

The Status of Education : Its Role and Importance in A Developing Country

Namrah Rizvi [1]

Abstract

Education is a thing we blame if someone behaves wrong and it is the first thing of course we credit if oneself behaves well and in order. It means that Education is not only making a person good but providing a sense of better understanding both for the person who experiences one's behavior and the person who is doing or behaving like good or bad. Now the question is what is the exact definition of it and whether it is in good status or in unsatisfactory condition. This paper is a case study of the whole scenario depending upon present and recently passed years in terms of changes occurred in the education system, the privatisation of this sector and a brief discussion of policies in this stream. Perhaps this paper will provide a hopeful research through which we can collectively work upon the findings and think for a better future ahead. It is highly needed to understand the need and then provide the suitable education for that. Everything which we are learning and acquiring

These days in terms of education in practical life is not as important as it is shown in schools and colleges. Many students thus ignore their callings for their passion because they have to learn Science and other Technological subjects. Learning Science and Technology is not bad. It is not better either to compare with arts but it is equally important as the Humanities and Creative Arts. Every system has a process and a balance for its survival like our Earth possesses an ideal balance of Oxygen and Carbon dioxide. Having this thing in consideration we must need to understand the urge of an ideal balance of both Sciences and Humanities. If we compare life giving Oxygen with Science then we will find out that only Oxygen can burst the eardrum and moreover we can not survive with it so what if it is known as life giving gas. In the way if we have a society where we only have Engineers, Doctors and Scientists then who will write poems and dramas for us, whose movies we will see and feel aesthetic pleasure by watching and reading the creative arts in terms of texts and movies. So for a better society we need progress in all the departments whether it is related to Science and Technology or it is related to Humanities.

The history of education in India is really a thing of joy and huge pride. Our country has a glorious past in terms of education and teachings. Many students came here to get moral and quality education in past years of Dravidian and Aryan's times. There is no doubt that our country known as golden sparrow in its old days has a huge effect across the world not only for its culture but also reputed as one of the centres of education. It contributed not only in astronomy but also in medicine by doing many inventions and surgeries. The song 'JAB ZERO DIYA MERE BHARAT NE' reminds of its contribution to the developed world. But it is also a bitter truth that we lack our potential as a country in recent centuries. We got our first Nobel Prize in 1913 for Gitanjali by Rabindranath Tagore and for the second one we are waiting since then. Isn't it a pity that in our colonial days we had more intellect in our country than post colonial days or current years, which are considered as the developing years. If the country is really developing then why we are at backfoot in the field of education. Providing degrees easily does not ensure the thing which is called quality education because every society is the mirror image of the minds it has or depends for progress upon the education of the people living in it. We have to collectively work upon it that if there are lots of schools in good condition opened in India then why do we still have that congested mindsets and judgemental on almost every second thing we see growing or progressive. Why we lack the potential to misunderstand every convention as our culture. No my dear friends if any ritual, norm or custom is hurdling or seems to be an obstacle in progress of the society is not our culture it is illiteracy and we need to know this as soon as possible.

Article History: Submitted: 20th February, 2021, Revised: 06th March, 2021, Accepted: 10th March, 2021,
Published: 31st March, 2021.

I. ANCIENT EDUCATION SYSTEM

The ancient system was much better and reliable in terms of teaching the students what their morals are and how as a student they have to behave with their teachers and the elders in the society. Their education in those times was chiefly character centric. They are supposed to be well mannered and intellect if they are obtaining or acquiring education. In the ancient education system the bond of student and teacher was

highly respected. If a teacher asked for anything from his pupil, he must obey him. We all are well known to the story of Guru Dronacharya and his pupil Eklavya. Whom he asked for his thumb and Eklavya obeyed him without any delay or complaint. The teacher or GURU has the supreme authority upon his students. The bond of guru and his shishya was described as the most peculiar relationship which needs to be

^[1] Postgraduate, Department of English, Karamat Husain Muslim Girls Degree College, Lucknow Email: Rizvinamrah@gmail.com

understood in the present day education system. The aim in older times was to make good humans or to provide a better understanding and observation to a person. Education in that period was not job oriented but skill oriented. Every person having any kind of skill was appreciated and respected. Sanskrit used to be the language of officials and the education system. One of the hardest languages, Sanskrit which is considered as the language of scholars was at its peak in terms of development. The pre colonial history of education was so rich, a thing of huge pride. The structure of schools were chiefly the compounds of temples or any open area with greens. The students in that time were very active and the open atmosphere never led them to any boredom which now the students in the classroom after every two hours complained of. But the focus in the ancient education system was on morals, characteristics, intellectual and physical development. And now we are lacking morals and that intellect in our present education system which we had in our ancient learning. The different sources of ancient system of education was the education taken from the Vedas, Upanishads and Dharmasutras. The writings of Aryabhata, Panini, Katyayana and Patanjali, Charaka and Sushruta were also some of the rich sources. A student had to live with the fellow students at the ashram where Gurus taught them how to be intellectual and physically capable by giving them the required education. After the time spent at ashram or gurukul a student becomes more capable in terms of his observation and understanding. Making him a much human is the aim of that ashram which fulfilled when that pupil made the surroundings of him living worthy and peaceful.

