



## E-LEARNING CONCEPTS AND TECHNIQUES IN ENGLISH LANGUAGE EDUCATION: CHALLENGES AND REMEDIES

DIPIKA K. KEVLANI  
LECTURER- GOVERNMENT POLYTECHNIC, GODHRA.

**SUBJECT: LANGUAGE**  
**KEYWORDS:**

### ABSTRACT

*"E-learning is a flexible term used to describing a means of teaching through technology."*

- **Matt Comerchero**

E-learning can be considered as one of the most utilizing and ongoing concept in education in the contemporary scenario. This resource aims to focus the traditional approach of education by introducing new means of techniques and thereby inviting the raise in teaching/learning approaches with more efficiency, efficacy, involvement and interest of both the parties (teachers and students) towards the traditional education system. As there is limitation of interaction on part of the learners in traditional mode of education, there is a need of the introduction of e-learning tools which can incorporate self motivation, communication and efficiency among the learners. Thus, the learners would have fair chance of communication in the classroom enabling to change the roles of teachers from *sages on the stage* to *guides on the side*. The present paper would focus on e-learning as an emerging paradigm in English Language Education. It would discuss about the different techniques of e-learning, the issues of concern and the possible solutions to overcome and thereby sustaining the effectiveness of this model in education.

*"Technology won't merely change the way that educational services are delivered and consumed. Technology will also significantly change the face of the education profession."*

- **Pamela Stubbart**

Learning is a process that is instrumental in shaping man's intellect and leading him/her to be a part of civilization. Every man and woman who lives in society goes through the process of learning in direct or indirect way. It is, in fact, a way for every man and woman to cope with the ever-changing ways of living in society. An infant starts learning numerous things in the world by ways of listening, observation, and thus starts his/her process of being civilized.

What follows from the above-given paragraph is that education is essential process to get settled in the world. When we talk about India, it is self-evident that India has been a land of "gyana" i.e. knowledge and learning since time immemorial. In the current scenario, it is visibly believed that India has one of the largest *technical manpower* in the world. However, compared to its population, it cannot be considered significant thoroughly as there is much scarcity of technology as well as its accessibility to the required mass.

Referring to the above statement, it can be said that Technology has been seen as an optimistic concept bringing changes not only in the ways of teaching and learning, but as an upbringing model to change the whole phase of the educational profession. Catching attention on the academic technological innovations of the contemporary scenario, it can be said that e-learning as a novel area of study has emerged and caught the attention of the academic mass availing technology. To introduce this area, it can be said that e-learning is one of the most important ways through which the world is witnessing remarkable changes. E-learning, in simple words, is the use of Information and Communication Technology (ICT) to enhance and support learning in education field. In e-learning, the conventional physical classroom turns into entirely online delivery. There are number of terms to describe this medium of teaching and learning. It includes *online learning, virtual learning, network and*



*web-based learning* and many more ways with the help of technology. E-learning makes education more communicative and innovative.

As per the definition of Matt Comerchero,

*"E-learning is a flexible term used to describing a means of teaching through technology".*

Technology which is used to implement teaching is not only restricted to web-based materials. E-learning as a concept can be accomplished with the operation and development of technology that upholds information succumbing media. For instance, Video/Audio tape although being an outdated technology is a practical tool to implement training. The latest, modified and developing technology assists the learning experience. Technology is the most changeable element in e-learning. Therefore, as the technology gets advanced, the more choices become available to further e-learning. For instance, it was the invention of Internet which enhanced the creation of e-learning, as dial up connections were replaced by cable modems correlatively improving the quality of online instruction due to which the computers being able to assist the media. With the raise of speed, the devices became smaller and portable enabling the training to become more flexible and thereby improving the growth and popularity of e-learning. Today, due to the versatile and advanced approach of technology, e-learning has been enhancing with limitless potential.

Thus, e-learning can be considered as one of the most utilizing and ongoing concept in education in the contemporary scenario. This resource aims to focus the traditional approach of education by introducing new means of techniques and thereby inviting the raise in teaching/learning approaches with more efficiency, efficacy, involvement and interest of both the parties (teachers and students) towards the traditional education system. As there is limitation of interaction on part of the learners in traditional mode of education, there is a need of the introduction of e-learning tools which can incorporate self motivation, communication and efficiency among the learners. Thus, the learners would have fair chance of communication in the classroom enabling to change the roles of teachers from *sages on the stage to guides on the side*.

It was said by Plato:

*"Someday, in the distant future, our grandchildren's grandchildren will develop a new equivalent of our classrooms. They will spend many hours in front of boxes with fires glowing within. May they have the wisdom to know the difference between light and knowledge."*

The above statement of Plato is clearly suggestive of the magnifying vision of technological advancement in education. The predictability of new models of education had been foreseen by him many years ago. Today, we are witnessing the statement in its practical sense of the term. In this fast growing world where technology has taken a lead in almost all the sectors, in India, educationalists have started or at least have initiated using technology in every discipline of education.

To be restricted to the wide area of e-learning, the present paper would focus on the area of language education and the use of e-learning in language teaching/learning. It would study the present techniques of e-learning used in the area of language education and would come up with the possible scope of improvement required in this area. Students' take up of e-learning is growing, but it has many limitations too and it is just because of the ignorance of the use of technology in the field of education. The key feature of e-learning is its ability to enable flexible access to information and resources. This feature is enough to understand the importance of e-learning in education. But the access to e-learning in Education scenario also meets with many challenges that need a proper attention and care.

The present research work aims at exploring the assumed issues of concern in the implementation of e-learning tools in English Language Education on part of the teachers, learners and authority, the challenges they may face and some strategies or possible remedies to enhance the practical application of e-learning tools in classroom-based teaching.

Today the world is a colourful amalgamation of all these electronic equipments. The modern scientific and technological advancements have earned the man the boon to be global. What one requires is the knowledge and skills for the successful operation of modern gadgets. One of the most important and indispensable requirement to be successful and progressive in this fast growing age of



globalization is a good command over *English language* and communication skills. The currency of English has been widely spread all over the globe.

### **ENGLISH IN EDUCATION**

"There is an irony in the situation. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which make for highly unequal access. Indeed, even now, barely more than one percent of our people use it as a second language, let alone a first language... But National Knowledge Commission (NKC) believes that the time has come for us to teach our people, ordinary people, English as a language in schools. Early action in this sphere would help us build an inclusive society and transform India into a knowledge society."

-(GOI 2006)

The mentioned definition proposes that there is lack of access in the use of English language even though it has been with the country for a century. Therefore, there is a time now to introduce the method of teaching English language to the society. Unlike Western European country, English language has derived the position of second language in India being widely used in every area of discipline be it - media, education, administration, non-localized business, etc. English language in India is given in the formal mode through four skills viz., listening, speaking, reading and writing.

"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."

-Alvin Toffler

The above mentioned definition clearly invites the new acceptance of an avenue which inevitably demands the involvement of the academic mass to sustain, adapt and prolong the area of education with those techniques which introduce teaching - learning process in a new way.

The mentioned definition proposes an education profession to get mingled in the avenue of technology as it has been said by Janice Marrie about the profession of education:

*"We are not in it for the income; we are in it for the outcome".*

The present paper aims to focus on the different means of e-learning introduced in the area of English language education. E-learning as a term combines pedagogy, learning and technology. There are variable tools of e-learning available in the application of ELT.

Today, many universities have been making use of electronic books, simulation, emails, text messaging, podcasting, wikis, blogs, LMSs, MOODLE, DELL, SCOPE, IT and ICT as various techniques in their academic profession. We have made an effort to provide an informative understanding of some of the tools and techniques mentioned above in the below point.

### **M-LEARNING**

One of the means of E-learning is M-learning. E-learning has come into emergence with the introduction of multi-faceted sub - avenues. One of its fast emerging facets is M-learning. The term M-learning stands for mobile learning. M-learning facilitates organizations to influence the E-learning.

