding oneself and the world around us. Krishnamurti wrote over 50 books, gave countless talks and lectures, and founded several schools based on his educational philosophy. He also established the Krishnamurti Foundation, which continues to promote his ideas today.

Krishnamurti's teachings have influenced many people, from spiritual seekers to scientists, and continue to inspire new generations to question their beliefs and explore the nature of consciousness and existence. His life and work are a testament to the power of independent thought, self-inquiry, and the pursuit of truth.

Philosophy of J. Krishnamurthy:

The philosophy of Jiddu Krishnamurti is a complex and multifaceted one, but at its core, it is focused on the idea of self-awareness and the search for truth. Krishnamurti believed that true freedom and happiness could only be achieved by understanding oneself and the world around us, and that this could only be done through direct experience and inquiry. One of Krishnamurti's key ideas was the concept of "total freedom," which he saw as the ability to think and act without being limited by our conditioning, beliefs, or attachments. He believed that most of us are trapped in a cycle of thought and behavior that is determined by our past experiences, cultural background, and social conditioning. In order to break free from this cycle and achieve true freedom, we must first become aware of our conditioning and question our beliefs and assumptions.

Krishnamurti also emphasized the importance of meditation and mindfulness as a way to quiet the mind and become more present in the moment. He saw the mind as a tool that could be used to explore and understand reality, but also recognized that it could easily become trapped in thought patterns that were limiting and destructive. Another key aspect of Krishnamurti's philosophy was his focus on education as a means of fostering self-awareness and critical thinking. He believed that education should be a holistic process that focuses on the development of the individual as a whole, rather than just the acquisition of knowledge and skills.

Overall, Krishnamurti's philosophy is a deeply spiritual and humanistic one, focused on the idea of self-discovery and the pursuit of truth. His ideas continue to inspire and challenge



people all over the world to question their beliefs and find greater meaning and purpose in their lives.

Concept of education according to J. Krishnamurthy:

Jiddu Krishnamurti had a unique and holistic concept of education that emphasized the development of the individual as a whole, rather than just the acquisition of knowledge and skills. According to Krishnamurti, the purpose of education is to help individuals discover their true potential and become self-aware. Krishnamurti believed that true education is a process of self-discovery, rather than the memorization of facts or the repetition of ideas. He encouraged students to question their beliefs and assumptions, and to explore the world with a sense of curiosity and wonder. Krishnamurti believed that the role of education is to help individuals develop critical thinking skills and the ability to think independently, rather than simply imparting knowledge. Krishnamurti also believed that education should focus on developing the emotional, intellectual, and spiritual aspects of a person. He believed that education should help individuals develop a sense of inner freedom and self-reliance, rather than encouraging dependence on external authority or validation.

Krishnamurti saw the role of the teacher as that of a facilitator, rather than an authority figure. The teacher's role was to guide students in their learning journey, and to help them develop a sense of self-awareness and self-understanding. Krishnamurti believed that education should be a collaborative effort between teachers and students, with a focus on mutual learning and exploration.

In summary, Krishnamurti's concept of education emphasizes self-discovery, critical thinking, emotional and spiritual development, and collaboration between teachers and students. His philosophy challenges traditional views of education and encourages individuals to think independently and find their own path in life.

Aims of education according to J. Krishnamurthy:

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Curriculum of education according to j Krishnamurthy:

Jiddu Krishnamurti believed that the curriculum of education should be designed to encourage self-discovery and holistic growth, rather than just the acquisition of knowledge and skills. He believed that the traditional curriculum was too focused on facts and information, and did not adequately address the emotional, spiritual, and intellectual aspects of a person. Krishnamurti proposed a curriculum that focused on the following areas:
Self-awareness: Krishnamurti believed that the most important aspect of education was the development of self-awareness. He believed that individuals needed to understand their own thought processes, emotions, and actions in order to break free from conditioning and to find their own path in life. The curriculum should include practices such as meditation, reflection, and self-inquiry to foster self-awareness.
Critical thinking: Krishnamurti believed that education should encourage individuals to think critically and independently. The curriculum should focus on developing analytical and logical reasoning skills, and should encourage students to question everything.

Holistic development: Krishnamurti believed that education should focus on the development of the whole person, including the emotional, intellectual, and spiritual aspects. The curriculum should include activities such as art, music, and physical education to promote holistic growth.

Global awareness: Krishnamurti believed that education should foster a sense of global awareness and responsibility. The curriculum should include subjects such as history, geography, and politics to help individuals understand their place in the world and to develop a sense of responsibility towards others.
Environmental awareness: Krishnamurti believed that education should promote environmental awareness and sustainability. The curriculum should include subjects such as ecology and conservation to help individuals understand their impact on the environment and to develop a sense of responsibility towards the planet.

In summary, Krishnamurti proposed a curriculum that focused on self-awareness, critical thinking, holistic development, global and environmental awareness. His approach to education challenged traditional views of the curriculum and emphasized the importance of developing the whole person.

