

National Education Day 2023: India remembers Maulana Azad, architect of the modern education system

Sailee Ashok Tingote¹, Research Student, Department of English and Research Centre Maulana Azad College of Arts, Science and Rauza Bagh, Aurangabad-431001

Article Received: 08/10/2023

Article Revised: 08/11/2023

Article Accepted: 19/11/2023

Published Online: 20/11/2023

DOI:10.47311/IJOES.2023.5.11.23

Abstract

This study investigates how Maulana Azad, regarded as a link between India's traditional and modern educational systems, exalted the country's contemporary educational system. His exaltation of nations, civilizations, ideologies, and philosophies significantly impacted Indian Education and history. Additionally, this study aims to investigate how he embraced novel approaches and techniques of Education influenced by the West, which subsequently served as the foundation for contemporary Indian Education. Education may play a significant role in fostering unity.

The education system in India prior to independence was divided into four phases. To start, the relationship between the instructor and the pupil was prioritized during The Upanishadic Period. The primary lessons for the students were self-control, punctuality, and respect for the professors. Afterward, in the Buddhist period, they adhered to the Buddha's teachings, emphasizing spirituality and following his instructions and ideas. After that, the Middle Ages arrived, during which the most powerful during this time was the Mughal Empire. It was their goal to inform the people in general and promote learning. The modern era comes last and can be a subject for discussion. This is a topic of discussion, but we have to give the English missionaries credit for creating this. Indian society is changing—numerous renowned community moderates.

This study highlights how Azad endorsed the concept and emphasized the significance of reading materials and textbooks, particularly in geography, history, civics, and literature, for fostering nationalism and harmony among differences. The study demonstrates how India is still working to improve the educational system.

November 11, 2008, was declared 'National Education Day' by the Ministry of Human Resource Development in observance of Maulana Abul Kalam Azad. "The Ministry has decided to commemorate the birthday of this great son of India by recalling his contribution to the cause of education in India," read the Ministry's Announcement. Without being proclaimed a holiday, November 11 will be observed annually as National Education Day starting in 2008."

Keywords: education, West, Indian Education, Indian society, geography.

Introduction:

The acceleration of overall development—that is, social, economic, and political

development—is greatly aided by Education. Every system's essential foundation for operation is Education. Adopting a thorough and accurate education system that meets age-appropriate standards is essential for any nation to advance and thrive. The development of infrastructure

For basic Education, which is mandated for all students, the overhauling of the secondary and tertiary education systems, the creation of various stages of technical and vocational Education, the advancement of women's Education, and the reorganization of the educational system's administrative framework. Before the establishment of schools, the federal government was the most pressing issue in Education.

Education has come to be derived from religion and humanism, and for Maulana Azad, Education is nothing less than a human being. Because of its rich cultural heritage, Education and science will uniquely create the India of our dreams.

Composite culture, priceless unification in diversity, integrity of the country, and biding ideals of honesty, fairness, and tolerance, as well as a unique capacity to blend Eastern and Western cultures West into a fresh and imaginative blend that maintains the finest aspects of the enthusiastic search for novel avenues of advancement to improve our standard of living. Let us all cooperate to end poverty, ignorance, and illiteracy so our nation can be fair in the global community.

According to Maulana Azad, Education is a process that results in harmonic development, which creates a "complete man." He emphasized that Education must emancipate the student to broaden one's knowledge. The principal role of Education is necessary not only to produce skilled individuals but also for the nation's growth but also to comprehend and realize the fundamentals of the cosmos and final actuality. Self-realization is Education's primary objective. He thought that A man's access to information through Education would allow him to live in tune with his environment.

Maulana Azad excelled as an academic. He was a remarkable Asian scholar, evidenced by his impact on the post-independence educational system.

The University Grant Commission was founded by him in 1948. The Council of Indians Since its founding in 1950, Cultural Relations (ICCR) has significantly participated in the nation's progress. Sahitya Sangeet Natak Academy (1953). His concepts for fostering music were Academy (1954) and Lalit Kala Academy (1954). literature and the arts. He contributed to the formation of the Indian Council by Pandit Jawaharlal Lal Nehru.

1942's Institute of Scientific and Industrial Research (CSIR) and other scientific labs throughout India.

Maulana Azad established the University Grants Commission (UGC) as a permanent organization to provide a strong foundation, particularly for higher Education. The Central Government received recommendations from several committees established for Education. At the UGC's founding meeting on December 28, 1953, Azad voiced concerns about the absence of coordination in university activities. He highlighted duplication in research and other instructional materials as a significant issue. He wished for the universities to be strengthened by the UGC's formation, which would ability to demonstrate their value to the nation.

Overseeing the nation's educational future was Maulana Azad. In the history of India,

these eleven years have been the most significant, especially in terms of the nation's earlier advancement in Education. During this time, several scientific research laboratories were established, including the Kharagpur Institute of Higher Technology, the Indian Institute of Science, which proliferated, the University Education Commission in 1948 and its 1949 report, the Secondary Education Commission in 1952 and its 1953 report, the India Council for Technical Education in 1953, and other changes to the laboratory chain.

