International Journal of Applied Social Science
Volume 6 (1), January (2019) : 224-229
Received : 26.11.2018; Revised : 13.12.2018; Accepted : 27.12.2018

RESEARCH ARTICLE
ISSN : 2394-1405 (Print)

A Brief History of Indian Education System

RAJIV KUMAR
Research Scholar
Department of Education, Sunrise University, Alwar (Rajasthan) India

Key Words : Indian education system, Indian Institutes of Management, Indian Institutes of Technology

INTRODUCTION

India, with more than a billion residents, has the second largest education system in the world (after China). Experts estimate that 32 per cent of its current population is under the age of 15. But counter to the image of India as a youthful engine of economic growth where many urban-based citizens work in some of the best technology-centered jobs in the world, males in India complete just 2.9 years of schooling on average, females just 1.8 years. And for the small proportion who do persist through primary and secondary schooling, the quality of instruction varies widely, depending on the region of the country and whether one is enrolled in a State-supported public school or a fee-based private school. Despite the highly inefficient delivery of public services, high levels of teacher absenteeism and non-teaching activity, many Indian students remain motivated to succeed in the college entrance exams. The high level of competition for entry into the Indian Institutes of Technology (IIT's), the Indian Institutes of Management (IIM's) and other top institutions is enough to spur millions of students to achieve at remarkably high levels, particularly in the areas of science and mathematics. The increased demand for higher education is not currently being met: only ten per cent of the age cohort is actually enrolled in higher education. But in a country with such a large population, ten per cent enrollment amounts to 9 million students, resulting in 2.5 million new college graduates a year. These numbers driven by the private sector opportunities abroad, and increasingly, back in India, will continue to ensure India's prowess in delivering high-quality technical manpower.

In ancient time :

During ancient time, the individual touch of the master in education was also essential for its object. The objective of ancient Indian education was the attainment of the highest knowledge, what could be called self-fulfillment. It was not the acquisition of half-truths or intermediate truths but holistic knowledge. Education was to aid in self-fulfillment, and not in the acquisition of mere objective knowledge. It was more concerned with the subject rather than object, with the inner than the outer world.

The second objective was the three Steps of Learning. In such a scheme of education, mere study as such occupies a very subsidiary place. The Upanisads mention three steps of such education system as given below:

(i) Sravana
(ii) Manana
(iii) Nididhyasana.

Sravana is listening to the instruction of the teacher, to the words or texts uttered by him. This was to be followed by the more important process of Manana or Meditation on the subjects taught. But this resulted only in the intellectual apprehension of Truth, and not in its realization. This was to be achieved by Nididhyasana.

Indian Women during the ancient times was said to be superior to men. The women in ancient India were given significance and they held prominent position in the Indian society during that time. Access to education was easy for the women in ancient times. Through the

How to cite this Article: Kumar, Rajiv (2019). A Brief History of Indian Education System. *Internat. J. Appl. Soc. Sci.,* **6** (1) : 224-229.

massive Women Education in Ancient India several women seers and thinkers originated in ancient times like Gargi and Maitreyi so and so forth. Women enjoyed the tremendous right to education and teaching. The women intellectuals in ancient India gathered eminence by participating in educational debates and discussions in the assemblies of erudite persons.

Gargi was a prominent participant in the ancient society beside men such as Uddalaka Arni. In Vedic period, educational system was very developed and the main subject taught was the Veda. The Veda or the six Vedangas were taught including the performance of sacrifice, correct pronunciation, knowledge of prosody, etymology, grammar, and jyotisha or the science of calendar. Women Education in Ancient India produced women with significant authority. Ancient Indian texts describe the influence of the women in the society. Mahabharata by Veda Vyasa sketches the persuasion of Draupadi on the husbands to overthrow the Kauravas. Valmiki's Ramayana also depicts the influence of Sita that resulted in the wiping away of Ravana.

