

“Role of English School in Excellence of Education”

Mr. Bhise Balasaheb Dasrao

Department of English

K.K.M.College,Manwath(Mo.No. 7276781111)

Abstract: British ruled around 150 year in India. Not only in India but also at the universal level, they ruled more than 75% part of the world. Hence, current scenario is that English received the status of International level. Many countries teach English as a second language or foreign language. Few Nation teach English as First Language. Therefore, English is very important language at universal level. Talking about India, English is used an official language though Hindi is National language. English works as a lingua franca in India due to numerous regional languages. Now-a-days, in India there are English Schools where English is taught as First language considering the global importance of the language. Even, we found English medium school in rural part of India. The current paper aims to focus a light on the role of English School for the excellence of Education.

Key Words: British, India, English, School, rural sector, second language etc.

.....

Introduction: India has a rich heritage of education and education development. Since ancient era, there was a ‘Gurukul’ system of Education in India. Yin Cheong Cheng et.al (2002) defined the term Gurukul as, “A gurukula or gurukulam (Sanskrit: गुरुकुल, romanized: gurukula) was a type of education system in ancient India with shishya ('students' or 'disciples') living near or with the guru, in the same house.¹”

.....

¹Yin Cheong Cheng; Kwok Tung Tsui; King Wai Chow; Magdalena Mo Ching Mok, eds. (2002). Subject Teaching and Teacher Education in the New Century: Research and Innovation. Springer. p. 194. ISBN 978-962-949-060-7

In these Gurukul, the teaching of religions with Indian mathematics and Indian logic were taught. The history of Indian Education began with these teaching of traditional elements. In Indian logic at early Hindu and Buddhist centers of learning such as ancient Takshashilla and Nalanda before the Common Era.

The History of Indian Education: The History of Indian Education has its roots to the ancient ages where they followed the Gurukul system. Gurukul was a system where the students resided in the house of their teacher until the teacher felt that he has imparted all that he could. The website of Academia defined the term Gurukul as, “The guru-shishya tradition is a sacred one in Hinduism and appears in other religious groups in India, such as Jainism, Buddhism and Sikhism. The word gurukula is a combination of the Sanskrit words guru ('teacher' or 'master') and kula ('family' or 'home').²” The subject taught varied from Sanskrit to scriptures to mathematics to metaphysics and the knowledge attained would be passed on to the future generation.

Change in Education: This system of Gurukul was changed during the colonial era where the British set up Schools that followed a curriculum confined to subjects such as science, math etc. while the ancient the modern system was more classroom oriented.

Islamic Education becomes ingrained with the establishment of the Islamic empires in the Indian subcontinent in the middle ages while the coming of the Europeans later brought western Education to colonial India.

Modern Universities: Modern Universities were established during British rule in the 19th country. A series of measures continuing though out the early half of the 20th country ultimately laid the foundation of education in India.

²https://www.academia.edu/4378166/Gurukula_A_Family_with_Difference_An_Exposition_of_the_Ancient_Indian_System_of_Education

English Schools in India: The role of English School in Excellence of education is very important. In English School we can also define excellence against a set of values and outcomes that English school students. In Education the English school is to be specific about what students are aiming for in a practical and tangible sense we can also define excellence against a set of values and their expectations for students staff and parents and also they communicate that message with continuously society.

“Excellence is an art won by training and habitation. We do not act rightly because we have virtue or excellence but we rather have those because we rather have those because we have acted rightly. We are what we repeatedly we do Excellence then, is not an act but a habit.”³
Aristotle .

Indian Education System of Modern Era :

National Education commission popularly known as Kothari commission was an adhoc commission set up by the Government of India to examine all aspects of educational sector in Indian, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the university grants commission. The terms of reference of the commission was to formulated the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national patter of Education in India. However the medical and legal studies were excluded from the purview of the commission. The tenancy of the commission was from 1944 to 1966 and the report was submitted by the commission on 29 June 1966.

Education in India is provided by public schools, private schools and Government schools. In India various articles of the Indian constitution, free and compulsory education is provided as a fundamental right to children between the age 6 to 14.

³<https://www.goodreads.com/quotes/472379-excellence-is-an-art-won-by-training-and-habitation-we>

Level of Education in India: There are four levels in Indian education system as:

- a. Lower primary (age 6 to 10): The lower primary school is divided into five standards
- b. upper primary(11 to 12): upper primary school into two,
- c. High School (12 to 15): high school into three
- d. Higher Secondary School (17 to 18): higher secondary into two.

