

## Stance of Ancient to Post modern Education Scenario

### Prologue

There had been changes in education paradigms since the inception of living things in the universe and learning is there in every living organism, right from cells to complex systems of life. The humanity as the higher

● ● ●  
Ancient education is  
for baby boomers,  
spoon fed, restrictive,  
segmented,  
specialised, aim for  
achievements through  
comparison.  
● ● ●

form of life practiced  
several reforms in it  
with the advent of  
technology and new  
scientific options and  
the communication  
between several  
parts of the world

✂  
Post modern  
education is for  
gamers, guided  
learning, and  
inclusive, holistic,  
interdisciplinary, aim  
for personal  
development through  
self competence.

for trade in early days enhanced the  
reformation options with sharing. Since now,  
the information sharing has shrunk to the core of a single chip , the  
electronic component, that makes life easy , progressive and the never  
before reversal of declining trend in commodity can be possible if the  
development of the globe is progressive utilising the resources to the



effective management and there is swift in life style of every human being.

Education being the life support system has undergone several reformations to meet the demands of the society and the extraordinary expectations from the civic with the global exposure from the living room make them to prefer the environment and hence the post modern options are to the wishes of the learners , choice of the learners and when this happens the output will get exponentially multiplied as their soul gets satisfied and there is no compulsion in learning but only experience. There is no examinations, but only practice, there is no marks as quantitative assessment, but only critical comments as qualitative assessment, there is no competition, but only improvement, there is no pull downs but only promotional compliments, there is no sustainable development but only progressive development.

I wish the upcoming reformation to consider global integration in the forefront to offer a holistic education where it is to bring the best within every one that no child is left behind.

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## Stance of Ancient to Post Modern Education Scenario

### Introduction

The ability to understand the basic unity underlying the apparent diversity of the Universe and to seize the indivisible in the divisible forms of existence is described as the highest form of knowledge - **Bhagwadgita**.

It is this knowledge that enables the individual to rise to a higher ethical and moral perspective. We inherit a philosophy of education, which has come down to us from the days of the Upanishads and Vedas. Quest for the highest knowledge or the knowledge of the self may be said to be the essence of this philosophy. This quest for highest knowledge by every one should be of significant concern in all our educational reforms.

In the present system, possession of information is considered to be the knowledge, the reproduction as such specific to the situation serves as a mean of immediate material benefits. Segregation of the pursuit of knowledge from higher ethical and moral values is the set back of the present system.

The great thinkers and philosophers of our country like Swami Dayananda, Swami Vivekananda, Aurobindo and Gandhi have described education as a man-making process. Bringing out the hidden, inspiring qualities within the individual and providing for the all-round development of the personality including the physical, mental, intellectual aspects reinforced with conscience should form the goal of education. Present education system does not integrate the knowledge to innate qualities and transformation but the reproduction of concepts reacting to the external situations as such.

Being self provides a sound practical method for the holistic development of the individual personality. It enhances the art of concentration, good health, cheerful attitude, winsome habits and the knowledge of the self, all rolled into one. Similarly Swadhyaya or '**self learning**' and continuous learning are other important elements of the Indian educational ethos.

Being self and Self learning must become the essential ingredients of our educational system. The existing system of feeding the information demands adjustability to meet the expectations of the

society that the individual in the course of education loses self. The learner adapts to the concepts than perceiving them that the information are being used as black boxes than being applied as tools.

On the other hand if the individual experiences the information on his own applying his own thoughts and understanding, he remains as himself and master over the information that he uses them as tools to every apt situation he comes across, beyond boundaries. Time, space, knowledge, potential and desire, the five progressive elements that form mankind are to be seen as opportunities and not constraints that they expand infinitely on involvement and use and these are not the persistent phases to be attained, but illusionary phases to be crossed. The earlier you cross these phases, the best will be your output in your existence. The management strategies towards the organisation of any activity should focus only on the final outcome to meet the purpose and not meeting the set limits of the progressive elements as constraints. Meeting the timeline should not compromise quality and hence are the other components. We find each generation is progressing at every level and the education system remains the same ever and the recent times prove the students are detached much



form the system for its obsolete modes much away from the intelligence of modern generation to be treated as unique and special.

### **Need for reforms**

After the completion of six decades of our existence as a democratic, sovereign republic, it is appropriate that we look back at the track that we have traversed, refine ourselves and systems to cope up the different spheres of social life that we march towards a better future with proper reformation with the advancements the technology offers. With the tremendous advancements in Technology, Every one are designing their own future and setting predefined goals, attain them in their own pace. Hence it becomes mandate for the governance to monitor that desires should not become greed, ones preferred future should not interfere with that of the innocent, which is leading to social calamities.

Education is not just one, but the most important dominion of our life. Needless to reiterate that education holds the key to development and progress in every sphere of our existence. From an integrated and synergic viewpoint, educational system constitutes the foundation of the legal, administrative, civic and developmental

domains of progressive India towards globalisation which has moved far ahead in par with developed countries in Socio Economic aspects. For the rapid prototyping every country adopted to be in the front , globalisation resulted in indiscrimination, disloyalty and lack of human values that the same had resulted in recession in spite of global contribution. In social aspects too, the culture has descended much from consistent progressive universal civilisation which would have resulted in universal oneness, brotherhood as expected if human values are reinforced for progressive growth than rapid growth which made the world much turbulent in every aspect.

Educational reforms are in existence in several facets since stone ages when the existence of life in the universe originated. Aware of the fact that the system of education devised by the erstwhile alien rulers was not in consonance with our own goals and aspirations and realising the deleterious effect it had on our young minds, several leaders of the nation initiated efforts to establish alternate education paradigms that are existing till this time. In post –independent India, several committee and commissions were setup to propose recommendations for change in the educational system.

The Radha Krishnan Commission (1948-49) on University Education, the Laxmanaswamy Mudaliyar Committee (1952-53) on Secondary Education, and the Kothari Commission (1964-66), Yashpal Committee recently, on Education can be mentioned as the more prominent in this context. Every committee recommended modifications needed and the key areas to focus and the failure was due to the suggestions not given for a common system with the goal to integrate and cooperate the civic enhancing their own unique potentials. Several setbacks as expressed by committees for failure of reformation as inadequate funding and hazphazardous implementation of reforms are formal. If the autonomy is executed for what it means practically, there is no need for funding at all, and the entire education programme becomes self supportive.

### **Causes of failure**

In spite of the draw backs of the system felt widely, the same incongruous system devised by the erstwhile colonial leaders continued to rule the roost with minor alterations mostly concerning the exterior details and produces masses only. As a result, we find a futile drift in the system today for lack of innovation and creativity in research and improving individual capabilities. The educational



scenario presents an uninspiring and disconcerting picture and do not meet the requirements of the practical demands that accomplishing educational promotion should offer in purpose.

The crisis in education is essentially a crisis of involvement. There is no dearth of ideas or suggestions regarding educational change but the lack is on taking up the brand new mode of education which will focus on every individual as unique. The web enabled services offer a lot many facilities to have one to one sharing between teacher and learner ,integrate every stakeholder effectively and economically, affordable by common civic , with exponential benefits as a complete man making process filling the soul and materialistic desires too. But enough efforts in putting the ideas into action is still lacking. This can emerge out an alternate schooling practice but remain sustained with a group where the objective is for the whole global civic to be benefitted.

In the realm of primary education the goal of universalisation that we set before ourselves as a Constitutional directive has remained a distant dream. Whatever gains were made in terms of enrolment are set at nought by the high incidence of drop-out. As a result the number of illiterates in the population continues to swell. The focus to meet

this objective is we were not able to sustain interest in education and make them to be out of freedom and in the forced environment to learn which ought to be replaced by learner centric system with specific attention to encourage him with his own qualities.

The interaction with the children, making him use objects and experience the five basic senses as sound, colour, aroma, touch and taste to start with and expanding the same to the various forms of expression as songs, stories, articulation and narration and finally advancing to writing what they experience make them feel at home and enhance self. This has to be followed till the higher education in the form of models and projects to bring out the innovation within every one. It is interesting to note that every human being preserves the childish attitude inherent with them, and if that part is resonated, they will respond very quickly to any plans.