It is important to mention here that, the role of women in Ancient Indian Literature is immense. Ancient India had many learned ladies. There were two types of scholarly women - the Brahmavadinis, or the women who never married and cultured the Vedas throughout their lives; and the Sadyodvahas who studied the Vedas till they married. Ashoka got his daughter, Sanghamitra, inducted into preaching Buddhism. From the Jain texts, we learn about the Kousambi princess, Jayanti, who remained a spinster to study religion and philosophy.

In medieval time :

In the Muslim period, education was organized in Maktabs and Madrasas. Primary education was given in Maktabs and Higher Education in Madrasas. In Maktabs the children were made to remember the 'Ayats' of Quran. They were also imparted the education of reading, writing and primary arithmetic. Children were given the education of Persian language and script. After completing the primary education, children were sent to Madrasas to receive higher education. Special emphasis was also given to the education of religious education of secular subjects, which was imparted in Madrasas.

The chief characteristics of education in Muslim period were lack of University education, neglect of Vernaculars, decline in teacher- pupil relationship and problem of discipline. Corporal punishment had started. The system of examination depended upon the will of the teacher to send the pupil to the higher classes or not. Degree was given after the completion of education. Military education was also considered compulsory in order to establish supremacy over the Hindu kings and strengthen their territory.

In modern time :

Rule Under Company For the first 60 years of its dominion in India, the East India. Company, a trading and profit-making concern, took to interest in the promotion of education. Some minor exceptions .were efforts by individuals are given below:

– The Calcutta Madrasah was established by Warren Hastings in 1781 for the study of Muslim law and related subjects.

– The Sanskrit College was established by Jonathan Duncan, the resident, at Benaras in 1791 for study of Hindu law and philosophy.

– Fort William College was set up by Wellesley in 1800 for training of civil servants of the Company and languages and customs of Indians (closed in 1802). The Calcutta Madrasah and the Sanskrit College were designed to provide a regular supply of qualified Indians to help the administration of law in the Company's court, and the knowledge of classical languages and vernaculars was useful in correspondence with Indian states. Enlightened Indians and missionaries were started exerting pressure on the Govermment to promote modern, secular, Western education, as they thought that Western education was the remedy for social, economic and political ills of the country. Missionaries thought that modern education would destroy the faith of Indians in their own religions and they would take to Christianity. Seramporemssionaries were, in particular, very enthusiastic about spread of education.

Evaluation of British Policy on education system:

1. Even the inadequate measures the government took for the expansion of modern education were guided by concerns other than philanthropic. The government measures for promotion of education were influenced by

– Agitation in favour of western education by enlightened Indians, Christian missionaries and humanitarian officials;

– The need to ensure a cheap supply of educated administration and in British business posts in

administration and in British business concerns—thus there was an emphasis on English medium as the language of administration in Indian education;

– An expectation that Western education would reconcile Indians to British rule, particularly as it glorified British conquerors and their administration.

The British thus wanted to use modern education to strengthen the foundations of their political authority in India with Thomas Babington Macaulay (English Education Act, 1835).

2. Traditional system of Indian learning gradually declined for want of support, and specially after 1844 when it was declared that applicants for government employment should possess knowledge of English which finally shape the idea of western education in India.

3. Mass education was neglected leading to widespread illiteracy (1911-84% and in 1921-92%) which created a wide linguistic and cultural gulf between the educated few and the masses.

4. Since education was to be paid for, it became a monopoly of upper and richer classes and city dwellers.

5. There was almost total neglect of women's education because (i) the Government did not want to arouse wrath of orthodox sections, and (ii) it had no immediate utility for the colonial rule.

6. It is believed that, the scientific and technical education was by and large neglected. By 1857 there were only three medical colleges at Calcutta, Bombay and Madras, and only one good engineering college at Roorkee which was open only to Europeans and Eurasians.

