THE SYSTEM OF EDUCATION ADOPTED IN COLLEGE LEVEL-A CASE STUDY ON RAMAKRISHNA MISSION VIVEKANANDA COLLEGE, CHENNAI.

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Abstract
In the Taittiriya Upanishad, there is a discussion on what true tapas is. It is pointed that, "swadhyaya pravacana eva-eti", which means, study and teaching alone constitute true tapas. Education itself is the best tapas, that is, the best form of human effort.

Swami Vivekananda says that, "Education is the manifestation of perfection already existing in man". Everyone possesses unique capacities, which remain disused, although in a potential form, in childhood. Swami Vivekananda believed education is the process by which these inherent potentialities in human personality manifest themselves in completing his or her total development. This total development of human personality includes intellectual and moral development. In the present scenario, most of the school and college curriculum only aim at intellectual development and fails to inculcate moral and spiritual values which are very essential for life. This paper is going to focus on the ways and means through which education is imbibed in the young minds of the students of Ramakrishna Mission Vivekananda College in Chennai, who are considered to be the future pillars of the country.

Key Words: Traditional System of Education, Transformation in Education System, Impact of Change of Education System.

Introduction
One can understand education as the means through which he can know about the abilities which can enable him to grow up in life and bring recognition in the society. Swami Vivekananda says that, "Education is the manifestation of perfection already existing in man". Everyone possesses unique capacities, which remain disused, although in a potential form, in childhood. Swami Vivekananda believed education is the process by which these inherent potentialities in human personality manifest themselves in completing his or her total development. This total development of human personality includes intellectual and moral development.

In the present scenario, most of the school and college curriculum only aim at intellectual development and fails to inculcate moral and spiritual values which are very essential for life. Only few institutions have idealistic practice on education.

1.1 Objective
1. To express that the present system of higher education not only requires academic excellence, but also needs the spiritual guidance to chisel the young strong pillars of the nation, in order to guard the cultural heritage of India.
2. To derive the level of satisfaction of the parents, alumni and the students of the Ramakrishna Mission Vivekananda College (Chennai), on the system of education adopted by it in its campus.
3. To prove that the Ramakrishna Mission Vivekananda College (Chennai), is adopting and following the principles framed by Swami Vivekananda on imbibing man making, character building education.

1.2 Review of Literature
(a) Marshall, J. C., et al. (2011): *A Systems Approach to the Implementation of Character Education.*
Objective: To study the effectiveness of systems approach based various models on character education.

Methodology: The researchers have developed various systems approach based models and tested their effectiveness experimentally.

Findings: The results of using systems approach based model are: development of district and school cultures, which support effective administrative leadership, constancy of purpose, a safe and caring educational community, integrated curriculum, high expectations, effective adult role models, trust, respect, and high levels of students' achievement. These results are highly encouraging for the use of systems approach based models in education.

(b) Frick, T. (1995): *Understanding Systemic Change in Education.*
Objective: To understand systemic change in education and propose innovations based on systems approach.

Methodology: This introduction to systems theory in education discusses the author's plan to develop educational theory in a simulation environment. Drawing from the work of Maccia & Maccia, who propose "hypotheses concerning relationships among properties of educational systems," he proposes to build software simulations of the complex interrelations within an educational system, and to use these simulations to help educators and administrators to propose innovations within their systems. An important aspect of why this approach has not been developed, thus, far is that most people do not think in systems manner.

Findings: The author contends that a "paradigm shift" in thinking must occur before an approach such as that of systems will gain general acceptance.

(c) Attri, R. (2012): *Spiritual Intelligence: A model for inspirational Leadership*
Objective: To study the importance of Spirituality.
Methodology: In this paper the researcher has followed descriptive method dealing with the importance of practising spirituality at workplace to progress from cognitive intelligence to emotional intelligence and ultimately to spiritual intelligence which acts as a catalyst for inspirational leadership and management excellence.

Findings: There is a ripple effect within the spiritual worker that starts with internal changes and expands through "connection with empathizing colleagues" to "team performance, which is expressed in increased support, elevated trust, and enhanced understanding," ultimately leading to "a greater degree of responsibility and ownership, as well as awareness of the bigger picture." The outcomes to this sequence include greater output, better organizational performance, and increased job satisfaction.