### **BLOGGING TOOLS**

Blogging tools can be understood as web-log which allows people to create their own blogs which can be simply understood as virtual diaries of the people. Through the help of these blogs, people share, exchange, communicate, visualize, and review the information exhibited on these blogs worldwide. Below are the websites given with the help of which blogs or web-log can be created:

- Big Blog Tool - <http://www.bigblogtool.com/>
- Blogger - <http://www.blogger.com/start>

### **LEARNING MANAGEMENT SYSTEMS**

A learning management system (LMS) is a software application of the administration, documentation, tracking, reporting and delivery of education courses or training programs.



This is an application used by colleges and universities to deliver online courses. As well as corporate training departments make use of LMSs to deliver online training, observe records and employee registration.

#### **PURPOSE OF LMS**

The purpose of LMS gets vary from other computer education terms in a way that it is the framework that manages all aspects of learning process. An LMS is the infrastructure that delivers and manages instructional content, identifies and assesses individual and organizational learning or training goals and also handles registering for courses, course administration, skills gap analysis, tracking, and reporting. Today this system is also used by the educational institutions to facilitate classroom teaching.

#### **LMS IN EDUCATION SECTOR**

Today the term is taken to describe a number of different educational computer applications. LMS deals with different needs in education profession. Instructors in colleges and universities can manage their courses, exchange information with students through LMS. Students or members of this application can read, view these courses, they may add their own content and even edit the already prescribed content.

#### **LMS FUNCTIONALITY**

- Student Registration and Administration
- Training Event Management (i.e., scheduling, tracking, and WBT delivery)
- Curriculum and Certification Management
- Skills and Competencies Management
- Reporting
- Training Record Management
- Course

To conclude, it simplifies the process of administering education and training. Of course, its primary function is to offer a collection of courses and keep record of what courses learners have taken.

#### **WEB 2.0:**

This is one of the emerging or in fact a giant use applications in the arena of e-learning. The introduction of Web 2.0 application has been taken as a new version in the World Wide Web. It can be accepted as a new version in a way that it offers growing changes in the ways software developers and users use the web.

At its efficacy, this application allows users to interact and cooperate with one another through social networking. In a way, it connects people virtually, face-to-face unlike the earlier websites into which people were limited to the passive viewing of content. This application contains social networking sites, wikis, blogs, video sharing sites, web applications and hosted services. Thus, unlike Web 1.0, Web 2.0 provides the users with more user-interface, software and storage facilities, all through their browser.

#### **PODCASTING**

It is a type of digital media consisting of audio, radio, video, and pdf downloaded through web syndication. The word has been derived from "broadcast" and "pod" from the success of the ipod as podcasts are often listened to on portable media players.

#### **ICT**

ICTs are defined as

"diverse set of technological tools and resources used to communicate, and to create, disseminate, store and manage information."



ICT can create new, open learning environment and plays an important role in shifting the emphasis from a teacher centered to a learner centered environment; where teachers move from the key source of information and transmitter of knowledge to becoming a collaborator and co-learner; and where the role of students changes from one of passively receiving information to being actively involved in their own learning.

UNESCO has supported the amalgamation of ICT in education sector. In UNESCO publication (2004), the integration of ICT is greeted in teaching-learning process talking about new and open learning environment created by ICT as below:

"More than any other previous technology, ICTs are providing learners access to vast stores of knowledge beyond the school, as well as with multimedia tools to add to this store of knowledge."

(UNESCO, 2004)

In the mentioned statement of UNESCO, it has been made clear that how ICT can turn out to be a potential technique in the area of education changing the roles of teachers and learners and thereby bringing them closer to e-learning. When ICT is used by the students, it increases understanding and knowledge among them towards e-learning in a bit clear way.

Thus, these are the tools of e-learning which have been catching attention of education sector as the emerging paradigms. These means of e-learning require adequate implementation on part of the teachers, students, colleges, authorities and administration. As there is changeability on part of these e-learning tools up to moment, the implementation on part of the other side meets with many hindrances growing out of their limitations to adopt these ongoing modifications of e-learning. Therefore they meet with certain challenges in implementing these tools in language education. There are three major challenges of e-learning.

### Challenges for e-learning



Technical challenge

Administrative challenge

Pedagogical challenge

#### ➤ TECHNICAL CHALLENGES:

Technical challenge has turned out to be a major hindrance to overcome in the adequate implementation of e-learning. There are many issues of concern under the tag of technical challenge. The first issue of concern is lack of basic technical skills. This deprivation of fundamental understanding of e-learning tools can be either on part of the teachers or learners or the Institute or college as a whole. But this might not be the case everywhere. Those colleges which have got electronic equipments for their use in language education and the teachers who have got fundamental understanding to operate these devices also do not make regular use of these means in the classroom. It has been found that inspite of the availability of these electronic equipments and the knowledge to use these devices, the teachers make rare, occasional or no use of these tools in the classroom. This leads to check the reasons of it. There might be many sub reasons behind making rare or no use of these technical means like the laboratories or the equipments not being updated or modified at a particular period of time. The equipments provided by the authority may be of old or outdated hardware and software. There might not be the provision of a computer operator or language lab assistant who could deal with the mechanical problems occurring in the ongoing classroom. Due to the lack of these things, the teachers even after being the desirous towards innovative approach of teaching become helpless in the implementation of these means. In some of the colleges, the system of operating these tools is so complex which make the classroom teaching for students and teachers both confused and time consuming. As a result fearing upon the incompleteness or proper justification about the syllabus, teachers start marginalizing these tools giving less importance or no importance and continue with the traditional



*chalk and talk method of teaching.* In rare cases, there also occurs the problem of fluctuation of electricity leading to file or system corruption. Many times, the system of server or internet gets disconnected or slow creating hindrance in the learning environment. The other issue of concern is unsuitability of the programs installed. When the suitable or purpose oriented programs are not installed, they do not justify the classroom environment in both the ways of teaching and learning lacking the sense of dissatisfaction. Thus, the difficulties in the operation of these mechanical devices create stress, burden and lack of interest on teachers and students enabling them to search for the proper training of these equipments and their smooth use in the classroom.

➤ **ADMINISTRATIVE CHALLENGES :**

Lack of e-learning resources for all classrooms, lack of full time staff to monitor electric equipment and administrating electronic based assets are the issues of concern and the main challenges to overcome Administrative challenges. Having a suitable, purpose- oriented infrastructure is required to govern the electronic activities in the classroom. Limitations in the availability of resources makes difficult for the teachers to collaborate e-learning into curriculum. The other issue of concern is deprivation of full time qualified staff which can observe and come up with the occurring problems of electric equipments. And of course, when there is no proper provision of e-learning tools suitable for the curricula, it creates a problem on part of the teachers and students to implement and cope with innovative classroom approach.

➤ **PEDAGOGICAL CHALLENGES:**

The concerns, hindrances and problems occurring due to the above mentioned two types i.e. technical and administrative subsequently create pedagogical problems and make it more challenging. Thus, "lecturers' lack of knowledge to design language tasks with technology and lack of confidence to use technology"<sup>10</sup> in the classroom become powerful basic pedagogical challenges which are required to be dealt with enhancement of ICT application in English language teaching. Sometimes, learners' limited background with these equipments, their lack of competence to adjust with these tools mar the effectiveness of e-learning implementation. Sometimes, the use of electronic equipments is done as a *desire to use the new toys, but lack by the actual and sound pedagogical move on part of the teachers. As a result, students get exhausted, bored and overwhelmed or get confused with badly used or badly setup technology. Thus, there is a need of the proper collaboration between the e-learning based teaching and the purpose oriented outcome about what Arabasz say, "the logic behind integrating e-learning tools in language pedagogy."* Another challenge is the decisiveness of the level of quality e-contents' development and its integration into curriculum.

