



ISSN: 2230-9926

Available online at <http://www.journalijdr.com>

IJDR

International Journal of Development Research

Vol. 15, Issue, 06, pp. 68580-68582, June, 2025

<https://doi.org/10.37118/ijdr.29744.06.2025>



RESEARCH ARTICLE

OPEN ACCESS

STUDY OF RABINDRANATH TAGORE'S EDUCATIONAL VIEWS REGARDING CO-CURRICULAR ACTIVITIES

***Dr. Amrita J. Marshal**

Assistant Professor, Post Graduate Department of Education, Sardar Patel University

ARTICLE INFO

Article History:

Received 19th March, 2025

Received in revised form

17th April, 2025

Accepted 29th May, 2025

Published online 30th June, 2025

Key Words:

Comprehensive Development
New Formulas in Different Situations.

*Corresponding author: Dr. Amrita J. Marshal

ABSTRACT

Rabindranath Tagore, a visionary educator, emphasized the significance of co-curricular activities in shaping a well-rounded personality. He believed that education should not solely focus on academic knowledge but also encompass emotional, social, moral, and physical development. For Tagore, co-curricular activities such as music, dance, sports, art, social work, and festivals played a crucial role in fostering creativity, self-expression, and personal growth. He argued that these activities should be seamlessly integrated into the curriculum, as they were vital to the development of essential life skills like leadership, cooperation, and emotional intelligence. At Visva-Bharati, Tagore introduced a curriculum where co-curricular activities were compulsory, aiming to promote an active and joyful learning environment. These activities were designed to nurture students' physical fitness, cultural awareness, and social interaction, encouraging them to express themselves freely and independently. Tagore viewed education as a process that should develop the individual in all aspects—intellectual, emotional, social, and spiritual—allowing students to grow into responsible, creative, and balanced individuals. This abstract highlights Tagore's belief in the holistic approach to education, where co-curricular activities are seen as essential for fostering a harmonious balance between academic knowledge and personal development. His educational philosophy continues to influence contemporary educational practices that value the role of co-curricular activities in preparing students for the challenges of life.

Copyright©2025, Dr. Amrita J. Marshal. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Dr. Amrita J. Marshal, 2025. "Study of Rabindranath Tagore's Educational views Regarding Co-Curricular Activities". *International Journal of Development Research*, 15, (06), 68580-68582.

INTRODUCTION

Co-curricular activities are essential non-academic activities required for all students at Visva-Bharati. Introduced by Rabindranath Tagore, these activities aim to enhance social interaction, leadership, recreation, self-discipline, self-confidence, and various aspects of personal development, including intellectual, emotional, social, moral, and aesthetic growth. Tagore believed that education should encompass not only knowledge but also feelings and actions. He advocated for a curriculum connected to life and national needs, one that fosters comprehensive development. At Visva-Bharati, subjects such as history, geography, agriculture, nature study, arts, sculpture, and technical education are offered, alongside co-curricular activities like dancing, singing, painting, and crafts. Tagore viewed education as a means to bring unity through truth, which he saw as spiritual and embedded within the world. He believed teachers should innovate, guide, and facilitate these activities to maximize the student's learning experience. Teachers must stay informed and adapt to new educational developments. He thought that the main purpose of education is to give man the unity of truth. He believed in spiritual world-not as anything separate from this world- but as its innermost truth.

Tagorian model of Teacher should act as Innovator by introducing some innovative programs. The teacher must be a good organizer so that the students experienced maximum of it. He should to act like as director, recorder, evaluator, manager, decision maker, advisor, motivator, communicator, coordinator, so that the student and child could gain maximum of finer aspects of Co-curricular activities. Tagore advised that it is essential to be educated children in the freedom of nature by defeating their intention and teachers must be upgraded with different knowledge, news, educational changes, guidance, research, new formulas in different situations.