(d) Green N.W., Noble D.K., et al. (2010): *Fostering Spiritual Intelligence: Undergraduates' Growth in a Course about Consciousness.*

Objective: To study the intellectual and personal effects by integral approach for undergraduate students who were enrolled in an Honors course about consciousness at the University of Washington during Winter Quarter 2008.

Methodology: Integral approach: All students who enrolled in it (n = 24) were invited to participate anonymously and voluntarily in this study and based on their efficiency in participation the study was carried out.

Findings: The results from this study indicate that there were two principal effects: students' beliefs about consciousness and reality became more transcendent; and students became more open-minded, more introspective, and more aware of their conscious and unconscious assumptions about consciousness and reality. What are the implications of these results for the discourse about spirituality in higher education and the fostering of spiritual intelligence? After studying consciousness for 10 weeks, participants were more willing to engage with controversial and often contradictory theories about consciousness, and they brought a greater depth and breadth, both intellectually and emotionally to this conversation. They became more open to a wider range of ideas, more tolerant of ambiguity and uncertainty, and more confident about challenging their own beliefs as well as each others'.

(e) Wigglesworth, C. et al. (2006): *Why Spiritual Intelligence Is Essential to mature Leadership*

Objective: To study the significance of Spiritual intelligence for mature leadership.

Methodology: The Researcher has conducted this study based on daily life experiences and situations.

Findings: It is the leader at the highest stages of adult development who is best prepared to cope effectively with the life conditions we face. It is the Yellow/Turquoise (Strategist, Magician, Ironist) leader who will be able to navigate the difficult times, to encourage and inspire others, to speak so they can be heard, and to stay peaceful in the midst of it all. These people will have spiritual intelligence—since the skills of spiritual intelligence are intricately linked to the higher stages of development. Such leaders will be able to act with love (Wisdom and Compassion). Mature leadership, high SQ leadership, is not about warm and fuzzy feelings. It is deep compassion manifesting in wise action. It is a profound personal integrity—an alignment with purpose and values. The high SQ leader understands the natural emergent processes at play and can work with them for the best outcomes, all while he/she stays focused on the big picture, remaining untriggered by old egoist reactions. But developing spiritual intelligence is a requirement if we want to access the highest stages of adult development and become truly mature leaders – leaders ready for the challenges we face.

1.3 Research Methodology

1.3.1 Primary Data: The primary data are collected through questionnaire survey. The respondents were asked to give their opinions relating to the most common factors influencing their perspective about the system adopted by Ramakrishna Mission Vivekananda College Chennai, in imbibing Higher education to their students with Likert's 5 point scale. The researcher framed the questionnaire on the basis of gaps in the National and International literature. Whether these perceptions are valid and accepted by the researcher has to be verified through the determination of variants. Therefore, the researcher selected the scaling techniques appropriately to identify the wide range of perpetual difference among the respondents.

1.3.2 Secondary Data: The Secondary data are collected from Journals, Magazines, Publications, Reports, Books, Dailies, Periodicals, Articles, Research Papers, Websites, Company Publications, and Booklets.

1.3.3 Sample Size: The researcher collected the responses through a structured questionnaire, from the parents of the existing students, passed out students, alumni, present students, and general public. Hence the sample size of the study is 250 on a random basis. Focus shall be thrown to identify the satisfaction level about the system of education adopted in Ramakrishna Mission Vivekananda College Chennai. In order to retain objectivity every attempt was made to take an unbiased sample. This study is a combination of both exploratory and descriptive one in nature.

1.3.4 Scaling Technique in the Questionnaire: The questionnaire used comprises both optional type and Statements in Likert's 5 point scale. The responses of these were obtained from the parents of the existing students, passed out students, alumni, present students, and general public, in the 5 point scale, which ranges as follows:

5 – Highly Satisfied / 4 – Satisfied /   3 – Neutral 2 – Dissatisfied/   1 – Highly Dissatisfied

1.3.5 Statistical tool: The Primary data collected are analysed using the SPSS (Statistical Package for Social Sciences) computer packages. Percentage, Chi Square test were the tools used to analyze the parameters.

