



An analytical approach of education: challenges and response in the development of education in India from independence to 1986.

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Abstract : *Education is a blessing and multiplex way can be used a dynamic instrument for qualitative and quantitative social advancement when it has the right character, expansion and channelization. Development of education is not in the sense to increase enrollment of students in the schools, colleges and universities but the real aim of the education to promote and stimulate interest, to refine and develop habit of auto-didacticism, to develop self study, to crate enlightened analytical outlook and infuse critical thinking of problem solving ability which led towards self-sustainment. Giving more attention towards 'Education to All' as much as to reach above average of international standard literacy rate, however very poor interest was given towards up build skill and art qualities among teachers and also implant of principles, morals, ethics and values among students which will develop good standards and scientific temper which leads nation towards progress. Education has been attributed approach for, to develop and promote passion for competition and social integration. There is remarkable congruity between quality of education and advancement. Education is the sign of rise at the individual side and socio- economic development is an accountable means that education with prolificacy and income. The focus of this paper is to analyze the standard of education system, reasons of lower standard and gender disparities in education system. To, analyze the problems of marginalization, diversity, equity and equality in race of upgrading the educational standards and progress.*

Key words: *Education, qualitative, quantitative, progress, standard, outlook.*

1. INTRODUCTION :

Education is the organized mechanism of including those approaches and imparting those expertise that are important for rural, urban, regional, national and international for all-round development. Richard Aldrich observes, "The duty of historian of education is to rescue from oblivion those, whose voices have not yet been heard and whose stories have not yet been told". The narrative of education concerned not entirely with academic education, but also deals with socio-cultural agents which have affected the nature and character of human behave and his reason. According to S.C. Ghosh, "education is an adjunct to the historical process besides being one of the chief factors conditioning people's outlook and aspirations". Consequently, the study of the narrative of education is leading concern of the extensive study of society called social history. Education acted as the most powerful tool in transformation and progressive input for nation's advancement. With the help of education the society disseminate its cultural legacy, customs, heritage, tradition, its valves and technology from generations.

Progress in education recognizes particular importance in the circumstance of the nation's substance and development. As education portraits a precious human means which acted a crucial job in the progress and prestige of the society and nation. Educating the citizens of the nation develops the multidimensional standards like rational outlook, economic progress, social outlook broadened and social integration, improvement in health. Educational development refines the position and status of nation, crate wonders in every field of competition and remains alert to face every challenge in future to come and protects the nation. More focus is to be given towards every section of the society, empower every citizen of the nation and making gender equality possible through education, as it is a most reasonable way and made education accessible to all without any gender decimation. However, in present times more focus is being given towards gender equality in different fields particularly women education, but disparity and discrimination in acquiring education running continually.



The issue of educational equality is one of the main socio-political and economic importances. Due to the execution of equality approach in education shook the existence opportunities of student's affinity to divisions who are fundamentally dependent by compelling feelings of gender. The women education secures unparalleled international and national reorganization and observation and become main subject and concern modern educational dialogue. Quality of education is ascribed a principal area in achieving the world wide aim of (Education for All). However the question is not fresh or recent one to national discourse and worry without reducing dignity and magnitude of quality has developed high concern and discourse at number of issues and questions in present educational standard and status.

Progress of educational standards and reaching at positive reason and logic needs to overcome of dominant crucial rooted concerns hurdled in educational progress basic is average poverty of people, low standard of economic policies toward upgrading and nourishing more essential is structured social refinement and social conduct and laxity of principal prerequisite and degrade policies towards social up gradation. Providing education and upgrading educational plans and policies is the upgrading of young generation students as the chief aim and vision, to guide nation to reach at maximums. Understanding and consolidation is provided largely to the betterment of the capability and proficiency of student to recognize and know goal and focus of his life and worth of reason and logic for it. Deficiencies and low standard of education system have been explored considerably, however due to some issues and concerns, the reforming and progressive moves needed to modify and upgrade the standard of education not properly taken. Reforming and upgrading education system means to made education accessible to every person without gender disparities and not increase the cost of education. To enhance the educational progress and make synthesize and meaningful more and develop desire, aptitude and satisfaction among learners.

