



Historical Perspectives of Education and New Education Policy 2020

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Abstract:

The historical journey of the education system of India is often divided into the ancient Vedic times, the Buddhist period of the Middle Ages, the Islamic period and the pre-colonial and modern times. The education system of India and culture enjoyed its excellent status in ancient times. During the medieval Buddhism period, education flourished in the Universities of Nalanda, Takshila, Ujjain & Vikramshila as well as gained fame and prestige everywhere forever. With the arrival of the Mogul dynasty in India, the conventional methods of teaching Maderas and Makhtabs as well as previously banned educational programs were widespread in India. India's current system of education is nothing but the image of the British education system, introduced and developed by Macaulay in the 20th century. During the 19th century in higher education, the British rule did not take sufficient steps to help develop technological sciences in India but instead enrapt more on art and humanity. Despite the problems and inequalities between the goals and the implementation of education, the current education system in India has come a long way and will continue to improve in the future.

In practice, things are not so simple. To begin with, there is often a real gulf between objectives proclaimed and those pursued. NEP 2020 is a very serious state of affairs and is liable to bring planning into disrepute. The participation of all responsible authorities and of society as a whole need to be participatory in achieving the goals and aims of the educational plan. The paper entitles throws light on the historical background of education in the past and forecasts for NEP 2020.

Key Words: Ancient Education, Conventional Methods, Inequalities, Post-Colonial Era, NEP.

Introduction:

1. Searching and Learning to Create Magical Powers

The education system in ancient India was culturally and spiritually enriched and developed. The basis of ancient education was religion. Later, there was Gurukul's educational program. In the Gurukuls, the teacher / Guru conveyed information on various domains of religion, scripture, philosophy, literature, war, state arts, medicine, astrology and history. Indian education has a rich and exciting history. It is believed that in ancient times education was transmitted orally by scholars and that knowledge was transformed from one generation to the next. After the development of the characters, it took the style of writing using palm leaves and tree bark. This also facilitated the distribution of written literature. Holy temples and community centers form the role of schools. Later, there was Gurukul's educational program.

Chronological categorization of development of the Indian education system:

1.1 Ancient Vedic times (Excellent Status): In Ancient times India served as the land of great discoveries, innovation and creation. This time period proves as a boon to education in India in which discoveries and inventions were in a chain with each other.

- * Aryabhata: Invented the digit zero.
- * Budhayana: Calculated the value of "pi"
- * Budhayana: Explained the concept of the Pythagoras theorem.
- * Shridharacharya: In the eleventh century used quadratic equations
- * Bhaskaracharya: It was a great transformation that the calculated time is taken by the earth to orbit the sun was discovered.
- * The earliest school of medicine known to mankind was Ayurveda. Charak was the Father of Ayurveda medicine and this contribution was given to mankind 2500 years ago.
- * System of Place value and the system of decimal were developed in India in 100 B.C.
- * Trigonometry, algebra, calculus studies originated in India.

The universal gift of India to the entire human civilization is Yoga and Pranayam. It was to give humans physical fitness and mental peace.

1.2 Medieval Buddhist Period: The Education system expanded at Vikramshila, Takshashila, Ujjain & Nalanda Universities and earned prestige and reputation. In the Education System of Medieval India, the first university in the world established in 700 B.C was Takshashila. It was specified in the study of medicine. The center of Ujjain laid significance on astronomy.

1.3 Islamic period: This period had its own importance in flourishing the languages like Urdu, Pharsi & Arabic languages. Later Language Sanskrit was chosen as the medium of instruction. Madrasas and Makhtabs disliked previous systems of education. In the Education System of the Islamic Period, the conventional methods of education progressively came under Islamic influence. Urdu, Farsi and Arabic languages replaced Sanskrit. Makhtabs were the Primary schools and were established for reading and writing and the basic prayers of Islam were taught. Advanced language skills were taught by Madarsas in secondary schools. **The main Teachings** were in Islamic scriptures, Philosophy, Grammar, Mathematics, Humanities, Law and Sciences.

2. Modern pre and postcolonial era: Modern Education System of India:

This period of education has been divided into two time periods. India is a replica of the British education system intercalated and instituted by Macaulay in the 20th century. This period of the replica can be described in two time periods i.e. The Pre Independence-Period and The Post-Independence Period.

2.1 The Pre Independence-Period Modern Education System

2.1.1 Charter Act(1813)

- * In 1813, the British Government revised the Charter of East India Company and proclaimed an Education Policy India which is called, Charter Act 1813.
- * This Act is a landmark in the educational history of India.
- * East India company will be accountable for the education of Indians. English as their medium of instruction for Western Sciences.

2.1.2 Macaulay Minutes (1834)

- * English was suggested by Macaulay and it was recommended to be taught in place of Arabic and Sanskrit. He suggested that promoting scientific knowledge can be expertized by the acquisition of English as the medium of instruction.
- * All regional or indigenous institutions should be converted into modern English educational institutions.