The ideas of the ancestors are to be conveyed and not the lyrics as such which lead to memorising. All these were given by the ancestors as literature to set interest to expand and learn but in practice the same has been transformed to memorising to reproduce the same that they enhances reproductive skills but not understanding

and analytical skills to further in concepts. This finally develops hatred towards the language itself.

Remembering the concept is best where as remembering the word as such without involvement in the concept is tedious even with the experienced adults. It is humane and is to be understood as such to propose a system which teaches them experiential learning concentrating on each individual with care and passion. The testing must be on the concept given in any literature and not the lyrics as such.

This needs extreme patience and practice and hence the selection of teachers should assess the dedication, principles to work for global society promoting individual skills. The ever remembered poets and patriots gain their fame for their ideas expressed with fantasy to trigger interest and is to be transferred to the education system to progress further in education. The education methods should be in such a way that the concepts are given indirectly through medias to trigger the senses that the understanding and interpretations are to the best of the individual. Time should not be the

constraint; one can delve into the concept till he gets satisfied. Pressure decreases the quality of output.

The infra-structural facilities have remained extremely inadequate. The document entitled Challenge of Education (1985 published by GOI) gave a vivid picture of the pathetic conditions of the schools in the country. It is evident that enough resources were not made available even for providing the basic minimum facilities to the schools. It is not the funding, but the careless execution of works and not maintaining the quality. The infrastructure could be maintained well by integrating the students to learn holistically dividing them into groups to choose an activity of their interest to maintain. When the activity is extended to earning, there will be involvement as education then gives them immediate material benefit.

Vocationalisation of secondary education was accepted as a policy decision. The aim was to see that 25% of the students at the secondary level opt for the vocational stream by the year 1995. The time target was later revised to the year 2000 but even this target was not achieved and the scheme failed to take-off. The reason is they were left unsupported for furthering as they had to enter into regular



stream in higher education which would be difficult for them to cope up and they were not trained completely to take up a profession after completing the course. Providing a separate stream to the level of higher education and making the vocational education complete to earn while doing the course through mini projects will make them fulfil the purpose. It would be a wise decision to include vocationalisation in the regular stream too, that every one will have relaxed curriculum.

The objective of strengthening higher education is far from being accomplished. Rather, we are witnessing a fast deterioration in the standard of university education. Indian universities, by and large, have failed to function as centres of excellence and vibrant intellectual activity. Dissonant with their sprawling stretch out, their role in widening the horizons of knowledge and providing intellectual leadership to society leaves much to be desired. The practical situation is, in spite of moving deep, balancing the outer and inner forms of life by going higher and higher in education, the choice towards material gain, diluted the concept of filling the soul. The idea of higher education is not to produce experts but to make the expertise available to the benefit of common civic.

The professional ethics is not integrated into the curriculum and the practices in placement forces for unhealthy competitive atmosphere to go unethical. The curriculum does not meet the professional and societal needs and not quenching the thirst for knowledge too. They get everything from the net and they wish the teachers to come close to them of their reforming to whole by sharing, whereas the teachers stand much above for the authoritativeness and lack of knowledge in current affairs that they ever wish to refrain from discussion.

The teachers must be extremely patient and to the level of students to refine him the way he can respond best. The non-material individual benefits accorded in the interaction between the teacher and the learner should ultimately reach the community in an integrated fashion. This aspect should be properly addressed at all levels of education. Understanding that education is a life long process, both of them should come on the same side reaching the purpose of education in man making with self learning.

The document Challenge of Education candidly admitted that the objectives of National Education Policy of 1968 could not be achieved

to any considerable extent. The failure was attributed mainly to tardy and haphazard implementation, progressive decline in the allocation of resources, absence of an operational strategy as well as functional instruments which are only secondary. It is to be construed, the failure is certainly not for the poor funding, but the beneficiaries were not inclusive to avail the benefits and the curriculum is not learner specific. When the immediate need for a child is to support his family for survival, he can be retained in school only if that requirement is met. This makes the entrepreneurial learning specific to a job right form child hood in rural and village schools.

The dilution in faculty output and intrusion of political forces, parents supportive of students to influence on grades and chances of illegal inclusion in merit based activities, improper spending of funds allocated without due priority to quality, funds being diverted for self interest without satisfying the needs of the beneficiaries are the primary reason for the existing scenario. The failures of the past must become the guidelines for the future if the reforms are to become a reality.

The basic flaw in the present system is that it fails to reflect the human ethos adequately. The global spirit which marked the educational efforts during pre-Independence literature was conspicuous by its absence in the post-independence era. Rather there are more on narrow focus to drive humanity with attachment on religion, language, caste, creed that lead to imperialism in various dimensions.

The term ethos is to be understood in its three interpretation aspects as Philosophy and concept of education to fill the self, National vision and perspective to reach integrity beyond boundaries, Relevance to the global demands to attain sustenance everyway.

The humane is the unity underlying all diversity existing local to global and the concept of education is to intensify the self awakening process to instil ethics that the globalisation on the socio economic grounds brings in oneness, humanity above all. The funds spend on weapons, treacherous nuclear missions and army forces will then become redundant and diverting the same to education building the future genera to be self sustained will further add to purpose of living beyond fulfilling materialistic needs.



Inculcating the national feeling and enabling the learner to develop a national vision of protecting the natural wealth specific to nation to contribute for the growth and welfare of global population is another important aspect of education. The knowledge of the history, tradition, values unique for the nation and the world view with indigenous strengths together shape the national vision of the individual. The pupil must be made to understand the basis of our national wealth and uniqueness of our culture to add to the global growth. They must be made to think as giving and sharing the surplus brings them peace and satisfaction which they never get simply possessing the excess for their own.

Inputs necessary for the learner to imbibe a sense of national concern to promote the indigenous resources must be included in the curriculum. If the Macaulay System of education was to inject an inferiority complex in the minds of students by comparison and create a class of people 'Indian in colour but European in culture', the objective of national education should be to develop a society of supportive and independent Indians contributing by creativity to achieve excellence in all walks of life and making the youth of the

country emerge from the portals of the colleges and universities with a spirit of supreme confidence in themselves and in nation with an awareness that he has something to offer to the world. Self confidence comes only when the personal contribution is to the satisfaction and will be obtained only by making them responsible. The student should understand his commitment and come up to the situation that he must be able to convince his stance ever. The society, governance, teachers , parents and students should realise they all form parts of a body without one, the body can not reach its whole functionality. The responsibility due to each on must be borne by them and it is a bliss actually that all the stack holders are well informed that they can give out their best to meet the responsibility. The education made them more exposed that the curriculum need not be basic on making the students of primary education, in literacy, but can move up to make them express their own values of thoughts in the curriculum. This is true not only for primary education, but also for higher modes of education as it never ends.

Present system of Indian education, which largely focuses on the individual material gains, mostly confines itself to the corporeal aspects. The human mind set to be materialistic and self centred makes

migration preferred and though they contribute to global economy even now it is not progressive but makes the human existence eternal on the earth a questionable situation. With the mass to support activities only for monetary gain, multinational concerns are into commercialising anything and everything which is going to put a unbearable load on humanity with urge to set things right, this is the right time to get shifted to holistic education to inculcate ethics and moral values in human as the booming of old age homes too, makes the life of many elders empty, apart from the issues of disastrous activities such as nuclear energy generation, disturbing the natural elements from their own course as more of buildings to meet the space requirements.

Ethical education is to be linked with socio-economic needs of the society. The purpose of education is not to create human robot or to supply skilled manpower to the global market. Instead, education must become an effective instrument of ethical economic development and social change. We are a country with the unique distinction of having enormous resources juxtaposed with abject poverty. We have not been able to harness our resources to raise the living conditions of the common masses because of our inability to attune our civic towards

using the resources to overcome poverty as we always try to imitate others to be successful but not utilising what we have in plenty.

The free schemes which are the reinforcing elements of the governance and domineering care exerted by the parents, society and the faculty make the pupil to respond only to the instruction and they are deprived of the right to do which they wish to experience. The idea of right and wrong differs with each individual and instead of making it feel, if experienced, they will be transformed to responsible components of progressive India. There are a plenty in this country, who have gained experiential learning in a particular specialisation for low salary for not having a degree. They must be opened for getting a degree for their project work on their own field and that should give them confidence. The universities coming up to give Doctor of philosophy on honorary grounds to many people unethically, should open up a stream of recognition for people with a degree found equivalent for their contribution and for which there must be a clear understanding on the award of degree taken to the global level.