2. OBJECTIVES :

- To analyzes the challenges to Indian education system at time of independence and response.
- To analyzes the impact of textbook culture on education system.
- To analyzes the impact of inequality and gender disparity in the educational developmental progress.
- To analyzes the policies of government in upgrading the education system.

3. METHODOLOGY :

To analyze the history of education of a nation, it requires focusing apart the conventional research perspectives chosen in the historical research. An important perspective is adopted to analyze the educational narrative, qualitative and quantitative perspective with comparative outlook. According George Lefebvre "quantitative approach of history makes the history more relevant and applicable". However, both analytical and critical approach is adopted to define the issues. This paper is mostly based on secondary sources. Major data is collected from census reports, books, articles, research papers and websites.

3.1 British legacy and its influence on Indian education system:

The independence of India characterizes and personifies for its citizens the set off an era with a fresh inspiration, imagination and a new perspective vision imbedded in it. The end of British colonialism in 1947 was undeniably and obviously a great sign in the history of modern India. It was that movement for India, who tried every measure and means to end the two century exploitive and discriminate rule of British. However, the independence signifies and intended not only a disturbed its century's social, cultural, and political atmosphere of India, but greatly disturbed and vivisected the geographical significance due to the partition of the country, which humiliated and pained the sacred soul of the nation. Due to this partition the education system which crossed its journey from discriminative atmosphere and reached somehow towards progress and advancement also hit hard due to this episode and squander its progress. But the long pending significant aspiration of the people aroused and seems that the sea change in education will occur about which the leaders and pioneers of educational advancement of the nation were petitioned and entreating for decades before the British masters now will be initiated in today's free India. However, the epoch of education hold various ranges and divers of history which defines their nature and its influence. By past histories influenced a strong close connection between society and education. So understanding the character of education in the historical means is to be realized by providing an adequate concentration need to be given about the impact of the external ideas in framing education system and also its impact on society. The relevance between education and social order is two sided mutual process.

The imitative of introduction and dissemination of modern education in India was the British initiative, which changes the narrative and analytical approach of India towards national progress. The new modern education pattern becomes a striking tool in changing socio-cultural, political and economic atmosphere of India towards pride and



progress. But the intention of British initiative of introducing modern education was adopted for their own benefit. The target approach that education exclusively to generate a class of clerks for their own administrative purpose has been put away, but linked with (great moral agenda) of British imperialism. The vision behind this education policy of the British was to establish a group of Indians to assimilate them in British culture, reason and taste and to adopt state control education system, policy of acculturation, grant in aid system, text book culture and centralized examination concept did not develop a prospers state on the lines of modern approach. However, the British educational vision developed many into colonial outlook, but at the same condition it changes its many visions opposite to those morals. The education system of India after independence remain heritage of the two hundred years British education tradition, with continuous stagnant and irregular perspective towards education and the attached record of more purely expressed ideologies, actively busy in the business of modifying education into a commercial product.

It is a knowing fact that the modern education in India is invention of British, but the approach and pattern of education they adopted here is filled with core stagnant issue which prevented Indian education to reach at that position of progress, but not able to reach that position. The most striking fact the text book culture and position of teacher remained submissive in dimension education system. As text book concept signifies to a definite asset who's empirical and significant responsibilities will be created by the socio-cultural and economic conditions in which it will be adopted. Indian people were regulated and habitual in reason in such that manner to found our-selves as per the perspective and view point of British colonial idea and lead a alteration of character and existence. Alteration of character and existence, education play dominant role in this transformation. Since the authority and commend was under the British colonial rule, but the relation between state authority and education developed among teachers a thought of subservience and subordination. Providing more importance in fulfilling the demands and regulations, provide poor consideration towards personal contentment in discipline and learning. As Shukla (1978) has analyzed that British rule adopted in education system concept of written examination to develop a bureaucratic authoritarian administration of education. As per social perspective the concept of written examination concept was used by British authorities to develop the reason and faith among the people India that British rule was ethical, fair and progressive.

