SWAMI VIVEKANANDA'S INTROSPECTION ON EDUCATION: A STUDY BASED ON 24 PARGANAS(S), WEST BENGAL, INDIA

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Abstract

Education is part and parcel of our life we cannot live without education so education is called backbone-mirror of our society. Human-being is superior to other animals, animals can be trained but human-beings can be educated. Education is a dynamic process that starts from birth and continue till death. Education have two major part first one is social education and second one is formal education both are the dependent variable with each other. This project mainly deals with formal education, the study analysis of different aspects which will affect our education system in SOUTH 24 PARGANAS DISTRICT. The research design undertaken for the study was descriptive research and convenience sampling method is used and the sample size consist of 200 respondents. Only simple percentage analysis method use to analyse collected data and results of the study shows that education system has both positive-negative impact on teachers, students and guardians satisfaction.

Key Words: Education, CBCS, Rural higher-education, Teachers' and Students' Philosophy.

Introduction

According to *Narendranath Datta* who known as Swami Vivekananda, "We want the education, by which character is formed, strength of mind is increased, intellect is expanded and by which one can stand on one's own feet"

We all know human beings-youths-children-students are assets for every nation in particular and world in general. Beforehand, many educationalists compare children with soil-flowers-seeds-ornament. Therefore as teacher-professor-educationalist-guide- trainer we have had responsible to build nation healthfully through its lengthy-hardy process. In this process education plays a major role in making democracy more meaningful-relevant and to build-up or develops socio-economic nation. I think that, having many similarities between the educations and manufacturing sector-industry. In present era, education is a good business sector and it become a manufacturing industry where teacher-professor- educationalist- guide- trainer is manufacturer and student-trainee is raw materials similarly, after the process we get both finished goods like- regular-entered-social students and un-finished goods like- unsocial dropout students. However, Higher-education sector has witnessed a tremendous increase in the number of Universities level Institutions and Colleges since Independence. The quantum growth in the higher-education sector is spear-headed by Universities, which are the highest

seats of learning. In India, 'University' means a University established or incorporated by or under a Central Act or Provincial Act or State Act and includes any such institution as may, in consultation with the University concerned, be recognised by the University Grants Commission (UGC) in accordance with the

regulations made in this regard under the UGC Act, 1956. Every year, millions of students from within the country and abroad, enter these portals mainly for their graduate, post-graduate studies while millions leave these portals for the world outside.
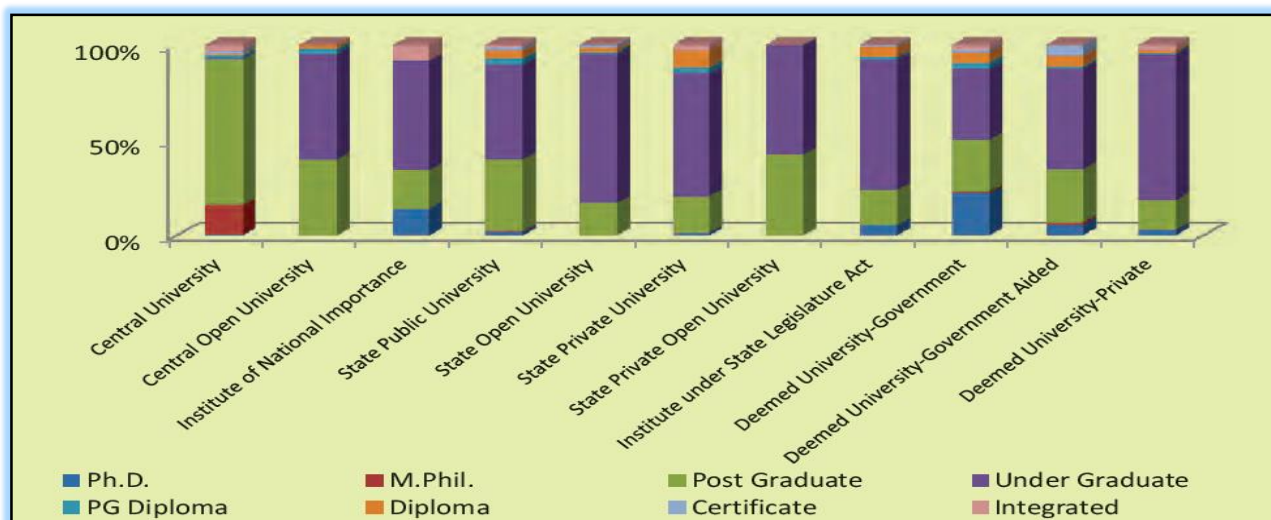
Level-wise Enrolment in Different Type of University