II. EDUCATION IN BRITISH INDIA

The education and its developments in colonial India are not as delighted as we think because of the development of English. Yes the colonisation only brought English language here in addition to the education system. They need workers who understand their language and follow the orders so they created a scene where they showed that they are making us more civilised and disciplined by giving their language. The language English was brought to us in the period of colonialism. They vanished our culture and morals from the education system which we before them or we previously had. In their education system the students have more rights than a teacher has. The student not only asks for any behaviour he dislikes of a teacher but also can blame his/her for his failure. Gandhiji in Hind Swaraj or Indian Home Rule criticised the new change in the education system of that time of India. Gandhi wanted India to develop in accordance with its cultural heritage; it should not copy the British way of governance and education. According to him it was good that we know their language and communicate in it but still there is no need to imitate them.

“If the English becomes Indianized, we can accommodate them. If they wish to remain, in India along with their civilization, there is no room for them.”

Mahatma Gandhi, Hind Swaraj, Chap 14

So the development of education was at its pitiful state in the times of British raj. They wanted Indians not only to adopt their language but their culture too. The scholars at that time well accepted and cooperated with them in terms of learning

or acquiring a new language but rejected the notion of speaking English in an English way. Because speaking it in their way causes major harm to India as a country of rituals and morals.

“Use English ... but don't let English use you” Ngugi wa Thiongo

III. ROLE OF ENGLISH IN EDUCATION SYSTEM

The English is a language vividly considered as a language of employment and it was brought to India by Britishers in the times of colonisation because their language of instruction was English so they started teaching it. Soon this language got a higher place like Sanskrit and Persian had in the pre colonial India. A small group of people started learning it and spreading it all over the country. A new, linguistic caste had evolved, isolated from the millions of ordinary men and women. And this thing is running till today. People who are good at this language are taken as well qualified. None bother about their performance or academic records, if they are fluent in English the game is already in their hands. It is considered the language of elite class. English is the most important language in the present day education system. If you want to go into higher studies you must skill this language for better progress and rewards.

So it is a small introduction to what Education these days is revolving around, yes quite the right English language. We need to understand that a person speaking English fluently could be wrong at some points. It should not be a criteria to judge the qualification of a person. Sometimes we select English and reject the talent. It harms the development of India. The future of the education system is bright only if we reject this English oriented attitude, we must acknowledge the fact that education is not all about English, it is all about characteristics. The privatisation of education is again a thing of debate, though it has created a good infrastructure and regulations still it is unaffordable to the common Indian population. Education in the twenty one century has not flourished as it was dreamt by the makers of India. It should be the same to all the classes of the society. We have the policy EDUCATION TO ALL but it is not as implemented as it was desired of. We have many schools on papers in villages but the condition of the rural area is not hidden to us in terms of education. They hardly send their children to the schools and the staff there at government schools is also partly hopeless. Government is spending money and efforts but there is no result according to their demands. The reason chiefly behind it is the lack of better understanding somewhere we are missing the old conventions of education. Having a conventional classroom is not enough at all the need is the conventions in education not in infrastructures. Maybe in the near future our classes will be conducted by robots because we developing people are too obsessed with machines and technology. But the thing is a gadget or a robot can not replace the place of a teacher and the need of him/her. Having a tech savvy classroom is not going to decide the progress in the education system; it is only an indicator of having a developed classroom, it will not guarantee the developed minds which is the chief aim of education.

The second thing in a row after privatisation of education is the problem of fee. The government schools are comparatively giving a big relief to the parents in terms of fee but they still fail to attract a huge amount of people to admit their children there. And here the private schools won the race by showing good infrastructure and the facilities they are giving to the students. And thus they are in a safe zone in asking for a big amount by the name of fee from the students or parents. The need of the time is to find a solution for all. There must be something like Education should be politics free but unfortunately it is a business now and the most corrupt one. I, unfortunately, don't see any development in the structure of education in the upcoming few decades unless they make changes in it which are required the most. We have to understand that the need for education is a bigger issue than bullying someone over his going with arts and commerce, we need to know that we cannot live in a monotonous society which means all Science and Technology or all Arts. What we need in this century in terms of education is an educated mindset or atmosphere around us. Where people are seriously talking about talent rather than taking English as a criteria of judging someone how good or how bad he or she can be in education. Language and its proficiency is a part of good qualification not Qualification itself. We in the present time have to understand the need of cross cultural and multilingual aspects affecting the education system day by day. There is one more thing which is losing the peculiarity between the student and teacher. Now in the name of rights a student can ask anything from his teacher. If a teacher wants to be strict with their student for the good of the student even then they ask and blame him for their mental breakdown.

