



PEREGRINATION OF INDIAN EDUCATION SYSTEM AND NEP-2020: A REVIEW

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ABSTRACT:

The education system in ancient India was better than the education system of the then world, but with time the Indian education system declined. Foreigners have not developed the education system here to the extent it should have been. Indian education faced many challenges and problems during the transition period. These are the challenges and issues that we still face today. The practice of gurukula continued in India until 1850, but the transition to English education ended the ancient system of education in India and many of the gurukula in India broke up and opened convents and public schools in them. The present paper provides a detailed analysis of the new education policy and the history of the Indian education system.

Keywords: Education, History, Different Education Policies, New Education Policy

INTRODUCTION:

After the fall of the Mughal Empire, India's traditional education system and educational institutions suffered a major setback and the political instability in the country led to a steady decline in the educational environment. Even after conquering India, the British allowed

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education to remain in private hands. The idea of setting up a network of schools to teach English first came to the mind of Charles Grant, a civil servant of the East India Company. He said that English language is the most suitable medium for imparting education. In fact, English education was designed by Charles Grant. That is why he is called the 'Father of Modern Education in India'. Meanwhile, in 1781, Governor General Warren Hastings established the Calcutta Madrasah with the aim of imparting a working knowledge of Persian (the then working language) to the Company's Indian officers. Then, in 1784, Sir Wilkinson Jones, a colleague of Hastings, founded the Asiatic Society of Bengal, which made significant efforts for the study of ancient Indian history and culture. He published a magazine called 'Asiatic Research', which aimed to bring to light India's glorious past. In November 1784, Wilkinson, a member of the Asiatic Society of Bengal, translated the original Srimad Bhagavad Gita from Sanskrit into English for the first time. Later in 1787 Wilkinson also translated 'Proverbs'. In 1789, Wilkinson Jones translated Kalidasa's Abhijnana Shakuntalam into English. After this Wilkinson Jones translated 'Gitagovind' into English in 1789 and after his death in 1794 a translation of 'Manusmriti' was published under the name 'Institute of Hindu Law'. In fact, Mr. Wilkinson Jones and Wilkinson were the fathers of science in India. Manusmriti is the first book to be translated from Sanskrit into English. Through the efforts of British resident Jonathan Duncan, a Sanskrit college was opened in Benares in 1792, with the aim of studying and propagating Hindu religion, literature and law. In 1800, Lord Wellesley founded Fort William College for the education of the Company's civil officers. English-Hindustani Dictionary, Hindustani Grammar and some other books were published in this college, but the college was closed in 1802 by order of the Director. Christian missionaries were of the view that education in India was completely impractical. He criticized the government's neglect of Indian language schools. Christian missionaries promoted the study of Western knowledge and English literature through English medium wherever they could find success. The missionaries gave importance to the study of modern Indian languages. Dictionaries were created in this series, books were written on grammar. The Bible was translated into Indian languages. Missionaries pioneered the field of women's education. He opened schools for girls, established orphanages, and introduced home science and women's education for middle- and upper-class women. These missionaries started their work mainly in Madras and Bengal. In Bengal, William Carey, Ward and Marshman stayed in the Dutch colony of Serampore. Thus, the famous 'Serampore Trilogy' came into being in 1799. By the way, he also had to face the opposition of the company in Bengal. The Buddhist monastery at Taxashila is the history of Indian education as well as the history of Indian civilization. The place of education and its role in the framework of development and changes taking place in Indian society is also continuously evolving. After the public education system between Sutrakala and Lokayata, we see Buddhist education becoming full of physical and social commitment. Women and Shudras were also included in the mainstream of education during the Buddhist period.

