

Research Paper

National Unity for Education System in India

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We live in a world of Multi-Languages, diverse religious, various communication and composite culture. Yet by and large the social life of our people is marked by harmony and powerful co-existence. However, since two decades after our independence, divisive tendency born of parochial interest and accusation of one community by a section of the other and vice versa are on the increase. To effectively check this unhealthy trend education is to be used as a tool to prepare our youths belonging to different communities to live in harmony and peace with their fellow countrymen. After independence the concept of mass education has received attention. Yet very little has been done to build up and develop a bond of union among the people of diverse interests through education. Education was not qualitative enough, for values and issues assumed no priority in curriculum. The curriculum designed for elementary, secondary and higher education glaringly lacked commitment to produce young men and women with national and secular outlook. Infact, secular outlook alone can promote the unity of the people and preserve the independence of our country.

In a pluralistic society like ours, the objectives of education need to cover personal and national interest of an educated person. Personal interests include Intellectual, Moral Spiritual, Physical and developmental aspects of one's life. Whether rich or poor urbanite or rurality educated or employed or unemployed every citizen has got certain duties to perform in the interest of the nation. The purpose of curriculum is not merely to produce degrees and diploma in the arts and science, but also to systematically cultivate democratic, scientific and secular values and thoughts among the students so as to maintain and promote national unity for education system in India without which our independence and progress will be in Jeopardy. Once these fundamental and vital values are cultivated and practiced, certainly social change and social Justice the two are-requisites for real national integration may be achieved right from the grass-root level. Hence certain major changes in the existing curriculum at the basic advanced and applied levels and found necessary to face the problems and cultural diversities. It is in this context that this paper tries to point out the need for a new curriculum oriented to value and issue which could go a long way in promoting the interests of the poorer sections and saving our national issue.

As regards Methodology, the author has collected data from Primary Sources and Secondary Sources and Information collected from reports, Journals and Books constitute the Secondary Sources. Personal Interviews and personal observation of contemporary events and developments by the author from the primary sources. The paper has been prepared from the perspective of national issues such as poverty, our population, and moral decay. Pollution of environment, escalating cult of violence, persisting inequality and so on. The state of education in India, the recommendations of various Education commissions and the need for a new curriculum have been discussed in this article in order to drive home the two cardinal values of national unity for education.

State of Education in India:

At the time of independence the state of education in India was far from satisfactory in quantitative, terms for instance in the age group of 6-11 one child out of every 3 was enrolled in Primary Schools. In the age group of 11-14 only one out of 11 could study in the middle schools. The figure

was still less in the group of 14-17 that one out of 20 alone could receive education in secondary schools. When the British left India, we had 1,72,661 Primary Schools, 12,843, Middle Schools, 5,247 Secondary high schools 17, Universities, 636 Degree college, 17 Agricultural institutions and 15 Medical College.² Inequality and inadequacy marked the educational scenario between urban and rural areas, between men and international castes on the one hand and the SCs and STs on the other.

It was against the above backdrop, the constitution of India Republic came into Force on 26th January 1950 with new promises and policies. Article 45 on the Directive principles of state policy, that within 10 years from 1950, the state shall endeavor to provide free and compulsory education to all children until they complete the age of 14 years.³ of course the rate of literacy has increased from 16.67 percent in 1951 to 52.11 percent in 1991.⁴ Never the less the object of the article 45 of the constitution still remains unrealized. A country like India, with social inequality and economic disparity, cannot afford large scale illiteracy, object poverty and acute unemployment problems, for the marginalized sections were being effectively used in anti-national activities by vested interests.

Compared to the commitment of some developed and developing countries to the cause of education in terms of expenditure and performance our position is a dismal one. This serious limitation in our education policy still continues because the country does not spend more than 3 percent of her income on education despite 6% of national income recommended by the Kothari Commission.⁵

Our education is a commercialized state with a few exceptions merit has been relegated to the background due to various extraneous considerations. The negative result of which, like a corneal disease, would tell upon the standard and development of our nation. The autonomy given to educational institutions has affected uniformity subjects, syllabus and examination system. Lack of uniformity does not help promote a sense of census among students and governmental laws against capitation fee, this pernicious system continues especially in self-financing educational institutions. Infact capitation system and communal consideration for admission to academic and professional course do create an unhealthy environmental in institutions

hardly help the students to develop an urge for positive values and rare virtues. Lamentably people who get expensive education largely out of public funds do not show enough interest in and commitment to common cause and welfare.

Article 29 of the constitution states that no citizen shall be denied admission into any educational institution owned and maintained by the state or private organizations receiving funds on grounds of religion, race, caste, language or any of them.⁶ However and linguistic organizations pay scant attention to the directives of the above article.⁷ These disturbing factors appear to eat into the vitals of qualitative and secular education.

Recommendation of Educational Commissions:

Education has got a basic and definite role to play in building a nation. The aims of a country's educational system policy and programmer are to devolve upon the needs and issue of her people. After independence a number of educational commissions appointed by government of India from time to time have spent out the objectives of education. The University education commission that is the Radhakrishnan commission of 1948-1949, the secondary education commission that is Mudaliar commission of 1952 and the National Education Commission that is the Kothari commission of 1964-1966 deserve discussion. The Radhakrishnan on recommended the following of objectives of education. They were to seek to harmonize life and various branches of knowledge, to provide general liberal and professional competencies to develop the individual in born qualities and to try and build character among student. None of this objectives recognized education as an instrument for social science and for developing secular outlook among students. As ours is a pluralistic society, society secular and democratic must be made the basic objectives of our education so as to build a stronger and united India on the foundation of communal harmony and peaceful co-existence.