Goals and governance of higher education in India:

India's higher education system, as in many other countries, is under pressure from various constituencies to improve. These constituencies include traditional elites, business interests, the underprivileged, globalists, and growth strategists, among others. Depending on the constituency, 'improvement' means adequate enrollment growth, quality, cost-effectiveness and equitable access. To achieve these goals, the State actively governs the educational system. It does so through policymaking (defining the vision, mission objectives, goals and priorities), strategy (long-term and short-term action plans and resource provision), regulation and operational control (implementation). In the past few years, with increasing interest in India's economic surge, several excellent analyses have been made of India's universities, the manner in which they have been expanding, and their quality. However, the recent research does not adequately deal with Indian university systems' overall goals, and how governance could be impacting those goals.

The Indian model of federalism subsequently emerged as a key driver of change. By the late 1980 s, the forces of federalism began to favor the states over the center. With increasing devolution, the states took over the affirmative action mandate from the center. This was under pressure from underprivileged groups for expansion. These groups' interests were supplemented by pressures for expansion from the growing middle classes, who sought professional education as a response to globalization. Subsequent economic growth enabled the states to lead a standardization program in which the private sector played a key role in providing unsubsidized professional education to the middle classes. The role played by private institutions was largely that of an educational outsourcer, charged with fulfilling the states' mandates and actively governed by the states.

Addressing the problem of Indian education system, government of India launching huge bottom-up approach to filling the gap of education among Indians, such as Jawahar Navodaya Vidayallaya (rural centric); Beti Bachao, Beti Padhao (girls centric); Sarva Siksha Abhiyan (holistic approach); so and so forth.

The role of the states, either directly or through the affiliating state-owned universities, remained intact in critical aspects that influenced access, equity and quality. As the third phase evolved, the goals of access, equity and low cost per student were achieved to a remarkable extent through these state-driven strategies. However, despite a stated national policy focus on quality, quality was the policy objective least focused upon due to provincial opposition arising from fears of ceding control to the center. This was despite the national government actively proposing quality-improving measures that would distance the State from active governance and provide for greater institutional autonomy. Each such measure became an arena of contest for control between the states and the center, ending in stalemates or failures. State governance did not evolve from direct control to supervision, and remained distant from what Enders (2004) calls the "evaluative state." The reform period showed that the Indian educational system, under the active governance involvement of the provincial governments, could respond to the democratization and devolution of political power and the pressures of

globalization, in line with the experience of other developing countries, by making available a relatively low public cost, market-responsive higher education on a large scale, and, with the important added feature of including previously underprivileged groups. This access/ equity-driven model uses direct state controls on rapidly growing private provision, and a limited commitment of government financing to the growth and improvement of higher education.

As mentioned earlier, the model is in direct contrast to the evolution of university governance in Western European democracies, which continued to invest in the expansion and quality improvement of public higher education and moved to more indirect ways of influencing these autonomous institutions. Thus, although this phase of Indian higher education expansion and governance has its advantages, its major downside is the sacrifice of quality improvement. It is difficult to imagine such improvement without a large commitment of public resources, more places in public colleges and universities, more focus on policies that increase quality in both public and private providers, and more thought given to what such policies imply for higher education governance.

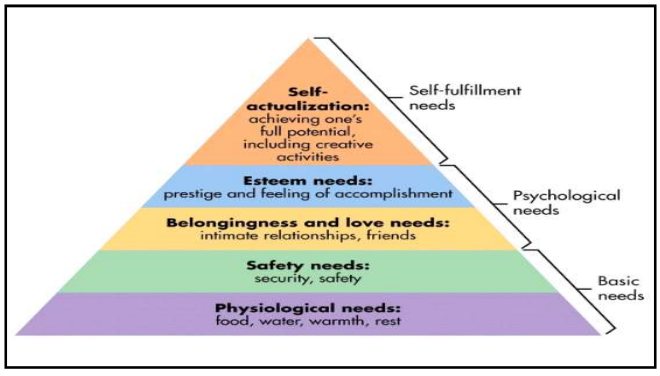
Implications for education:

In 2007, Budget has increased allocation for basic education and initiated some fresh measures to deal with the dropout rate. However, issues related to technical education, alternative streams of education, increased allocation for secondary education and state governments' ability to increase commitment to elementary education need to be addressed frequently.