Thus, these are the issues of concern while making e-learning implementation in ELT education which require healthy and effective solutions to be adopted upon on part of the colleges, teachers and students. Referring to the above challenges, an effort has been made to provide the suitable remedies through the acceptance of which the scope of effectiveness, efficacy and improvement can be expected in the discussed area.

**SOLUTIONS:**

1. Any university which is established with the common purpose of education enhancement among youth through innovations should make a significant contribution to achieve the e-learning purpose in ELT. Today, in all the universities English is taught as a compulsory subject which mars the healthy significant purpose of language teaching and learning enabling boredom among teachers and students both. If university gives equal treatment to language subject then and then only the interest towards learning language can catch serious attention of the students and thereby accepting the proposed application of e-learning enhancing the affectivity of the subject. When motivation is on the part of the university, implementations become much smooth on part of the colleges and institutes. University should introduce some of the schemes which serve the common purpose in English language proficiency through e-learning.



2. It is not only required on part of the university to greet this project of English language teaching through e-learning but it should be collaboratively co-ordinated by the concerned authorities of the colleges and institutes. Only with the support and inspiration of the authority, the constructive results could be expected.

It is expected that the head of the institute must be familiar with the operating system of technical devices so that his ignorance or avoidance does not become a hindrance in the implementation. He/she should provide adequate liberty, facilities, motivation, time and guidance to use the tools.

3. There is a prerequisite on part of the teachers and students to have acquaintance with all the tools of e-learning. It is in the hands of teachers to create an environment of language learning in an effective way among the students. Teachers can bring awareness among the students regarding e-learning and its impact in language learning. For that, it is expected that teachers should have their own willing interest towards e-learning and its use.

4. There should be enough providence of infrastructural facilities to use e-learning tools in colleges and institutes. University should provide a special grant for the construction of technical infrastructure. In infrastructure, there can be computers, internet connection, IT and ICT tools. Each college and institute should comprise of a Language Lab. There should be the availability of programmes like DELL and SCOPE. And all these facilities should be inspected, observed and provided by annual maintenance to keep the infrastructure facilities in sustenance on part of the university and college authority.

The infrastructure or equipment availed by the colleges should be well designed. Keeping the objectives of the curricula into consideration, the design team should, first, determine the target audience accurately and consider many aspects such as the type of education and appropriate media. For instance, teaching English language through e-learning can be targeted and thereby the equipments get designed. The correct choice in the equipments and communication type to be utilized would contribute to more effective and productive use of time as well as reducing the expenses for communication and investment.

5. To take care of infrastructure and all the software tools, each college should have a Lab Assistant and a Technical Operator. And beyond that, there should be provision of a Technician who keeps hardware and software observation.

6. To avail e-learning tools, there should be a stipulation of systematic training programmes for teachers and students both, into which they should be given proper training of using these tools and making them adapted with these tools. Teachers and students who have an attitude of avoidance and ignorance towards these e-learning tools, they can be benefited through this kind of proper training. As this training may increase their interest as well as knowledge to use these tools enabling them to implement in language teaching-learning.

7. When there is an implementation of these e-learning tools on part of the teachers in language teaching, there can be an introduction of multiple e-learning devices, tools, software, applications, programmes or schemes to enhance and sustain the interest of students towards language learning. To achieve this goal, there can be an experimentation of various tools in the classroom. After its execution, students could be asked to give their feedback on the experimentation performed by the teachers. This feedback may cover students' interest, their comfort and adaptability towards these kinds of tools. If the feedback is not satisfactory in terms of e-learning implementation, the process should not get stopped here, but the teacher may come up with new ideas and experiments knowing after the difficulties, problems encountered by the students in adapting these tools. Understanding the psychological level of students would help teachers a lot in sustenance o language teaching-learning through these tools. For that, it is prerequisite to have a rapport between teachers and students.

8. E-learning tools would help in creating a healthy affinity between teachers and students. They can be in connection through creation of Blogs. With blogs, there can be an information exchange, communication sharing, problems understanding and suggestion provision made. For that, it is must to



have teachers' blog, students' blog and colleges' blog to get them connected with one another. Of course, it depends on the cultural environment of the college to provide liberty to encourage students and to contribute through these blogs. Not only in the official time hours of the college, but the communication through these blogs should also be carried on 24x7.

9. It is not only the rapport but the learning environment which is at the ultimate goal should be accomplished. Teachers can share their course materials, materials for self-study, video clips related to language curricula through these blogs. If students come across with any problem, they can come up with that queries through these blogs and get instant solution and suggestion at anytime, anywhere. For instance, if a student is reading an article or a novel in free time at his or her home late night, finds problem with pronunciation of certain word/s, he or she can access to blog and can listen to the audio/video clip of pronunciation and thereby get immediate solution.

10. Language teaching can be given with the help of audio-visual aids in order to make the presentation efficient among the students. Online video clips can be exhibited to enhance the linguistic skills of the students. There should be online education provision in which the students and teachers would be in the roles of *e-teachers* and *e-students*.

11. Students can have inter-institutional audio-video conference on language learning into which the students of various colleges can get connected online and share, exchange, communicate and discuss different skills, processes and methods of English language teaching-learning. This would benefit them in attaining multiple perspectives of teachers and students enhancing language at a wider level. In that way, the students of one university may get connected to the students of other universities of state, country and of world universities and thereby they can extent their journey of learning experience from *local to global*.

12. It has been observed that teachers have certain knowledge about ICT, but have little practical knowledge and little or no techno-pedagogical skills to integrate ICT into their professional skills for the purpose of ELT.

Use of ICT tools can be availed by the colleges to enhance language teaching changing the traditional role of teachers, students and classroom as well. ICT provides an integrated and distributed hypermedia information environment to enhance the interest of English language teaching and learning. It can be employed especially to teach and learn correct Received Pronunciation, proper use of grammatical rules, to enrich vocabulary, to improve the quality of presentation. All these are not possible to be provided through the traditional approach.

ICT can create new, open learning environment and plays an essential role in shifting the classroom environment making it from teacher-centred to learner-centred unlike the traditional approach. In this new mode of techno-approaches, the role of teachers changes from '*sages on the stage*' to '*guides on the side*': where teachers move from the key source of information and transmitter of knowledge to become collaborator and co-learner; and where the role of students changes from one of passively receiving information to being actively involved in their own learning. Even the affectivity of ICTs in language learning-teaching has been supported by UNESCO:

"More than any other previous technology, ICTs are providing learners access to vast stores of knowledge beyond the school, as well as with multimedia tools to add to this store of knowledge."

- UNESCO, 2004.

Thus, ICT plays a significant role in English language teaching-learning. ICT:

- Enhances inspiration in ELT.
- Provides multiple opportunities for significant practice of language in authentic context with images and graphics.
- Makes English learning joyful and interesting with multi-tasks.
- Enables information and resource sharing between English language teaching and global institutes.

13. As e-learning, being an innovative method, gets updated, modified and added with new technical tools and devices up to moment, there is a need for the teachers to have *e-readiness* to get adapted with this advent.



'E-learning readiness', as defined by Borotis and Poulymenakou<sup>14</sup>, 2004, is "The mental or physical preparedness of an organization for some e-learning experience of action."

Many a times, teachers come across their own limitations to get adapted with these tools which hinder the effective flow of teaching affecting learning of the students. And owing to the teachers' limitation with this emerging e-learning term and its tools, students feel bored finding no new technological skills in them. Some researchers have concluded in this respect that "it is necessary to design flexible courses that integrate techniques from both face-to-face and online methods." (Delfino & Persico, 2007)

According to Berger et al (2008),

"Online and face-to-face environments play different and complementary roles."

So, there is a need of as said by Chew, 2008,

"The development of blended learning as a grounding area will enable teachers to design, develop and deliver effective mixed programmes."

