Problems of Higher Education in Rural Bengal

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"If the poor boy cannot come to education, education must go to him"

- Swami Vivekananda

Abstract:

Higher education plays a major role in the social, economic and scientific development of a nation. The State of West Bengal has had a great legacy of higher education in the country. But in some cases, there are few problems and obstacles in which social and ethnic inequality, gender representation and other areas. The main problem, West Bengal now faces is that all the pedagogical innovations are fit to improve the quality of urban education while the rural learners and their education remain largely neglected. Most of the guardians of rural areas are victims of poverty, they tend to be indifferent about higher education and as a result, they would like to engage in their work without sending their children to higher education. On the other side most of the Colleges or institutions in rural areas are run by the government. They appoint as Guest teachers, instead of permanent ones, who are poorly paid as compared to the huge remuneration of full-time teachers. There are multiple issues and challenges confronting the implementation of ICT education in higher studies. The problems are much more magnified in case of colleges or institutions are located in remote villages and rural areas. The present paper examines the problems of rural education in West Bengal. So, we have to take some steps to get rid of those problems, otherwise the extreme distress of education in human life will come down. It is not only the responsibility of the government but as a citizen of a democratic country like India each and every individual should go ahead to solve this problem.

Keywords: Higher education, challenges and implementation, Govt. responsibility, Progress.

1. Introduction:

Education in West Bengal is deeply mired in uncertainty and neglect, and morale in educational institutions has rarely been so low. The recently released Socio Economic and Caste Census, 2011[1], conducted by the rural development ministry, has ranked West Bengal among the worst states in the country in higher education. Owning to such initiative, though India has made significant progress in the field of Higher education but it's a matter of regret that, higher education has not been yet achieved in rural Bengal. A large number of causes are there behind this failure. Every education system is packed in so many problems, such as social problems, moral problems, population problems, environmental problems, neglect study, problems of integration etc. out of other states of education. Higher education is the most crucial one as it's the base of all education system. The study in particular seeks to review the progress in higher education especially in rural areas of West Bengal.

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[1] Socio Economic and Caste Census (2011). Retrieved on 26.01.2021 at 5.00 p.m. from https://secc.gov.in/reportlistContent

2. Review of Related Literature:

The review of related literature is an importance aspect in the field of investigation. Sambrani N. Vinod (2009)[2] Quality Assurance in Higher Education in India, University News, New Delhi in this paper the author presented the concept of higher education. Then he shows, what is quality assurance works.

The West Bengal Education Commission (2015) [3]was mandated to have a comprehensive relook at the educational scenario of the state covering primary, secondary, vocational, technical and higher education and evolve a Vision for 2020 and 2030 that would catapult Bengal into higher trajectories of development.

3. Objectives of the study:

i)   To find out the problems of higher education in rural areas of west Bengal.
ii) To compare the different opportunities between rural and urban areas of W.B.
iii) To find out the Govt. role in higher education.
iv) To observe the different policies those have been taken in the field of higher education in rural Bengal.
v)   To identify the institution conditions of west Bengal.

4. Methodology:

The study secondary sources like books, articles, Journals, thesis, university News, Expert opinion, and web site etc. The method is descriptive and analytic method. Although it is a documentary type research. After collection of information, the researcher has tried to explain and interpret the concept of higher education, the need, and importance of higher education, role of the government to improve higher education in West Bengal.

5. Current Status of Higher Education in Rural Bengal:

➢ **Role of teachers and learners:** Teachers teach the student and students take to learn from the teacher.

➢ **Current facilities for higher education**: There are many villages in Bengal area. Every village is not provided with college and university which mean that students have to go to another village to get education. I mean there have no sufficient institutions.

➢ **Mentality of parents and guardians**: Parents does not want to learn their sons in higher education and they want to employ different work from childhood.

➢ **Student interest**: Students have interest to get in higher education but poverty is the main obstacles of them.

➢ **Numbers of college and university**: There have no higher institution in village area to learn.