Budget 2007 is a mix of continuity and some fresh ideas in the area of education. Looking at the broader picture, the union budget continues with the directions of the common minimum program of the government of India in terms of its emphasis on increasing allocation for basic education. Initiatives in the area of elementary education seek to strengthen the existing consensus regarding mid-day meals in enrolment and retention of children in school. The impact of the move to extend mid-day meals to upper primary education can only be assessed if reliable and regular data is collected and disseminated.

The Eleventh Plan was supposed to increase the share of the state governments in Sarva Shiksha Abhiyan (SSA) to 50% of the total expenditure. Preliminary studies indicate that for better performing states like Tamil Nadu, this would entail nearly Rs. 500 crore extra over the next plan period. The requirement is likely to be much higher for states like Madhya Pradesh, Rajasthan, Orissa, UP, Bihar and West Bengal. The state governments do not have the luxury of additional revenue through CESS collections, and may be hard pressed to match the increased allocation in the central budget. It has been observed that some states have not been able to match the center's SSA expenditure even when their share is 25 per cent. The first task will be to make sure that the states release funds for SSA in a timely and consistent manner. The increase in the states' share should be calibrated with the revenue capacity in the same way that the Twelfth Finance Commission has done for the backward states. Therefore, the next phase of SSA financing will depend crucially on the willingness and ability of state governments to raise its commitment to elementary education. This point is perhaps more critical as far as secondary education is concerned. The expenditure on secondary education had been more or less stagnant not only in the union but also in the state budgets. There is a serious need to address the needs of secondary education, which will feel the burden when the dropout rates in elementary education reduce. Integration of secondary with technical education will have to be considered to achieve the twin objectives of more years of schooling and the building of a skilled labor force. The imposition of additional CESS on secondary and higher education calls for greater accountability on the part of the government to deliver on its commitments.

Right to education (RTE) is a fundamental human right and it helps to promote individual freedom, empowerment and propagates important development benefits. Maslow's hierarchy of needs states that gaining knowledge to attain one's full potential is the lowest need of a person. This implies that generally a human will satisfy all his previous needs before reaching peak point of self actualization.



May be this is what affected India, as it gave the least importance to education. This can be implied because the concept of right to education came to a definite form only by 2002.

Formation and implementation of right to education:

The 86th amendment of the constitution of India in 2002 added an addition rule under Article 21A. It is, free and compulsory education for all the children between 6 to 14 years old. This article craved a path in making education a fundamental right for every child.

Here, the term 'free education' refers that no fees would be charged from the students who are not in a situation to pay the fees, whereas the students who are capable of paying fees are not exempted from the fee waiver. Compulsory education refers that it is the prime duty of the government and concerning local authorities to check for proper attendance of the students, and to ensure that proper admission procedure is followed so that the benefits reach every single child in the nation.

Let's have a look at some of the advantages and disadvantages of this scheme:

Advantages :

- It is an important act that prohibits the school from attaining capitation fees from any of their students in country.
- There are many under privileged students who are bright and but cannot find ample of resources. This scheme would make them able to pursue their education which they rightfully deserve.
- The implementation of the system raised the literacy rate of the country which is definitely a major advantage paved the society.
- It will provide an exposure to all the students with the people from different economic backgrounds of society.
- Beauty of this RTE is that, the schools are forced to provide the seats allocated in the RTE scheme only to the candidates who are incapable to pay their fees. This will make sure that somehow the system reaches the general deserving public.

As we all are aware of the fact that perfection is myth, every aspect in the world would contain some amount of drawback and flaws, with so, let's look into the disadvantages of the following scheme.