Step - I	• Nursery (LKG & UKG)
Step - II	• Primary (Class - 1 to 5)
Step - III	• Secondary (Class - 6 to 10)
Step - IV	• Higher Secondary (Class - 11 & 12)
Step - V	• Graduation (Degree or Professional Course)
Step - VI	• Post Graduation (Master or Professional Course)

Indian Education System

Concept of Education

Education is the process of facilitating learning or acquisition of knowledge, skills, values, beliefs and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. In most regions, education is compulsory up to a certain age. In English 'Education' came from four Latin words. One is 'Educare' i.e., to bring up; second is 'Educatum' i.e., to teach or to act of teaching; third is 'Educere' i.e., to draw out; and fourth is 'Educo' i.e., to educe or to develop within. In the Indian context, 'Education' is related with 'Siksha-Vidya', which means administrate, control and enfetter. According to Swami Vivekananda education is a continuous process;

it should cover all aspects of life - physical, material, intellectual, emotional, moral, and spiritual. His attitude towards modernization is that the masses should be educated before anything else is done. He wanted to remove from India four major evils likely - priest-craft; poverty; ignorance; and tyranny of the wise. He tried to make the people of India understood that political and social strength should have their foundations on cultural strength. He has a true vision of philosophy of education in India in its cultural context.

Concept of CBCS

Ministry of Human Resource Development (HRD), Govt. of India, has already initiated the process for developing

New Education Policy (NEP) in our country to bring out reforms in Indian education system. UGC participates more actively in developing National Education Policy, its execution and promotion of higher-education in our country. The UGC has already initiated several steps to bring equity, efficiency and academic excellence in National Higher-education System. The important ones include innovation and improvement in course curricula, introduction of paradigm shift in learning and teaching pedagogy, examination and education system. The CBCS provides an opportunity for the students to choose courses from the prescribed courses comprising core, elective/minor or skill based courses. The courses can be evaluated following the grading system, which is considered to be better than the conventional marks system. Therefore, it is necessary to introduce uniform grading system in the entire higher-education in India. This will benefit the students to move across institutions within India to begin with and across countries. The uniform grading system will also enable potential employers in assessing the performance of the candidates. In order to bring uniformity in evaluation system and computation of the Cumulative Grade Point Average (CGPA) based on student's performance in examinations, the UGC has formulated the guidelines to be followed. These guidelines shall apply to all undergraduate and postgraduate level degree, diploma and certificate programmes under the credit system awarded by the Central, State and Deemed to be universities in India.

Problem Statement

India is developing rapidly and many initiatives had been taken for the development of rural India, still much more have to be done. There are several problems being faced by the higher-education running in rural India. The most important problems of rural higher-education in India, is lack of adequate quality institutions. There exist a lot of disparities between the rural and urban areas. In the villages numbers of colleges are situated in remote, backward and hilly areas. Some of these problems are stated below,-

➢ Decrease GER and increase drop-out in rural areas;

➢ Language problem and high-cost of higher-education;

➢ Absence of adequate infrastructure;

➢ Problem of faculty and equity;

➢ Political interference and corruption;

➢ Lack of thinking process, syllabus, national level for rural-education programs and activities etc…

Objectives

📖 To analyse and overview on Indian higher-education and Swami Vivekananda's introspections;

📖 To know the increase in the enrolment ratio of higher-education in South 24 Parganas and reduce the drop-out ratio;

📖 To assess the impact of schemes-policies on overall higher-education reforms in South 24 Parganas; and

📖 To collect information on reservation system by caste or economically.

