



Elementary & moral education democratize higher education propagates future aspiration

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Abstract

Education and its globalization is a synergy since decades. In the context of competitive development, socio-cultural, socio-economical needfulness education plays a vital role for a just and humane society. Education for all, generates awareness and importance of educe for people at large.

Elementary education is a compulsory curriculum for the pupil at early stage of life, propagating future aspiration to reach higher educational level. Moral education accelerates students' academic up gradation in the forms of formal and informal educational system providers to reach its goal.

Higher education is identified as a major contributor to social and economic growth of a democratic society, hence, becomes a legitimate right for all citizens to share the benefits. The largest democratic country like India, while knowledge is considered an equalizer, calls for expansion of equitable access to and quality of higher education to democratize future aspirations for Nation building.

In West Bengal Sishu Shikha Karmasuchi influence access to elementary education for all in rural areas, for the children to whom impartation of basic education was not accessible in their childhood. Propagating moral education since childhood is an encouraging step to the democratic secular society for building up of the Nation.

The present research emphasized on the Sishu Shikha Karmasuchi in all the districts of West Bengal, as an example to assert elementary education for all since 2006- 07 to 2015-16, on the parameters of SSK over academic years. The quantum of SSKs and learners thereof along with Sahayikas in support, at grass root level in rural Bengal, where introduction of moral education have encouraged its value, towards future aspiration to Democratize higher educe in India.

Keywords: aspiration, democracy, education, elementary, moral, nation, rural, social

Introduction

In 21st century education is an eye opening accelerating phenomenon which challenges future aspiration globally. Competitiveness In the context of developmental needfulness, basic to higher education demanding concerns about access, equity, privatization and internationalization, while elementary and moral educe are the parts.

India is the largest democracy. There are various factors which are affecting democracy; education is one amongst the many. Nation building is based upon education from elementary to higher along with moral education as a window, in the society at large.

Elementary education is a compulsory curriculum for the pupil at early stage of life which propagates future aspiration to reach higher educational levels. Moral education accelerates students' academic up gradation in the forms of formal and informal educational system providers to reach its goal. Therefore, innovations impel to modify pupil from grass root level to higher educational progress through transition of effective moral education from elementary stage.

Sishu Shikha Karmasuchi in West Bengal influence access to elementary education for all in rural areas, for the children who were not imparted with proper education in their childhood. Propagation of moral education since childhood is an encouraging step in a democratic secular society to build

up the Nation.

Emile Durkheim, the classical French Sociologist in his book Education and Sociology (1922) [4], Moral Education (1925) [3] and the Evolution of Educational Thought (1938) considered education as an eminent social approach in its origin. S.C. Shukla & Krishna Kumar pointed out higher educational perspective in their Sociological Perspective in Education (1985) [8]. Dr. Suparna Sanyal Mukherjee mentioned education culminates "climate for growth" in her published article Effect of Socio-Economic Parameters on The Secondary Stage of Education, in GIIRJ, Vol.4(8), Aug 2016, pp. 46-54. She also narrated in her article "Democratizing Higher Education for Nation Building: Accesses Elementary Education for All" in IJRSS, Vol, 5, May 2018, education impel to modify pupil from the grass root to higher educational level, making education available and accessible to all for building up democratic values, strengthen higher education to nurture and prepare powerful citizens in global competitiveness.

The present sequel emphasized on the Sishu Shikha Karmasuchi in all the districts of West Bengal as an example to assert elementary education for all since 2006- 07 to 2015-16, on the parameters of SSK over academic years. The learners of SSKs along with Sahayikas in support, at grass root level in rural Bengal, where introduction of moral

education have encouraged its future aspirations, towards Democratize higher education in India.

Moral education

The word "Philosopher" derived from the Greek word means "A lover of wisdom". Moral philosophy represents a branch of philosophy which may, without undue contortion, be regarded as distinctive. It is concerned with questions about the right and wrong behavior, good or bad conduct or actions.

The moral philosophy of education is therefore of relevance to anyone who ever asks himself a question – "What ought I to do?" Or "would this be right?"; it too is of relevance, to anyone who ever makes moral judgments about others, who ever praises or condemns other people's actions. In other words, it is of relevance to virtually everybody.

Indian democracy & education

India became independent in 1947 after decades of colonial rule. In the following years India had her own Constitution that declared India as a Democratic Federal Socialist Republic. The people of India mostly were rural, with scanty scope of education since sustenance of livelihood claimed the major portion of time, as such in the yesteryears education was not placed among the top rung. Thereby, access of elementary education for all too. Democratizing higher education for Nation building and moral education is a gateway system to reach the goal.

