

Level: ADE/B. Ed (4Year)

**ASSIGNMENT No. 1**

**Q.1 Briefly explain the oral method of teaching in the Muslim period in South Asia. Also, critically analyze the objectives of the English Educational system.**

**The Oral Method of Teaching in the Muslim Period in South Asia**

During the Muslim period in South Asia, the oral method of teaching played a vital role in the dissemination of knowledge and education. This traditional approach to education relied heavily on verbal communication and memorization rather than written texts. Formal educational institutions, such as madrasas and maktabas, were the centers of learning that utilized this method.

In the oral method, students would sit in a circle around their teacher, known as a "ustad" or "mudarris," and listen to his lectures and teachings. The teacher would recite religious texts, poetry, and other important knowledge, and the students would memorize and recite the information back to the teacher. This process of memorization was considered crucial for preserving religious scriptures and important texts, ensuring that knowledge was passed down from one generation to the next accurately.

The oral method had several advantages. It facilitated direct interaction between the teacher and students, creating a close-knit learning environment. Students could ask questions and seek clarifications in real-time, which encouraged active engagement and discussion. Additionally, the emphasis on memorization helped in preserving knowledge and maintaining the authenticity of religious scriptures.

**Critical Analysis of the Objectives of the English Educational System**

The English educational system, introduced during British colonial rule in South Asia, had distinct objectives that served the interests of the colonial administration. While the British claimed to introduce education for the natives' welfare, their underlying motives were primarily economic and political.

1. **Produce Clerks and Middlemen:** One of the key objectives of the English educational system was to produce a class of English-speaking individuals who could serve as intermediaries between the British rulers and the local population. These individuals, often from the urban elite, would be employed as clerks, translators, and middlemen to facilitate administrative tasks.
2. **Cultural Imperialism:** The English educational system aimed to instill English language, culture, and values among the native population. By promoting English as the medium of instruction and promoting British literature and history, the British sought to create a generation of "anglicized" individuals who would identify more with British culture than their own indigenous traditions.
3. **Maintain Political Control:** Education was used as a tool to exert control over the local population. By shaping the minds of the educated elite to align with British interests and values, the colonial administration hoped to maintain political stability and suppress any resistance or nationalist movements.
4. **Create a Loyal Workforce:** The British educational system aimed to create a loyal and obedient workforce that would support British rule and not challenge the colonial authority. The curriculum focused on producing skilled laborers and professionals who could contribute to the British economy and administration.

However, the objectives of the English educational system came with significant consequences for the native population, including the Muslim community.

### **Consequences for Muslims**

1. **Cultural Erosion:** The emphasis on English language and British culture led to the erosion of traditional Muslim culture and values. As Muslims adopted English as the primary medium of education, there was a gradual decline in the use of local languages and a weakening of cultural ties.
2. **Divided Education System:** The British educational system created a divide between the English-medium schools, primarily attended by the elite and urban population, and the vernacular schools, which catered to the masses. This division further widened the gap between different sections of society, including the Muslim community.
3. **Limited Access:** The English education system was accessible mainly to the privileged class, leaving a significant portion of the Muslim population without access to quality education. This lack of educational opportunities contributed to social and economic disparities.
4. **Undermining Religious Education:** With the focus on English and Western education, traditional Islamic education and madrasas were sidelined. This had a detrimental impact on Islamic scholarship and the preservation of Islamic traditions and knowledge.
5. **Identity Crisis:** The adoption of English education often led to an identity crisis among Muslim students. They faced a conflict between their traditional Islamic values and the westernized ideas they were exposed to in the British educational system.

In conclusion, the oral method of teaching in the Muslim period in South Asia was a significant means of transmitting knowledge, particularly in religious education. On the other hand, the objectives of the British educational system aimed at serving colonial interests, resulting in cultural erosion, limited access to education, and an identity crisis among the Muslim community and the wider native population.