Limitations

☞ The research study makes on the basis of random sampling;

☞ This paper makes on the basis of respondents report;

☞ For this research study researcher cannot take whole population of South 24 Parganas district, consider only 200 respondents reports with 6 questions;

☞ In this study made on the basis of available information; and

☞ Lack of information or data, researcher cannot take more respondents due to lack of time; and other research instruments like – statistical software (SPSS) and other tools like – statistical formulas etc…

Background of Education

"Swadeshe pujyate raja, vidwan sarvatra pujyate" i.e., "A king is honored only in own country, but one who is learned is honored throughout the world". The Education system which was evolved first in ancient India is known as the Vedic system. The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of self. The 'Gurukul' system fostered a bond between 'Guru' and 'Shishya' and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his teacher. The world's first university was established in Takshila in 700BC and the University of Nalanda was built in the 4th century BC, a great achievement and contribution of ancient India in the field of education. Science and technology in ancient and medieval India

covered all the major branches of human knowledge and activities. Indian scholars like- Charaka and Susruta, Aryabhata, Bhaskaracharya, Chanakya, Patanjali and Vatsayayna and numerous others made seminal contribution to world knowledge in such diverse fields as mathematics, astronomy, physics, chemistry, medical science and surgery, fine arts, mechanical and production technology, civil-engineering and architecture, shipbuilding and navigation, sports and games. Indian education system helped in preserving ancient culture and promoting cultural unity and infused a sense of responsibility and social values. The ancient Indian education system has been a source of inspiration to all educational systems of the world, particularly in Asia and Europe.

Rural Higher-Education

The national policy on higher-education of 1986 translated this vision of Radhakrishnan and Kothari Commission laid down the five principles goal for higher-education viz., Greater access, Equal Access(or Equity), Quality and excellence Relevance and promotion of social values. The policy directions and actions covered in 1992 'program of Action' translated the above goals into practice.

Expansion in higher-education institutional capacity ever since the early 1950s higher-education in India has seen quite a significant rise. The number of Universities has increased from 20 in 1947 to about 564 in 2010-11 indicating a twenty fold (approx.) increase. There are now 43 Central Universities, 297 State Universities, 129 Deemed Universities, 100 Private Universities and 65 institutes of national importance and Other University level institutions (Chart-1). There are several problems being faced by the higher-education running in rural India. Some of these problems are - lack of infrastructure, low income, lack of transportation facilities, less in number, lack of basic amenities, lack of extra-curricular activities, deficiency of funds etc.

Challenges in Higher-education

It will be our 72nd year of independence still our education system has not been developed fully. According to the UNESCO report prepared for the 2009 World Conference on Higher Education, tertiary education is being influenced by five main factors are impact of globalisation, phenomenon of massification, increasing inequalities in access, increasing student mobility and information and communication technologies. There are many basic problems faced by higher education system in India. These include inadequate infrastructure and facilities, vacant seats in academic field and poor faculty thereof, low student enrolment rate, out dated and old teaching methods, declining research standards, unmotivated students, overcrowded and small classrooms and widespread geographic, income, gender, and ethnic imbalances. Apart from these concerns relating to deteriorating standards and lack of facilities, there is reported exploitation of rural area students by many private education providers.

New Education Policy Consultation

It was framed in 1986 and modified in 1992. Since then several changes have taken place that calls for a revision of the policy. The Government of India (GoI) would like to bring out a National Education Policy to meet the changing dynamics of the population's requirement with regards to quality education, innovation and research, aiming to make India a knowledge super-power by equipping its students with the necessary skills and knowledge and to eliminate the shortage of man-power in science, technology, academics and industry. For the first time, the GoI is embarking on a time-bound grass-roots consultative process, which will enable the ministry of HRD to reach out to individuals across the country through over 2.75 lakh direct consultations while also taking input from citizens online. Different schemes-policies are – 'Rashtriya Uchchatar Shiksha Abhiyan (RUSA)', 'Swami Vivekananda Single Girl Child Scholarship for Research in Social Sciences', 'PRAGATI Providing Assistance for Girls' Advancement in Technical Education Initiative', 'SAKSHAM Scholarship for Differently-abled children', 'ISHAN UDAY Special Scholarship Scheme for students of North East Region', 'ISHAN VIKAS', 'SWAYAM (Study Webs of Active – Learning for Young Aspiring Minds) PROGRAMME', 'National E-Library', 'Dr. S. Radhakrishnan Post Doctoral Fellows in Social Sciences', 'AICTE Scholarship for Ph.D Studies', 'Quality Improvement Program (QIP)'.