It is also required on part of the learners to show readiness of acceptance of these technological strategies introduced to teach ELT. As stated by Infodev in 2001,

"Learners must also be 'e-ready' so that a coherent achievable strategy, tailored to meet their needs, may be implemented."

Accordingly, the *e-readiness* of teachers and learners should be kept tight with the help of novice e-learning strategies which would by enlarge said by Kaur and Abas (2004):

"helps organization to design e-learning strategies comprehensively and to implement its ICT goals effectively."

Thus, it is required, on part of the teachers, to involve interactive implementation in the classroom. Unlike the traditional approach where the role of learners used to be of passive receivers having no scope or very less scope to interact with the teachers, English language teaching through e-learning may shift the earlier implementation making the classroom from teacher centric to student centric into which it is possible to introduce different learning styles and having an access on limitless resources for teaching and learning. Activities in classroom can be implemented taking the target students, objectives and curricula into consideration.

To conclude, the challenges emerging in the implementation of e-learning means in English Language Education need to be addressed with cautious remedies to achieve the efficient targets of E-learning concepts and techniques. The acceptance of this new e-learning concept would really affect the traditional academic environment of English language teaching – learning. The introduction of ELT through e-learning would successfully change the overall treatment of teaching and learning the classroom as well shifting their roles from traditional approach to the pioneering one.

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**APPROACHES TO CHILDREN'S LITERATURE IN SINDHI: POEMS  
AND SHORT STORIES****DIPIKA KEVLANI**

Lecturer in English, Government Polytechnic Godhra.  
Research Scholar, Sardar Patel University,  
Vallabh Vidyanagar, Gujarat, India.

**ABSTRACT**

*Children's Literature of any language is written with a common purpose of entertaining, instructing and educating the children on various subject of life. What makes this literature attentive is the way the perception of the children is dealt with by the writers of Children Literature. The success of any children's book is depended not only on the level of preaching but how skillfully it is passed into the mind of a child. The less preachy the lessons are, the more fascinating they appear to the child's mind. And there occurs a challenge for the writers of this literature on how to skillfully affect anything to the mind of a child. For that, it could be said that the more childish the writer becomes in his/her messages, the more effective he/she appears to the child. The present paper focuses on the Children's Literature written in Sindhi language for the Sindhi Children. It will look at the available literature before and after partition. The second part of the paper will focus on selective poems and short stories and discuss the process of writing and its effect on the child's mind. To specify, it will discuss the children text titled *Hikdo Ho Raja...* ( Once there was a king...), a collection of poem-stories and the second text is collection of poems titled *Baal Geet* jointly published by Indian Institute of Sindhology and central Institute of Indian languages. The third part of this paper will focus on the challenges of language disappearance and the survival of literature and the reading requirements for the children in the contemporary times in the form of conclusion.*

**Introduction:**

Literature is a powerful vehicle for helping children understand their homes, communities and the world. Even before young children can read, family members, childcare providers and teachers read them stories about people in faraway places, sometimes from the distant past and sometimes about people whose lives are similar to their own. The impressions and messages contained in these stories can last a lifetime (Linda A. Santora). Children's literature in any language is written with a common purpose of entertaining, instructing and educating the child on various subjects of life. What makes this simple definition complex is the cultural differences, writer's conscious awareness of child psychology, his/her treatment



toward a particular age group, the skillful delivery of his/her content and its effect on the child's mind. The success of any children's literature lie in two potentials: 1) Production of healthy children's literature 2) Enjoyable acquisition of the work to the child's mind. Healthy children's literature could be defined as something which is far away from the vocabulary frolics and heavy preaching with which the child cannot relate. Of course, transfer of values is one of the significant characteristic of Children's Literature but it fails to achieve its results when the writers consciously try to impose preaching. To achieve the best results, writers should explore the imagination of a child less focusing on preaching. The less didactic the literature is, the more fascinating it appears to the mind of a child.

### **Glimpses of Sindhi Children's Literature: Past and Present**

Indian literature has witnessed tremendous contribution in the genre of Children's literature from all the regional languages. And Sindhi is not an exception to this. Sindhi literature has well contributed to the genre of Children's literature from the pre-partition times and is still on the way of contemporary involvement in this genre.

With the legal approval of Sindhi language script in 1853, Sindhi literature began to be produced. And with the publication of Diwan Nandiram's two pioneering books "Sindhi-Pehriyo Kitab (Sindhi-Book – I) and "Sindhi- Biyo Kitab (Sindhi – Book – II) in 1853, emerged a trend of producing folktales, poems and short stories for children with an initial purpose of script/language enhancement in the mass and upcoming generation of the nation. This enhanced the genre of Children's literature slowly and gradually.

In the beginning, original creations were very rare and therefore most of the children's literature was borrowed from other Indian and World languages and the best stuff was translated for the children of Sindhi language and literature. Diwan Nandiram translated the stories of Esop into Sindhi as "Esop Ju Akhaniyun" in 1854. This was the first translated book of short stories into Sindhi. Other writers too borrowed the themes from other languages and translated them into Sindhi. Gulam Hussain Kureshi translated Pandit Bansidhar Chiranjilal's Hindi book as "Bhambhe Jamindar ji Galh" (Bhambho Jamindar's matter) in 1854. Pt. Bansidhar's other book was translated by Meera Muhammad Shah as "Sudhature aae Kudhatureji Galh" (The matter of Sudhatur and Kudhatur) in 1855. Meera Muhammad Shah selected the best stories from Hindi and published them as a collection titled "Mufid Aal Sabiya" (Important Stories for Children) into 1861.

Among the translated books were Munshi Udham Thavardas's "Totenamo" (1861), Ahmed Khan Ajwani's "Gulbakawali" (1890), Gurdas Kriplani's "Baital Kathau" (1890), "Sabha Jo Singaar" (1890), "Panchtantra" (1894), Hami Imam Baksh's "Char Darvesha", "Hatimtai", "Alif-Laila" (1890 to 1894) and Jamatmal Narumal's "Hitopdesha".

Bherumal Maherchand's translation "Golan ja Gundar" (Sufferings of the Slave) in 1894 and Mohammad Bakhsh Vasid translated a Persian book "Anwar Suheli's Short Stories" as "Gulzar Chambeli" in 1914. Gujarati Children writer Gijubhai's children stories were translated by Narayan Malkani as "Baraniyu Boliyun" (Matters of Children) in 1926.



In this age of translation, a great Sindhi scholar, writer and translator Mirza Qalich Beg (1853 to 1929) was considered the “Lamp of Sindhi Children’s Literature” because of his vast contribution in the field of translation and original children’s creations. He picked up best Children’s Literature from the world and other Indian languages and made it available to Sindhi Children covering all age groups of children. Amongst his renowned translated books are “Sao Pano” (Green Leaf), “Tilasmī Guddī”, “Te dev aae Rakash” (Three Gods and a Demon), “Neelo Pakhi” (A Blue Bird), “Sindhbad Jahaji”, “Shaitan ji Nani”, “Ba Jaada Bhaura” (Twin Brothers), ‘Shahjade Mehboob ki Akhani”, “Rustam”, “Patiyala Akhiyun-Puriyal Akhiyun” (Opened Eyes-Closed Eyes), “Ajeev Jawahar”, “Dil Pasand Kissa”, “Lajakhaja Darji”, “Ajeeb Tilasm”, “Gulan ji Tokri (Basket of Flowers), “Gulliver jo Safar” (Gulliver’s Travels), “Robinson Crusoe” etc. Mirza Qalich Beg was proficient and scholar at Sindhi, Urdu, Persian, Arabic, Turkish and English languages. Most of his translations were from English to Sindhi. He was so famous in his time that all of his books were published into five to six editions.