1.4 About Ramakrishna Mission

It was in the year1836 that Lord Macaulay was trying to introduce a system of education in India which would create a band of Indians who are Indians in appearance but British in their thinking, taste and values. As though to annul the effect of this crooked strategy, Sri Ramakrishna was born in the same year on 18 February, in Kamarpukur, a village in West Bengal. He did not believe in an education which would fetch a job for life, but wanted that education which would make the individual to build himself on the strong foundation of eternal truths for which India stood. On the basis of his personal spiritual experiences with the various sects of Hinduism and with the other major world religions such as Islam and Christianity, he spoke about the harmony of religions - as many faiths, so many paths. He transmitted his spiritual mission to his disciples, notably to Swami Vivekananda, whom he declared as the leader of the band of disciples.

During the wandering days in India, Swami Vivekananda discovered for himself that India was awake to religion, but the masses needed to apply the theoretical truths of Vedanta to practical, daily life, and uplift themselves by their own efforts. He was moved to tears seeing the miserable conditions of the poor who otherwise possessed many virtues. While in the West the question haunted him, "What made the difference between the East and the West?" The answer he got was, "Education". And he decided to spread education and the knowledge of Practical Vedanta in India.

The four cardinal principles of Vedanta may be summed up as follows: the non-duality of the Godhead, the divinity of the soul, the unity of existence and the harmony of religions.

He founded the Ramakrishna Mission in 1897 to bring into existence a band of monks devoted to leading a life of purity and renunciation, and to carry on, with lay workers, religious, philanthropic and charitable activities, looking upon all men, women and children, irrespective of caste, creed, nationality and colour, as veritable manifestations of the divine.

Swami Ramakrishnananda, a direct disciple of Sri Ramakrishna, was the apostle of Sri Ramakrishna to the South India. He established in Madras, now called Chennai, a centre of the Ramakrishna Order in 1897. Rooted in Chennai, Swami Ramakrishnananda's influence and works soon spread all over South India and to other places as well.

1.5 The units of the Ramakrishna Mission Vidyapith, Chennai

The Ramakrishna Mission Vidyapith, branch centre of the Ramakrishna Mission, serves the society in the field of education and research. The Ramakrishna Mission Vivekananda College occupies a place of prominence among the educational

activities of Ramakrishna Mission in India. It was formally opened on 21st June 1946. To cope with the demand, an Evening college offering various programmes under unaided pattern was opened in 1974. It is located in the heart of the city at Chennai. It is considered to be one of the most disciplined colleges in Chennai which imbibes values and culture in the minds of young and strong pillars of our nation.

A senior monk of the Ramakrishna Mission is the Secretary of the Vidyapith. This is the only Mission where the monks who are heading the monasteries are highly educated. They were eminent personalities and highly qualified before their attaining monkhood. It admits only male candidates and has a very clear admission policy without any prejudice, and administrative procedure without biased preferences. The ideals of Swami Vivekananda have been honestly and sincerely followed and hence it is knowned as the Temple of Learning. The close and continuous interaction between the monks of the Mission helps the college to attain a steady growth and a significant identity in the society.

1.5 .1 Vision of the College
Swami Vivekananda said, "By education I do not mean the present system, but something in the line of positive teaching. Mere book learning won't do. We want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. What we want are western science coupled with Vedanta, 'Brahmacharya' as guiding motto, and also Shraddha and faith in one's own self". These words by Vivekananda represent the characteristics of the aims of Indian Educational system.