On the social front, the world is marked by cleavages and dissensions. Practices, old and new, that are incompatible with the



demands of a just and humane society, dominate the social scene. Education must be able to find the innate qualities of ones own and produce an army of skilled personnel with social sensitivity that will address the problems of the society with a sense of commitment complimenting others and enhancing potentials only to reach the desire.

Technological advancements in knowledge mining, communication and sharing through web enabled services made globalisation much simpler and the world is really shrinking that it is on the imagination and innovation of the governance to risk new ventures can make anything happen on finger touch to the core of absolute comfort with remarkable resources conservations. Though e governance is much felt at every level of development, education is the best bet to implement the same with complete transformation as the advanced generations are amenable for changes easily.

The life styles and earnings have crossed regional boundaries that there is a demand globally to have uniformity amongst all differences existed earlier out of caste, creed, religion, principles etc, and the goal

of education now is to reach humanity that every one lives and contributes to their best.

The education in its current context is to be reinforced with ethics and morality which will flourish and multiply within one on his satisfaction of what he performs is his best and the environment with society should encourage the individual to his best. Then education assumes the new definition of gaining knowledge to know self, grow complete, shedding away the shortfalls to form gregarious society forming global integrity.

India, has raised its image for a long time as a country which remained integrated with unity in diversity, we are the right to come to the fore front to transform globalisation in every aspects as forming global civilisation is possible in the near future. It is to be taken that protecting the humanity to exist for the threats of natural and socioeconomic calamities which had been to the alarming situation, is of significance from every sector which takes professional responsibility. Education should include the political, economic, social aspects of civilised culture along with academics as mandate, which is felt more much essential than ever before.

### **Ancient Education**

The education started right from the beginning of existence of living things. The response of them to the external factors, using the nature of environment for their protected sustenance formed the basis of learning, the Human, animals, plants, cells and genes too learn and the core lies in the energy which makes dynamism and evolution, which finds its way out, forming ways to learn and exist. The learning is in understanding of interaction of every living thing from within and outside to find the meaning and nothing can be taught. The point where the education system started failing is when the content is spoon fed to the pupil, making them to confine to what is given and get engaged repeatedly into memorising the content. To form a strong strategy on education a thorough knowledge on different forms of education is important. Any problem will find the best solution if analysed from the root.

### **Vedic education**

The education system followed in Vedic period is holistic encompasses every component of peaceful living that is the reason for the value of Indian culture and heritage till today. The Upanishads and

Vedas transferred everything needed for a man to live and contribute to the society and they refer to sociology with the global perspectives, psychology, experiential learning, secrets of happiness, peace, ethics, respecting human dignity and elders at the same time to maintain individual identity.

It is to be noted that we still delve into them to find what they had chanted, to know the meanings and we could correlate the modern and post modern findings that have existed in the earlier civilisations available through Vedas and Upanishads which themselves are aplenty to get into, where those left unregistered and left untransformed from generations to generations by verbal and pictorial communication which are boundless.

Indian culture is that rich and is to be valued high for its global perspirations. The education was seen as more of leading life with principles and ethos, what all is felt needed in this era had been available in those times. The gender equality, resources equity, universal awareness, friendship and relationships beyond gender, caste, and creed existed in old Indian civilisation which extends to remarkable folds, and the narrow minded approach possessive to self



and male domination intruded within Indian culture only after the Mogul regime.

There had been Meta science practiced through meditation and Yoga and well before the advent of communications, the Seers and Gurus were able to use the virtual space for communication. The education was in three stages as Sravana, Manana and Nithyasana. Sravana transferred the ideas and truths through verbal conversation between the teacher and student, while Manana, makes the student to think and assimilate what he heard from the teacher by himself that he goes deep into the concept to his might. Nithyasana refers to correlating his understanding with real time situation that he excels the art of living with what he learnt.

This strengthens the fact that no one can be taught, he has to learn by himself for which the teacher acts only as a guide and mentor. He must be dedicated and should have thirst for knowledge as he learns ever, which will make the students updated of recent affairs. Sri Ramakrishna, who was the Guru of many renowned pupils as Swami Vivekananda said, **“As long as I live, so long do learn”**.

The vigour to learn and practice innovative measures brought out the best of the students that then prevailed the wisdom and frequency of light that we had great many leaders of revolutionary India.

The few inspirational translations of slogans from Vedas Rig, Yajur, Atharvana Vedas and Taitriya Upanishads have been referred here to feel the strength of Vedic Education ,these are a few, it is actually an ocean of knowledge and of immense value.

Vedic education expects the prosperity of the humanity lies in teaching and learning that the Taitriya Upanishad says ‘**Do not forsake Learning and teaching**’.

The education then too was felt as the joint venture of both teacher and student to widen the horizons of mind and spiritual faculties of both of them as revealed from the Vedic invocation from Taitriya Aranyaka as ‘**Om. May [He] protect us both. May He [Brahman] bestow upon us both, the fruit of knowledge. May we both obtain energy to acquire knowledge. May what we both study reveal the truth. May we cherish no evil feeling towards each other. Om, Peace! Peace! Peace!**’.

To have aspirations to enhance self and rise to great new heights to enjoy the transcendence as ‘ O man, rise from the present position; do not fall down’.

To always have a thirst to enrich knowledge and feel the experience of others to gain good discipline and principles in life as ‘He who studies books of divine knowledge – books that purify all beings, books that have been preserved by the enlightened sages and seers-enjoys celestial bliss, attains purity and piety’.

Respect elders did not mean to imitate them or follow them blindly. The elders are to be respected for their experience and their words are to be taken for their experience but the same need not be followed as such , but can be subjected to discrimination as ones own experience is to their level of withstanding pressures and may not fit to every other. But there are many to be taken for their universal value and their experience can be felt. The gurus or teachers of Vedic tradition used to instruct their students at the time of convocation ‘Let your mother be a Goddess unto you. Let your father be a God unto you. Let your teacher be a God unto you. The works that are not

blameworthy are to be resorted to, not the others. Those actions of ours that are commendable are to be followed by you, not the others’.

Truth has ever been felt as the basic component that makes one to be as they are, and it can never be hidden. The value of truth is given as ‘The earth is sustained through Truth.’, ‘Tread on the path of truth.’, ‘Observe minutely the path of truth which has been trodden by enlightened sages.’, ‘The noble soul who pursues the path of truth is never defeated.’

The act of destructive criticism is to the corrosive effect. If no outcome benefitting the one who is being criticised as blaming takes the form of criticism many times for the self oriented activities and it will get reflected on them as everyone will have their own assessment on others and ‘Those who defame other are themselves defamed.’

Vedic education is to the honest earning without corruption as given by ‘O God, keep away from me that wealth which degrades me, which entangles me from all directions and withers me like a parasitic plant that withers away the tree. O supreme Lord of wealth, thy hands



are golden. Bless me with that wealth which gives me peace and joy.'

'Do not covet the wealth of others.'

The inner and outer world of knowledge be explored to the best to reach a place which is unique for every one and when the balance is reached he is free from all materialistic attitude as

'Explore the ocean, explore the sky and be blessed'.

For one to reach the desire the ideas and resolution one has taken be believed to happen for sure as 'Be firm and unshaken.', 'May our speech be strong and invincible.'

The governance be self for the strength and values of one as 'May we endeavour for self-rule.' Rules are to be framed for the unique cause for a single goal of attainment.

The love to nature as 'Earth is my mother, I am a son of the soil.' 'Serve thy motherland.', '(O Motherland,) may we sacrifice all for thee.'

The integrity of humanity against conflicts as 'May the Earth, which has many heights, slopes and plains, bearing on her bosom herbs

that possess healing powers, bind together scattered men of diverse natures’.

To bring in harmony to live on one’s own potentials as ‘You may live and let me also live’

The rights and duties are to be balanced as one should not outweigh the other in any form as influence and benefits to cause ethical dilemmas as ‘They [the Maruts] wielded the shield and sword in their hands.’