In the 21st century education is facing challenges globally. Competitiveness In the context of developmental needfulness, elementary to higher education, demanding concerns about access, equity, privatization and internationalization. Calls for redesigning its social functions in terms of building moral and elementary educational linkage, creating and disseminating core values along with skills, necessary for coping with the demands of the current era and preparing graduates for a multi-cultural and multi-linguistic workplace settings, from the grass root levels.

In India, it is important to peer into the kind of policy framework which is appropriate for analysis of access, equity and quality of education. Development in the field of education is largely dependent on the output of elementary education as the secondary & primary school sub-sector contributes substantially to access and equity concerns. Access and equity in elementary, primary and secondary education largely determines the level of differentiation in higher education. Increased investment in elementary, primary and secondary stage of education is a necessary condition to expand equitable quality of higher education, with the implementation of Right of children to free and compulsory Education (R T E) Act, 2009, emphasized on the need for equitable expansion of quality secondary education as well as elementary education.

Sishu Shiksha Karmasuchi & rural development

The rural children who could not attend to their school at proper age and time for various reasons. Poverty, illiteracy, lack of awareness of the parents, need based child labour, large family size and school dropouts, hindered them to avail of the opportunity of going to the primary school, to rectify the situation, in order to achieve the elementary education for all. The ultimate goal is impartation of basic elementary

education universally for Nation building, the State has taken a bold step by way of Sishu Shiksha Karmasuchi (SSK). The Total Literacy Campaign in early nineties was successful but still, demand of education could not be fully and effectively coincide with formal primary education system. It is impossible to open primary schools in every nook and corner to explore elementary education to almost all the children who are not having access to education.

Therefore, the Government of West Bengal decided to introduce an alternative elementary education system in West Bengal, which could reach any corner of the state, cater to the special needs of the children, cost effectively, but qualitatively comparable with the formal education system. In 1997-98 the Education department, Government of West Bengal, took up such a programme and planned to set up about 1000 Child Education Centres, with the help of Panchayati Raj bodies. Subsequently the programme was transferred to the Department of Panchayats and Rural Development, Government of West Bengal.

The Panchayat and Rural Development Department took up the programme as Shisu Shiksha Karmasuchi, and decided to set up the Shisu Shiksha Kendras (SSK), wherever there were at least twenty children, not having access to any existing primary school or require some special dispensation, which are not available in the formal primary schools.

Essential features of the karmasuchi are

- Shisu Shiksha Kendras are opened at the initiative of the community and are owned and managed by them.
- Funds are provided by the State Government and Panchayats act as facilitators only.
- It is a demand driven programme; Kendras can be opened in school-less villages / village with schools which have inadequate infrastructure [in terms of space and / or teachers etc.]
- Curriculum and syllabus as prescribed by the West Bengal Board of Primary Education Textbooks as prescribed for the formal primary schools. Classroom transaction on the principles of Joyful Learning.
- Encouraging Moral Education for better understanding and democratizing elementary education for all, fostering societal benefit.

The main features of the Sishu Shiksha Karmasuchi

The Sishu Shiksha Karmasuchi depends upon few extraordinary key features which are-

- Establishment of community initiative for propagating Sishu Shiksha Kendra, initiate Sishu Shiksha Karmasuchi in the rural areas of West Bengal.
- The backbone of Shishu Shiksha Karmasuchi, to organize various activities of the Shishu Shiksha Kendra (SSK), the Primary Educational Institutions (from Pre-Primary to Std-IV) for the learners of age group 5+ to 9+ years.
- The SSKs are affiliated School Education Department under the administrative control of Panchayat and Rural Development Department.
- The functional areas may be within the radius of 1km of existing rural school, all SSKs are monitored by the three tiers Panchayati Raj system.
- A Panchayat Samiti to have maximum 20 SSKs. One

Academic Supervisor, who would not only monitor the SSKs but also provide hand holding support to Sahayak/Sahayikas.

- Local people specially women (99%) selected by the School Managing Committee and approved by the concerned Panchyat Samiti providing service for learners of SSKs, they are termed as Sahayak/Sahayikas.
- The learners of SSKs receive all the facilities as provided in the Formal Primary Schools, run by the School Education Department & guideline of the RTE Act 2009.

Paschim Banga Rajya Sishu Shiksha mission

Paschim Banga Rajya Sishu Shiksha Mission (PBRSSM) introduced few activities for implementation of Sishu Shiksha Karmasuchi under the heading of Academic activity, General activity and Special activity, ensures quality education to all learners.

