

CHAPTER 1

INTRODUCTION

1.0 INTRODUCTION

“Education without values, as useful as it is, seems rather to make man a more clever devil.”

-C.S.Lewis

The quotation clearly conveys the two sided effect of education. It can make a man intelligent as well as devil also. And an intelligent devil is more dangerous than an ignorant one. To cease this kind of effects of education, value based education is necessary. Education without values can be resulted into a devil with the most dangerous weapon: Education

➤ ETYMOLOGY

‘Siksha’ and ‘Vidya’ are the two similar terms in Sanskrit which means ‘Education’. ‘Shiksha’ has been derived from the Sanskrit term ‘Shash’ which means, to control, to order, to direct, to discipline, to rule, etc. Sanskrit term ‘Vidya’ means to know, i.e., knowledge; it is acquisition of knowledge, experiences and skills. Education makes children disciplined controlling their behavior when they are not in the disciplined way and doing something in an improper way.

Etymologically, the term ‘education’ has been derived from Latin words- ‘Educare’, ‘Educere’ and ‘Educatum’, ‘e’+ ‘duco’.

1. ‘Educare’ refers bringing up, rising, nourishing, training and moulding.
2. ‘Educere’ means ‘to lead out’, ‘to draw out’ and ‘to bring forth’.
3. ‘Educatum’ means something which is imposed from outside. It is external growth through activities and experience. The teacher, through education, provides instructions and gives direction to mould his abilities.

4. '*E+ duco*' - The term 'E' means 'out of' and 'duco' means 'to lead'. The child has inherited potentialities. It is inborn. It should be developed but how and by whom? It is possible through education and by the active co-operation of the teacher.

The term '*educare*' connotes development of the latent possibilities of child. Child does not know his potentialities. It is the educator, who can know it and take necessary step to develop. The word '*educare*' is widely accepted by modern educationists. From the above derivative meaning, it is revealed that education is needed to bring overall prosperity to the individual by unfolding his potentialities.

One cannot define the term 'education' just by providing the meanings of it since to define anything is to limit it. It is not possible to put down all about education since the areas it covered have no limited boundaries. One of those areas also met with philosophy. Philosophy here does not strictly stick on education's philosophy given by some great thinkers and philosophers. Myriad of Philosophies are there existed about education from which few of them have affected the fields of education a lot like Aurobindo's Philosophy on Education, Michael Foucault's Philosophy and many other great philosophers' ideas on education. While discussing about philosophies on education one cannot forget the very effective Gandhian Philosophy of Education. It is Mahatma Gandhi: the father of nation India had provided an incredible philosophy and ideology on education. The present study will use the Gandhian Philosophy as a primary source while approaching towards conclusion.

1.1 STATEMENT OF THE PROBLEM

A Case Study of Lok Bharati Gramvidyapith at Sanosara with Reference to Gandhian Philosophy of Education

1.2 RESEARCH QUESTIONS

1. To what extent aims and objectives of Lok Bharti Gramvidyapith are realised?
2. Is teaching learning process creative, motivating or is just rote learning and completion of curriculum?
3. To what extent Lok Bharti Gramvidyapith is successful at present time?

4. To what extent Lok Bharti Gramvidyapith does implement Gandhian philosophy?
5. How does it impart education for holistic development of students through it?

1.3 OBJECTIVES OF THE STUDY

The objectives of the study are presented as follows.

1. To study the Aims and Objectives of the Lok Bharti Gramvidyapith.
2. To study the Infrastructure and Administrative aspect of the Lok Bharti Gramvidyapith.
3. To study various Curricular and Co-curricular Activities of the Lok Bharti Gramvidyapith.
4. To study the reaction of the students on their experience at Lok Bharti Gramvidyapith.
5. To study the Lok Bharti Gramvidyapith with reference to Gandhian Philosophy of Education and Its Relevance to Present Globalized World.

1.4 RATIONALE OF THE STUDY

In the entire world, today, people see the declination of values in education which is the result of education without morals and philosophy. To educate does not merely mean 'passing information' from teachers to the students but it really means 'generating new knowledge' from the information one already has. It was the Mahatma Gandhi who tried hard for increasing the values of education through various solutions which is really the need of today's education system. The Gandhian thoughts and trends and all the values that he held as precious for himself, for the Nation and the world lay hidden in the annals of decades without receiving adequate recognition. Today people are witnessing a real spirit of interest in Gandhian thoughts, values and practices. The totally materialistic attitudes and business mentality coupled with all the hypocrisy that people have will not take them very much ahead. Gandhiji is recognised as real guiding spirit and the light that is showing the nation the way.