To promote sharing and cooperation as ‘The small-hearted man procures food in vain. I speak the truth-this verily is his death. He cherishes neither god nor friend; he who eats alone, eats sin alone’ ‘Earn with a hundred hand and distribute with a thousand.’ Blessed are the hands that support the destitute.’

To progress with social awareness as ‘May not brother despise brother.’

To reach the global oneness as ‘March together; let your words be united; let your minds be united; accept your share of fortune just as the God’s, concurring, accepted their portion of the sacrifice in ancient times. May your prayers be common; common be your fraternity; may your minds move with one accord; may your hearts work in harmony for one goal; may you be inspired by a common ideal; I offer for you a common oblation. May you resolve with one accord, May your hearts beat in unison; may your thoughts be harmonious, so that you may live together in happiness.’

To offer a frame of policy as ‘The ruler is for protection.’ ‘For growth of agriculture, for protection of property, for progress and prosperity, for support and sustenance (are you appointed as our ruler)’. This clearly depicts the priority and how the schemes ought to be that they should not feed but to provide opportunities to earn their sustenance.

To hail human dignity as ‘May we live a hundred years without being slaves to others’

The stages of mind in different rhythms as ‘This mind of mine, which travels afar, the light of lights, which wanders to far-off places whether I am asleep or awake-may it resolve to do what is good and pure’ ‘(O Agni,) lead our minds on virtuous paths.’

To learning beyond curriculum as ‘Let noble thoughts come to us from all sides’

To distinguish the mastering and memorising as ‘He who does not realize the ultimate Truth behind the Rik and Akshara (word and letter) in which rest all Gods-what will he do by merely reciting and repeating the Risk?’

By going through these entire one could realise the Vedic education hardly left any single measure for peaceful individual who could contribute to the society. The chanting of slogans with their meanings gone into the mind makes it to be auto suggestive that the subconscious mind put forth every opportunity to reach the desires and prevents every opportunity that are against those chanted to the subconscious mind. It is interesting to note that auto suggestion is of this category and works well to support one to reach their desire



permanently if it is not intercepting the desire of innocent. It is for this reason they could go deep into learning and served the society selflessly and lived a peaceful, purposeful life where there were no places for negative emotions.

### **Macaulay's education policy**

On the move to introduce English as the second language to transform the people of India to European culture, Thomas Babington Macaulay in the Minute on Indian Education, 1835, said the following - "The languages of Western Europe civilised Russia. I cannot doubt that they will do for the Hindu what they have done for the Tartar ... We must at present do our best to form a class who may be interpreters between us and the millions whom we govern; a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect".

This had been implemented when at times Arabic and Sanskrit were the medium of Instruction and the British ruled India. The minute on Indian education by him runs like transferring the mass they rule to international transformations by letting them learn through the universal language which is common in most other countries. In this

context, it must be taken to the fair deal that for the advantages we cherished we still follow the same. It must be borne in mind that then they needed no scientists, researchers, poets but only interpreters to convey what they execute to the civic.

T.B.Macaulay was into abolishing the oriental system of education in vernacular languages seriously. Certain serious objections to the content and manner of argument and presentation found in Macaulay's Minute were raised by another member of the Supreme Council, H. T. Prinsep who was Secretary for matters pertaining to education. He insisted upon two main things to be added as amendments as there should be instruction and choice of learning for the intellectual taste of the beneficiaries and the vernacular system should also be there in the education policy to give due privilege to the native culture, which were later included, but with less financial as scholarships.

The minutes of T.B.Macaulay gained implementation for his measures from the view of several Indian leaders in those times like Raja Ram Mohan Roy. Twelve years before T.B.Macaulay wrote his minutes on Indian education policy, in 1823 , Ram Mohan Roy sent a

communication to William Pitt, expecting him to lay his representation before the Governor General of India, in which he stated that the British India Government to spend the money authorized by the British Parliament for the education of the natives on teaching western sciences to them, not Sanskrit or Arabic. He stated in the same that the Sanskrit grammar is difficult to understand and a single word has several different meanings according to the grammatical usage whereas English grammar is simple and easy to learn. He added that the Vedic doctrines and Niyaya sastra which includes repetitive recitations and rules of ethics without knowing the purpose is of no value to the learner. His own statements in the communication in this context are “Neither can much improvement arise from such speculations as the following, which are the themes suggested by the Vedant. In what manner is the soul absorbed into the deity? What relation does it bear to the divine essence? Nor will youths be fitted to be better members of society by the Vedantic doctrines, which teach them to believe that all visible things have no real existence; that as father, brother, etc., have no actual entirety, they consequently deserve no real affection, and therefore the sooner we escape from them and leave the world the better. Again, no essential benefit can be derived by the student of the Meemangsa from knowing what it is that

makes the killer of a goat sinless on pronouncing certain passages of the Vedas, and what is the real nature and operative influence of passages of the Veda, etc.

Again the student of the Nyaya Shastra cannot be said to have improved his mind after he has learned from it into how many ideal classes the objects in the Universe are divided, and what speculative relation the soul bears to the body, the body to the soul, the eye to the ear, etc.”

It must be understood here that the reformation took two decades to form the policy where we had been ruled by British and who formed rules for us. The reformation to English as the language of instruction to teach European sciences had taken several modifications later on, along with the oriental system with vernacular languages too, even now. The arguments presented by Ram Mohan Roy is to be taken as the evolutionary changes due to long time use indicated by lethargy and complacency that lead to fantasy towards English and European sciences.



The Meta sciences that taught about the existence of body connected to the surroundings is of profound values and all the Vedas have purposeful life style directions and if chanted getting into the meaning will reform the individual to the core. The precepts of Nyayasastra do have impact on congenial relationships with every other for the spatial intelligence he gains and all the examples he gives have several different meanings convincing with respect to the existential intelligence. The killing of goat is justified when you consider the food pyramid to balance the numbers of elements forming the food chain, and that is what has been reflected in the Vedas. When the activity turns out to be frequent to make them to the endangered side, there comes the alternate to go purely vegetarian. There are many different thoughts which support this from the stand point of mogul religion which is out of scope here.

Though we say those who follow Macaulay as Macaulay's children and the inclination to western language and culture as macaulayism, we need to accept that we are in the era where the regional language we speak is the second language and the medium of instruction is English mostly. It has taken several faces all through these years and for meeting the globalisation which was once felt as

impossible, made possible by web enabled activities, we realise Macaulay's education policy pays ,though it had been forced during implementation.

The excellent communication of the Indian people put them in the forefront worldwide for off shoring activities like Business Process Outsourcing (BPO) and Knowledge process outsourcing (KPO) in the recent years. But it is to be admitted that by following the base of Macaulay's method of education with little modification, we still produce masses of interpreters only that we lag much behind in cutting edge technologies and innovation. It is not a fair approach to go for reforms without altering the base to suit democratic India progressively. We need no masses any more, but individuals filled with wisdom and social awareness, with ample integrated knowledge through experiential learning as not to interfere in to innocent. East or west, taking the best adds to the humane.

Now the situation has changed since freedom, and for the democratic India, freedom to think and express forming an egalitarian society is a credit and most demanded need too that we need to advance the education policy further. The advancement should not be

alterations and evolutions but a new form of autonomy that the innovation and creativity of both the faculty and students should be prioritised making the education specific for an individual that brings back the aptitude in research, science and art with new inventions.

We ought to know at this context that getting back to Vedic education , or sustaining the Macaulay's education principles is out of progressive development, but for the evolving intellectual quotient of every learner with the environment, he need to experience the concepts of soul, existence of body, knowledge of the surrounding that he live his life peacefully with his own perceptions. The understanding of any issue differs from person to person and one can not be taught but made to feel to get the cooperation, and experience to get the contributions which demands for holistic education. The holistic education hence is to take the richness of meta learning from Vedic education and experiential learning from Macaulay's principles.

### **Holistic education**

Holistic education is the philosophy of education to each person which helps him find identity, meaning and purpose in life through connections to society, nature and human values. In contrary to the

existing education system which could be compared to the environment that defines the physical components of nature as air , water and soil , the physical contents of the curriculum transferred to the students as such, holistic education is the connectivity the components of curriculum has with real life situations as life skills to live with human values as ecosystem which demonstrates the interrelationships between the components of environment , life system in it, the abiotic factors which help them nourished.