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Ancient Indian Education system:

The ancient education system of India mentions both informal and formal educational centers. Formal education was imparted through temples, ashrams, and gurukuls. These were also centers of higher education. Informal education was received through family, priests, pandits, sannyasis and festival programs etc. It is mentioned in various Dharmasutras that mother is the best teacher of a child. Some scholars have accepted the father as the teacher of the child. As the society developed, educational institutions started to be established. Sanghas such as parishads, shakhas and charans were established during the Vedic period, but the Buddhists started systematic educational institutions at the public level. Gurukuls are often established in forests, pastures and villages or towns. There were very few Gurukuls in the forest. Most philosophical teachers preferred to live in secluded forests, studying and meditating. The ashrams of sages like Valmiki, Sandipani, Kanva etc. were situated in the forest and philosophy, grammar, astrology and civics were also taught here. Most of the gurukuls were built in some valley near villages or towns So that they get a secluded and pure environment. This had two benefits; One, householder acharyas had facilities to collect materials and secondly, brahmacharis did not have to wander much to beg. According to Manu, 'A celibate should not beg for alms in the house of the Guru, in his own caste and in the place of his relatives, unless he finds another house suitable for giving alms, he should leave the former and beg for alms. It is clear that the Gurukul was only adjacent to the villages. Begging alms from one's own caste, fearing their favoritism and attraction to a celibate's house, therefore begging alms from one's own caste was strictly prohibited. Often encouraged by kings and feudal lords, scholars were drawn to their gatherings and settled mainly in their capitals, making those cities centers of learning. Taxila, Pataliputra, Kanyakubj, Mithila, Dhara, Tanjore etc. are famous. Scholars were also attracted to pilgrimage sites. So Kashi, Karnataka, Nashik etc. It became a famous center of education. Sometimes the king used to invite many scholars and provide them with their livelihood by donating land etc. With their settlement, a new village was created there. These villages were called 'Agrahar'. In addition, around the second century AD, due to the influence of various Hindu sects and monastic teachers, monasteries became important centers of learning. Among these, the monasteries of Shankaracharya, Ramanujacharya, and Madhvacharya etc. are famous. Public educational institutions were first established in Buddhist monasteries. Lord Buddha placed great emphasis on the education and initiation of devotees. Religious texts and spiritual practices were taught in these institutes. Ashoka (300 BC) specially developed Buddhist Viharas. After some time it became a great center of learning. In fact they were similar to Gurukuls. But in this the Guru was not the representative of any clan but the head of the entire Math. It was also available to common people from the point of view of religious propaganda. Among these, Nalanda University (450 AD), Vallabhi (700 AD),

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Vikramshila (800 AD) were the major educational institutions. After these institutions, Hindus also opened schools in temples, which were later converted into monasteries.

East-West Conflict:

The Lok Shiksha Mahasamiti (General Committee of Public Education), which formulated policies related to education in India, had 10 members. These members were divided into two factions - one faction was a supporter of Orientalism. Proponents of Oriental education supported the education policies of Warren Hastings and Lord Minto. He gave more importance to the revival of traditional literature of Hindus and Muslims. People of this group accepted the importance of science, but were in favor of studying in Indian languages. The second group was the supporters of Western or English education, led by Lord Macaulay. This party was in favor of making English the medium of education. Finally both the parties placed their dispute before the Governor General for decision. As a member of the Governor General's Executive Council, Lord Macaulay wrote his important Minute (Macaulay's Minute) in 1831 and placed it before the Council. While supporting the English side, he wrote - 'One room in the closet of a good European library is more valuable than all the literature of India and Arabia.' In 1835 Macaulay's minutes were accepted by Governor-General Lord William Battick. According to this proposal, the government wanted to develop European literature through English language. Also this amount was to be spent for this in future. It is worth noting in this context that Lord Macaulay considered Indian culture to be a mine of superstition.

Degenerative Theory of Learning:

'Education should be given only to the upper class of the society, if this class is educated, the result of education will filter down and reach the common people.' This is precisely what the theory of downward filtering of education meant. This principle was implemented by Lord Auckland as a government policy. However, Macaulay also worked on the same principle. Before 1854 the pace of development of higher education was very slow. Lord Arkland divided Bengal into 9 parts and established schools in each district. By 1840, 40 such schools had been established. In 1835, the Calcutta Medical College was founded during the tenure of Lord William Batik, and in 1851 the Poona College was merged with the Poona Sanskrit College and the Poona English School. The Roorkee College of Engineering was established in 1847 by the Lieutenant Governor of the United Provinces (modern Uttar Pradesh) James Thomson. Today it is known as the first engineering college in India.