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[2] Sambrani, V. N. (2009). *Quality assurance in higher education*.
[3] The West Bengal Education Commission (2015). Retrieved on 26.01.2021 at 5.00 p.m. from
https://www.wbsche.ac.in/pdf/Draft-Educom-Report-24.11.15.pdf

➢ **Mobility**: Mobility is going on Downward because lack of education.

6. **Different opportunities between rural and urban areas of West Bengal:**

➢ **Communication system:** Urban communication system is high quality from rural area. Other side there has many universities in urban area from Rural area.
➢ **Infrastructure**: Infrastructure is the fundamental facilities and systems serving a country, city, or other area, including the services and facilities necessary for its economy to function. Infrastructure is composed of public and private physical improvements such as roads, bridges, tunnels, water supply sewers, electrical grids and telecommunications.
➢ **Different Facilities**: health care facilities, communication facilities, institution facilities and technology facilities are improved in urban area from rural area in West Bengal.
➢ **Number of Institutions:** We can see that rural area has no good higher institution, but we can see urban area has many higher institutions. All universities are situated to urban area in West Bengal.

7. **Obstacles of Higher Education System:**

➢ **Overcrowded class room**: The Indian class room is not a suitable place of carrying out the teaching learning process. It is a tough job to pay due attention to individual learner and in such a situation the dream of quality education suffers.
➢ **Number of Teachers**: Teachers are the pillars of the so-called building education system. No school can run well without an adequate number of teachers and in our Indian classroom situation there is dearth teachers.
➢ **Lack of proper Supervision:** There is no proper supervision system. It is due to either lack of inspectors as in the various districts of West Bengal like, Murshidabad and others the post of inspector is vacant or the inspectors are busy in other works.
➢ **Lack of infrastructure facilities:** There are a number of schools in the rural areas of Bengal where the school could not provide sitting facilities to their students. The government might have given building but there is no proper implementation.
➢ **Defective Methods of Teaching:** The teachers not aware of modern methods of teaching and using their outmoded methods and as a result they fail to sustain the attention of the learner.
➢ **Dearth of Teaching Aids:** Living in a technology dominated world, the teachers use the old modeled teaching aids and fails to motivate the learners.

8. **Govt. Role in Higher Education (Solution):**

8.1 **Different Strategies of West Bengal Government in Higher Education:**

After careful deliberations, four pillars that would form the main support system of Bengal's education sector have been identified. These include-
➢ **Excellence**: Quest for excellence, has often been quoted as the first step towards attainment of perfection.

➢ **Employability**: Vocational training vouchers may be introduced to encourage economically deprived but able students to gather skills required for employability.
➢ **Inclusiveness**: inclusive Education makes provision for learning of all children in the classroom.

8.2 Value based education:

Value based education would assist an individual in harmonious and integrated development of self, development of character, personality and sense of caring, development of health and hygiene and very importantly development of innovation. (Source: WBSCHE). Apart from these, there are some other Central and state government policies that can also be noticed.

➢ **Kanyashree Prakalpa:** Kanyashree[4] is an initiative taken by the Government of West Bengal to improve the life and the status of the girls by helping economically backward families with cash so that families do not arrange the marriage of their girl child before eighteen years because of economic problem. Govt. applies this scheme in West Bengal.

➢ **Beti Bachao Beti Padhao**[5] : Implement a sustained social mobilization and communication campaign to create equal value for the girl child and promote her education.
Place the issue of decline in child sex ratio/sex ratio at birth in public discourse, improvement of which would be an indicator for good governance.
Focus on gender critical districts and cities.

➢ **RUSA'S activity:** RUSA[6] is implemented and monitored through an institutional structure comprising of bodies with clearly defined roles and powers at the central, state and institutional levels.

➢ **E-learning scheme:** E-Learning is one of the thrust areas identified by Meity for imparting education using educational tools and communication media. It is the learning facilitated and supported by Information Communication technologies (ICT). The broad objective is to develop tools and technologies to promote e-learning.