Holism refers to an idea that the all the properties of a system or a field and can not be explained simply by its components, instead the integrated behaviour of the whole system with its components. Holistic thinking allows a person to experience and integrate the multiple layers of meanings to his might rather than constraining the human thinking by setting limits, and hence varies from person to person to the level he wishes to pursue, continue to add facts till he satisfies, knows the innate meaning to his complete efficacy.

With the education taking many transformations out of experience and limitations, the life styles and mind sets of different civilisations, there had been several different forms of education



preparing the public to acquire knowledge of how the processes take place , how they can be controlled and integrated to get the best for living. The holistic education comes out to be the alternative to public schooling that existed for more than 200 years which is to produce work force and citizens rather than self sustained human beings.

The alternate schools for holistic education are encouraged for their uniqueness and innovation but lacks continuum till higher education as the same were not for the majority and finally they got to get the main stream of public schooling where they suffer a lot for they gained the mastery but the uniform education system checks words, words only. On the other hand, the extremely high demands for the limited seats in these schools make them expensive and not affordable to every common citizen.

For these reasons, though the alternative schools posses a lot of advantages loose their fame to generalise the principles and get segmented as they could not compromise the normalcy out of public schooling everywhere around. We can see examples with many foundations like Arabindo, Easha and so on. It was also felt once the habit of mastering is inculcated at the primary education it will serve

throughout the entire learning, but practically, to be one among the mass for survival, to be competitive in the global mass, they enter back into memorising words to describe process as it is dealt but not in their own words how they perceived where the integration of thoughts and consequent development to reach the soul do not occur.

The alternative schools that practice experiential learning to cultivate the moral, emotional, psychological, physical and spiritual dimensions of the humane as an individual and hence is expected in the public schooling too to prepare the citizens of post modern era to lead a peaceful, sustained, contributing, and complementing life.

### **Free or democratic schools**

Free or democratic schools, where the students are to learn with the expectation that he learns with his own interest, getting equal priorities as teachers to even handle the classes for their interest, hold due place in administration, finance and maintenance that they form team rather than hierarchy. It makes the entire team liberated to work completely on interest and has the risk if the responsibility is not understood effectively to meet the purpose.

### **Folk education**

Folk education is a form of informal education, those days have gone in general in the recent times, but communities do exist in fragments where the education has not reached its significance in them as remote living tribes, who were not rejected to education but to do a categorised physical labour generations together, who has to earn for livelihood right from child hood by force for their family or as an individual. Folk education is intense in transferring human values as it demonstrates the science, human values and culture by arts.

### **Quakers school**

The Quakers or friends schools set goal on there is no distinction between process of learning and end of education, it continues life long to groom as a responsible community member. It is person centric and believes each person learns differently and hence they emphasis simplicity, honesty, peaceful resolutions to conflicts, dignity of physical labour , mutual trust and respect, care for each other and the earth. At the global level Quakers think education as the way to create the world that ought to be. They have curriculum linked with every day life, that they build individuals with self confidence and contributing to society understanding their strength to the core.

### **Home schooling**

Home schooling, Unschooling, Deschooling has been felt in early 1970s and had been in practice till this time in various modes and the recent one being the online education where the students take the responsibility of learning on their own by personal experiences and learning through the community. It gives opportunity for better social responsibility far beyond what the traditional schooling could offer.

### **Krishnamoorthi schools**

Krishnamoorthi schools create a learning environment not as a system but with attitudes and qualities of students and teachers and how they relate with one another. These schools aims at importing knowledge in search of nature, beauty, truth in his own way without conflicts as conflicts leads to violence. These schools intend to offer understanding actuality and its actions without any preconceived theories, myths, and ideals which bring about contradictory attitude and its existence. There are variations among krishnamoorthi schools with the focus to academics, spiritual and psychological aspects. This philosophy of perceiving things with open mind make an individual to be innovative and creative that this gives out fining the mystery of



nature more pronounced than regular stream of research in academics.

### **Montessori schools**

Montessori's central concern was the natural development of child. The healthy formation of the physical and mental and spiritual qualities that is latent in human beings. Given the proper nurturing environment the life force impels the child to unfold his or her potential personality, to expand his powers, assert his independence, and create an adult identity, in short promote self sufficiency every way. The curriculum teaches the concepts and philosophies through experiments and activities that they learn by experiencing on their own.

### **Open schools**

Open schools are student centric and offer them education according to their desire. The teachers adopt non authoritarian progressive goals that they exhibit a relaxed expectations on the student as they don't compel them but expect more from them to get their best by maintaining trust ,fairness, generosity and tolerance and giving freedom make the student to be mischievous at first and this

mode of committing and correcting make them refined not to repeat the mistake , but demands patience from the teachers and parents to integrate in treating the child as they are, with dignity.

### **Waldorf or Steiner school**

Waldorf or Steiner schools aims at reaching a human wisdom by balancing the inner and outer experiences through understanding the rhythms of nature and child by dance, music and arts. It is more of spiritual relating science of existence and spiritual thoughts of living that there will be balance of life both from thoughts and experiences, the integration of which brings out the best of life, to be creative, independent, responsible and active human being to create just and peaceful society.

Our understanding of what it means to be human and how people learn have changed dramatically over the last few decades but 'schooling' remains largely as it was early last century. These need comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in

dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning as given in [World Declaration on Education for All, Art. 1, Para. 1](#).

This includes so-called "students-at-risk", most of whom have severe difficulties in learning within a mechanistic reductionist paradigm which emphasises linear, sequential processes. Holistic education is inquiry driven, interdisciplinary and integrated and is based on explicit assumptions of interconnectivity, wholeness and multi dimensional being. It encourages the transfer of learning across the chasms that have separated academic disciplines in the past. Holistic education encourages learners to critically approach the cultural, moral and political contexts of their lives. It actively engages students in the teaching/learning process and encourages personal and collective discernment and responsibility.

Much of today's education is built on implicit 19th century mechanised, reductionist assumptions about resources, processes and people. For most of the 20th century education was largely about a mechanistic process of 'schooling' that moulded the resource of raw

students to fit the workplace and meet economic imperatives. It was rarely about learner centred education.

Building an education system for the 21st century capable of helping to bring about the kind of preferred futures being described by many communities will require a shift in perceptions to current understandings about the world in which we live.

Many of the local and global challenges facing us today are embedded in interconnected systems. Addressing these challenges means moving beyond the limitations of the perspectives, methods and tools of traditional reductionist thinking to System thinking which involves a shift from the parts to the whole, from objects to relationships, from structures to processes, from hierarchies to networks, from the rational to the intuitive, from analysis to synthesis, and from linear to non-linear thinking.

Our understanding of physical reality and the cosmos has undergone revolutionary change over the last century through developments in quantum physics and astronomy. 'Quantum thinking'



and new cosmologies have changed the way we view the origin and destiny of humanity and the nature of reality.

In particular, a more holistic education will make clear the interconnections between apparently disparate materials, Show how things fit into larger contexts, have a systems view with local, global and cosmic perspectives, explore inconsistencies, tight spots and mysteries, tell and listen to inspirational stories, value intuition, insight and imagination ,make fundamental assumptions explicit ,engage students in local and global issues.

The learning process will become more interactive, collaborative, experiential, reflective, inquiry based, inspirational, transformative, meaningful, creative and flexible. As a result students will become more Curious, creative, empathic, joyful ,innovative, mindful ,compassionate ,resilient, competent ,purposeful ,ethical and engaged mindfully forming egalitarian society. Hence there need to be guided learning and no teaching learning process.

It is felt in the recent times, that there must be more of education to find joy, hope and enjoyment than finding the actions as chemical

reactions in the brain. This leads to alternate schools and they are proving to be phenomenal in the evolution of imparting complete education to a meaningful life in their own regime and there has been exponential demand for enrolment in such schools which make them justified to be adopted uniformly across the globe. Thus the curriculum is to connectedness, wholeness and being in the global arena that it apart from combating the crisis of meeting the real time situations from economic imperatives, also gives way for admissions anytime across the globe which is much felt for the recent times, where the mobility of citizens to various different countries other than their native country in search of job to meet recession is common.