His famous translations were “Gulliver’s Travels” as “Gulliver jo Safar”, “Robinson Crusoe” as “Robans Crusoe” and “Basket of Flowers”, a renowned German novel as “Gulan ji Tokri”. His contribution was not limited to the translations only but he himself created so many original books for children. Among his creations are “Barano Shair” (Children Rhymes) 1870, “Barana Gula-Phula” 1918, “Baran ji Vindar ya Piroliyu” (Entertainment and Puzzles for Children), and his “Vamana Ajara”, the most adventurous among all of his novels which witnesses the girls’ desire of falling in love. His children’s literature is full of miscellaneous themes such as fairy land, gods-goddesses, magic, imagination, romance, fun, birds, animals, human beings and love for nature. His style of writing is adventurous, romantic, nature loving, fascinating and full of fancy. He delightfully captures the beauty of moonlight on the snow-covered mountains, musical echoing in the hills, playful bustling of wild flowers and butterflies, twinkling of stars in the sky, sun rising-setting, and the chirping of birds. He aims to explore the simplistic life and love for nature to the children through his works

The age of translated Children’s literature inspired the original contributions on part of the Sindhi Children writers. The works created during this time were Munshi Thavardas’s “Vahen aae Valhe ji Akhani” (Story of Vahen and Valhe) in 1861 which focuses on the theme of greediness of food and its bad consequences. Diwan Kevalram Salamatrav wrote “Gul(Flower)” and “Sukhdi (A Gift)in 1871, a collection of short stories including variety of themes on humour, logic, intelligence and advice for children. Kauromal Chandan began his career in children’s literature with his book “Tahek hi Tahek” (Laughter and Laughter) in 1906 which added the sub-genre of laughter in Sindhi children’s literature. His other works include “Baraniyun Akhaniyun (Stories for Children) in 1891; “Sindhi Guzaratu” (Sindhi Mysterious Puzzles) in 1891; “Barana Geet” (Nursery Rhymes) in 1891; “Phul Mala” (Flower Garland), “Sindhi Pahaka (Sindhi Proverbs) in 1888.

Other renowned Sindhi children writers include Shri Parmananda Mevaram (His works- “Dil Bahar” and “Gul Phul”); Shri Bherumal Maherchand Adwani; Shri Sahejram Tahelram Raghani; Deumal Mehbubani’s “Ikhlaki Tailim” (Moral Education) in 1921; Lalchand Amardinomal’s “Musafariya Jo Majo” (Pleasure of Travelling) in 1921; Bhagwan Sukhwani’s “Laal Billi” (Red Cat); Jethmal Parasram’s “Sono Gadho”. Among these,



Kishanchand 'Bewas' turned out to be a renowned children's poet who introduced the literature in Sindhi which dealt skillfully the concept of child psychology and explorations of children's inner desires. His poems used to be regularly published through "Gulistan" and "Gulphul", magazines of Sindh. His chief focus in the poems was on hygiene and cleanliness. Apart from a tragic victimization of this community during partition, the trend of sustaining literature continued and met with contemporary relevance. Sindhi Children literature written after partition contributed to the world of Sindhi children tremendously introducing all the modern themes. The renowned contemporary writers after partition in Sindhi children literature are Shri Jivat Gogiya Jyot, Dr. Hundraj Balwani, Shri Govardhan Bharti, Vasudev Sindhu Bharti and Jagdish Lacchani. Their works have introduced all the modern trends and themes in the world of Sindhi children's literature. Dr. Hundraj Balwani and Vasudev Sindhu Bharti have been conferred with the Sahitya Akademi award for their tremendous contribution in Sindhi Children's literature. Their renowned works include: "Nain Basti", "Bajrang Bali" by Govardhan Bharti; "Soni Guddi" (A Golden Doll), "Pappu ka Pyara Moti", "Chuhe ko Mila Haldi ka Tukda", "Kitabi Kido" by Hundraj Balwani; "Ind Lath"(Rainbow), "Nain Roshni (New light)" by Vasudev Sindhu Bharti to name a few. These works deal with the themes of science, modern amenities and the daily pressures of life which the child cope with.

I divide all readers into two classes; those who read to remember and those who read to forget (William Lyon Phelps). In this statement, Phelps points to two unique potentials of literature. On the one hand, readers read literature to forget and escape from the tensions and pressures of daily life and get lost into the world of literature. On the other hand, we read literature to take a hope, positive support and a few lessons to live life better. But these dual potentials of literature are not focused much in the reading lives of children. Therefore, there is a need to see that child comes across such reading material which offers him/her plentiful opportunity to relate himself/herself, provides him/her relaxation as they lose themselves in a story and simultaneously being explored to cope with the life's daily challenges.

### **Pre- Nursery Stage: A Vitally Nourishing Part in the Child's Life:**

To support this, I have picked up a collection of pre-nursery rhymes titled "Baal Geet" prepared by Indian Institute of Sindhology (Adipur-Gandhidham) and Central Institute of Indian Languages (Mysore) in collaboration through a workshop. The child makes pre-linguistic noises before he/she utters linguistic sounds as he/she does scribbling before writing. Though singing is not speaking as drawing is not writing, it helps production of linguistic sounds including supra-segmental ones like rhythm. Nursery rhymes come in between pre-linguistic babbles and acquisitions of language. Practice with Nursery rhymes is a pre-school experience and exercise, and it prepares the child to be ready for schooling (N.Ramaswamy). Ever since independence, various schemes have been introduced in our country which emphasize to put into practice the idea of universalization of primary education through the mother tongue media as this is the most appropriate age of a child where he/she has an innate grasping ability to acquire sounds, words, and sentences without conscious awareness of grammar. But the child has a very limited vocabulary and understanding of the words and objects. While there is growing Children's Literature in Indian Languages, much attention has not been paid to nursery rhymes. It is necessary for a



child as part of her socialization process to experience and to learn sounds of his/her language. Therefore, it requires parents to create an atmosphere in the house where the child can listen to, recite and repeat the rhymes. This not only gives enjoyment to the child but slowly and gradually he/she gets to understand the meaning of the words which adds to his/her enjoyment. The repetition of the sounds creates musical alliteration in the mind of a child and explores his/her horizon towards the world. He gets an idea of his/her identity verbally and about his/her family members and the objects around. This collection includes total 179 rhymes covering all the spheres of life. It has introduced almost variety of objects in all the rhymes such as family members, mother, father, child's room, fairy world, brother, sister, food, natural objects, birds, vehicles, technology, wedding, games, stationary, seasons, numbers, gods, toys, TV, Radio, telephone and pet animals. It chiefly focuses on the fun and musical repetition. It does not bother about giving any message. As and when the child listens to, he/she tries to repeat it and if heard several times, the words become familiar and repetition becomes easier. Added to the rhyming quality of the song if they can understand the meaning of the words used in the song, it becomes all the more enjoyable and language development becomes easier and automatic. To select a few passages:

### 1. Muhinjo Parivar (My Family)

*“Mummy muhinji pyari pyari, Mukhe dadho pyar karethi.  
Papa muhijo nyaro, mukhe aahe pyaro pyaro.  
Bhena bhi muhinji suhini suhini, pyar mukhe dadho kare thi.  
Kutado muhinjo ghado ghado, Aahe mukhe dadho pyaro...”*

The above rhyme very musically makes the child familiar with the parents and other family members, their dear love toward him/her and a sense of security and identity the child has into their shelter. Thus, enjoyment and repetition at an initial level provides fun to the child in this rhyme. As and when he/she hears it frequently, he/she becomes familiar with the emotional expressions of love and security.

### 2. Baar Aahiya (I am a kid)

*“Baar Aahiya ma baar aahiya, nandhdo nandhdo ma baar aahiya.  
Randhikan sa randh kariya, gudde gudha sa randh kariya, motor car sa randh kariya.  
Sabhai muhinja dosta ahin, mu sa gad tha randh kan.”*

This rhyme encourages the child to play with the toys and get fun. The child is also asked to play in the company of the friends in order to get more fun.

