

A Historical Perspective of Indian Education System

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Abstract: The Present paper dicusses about the historic journey of Indian education system, which can be chornologically categorized into Ancient Vedic times, Medieval Buddhist period, Islamic period and modern pre and postcolonial era. Indian education system as well as the culture enjoyed its excellent status during ancient time. Education flourished at Nalanda, Takshahila, Ujjain, and Vikramshila Universities during medievel Buddhist period and earned prestige and reputation everywhere forever. With the advent of Mogul regin in India, the traditional methods of educational Madresas and Makhtabs and disapproved previous systems of education prevailed in India. The present educational system of India is nothing but a replica of British education system, introduced and founded by Macaulay in the 20th century. During 19th century in higher education.the British rule did not take adequate measures to help develop science and technology in India and instead focused more on arts and humanities. Though there are problems and disparities between the objectives and their implementation in education, the present education system in India has come a long way and will continue to improve in the future.

Keywords: *Ancient Vedic Times, medieveal, Pre independence, Post indendence, Indian education system, Islamic Education.*

“Change does not necessarily assure progress. but progress implacably requires change. Education is esstnial to change, for education creates both new wants and the ability to satisfy them”

I. INTRODUCTION

The educational institutions which provides the primary education to the maximum number of children is the world largest single enterprise. With the involvement of a bit array of teachers, the biggest number of pupil, a large number of supervisors and administrators, this kind of institution is able to change the social value of Human of supervisors and administrators, this kind of institution is able to change the social value of Human life with the help of education. As such, from the point of view of magnitude, from the stand point of psychological preaprendness, and the preponderance of the sociological influences.in view of the economic necessities. and the philosophical background and in view of scientific enlightenment and humanism, the role of primary and social status of the individuals. So, expenditure on education is regarded as useful

investment not only by the economists, but also by the educationists. Economic condition of a country depends largely on the educational standards of its people since primary education is the foundation and should be the maximum or basic acquisition for the majority. Education is the root of madernization and human development. Education is a process of leaning and it continues throughout the life. It promotes mobilization and encourages people to participate in development activities. Education makes people skilled towards jobs and creates productive efficiency.

Education has been made too easy for the students so that more and more students can enter into scope of education system of the country. The present day education system in

India has come a long way and the age old traditions have undergone a new makeover. Government of India is doing lots of efforts in this field so that the objective of inclusive growth can be achieved very soon by it. A great achievement of the Indian government is a big jump in the literacy reate from 18.3 % in 1950-51 to 74.04% in 210-11. Such an achiverment is the result of a lot of efforts by the Indian government in the education sector. The government is improving the country’s education status to enhance the standard of living of the people and also to achieve other goals like, overcoming the peoblem of poverty and unemployment, social equality, equal income distribution. etc. Education contributes to the individual’s well beging as well as the overall development of the country. Education is not only an instument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and societal life (Goel,2008). Thus, the importance of education can’t be ignored. There has not been any fundamental change in the structure of secondary and higher education in India. If there has been any such change, then only few of the states have been affected. The period since the nineties, especially since last decade, has witnessed growth in response to the demand generated by the expansion of elementary education. Primary as well as higher education sector have also witnessed great attention of the Indian Government. The announcements like abolishing compulsory CBSE board exams for Children to free and Compulsory Education Bill, reservation policies etc. are a free among them.

A. Education system in Ancient Period

Every aspect of life including education in ancient India was influenced by religion. However, it is worth to mention that education aimed at many sided development of the personality of the student of course with a religious orientation. The concept, aims and ideals of education were correlated with the ideals of life. Religion played an imperative part in life in ancient India. The whole social structure of those days was religious and the whole system of education surged with religious atmosphere. Teachers were usually priests, so they provided Liberal, Spiritual and Religious education. In ancient India the whole system of education ran on the specific system of institution called ‘GURUKUL SYSTEM OF EDUCATION’. The main sources of teaching in the ancient education were Vedic literature which represent the most important and intrinsic part life of the India people. Under ancient or more partcularly Vedic education process, all human beings would make necessary or positive in their behaviours. It was feelings of love and devotion that atmosphere of educational institution was charged with. An important objective of ancient educational system was to preserve and transmit ancient Indian culture. This task beingperformed by renowned teachers, who used to engage in their work continuously. Habits of performing various functions independently were development in student, which used to help them in uplifting their life. The ancient education system had able to develop the all –Round behaviour of student. Though, the system did not have a written curriculum yet, Gurus would choose those activities that helped to develop different dimensions of student’s personality. Some of

the Chief aims and ideals of ancient Indian education are highlighted by Gupta in the following manner :