Even in their native country, the existing scenario could not find a better school offering international education, with affordable fee structure which will not take their students till higher education but a shift to regular stream after a point. There are a few to offer international curriculum till higher secondary levels where the admission procedure is difficult as they do mastery and where the wisdom is tested while memorising is practiced in many of the Asian countries. It is the right time to think of the alternate schools refined to form a uniform curriculum as regular paradigm. The psychology of

single child in many of the family needs a modified teaching strategy almost informal where they want to avail the choices of their own, and they do expect individual attention, care and specific treatment and is demanded from the basic of education to higher education to bring out the best as an individual. The class room teaching must be given away with modern teaching aids that education will be perfectly holistic , feasible in every schooling activity.

### **Contemporary education**

The modern world expects the education should give space for an individual to grow on his own pace in his own environment with a freedom to choose the curriculum and emerge as a man with complete quality to lead his life as human. The curriculum for contemporary world should involve psychology to promote ethics, morality, equality instilled into the discipline of choice that it is a complete professional man making process that no individual on any account of time will go away from humanity. It should give way for interpretation, exposure, experience to inculcate the concept that the application of the same leads to innovation and creativity.

It should be in such a way as to evolve lot many patents and indigenous research to protect the wealth specific to a region that it benefits the global civic. The visual and spatial memory should take due place that learning is easier for implementation. The education should lead to have open mind to discuss, accept and execute things for the turbulent changes the world experiences which are rapid too. At no instant of time he experiences a jerk and should have the preparedness to face anything which comes out of confidence gained with experience and exposure on the concepts. This will come out of feel of complete satisfaction for which one need to have the complete perception of the content from education.

### **Guided learning process**

There are two distinct methods of conveying the concept. The biographical and the interpretative. The first is simply the memorising process which requires only a good text book and a lot of reference material, which finds place in the existing system of teaching, assessment and evaluation which makes the learner stay away. The second one requires the sympathetic knowledge of learners' psychology. The principles on which this second method lies are,



Criticism must be original and sincere. The criticism must be from the learner without the influence of the teacher or the author of the concept that the learner should think on his own. It is not that what he thinks, but that he thinks. Not the finished product of his thinking to perfection, but the process of his thinking is education. No information should be given to the learner which he is able to discover on his own.

An idea must be allowed to find its own form of expression, the concept perceived must be allowed to be expressed in the form they wish to, that they focus on the concept than how it should be presented. The success of education is looking at one as he is without any comparison and gives him way to express freely what he thinks.

Imagination is at the root of all creative ability, the interpretations on the concepts open up various different views on the concept to the depth one may wish to go and if allowed to express as they are, there are lot many innovative inventions to suit the needs. The restrictive environment existing every where is the set back to innovations.

The internet sources club all these to serve best in the search to find the highest knowledge of self.

Guided learning process is a symbiotic process where the teacher provides the information in the way the learner could understand the concept. The media and mode are to be so chosen that it forms a highest level of interaction between the two involved. Learning is a never ending process that the teacher can not assure complete guarantee of the content of the syllabus. There should exist a level of trust on the teacher that he will guide the learner to sail through the concept in the way comfortable for both of them.

The teacher need to play the role of mentor, counsellor, supervisor, friend, philosopher than a mere instructor in the existing scenario and the teaching learning process should give way for the learning to be complete to the satisfaction of the learner. The class room instruction is monologue, promotes interaction with only a few interested. There are short falls in understanding the accent, pace when it comes to inter state and international pupil. Hence the Teaching learning process should be transformed to guided learning process where the student learns by himself with the base course

scripts provided by the teacher, clears his doubts and further his understanding to the level he wishes with the guidance taken from the teacher on the net.

### **Web education**

Web education offers personalised teaching and personal learning. The learner can go deep into the concept to the satisfaction of both involved that the purpose of education is reached. It provides way for one to one sharing that no student is left to carry on further with doubts. The teacher plays all the above said roles as it is on internet. There is no noise pollution, overlapping of voices between the classes; the blackboard is completely replaced for the legibility of handwriting which may curb interest in understanding. The slot is student specific that he can learn any subject of his interest at any time on a particular day, which the focus and level of perception will be fast. The functionality from both sides is completely transparent that there is no activity to check the morality as with attendance and favouritism in the existing system. Global exposure and interaction improves confidence and communication skills. The virtual space is used resulting in no paper environment.

### Primary web education

The primary education must be parallel till fourth form that an individual learns the alphabets and numerals by writing and using them on computers. The curriculum then should be advanced to replicate the real time situations to teach basic maths, and sciences. The visual and spatial memory could be driven that the child learns with interest. The assessment should be to test the individual for the understanding of concept designed by the teacher and the assessment will be carried for the promotion. The individual gets the subsequent slot of lessons only if he completes the previous one. The assessment will be qualitative and not quantitative.

The advancement in game development and animation provides best way to convey the concepts. The individual projects and assignments promote them to handle the situations on their own. The fantasy involved makes them come to school on their own. Rural mass is more prone to this as they grasp things easily for their independent lifestyles to stand on their own right from childhood. The appreciation received for the performance promotes the individual as there is no ranking and comparison, quantitative measure of concept understood. It is driven towards self development to reach the philosophy of man



making process as inquisitiveness, trying to experience and infer from the incidents, responding immediately to accidents. The phase of accepting things and finding everything with the universal awareness is easy with the childhood for their openness.

### **Secondary web education**

The education can be completely web based introducing more practical approach and freedom to learn on their own having the flexibility to choose the topics of the subject. The subjects are to form a clear understanding of the fundamentals that the learner can advance applying the concepts to practical situations as simple projects. This will sustain the knowledge gained promoting long term memory. The curriculum is applied to real time situations that the pupil emerge out as complete individuals and since the system is for self development and performance convincing both the teacher and the learner, there will be completeness of conception and they remain as good citizens instilled with morale and ethics even when they do not continue tertiary education. Till this stage the common goal is to enrich intelligence and personal responsibility to choose a profession they desire either with higher education or with taking up job. At the end of

every level one must be prepared for the higher level with their own might.

### **Higher Web education**

Higher education inculcates professionalism in them as they gain what is needed for their career ahead. The curriculum must provide complete package of what is practiced in field and must be enriched from time to time to meet the global demands. The Technical education should encompass the practical learning and industrial exposure as part of the assessment that it leads to applied and industrial research in campus. The international institutions collaborating will have their reach to the able students and niche areas that the global research will continue in specialised topics after higher education too.

The key components of industrial training and practical exposure make them emerge out as entrepreneurs and technocrats to industries to promote indigenous technologies. The PURA (Providing Urban Amenities in Rural Areas) devised by Dr.Abdul Kalaam will have its due influence in action in this transformation. There will be complete uniformity in diversity as there is freedom to choose the subjects to

form the required credits to earn the degree and a professor can have any many students as it is completely through virtual media. The selection procedure is through an entry project given to all and must be admitted based on the performance. The aptitude of the student must be tested for the professional responsibility and not for the subject expertise alone.

He will be convinced with his own response that the screening procedure which was found difficult with 0.01 percent difference in the existing system will be made easy and purposeful too. Subsequent levels of curriculum will be available open only if the student clears the concepts of the earlier curriculum, where he got to do improvement. For this fixing the time pace will be irrelevant, but the flexible pacing justifies the concept oriented learning. There will be guided learning that for the capacity of the student the pace of learning will be checked regularly as the faculty will be in touch with him all the time and the relationship goes beyond time which is needed for the existing scenario of students finding it difficult to cross the bridges of adolescent, the social influences are many from various unexpected directions for the abundance of information thrown in the internet without due clean up and certification from the governance.

This is going to be the major cause of social disaster among the youth if unattended as the use of internet is gaining momentum everywhere for the fantasy and charisma it offers. Channelising the same into education strategy with due integration make the youth to be responsible to offer their might to the parents, society, nation and to the world.

### **Assessment and evaluation**

Assessment is the process of documenting, usually in measurable terms, the knowledge, skill, attitudes and beliefs. The evaluation is the systemic determination of merit, worth and significance of something or someone using criteria against a set of standards.

We shall see different ways of assessment and evaluation which are specific to each practice and reported here for adoption with or without modification to suit the needs of the assessment and evaluation effectively. The assessment is where the student stands in every aspects and evaluation is how the set standards can be reached by an individual with the procedure adopted by him, to bring him up to meet the set goals.