**Q.2 Discuss the salient features of the Deoband Movement and highlight its impacts upon Muslims of the subcontinent.**

**Introduction to the Deoband Movement**

The Deoband Movement, also known as the Deobandi movement, was a significant religious and educational reform movement that emerged in British India during the late 19th century. It was founded in 1867 in the town of Deoband, Uttar Pradesh, India. The movement aimed to revitalize Islamic education, promote traditional Islamic scholarship, and resist the cultural and religious influence of the British colonial administration.

### **Salient Features of the Deoband Movement**

1. **Emphasis on Traditional Islamic Education:** The primary focus of the Deoband Movement was to revive the study of classical Islamic texts, including the Quran, Hadith, Fiqh (jurisprudence), and theology. Madrasas affiliated with the Deoband movement offered a rigorous and comprehensive curriculum in Islamic studies.
2. **Opposition to British Colonial Rule:** The Deoband Movement actively resisted British colonial rule and its cultural influence on Indian society. The movement sought to protect Islamic traditions and values from Westernization and promote the preservation of local cultural heritage.
3. **Promotion of Taqlid (Followership):** The Deoband Movement advocated for the practice of Taqlid, which refers to following the legal opinions of established Islamic scholars. This approach sought to ensure adherence to authentic Islamic teachings and discourage individual interpretations.
4. **Emphasis on Sufism and Tasawwuf:** The Deoband Movement acknowledged the importance of Sufi practices and Tasawwuf (Islamic mysticism) in nurturing spiritual growth and inner devotion. Sufism played a significant role in the spiritual development of the movement's followers.

### **Impacts of the Deoband Movement on Muslims of the Subcontinent**

1. **Religious Revivalism:** The Deoband Movement sparked a religious revival among Muslims in the subcontinent. It encouraged a return to traditional Islamic practices and values, fostering a sense of religious identity and unity among the Muslim community.

2. **Propagation of Islamic Knowledge:** Madrasas associated with the Deoband Movement became centers of Islamic scholarship and learning. They produced a generation of religious scholars who played pivotal roles in disseminating Islamic knowledge and teaching across the subcontinent.
3. **Political and Social Influence:** The Deoband Movement had a significant impact on political and social spheres. It motivated Muslims to participate in political movements and resist colonial oppression, laying the groundwork for later political activism and the demand for an independent Muslim state (Pakistan) during the partition.
4. **Educational Transformation:** The Deoband Movement significantly contributed to the development of the education system in the subcontinent. The movement's emphasis on education and the establishment of madrasas provided educational opportunities to Muslims, particularly those from rural areas.

In conclusion, the Deoband Movement emerged as a powerful force for religious and educational reform, promoting Islamic scholarship, and resisting colonial influences. Its impacts on the Muslim community of the subcontinent were far-reaching, leading to a religious revival, educational advancement, and political empowerment among Muslims during a crucial period of history.

### **Q.3 Discuss the major recommendations of the National Education Policy 1992 regarding Secondary, Higher, and Teacher Education.**

#### **Introduction to the National Education Policy 1992**

The National Education Policy (NEP) of 1992 was a significant educational reform initiative undertaken by the government of India. It aimed to address various challenges in the education sector and provide a framework for the development of quality education across the country. The NEP 1992 covered different aspects of education, including secondary education, higher education, and teacher education.

#### **Recommendations Regarding Secondary Education**

1. **Balanced Curriculum:** The NEP 1992 recommended a balanced curriculum for secondary education. It emphasized the integration of academic subjects with vocational training and life skills development. This approach aimed to equip students with practical skills and knowledge, preparing them for both higher education and the job market.
2. **Vocational Training and Skill Development:** Recognizing the importance of vocational education, the policy stressed the need to provide vocational training options at the secondary level. This recommendation aimed to reduce unemployment rates by producing skilled individuals ready for the workforce.
3. **Improvement in Examination and Evaluation System:** The NEP suggested reforming the examination and evaluation system to move away from rote learning and focus on assessing students' analytical and critical thinking abilities. The policy aimed to foster a deeper understanding of subjects rather than memorization.