### 3. Dandha

*“Muhinja nandhada nandhada dandha, ahin motiyun jedha dandha.  
Subah Shaam tho brush kariya, saaf unan khe khub kariya.  
Kharabthiyan ma kin a diyaan, tofiyun e chocolate na khava.  
Dandha khilan sa tha dis jana, motiyun vangar tha chamkana.”*

This rhyme presents a boy before a child who talks about his habit of cleaning the teeth every morning and avoids eating too many chocolates as they might decay his teeth. The poem makes the child aware about the regularity of brushing tooth as most of the children hate to



do it at this age-level. Thus, the boy of this rhyme comes as a hero and the child relates himself/herself with the boy and may try to be like him.

#### 4. Radio

“Nandhde radie me ve hi, khabaru ker budhaye tho?  
Sutha sutha geet asakhe, sur sa ker sunaye tho?  
Mukha aa he nandhdo koi, hina me vetho aahe so hi.”

This is a wonderful rhyme introducing the child to the radio as a fanciful and magical object. The child wonders who is inside even younger than him/her who delivers news and sings songs.

#### 5. Circus

“Kala papa dekhari circus, shaher me aai shahi circus.  
Khede to football sa hathi, cycle the a Bandar sathi...”

#### 6. Picnic

“Picnic aahe, picnic aahe, school ji aja picnic aahe.  
Ram halando, Shyam halando, tin sa gadji Lal halando.  
Mummy mu khe mokal de, aj ma vendas mokal de...”

In order to explore the child's imagination, vocabulary and knowledge about the world and its objects, this collection of rhymes could be innately useful to the children of pre-nursery stage. The present collection, at its best, invites children to use their imagination, expand their vocabulary and gain a better understanding of themselves and others. This collection involves rhymes on diverse topics having musical alliteration, entertainment, novel vocabulary, simplicity and avoidance of preaching.

#### Short Stories in Sindhi:

Any short story written for the children is required to follow three potentials. It should be able 1) to inform 2) to comfort and 3) to provide models of coping strategies. Today's children need tangible support as they face a range of challenges and small stresses in their daily lives, their toys being broken, sibling rivalry and a playmate refusing to share. Children enjoy stories which have engaging story lines and illustrations; which gives voice to children's view points and honestly addresses tough topics with a hopeful resolution; which are sensitive to children's circumstances and personalities and honor children's unique responses. The success of any children's story lies in the skillful inter-weaving of the literary elements of characterization, setting, style, theme and point of view to make it compelling in an age appropriate manner.



**A Collection of Sindhi Short Stories: Hikdo ho Raja... (Once there was a King...)**

The present collection of short stories is written by Prof. Lachhman P. Hardwani into Sindhi Devnagri script aiming the early childhood of a child's life. It contains total 21 stories in this collection on various themes. Like most of the children stories which are shown having humanly tendencies. The setting of the stories is natural places such as sky, water, jungle, lake, mountains, trees and river. The themes of some stories are mostly seen in all the languages' children's literature such as the story of a "Vagh aae Bandhar" (Tiger and Monkey), "Karmi Kivliyu" (Dutiful Ants), "Topi a Varo" (A Hawker and the Monkeys), "Gidhadu daakh na pujhe, Aakhe- 'Thoo Khatta' (Grapes are Sour), "Siyano Kau" (A Wise Crow), Saho aae Kumi (Rabbit and Tortoise) and "Lalach buri Bala aae" (Hen and its Golden Eggs). The stories which seem to be original creation of a writer are "Chanda khe Sarap" (A Curse to the Moon), "Jahede sa Tahedo" (Tit for Tat), "Madada (Help), "Sach ji Gaagar ki na Bude" (Truth always Wins), "Sang Tare, Ku-sang Bode (Good Company helps; Bad Company harms), "Hikdo ho Raja" (Once there was a King).

Although the themes of the stories are more or less found to be culturally similar, the way they have been delivered with a rich fervor of Sindhi vocabulary, tone and poetic descriptions following the colorful photos of the book stands the writer in good credentials. The story of a fox and its inability to reach to the grapes tree is described very stylistically in the title as "Gidhada daakh na pujhe, aakhe 'thoo khatta'". It is also presented in a slightly modified form. The story "Once there was a King" from which the present collection is titled is the story of a king who was renowned in his territory for the bravery at war. Once he was defeated in a war by the enemy-king and therefore escaped in a cave to hide him out of fear and shame. In the cave, he came across a spider which was building its net. In its effort of building, it was falling down and began again to repeat the construction of its net. This inspired the king to put efforts once again and he went to face the enemy and achieved victory. Nowhere in the story has the writer directly tried to preach anything to the child. It is an unconscious process which the child might perceive and relate with failure in walking, running or learning alphabets in the due course of his/her lifetime by realizing the optimistic result of the King's efforts. One more story titled "Takad Kam Shaitan jo" (Impatience is dangerous) is appealing. It is a story of a woman who is described as Mohan's mother and who has mongoose in her house as her pet. Once she happened to go to market and therefore instructed the mongoose to take care of Mohan, her baby in her absence. During her absence, a snake came into their house and mongoose killed it in order to protect Mohan. When Mohan's mother came back, she saw the mongoose with a bloody mouth and got angry assuming that it had killed her son. And she killed it with a stick in her rage. When she later saw a dead snake lying on the floor and Mohan totally without any harm, she realized the whole matter and repented a lot but there was no meaning then. Here, the child gets an exploration to his/her basic instinct of doing anything impatiently and hurriedly and is made aware to be cautious to think before he/she behaves. The story "Chandha khe Sarap" (A Curse to the Moon) deals with a cultural myth of the moon getting cursed by Lord Ganesha as it had mocked Lord Ganesha and its vehicle ridiculously once when Lord Ganesha was travelling on its vehicle-mouse. This made Lord Ganesha angry and curses the moon that the man who would face the direct sight of the moon on the day of Shukla chaturthi would be charged for stealing. Here is a humble suggestion of a writer in the form of Lord Ganesha's



course that one should not mock at anybody. All the stories in the collection are so appealing, rich in poetic style and vocabulary so varied and the proverbial poetic tone is admirable. Nowhere the writer has tried to impose values and advises. The theme, setting, animal characters having human instincts, modified style and poetic expressions and rich fervor of the language make the stories enjoyable and explore the imagination to the child's mind. The latter process of values is achieved automatically once the child starts relating his/her daily life actions with the characters of the story.

### Conclusion:

However, to sustain the children's literature in regional languages has been a great challenge in contemporary times where there is a competition and craze for English-medium Education. In that case, it would be interesting to note whether the parents would hail an idea of training their children through mother tongue media in their early childhood period. In this 21<sup>st</sup> century, with the growing tensions, frustrations and challenges of child emotions and psychology, there is a strong need for the multi-cultural children's literature to be introduced at a pre-nursery, nursery and early schooling level. Selection of good multi-cultural literature would require an anti-bias approach on part of the curriculum committee and parents as well. Good stuff challenges the stereotypes and provides children a realistic glimpse into the lives of diverse group of people. Contemporary Children's literature should ensure that it depicts historical accuracy, realistic lifestyle, believable characters, authentic language and age appropriate stuff. With the introduction of multi-cultural literature, child would come across a variety of settings, problem-solving approaches and themes which would offer the child an opportunity to consider multiple perspectives and values.