- Academic activity- PBRSSM undertakes various academic activities to deliver quality education to all the students of SSKs, through capacity building of the Sahayak/Sahayikas. Develop teaching capability among the teachers. The different subjects they should teach in cascade mode.
- The Mission looks into the matter of capacity building among the Academic Supervisor for better monitoring at grass root levels.
- Capacity building through newsletters Sahayikas provides continuous academic support and latest news on various policy decisions relating to SSKs.
- Capacity building through the All India Radio program, "Sahayikar Asar".
- The "Sahayikar Asar", the AIR Program was first aired on the 3rd April 2003 through Akashbani, Kolkata – 'Ko' & Siliguri Kendra. Since then the program is being transmitted by the AIR on every Thursday from 8.00 pm to 8.30 pm.
- The "Sahayikar Asar" has been found to be a very effective method of regular capacity building, changing needs of the Sahayks / Sahayikas on academic issues & for communication of various important information. Other than the aforesaid, cultural performances of the learners of SSKs of various districts are also been transmitted regularly. Resource persons like academicians, doctors, child psychologists, administrators, educational planners etc. have enriched this program from time to time lending their voice for this program.
- General activities for implementing Sishu Shiksha Karmasuchi, the PBRSSM rules, guidelines and policy making authority, organize program as per approval of Panchayat and Rural Development Department.
- Management of staff at different levels.
- Supply of Nationalized Text Books.
- Handling of financial management, payment of staff honorarium, infrastructural development is also looked after intricately.
- Special activities like cultural program, vocational training program encourages the Karmasuchi to an optimum level.

Table 1: Number of Learners of SSKs over the Academic years 2006-07 to 2015-16.

Academic Years	Learners of SSKs	Total Learners %
2006-07	1488107	10.70
2007-08	1494150	10.75
2008-09	1493104	10.74
2009-10	1434831	10.32
2010-11	1424680	10.24
2011-12	1369913	09.83
2012-13	1302106	09.36
2013-14	1572967	11.31
2014-15	1188992	08.55
2015-16	1134053	08.15
Total	13902903	99.95

The above table denotes

- High learners' ratio- above 10% learners of the scheduled academic years.
- Medium learners' ratio- 5-10% learners of the scheduled academic years.
- Low learners' ratio-0-5% learners of the scheduled academic years.

The academic years 2006-07, 2007-08, 2008-09, 2009-10, 2010-11 & 2013-14 exhibits high learners ratio, where 2013-14 is the maximum learners involvement enriched Sishu Shiksha Karmasuchi in a greater level.

The academic years 2011-12, 2012-13, 2014-15 & 2015-16 showing medium learners' connection in the Karmasuchi. It is very interesting to notice in the above table that low learners ratio is absent absolutely which propagate development of quality education along with exploration of successful Sishu Shiksha Karmasuchi.

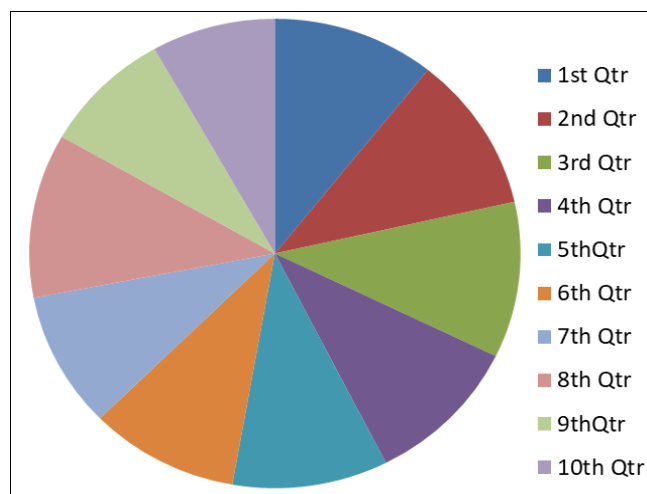


Fig 1: Pie Diagram of Academic Years 2006-07 to 2015-16 of SSKs Learners.

The above pie diagram points out 1st Qtr to 10th Qtr chronological learners' notification of the Sishu Shiksha

Karmasuchi Program of the State. The percentage distributions of the learners are as follows-

- 1st Qtr – 10.70% Academic year- 2006-07
- 2nd Qtr- 10.75% Academic year- 2007-08
- 3rdQtr- 10.74% Academic year- 2008-09
- 4th Qtr- 10.32% Academic year- 2009-2010
- 5th Qtr- 10.24% Academic year- 2010-2011
- 6th Qtr- 09.83% Academic year- 2011-2012
- 7th Qtr- 09.36% Academic year- 2012-13
- 8th Qtr- 11.31% Academic year- 2013-14
- 9th Qtr – 08.55% Academic year- 2014-15
- 10th Qtr – 08.15 % Academic year- 2015-16

The pie diagram denotes high frequency distribution among the learners of 1st Qtr to 5th Qtr and 8th Qtr of the academic

year 2006 -07 to 2010-11 and 2013-14 respectively. Medium frequency shows 6th - 7th Qtr and 9th - 10th Qtr of the academic years 2011-12, 2012-13 and 2014-15, 2015-16. Low frequency is not marked as per diagram which is below 5% of the learners’ appearance.