### **Recommendations Regarding Higher Education**

1. **Expansion of Higher Education Institutions:** The NEP 1992 addressed the growing demand for higher education by recommending the establishment of new universities, colleges, and institutions. The plan aimed to increase enrollment capacity to accommodate a larger number of students seeking higher education.
2. **Autonomy and Accreditation:** To ensure quality in higher education, the policy proposed granting autonomy to universities and colleges. This move aimed to encourage innovation and academic excellence. Additionally, the NEP stressed the importance of a robust accreditation mechanism to evaluate and monitor the quality of educational institutions.
3. **Research and Innovation:** The NEP recognized the significance of research and innovation in driving societal progress. It encouraged universities and institutions to focus on research and development activities that could contribute to solving real-world challenges and promoting scientific advancement.

## Recommendations Regarding Teacher Education

1. **Comprehensive Training Programs:** The NEP emphasized the need for comprehensive training programs for teachers. It sought to improve the quality of education by equipping teachers with the necessary pedagogical techniques and subject knowledge.
2. **Continuous Professional Development:** The policy recommended regular professional development opportunities for teachers to keep them updated with the latest educational practices and methodologies. Continuous learning and skill enhancement were considered crucial for effective teaching.
3. **Enhanced Status of Teachers:** The NEP emphasized the importance of recognizing and elevating the status of teachers in society. It aimed to promote teaching as a respected and rewarding profession to attract talented individuals to the field of education.

In conclusion, the National Education Policy 1992 provided crucial recommendations to address various aspects of education, including secondary education, higher education, and teacher education. By emphasizing balanced curricula, vocational training, and research in higher education, and comprehensive training for teachers, the policy aimed to improve the quality and accessibility of education in India.

### Q.4 Write a brief but comprehensive note on the following:

#### Teachers Training and Research in the Fifth Five Year Plan

During the Fifth Five Year Plan (1974-1979) in India, considerable attention was given to the improvement of teacher training and research in the education sector. The plan recognized that the quality of education largely depended on the competence and expertise of teachers. Therefore, specific measures were implemented to enhance the capabilities of teachers through training programs and research initiatives.

Under the Fifth Five Year Plan, numerous teacher training institutions were established and strengthened across the country. These institutions offered both pre-service and in-service training to teachers. Pre-service training aimed to equip aspiring teachers with the necessary pedagogical skills and subject knowledge before they began their teaching careers. In-service training provided opportunities for practicing teachers to update their teaching methods and adapt to new educational approaches.

Moreover, the plan encouraged research in the field of education. Educational research activities were promoted to identify the strengths and weaknesses of the education system and propose evidence-based policy changes. Research initiatives focused on improving the curriculum, evaluation methods, and teaching practices.

By investing in teacher training and research, the Fifth Five Year Plan sought to improve the quality of education and create a well-equipped and competent teaching workforce. The plan recognized that well-trained and motivated teachers were essential for fostering a conducive learning environment and nurturing the intellectual growth of students.

### **Primary Education in the Eighth Five Year Plan**

The Eighth Five Year Plan (1992-1997) in India prioritized primary education as a critical foundation for the overall development of the education sector. The plan recognized that primary education forms the basis for a child's educational journey and lays the groundwork for future learning and growth.

One of the primary objectives of the Eighth Five Year Plan was to achieve universal primary education. Efforts were made to expand the network of primary schools, especially in rural and remote areas, to ensure that every child had access to quality education. Special attention was given to reaching out to marginalized communities and underprivileged sections of society.



To improve the quality of primary education, the plan emphasized curriculum reforms. It aimed to make education more relevant and engaging for students by introducing child-centered pedagogies and interactive teaching methods. The focus was on active learning and the holistic development of students, including their cognitive, emotional, and physical well-being.

