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Implementation of New Education Policy 2020 : Multidisciplinary Education



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India's Educational System from ancient to modern- a study

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Indian culture is the most ancient, civilized and advanced culture in the world and it can be said with certainty that the education system in India started thousands of years ago. The evidence found in the excavations proves that the Indus society of the Copper Age was also literate. Of course, educational institutions existed even in those days. It is well known that Indian education system during Vedic period was the most advanced education system in the world. During the Vedic period, education was given in various fields of life such as linguistics, grammar, philosophy, logic, theology, spirituality, astrology, jurisprudence, politics, architecture, medicine, science, physics, astronomy, weaponry. Although Sanskrit was the main language of education during the Vedic period, Pali and Ardhamagadhi languages also developed. The Gurukul system of education in the Vedic period was an ideal system of education.

Along with imparting knowledge, various sages were doing the work of creating sanskar on a person through actual practice through the Gurukul education system. In the following period, many educational centers and universities emerged and developed in India. Universities like Taxila, Vallabhi, Nalanda, Vikramshila etc. were the best educational centers in the world during that period. Along with this, many educational and cultural centers like Kashi, Kanoj, Ujjayani, Paithan, Nashik, Kanchi etc. were continuously doing the work of imparting knowledge. During this period Sanskrit was influenced in North India and Tamil in South India.

Through Jainism and Buddhism, Pali and Ardha Magadhi languages also gained glory. From this continuous sacrifice of knowledge, valuable literature such as Vedas, Upanishads, epics, Jain and Buddhist religious literature, political and classical literature, Sangam literature etc. were created. All these materials are precious treasures of Indian culture. Many sages and philosophers contributed in their own way. Writers like Chanakya Bhaskaracharya, Ashwaghosh, Panini, Patanjali, Aryabhata etc. in their own ways enhanced the glory of Indian literature. Later this glorious tradition was continued by Kalidas, Banabhatta etc. Although the center of religious education remained in India during the later medieval period, the earlier glorious tradition of classical education was somewhat broken.

The British who came to India as traders established their political power in 1757 AD. Later, the British power expanded all over India and British rule was established all over India. About 550 institutions in India at that time accepted the supremacy of British power but had internal autonomy. These institutes were responsible for providing infrastructure such as education, health, Kolhapur State and Maharaja Sayajirao Gaikwad of Baroda State, other institutions seem to have neglected the facilities of education in their respective states. About 40 percent of the then total population of India lived in these states. These subjects in the states had to wait till independence to get mainstream education.

The British had started efforts to spread education to some extent in the Indian territories under British rule. The British needed an educated working class to run the administration in India. At the same time, missionaries from England, i.e. Christian Missionaries, also emphasized on the spread of English education for the spread of Christianity in India. Further, according to the Charter Act of 1813, the British provided one lakh rupees for the spread of education in India. Later, around 1835 AD, during the time of Governor General Lord Bentinck, the jurist Lord Macaulay proposed

the 'percolation theory' regarding the spread of education in India. Accordingly, it was assumed that after imparting education to the upper class of the society, it would gradually reach the lower class.

In 1854 AD, during the Governor General Lord Dalhousie's tenure, a committee headed by Sir Charles Wood made some suggestions for the development of education in India. These instructions are called 'Khalita of Wood'. According to Wood's instructions, universities were established in Bombay, Madras and Calcutta in India in 1857 AD. Although the implementation of Wood's recommendations by the British government spread education in India, the quality of education was not satisfactory. Further in the year 1882 AD, during the time of Governor General Lord Ripon, the Hunter Commission headed by Sir William Hunter made some recommendations to improve the quality of education in India. In the following period, through the Universities Act of 1904, Education Resolution of 1913, Sadler University Commission of 1917, etc., the progress of the Indian education system continued albeit at a slow pace.