Wood's Education Dispatch, 1854:



In 1854, Charles Wood, head of the Board of Control, proposed a comprehensive plan for Indian education. It is called Wood's Dispatch. In this proposal, views were expressed regarding the purpose, medium, reform etc. of education. This manifesto is called the 'Magna Carta of Indian Education'.

Education under British rule:

British colonial rule introduced the concept of modern state, modern economy and modern education system. The education system first developed in three presidencies (Bombay, Calcutta and Madras). By linking entry and advancement in government service to academic education, the colonial regime contributed to the legacy of an education system designed to preserve the status and privileges of the more privileged. In the early 1900s, the Indian National Congress called for national education with an emphasis on technical and vocational training. In the 1920s, the Congress began boycotting government-aided and government-controlled schools and established several 'national' schools and colleges. This failed, as the rewards of British-style education were so great that the exclusions were largely ignored.

Journey of Indian Education:

National Education Policy, 1968

This first policy on education in independent India was based on the recommendations of the Kothari Commission (1964-66). Education was declared a subject of national importance. Aimed at compulsory education for all children up to 14 years of age and focused on better training and qualification of teachers. This policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. 6 percent of the Union Budget has been targeted to be spent on education. A call was made to implement the 'three language formula' at the secondary level.

National Education Policy, 1986

The policy aimed to eliminate inequality with special emphasis on equalizing educational opportunities for Indian women, Scheduled Tribes and Scheduled Caste communities. This policy launched "Operation Blackboard" to improve primary schools. This policy led to the expansion of the 'Open University' system, including the Indira Gandhi National Open University. The policy calls for the creation of a "Rural University" model based on Mahatma Gandhi's philosophy to promote grassroots economic and social development in rural India.

Amendments to National Education Policy, 1992



The amendment to the National Education Policy, 1986 aimed to conduct a common entrance examination on an all-India basis for admission to professional and technical programs in the country. For admission to engineering and architecture programs, the government conducts Joint Entrance Examination (JEE) and All India Engineering Entrance Examination (AIEEE) at national level and State Level Engineering Entrance Examination (SLEEE) is prescribed for state level institutes. Multiplicity of entrance exams solved the problems of reducing the physical, mental and financial burden on students and their parents.

New Education Policy-2020:

The Union Cabinet on July 29, 2020 launched a new National Education Policy (NEP) that paves the way for transformative reforms in the school and higher education system. He renamed MHRD as Ministry of Education. It is the first education policy of the 21st century after the old National Education Policy launched in 1986, which replaced the 34-year-old education policy. Through this new education scheme, the government is trying to mainstream more than 2 crore students. And with this they aim to achieve 100% GER (Gross Enrollment Ratio) from preschool to secondary by the end of 2030. Through NEP 2020 the government is keen to make India a "Global Knowledge Superpower" and this will only be done by making the education system more flexible, holistic and multidisciplinary with schools and colleges with their unique capabilities. We know that children understand new things faster when we speak in our own language than any other language and this policy also recognizes that thus they have added a point in this new policy that children will be taught in their mother tongue till class 5th.

Principles of New National Education Policy:

- To recognize and develop the potential of each child
- Developing literacy and numeracy skills in children
- Flexible learning
- Investment in public education system
- To develop quality education
- Connecting children with Indian culture
- High quality research
- Teaching good governance and empowering children
- Making education policy transparent
- Emphasis on maximum use of technology
- Emphasis on assessment
- Teaching different languages
- To make children think creatively and logically



CONCLUSION:

The Union Cabinet has approved the new National Education Policy, 2020 to transform the Indian education system to meet the needs of 21st century India, if successfully implemented this new system will make India one of the leading countries. Under the new Education Policy, 2020, children between the ages of 3 years to 18 years have been placed under the Right to Education Act, 2009. The new education policy, which comes after 34 years, aims to universalize pre-primary education (age group 3-6 years) by 2025 and provide higher education to all students. Incorporating fields such as artificial intelligence, 3-D machines, data-analysis, biotechnology etc. into the graduate education will produce skilled professionals in cutting-edge fields and increase the employability of the youth.

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