Research Design

According to Agburu, 2007, survey is

an investigation conducted over a large area to find-out what problem exists as at the time of research in a given area. The survey research design was considered appropriate since data would be collected from elements or subjects without imposing any condition or treatment on them. Therefore, the research can only describe, explain and/or predict events without interfering in their functioning. The adoption of this research design allows for the use of questionnaire by the researcher as a data collection instrument and it is cost effective. The study seeks to analyze of all aspects which will affect our education system in rural West Bengal for higher-education.

Simple random sampling technique has been used for selection of higher-education institutions. The area of study is limited in South 24 Parganas district of West Bengal and the district divided the whole district into five sub-divisions namely Alipur-sadar, Diamond Harbour, Kakdwip, Baruipur and Canning. As this district is very large, so, few gram-panchayats have been considered from only two sub-divisions. Those gram-panchayats are Maheshtala, Budge-Budge, Nodakhali, Gobindapur, Burul, Uttar Roypur, Chandua, Alampur, Poali, Rania, Hauri etc… from **Alipur-sadar sub-division** and Vadura, Fatehpur, Bot-tala, Patol, Devipur, Doulatpur, Folta, Horindanga, Kodalia, Rajarampur etc… from **Diamond Harbour sub-division**. Within this area few higher-education institute were selected randomly.

Sub-divisions, Blocks and Municipalities

South 24 Parganas District							
Diamond Harbour sub-division		**Baruipur sub-division**		**Kakdwip sub-division**		**Alipore-sadar sub-division**	**Canning sub-division**
Block (09)	**Municipality (01)**	**Block (07)**	**Municipality (03)**	**Block (04)**	**Block (05)**	**Municipality (03)**	**Block (04)**
Diamond Harbour 1	Diamond Harbour	Bhangar 1	Baruipur	Kakdwip	Bishnupur 1	Maheshtala	Basanti
Diamond Harbour 2	-	Bhangar 2	Rajpur-Sonarpur	Namkhana	Bishnupur 2	Budge Budge	Canning 1
Folta	-	Jaynagar 1	Joynagar-Mazilpur	Pathar Pratima	Budge Budge 1	Pujali	Canning 2
Kulpi	-	Jaynagar 2	-	Sagar	Budge Budge 2	-	Gosaba
Mograhat 1	-	Kultoli	-	-	Thakurpukur-Maheshtala	-	-
Mograhat 2	-	Sonarpur	-	-	-	-	-
Mandirabazar	-	Baruipur	-	-	-	-	-
Mathurapur 1	-	-	-	-	-	-	-
Mathurapur 2	-	-	-	-	-	-	-

Sampling Technique

This is a procedure whereby the study population is divided into strata and sample is randomly drawn according to percentage or proportion of subjects in each stratum (Alamu & Olukosi, 2008). The population was divided into four settlements to ensure representatives of the various settlements in Makurdi. Thereafter, the various settlements were randomly sampled. The settlements are Wurukum, Wadata, High level and North bank. The strata (settlements) were presumed to be of

roughly equal sizes and there is no additional information regarding the variability or distinctions of responses in the strata.

Research Instrument

In order to elicit information about the particular study in rural West Bengal for education, the researcher structured questionnaire and personal interview. The structured questionnaire was targeted at the teachers, students and guardians. The questionnaire consists of a list of questions relating to the aim and specific objectives of the study and the hypotheses to be verified (Alamu & Olukosi, 2008). The interview method on the other hand involves asking questions verbally and receiving verbal answers from the respondent. The researcher recorded the verbal answers and asked for additional clarification where necessary.

Administration of Research Instrument

The questionnaire was personally administrated by the researcher. This method, through time consuming and laborious was adopted to ensure accuracy and reduce refusal, non-responsive or incomplete responses.