The Eighth Five Year Plan also addressed the issue of retention in primary schools. Efforts were made to reduce dropout rates and encourage students to complete their primary education. This involved identifying and addressing socio-economic barriers that hindered children's access to education, such as poverty, child labor, and gender discrimination.

In conclusion, the Fifth Five Year Plan focused on enhancing teacher training and research, while the Eighth Five Year Plan prioritized universalizing and improving primary education. Both plans played essential roles in shaping the education system in India and contributed to the growth and development of the country's educational landscape.

**Q.5 Critically discuss the British curriculum in South Asia. What, according to you, were the consequences of this curriculum for Muslims?**

#### **Introduction to the British Curriculum in South Asia**

The British curriculum in South Asia, introduced during the colonial era, was designed to serve the interests of the British colonial administration. It aimed to create a class of English-speaking individuals who could assist the British in governance and administrative tasks. The curriculum emphasized subjects like English language and literature, history, and science, which reflected the cultural and intellectual values of the British Empire.

#### **Critical Analysis of the British Curriculum**

The British curriculum in South Asia had both positive and negative aspects:

### **Positive Aspects:**

1. **Introduction of Modern Education:** The British curriculum introduced modern education systems, including formal schools and colleges, which were relatively unknown in the region before colonial rule. This paved the way for the spread of formal education and the development of a structured educational system.
2. **English Language Proficiency:** The emphasis on English language proficiency facilitated communication and exchange of ideas between different regions and communities within South Asia. It also provided individuals with better opportunities for employment and administrative roles during the colonial period.
3. **Exposure to Western Knowledge:** The inclusion of subjects like science, mathematics, and literature provided South Asian students with exposure to Western knowledge and ideas. This exposure broadened their horizons and contributed to the growth of intellectual thought.

### **Negative Aspects:**

1. **Cultural Imposition:** The British curriculum imposed English language, culture, and values on the native population, leading to a gradual erosion of traditional cultural practices and languages. This cultural imposition led to a disconnection between the indigenous traditions and the values propagated by the British system.
2. **Divide in Education System:** The introduction of the British curriculum resulted in a divide between English-medium schools, primarily attended by the urban elite, and vernacular schools, which catered to the masses. This division further widened the gap between different sections of society, including Muslims.
3. **Limited Access for the Masses:** The British curriculum was accessible mainly to the privileged class, leaving a significant portion of the population, including Muslims, without access to quality education. This

lack of educational opportunities contributed to social and economic disparities.

### **Consequences for Muslims**

The consequences of the British curriculum for Muslims in South Asia were multifaceted:

1. **Cultural and Identity Crisis:** The adoption of English education often led to an identity crisis among Muslim students. They faced a conflict between their traditional Islamic values and the westernized ideas they were exposed to in the British educational system. This created a cultural divide and identity crisis within the Muslim community.
2. **Limited Representation:** The British curriculum paid little attention to the historical and cultural contributions of Muslims in the region. As a result, the Muslim community felt marginalized and underrepresented in the curriculum, which affected their sense of belonging and pride.
3. **Neglect of Islamic Education:** With the focus on English and Western education, traditional Islamic education and madrasas were sidelined. This had a detrimental impact on Islamic scholarship and the preservation of Islamic traditions and knowledge among Muslims.
4. **Economic and Social Disparities:** The limited access to quality English education resulted in economic and social disparities within the Muslim community. Those who had access to English education had better employment opportunities and socioeconomic mobility, while others were left behind.

In conclusion, the British curriculum in South Asia had both positive and negative aspects. While it introduced modern education and English language proficiency, it also led to cultural imposition, divide in the education system, and limited access for the masses, including Muslims. The consequences of the curriculum for Muslims included identity crises, neglect of Islamic education, limited representation, and socioeconomic disparities. The legacy of the British curriculum continues to shape the educational landscape and cultural dynamics in South Asia to this day.