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## CONTEMPORARY EDUCATION SYSTEM OF INDIA AND SWAMI VIVEKANANDA'S EDUCATIONAL OUTLOOK: CHALLENGES AND SCOPE

DIPIKA K. KEVLANI

LECTURER IN ENGLISH (GES-II) ,INSTITUTION: GOVERNMENT POLYTECHNIC GODHRA

**SUBJECT:**

**KEYWORDS:** Character building, Man-making, Self-confidence, Self- reliance, and freedom of growth.

**ABSTRACT**

The present paper focuses on Swami Vivekananda's sights on educational Philosophy and its relevance in the contemporary education system. To achieve this, the paper would first of all present on how Swami Vivekananda emphasized on life-building, man-making and character making education. Education, for him, is the process by which character is formed, strength of mind is increased and intellect is sharpened, as a result of which one can stand on one's own feet. Real education is that which prepares a man for struggle of existence. It prepares man for social service and develops his character. He has emphasized that an education which develops character, mental powers, and intelligence gives self-confidence and self-reliance among the individuals. Secularism and national development were the key objectives in his opinion one should gain through his/her education. He believed that culture is the inevitable element to be incorporated in one's education in the absence of which one's knowledge is skin-deep. He focused strongly on gaining a spiritual education which would enable a person to aim for self-development, fulfillment of responsibilities toward oneself and nation, freedom of growth and character formation. In the context of this enlightening outlook, the paper would comparatively execute complete irrelevance of these views in today's education system showing the lacks, challenges and struggles faced by the present education system and then would consequently come to the point on how the visions seen by Swami Vivekananda seem to face many challenges to get incorporated into it. The paper would exemplify on how today's education is against the depth of knowledge accomplishment and is producing men who have been machine- dependent and slaves. Today's system is all about collection of informative facts where Vivekananda's thoughts seem to be completely ideological to get fit into. The paper would explore the scope of Vivekananda's thoughts and their implementation in the contemporary education system by talking about the role and responsibilities of a teacher in focus.

**INTRODUCTION:**

Education is considered a holistic development of an individual. And therefore, it deals with an idea of giving human being a sense of belonging and notion of his being. As Rousseau writes in Emile, "plants are improved by cultivation and men by education".<sup>1</sup>The role of education in developing an individual is irrefutable. It empowers the individual and allows achieving one's capabilities and freedom. This education as a system in India has passed through many stages of time period. It was a time when India was colonized by British empowerment and the country was enforced to adopt the education system of Britishers who intended to supply the education through the medium of English Language so that they can

VOLUME-20 / YEAR - 3 / ISSUE - 7 / FEBRUARY-2016

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create more and more clerical workers to look after their administration. To discard the strategies as well as systems of these people, country witnessed enlightening educational philosophy of the then thinker Swami Vivekananda. Of course, there were many other thinkers too like M.K.Gandhi, M.N.Roy, Rabindranath Tagore, and Jawaharlal Nehru. The educational outlook propounded by these thinkers was completely traditional in the approach which demanded the education to be supplied with the national needs and aspirations to cultivate an independent thinking in a human being so as to protest against slavery with knowledge, courage and boldness.

#### Swami Vivekananda's Educational Outlook:

So was the outlook of Swami Vivekananda toward education. His philosophies clearly indicate that he had utmost faith in education which was able to teach human beings a value-based life. Man-making, character building, integration of nation, courage, self-confidence, swadharma, faith, self-development, self-learning and concentration were the chief areas of his educational outlook. To make it more precise in his own words, "Man manifests knowledge, discovers it within himself, which is pre-existing, through eternity."<sup>2</sup>

The close observation of his enlightening outlook divides the two categories of human development. There are always two ways of knowing ourselves. Self and Other. 'Self' deals with internal sources experienced and practiced by an individual and thereby learning to live a value-based life. Whereas 'other' deals with external sources experienced and practiced by an individual and thereby learning to live life. This thought was termed by Swami Vivekananda as 'concentration' which he projected as the only method of education with a degree of difference in every individual.

This he explained as:

"The Greeks applied their concentration to the external world and the result was perfection in art, literature etc. The Hindus concentrated on the internal world, upon the unseen realms in the self and developed the science of Yoga."<sup>3</sup>

Today when a discussion has taken place to incorporate his educational thoughts in the curriculum of contemporary education system, there is a need to observe many challenges which lay in the existing curriculum. It was a time of British empowerment which had covered the whole nation in the ties of slavery. At that time, he propounded a need of education which would teach a man to live an independent, courageous, bold and self-confident life. And to achieve these, he put an acute focus on self-observation. Character building, man-making, courage, self-confidence, and concentration were the realms which he explained to achieve with self-observation which are also termed as continence and Brahmacharya. To state his own lines:

"all knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion, which sets you to study your own mind, but the object of your study is always your own mind. The falling of an apple gave the suggestion to Newton, and he studied his own mind. He rearranged all the precious links of thought in his mind and discovered a new link among them, which we call the Law of Gravitation"<sup>4</sup>

To cut the story short, he emphasized on internal sources of an individual which would enable a man to live value-based life. Character formulation is only possible when one is introspective of one's own self.



Now if a slight attention on the existing education system is paid, it becomes challenging to incorporate Swami Vivekananda's educational outlook which chiefly focuses on development of an individual through internal sources, means and methods only.

#### **The Contemporary Education System:**

Today, the entire structure of education system is based on individual's external development placing him/her on the doorstep of market economy. This has clearly neglected the internal or self-development of an individual. As a result, today an individual has been suffering from the existential crisis. And today's education has played a crucial role in pushing forward the same trend with the formulation of curriculum to suit the convenience of today's scenario.

#### **ITS ORIGIN:**

The origin of modern education system can be traced to processes of industrialization and Modernization. The arrival of industrialization and rapid urbanization led to the radical move in nature of education. The occurrence of industrialization came into existence with a requirement of skilled and technical workers to run and manage big factories. The rapid growth of this phenomenon and setting up of big factories increased the demand and need for such skilled workers resulting into modernization of education. Now the education system was sustained, encouraged and sponsored by industrialists and capitalists. In fact, the entire existing system of education was restored to serve the need of industrialization. Of course, in this whole process, an individual is at heart but the need for focus is shifted from self-development of an individual to be compliant to the capitalist process.

Thus, the modern education system in its curriculum co-operation with industrialization has been divorced from humanness that it proclaims to enhance. It has dislocated and suppressed the idea of holistic development of human beings with a mere treatment of an individual as an economic agent useful only for economic productivity. Thus, this is an era of market ideology where everything is justified and desired on market value where human beings have been in complete departure of their self-development through shift in the present education system.

Of course, Swami Vivekananda has also supported the need of technical education, western science, English language and setting up of industries but in doing so he aimed at higher goals of human life. To state his own words, "What we need is to study independent of foreign control, different branches of the knowledge that is our own and with it the English language and Western Science; we need technical education and all else that will develop industries, so that men instead of seeking for service may earn enough to provide for themselves and save against a rainy day."<sup>5</sup> But in aiming this, his vision was to state in his own words, "The end and aim of all training is to make the man grow."<sup>6</sup>

#### **THE DISPARITY OF AN INDIVIDUAL:**

But the development of all these realms today has put the individual in a dichotomy of what one is and what one does. Instead of human growth, the focus of entire education system is on creation of skilled labor force to run and drive market economy. It hardly bothers to look after and promote creativity and potential of an individual.

The excessive rise in students pursuing engineering and professional courses and decrease in interest of students in pursuing arts and humanities are if nothing but symptoms of the entire thrust on creation of skilled labor force and their market feasibility. It is also seen that the places which offers quality education are also few in number and elite in



nature. The existing discrimination and inequality across different sections of the society is also the failure of the education system. This is because they do not feel a sense of belonging to what they do. To borrow from Freire, "There is absolute lack of space for critical consciousness and people are oppressed in our system of education in a narrative apparatus."<sup>7</sup>

Such an understanding has problems within the curriculum, in terms of its contents and also the way the content is perceived and taught like a recipe of a food. There is nothing that an individual relate to in real sense of term.

