

Education and knowledge practices in Bihar

Introduction-

The Education system in India is full of distinctions and appears in poor condition. It doesn't provide the development of moral and artistic perfection, and the overall growth of children in Bihar and north India. Both private and government education system has less function in this regard. Overall social structure plays a huge role in moral development of children. In some districts of Bihar social structure is dominated by the market economy. Private schools and coaching centers have become more market-oriented and commercial places, in other way it has become big business hubs and factories to find certain unachieved future goals through competition, ignoring the ancient wisdom of Gurukul traditions. Government school systems are also very less practical in this regard. Contemporary India has seen enormous changes in the field of political economy. Advancement of science and technology has made it possible to some extent but many other factors are responsible for the change of economy that reflects in society and culture as well. Such change clearly reflects in the markets of districts of Bhojpur and Buxar in Bihar, where old roads have been repaired, new malls, supermarket, and shops has opened up, flyovers have made and hospitals and new restaurants are visible in local markets. In this process of urbanization, the population has boomed and new markets and businesses have taken place. Society in Bihar is considered backward according to economic indicators. Poverty, unemployment and corruption, and similar social issues raid the social structure. However, very rich culture and tradition are deeply rooted in the Bihar regions. Its glorious past also had given the rise of great thinkers, intellectuals, and spiritual leaders such as Buddha and Mahavira. But recently, certain economic development reflects and shows transition among middle classes. Education and morality is one very significant example of change in the society. The state government has also implemented some policies and laws which has been less practical. Jal, Jangal, Hariyali and Beti Bacho-Beti Padhyo and many others policies are very less practical at ground levels. These policies of development have done very little changes in peoples's life though certain social awareness is created and propagated.

Education and Morality

In these districts education system has very poor condition. Many private coaching centers and schools could be seen in almost every street of the town. These education centers are dominated by business minded people rather than virtuous teachers. They all come from certain group of middle classes who do not have sufficient qualifications and knowledge. The quality of education remains very less significant for these teachers who have gained some skills to run coaching and schools. Following market economy, money is more important for them. Such corrupt education system also corrupt society and people, make students life spoil and imposes activities of crime, forgery. It also led down people to adopt available possible small businesses or migration to other cities for job and so. Children lack real values of good education like rural and lower classes where education is in vulnerable condition. Percentage of teachers are unqualified for teaching subject matter and lack moral values and virtues of education.

Negative function of pseudo science has gained more wait for people in town areas. Craze of mathematics is largely prevails that is why guardians heavily focus to children to do coaching and tuitions for math subject. Although math is important to understand tools and technology, to qualify competitive exams, but real importance of science is not to become mechanical only rather biological things and social science, arts and humanities must understood for functioning of healthy society and individuals. Science is everywhere and slowly people's life is based on it but its real application is not practiced in full manner. Moreover these educational institutions are dominated by market economy without moral values.

Education and schools are supposed to distribute knowledge among students for their full development in life and future. The motives behind education should be overall development and moral and artistic perfection as well understanding of values of things. Krisna Kumar educationist, points out on that the problem of our education system that it does not let be knowledge to experience.* He gives a critique of colonial and postcolonial education system. Even colonial education is more inclined to politics that is as referenced by Krisna kumar. It is so complicated to say any judgment about modern education which different section of middle classes pursue or enforced to do so. He provides a critique of data collected by Annual Status of Education Report (ASER). This sample consists of nearly 57,000 children so the sheer amount of aggregate data looks impressive. For

*Krisna Kumar, Krishna Kumar, *Siksha Aur Gyan*, Naiyase Printing Press, 2002. Pg.26

example ASER claims that children who attend state-run schools perform worse than those in private schools.[†] This is comment and description of ASER report. It also highlights comparison with previous year children performance. Kumar writes that ASER insists on presenting its finding as an overall, dark picture. Global based practices in testing highlights the importance of the child's search for meaning, which arises from the context portrayed in a text; and aspect that ASER largely ignores. The attention ASER receives does not lead to analysis to the poverty of teacher training or the widespread corruption in the district level bureaucracy. No one can argue that Indian system of education is doing well. While the government is familiar with the problems its schools have. It lacks to sustained desire and coherent strategy to address them. In many states like Bihar, Madhya Pradesh and Delhi, it has taken recourse to destructive politics like whitening down teacher recruitment, which inevitably leads to high pupil- teachers' ratios. National Education Policy 2020 is supposed to make many changes in terms of school education and higher education though hardly that would make attention on the quality of teachers.