Reorganization of educational policy as per British conception of India develops of comprehensive feelings of the degradation of India's culture and people nature of mentality. The illogical over the prejudice of the educational program and curriculum, the doubtfulness of reform and improvement was to justify a boundless refrain of educational explication in India. Formation of pedagogical concerns, once developed, to bring change in it is not easy work. The British developed pedagogical concept of curriculum is stagnant and continuously running even present our education system like text book bounded concept and raged examination concept domination. The concept of text books are taken as a main way and means to impart education to pupil and the only role of teacher is to read book in front of them means teacher role is valueless. By doing this the teacher is not able to provide education to his pupil as per his experience and originality, teacher himself become dependent of book tradition and remain its puppet continuously if the pedagogy and curriculum not be explored for progressive pragmatic education system.

3.2 Inequality and disparities in education:

Progressive development of any nation can be understood as per its literacy rate, quality of education, infrastructure setup of education institution, education opportunities to different sections of the societies and government response and standard reasoning reflects the development. After independence the Government of India took every challenging effort and upgrading the education system by make education possible and accessible to every section of the society and develops the infrastructure of educational institution. From independence to present times progress in education in somehow achieved, but inequality and disparities in our education system remain stagnant. Different sections of the Indian societies are not able to get education due to their poverty, religion, gender, caste and other different issues. In India the most striking fact is that the elite class and upper castes section of the Indian society are able to get education in easy manner from right age and get benefited in every manner at any situation, get proper fruit of right to education. But average children of the economical poor family background and other lower sections of Indian society remain very far away from right to education also because of caste, gender and not accessibility of educational facilities in far flung areas. According to the UNESCO, "marginalization in education can be understood as excessive and endless disadvantages in education that sets some groups and individuals part from the rest of society." Due to these reasons average children's are not in a position to take admission in school, to join school from the age six and able to complete first round of his education duration or but such issues which not make him able to get complete his education and leave his education, all-round development and socialization remain stagnant among them become big hurdle in the progress and development of nation.



Inequality and disparities in education is a move of drastic and perpetual unprogressive rooted in cardinal social contrast and discrimination. UNO declaration equal opportunities and universal right, all nations accepted and ratified its principles, but when question arises about education rights and opportunities, some become more alike than the rest. Cultural and social hindrances to education develop hostile barriers. The education of girls in our country most widely discriminated and giving poor preference than boy's education because of the traditions and social behave such conservative religious ideology, parental attitude, early marriage and most dominant education facilities. According to Sawmi Vivekananda, "there is no chance for the welfare of the world unless the condition of the women is improved. It is not possible for a bird to fly on only one wing". Giving girls equal opportunities in the every field especially in education lead a creative balanced empowered nation, with this creativeness all-round development will be build in every section of the society. According University Education Commission (1949), "There cannot be an educated man without educated women. If general education is to be limited men or to women, that opportunity should be given to women, for then it would more surely be passed on the next generations". Girls education supports in diminishing the aphorism of customary of innocence and ignorance and limited seclusion inside the family, furnish them with the competence and proficiency knowledge needed to play contemporary responsibility, in extending their perspective and in advancing their general position in their society and nation. However the particular regulations of behavior for women developed by the society and strengthen by belief and norms, on the contrary is the comprehensive mentality of Indian community in which the life of daughter irrespective of their religious beliefs and connection, are being highly portrayed by the material design of the household and the status of contemporary seeming women depicted in the media.