The Ministry of Human Resource Development (MHRD) has launched many schemes for promoting e-learning across students in schools & Universities. The key e-learning initiatives run by MHRD are as follows -SWAYAM[7], SWAYAMPrabha[8], National Digital Library[9], E-pathshala[10].

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[4] Kanyasree Prakalpa.(2013). Retrieved on 26.01.2021 at 5.00 p.m. from
https://www.wbkanyashree.gov.in/kp_4.0/kp_objectives.php
[5] Beti Bachao Beti Padhao (2015). Retrieved on 26.01.2021 at 5.00 p.m. from https://wcd.nic.in/bbbp-schemes.php
[6] RUSA. Retrieved on 26.01.2021 at 5.00 p.m. from
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final090913.pdf
[7] SWAYAM. Retrieved on 26.01.2021 at 5.00 p.m. from
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%20most%20disadvantaged.php
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https://www.swayamprabha.gov.in/index.php/about#:~:text=The%20SWAYAM%20PRABHA%20is%20a,using%20th
e%20GSAT%2D15%20satellite.&text=The%20channels%20are%20uplinked%20from,%2C%20IGNOU%2C%20NCERT
%20and%20NIOS.php

9. **Different policies in Higher Education:**

    ➢ **Radhakrishnan Commission (1948-1949)[11]:** Radhakrishnan Commission, also known as university education commission, suggested the integration of secondary education and higher education by setting up of UGC. It also recommended the setting up of rural universities.

    ➢ **Kothari Commission (1964-66)[12]:** The commission was titled as 'Education and National Development' report. It is a very progressive report. It proposed a three-year Degree course and a four-year honours degree course. Establishment of Indian Education Service to improve the quality of Indian higher education with emphasis on quality teaching faculties to vocationalize secondary education was recommended. It recommended that 6% of the national income should be spent on education.

    ➢ **MHRD (1985):** Technical education system in the country can be broadly classified into three categories, namely central government-funded institutions, state government or state-funded institutions, and self-financed institutions.

    ➢ **UGC (1956)[13]:** UGC governs universities in India and came into existence on 28 December 1953. It became a statutory organization established by an act of parliament in 1956. The main function of UGC is coordination, determination and maintenance of standards in universities. It also disburses funds within the university education system. Most importantly, it only acts as a recommendatory body since it does not have any power to established or derecognize any university. UGC also implements various schemes aimed at improving the quality of higher education like Universities with Potential for Excellence, College with Potential Excellence, Centre with Potential for Excellence and a particular Area, Special Assistance Programme, Basic Scientific Research etc.

    ➢ **NAAC (1994)[14]:** NAAC is an autonomous body established in 1994 by the UGC with its headquarters in Bangalore. It was established as per recommendations of NPE (1986). The prime function of NAAC is to assess and accredit institutions of higher learning, universities and colleges or their departments, schools, institutions, programmes etc. It regularly publishes manuals and promotion materials for assessment and accreditation.

10. Conclusion:

Rural Empowerment of Higher Education is a process that creates and brings power among the men and women over their own lives, society, and in their communities. This includes the access

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[9] National Digital Library of India. Retrieved on 26.01.2021 at 5.00 p.m. from
https://en.wikipedia.org/wiki/National_Digital_Library_of_India
[10] E-pathshala. Retrieved on 26.01.2021 at 5.00 p.m. from https://en.wikipedia.org/wiki/EPathshala
[11] Pal, D. (2015-16). Contemporary India and Education: Rita Publication, Kolkata-700009
[12] Pal, D. (2015-16). Contemporary India and Education: Rita Publication, Kolkata-700009
[13] Pal, D. (2015-16). Contemporary India and Education: Rita Publication, Kolkata-700009
[14] NAAC. Retrieved on 26.01.2021 at 5.00 p.m. from http://www.naac.gov.in/about-us

to all their fundamental rights, which were ever denied. The conclusion of Rural Development of Bengal can't be seen in a day or two. It is a process where these small differences bring a bigger change in society. Nevertheless, it can be said that the current status of higher education in West Bengal is constantly evolving. So, the people of West Bengal need to be aware as much as the government needs to move forward for the development of higher education.

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