IMPORTANCE OF EDUCATION IN SOCIETY: DISCIPLINARY POLICIES

Dr. Sangram Singh
Assistant Professor
Department of Visual Arts
Himachal Pradesh University, Shimla
Email: drsingh2014himachal@gmail.com

Abstract

Education is a process of imparting or acquiring a set of knowledge, skill, values, beliefs and habits. It inculcates a power of reasoning and judgments among human beings which helps in all spheres of life while taking a decision for their goodness and tends towards development. At present, governments of states have been taken the responsibility to educate the pupils and they decide on a kind of education benefits for their citizens. This article describes about the process of educational development and suggests a vision for further improvement. The researcher analyzes the important landmark of educational development of before independence and after independence in India. A special reference of critical analysis has been presented on National Education Policy, 2020 by the researcher with appropriate suggestions. The researcher adopted an analytical research method on policy and the prospect of educational development in India based on secondary data sources and personal observation.

Keywords

Knowledge, Teaching, Curriculum, Education System, Right.

Introduction

Education is a process of imparting or acquiring a set of knowledge, skills, values, beliefs and habits. It inculcates a power of reasoning and judgments among human beings which helps in the allsphere of life while taking a decision for their goodness and tends towards development. Education can take place in formal or informal settings. At present, governing system of the state has been taken the responsibility to educate the pupils and they decide on a kind of education benefits for their citizens.

Backdrop

Learning progressed too slowly in the pre-historic period, which accounts for more than 99 percent of the historical evolution of the planet, because there was no written record and no script was known. The human race expanded daily as a result of learning. Examples of the learning process include homo-habilis to homo-Erectus and homo-sapiens to homo-spine-spine (both with fully developed brains) (1). The emergence of the Indus Valley Civilisation, a well-known civilization in the Indian subcontinent, was facilitated by further advancements in tools, techniques, cultural concepts, and religious beliefs. The evolution of continuity and change across time illustrates the educational process. For instance, the next stage of the Vedic period saw a remarkable change in centralized administration, urban development, a multi-class, racial, and egalitarian society, the development of communication, and activities related to cultural life, economic life, art and crafts, trade, and commerce, among other things.

Pre-historic knowledge was followed by proto-historical knowledge (written evidence in the form of symbols or script deciphered), and finally, the historical era began with written declarations dating back to the Vedic era. During the Vedic period, a highly developed oral education system existed. Even though there was no universal script, education was passed down orally, for instance, in the form of gurukuls. As described in numerous Upanishads, various ashramas provide guidance on getting an education at various stages of life.

The people of India were given a moral and ethical education through the religious changes of the sixth century BC, including the rise of Buddhism, Jainism, the concept of Bhakti, and others. Ashoka's Dhamma of the Mauryan period further strengthened this education. The post-Mauryan period exhibits a variety of art and craft schools, including, among others, the Gandhara and Mathura schools. The Gupta era's greatest intellectuals include Aryabhatta, Baramahir, Susutra, Dhanvantri, and other luminaries. World-renowned universities like Nalanda, Taxila, and Vikramashila are all examples of this era.

Later, religious education in the form of, for instance, gathikas and maths as the educational department of a temple, had come to characterise Medieval India. The Sanskrit language of ancient India had been rendered irrelevant by the Indo-Islamic civilization of the time, which gave rise to the Urdu language. In theocratic states of the Medieval era, the concept of secular law was absent, and the canon was regarded as the supreme law.

Modern educational advancements are marked by British dominance in India's policies and future plans. The researcher separated it into two parts, namely the growth of education in India prior to independence and the policy and prospects for education after independence.

Education in Pre-Independent India

The growth of education was one of the most important developments brought about by the advent of the British administration in India. The Company initially had no interest in promoting education to the general public, but over time it became apparent that Indians needed to be deployed at lower administrative levels in order to communicate with the rulers and work within the Indian judicial system, resulting in the establishment of schools and colleges. The Calcutta Madarsa (1781), founded by Warren Hastings, the Sanskrit College (1791), founded by Jonathan Duncan, and the Fort William College (1800), founded by Lord Wellesley, are a few of the first notable examples. Enlightened Indians and missionaries put pressure on the government to advance modern, secular, and western education in India at the start of the new century. Raja Ram Mohan Roy and others founded Hindu College in Calcutta in 1817 to provide western education to Indians. Presidency College followed in 1855, and Presidency University did so in 2010. At these universities, tens of thousands of works were translated from Sanskrit, Arabic, Persian, Bengali, Hindi, and Urdu into English (2).

The Charter Act, of 1813 was the first notable attempt at mass education but was not successful until 1833 due to a lack of funding. The founding of Bombay's Elephinston Institution (1834) signaled the start of significant advancements in India's higher education sector (3).