1.5.2 Mission of the College
- Imparting the man – making and character building education,
- Encourage students in research,
- Train the students to face the different facets of life,
- Develop students to be useful for the Corporate Sector and National Development

1.6 Data Analysis and Interpretation

Table # 1.6.1, Frequency Distribution of the sample respondents

Characteristics	Percentage
Organization	
Private	37
State Government	10
Central Government	14
Self Employed	12
Foreign Company	27
Total	**100.0**
Employment	
Top Leval	39
Middle Level	25
Retired	36
Total	**100.0**
Income	
4 - 7 Lakhs	17
8 - 11 Lakhs	23
12 - 15 Lakhs	31
Above 15 Lakhs	29
Total	**100.0**
Period	
1956 - 1965	10
1966 - 1975	27
1976 - 1985	20
1986 & Above	43
Total	**100.0**

(Source: Primary data)

The above table shows that 37% of the sample are presently employed in Private sector, 24% of the sample are employed in both state and central government jobs. 27% are in foreign companies and 12% of them are self employed. This shows that the scopes for employment opportunities are more if people study in this college.

Apart from the opportunity, it is very apparent that the students who studied in this college are positioned at the Top level management in large numbers. 39% of them are placed in top level management. 25% of the samples are working as middle level employees as there is still experiences awaited for them and 36% of them were retired who opined about their satisfactory level upon the system of education adopted in Ramakrishna Mission Vivekananda College, Chennai.

The employability and the position they prevail results their earning capacity. Majority of them (60%) earn a salary above 12 Lakhs p. a. and 40% of them earn a decent salary above 4 lakhs. 43% of the sample belongs to GEN 'Y' and GEN 'Z' and 57% of the sample belong to GEN 'X'. This indicates that the researcher has collected a fresh opinion upon to the system adopted in this college, as it consists a majority of young mind.

Table # 1.6.2,Pearson Chi-Square Test Results

Variables	X^2	df	Sig.
Infrastructure facilities	10.122[a]	9	.341
Administrative system	8.063[a]	6	.234
Emphasis on Tradition and culture	4.393[a]	6	.624
Preference given for downtrodden	22.141[a]	9	.008
Support system for slow learners and differently abled	23.014[a]	12	.028
Responsiveness towards parents during admission	7.129[a]	9	.624
Fee structure	23.014[a]	12	.028
Updated Curriculum	14.918[a]	6	.021
Quality of Teachers	23.014[a]	12	.028
Discipline	15.473[a]	9	.079
Spiritual Education	8.040[a]	9	.530
Conducting regular Parents Teachers Meeting	4.362[a]	9	.886
Activity based Learning	16.078[a]	9	.065
Students Involvement in College Development Activities	15.174[a]	9	.086
Students' Performance Evaluation system	7.277[a]	6	.296
Promote extracurricular and Co curricular activities	7.473[a]	12	.825
Placements on and off the campus	15.805[a]	9	.071
Regular Alumni Participation and involvement	23.699[a]	12	.022
Safe and Secured Environment	14.918[a]	6	.021

(Source: Primary data)

H0: There no significant relationship between the period of study and level of satisfaction gained in the system of education adopted.
H1: There is significant relationship between the period of study and level of satisfaction gained in the system of education adopted.

Inference: If the significant value is less than 0.05 then reject null hypothesis and accept alternate hypothesis. Since p-value $\geq$ 0.05 we accept the null hypothesis. Hence, there is significant relationship between level of satisfaction and period of study.

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Table # 1.6.3, Percentage Analysis   (Source: Primary Data)

	Percentage				
	HD	D	N	S	HS
Infrastructure facilities	-	10	26	64	-
Administrative system	-	-	25.7	41.3	33.0
Emphasis on Tradition and culture	-	-	27.5	35.8	36.7
Preference given for downtrodden	-	7.3	11.9	28.4	52.3
Support system for slow learners and differently abled	4.6	15.6	33.0	42.2	4.6
Responsiveness towards parents during admission	-	10.1	19.3	45.0	25.7
Fee structure	-	-	9.2	11.9	78.9
Updated Curriculum	-	-	3.7	11.0	85.3
Quality of Teachers	-	6.4	26.6	12	55.0
Discipline	-	8.3	15.6	3.7	72.5
Spiritual Education	-	5	11	34	50
Conducting regular Parents Teachers Meeting	-	7.3	26.6	23.9	42.2
Activity based Learning	-	30.3	28.4	22.9	18.3
Students Involvement in College Development Activities	-	8.3	25.6	33.0	33.1
Students' Performance Evaluation system	-	-	23.9	32.1	44.0
Promote extracurricular and Co curricular activities	1.8	30.3	36.7	19.3	11.9
Placements on and off the campus	-	11.0	33.0	43.1	12.8
Regular Alumni Participation and involvement	3.7	16.5	36.7	36.7	6.4
Safe and Secured Environment	-	-	22.9	27.5	49.5
Students' Result	-	-	-	-	100.0