Many educational institutes follow different kind of philosophies. Lots of philosophies are there which can be followed but few of them got in attraction and followed by many institutions. As Gujarat Vidyapith at Ahmedabad and Gram Nirman Kelvani Mandal at Thava follow Gandhian Philosophy of Education. The same philosophy Lok Bharti Gramvidyapith at Sanosara has been following from its inception. The present study has an aim of assessing the activities and aims of Lok Bharti Gramvidyapith and then to compare those with Gandhian Philosophy of Education. The purpose is to get clearest portrayal of how the institute follow Gandhian Philosophy, how they stick to it and to what extent, and the objectives the institute hold with it to follow. This study tried to find the relevance and success of Lok Bharti Gramvidyapith in present scenario. This study also tried to find out the lacks in the course of following Gandhian Philosophy by the institute and will make an effort to resolve.

1.5 EXPLANATION OF THE TERMS USED

Various terms are used under this study, the explanation of these terms are given as under.

- **Aims and Objective of the Lok Bharti Gramvidyapith:** Based on vision and mission of the institution, aims and objectives decided by the Lok Bharti Gramvidyapith to provide education are taken under the study.
- **Infrastructure:** Infrastructure is one of the essential components of an educational institution. Infrastructure means the number of classrooms, hostel rooms, kitchen, administrative offices, staff room and its physical facilities available, laboratory, library, prayer hall, playground, sport equipments and other infrastructural facilities available in the institution are taken under the study.
- **Administrative:** In this study, administrative aspect of the institution refers to the Management and Administrative staff of the institution. The Management means the committee consisted of trustees and director of the institution and administrative staff includes all clerical staff at different level

including Management, Principal of the institution and various documents maintained in the institution.

- **Co-Curricular Activities:** In the present study, co-curricular activities refer the other than curricular/ co- scholastics activities carried in the institution. The co-curricular activities such as sports, assembly, cultural programmes, celebration of festivals, tours and educational visits, etc. conducted at Lok Bharati Gramvidyapith.
- **Teaching Environment:** For the present study, Teaching Environment refers to the facilities required to carry out teaching learning activities at the institution. The facilities required for teaching learning activities are such as classroom facilities, teachers' competencies, teaching methods adopted by teachers for teaching, materials and techniques used by teachers, teachers' behaviour and students' participation in teaching learning process etc. are included in the teaching environment for the study.

1.6 DELIMITATION

The present study is delimited to B.Ed. Programme at the Lok Bharti Gramvidyapith, Sanosara.

1.7 CHAPTERIZATION

The whole study is divided in five chapters. The chapters are systematized as below:

1.7.1 CHAPTER 1: INTRODUCTION

This chapter provides introductory information about the study. The chapter provides concept of education, statement of the problem, research questions, objectives of the study, rationale, explanation of the terms as used under the study.

1.7.2 CHAPTER 2: CONCEPTUAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

This chapter comprises of two parts. The first part deals with conceptual framework and second part deals with review of related literature. In the first part of this chapter researcher has provided concept, aims and principles of Gandian Philosophy and basic information regarding Lok Bharti Gramvidyapith. The second part comprises of 24 reviews of related literature reviewed by the researcher and it provided insight to the researcher to decide the appropriate technique for the present study.

1.7.3 CHAPTER 3: RESEARCH METHODOLOGY

This chapter talks about research design of the study, tools and techniques such as observation, interview, reaction scale, and field note used for data collection and analysis technique used by the researcher. It also provided understanding regarding sample and population of the study.

1.7.4 CHAPTER 4: DATA ANALYSIS AND INTERPRETATION

This chapter contains analysis of collected data through various tools and techniques and interpretation of these data. The objective wise data analysis and interpretation were done by the researcher in this chapter.

1.7.5 CHAPTER 5: FINDING, IMPLICATIONS AND CONCLUSION

This chapter deals with the findings of the study. Based on findings suggestion for further study, an implication of the study and conclusion of overall research report is presented.

1.8 CONCLUSION

In the first chapter, the researcher has covered etymology of the term 'Education', statement of the problem, research questions, objective of the study, rationale of the study. The researcher has also explained the terms used in the study. Delimitation of the study is also mentioned in this chapter. And at the end of the chapter researcher has mentioned scheme of chapterization.