Rationale of the Study: This study is highly relevant today, as co-curricular activities contribute significantly to students' personal development. They encourage engagement in games, drama, music, debates, and other creative pursuits. Tagore believed that these activities help students express themselves and develop physical fitness, coordination, cooperation, and healthy competition. They provide socialization opportunities and teach values like respect for others' opinions and self-assessment. Co-curricular activities also foster various physical, psychological, ethical, social, and cultural values. Co-curricular activities help to develop the values like physical, psychological, ethical, academic, civic, social, aesthetic, cultural recreational and disciplinary values among students. The

study was planned to investigate the importance of co-curricular activities and its place in the educational thought of Rabindranath Tagore.

Statement of the Problem: The study focuses on "Study of Rabindranath Tagore's Educational Views regarding co-curricular activities"

Objectives of the Study:

- To explore how Rabindranath Tagore perceived co-curricular activities.
- To examine the types of co-curricular activities in his educational philosophy.
- To analyse how these activities relate to academic curricula.
- To study the tradition of co-curricular activities as a mandatory part of the curriculum at Visva-Bharati.

METHODOLOGY

This descriptive survey study employs qualitative, analytical research, based on a critical analysis of documentary sources. The research methodology is an analytical survey that involves literary criticism and reviews of co-curricular activities in institutions.

Analysis: The study analyses the role and importance of co-curricular activities at Santi Niketan and Sri Niketan. It also explores the relationship between co-curricular and curricular activities, along with their integration as a traditional part of Visva-Bharati's curriculum.

Major Findings: According to Rabindranath Tagore the purpose of education is not only subject oriented, but to make the person a real human being. Tagore's main aim of education was to make student independent. So, one of the main part of education was co-curricular activity based education. He showed the paths of reading and writing with an open mind where learners were never bound with lifeless rules and regulations. They learn without pressure, without punishment and at their own will and wishes. Tagore advised to start different types of co-curricular activities in the educational institutions for the learners. He suggested activities like social work, art & craft, sports & games, uniform groups, dance, songs, societies, competitions, exhibitions, celebration of festivals and outing. Tagore wanted to make learning enjoyable for the learners. Rabindranath Tagore articulates that Curricular and Co-curricular activities are not different. He has never mentioned the word co-curricular activity. He has included almost everything in the gamut of curriculum. He has made it mandatory for all. It can be said that in the educational scheme of Tagore co-curricular activities get more priority rather than main subjects. Tagore realized that games & sports were very needful for physical and mental development of the students. Those can be done by regular exercises of different types of events or sports within the institutional boundaries and outside too. Different festivals were encouraged in Santi Niketan and Sri Niketan by Tagore. Festivals are integral part of co-curricular activities in Visva-Bharati. Participation in different festivals of Santi Niketan and Sri Niketan helps students to develop socio cultural sensitivities.

CONCLUSION

When implemented effectively, co-curricular activities contribute to:

Joyful learning- Through co-curricular activities children learn joyfully.

Creative and productive engagement- It is all known to us that everyone has creative power of some sort. If the creative powers and potentialities of individuals are developed, then they will be able to engage themselves creatively to social problems and there will be some hope of progress and changes in society. Tagore wanted that no person or learner would remain

unemployed after the end of education. co-curricular activities can play an important role in this regard.

- **All round development-** All round development of the children is not possible without co-curricular activities. In Visva-Bharati special emphasis is given on co-curricular activities aiming to unfold a child's personality through social, literary, artistic, musical and various other creative activities.
- **Cooperation and social interaction-** Through co-curricular activities the students get opportunity to develop their co-operative attitude, unselfishness, loyalty, control of emotion, concentration, mutual understanding nationally and internationally.
- **Proper and optimal use of innate potentiality of learners-** The aim of education is to help those who are growing up to be active and creative forces in society. Every child comes into the world end owed with certain powers and potentialities. Co-curricular activities can help learners for Proper and optimal use of their innate powers and potentialities.
- **Freedom of choice-** Embedding co-curricular activities in the scheme of education amounts to giving students an opportunity of exercising their choice. This helps the students to grow up with freedom, joy and justice with one's personality.