Lord William Benthic established a committee in 1833, and Lord Macauley served as its chairman. In 1835, the committee's Macauley Minutes report was delivered. He aimed to create a secular, scientific education system that was on par with the western world and free of long-standing preconceptions. Western education was to be promoted in vernacular at the elementary level and English at the upper

level. The principles of Downward Filtration Theory were adopted with the belief that the company would impart the education of a few people at the top and all others living in lower strata of society would get educated gradually. It creates a class 'Indians in blood and color, but English in test, in opinions, in morals and in intellect' who would act as an interpreter between the government and masses (4). A systematic program of village education in vernacular was created by James Thomson, the Lieutenant-Governor of the Northwest Provinces (1843-53), so that mensuration and agricultural science could be taught.

Known as the "Magna Carta of English Education in India," Wood's Dispatch, 1854systematised the 10+2+3 framework and suggested using "English" as the vernacular at the secondary school level and as the language of instruction for higher education. Through Wood's efforts, numerous institutions, including the Universities of Calcutta, Bombay, and Madras, were established.

Formed by Lord Rippon, Hunter Commission 1882-83 was chaired by W. W. Hunter to review the development of education in India. Particular attention was paid to primary education and it also brought light to inadequate facilities for female education and special attention to the development of education among Muslims. Herewith, universities should have to manage the affiliated colleges and more teaching cum examining universities were set up like the Punjab University (1882) and Allahabad University (1887) (5).

The beginning of the twentieth century saw political unrest in India. Official views were that under private management the quality of education had deteriorated and educational institutions acted as factories producing political revolutionaries. Nationalist leaders accepted the decline in educational quality and accused the British regime of not doing anything to eradicate illiteracy. Under these circumstances, the Raleigh commission was set up in 1902 to look after the conditions and prospects of universities in India by Lord Curzon, based on its recommendations in 1904, Indian Universities Act was passed.

Indian Universities Act, 1904 made it anonymously accepted that universities need to focus more on study & research; the government was to have powers to veto universities, more stringent conditions for affiliation, the number of fellows was reduced and it was nominated by the government. For the improvement of higher education and universities, five lakh rupees were to be sanctioned per annum for five years.

Shri RavindraNathTaigore, establish a great education center at Shanti Niketan and Satish Mukherjee started the Down Society. Before this, in 1893 the

glory of the country was drummed at the 'Chicago Conference on Imperialism' by Swami Vivekananda and so international communities regretted understanding Indians as inferior for ages. Now, nationalist leaders equally intended to uplift the society through a quality education.

Saddler University Commission, 1917-19reviewed the entire field from school education to university education and said that for the improvements of university education, improvement of secondary education was a necessary precondition. Professional and vocational colleges need to extend further. There should be less rigidity in framing university resolutions and the university should function as an autonomous body.

Under the Government of India Act, 1919, education was kept in provincial subject under the transferred list thus financial hurdle were prevailed and minimized the control of central government, but still education grew, specially under philanthropic efforts.

Policies of Independent India

Radhakrishnan Commission, 1948-49was also known as University Education Commission. It was suggested the integration of secondary and senior secondary education. It states that there should be 12 years of pre- university educational course. A UGC need to be set up to look after university education in the country.

A commission was formulated under the chairmanship of Dr. D. S. Kothari, to prepare a report on 'Education and National Development' based on which government of India announced first National Policy on Education in 1968.The Kothari commission recommended free and universal education concept, a three-language formula, investment of 6 per cent of country's GDP towards education, among others.

National Policy on Education, 1986 had a revised and updated version i.e., New Education Policy (NPE-1986) also known as 'Programme of Action' (PoA) that was framed in 1992. The modified policies envisage a national system of education to bring about uniformity of education. It makes adult education program a mass movement. It also provides universal access, retention and quality of elementary education along with emphasizing education for girls. National curriculums were defined herewith to promote use of educational technologies (blackboard, flashcard etc.).

Right to Education Act, 2009 enacted by parliament on 4th Aug. 2009 which

described the modalities of the importance of 'Free and Compulsory Education' for children between 6 to 14 years in the country under Art-21A. It came into force on 1st April 2010 and finally India become one among 135 countries of the world to made education a fundamental right for each and every child. All states and union territories have notified their state RTE rules. It also formulated a teacher and students' ratio for primary (1:25) and for secondary (1:30).

NationalEducationPolicy, 2020

National Education Policy, 2020 is going to be fate changer of Indian citizens. It is to replacemore than three-decade old National Education Policy of 1986. On 29th July 2020, union cabinetapproved it and likely to be passed from parliament in near future which would be expected tocome into force in 2022. It is a comprehensive framework that places equal emphasis on the need for vocational education and higher education in addition to primary and secondary education. It strives to offer everyone with a foundational education and pre-literacy skills.A number of state governments are working to put it into effect as soon as feasible. The government of Himachal Pradesh is not lagging behind, and it has created a taskforce to execute it quickly and earn the distinction of being the first state of India to do so.