3.3 Government response in development of education:

Educational standard of the nation at the time of independence was in deplorable position and was not acceptable and social responsibility for education emerged. The most crucial worry and responsibility of government has been to provide large strength concentration to education as a major characteristic part to national development and reliability. It was also understandable from previous education developments that the India was solitarily betrothed in concerned with education in an erratic fancy. So, the government of India understood the education of our country men is very essential and made recommendation and provisions, as giving education its people become fundamental part of the Indian constitution, fixed in Article 45 defines that education to be provided free and compulsory for all children of 6–14 years of age. Government responsibility towards development of education come forth after the independence of India, high extensive approach of education for all sections of society in different parts of the nation with the help and suggestions of great expertise. The most initial step taken by government develop a department of education, later in 1985 named as (Human Resource department) was established at center and separate Department of Education were established in all state of the country to deliver the enormous obligations and necessities of education and extending for the whole public .The government of India took another initiative that progress of nation is dependents on the innovative mind setup can be develop by giving education to all of its countrymen become a admirable aim only after independence, the national leaders with suggestions of experts of the country observed that(Education For All) was a essential to attain socio-cultural, political and economic progressive standard.

In the field of pre-primary education system to enroll all children age group of six years, the Planning Commission of India took major step and take attention towards the (Universalization of Elementary Education) aiming at to develop whole education system progress and advance full to the country men. Aiming that the schooling of child from pre-primary is more crucial and very necessary of the child as the health care of child and their mother, not enrolling the child in to primary education becomes hurdle and short comings in the field of educational progress and its high standards. Due, to these initial three plans, the standard and growth of school prerequisites develops in form of school buildings, enrollment of children's and teacher recruitment in every school made possible. At the conclusion of the 3rd five year plan, the obligation and necessity was observed to brace the board assessment of education structure with a observed vision to commence a fresh and further purposeful endeavor at education reorganization and the request for well devised a system remained to be created. In 1964 government of India appointed The Kothari Commission, taking education progress can be achieved when every segment of education system is integrated as a whole, the qualitative and quantitative of educational progress on the efficiency dependence from elementary to secondary to university education system is interrelated with each in every program. As per the Kothari Commission's suggestions the government of India lunched National Policy of Education in 1968.

In 1980's India has achieve a position in the field of economy and technology when great endeavor must be build to urge the greatest interests from the capital already generated and secure that the benefits of progress extend every section of which education is the express way to that target. Here with aim regard to education the government set forth in January 1985 that a new well organized education policy will be framed and systematizes. An extensive



assessment of the prevailed education system was created in whole country with debate and analysis. The response and suggestions acquire from various, regions, districts, and states were thoughtfully analyzed. Therefore, in 1986, a new National Policy on Education adopted by the Government of India after analyzing the progress and growth of education, become very essential for the development of education. The main focus of the new policy was progress and growth in each and every aspect of education structure, framed a policy to overcome the illiteracy rate in country. Fixed 6% of GDP to be spend on educational development. Apart from these policies government lunched different other schemes and policies for every section of the society without any discrimination on the bases of caste, race, gender and religion led progress of every sector of education. Since independence the country has made tremendous development in upgrading the standard education continuously and develop ever quality and facilities for success and remain continuously dedicated towards this precious job in brighten the future of our education system.

4. CONCLUSION :

Development of education is not in the sense to increase enrollment of students in the schools, colleges and universities, but the real aim of education to promote and stimulate interest, to refine and develop habit of auto-didacticism, to develop self study, to crate enlightened analytical outlook and infuse critical thinking of problem solving ability which led self-sustainment. Problem of low standard and gender disparities in education system is a big hurdle in educational progress needed to be overcome. There is need to analyze the problem of marginalization, diversity, equity and equality in educational standard. To understand the socio-cultural agents which have affected nature and character of human behave and reason. Role of education in disseminate its cultural legacy, customs, heritage, tradition and values of society from generations. More focus need to be given every section of the society, empower every citizen of the country and making gender equality possible through education in a reasonable manner and made education accessible to all without any gender, caste and religious decimation. There is need to bring change in text book culture, written examination system and submissive position of teacher needs to be analyzed. These are the some important concerns in educational development need to be analyzed.

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