- a) Infusion of a spirit of piety and righteousness,
- b) Formation of high character,
- c) Development of personality,
- d) Inculcation of civic and social values,
- e) Promotion of social efficiency and
- f) Preservation and spread of national culture

B. Education system in Medieval Period

After the Islamic invasion of India from Persia and Asia Minor, and the establishment of Islamic theocratic monarchies under Mahmud of Ghazni in A.D. 1001, Muhammad Ghauri in A.D. 1175, the educational institutions of the Hindu and the Buddhist religion were destroyed paving their ways for the development of the 1000th Muslim education in India. 26 The Muslim educational institutions are attached to the Mosques. Kochhar further illustrates, these types of educational institutions prepared a highly selective group of men for the profession like priests, judges, doctor, etc. The Islam gives great importance to education, which is the process of teaching and acquiring or learning knowledge. In Islam religion, education plays an important role in developing every individual to be successful in realizing the very purpose of man's creation. While in medieval period the Islamic education replaced the existing Vedic system of education and Buddhist education system for the growing need of Islamic administration. During the period of Akbar, education made great progress as compare to Tughlaq dynasty. Akbar was deeply interested in the work of spreading education and learning. The establishment of in various branches of learning like Mathematics, Geometry, Astronomy, Physics, Philosophy, History. Grammar, Literature 35 etc, leads the Muslim rule in various part of the India. After the death of Aurangzeb, the Mughal Empire and the system of education based on religion came to end, many Makhtabs and Madarsas attached to mosques and Pathshalas attached to the temples were close down³⁶. The death of mediaeval society caused a twofold social reaction. Loss of value led social anarchy and growth of socio-personal immorality. as against this, the Pundits and Mullahs prescribed social conservatism with the object of saving the crumbling social structure and social order. A great damage was done on the cultural front.

The indigenous Hindu and Islamic system of education that still existed were but carcasses of what they had once been. The fall of Mughal Empire after the death of emperor Aurangzed caused the education and cultural vacuum of the Indian society and end of the medievel period. The majority of the oppressed people are ready to get hold of anew haven of rescue in this mooring less life.

C. Education system in Pre Independent Period

The history of modern education in India begins when the East India Company was compelled to accept responsibility for the education of Indian with the new act renewing the Company's privileges for a further period of twenty years was passed on 21 July 1813. under this Act the Board of Control was authorized to grant licenses to missionaries to open the schools in India. Regarding investment in education sector Clause (43) of the Charter Act 1813 was introduced in Parliament by former Advocate General in Calcutta and was passed after a slight modification 42. Clause 43 of the Charter Act 1813 states.

The British India was divided into five provinces- Bengal, Bombay, Madras, United Provinces and the Punjab.

The Presidency of Bengal first took up the work of educational reorganization. The Central Committee of Public Instruction was appointed on the 17th July, 1823 with this end in view for the Bengal Presidency. Most old the members of the committee did lots of development on educational sector like, reorganized the Calcutta Madrassa and Banaras Sanskrit Collages, establishment of Sanskrit College in Calcutta in 1824, it employed Oriental scholar to translate English book into the Oriental languages, it undertook the printing and publication of Sanskrit and Arabic books on a large scale and one of the most important work done by committee was introduction of English classes in all oriental collages such as Calcutta, Madrassa, Calcutta Sanskrit Collage, Banaras Sanskrit College, Agra College etc. In the Resolution passed by the Governor General Lord Bentinck in 1835 mention following orders:

- The great object of British Government is to promote European literature and sciences among the natives of India. Hence all educational funds should be spent on English education alone.
- The Oriental institutions should not be abolished. The existing teacher and students of these institutions shall continue to receive their salaries and stipends respectively.
- No portion of the educational funds shall hereafter be spent on the printing of books in Oriental language.
- All the funds at the disposal of the General Committee of Public Instruction will be henceforth employed in imparting knowledge of English literature and science among the natives of Indian through the medium of English Language.