Russell writes that almost all education has a political motive: it aims at strengthening some group, national or religious or even social, in the competition with other groups. It is this motive, in the main, which determines the subjects taught, the knowledge offered and the knowledge withheld, and also decides what mental habits the pupils are expected to acquire. Hardly anything is done to foster the inward growth of mind and spirit; in fact, those who have had most education are very often atrophied in their mental and spiritual life, devoid of impulse, and very possessing only certain mechanical aptitudes which take the place of living thought. Some of the things which education achieves at present must continue to be achieved by education in any civilized country.[‡]

North Indian Youths, Ego and Unemployment

To achieve certain ambition and goal while spending many years in preparation of civil exams is common characteristics of youths in north Indian society. Percentage of youths want to join bureaucracy, which is need to get a government job. Places such as Bihar and Uttar Pradesh region, Haryana, Odisha, youths choose their career in medical field, engineering field and civil services. These exams after schools have been considered as a top ranked jobs for future. Civil services are considered as a tough job and demands hard preparations. Civil services is higher status job and full with rush. Every year UPSC and state civil service commissions conduct exams only for around five hundred to thousand

[†]Krisna Kumar, We need a real learning grid, Times of India, 21, January, 2015

[‡]B. Russell, *Why Men Fight*, Routledge.2012, First,1916. pg.95

sits maximum. Many youths compete but only a few get chances to appear in final interview. Rest keeps on trying for years and years. Many disappoint and spoil many of years of formative mind and knowledge. They though try for many other jobs in banking, and others sectors or some go to join business or private jobs in private companies in the metro cities such as Banglore, Bombay, Pune, Delhi or Kolkatta. These childrens and students after schooling and colleges migrate to urban cities and join IAS coaching or prepare for competitions. Urban centers in north India is big market of such coaching centers. Christan colony nearby university campus and Mukhrjee nagar has been central coaching and accommodative places for students. These youth's demands and needs has opened up many coaching classes and impacted huge on the market economy.

Around 60 percent of youth comprises the population of India. Earning, government job, marriages, families and property remains primary fashion in Indian social structure that is supported by market economy. Job insecurity and increasing unemployment gives deep frustration and disgrace to youths particularly student who are indulge in study from childhood. In the way it violates rights of the youths to have a happy life. Education remains a tool to achieve such ambitions and goals of childrens. Knowledge as primary means of education remains excluded in most of the institutions in Bihar particularly, because the domination of employment and market economy as well as politics of government.

School has so much importance. Children go for school not by their own choice but force of guardians who follow much tradition. Development of a child in India is decided by learning prescribed syllabus and get degrees of matriculation and intermediate or etc. Till the school time child doesn't decide his/her profession or carrier. Education as considered in the Indian constitution as fundamental rights. However it is need of society, it is not necessary factor for human growth. One of a senior professor of Delhi University had to tell a comment that "education makes a man parrot". Learning languages, reading verity of literatures, perfection in arts are obviously an important factor for development. But it comes through school education which is not equal and so not necessary. NCERT syllabus was not considered necessary for all schools in the India. Now as new methods of teaching have been advanced and visuals technologies, such as mike-speakers and projector are used in the class room to speed up children understandings. However some private schools provide that facility, government schools in Bihar never have take on that.

Immanuel Kant writes man is the only being who needs education. For by education we must understand nurture, discipline, and teaching, together with culture

(culture as *Bildung* here used by Kant for moral training). Further he writes that animals need no nurture, but at the most, food, warmth, and guidance, or a kind of protection. In man all the natural endowments of mankind must be developed little by little out of man himself, through his own effort. One generation educated the next. It is discipline, which prevents man from being turned aside by his animal impulses from humanity, his appointed end. Children are first sent to school, not so much with the object of their learning something, but rather that they may become used to sitting still and doing exactly as they are told.[§] Men should accustom themselves early to yield for the commands of reason, for if a man be allowed to follow his own will in his youth, without opposition, a certain lawlessness will cling to him throughout his life. Man can only become man by education. He is merely what education makes of him. It is also noticeable that man is only educated by man- that is by men who have themselves been educated. **

Kant do not stop here his brilliant essay on education but he writes that it may be that education will be constantly improved, and that each succeeding generation will advance one step towards the perfecting of mankind; for him education that involved the great secret of the perfection of human nature. Moreover as Kant emphasized it is delightful to realise that through education human nature will continually improved, and brought to such a condition as is worthy of the nature of man. This opens out to us the prospect of a happier human race in the future.

Conclusion-

The market economy is driven by the politics of dominant parties which shapes an unequal education system full of distinction based on language Hindi and English, regional and national and so. An open market economy based on huge competition destroys traditional Indian values of education. Overall development of a child and moral and artistic perfection has been ignored by many private and public institutions. Many teachers have got eligibility for teachers in Bihar but in reality, many lack moral values and virtues of teaching. Such form of education would bring only chaos in any society; consequently, there is diversity, conflict and contradiction in the society. Super-30 director Anand Kumar had such a vision of teaching. According to Bijus Ravindaran, children should be prepared for more accommodative future jobs. Methods of learning and teaching have much changed in an advance technological society. Government should take serious attention to schools and teachers to reform the education system in such a manners.

[§]Immanuel Kant, *On Education, Critical Quest*, 2013. Pg.4

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By

Ranjay Kumar Reddy

Ph.D (Reserch Scholar)

Political Science

University of Delhi, Delhi

India