IV. EDUCATION AND TWENTY FIRST CENTURY

Twenty first century is a period which is running at its fastest speed. The century of developments and rapid changes. We have noticed the developments in the architecture, education and everywhere else. The thing which is yet introduced is outdated even after the passing of two hours. And most importantly it is the age of the internet. You have a whole world on your palm in your hand in terms of mobile phones. Today a student relies upon the internet more than his/her teacher. Google baba is a new and most favourite teacher to each student. It not only gives you the correct answer but also neither asks for any homework nor it punishes you on your mistakes. In the twenty-first century we also experienced virtual classes. This online medium of study has never been this front footed as it has been in pandemics. Students and teachers from the international school system are already familiar with online study or virtual classes but due to Covid-19 pandemics students from each social class went through this experience. The pros and cons will be discussed some other times of online study. There are also many benefits of the internet, you are just a click away from the encyclopedia of any desired topic. For students and teachers there is a huge amount of learning and teaching materials. But one should be careful in selecting stuff as there is a plethora of cheap materials to that very topic one is looking for.

V. CONCLUSION

Education in the twenty-first century should be knowledge oriented rather than job oriented. Let this point very clear here that not a job oriented education means acquiring education with selfless attitude. One should learn to get a skill, not to make money only. You're getting a skill or talent then you should think of money at second but primarily getting more money shouldn't be the reason for getting an education. With this, the need of providing a peaceful society to all the students whether they are of Science or Arts. one should understand the thing that the society cannot run only on one subject. We need a flourishing atmosphere of all the subjects, streams or departments to develop in terms of education. If a college is focusing on its science students or department or just one side goes with Arts, the progress would be one department centric. That particular department might be good but the overall development of that college will be nil. Also there is a big need to understand the value of a teacher in the making of a harmonious society. Though we are habitual now to the new normal in terms of virtual classes we still need to acknowledge the fact that a gadget cannot replace a teacher. We need to collectively work upon this to make the education system an educated system indeed. There should be the same syllabus, fee, rules and structure for all the students coming from any social class. There should be no partiality in between a child coming from the footpath and a child coming from a well maintained house. Education, at least, should be politics free and should have the same structure to all, only then there is some hope otherwise we are no less unfamiliar with the corruption there. The next in the queue is employment, qualification or eligibility criteria of any job advertisement is highly focussed in recruiting the new interns or in giving jobs. Today we are also facing a big issue of unemployment. If the structure of education we have today is good and job providing then why so many people are on roads and collectively made a crowd of job seekers or jobless. The political answer to this question is that we have a number of jobs but don't have eligible people for this. But practically we need to think that if we have a good education system then why is it failing in providing skilled people, this is the big issue for debates that changes in education system should be the priority rather than blaming youth or people for their so called no skill.

VI. REFERENCES

- Brophy, J., and T. Good 1974; Teacher-Pupil Relationships. New York: Holt, Rinehart and Winston.
- Fullan, M.B. 1991; The New Meaning of Educational Change. New York: Teachers College Press.
- Banks, J. 1982; Educating minority youths: an inventory of current theory. Education and Urban Society November 15(1):88-103.
- Hauser, R. 1991 ;What happens to youth after high school? Focus 13(3):1-13.
- Bagade R. 2015; Right to Education for Refugees: Indian scenario, Indian journal of applied research, Volume 5(4), pp320-322

- Gandhi, M. K.-P(1997) “Hind Swaraj and other writings”, Cambridge: Cambridge University Press.
- Gandhi, M. K-P(1953) “Towards New Education”, Navjeevan Publishing House
- Aggarwal Deepshikha , Role of e-Learning in A Developing Country Like India,
- Proceedings of the 3rd National Conference; INDIACom-2009
- John Shaffer, Virtual Reality in Education, www.Newhorizons.org
- Stiles Mark , Embedding eLearning in a Higher Education InstitutionReferences
- Prudence. “Methods of Teaching.” Review of Educational Research, Vol. 6, No. 3, pp.10-323. Psychology of Learning, General Methods of Teaching, and Supervision. Jun 1936.
- Beck, Robert H. (2009). The Three R's Plus: What Today's Schools are Trying to Do and Why. U of Minnesota Press. pp. 3–6. ISBN 978-0-8166-6017-9.

Websites :

- <https://www.arvindguptatoys.com/arvindgupta/kamiriithu6.pdf>
- <https://ngugiwathiongo.com/decolonising-the-mind/>
- <https://en.unesco.org/covid19/educationresponse>