“The well developed system of education and the organized government of British East India Company were badly shaken by the outbreak Revolt of the Sepoys in 1857 (Generally called Revolt of 1857). In the very next year the British Government withdraws the all policies related to education through Lord Ellenborough dispatch, the President of the Board of Control, because they believed that some of the provision like mass education, female education and financial help to mission schools might develop the Revolt. Due to transfer of power from company to the crown by the Queen 's Proclamation of 1858. General Act on recommendation of Ellenborough was hardly seen.” 56 “ Due to the dispatch of 1854 where wood express the importance of University, the three Universities of Calcutta, Madras and Bombay were founded in 1857 and the number was subsequently increased. The basic functions of the universities were to granting affiliation to school and collages.

The modern system of education provides the secular education to secular education to the India in natives which forced the educational institution comes under the indigenous pattern to follow the same pattern. With the practice of secular education, there were 137 middle and high schools for girls in India in 1871. The total number of primary schools in India in 1880-82 was 82, 916 which were run by various agencies. Government made different educational policies for different provinces which effects the parallel development of educational institutions in both the pattern (Modern and indigenous system of education), like in Madras and Bengal – Assam the indigenous schools were achieves the filed, but in Bombay, North-West Province and in Punjab the Government schools were achieves the massive development and in central Provinces area the parallel development occurs in both the institutions.

The educational development in India dragged by another commission called Hunter Commission 1882, Which is also known as India education Commission and it was first Indian Education Commission Under British India.

After implementation of the commission's recommendation various kind of changes were introduced in the field of education. During the Period of Lord Curzon, education deserves the most important position. The Simla Conference in 1901, the India Universities Commission 1902 and the Indian Universities Act 1904 are the main reforms created by the Lord Curzon in the field of education.

The next important steps take for the development of primary education was the Gokhale's Bill. Gokhale made heroic efforts make the government accept the principle of compulsory education in between 1910-1913. Due to implementation of compulsory education policy by different provinces like in Gaekwar of Baroda in 1906 the demand for compulsory education was put forward by GopalKrishan Gokhale in his Resolution 1910 but withdrew it on an assurance from the government that the whole question would be examined more carefully.

The slow growth of the higher education forced the British Government to set up the Calcutta University Commission in 1917. The Commission Worked for the development of higher education in India, for this, Commission made certain recommendation like, setting up a Board of secondary and intermediate education in each provinces, the level of degree colleges and intermediate classes should be clearly defined. The Commission also recommended on medium of instruction, according to commission mother tongue should be used as a medium of instruction at secondary level, and in college and instruction classes should be clearly to 110 Estelar defined. The Commission also recommended on medium of instruction, according to commission mother tongue should be used as a medium of instruction at secondary level, and in college level the English should be used .

The most important commission for the general education development was the National Education Commission (1920-1922) . According to this commission, National education must be controlled by the Indians, shaped by Indians, and carried on by Indians. It means that the educational development occurs on the basis of traditional way.

After the Second World War, the central Advisory Board of education also called Sargent Report (Sargent Commission), Summarized the post war report on the condition of education in India, a submitted on 1944. The Central Advisory Board of Education mainly recommends universal, compulsory, and free primary education for all between the age of six and fourteen.

While before independence India different system of education like in ancient period education was based was based on religion called Hindu and Buddhist where the Tols and Viharas are the learning centres. In medieval period due to invasion of Muslim they imparted Muslim education through Maqtabas and Madrassas, which were the learning centres of the Muslim education. In modern Period India witness the modern system of education through Institutionalized centres called School due to the British invasion.

D. Education in India After Independence

The day of independence, it witnesses and share the happiest movement of the Indian people in Indian history, but real picture in the field of education was totally different. The opening balance on the eve of freedom in every sector of education was extremely scanty and disappointing in all aspect like educational disparities and imbalance were very large between urban and rural, between men and women, between rich and poor. Except a few pre – primary centres run by christian missionaries and some philanthropists in the metropolitan cities, pre- school education was non – entity, the universalization of primary education was absence. According to S.K.Kochhar, the total enrolment of in the age group 6-11 was 141 lakhs, which meant hardly 35 % in this age group in the primary school. There were 5000 secondary schools with enrolment of 870000 or 4% of the children of the 14-17 age groups. The 19 universities and 400 colleges had an enrolment 250000. The total expenditure on education was Rs 57 crores or 0.5% of the total revenue of the government. The independent India opened avenues of economic development, social change, democracy which require skilled and well-informed people and also afforded learning opportunities to those who could participate in the developmental process.