With his educational level system, in various languages education is provided in India as per once mother tongue one and optional for preferred language. In Indian Education system second language is acting as the tool to gain deeper under stand of language and to use it effectively. Second language is helping the students to learn more than one language.

Education Policies in India: Education policy is prepared by the center Government and state governments at the national and the state level respectively. The National policy of education 1986 has provided for environment awareness, science and technology education and introduction of traditional elements such as yoga in to the Indian schools.

Primary Education System in Maharashtra:

Each state in the country has its own department of Education that runs its own school system with its own textbook and evaluation system. As mentioned earlier, the curriculum and evaluation method are largely decided by the state government or SCERT in the state.

Maharashtra has shown a remarkable growth in the field of primary education, primary education in Maharashtra has come a long way in the last few decades. According to the census 2011, Maharashtra has the literacy rate of 80% keeping in pace with states like Kerala and Mizoram Maharashtra government has introduced several schemes and laws to encourage primary education in the state.

Primary Education Systems Objects:

- 1) Provide free school supplies including meals, uniform, textbook slates etc.
- 2) To improve and increase facilitates for students and teachers alike.
- 3) To improve the process and standard of imparting students.

- 4) Attract the students for education in the school.
- 5) To improve the personality of the students.
- 6) To improve the knowledge of the student.
- 7) To provided the education every part of the society.
- 8) Provide the Education in their own regional or the Mother tongue.
- 9) Primary school government update their syllabus after 10 years.
- 10) Providing a network of educational institutions to cater the need and ability of the people.

CBSC School and Their object:

The central Board of secondary Education was formed officially in 1962 with the sole purpose to make a common standard and platform for every student in the country.

The Central Board of Secondary Education was reconstituted in 1st July 1962. The head office of the Board is situated at New Delhi. It is an autonomous body fully controlled by the Government of India. Through all these years CBSE has set a good standard of education in India with its influential educational policies, CBSE has reformed the education system of the country.

CBSE is one of the most preferred books in the country and there are many reasons behind it. There are many objectives of CBSE school in India, few of them as below:

- 1) CBSE schools are serving the educational institution more effectively.
- 2) CBSE schools are responsive to the educational needs of those students whose parents were employed in the central government services.
- 3) CBSE schools had frequently transferable jobs across the country.
- 4) It covers basic and general knowledge required for a child to move forward in terms education.
- 5) To conduct public examination of class X and XII.
- 6) To grant qualifying certificates to passing students.
- 7) To prescribe and update the course of instruction of examinations.

CBSE Vs Government School in India:

In CBSE the main focus is given to science, Mathematics and application based subjects. But state board gives preference to the regional language, culture, state level topics and concepts of local relevance.

- 1) In CBSE mode of instruction followed in English and Hindi. In state government mode of instruction followed in English and regional languages.
- 2) All central government schools have to follow guideline of CBSE. Only the schools registered with the state government board of particular state will follow all polices.
- 3) Each states its own grading system for schools. CBSE Schools have its own grading system for school difference from state government. CBSE uses continuous and comprehend save evaluation (CCE) in its grading system.
- 4) State Board rarely updates their syllabus and curriculum. CBSE often review and update syllabus.
- 5) CBSE gives importance to scientific methods in subjects.
- 6) CBSE schools have different fees structure to every school. But state government have it's same structure to every school.

Conclusion :

Education provides essence and nourishment for human development. It is the education which helps in confidence building develops inner strength, boosts self- esteem and leads to future excellence. Education makes us sensible enough to differentiate between right or wrong, logical or illogical. To improve the value and quality of education, educational leader's needs to set discipline standards and codes of conduct for students to follow without proper discipline no one can achieve excellence in Education.

Education is a way towards the improvement in life. First we have to focus our improvement and attaining excellence and then we are having power to changes society to better one. Building long term success is the most important commitment to ourselves and it can be done only by taking response abilities. Education is the great contribution and

value to the society for making the whole world a peaceful and successful place to live in this world.

References :

- 1) A History of Indian Education – P.L. Rawat.
- 2) A History of Education in India – Syed Nurullah and J.P. Naik.
- 3) Educational Development in Maharashtra State. – Govt. of Maharashtra 1968.
- 4) Today's Educaion – Today's problem- Lila Patil and V. Kulkarni.
- 5) <https://www.jagranjosh.com>
- 6) <https://en.m.wikipedia.org/wiki>
- 7) www.cbse.nic.in
- 8) <https://www.indiaeducation.net>cbse>
- 9) Report of the secondar education commission – 1952
- 10) Higher Education in India- A.B. Shah.
- 11) <http://www.columbia.edu/itc/mealac>
- 12) <http://en.wikipedia.org/wiki> central_Board