#### **KNOWLEDGE-BASED EDUCATION:**

Further, today's education system is completely based on information, facts and details gathering. The curriculum is prepared in such a way which does not aim to assess one's knowledge and understanding but what one's collection of facts and information. It has made the individual believes that the more one collects information, the more he scores. This pattern of education is complete paradox to Swami Vivekananda's emphasis on gaining knowledge. As he states:

*"If education were identical with information, the libraries would be the greatest sages in the world and encyclopedias the Rishis."*<sup>8</sup>

*T.S. Eliot rightly remarks on this:*

*"Where is the life we have lost in living?*

*Where is the wisdom we have lost in knowledge?*

*Where is the knowledge we have lost in information?"*<sup>9</sup>

As mentioned above, Swami Vivekananda was a believer of education independent of foreign control but the contemporary education system is structured in a way to co-operate with the external (western) sources and thereby declining to one's real identity. It must be noted that, if we do not know who we are (internally), others (the world, the external forces) will keep telling us who we are and our being will be defined by them in their own terms and understandings.

#### **Scope of Vivekananda's Educational Vision: Role and Responsibilities of a Teacher**

##### **The Role of a Teacher**

Vivekananda defines the role of a teacher as: "no one can teach anybody. The teacher spoils everything by thinking that he is teaching. Thus Vedanta says that within man is all knowledge -- even in a boy it is so -- and it requires only an awakening, and that much is the work of a teacher. No one was ever really taught by another; each of us has to teach himself. The external teacher offers only the suggestion which rouses the internal teacher to work to understand things."

Hence, the role of a teacher is of a facilitator, a guide who has to help the student in identifying his/her own inner strengths and capabilities. A teacher can only facilitate the child by providing the prerequisite means the way a seed in order to grow well needs to be given proper sunlight, water and fertile land. The rest will grow on its own. The teacher has to do it with all ease and not by pressurizing the tender minds of children. Encouragement and inspiration are the essential resources a child requires as Vivekananda says: Negative thoughts weaken men... If you speak kind words to boys and encourage them, they are bound to improve in time... In language and literature, in poetry and in arts, in everything we must point out not the mistakes that people are making in their thoughts and actions, but the way in



which they will gradually be able to do these things better. Pointing out mistakes wounds a man's feelings.

#### **METHODS OF TEACHING**

With regard to teaching methods Vivekananda was of the view that children should be made to learn themselves. As all knowledge is within them and learning is only a function of their mind, they should only be made active. Taking this into consideration, a teacher has to act with the child as a stimuli and develop self-learning skills into them. In order to achieve this, a teacher could divide the topic of instruction into smaller groups of the students and allowing them to read and discuss the content. This will give an opportunity to students to develop group communication, and sharing of ideas lying in many minds. After this is done, any one or two students could be invited to make a presentation on the discussed ideas and share it with other groups in the classroom. This activity will enhance multiple skills within them. They will get the opportunity to self-learn, of a discussion and sharing, of a presentation and of exploration and analytical skills. The responsibility of a teacher here would be to immensely encourage the students and develop self-confidence for learning. The concentration power of students could be developed through warm up activities in the beginning of the class and puzzling games and tasks.

#### **DEVELOPING CONTRIBUTOR PERSONALITY:**

*Contributor is a key quality which a teacher could help the students to develop in order to deal with oneself, human beings and community. Also this is in demand in the industry nowadays. Industry wants people who have got the mindset of a contributor including the characteristics of a human concern, has a problem-solving attitude, win-win work strategy and is eager to give, add or share something productive to the functioning of the organization. Hence, the student can be helped 'to think like a contributor' identifying how the mindset of a contributor substantially turns out to be different from a non-contributor.*

#### **IDENTIFICATION OF STRENGTHS AND WEAKNESSES:**

The key to developing a personality like a contributor is "one's mindset". It is the mindset and the approach of a person that defines him/her as a contributor or non-contributor. The basic differences of these two categories should be illustrated before the students through significant, inspiring and real examples of current times. Case studies can be given to students allowing them to self-think and analyze the idea of a contributor and non-contributor. The first step to develop the mindset like a contributor is knowing oneself. Until and unless one knows one's strengths and weaknesses, one cannot move forward in the journey of a contributor. To achieve this, the SWOT analysis could be practically performed with the students allowing them to think for themselves and identify their own strengths and weaknesses. Now this is not an easy task as they have never 'self-observed' themselves, initially they will find it a somewhat difficult task but this will lead them to self-examine or introspect their own selves. Once, they start observing their strengths and weaknesses, they could list them down. The second step of this task would be to find out the opportunities suitable to their strengths and thereby accessing their strengths. In the same way, they need to explore their weaknesses and identify the possible threats which may hinder their progress or work. The whole SWOT analysis will be of much use to get an idea of self and developing



the personality of a contributor. This will help the student to pay attention to oneself gradually developing the qualities of an empathy and human concern.

**Building Dynamic Identity:**

Once, the student is made familiar with the idea of a contributor, the teacher could now help him/her to find out his/her own definition of identity and how it is different from an image. Identity is what one thinks about oneself. This is reflected in one's behavior and on the basis of which an image is built in public. As the contributor has no control over the image which the public builds for him/her. He /she could certainly formulate an identity which is in his/her own control. A contributor will develop a dynamic identity whereas a non-contributor is said to have a static identity. A static identity is one which one defines in terms of his/her achievements in the past. His identity is based on the past glories and thus he/she traps himself/herself in history. Whereas a man with dynamic identity believes in formulating future goals and working towards the accomplishments of them. He/she defines oneself as "being and becoming". Development of Dynamic identity will help the student to deal with ups and downs in life, to open oneself to new ways of learning and to be flexible to perform the responsibilities of changing roles in life. A man called Rajaram committed suicide along with his family on a huge loss of money in stock market in 2008, October 07. Here, the man succumbed his whole life with money and therefore felt finished over the huge loss. The action taken by Rajaram is an example of static identity who had no trust in his inner strengths and capabilities to make a new beginning in life and move on.

**Vision of Success:**

The student should be helped to explore the meaning of success in his life. Through this exploration, the student is desired to distinguish how contributors have a wider definition of success than Non-contributors. Non-contributors define success in terms of material success, achievement and external impact whereas contributors are able to broaden this definition of success to comprise personal fulfillment, development of self-esteem, ongoing development of personal capabilities etc.

The idea of a contributor's vision of success is not the external awards, degrees and certificates but his/her own inner strengths and capabilities. A contributor's definition of success is inner fulfillment and satisfaction. And this inner fulfillment is never affected by the external victory or loss. Sachin Tendulkar's contribution in the cricket and the growth of a nation is an ideal example to this who believed in enabling and helping his teammates grow. In their success, he saw the success of team idea as is said by him, "...And that is the reason why this victory is great, because different players have made contributions to the win." On the other hand, there is an example of Marion Jones' life and career who was a US track and field athlete whose vision of success was to perform well and win at any cost which made her to give up all medals that she won as she was convicted to take performance enhancing drugs. She was the most loved athletes and a role model for thousands of Afro-Americans who later on felt betrayed due to this.

**Conclusion:**

The present paper attempted to focus on the external sources emphasized upon directly or indirectly in the curriculum of contemporary education system so as to produce agents in the market economy and thereby supporting the trends of industrialization and capitalism. Thus, it meets with a paradox of Swami Vivekananda's enlightening outlook of education which



emphasized the internal sources of individual's self to gain knowledge and thereby formulate a value based life. This indicates how both the realms are in total contrast to each other as far as the approaches toward life and education are concerned. But on the other hand, there is a hope to lead a child to develop a contributor identity in order to survive ethically in the workplace and in the society. The responsible teachers will have to take up this job of helping the child unveiling the inner strengths of a child by nurturing them and making the suitable resources available. The seed (the mind of a student), if nurtured well with all the essential resources, will grow out as a tree to serve to the human beings and the nation at large.

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