Disadvantages :

- It is an impractical and an unbalanced system where the government is responsible for the education fees till 8th class. The education till 8th is not going to help the child to look after his expenses after that.
- The system has no clause over the teaching methods, as the teaching should be such that students from the underprivileged section are able to understand it with ease.
- The children from the poorer section will have to face discrimination by the rich which would affect their confidence.
- As the fees is waived by the school for a specific section of people. In order to keep the profit margin constant the school will tend to increase the fees of other students.
- Apart from fees there are many other extra charges in the curriculum that should be barred by the student.

After looking all these factors it can be clearly derived that Right to education is a successful scheme. But there are also shortcomings of it still in existence. Rectification has to be made in order to get the indented result from the above scheme.

Conclusion :

It can be said that, after looking the whole scenario, women in ancient India had free access to education. They were expected to participate in Vedic sacrifices and utter mantras. Even some of the hymns of the Rigveda were composed by poetesses. We get references of such learned ladies as Visvavara, Lopamudra, Apala, Urvasi, Ghosa, Sulabha, Lilabati, Maitreyi, Saswati, Kshana, Gargi and others. Maitreyi, the celebrated wife of the most learned philosopher of ancient India, Yajnavalka, used to hold discussion on abstruse philosophical questions with her husband.

Historically, Indian education has been elitist. Traditional Hindu education was tailored to the needs of Brahmin boys who were taught to read and write by a Brahmin teacher. Under British rule from the 1700s until 1947, India's education policies reinforced the pre-existing elitist tendencies, tying entrance and advancement in government service to academic education. Colonial rule contributed to the legacy of an education system geared to preserving the position of the more privileged classes. Education served as a "gatekeeper," permitting an avenue of upward mobility only to those with resources.

After getting independence, a notable action has been taken by the government of India in the field of Indian education system. This move touches every section of society without any discrimination, but gradually. 'People as resources' is an effort to explain population as an asset for the economy rather than liability. Population becomes human capital when there is investment made in the form of education, training and medical care. In fact, human capital is the stock of skill and productive knowledge embodied in them. Investment in education is considered as one of the main sources of human capital, although its has implication but with the help of bottom-up approach and scheme like Sarva Shiksha Abhiyan, Beti Bachao, Beti Padhao, etc. government enhancing/promoting education system.

REFERENCES

AICTE. (2011). Approval process handbook. Delhi: AICTE

And governance Goals of higher education in India 2011 Author: Martin Carnoy and Rafiq Dossani.

Chauhan Dr. C. P. S. (2004), 'Modern Indian Education Policies, Progress and Problem', Kanishka Publisher, Distributors 4697/5-21A, Ansari Road, Daryaganj New Delhi-110002.

Glimpses Of Education In Ancient India, 1947 Author: Radha Kumud Mookerji ;Source: Annals of the Bhandarkar Oriental Research Institute.

Government of India (GOI). (2005). Ministry of human resources development, central advisory board of education. Report of the CABE committee on the autonomy of higher education institutions. Available at: www.education.nic.in.

Government of India (GOI). (2006). National knowledge commission. Report of the working group on undergraduate education. New Delhi: National Knowledge Commission. Available at www. knowledgecommission.gov.in.

Government of India (GOI). (2008). University grants commission. Higher education in India: issues related to expansion, inclusiveness, quality and finance. New Delhi: University Grants Commission.

Government of India (GOI). (2010). Ministry of human resources development. Report to the people on education. Available at: www.education.nic.in.

Government of India (GOI). (undated). Ministry of human resources development. Education commissions and committees in retrospect. Available at: www.education

http://www.ncee.org/wp-content/uploads/2013/10/India-Education-Report.pdf

Implications for Education 2007 Author: Anit Mukherjee, Source: Economic and Political Weekly

Sarkar, Sumit (2016). Modern India 1885-1947.

Singh, Upinder (2009). A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century.

****