HD- Highly Dissatisfied, D- Dissatisfied, N – Neutral, S – Satisfied, HS – Highly satisfied
The above table shows the extent of the percentage of the samples who has opined their views upon the various parameters adopted in the Ramakrishna Mission Vivekananda College, Mylapore, Chennai.

1.7   Conclusion
- Swami Vivekananda says, "Education is the manifestation of perfection which already exists in man". The institution which bears the hallowed name of Swami Vivekananda, the Ramakrishna Mission Vivekananda College, Chennai, strictly focuses its mission and vision according to the ideals of Swami Vivekananda. The institution provides man – making, character building education, which enables one to stand on his own feet.

- Gnyana is Pavitram. It means the wisdom shared and gained is pure. It helps a student to develop not only his intellectual skills but also helps an individual to learn his life skills along with his academics.

- A very significant and unique feature of this Ramakrishna Mission Vivekananda College, Chennai is, it is the only institution which has introduced "MID – DAY MEALS" scheme for the down trodden. *80% of the people* interviewed opined that Ramakrishna Mission Vivekananda College focuses mainly on the upliftment of the downtrodden as its main motto is to develop the nation with strong people who are physically, mentally and socially fit and fine. *Every year the college ensures that it admits children who dyslexic, autistic, and differently abled in order to bring in a turning point in their lives.* Nearly *50% of the sample* has expressed that they are happy with the initiative taken by the college to uplift the differently abled students as well.

- Swami Vivekananda says," Neither money pays, nor name, nor fame, nor learning, it is character that can cleave through the adamantine walls of difficulties." Billy Graham says, "When wealth is lost, nothing is lost; when health is lost, something is lost; when character is lost, all is lost." In tandem to it, the Ramakrishna Mission Vivekananda College adopts strict policies in maintaining discipline through regulations for physical improvement and through spiritual education for mental growth. It is apparent from the above table as *76.2% of the sample* has opined that they are highly satisfied with the disciplinary methodologies adopted by the college viz-a – viz no leave without permission, usage of receptacles only for littering, loitering and unwarranted assembling in groups anywhere in

campus, no gaudy dresses, possession of i-pods, usage of mobile phones during class hours are strictly prohibited, etc.

- *84% of the sample* feels that in the present scenario, the need for spiritual education is significant and essential, and they are highly satisfied with the methods adopted in inculcating it in the budding minds of the future pillars.

- It is an educator's responsibility to throw light on the strengths of the student and facilitate ways and means to bring out those strengths, so as to nurture a confident and courageous adult. The involvement of students in college activities apart from academics, strengthens the student- teacher relationship, and also indirectly motivates the students to attend college regularly and also improve their intellect. *2/3rd of the sample* has opined that they are very much satisfied with this practice which helps the college to reach higher altitude.

- In educational institutions, normally the quality of education in academics is mainly based on the quality of the teachers they have, and the result they produce. Based on the above aspect, *nearly 2/3rd of the sample* has a very good opinion about the quality of the teachers. It has also proved that there is an excellent result seen in the student's performance as many of them are placed in good work and earns good salary. Referring to the result of *table 1.6.2*, it is hence found that there is a significant relationship between the period of study and the system of education adopted in this institution. The researcher has randomly interviewed the people who have qualified their degree from this college on various time periods. Although they are from various batches and time, all have given *100% satisfying opinion about the results this institution produces in its academics*.

- Educating process is actually a process of purification. A process by which we realize the perfectness within us. It is the process which brings out the strength within and makes us bold like a lion and help us stand on our own legs independently in this society. In general, the taste of sugar is determined only by the experience. The sweetness of sugar is determined only after tasting it. People who have experienced Vivekananda, feels, enjoys, and vouch for the divine ecstasy the young minds would gain being a student of Vivekananda.

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