The focus of Maulana Azad was primarily on scientific and technical Education. Nonetheless, his 1950 statement at the Central Advisory Board of Education conference demonstrates his vast vision. He recommended raising the bar for technical Education as well as growing and he is improving already existing institutions. In the future, he hopes to found Jamia Millia Islamia in Delhi and has played a role in the establishment of IIT.

Primary Education had the ardent backing of Maulana Azad. Thus, his Education. He says, "The real aim of basic education is to educate children as members of a society and build cooperative action patterns for the common good." He held a picture depicting the fundamental curriculum that should be taught to all school-age students worldwide. His main goal is to provide fundamental.

Azad was one of the most illustrious members of the Constituent Assembly and was named India's First Minister of Education. He was pivotal in convincing Muslim Assembly representatives to renounce their demand for a communal electorate. He fervently argued that the Constitution needed to incorporate secularism principles with religious liberty and equality for all Indians. Maulana Azad significantly influenced our national policy after we gained independence.

In his 1973 book "The Educational Ideas of Maulana Abul Kalam Azad," G. Rasool Abduhu commemorated Maulana Abul Kalam Azad and discussed some of his educational beliefs. When we consider the author Maulana Abul Kalam Azad's perspective on Education and his brilliant concepts for forming an educational system of independent India. In addition, he is becoming significant for rediscovering his goals and aspirations for India's thriving democracy. He exuded confidence. Following 200 years of colonial control, the state's and India's secular credentials Fulfilling its obligation to ensure the welfare of the populace would only benefit the nation and free itself from adversity and poverty. Azad's viewpoint on modern Education is dynamic in any society. Through Education, the human struggle for survival and enlightenment is created. Today's Education is the comprehensive social process that equips individuals with the information and abilities needed to contribute to society. It was necessary to recognize Azad's role in developing his country.

He discussed the National Government's approach to Education when he gave a speech to the Central Advisory Board of Education in January 1949. He asserts that "the first and foremost task of the national government is to provide free and compulsory basic education for all." As Education Minister, he focused primarily on the significance of primary Education for the well-being of the populace in the future. The Indian government developed its plans and took action to carry them out as effectively as possible under Maulana Azad's direction. The National Education Policy (1986) was founded on the National Education System, which he

was the first to bring up. The idea suggests that all students have access to Education up to a certain level, regardless of caste, creed, geography, or gender. He advocated for a widely accepted (10 + 2 + 3) educational framework in India. However, it marked the start of a brand-new conflict: India's development of the universal man. It was fitting that Nehru gave the Ministry of Education an extensive portfolio to mold Indian minds beyond recognition. It was a sensible

Conclusion

The extraordinary confluence of cultures, civilizations, ideas, and philosophies embodied by Maulana Abul Kalam Azad has dramatically impacted India's history. Maulana Azad acted as a link between the past and present. He was a complex individual who was also a renowned academic, a freedom warrior, a respected journalist, an accomplished debater, a master of literary technique, and a poet whose prose is unmatched. Maulana Azad was one of India's most influential figures before and after independence. As a politician, he opposed the partition of India and championed the cause of Hindu and Muslim unity with extraordinary fervor. Azad was one of the most illustrious members of the Constituent

Assembly and was named India's First Minister of Education. He was pivotal in convincing Muslim Assembly representatives to renounce their demand for a communal electorate. He fervently argued that the Constitution needed to incorporate secularism principles with religious liberty and equality for all Indians. Following our independence, Maulana Azad had a significant influence on the policies that were implemented in our country.

References:

- Azad, Abul Kalam.(2003). Azadi –e – Hind (trans of India Wins freedom).Lahore: Maktabah Jamal
- Azad, Maulana abul kalam.1991. ghubar –i-khatir, sahitya academy New Delhi.
- Bhattacharyya, R. N. (2003). Maulana Abul Kalam Azad & the Reconstruction of National Education in India (1947 - 58). In Mahavir. Singh (Ed.), Maulana Abul Kalam Azad: Profile of A Nationalist. New Delhi: Anamica Publishers.
- Bhushan, S. (2010). Policy Processes in Higher Education. In Irfan S. Habib (Ed.), Maulana Abul Kalam Azad & The National Education System. New Delhi: National University of Educational Planning and Administration.
- Majumdar RC. History of Freedom Movement, Vol-I, p. 333.
- Shan Muhammad, Sir Syed Ahmad Khan, A Political Biography, Minakshi Publications, Meerut,1969, p.26
- Singh, Kamal. (2009). "Encyclopaedia on Maulana Azad," Vol-1, Anmol Publications Pvt. Ltd.,New Delhi. Singh, Kamal. (2009). "Encyclopaedia on Maulana Azad," Vol-2, Anmol Publications Pvt. Ltd., New Delhi.
- UNESCO, (1998). World Declaration on Education for All. Adapted by the World Conference on Education for All Meeting Basic Learning Needs. Jomtin, Published by UNESCO