The objectives of education recommended by the Mudaliar commission were to develop citizenship, personality, leadership and professional efficiency. It is an eye-opener that after Gandhi and Nehru era, our country has been facing lack of national leaders of the caliber and structure. The commission exemplary qualities. However the curriculum was positive leadership qualities among the student. Knowingly or unknowingly the education has become a pass port to seek degrees and jobs. The negative values in society seem to have minimized the effect to education an society and the educated. In discipline and perfected behavior are the disturbing factors of our times.

Therefore, it is right remarked as follow.

“As our society appears to be remaining
An in ineffective instrumental and directly
The education, system it is for those in education
To field to act in the best interest of society
And young e.”⁸

However, the objectives of education as reflected in the recommendations of the Kothari Commission were a definite improvement upon the earlier ones. It recommended a national system of education for the creation of a democratic secular and egalitarian society based on scientific and spiritual values in which the evils of poverty ignorance and ill-health would be eliminate through a human use of scientific technological knowledge. Interestingly enough the commission laid stress on national and society integration and building character by cultivating social, spiritual and moral values here a question arises can poverty

and other social evils be eliminated with out promoting social amity and national unity?. Undoubtedly the answer is in the negative.

The educational objectives recommended by the Kothari commission covered all the three dimensions of education namely personal, social and national interest. In pursuance of the recommendations, the Government of India announced the National Policy of Education in 1968. In 1976 education was included in the concurrent list by the 42nd constitutional amendment. Since then education become the joint responsibility of the central and state Governments.⁸ Consequently at the national level came into existence.

In 1979 the central Government in its draft Education policy laid stress on strengthening the values of democracy, secularism and socialism. However, it is to be noted that these objectives remained only on paper. In January 1985, the Prime Minister himself accepted that the implementation of 1968 policy was incomplete and uneven, for the means to achieve the objectives were not curriculum. In the absence of an action plan and adequate funds, the policy statements and proclaimed objectives became like a paper tiger. In 1985 in the document on challenges of education, the Ministry of Education highlighted the inadequate, inequality disoriented and dysfunctional nature of educational apparatus as a whole. The document declared that the aim of education is to equip the students to face the radical challenges at home abroad. The New Education Policy 1986 stressed the need to promote the principles of secularism and social justice. Apart from this, the cause of national unity and integrity received importance in the New Education Policy.¹⁰ The find out the ways and means to face such challenges and realized the New Education Policy must be the task of today's education.

Need of a New Curriculum

The objectives of education as visualized in the recommendations of the Kothari commission and the New Education Policy appeared promising to tackle the problems, manage the challenge and ward off the dangers arising from communal politics, separatist tendencies, and communalism and so on. The recent in sunless of communal clashes and riots in different parts of this country suggest that we have not gained the benefits of education to the extent required. It appears that the growth in the literacy of progress in social harmony and national unity among the people belonging to different communities. That means the curricula in schools, college and universities were not designed keeping in mind the issue and needs of the people nourished and promoted inter-community harmony to achieve a common goal.¹¹ But today why not common problems so as to minimize and gradually wipe out communalism.

Under these circumstances the imminent challenge before education is to break new grounds in curriculum of course there are certain socio-economic and political issues outside the realm of education which tend to cause discord and dispute. However by inculcating the spirit of religious tolerance, promoting scientific outlook, teaching democratic values, nurturing patriotism and certainly an urge for social realized. In other words the youths are to be concertized that a united India alone could lead the people to prosperity and any alt of disunity will render the poor still poorer.

A new curriculum containing harmonizing and humanizing ideas is the pressing need of the hour. Scientific and technological knowledge is the present thrust area of education. In our superstition ridden society, scientific knowledge is spreading but scientific temper and values are

not striking deep roots among the people. This aspect is to receive paramount importance in the curriculum from Kashmir to Kanyakumari at least at the basic and undergraduate levels is required, for values and issue common to all to be inculcated through the envisaged curriculum. A paper on national integration must find a place in the competitive examination of all India and state services. "National unity is the primary requisite for national existence.

Country progress in social economic and political spheres depends

Upon the cooperation of all parts and all people of a country. Loyalties

Such as ones one caste, community, rare religion or region stand in the

Way of national prosperity. The ideals of democracy, secularism

Enshrined in our constitution can be realized only through emotional

And national integration.12

Likewise in schools, college and universities studies and research on national integration comprising all its important components such as religious tolerance, fraternity, democracy equality, patriotism, social justice, secularism and so on must be made compulsory, study of history can develop our power of judgment. Hence, not only values, issue and effects of the success and failures of our policies and Programmes ought to be included in the curriculum. Whether the pertaining to science or arts for instance out history is a clear proof to the fact that in the distant past disunity and unity of our people enabled the invaders to conquer the country and unity of our people enabled our leaders to win freedom. When the curriculum is restructured incorporating all these certainly it would create national integration awareness among the youth. This is the most urgent need of our country, for this alone can bring about the national unity for education to affect vela fight against poverty, illiteracy, communal ism, terrorism and so on.

Conclusion:

Will the University Grants Commission and the Ministry of Human Resource Development come forward to take by designing a new curriculum? Will the central and state Governments recognize and regard the expenditure on education as a productive investment? When self and sectarian interest regime supreme, we cannot expect the society to play the role of a reformer. Education as an instrument of social change, the academic and educated are to strive for effecting a positive change in the attitude of the people through a well designed curriculum capable of generating national character and solving our problems ideologically and democratically undoubtedly the future of India lies in moiling out students with the principles of integration. Infect the education and the educated are to see that the heart does not shrink while the mind expands.

Notes and Reference:

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