Limitations of the Study

- The study had a limited sample size, which affected generalizability.
- Not all types of co-curricular activities could be analysed in detail.
- Specific strategic recommendations for stakeholders could not be provided.

Suggestions for Further Research

- A similar study could be conducted on curricular activities within Tagore's educational philosophy.
- Comparative studies between Tagore's educational thoughts and those of other educational reformers may offer valuable insights.
- Experimental research could examine the impact of co-curricular activities on personality development.
- Longitudinal studies could assess the long-term effects of co-curricular activities on children's growth.

CONCLUSION

Rabindranath Tagore's educational philosophy emphasized the importance of co-curricular activities as integral to a child's holistic development. He viewed education not merely as the acquisition of knowledge, but as a process that nurtures the intellectual, emotional, social, moral, and physical aspects of a child's personality. For Tagore, co-curricular activities were not separate from the formal curriculum; they were essential components that promoted creativity, self-expression, and the development of life skills such as teamwork, leadership, and emotional intelligence. Tagore believed in a well-rounded approach to education where students engage in activities like art, music, dance, sports, social work, and festivals, alongside academic subjects. These activities fostered social interaction, cooperation, and cultural awareness, contributing to the students' overall well-being. He also recognized the importance of physical fitness through games and sports, which he saw as vital for both mental and physical growth. Moreover, Tagore's educational approach encouraged freedom and joy in learning, removing the constraints of rigid rules and examinations. The activities were meant to be fun and voluntary, fostering a sense of independence and creativity in learners. By integrating co-curricular activities into the core of his educational system at Visva-Bharati, Tagore aimed to create a space where students could explore their full potential and

prepare for a life of meaningful contribution to society. In conclusion, Rabindranath Tagore's ideas on co-curricular activities have profound implications for education, emphasizing their role in shaping well-rounded individuals who are not only knowledgeable but also emotionally and socially adept. His vision continues to inspire educational models that prioritize the overall growth of the child, making co-curricular activities an indispensable part of education.

REFERENCES

- Aashrama Sammilani (1997) Sangbidhan. Santiniketan Visva Bharati, Patha Bhavana.
- Aggarwal, Nishi and Chaudhary, Mona (April 2015) A study of educational thoughts of Rabindranath Tagore in present era, International Journal of Education and science Review, 2(2) 64-67, Retrieved from www.ijesrr.org
- Alias, B.M. &Thakare, Santosh (March 2016) The educational philosophy of Rabindranath Tagore and Dr. Radhakrishnan, International Journal of History and Philosophical Research, 4(1) 34-39, Retrieved from www.eajournals.org
- Banerjee, Sarmila (2009). Pedagogy in Patha-Bhavana School of Tagore 's Santiniketan. Journal of Indian Education. 35(3). 19
- Chattopadhyay Aghornath & Chattopadhyay Shree. (1357) gajanendranath. Kolkata: Thakar Spink & co.
- Dasgupta Uma (2004) Rabindranath Tagore: A Biography. Newdelhi: Oxford University Press.
- Dasgupta, Uma. (1984) Santiniketan —Ol Sriniketan. Kolkata: Visva-Bharati
- Lesar, Irena(2015) The Role of the Arts in Tagore 's Concept of Schooling, C.E.P.S Journal, 5(3), Retrieved from <https://files.eric.ed.gov>
- Mukhopadhyay, Provat Kumar(B.S.1420) Rabindra Jiban Katha. Kolkata: Ananda Publishers Private Limited.
- Tagore Rabindranath (April1930) Sahoj Path (Volum-1) Kolkata: Visva Bharati Granthan Bibhag.
- Tagore Rathindranath (1961) Pitri Smriti Santiniketan: Visva Bharati GranthanBibhag.
- Tagore, Supriya (2011) Rabindranath. Kolkata: Ananda Publishers Private Limited.
- Tagore, Supriya (2012) Chelebelar Santiniketan. Kolkata: Ananda Publishers Private Limited.
- Thakur Dr. Dilipkumar & Hoque Seikh Hamidul (october2012) Adhunik Bharater Sikshar Dhara. Kolkata: Rita publication.