Thereby, high observed value earmarked in the academic year 2013-14 with the frequency value of 11.31 % reveals attendance of learners at Sishu Shiksha Karmasuchi in abundance.

The absence of low observed value in the mentioned academic years Thus, it is evident that, according to pie diagram learners’ appearance denotes high in the context of Sishu Shiksha Karmasuchi Program and 8th Qtr the academic year 2013-14 exhibits exceptionally good result.

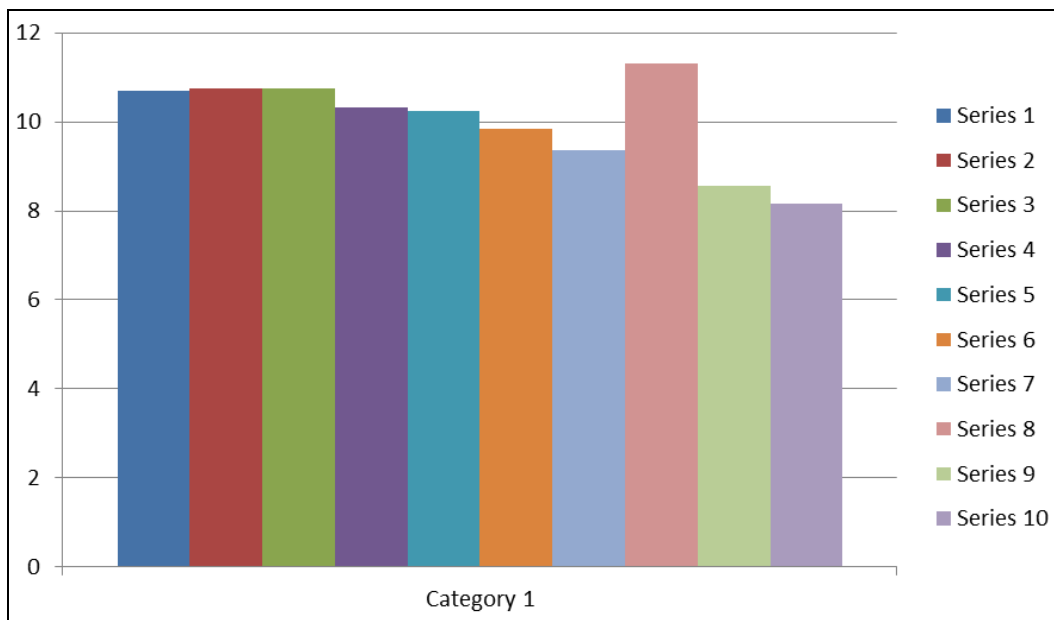


Fig 2: Column Diagram of Academic Years 2006-07 to 2015-16 of SSKs Learners.

The figure -2 column diagram exhibits learners’ attendance of the Sishu Shiksha Karmosuchi Program from the academic years 2006-07 to 2015-16. Series 1 to series 10 of the column diagram categorically shows the exact educational demand among the learners of the rural children of the State.

Series 8, point- category 1, value- 11.31 proves high expected value i.e. above 10% of the total value and attendance of the children in the academic year 2013-14.

Series 1 to 7 and series 9 & 10 depicts medium expected value i.e. 5% to below 10 % of the total value of attendance of the children in the academic years 2006-07 to 2012-13 and 2014-15 & 2015-16. There is low expected value is totally absent which demand step taken forward to propagate Sishu Shiksha Karmasuchi of the State is a developing aspect among the rural children.

Conclusion

In Indian education system, the most important factor is to value the kind of policy framework which is appropriate for analysis of access, equity and quality in education. Advancement in the field of education is largely dependent on

the output of elementary education and exploration thereof, as the primary school sub-sector contributes substantially to access and equity concerns. Access and equity in elementary, primary and secondary education largely determines the level of differentiation in higher educational prospect.

The present sequel’s utmost exploration was, ensuring enhancement in the field of elementary and moral education for Sishu Shiksha Karmosuchi in rural areas of West Bengal. Iterates learners’ attendance in the Sishu Shiksha Karmasuchi and educational demand which ensure democratizing higher education from grass root level, propagating future aspiration for elementary and moral education for all.

The State of West Bengal has taken steps forward through Sishu Shiksha Karmasuchi, enabling rural development in a remarkable orientation. Learners’ participation and attendance denotes the exact situation at present, while year wise narration proves its ultimate exercise, enhanced democratic value of education prospering rural India to a greater level.

Therefore, education impel to modify pupil from the grass root to higher educational level, making education available and accessible to all for building up democratic values,

fostering future aspiration through elementary and moral education, to democratize and strengthen higher education, nurturing and preparing extraordinary citizens to establish the Nation as a whole.

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