The provinces of India were given autonomy under the Act of 1935 passed by the British government. Meanwhile, the Congress party had also come to power in some states. In such provinces, an attempt was made to provide education based on labor dignity according to Mahatma Gandhi's concept of basic industrial education. It was an attempt to combine education and livelihood. For this, new courses based on handicrafts and professions were started.

After India gained independence from the political slavery of the British, efforts were made to develop education through the government. Meanwhile, a commission was appointed under the chairmanship of Dr. Sarvapalli Radhakrishnan to bring order in the field of higher education. This commission made many recommendations for the promotion and development of higher education in India in the future. Also stated the objectives of education as general education, cultural education and vocational education.

In the post-independence period, a commission was appointed under the chairmanship of Lakshmi Swami Mudaliar in 1952 to reform the education system at the primary and secondary levels in India. This commission recommended to implement a formation of 4-4-3-4. According to this system, first to fourth primary level, fourth to seventh higher primary level, seventh to eleventh secondary level, board examination at the secondary level and four years degree course followed by two years post graduate course in case of passing the said examination was designed.

Along with this, vocational courses in agriculture, animal husbandry, cottage industry etc. were started in schools for the students of rural areas. But the aim of providing vocational education to students from secondary schools could not be fulfilled due to the low number of students in vocational courses, lack of expert and permanent teachers to teach these courses, increased cost of these courses and small subsidy from the government.

A commission was appointed under the chairmanship of Kothari in 1986 to bring about constructive changes in the Indian education system at all levels from primary education to higher education. The Kothari Commission also included education experts from Western countries. The Kothari Commission laid out the triad of internal transformation, qualitative change and expansion of facilities. The Kothari Commission put forward the idea that 'in future, the future of India will be shaped by the classrooms'. Along with this, the Kothari Commission recommended the Tribhasha Sutra. Accordingly, the formula of mother tongue, national language Hindi and contact language English was determined.

The Kothari Commission proposed a new figure of 10-2-3. Accordingly, it was divided into 1 to 4 primary level, 5 to 7 upper primary level, 8 to 10 secondary level and 11 to 12 higher secondary level. After this, the format of this scheme was to be three years of undergraduate education and two years of post-graduate course after graduation.

The National Education Policy of 1968 was approved by the Lok Sabha of India based on the recommendations of the Kothari Commission. According to this educational policy, in 1975 NCERT published the National Textbook Structure and according to this structure new syllabus and textbooks etc. were prepared. Further, a National Review Committee was appointed under the



chairmanship of Ishwarbhai Patel to review all the above educational policies. This committee proposed the concept that education should be work based.

After the first National Education Policy of 1986, the second National Education Policy was adopted in 1986 AD when Rajiv Gandhi was the Prime Minister of India. The education policy of 1986 can be said to be the main features of eliminating disparity in education, giving computer skills lessons to students, starting Navodaya Vidyalayas etc. Overall, the Indian education sector took a step forward through the Education Policy of 1986.

In the year 2002, the 86th constitutional amendment was enacted to provide free and compulsory education to children in the age group of 6 to 14 years. Also in 2009, the Right to Education Act was enacted. In the 21st century, many revolutionary changes took place in all spheres of life through globalization. New concepts emerged and developed in the education system at the global level. Thousands of students from India started going abroad to study. At that time, it became necessary to make some constructive changes in the Indian education system. It is from this role that the new education policy of 2020 was adopted.

As per National Education Policy 2020, 5-3-3-4 diagram has been adopted. Also, according to this educational policy, emphasis will be placed on skill development along with acquiring knowledge. This will include vocational courses from secondary level. At the same time, flexibility in courses, admission of foreign universities in India, giving autonomy to educational institutions, many features of the National Education Policy 2020 can be said.

Conclusion

Indian education system with thousands of years of glorious and glorious tradition was the best education system in the world in ancient times. Many philosophers from all over the world used to come to India to study and research various sciences. With the passage of time, the standard of Indian education system went down. But once again the National Education Policy 2020 has been adopted to restore the ancient glory of the Indian education system. All sections of the society will need to contribute in their own way to make this education policy a success.