Methods Used

The present study is based on primary and secondary collected from the published reports of newspapers, journals, websites, review of past researches and other reports etc… In my study, I have combined three techniques those are the **interview method**, **questionnaire method** and **literature review method**. My investigation for the purpose of the present study is likely to be directed towards collecting necessary data through face to face interview of the teachers, students and guardians. Therefore, the interview method has been adopted to collect necessary information relating to socio-economic condition, problems faced by the respondents, factors responsible for success or failure of higher-education. In research, population refers to a well-defined collection of individuals or objects with similar characteristics or trait (Alamu & Olukosi, 2008). A population can be finite or infinite. A population is said to be finite if it is possible to count its individuals. Angahar & Akpa, 1999, defined sample as a limited number of elements selected from a population which is representative of the whole of that population. The sample must have sufficient size to warrant statistical analysis. Accordingly, I have taken interview of 100 rural teachers and 100 rural students and guardians who are engaged in different types of higher-educational activities in the districts of South 24 Parganas of West Bengal.

Sampling Design

Avwokeni, 2004, defined sample size is the total number of subjects or individual elements chosen from the population under study. Rural higher-education that are the main source of primary data are collected from the teachers, students and guardians through a well structured questionnaire. As the area of study is limited in South 24 Parganas district of West Bengal, I selected 10 gram panchayats in Alipore Sadar Sub-divisions of West Bengal, due to paucity of time. I have selected 20 rural teachers, students and guardians from each gram panchayats by systematic random sampling procedure in order to avoid any bias in our sample selection process. Thus altogether 100 rural teachers and 100 rural students and guardians have been interviewed with the help of structured questionnaire.

Tools for Analysis

Only simple percentage analysis method is used for simplification of the analysis. The primary data collected from the field are analyzed with the help of simple statistical diagram.

Results and Discussion of Findings

This chapter deals with the analysis and interpretation of the data collected in the field. In order to achieve the objectives of this research work, a total of 300 copies of questionnaire were administered to respondents. However, 258 respondents were returned their questionnaire, while 58 questionnaires were either defaced or improper filled and were therefore discarded leaving a total 200 properly filled questionnaires.

The data collected from the field through the use of structured questionnaire. Analysis of data is a process of inspecting, cleaning, transforming and modeling data with the goal of highlighting useful information, suggesting conclusions and supporting decision making. I inspected the data and corrected if any error besides quality check on the collected data. Whole data was thoroughly studied keeping the objectives of research in memory. It has been analyzed that the extreme observations if they were disturbing the distribution. I was very much interested to find-out the percentages between different groups

and for that purpose average percentage is calculated on the basis of collected response sheet information by using the percentage formula with a particular item. Purely based on the data collection from the respondents and after applying statistical technique following result was found on the attendance.

Conclusion

It may be concluded that on the basis of above criteria the effectiveness is gradually increasing in overall development of higher-education of our state and different schemes are very important in educational reform. Still our government is facing some problems related to policies but that should be resolved and organized shortly, I hope. It can be said that different schemes-policies-facilities though has been implemented but is not being monitored properly. The schemes have given one way provision i.e., through **feedback form**, from students and parents should be taken regularly. In this study only few institutions of a particular district have been considered so, it is not possible to get the whole picture of the state in this regard, I think this is one of the important limitations. To remove the above limitation further study may be done by considering larger sample size. However, institutions of higher learning ought to be a major force in society not only for producing leaders in science and technology, but also for downstream channeling of progressive social, moral and political values while keeping in perspective temporal realities and spatial constraints. Higher-education reform efforts aim at independent, strong and objective analysis of ground reality. The central objective of the 12th plan is now focused on Expansion of enrolment in higher-education with inclusiveness, quality and relevant education and supported by necessary academic reforms in the university and college system in India. It is equally necessary that individual state and central government also take similar initiative in their respective state plan and develop policies to address the above issues at war footing. The statics of growth in institutional capacity do not capture the twin problem of quality and employability. In order to transform itself from developing to developed Indian educational system needs to employ qualitative faculty and bring about major reforms that include social justice, competence academic freedom, autonomy versus accountability and decentralization versus centralization. Students and families are increasingly seeking education which may improve their prospects of employability and upward mobility. Institutions and policy-makers need to listen to the qualitative dimension of the demand and adapt to it to remain relevant, competitive and sustainability through field survey. Again I say that it is a manufacturing business.

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