2.1.3 Lord Bentinck's Resolution (1835)

- * In India the aims of education were defined and determined by the British.
- * The main purpose of education was to promote western sciences and arts.
- * English would be the mode of education so that the Government gets the supply with English educated Indian servants that would be cheap but capable at the same time.
- * English knowing caste and non-English knowing mass of people were two new castes in an orthodox-ridden country This proclamation had far-reaching consequences.

2.1.4 Wood's Dispatch (1854)

- * The main objective of wood's dispatch was not only to produce a higher degree of intellectual capability but to raise the moral character and to supply with servants as human resources.
- * The basic function of education was to merge European knowledge with arts, philosophy, science and literature. Vernacular languages of India and English would serve as media for the diffusing of European knowledge.
- * The passing of the three University Acts of 1857 and establishing universities at Calcutta, Madras and Bombay was the immediate outcome of the dispatch.

2.1.5 Indian Education Commission (1882) (Hunter Commission)

- * The IEC Declared elementary education as the most essential preference.
- * Freedom to the committees of management for choosing vernacular language a source of imparting instruction depending on the local needs.

- * The state was made responsible to establish schools at the secondary level by the state and setting up schools at an elementary level with the cooperation and help of local people.
- * School curriculum at secondary level was also revised with academic and courses of vocation in diversified & different branches.

2.1.6 Indian University Commission 1902 (Raleigh Commission – Lord Curzon)

- * The line of distinction between University and Secondary studies should be drawn correctly in the Intermediate Examination rather than the Higher Examination.
- * Therefore, the Government should create a new type of institution called middle colleges that will provide Arts, Science, Medicine, Engineering and Teaching education etc.
- * Getting a job in government was a goal of education.
- * English was promoted at the expense of indigenous languages.

2.1.7 Gokhale Resolution of 1913

- * Indian leaders were pushed by the British government to take up compulsory primary education.
- * It also emphasizes the quality of high school education.

2.1.8 Sadler (Calcutta) University Commission, 1917-19

- * Recommended the introduction of a 12-year school curriculum.
- * Admission to university students only after passing the intermediate exam, three years of postgraduate studies after the intermediate stage.
- * Other important issues were the expansion of women's education, teacher training, science and technology education.
- * Seven universities were named after their cities during the period 1916-1921, such as Mysore, Patna, Dacca, Lucknow, Banaras, Aligarh, and Osmania.

2.1.9 Hartog Committee (1929)

It commended extra attention on elementary education, high school education for qualified students, and the diversion of middle school students to vocational education after completing the eighth grade in school education.

2.1.10 Wardha Scheme of Education (or) Basic Education (1937)

- * Recommend free and compulsory education for all.
- * Suggested teaching method should be the mother tongue.
- * Vocational teaching, Hindi learning, service and community learning as well as teaching English in the eighth grade were some of the key recommendations.

2.1.11 Sapru Committee (1934)

- * It was established to inquire into the causes of unemployment and recommended the following:
- * Promote the completion of the middle stage
- * Introduction of post-secondary education.
- * The introduction of three-year degree graduation after 12 years of schooling.

- * It suggested the development of tests and emphasized the need for practical knowledge testing.

2.1.12 Report of Sargent (1944)

The C.A.B.E (Central Advisory Board of Education) was established in 1920 to link central education governments with provinces. This C.A.B.E report is recommended:

- * Primary education (3-6 years old), primary education (6-11 years: elementary school, 11-14 years: primary school), high school education (11-17 years old 6 years for selected children) and degree courses (3 years) for selected students.
- * Establishment of a public library, adult literacy, teacher training provision, construction of employment centers, high teacher salaries to attract the best kind of people in the profession and special education for children with physical and mental disabilities.
- * Emphasized the importance of vocational education at all levels, specific regional activities, vocational training and the establishment of vocational training.
- * Modern Education Program during the Post-Independent Period in India

2.1.12 Radhakrishnan Commission report (1948)

It focused on higher education but also touched on issues affecting school education. Education should prepare the student for university work, but at the same time emphasize secular work so that he can earn a living if he does not go to university. It stated that students can successfully participate in real life by taking up jobs or working for themselves and very few will continue to study after school.

2.1.13 Mudaliar Commission (Dr. Lakshmanaswami Mudaliyar)

- * Recommend different subjects, trilingual formula, emphasis on education and vocational guidance.
- * Promote improvements in teaching methods, textbooks and the curriculum. It also suggested the development of buildings and equipment.
- * The Commission introduces a policy to develop a three-year national primary education system (after eight years of primary education).

2.1.14 Education Commission (1964-66) (Dr. D.S. Kothari)

The two unique features of the Report are:

- I. Its comprehensive approach to academic reconstruction.
- II. Its attempt to plan the national education system of India.

Moreover, it emphasized in Science and Mathematics, the introduction of work knowledge as an integral part of the school curriculum, a 12-year education framework, free textbooks at the grassroots level, the provision of mid-day meals and the promotion of education for the disabled. Thus, the Commission called for better preparation of teachers.