Formative assessment is the interim assessment by the performer while the process is being performed and the summative assessment is the final product of process cumulative of the process. The cook tasting the dish is formative and the guests tasting the dish is summative. The former results in improvement in the same process while the later results improvement on repetition.

The objective assessment is testing the ability of the student for a question which has one answer and the subjective is the interpretation of concepts in his own way that has many answers from every one, many answers from the same at different times to the depth of his understanding. Criterion based assessment is performance with respect to a set criteria as metaphorical perception, theoretical perception, conceptual perception, and philosophical perception. The Norm referenced assessment is relative assessment with the samples of same type and it leads to comparison. The ipsative assessment is self assessment with respect to time of one particular trait, or collective traits o the person complimenting or nullifying his quality as a whole.

Formal assessment is a written document on the performance with selected criteria where as the informal assessment is the

cumulative, cross linked appraisal usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics, performance and portfolio assessments, participation, peer and self evaluation, and discussion. The internal assessment is within the curriculum by the teachers on their own students, and external assessment is by an unbiased governing body of experts or a single connoisseur which do not include their own teacher. In general high quality assessments are concerned with the reliability and validity of assessments.

Reliability relates the consistency of the assessment with respect to time, form equivalence as objective and descriptive, and internal consistency on concepts. It is to be accepted that no one can perform in the same way with time, with the format, and with the internal consistency as the thinking pattern and response to situation improves every minute knowingly and unknowingly, contributed by every component of microenvironment and hence consistency is irrelevant with education especially.

A valid assessment is one which measures what it is intended to measure and includes three components as criterion, content and

construct. When the criterion is to make one live with his own credentials, and the content is to meet the real time situations by finding what he has as his strength and what are needed to reach his desire, and enhancing the same by acquiring the same to enhance the content and construct is the way to form strategies by ones own, design his future in other words, to reach the goals ethically. None described above can be said as the high quality assessment as an individual instrument but in practice they have been combined to reach quality.

Evaluation is with respect to set standards. The joint Committee on Standards for Education Evaluation which is a American/Canadian body of Standards development Organisation prescribed three standards as Personnel standards, Students standards and Programme Evaluation Standards. The standards provide guidelines for designing, implementing, assessing and improving the identified form of evaluation. Each of the standards has been placed in one of four fundamental categories to promote educational evaluations that are proper, useful, feasible, and accurate. The evaluation of the standards as the programme, personnel and student must be specific to the objective and which must be same for all the above mentioned to be

proper, feasible, useful and accurate. The common goal of the evaluation procedure on education is to bring up an individual with tools specific to his own potentials.

The standards also provide special consideration to issues of diversity. It is not the intent of these standards to design or promote specific systems of evaluation, rather to ensure that whatever system is in place provides a sound process most likely to produce the desired results and to identify the flaws to set the system to meet the objectives and to find the best practices that every system follows to reach a wide spectrum for possible adoption and upraisal.

The four attributes of sound educational evaluation practices are:

- ✚ The propriety standards require that evaluations be conducted legally, ethically, and with due regard for the welfare of evaluatees and clients involved in. There are seven standards under this attribute which include service orientation, appropriate policies and procedures, access to evaluation information, interactions with evaluatees, comprehensive evaluation, conflict of interest, and legal viability.



- ✦ The utility standards are intended to guide evaluations so that they will be informative, timely, and influential. There are six standards under this attribute which include constructive orientation, defined uses, evaluator qualifications, explicit criteria, functional reporting, and follow-up, professional development.
- ✦ The feasibility standards call for evaluation systems that are as easy to implement as possible, efficient in their use of time and resources, adequately funded, and viable from a number of other standpoints. There are three standards under this attribute including practical procedures, political viability, and fiscal viability.
- ✦ The accuracy standards require that the obtained information be technically accurate and that conclusions be linked logically to the data. There are eleven standards under this attribute including validity orientation, defined expectations, analysis of context, documented purposes and procedures, defensible information, systemic data control, bias identification and management, analysis of information, justified conclusions, and meta evaluation.

Assessment and Evaluation must be combined to prepare a student to be confident with assessment of his innate qualities, guidance to improve his strengths and to wither away the weaknesses and evaluate his performance in relation to the set standards. The curriculum must be holistic to include multiple intelligence. The assessment and the evaluation must be convincing the student and transparent.

For the assessment and evaluation to reach the purpose of using education to bring up the citizens to live a life with cooperation and deserving contribution, the evaluation procedure must be fair and ethical with systematic enquiry, competence, and respect for people, integrity and honesty, responsibility for general and public welfare. They should reflect these qualities in every process of procedure evaluation on personnel, student and on the programme to bring out the best of each as component of education. The evaluators must be free from influence, and should have a strong convincing profile for every civic to be a part of evaluation and the procedure must be completely explicit and to the open forum of every one concerned which automatically eliminate corruption, promote contributions form every side, and bring out the best practices fairly for adoption by others.

### Rubric scoring sheet

It is evidenced from the above principles that the assessment and evaluation can not be quantitative but qualitative. The following assessment procedure is a lead base to formulate evaluation and assessment procedures specific to the strength of the region meeting the global accord and make education as learned degrees equivalent to the global mass to live in peace without conflicts and disconcert.

**Rubric** is a word or section of text which is written or printed in red ink to highlight it. It is derived from the Latin word **Rubrica**, which mean red ochre, or red chalk. In academia, it refers to the mark of an evaluator and in modern academics it refers to a scoring scale. Rubric scoring sheet has three components as dimension as the criteria on which the performance is measured, definitions as the descriptors and examples of the attributes set as criteria, and rating scale as level with standards of excellence and models for each level to be the references.

Rubrics help students become thoughtful evaluators of their own and others' work and reduce the amount of time teachers spend evaluating student work. Here is a seven-step method to creating and using a rubric for writing assignments.

The first step is to have students look at models of good versus “not-so-good” work. A teacher could provide sample assignments of variable quality for students to review. The second step is to list the criteria to be used in the rubric and allow for discussion of what counts as quality work. Asking for student feedback during the creation of the list also allows the teacher to globally assess the students’ writing experiences. The third step in creating a rubric is to articulate gradations of quality. These hierarchical categories should concisely describe the levels of quality (ranging from bad to good). They can be based on the discussion of the good versus not-so-good work samples. Using a conservative number of gradations keeps the rubric user friendly while allowing for fluctuations that exist within the average range. The fourth step in creating a rubric is to practice on models. Students can test the rubrics on sample assignments provided by the instructor. This practice can build a student’s confidence by teaching them how the instructor would use the rubric on their papers. It can also facilitate student/teacher agreement on the reliability of the rubric. The fifth step is to ask for self and peer-assessment. The sixth step is to revise the work based on that feedback. As students are working on their assignment, they can be stopped occasionally to do a



self-assessment and then give and receive evaluations from their peers. Revisions should be based on the feedback they receive. The seventh and final step is to use teacher assessment, which means using the same rubric the students used to assess their work.

This rubrics scoring sheet can be taken further on filling the soul of the individual by the components as Curriculum, Environment, Time, Support ,and goal to design a preferred learning process by the student given at the beginning of the curriculum and which is guided by the teacher with evaluation reports at regular intervals and suggesting him to modify the approach make him reach level of excellence with his best and every student then become the achiever as score means achieve, accomplish and when quantitative measures make them to find reasons for their status and blame , qualitative measures make them to accept the evaluation and move further on, and hence is convincing and constructive from both sides. Rubric makes one reach the set goals, and move higher and higher as the performer always progresses towards the set goals and which will be changing as he attains one level.This is the basic of forming levels, forms,classes and standards, certainly not making one to score minimum and move on to the next level accumulating ignorance.For

this to be accomplished the education must be student specific in his own pace to give way for not only the laggard learners but also the intelligent in their comfort level. It should be understood that when the frequency is not alike, both as basic for intellectuals and advanced for the laggard learners, they may not find the environment conducive for their best output. For one to give out his best, he must feel comfortable and is the basic requirement. Education is something to be enjoyed, assimilated, perspired, related and relished with one's own recipes of concepts and application that it will not bring up on in a restrictive environment, but in liberated, connected, responsible environment.

