Educational Philosophy of Saratchandra Chattopadhyay: A Critical Analysis

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ABSTRACT This research is an attempt to explore Saratchandra Chattopadhyay was an educational philosopher or not? Did he have his own philosophy of education? The major objectives of this study is to find out his opinion about aim of education, teaching method, quality of ideal teacher, value education, women education through his literature. For this study data was collected from various primary and secondary sources. Collected data was analysed through content analysis and philosophical research method was used here. The findings of the study reveals that great novel and story writer Saratchandra Chattopadhyay had his own concept about education. His educational philosophy can only explore through deep study and understand his literature.

Keywords: Saratchandra Chattopadhyay, “Pollisamaj”, “Panditmosai”, “Srikanta”, “swadesh o Sahitya”.

Introduction
Saratchandra Chattopadhyay was born in Debanandapur, in Hooghly on 15th September 1976. For the change of his father work place, Saratchandra had to move in different places, this memories wrapped in each of his literature. If we review “saratsahitya” we can understand that he had said a lot in limited word.

On 23.3.1912 Saratchandra Chattopadhyay written a letter to his friend Priyanath Bhattacharya and said that the last ten years he has been studied physiology, biology, psychology and history [Saratchandrer somogro patraboli- Brajendranath Bandyopadhyay]. so It is difficult to believe that he is a person who had studied a lot in psychology but this knowledge has not been reflected through his literature.

Rabindranath was fond of Indian new education system by combining eastern and western culture and he did not ignore the British education system. In “Sikkhar Milon” he emphasised on this type of education but Saratchandra Chattopadhyay protested against British education system and said the education that can make people truly literate, British will not give us this education nor they will ever be able to do that.

Saratchandra Chattopadhyay did not invent any philosophical doctrine though his own idea about education were concealed in his various writings. After analysing his various works the researcher can find out did Saratchandra Chattopadhyay have any own philosophy for education?

Significance of the study
Saratchandra Chattopadhyay deprived of formal education in childhood, later he became known as literary. He wanted to streamline the education for all as he did not get for his own.

Now a days researchers trying to analysis the educational thought out from Vidyasagar to Rabindranath. Aurobinda Ghosh and Rabindranath Tagore are the educational philosopher like Rousseau, Aristotle but Saratchandra’s educational thought did not analysed till now. So the researcher trying to explore that Saratchandra Chattopadhyay was an educational philosopher or not?

Through this study the readers will understand that Saratchandra Chattopadhyay was a philosopher of education? Did he have his own philosophy of education?

Objectives of the Study
1. To know Saratchandra’s opinion about the goal of education.
2. To explore the real educational content according to Saratchandra Chattopadhyaya.
3. To study thinking of Saratchandra Chattopadhyay about the ideal teachers characteristic through his literature.
4. To know the teaching method of education according to Saratchandra Chattopadhyaya.
5. To determine thinking of Saratchandra Chattopadhyay about teacher student relationship.

Research Questions
1. According to Saratchandra Chattopadhyay what should be the goal of education?
2. What is the opinion of Saratchandra Chattopadhyay about the content of education?
3. What kind of teaching method Saratchancra had introduced in his literature?
4. What is the Saratchancra’s opinion about teacher student relationship?
5. What should be the quality of ideal teacher according to Saratchancra Chattopadhyay?

**Research Methodology**
Philosophical research method was employed in the present study.

**Data Collection**
Information about Saratchancra’s educational thoughts are collected from various primary and secondary sources such as books, journals, letters etc.

**Data analysis**
Collected related data was analysed through content analysis.

**Discussion and Major Findings**
**Primary education**: Saratchancra Chattopadhyay told about free and compulsory education for poor people of society, which is implemented by government in the act of RTE-2009. Brindabon the character of “Panditmosai” was trying to give free and compulsory education in his own pathsala. [Panditmosai-2nd chapter]
**Higher education:** He has spoken about importance of higher education. In the novel of “Panditmosai” the headmaster knew English language and that is the necessary parts of higher education. Ramesh the character of “Pollisamaj” was the student of engineering college, which is one of the educational pillar of higher education.

**Women education:** Saratchancra Chattopadhyay understood the need of education for women. He said about higher education for women rather than home education like charka cutting. He opposed against gender discrimination and inequality. [Swadesh o Sahitya]

**Teacher-Student relationship:** He emphasised on value of education under teaching learning process. He said that both teacher and students have to be aware of their behaviour because through this polite behaviour they can build the good relation between them.

**Social education:** In the novel “Pollisamaj” Ramesh used his engineering education for social welfare. His education help to opposed against social cast prejudice, social injustice and to save poor farmers.

**All round development:** Saratchancra Chattopadhyay says about higher education as well as physical education. Indrajit the character of “Srikanta” was shown as a hero because he is the master of cricket, football and gymnastics. Saratchancra says like swami Vivekananda about sports to keep the body healthy.

**Teaching Method:** After deep study of “Srikanta” the researcher reveals that fishing incident at mid night, Indrajit played a teacher’s role and Srikanta as a student, because Indrajit explore the problem-solving method in front of Srikanta. That night Indrajit shown how get rid from fisherman and also in case of rescue the boat from the bush.

**Delimitation**
The researcher had restricted some of research work for saving time and cost. The researcher could not consider all the literature of Saratchancra Chattopadhyay. ‘Swadesh o Sahitya’, ‘Panditmosai’, ‘Pollisamaj’, Boikunther Willa’ and some letter of Saratchancra have selected for this study.

**Conclusion**
At the end of the study the investigator came to this point that Saratchancra Chattopadhyay had his own philosophical thinking about education. So, after analysing his literature, there is no confusion that Saratchancra Chattopadhyay was an educational philosopher indeed.

**References**