New Education Policy, 2020 draw inputs from the T.S.R. Subramanian Committee report and the MoHRD. K. Kasturiranjan Committee consisting of 9 members has been proposed the draft to the central government which was later released by MoHRD and various suggestions from public, teachers, scholars, gram panchayat, urban local bodies and districts have been taken into considerations to improve quality of education, credibility of education and address the gap in implementation. It replaced the outdated curricula and pedagogical framework with a 5+3+3+4 design that serves children from 3 to 18 years old and made it clear that the government also cares about early childhood care and education.

The earlier model of 10+2 system of primary, secondary, and senior secondary education is being suggested to be replaced with the 5+3+3+4 design. In this new model of education, the government is attempting to entice the child from the age of three into the formal education system, and this effort will continue until the child reaches the age of 18 and is prepared to enrol in college to pursue further education. Foundation, Preparatory, Middle, and Secondary phases make up the four divisions.

Foundation Stageis for five years starts when child is of just three-year-old.Here is the main goal of the policy: to influence children to stay in school and

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engage with discovery-based learning in a formal setting rather than being influenced by family issues and social deviance.

Class III, IV, and Class V are included in the Preparatory Stage (for 3 years), which emphasises on study with activity in the student's home tongue or country of origin. For promotion to the next standard and to promote the examination pattern among children, examination methods are suggested to begin here.Example to foster the knowledge of the child of primary stage in their mother tongue have been taken from British education system with the objective that students can learn faster at this stage.

Class VI, VII, and VIII make up the middle stage (which lasts three years). Here, math, science, social science, and the arts are taught with a concentration on computer programming and career training. At this point, students have the choice of taking one Indian language.

The Secondary Stage (for 4 years) is made up of Classes IX, X, XI, and XII. There would be no streams, and students might choose from several subjects in each stream. The main goal of this method is to help the students develop their critical thinking skills. Students are given the option of taking one foreign language at this time. Here, a semester-based exam system is suggested for use in the secondary level of school.

Higher Education: After completing secondary stage of education, students are proposed to have a Common Entrance Test for getting admission in graduation course which would be of 4 years terms with no strict division of Arts, Science & Commerce, and students can opt any subject with multiple entry and multiple exist system. For example, after successful compilation of one year duration, students will get a certificate, after 2nd year diploma, after third year degree and four-year course of research are recommended for further study. Three-year graduation course is still applicable for jobs and competitions. Post-Graduation are segmented into one or two years without any strict division of stream. There is no provision of M.Phil. and duration of Ph.D. course proposed to be 4 years.

Academic Bank of Credit is a system of academic bank of credit equipped with Digi-locker, proposed to be facilitated and beneficial for students whoever exit from the course and later wanted to continue from the same. It would promote transparency and reduce the official burden of verification of candidate from educational institutions itself for their authenticity.

NEP 2020 visions a cent per cent gross enrollment ratio for all school education by 2035 including widespread admittance and retention.

Outlook of NEP 2020

New Education Policy, 2020 have been released by the government after a prolonged debate and discussion with the objective to improve quality & credibility of education and address the gap in its implementation.Excessive charge of private schools to be caped based on criteria, knowledge of computer code and vocational techniques are being introduced since middle stage.Since the secondary stage, there has been a semester system based on mark evaluation, self-evaluation, peer review, and teacher evaluations, with the possibility of foreign language studies. It also facilitates high level use of educational technology and friendly and cooperative teaching-learning process on electronic mode. It also facilitates for opening of new foreign universities in India.

Downsides of the Policy

Higher education commission of India excludes medical and legal education. It is silent on English language which could create a gulf between English educated and non-English educated. It is silent on the institutions of eminence and agencies such as higher educationfunding agency. The constitution took a subject of education in concurrent list, however creation of excessively centralized structure of authority and vesting overarching power with PM led RashtriyaShikshaAayog would be create a tension and conflict between centre and state relations.

Researcher's Propositions

Counseling services must be available beginning in middle and secondary education. Every school should have a renowned counsellor who can inform pupils about professional activities and requirements so that their future growth paths are clear after completing secondary school.

Each institution should establish a self-meditation centre where students are required to spend time reflecting on themselves, assessing their level of self-awareness, and charting their course for personal growth.

Also, education about entrepreneurship should be provided to students. A social audit done by students and the Gram Sabha should serve as the foundation for the promotion system for teachers. And, the relevant authority needs to strictly enforce the teacher code of behaviour. Finally, a decent dress code for students and infrastructure that is equipped with contemporary technologies need to be established.

Conclusion

The foundation of a nation's development is education since sufficient human resources are required for all-around development to be possible. In India, a new

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education strategy is being adopted every few decades to scale the society to new levels of development. The whole quality of life for citizens is shaped by education policy, which affects society at all levels. With great hopes for the near future, the new education policy, 2020, is a comprehensive framework to direct the growth of education in the nation.

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