A number of leading institutions awarded with autonomy could go for this that we finally reach a common system of education where there is preference for the learner and who could design his own course that we produce individuals with confidence and independence to take up challenges facing the universe. Since they are convinced they will be satisfied completely and view others performance to cooperate with them .The definition of autonomy with technical education goes like this, **“The purpose of autonomy is to provide freedom for the institution to design its own curriculum and evaluation**

system to produce high quality engineers suitable to meet the current challenges of the industry and society. The syllabi are restructured and improved involving senior faculty of the institute, experts in various fields of specialisation and practicing professional engineers from industry. The revision is based on the feedback from the industry, employers, faculty, students and the current status of technology.

A substantial qualitative development in the students' attitude, basic improvement in discipline, better student-staff interaction and higher employability of the graduates are some of the key benefits of autonomy. Autonomy shall be a means to achieve higher standards and greater creativity in the future”.

For majority of institutions having attained autonomy earlier to two or three decades should have a self assessment that they are meeting the expectation of the autonomy. The education policy to promote quantity and quality of Institutions, plenty of them have gained autonomy status that implementing web education is not a difficult task for them. The policy with AICTE to involve international institutions to offer degree is a bit cumbersome task and is restrictive where as the autonomy permits collaboration for specific subjects and unconditional that the flexibility offers continuous improvement.

For autonomy, the institutions can have continuous assessment using various different tools that a learner gains complete knowledge of the concept. The conviction makes them feel satisfied, confident and self sustained that they exhibit their best in their career. The controversial traits as pull downs, plagiarism, flattery, favouritism and influence will evade away making education a clean regime to produce egalitarian society.

### Strategies

- ✚ The tools of assessment could be the term papers, projects, discussion, assignments , projects specific for the individual and to the innovation of the teacher.
- ✚ The course scripts could be on power point slides, MS word or any software to the flexibility and ease of the teacher. There are black box software's designed specific to the web education but they are restrictive and makes the teacher depend on web designer.
- ✚ Gmail and facebook have all possible applications which a teacher may require to offer the course scripts online.



- ✚ Each subject instead of a single teacher could have more faculty as committee at least for evaluation that the assessment is genuine and transparent beyond doubts of favouritism.
- ✚ All institutions with autonomy could implement this to meet the purpose of education practically. No further approval from the governance need to be obtained for this as the same can well be justified for the existing norms. The government should think of giving autonomy to every institution to implement various combinations of innovative tools specific to the living pattern of the students.
- ✚ The restrictions to allocation of specific number of seats could be relaxed to any number as it is for the pace of learning of the individual and that there will be more chances for choice of learning with a particular course in a specific institution.
- ✚ The space requirement could be reduced saving the agricultural lands being occupied for institutions as most of the activities are online via internet.
- ✚ As there is flexibility to choose the subjects and slots, the laboratory could be made available all the time making the individual to work on the instrument unlike the existing system.

- ✚ The time saved from class room teaching compensates the time spent for individual assessment and practical training, besides helping the faculty to enhance their own academic pursuits by involving in research activities.
- ✚ All communications must be online and completely official that there is no way for wasting time in unwarranted activities which the existing system failed to counter and for which the dilution exists. The morale and ethics are reinforced in every stage of web education.
- ✚ Making the teaching profession service oriented with more straight ways of earnings in par with other career will attract intelligent pool to teaching.
- ✚ The monologue and disinterest of the target group on the existing education system makes the intelligent to go away from teaching. The web education provides more opportunities for interpretations through dialogue which makes learning interesting and involves appreciation too for the involved, both teacher and learner that real interest to pursue education on their own is assured. This attracts the intelligent to teaching too.
- ✚ The promotional features must be individual specific and should exhibit a prismatic growth for unique contribution of the

individual that every deserving receives the due and every other in move to reach the same is convinced for transparency and ingenious achievement.

- + The governance should give a strategic plan to be achieved with every five year plans of India that there will be revision of tasks along with perks. The revenue to the governance be through industrious projects and the tax on employees must be relaxed that they develop a bond to national growth.
- + If the curriculum is instilled with morale and ethics, to groom individual for the best of his strengths, the national growth towards meeting global expectation is more pronounced that we leap ahead. The plenty of information on the web be exposed to the interpretations of the advanced generations who spent their time simply by physical presence in the class rooms, which transform them to be resourceful and confident.
- + The freedom to be ones own without restrictions by tradition and culture make them learn to be who can give out innovative and creative reaches in various realms of life. The restrictions with mobility, time, and policy make their innate qualities hidden till the end that they don't live but survive for existence, which will impose drastic damage to humanity.

## Conclusion

Education being the back bone of civilisation must be addressed with due priority that it meets the purpose at all levels. There are loads and loads of suggestions and ideas that flow through several committees of academia which find difficult to implement for several reasons, the prime reason being the commitment of the involved.

Web education saves that spent on infrastructure and by offering the same uniform mode throughout, the younger generations are transformed into the best of their own and hence they start living for them and hence the society, that humanity leaps into the global concepts and there is no way for conflicts from local to global. The higher education to the international expertise is from the native environment with which we reach global standards at affordable expenditure, the enrolment entering into higher education will increase. The flexibility to learn in their own pace make them take up higher education with a profession in hand that higher education transforms them to reach better standard of living with good employability.



Web education paves way for globalisation practically to every corner of the globe that integrity becomes essential."World peace",the objective of the United Nations is then be met fulfilling the objectives of decade of education for sustainable development as learning to know, learning to be, learning to live together, learning to do, learning to transform. It fulfils the saying "learning for life, learning through life, and learning throughout life", by Mahatma Gandhi. It is all in the mind set to accept the core to convince the individual that he learns for knowing self. The comparison in terms of ranks and marks is a set back and an act for humiliation that majority lacks interest in education, many set to under perform for lack of appreciation having scored low marks.

The performance in the examination will not reveal the level of understanding as it depends on many factors one is facing on that particular day and can not be taken as the indicator of one's intellectual ability. Getting transformed to continuous assessment with tools of projects, term papers etc to assess the application of understanding will provide them space to apply creativity, innovation and bring up the unique capacity of an individual. The flexibility to learn in one's own pace, takes care of the drop outs, as it offers them

way to earn while they learn. Education for all can be accomplished only by making them come to the curriculum on their own, which will happen if they are given an environment to be what they are and mould themselves with guided learning.

The teachers no longer occupy a high stance only to impart curriculum but to exhibit care and affection on individual to bring out the best beyond imparting knowledge. If freedom is given with personal attention, there will not be drop outs. If web education be the mode of knowledge transfer, there will not be doubts carried further that one indulge to information on his own, in the search of which he might come across a lot more to learn and the benefits are multifold. The black board, or the computers do not matter for the learner, but the fantasy offered by the latter makes the learner set to learn at his best comfort. The economy involved is well within that spent by the United Nations under various schemes that even the country with utmost poverty gets web education.

Poverty is not due to the curse of nature, but the reach of the citizens to use the mental wealth blessed to every one, and impartial too. The web offers job opportunities for every deprived citizens and

the strategy followed by USA for automation of government activities is on the verge to be implemented by every other country that switching over to web enabled information processing for education open up a new vista in the global economy to reverse recession. Integration is a must to brush up the old myths to fix with the ethos of global society.

With the mobility of students and professionals across the nations, there had been always a controversies in considering the equivalency in degrees of education offered in various different countries in various different forms that we have several different accords coming up now for programmes of different disciplines and different duration. We shall recall the old Vedic chant evergreen discussed in this article as

“March together; let your words be united; let your minds be united; accept your share of fortune just as the God’s, concurring, accepted their portion of the sacrifice in ancient times. May your prayers be common; common be your fraternity; may your minds move with one accord; may your hearts work in harmony for one goal; may you be inspired by a common ideal; I offer for you a common oblation. May

you resolve with one accord, May your hearts beat in unison; may your thoughts be harmonious, so that you may live together in happiness.”

We shall take the rich values of all accords and arrive at a single universal accord which needs to be followed throughout the globe under the auspices of United Nations with no further economic burden on individual to obtain recognition of their knowledge as degrees, several at one time taking into consideration the multitasking ability of the millennial generation and we need shall make education a free form of knowledge recognised by govt to earn them a repute. For this the degrees must be from the government through the institution to bring in equality and individual specific.