After independence India need immediate reforms in education system which is important instrument for social change and national upliftment. Several committees and commissions were required to review the educational problems and make recommendation in order to adjust it to the changing needs, aspiration of the people, structure, and strategy of education. Free India needs effective Constitution to provide Justice, Liberty, and Equality and off course to provide free education to the people of India. Finally a new constitution for free India became effective from 26th January 1950-80. Some of the articles in the constitution deal with education in the republic and touch the following five aspect of Indian education :

- Free and compulsory primary education in the country – Article 51 of the Indian Constitution explain that the state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years.
- Religious instruction - Article 28 (1), Article 28 (2), Article 28 (3) and Article 30 of the Indian Constitution safeguard the Secular Education. India is a secular state and every religion has got the right to popularize and spread its religious ideals.
- Equality of Opportunity in Educational Institutions – Article 29 and 30 of the Indian Constitution guarantees the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language.
- Education of the Socially and Educationally Backward classes of citizens – Article 15, 17 and 46 safeguard the educational interest of the weaker sections of the Indian community, that is, socially and educationally backward classes of citizens and saheduled castes and scheduled tribes.
- Language and Educational Safeguard-Article 29 (1) explains that any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construe the same.

In 1986 the Government of India declared the New Education Policy called National Policy on Education 1986. To the removal of disparities and emphasizes on the steps to equalize the educational opportunity to women, Scheduled Castes and Scheduled Tribes, the handicapped and certain minority groups who are either educationally deprived or backward, the following subjects were covered by National Education Policy under 23 Task force;

1. Making the System Work
2. Content and processes of school Education 116 Estelar
3. Education for Women's Equality
4. Education of the Scheduled Castes, Scheduled Tribes, and other backward section
5. Minorities' Education
6. Education for the Handicapped
7. Adult and Continuing Education
8. Early Childhood Care and Education
9. Elementary Education (including No-Formal Education and 'Operation Blackboard')
10. Secondary Education and Navodaya Vidyalayas
11. Vocationalisation
12. Higher Education
13. Open University and Distance Learning
14. Technical and Management Education
15. Research and Development
16. Media and Educational Technology (including use of computers in education)
17. De-linking degree from job and Manpower planning
18. The Cultural Prospective and Implementation of Language Policy
19. Sports, Physical Education and Youth
20. Evaluation Process and Examination Reforms
21. Teachers and their Training
22. Management of Education
23. Rural Universities and Institutes.

The universalization of Primary Education is directly connected with the development of living conditions of the people. When a significant number of citizens are below the poverty line, the Attempts made Government to provide free and compulsory education to children in the age group of 6-14 cannot be successful in the near future. At present the poverty alleviation programmes formulated by the Central as well as state Government on the base of Fiscal Policy to achieve full employment level for the short- run period helps the general citizens to involve in education sector by sending their children to school for personal and social development on the one side and the other side the educational policies and schemes such as Operation Blackboard, Mid-Day Meal programme and SarvaShiksha. EselarAbhiyan able to increase the demand and importance of basic education among rural and urban citizens as well as illiterate parents and guardians. Along with policies and schemes, the infrastructural facilities have improved over the past two decades, gross enrolment is almost is almost universal, and dropout rates have declined even for girls at the primary level.

To fulfil the dream of every children the Government of India formulates lots of schemes, policies and Acts to develop the education system, to increase the literacy rate, to improve the quality of education, to make new society with no discrimination based on sex, caste, religion, urban and rural. Government will implement the policy for the betterment of

individual with no discrimination as mention above but it'sresponsibility of every individual to use it on a proper way for the social development .

CONCLUSION

The flaws of the Education system have been elaborated upon with respect to the five principles of the Capability Approach. Investing in the education of the demographic is the need of the hour and reap the maximum benefit out of the growing young population; the within a very short time frame. The conversion of these potential economic assets into destructive liabilities needs to be prevented. A disillusioned and frustrated youth is susceptible to manipulation by extremist groups (as visible in the Naxalite stricken areas) and can lead to political instability, chaos and a huge economic setback. There is also a dire need to analyse and scrutinize the education policies by the central government and regulatory authorities at the national level. A sensible National Education Policy needs to be formulated to check upon the qualitative and also the quantitative growth of institutions, to ensure that education satisfies not only the industrial but also an individual's needs. Implementation of the policies need to percolate to the general population and should not remain just as a blueprint. Often these policies get caught up due to red tapism, corruption and general disinterest on part of the regulatory and monitoring authorities. It is imperative to resolve these issues with a strict and systematic approach before the Indian higher Education system plunges into deep, unrecoverable chaos.

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