Teaching methods according to J. Krishnamurthy:

Jiddu Krishnamurti believed that teaching methods should be designed to foster self-discovery and encourage independent thinking. He believed that traditional teaching methods, which focused on rote learning and memorization, hindered the development of critical thinking and creativity. Krishnamurti proposed several teaching methods that were aimed at promoting self-awareness and holistic growth. Here are some of his key teaching methods:



Inquiry-based learning: Krishnamurti believed that learning should be based on inquiry and exploration, rather than on the transfer of knowledge from the teacher to the student. Teachers should encourage students to ask questions, to explore their own ideas and to seek answers through their own experience.

Dialogue: Krishnamurti believed that dialogue between teachers and students was essential for promoting critical thinking and understanding. Dialogue should be a process of shared inquiry in which the teacher and student work together to explore a topic or question.

Meditation and mindfulness: Krishnamurti believed that meditation and mindfulness were important practices for developing self-awareness and inner freedom. Teachers should incorporate meditation and mindfulness practices into the classroom to help students become more present and self-aware.

Creativity and self-expression: Krishnamurti believed that creativity and self-expression were essential for holistic growth. Teachers should encourage students to express themselves creatively through art, music, and writing.

Non-judgmental observation: Krishnamurti believed that non-judgmental observation was an important practice for self-discovery. Teachers should encourage students to observe their own thoughts, emotions, and actions without judgment, in order to gain insight into their own conditioning and behavior.

In summary, Krishnamurti's teaching methods emphasized the importance of inquiry-based learning, dialogue, meditation and mindfulness, creativity and self-expression, and non-judgmental observation. His approach to teaching challenged traditional methods and encouraged a more holistic and self-directed approach to learning.

Krishnamurti's views on education continue to have implications for today's educational systems. Here are some of the ways in which his ideas can be applied in today's education:

Focus on holistic development: Krishnamurti emphasized the importance of developing the whole person, including the emotional, intellectual, and spiritual aspects. This view can be applied today by incorporating activities such as art, music, physical education, and meditation into the curriculum.

Inquiry-based learning: Krishnamurti believed that learning should be based on inquiry and exploration. This view can be applied today by encouraging students to ask questions, to explore their own ideas, and to seek answers through their own experience. Teachers can provide opportunities for students to engage in hands-on learning, to conduct experiments, and to work on projects that encourage critical thinking.

Emphasis on creativity and self-expression: Krishnamurti believed that creativity and self-expression were essential for holistic growth. This view can be applied today by encouraging students to express themselves creatively through art, music, and writing. Teachers can provide opportunities for students to explore their own interests and to develop their own unique voice.

Non-judgmental observation: Krishnamurti believed that non-judgmental observation was an important practice for self-discovery. This view can be applied today by encouraging students to observe their own thoughts, emotions, and actions without judgment, in order to gain insight into their own conditioning and behavior. Teachers can provide opportunities for students to reflect on their own experiences and to develop self-awareness.



Development of global and environmental awareness: Krishnamurti believed that education should foster a sense of global awareness and responsibility. This view can be applied today by incorporating subjects such as history, geography, and politics into the curriculum to help individuals understand their place in the world and to develop a sense of responsibility towards others. Additionally, subjects such as ecology and conservation can be included to help individuals understand their impact on the environment and to develop a sense of responsibility towards the planet.

In summary, Krishnamurti's views on education can be applied today by focusing on holistic development, inquiry-based learning, creativity and self-expression, non-judgmental observation, and global and environmental awareness. His approach to education challenges traditional views of the curriculum and emphasizes the importance of developing the whole person.

References

1. "The First and Last Freedom" (1954) - In this book, Krishnamurti explores the nature of the mind and the ways in which we limit ourselves through our thoughts and beliefs.
2. "Freedom from the Known" (1969) - This book is a collection of Krishnamurti's talks and writings on various topics, including the nature of freedom and the search for truth.
3. "The Awakening of Intelligence" (1973) - In this book, Krishnamurti explores the nature of intelligence and the ways in which we can cultivate it.
4. "The Only Revolution" (1970) - This book is a collection of Krishnamurti's talks and writings on topics such as love, freedom, and the search for meaning.
5. "Krishnamurti's Notebook" (1976) - This book is a collection of Krishnamurti's personal reflections on a wide range of topics, including meditation, self-knowledge, and the search for truth.
6. "Education and the Significance of Life" (1953) - In this book, Krishnamurti explores the purpose of education and the ways in which it can help us to live more meaningful and fulfilling lives.
7. "The Ending of Time" (1985) (with physicist David Bohm) - In this book, Krishnamurti and Bohm explore the nature of time and the ways in which our perception of time shapes our understanding of the world.
8. "On God" (1992) - In this book, Krishnamurti explores the nature of God and the ways in which our beliefs about God shape our understanding of the world.