2.1.15 National Information Commission (2009)

It was established in June 2005 by Prime Minister Dr. Manmohan Singh, under the leadership of Mr. Sam Pitroda. The NKC has suggested that the prime responsibility for education for schools lies with the Provincial Government, therefore, Provinces need communication to formulate policy. Information and Communication Technology (ICT) will be readily available to teachers,

students and administrators. For almost seven decades after the country gained independence, various education commissions were established by the Government of India from time to time. These pre- and post-independence commissions have influenced the education system in India. The first change in the higher education sector was reflected in all education policies which recognized the need for government support for better education established in India. The reports of the commissions have influenced education policies.

3. New Education Policy 1986 and NEP 2020

In July 2020, the Department of Labor Development (now, the Department of Education) approved the New Education 2020 policy, supplanting the 34-year-old National Education Policy (NPE) established in 1986, with the new 2020 Education Policy. 2020 (NEP 2020). After Independence, India has three education policies. The first policy was established in 1968, with greater emphasis on compulsory education for 14-year-olds. The second NPE was to eliminate inequality between the various social groups and emphasized achieving equal education. But it did not cause global competition.

Now, NEP 2020 is an attempt to balance the domestic and international labor needs of growing the Indian economy. Given the launch of NEP 2020, It is important to appreciate the changes instituted by NEP 2020 through NPE 1986.

3.1 Key features of the NPE 1986

1. The structure of School Education 10 + 2
2. Age division (6-16, 16-18)
3. Compulsory education for children aged 6 - 14.
4. The similarity of education to all social groups but does not mean that considering the global competitive environment.
5. Assessment and Assessment should be done every academic year up to the 12th grade
6. Distribution and distribution of broadcasting - Art, Commerce, Science.
7. Career education is not compulsory.
8. Three language formulas - Hindi, English and regional language.
9. Kindergarten education will be added to and included in school education.
10. Stress Placed on ECCE, W.E and A.E.
11. Teacher-reviewed report card and a comprehensive assessment program for students to progress.
12. The suitability of teachers will be fixed by the level of teaching of the grade.
13. The content of e will be developed in the vernacular.
14. Credit scoring was not introduced in NEP 1986.
15. Emphasizes the strengthening of important national institutions such as UGC, AICTE, ICMR, NCERT, and NUIEPA etc.
16. Regulatory authorities: UGC, AICTE (Technical), ICAR (Agriculture), BCI (Legal), CCIM (Medical), ICAI, ICSI, CBSE, NCERT etc. for more practice.

3.2 NEP 2020

1. Structure 5 + 3 + 3 + 4

2. Age differences: 3-8, 8-11, 11-14, 14-18
3. Compulsory education for children aged 3 - 18.
4. NEP 2020 is an attempt to balance the needs of domestic and international workers.
5. Test - Class 3, 5, 8, 10, 12
6. No difficult division of Art, Commerce, and Science. All categories and streams will be integrated into the curriculum.
7. One Activity Lesson is compulsory in Grades 6 to 8.
8. Three language formulas are mandatory and flexible - regional, regional and student preferences.
9. School education begins in the first grade.
10. ECCE, SE, TE and AE as a constitutive part of sustainable education.
11. The report card will be reviewed by teachers, peers, and students alike.
12. Undergraduate teaching 4-year B.Ed. degree covered 2030
13. The content of E in 8 languages is compulsory to improve.
14. Many entrances and decamping options for incomplete subjects. Their point of credits will be transferred through the Education Credit Bank.
15. Monitoring the Performance of the National Center for Evaluation, Review and Analysis of Comprehensive Information dev. (PARAKH) will be strengthened by NAS and SAS.
16. Regulatory Authority - HECI (Indian Higher Education Commission) other than Medical and Legal. It is divided into 4 sections: the National Higher Education Regulatory Council (NHERC), the General Education Council (GEC) for formalization, the Higher Education Grants Council (HEGC) for funding, and the National Council of Accreditation (NAAC) for authorization.
17. Universities of education and research (MERU) will be established to promote quality education.
18. There will be 4 National Curriculum Frameworks (NCFs) – (ECCE-Early Childhood Care and Education), School, (TE-Teacher Education) and (AE- Adult Education).

Conclusion:

Several recent conferences and recommendations for education to be modernized have pointed out that modernization of education could not and should not lead to slavish imitation of management and implementation of branches like the economy as banking and industry. Education has in fact its characteristics and its aims are not immediately apparent as in a bank, a factory or an industry. Human relationships, which are so important in any undertaking, are here essential. Informing, consulting, persuading others and learning for oneself education and being educated. The old policy replaces the (NEP) education policy to bring education to the national level. Under the NEP, various benefits will be offered to students. These changes will help children to grow in various fields. This is an excellent program undertaken by the Education Department to improve the quality of education for all Indian students. As well as education, there will be a strong focus on student mental health and social work. The policy provides a

comprehensive, interdisciplinary and comprehensive college education with flexible learning programs, additional options for choosing a course, which includes a greater focus on vocational education, and greater flexibility to enter and leave a degree with an accredited degree. Money-rich subject matter will be reduced to your essentials, and open the space for in-depth thinking, comprehensive, question-based, discovery-based, discussion-based, and analytical-based reading. We need to create a proper attitude to implementation of the NEP to create a concern for education.

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