Education system in India

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Abstract

Education in India is always the primary concern of every individual in the society. Guardian always thinks about better learning for their children. The objective of education in India is somehow common since vedic era till date.The medium of learning and environment of learning have changed time to time.In current time, the education system is passing through challanges and opportunity both.There is need of study what should be the priority of learning and how it can be achieved. Objective of education can be achieved by applying appropriate law, digitalisation, online education and accepting the importance of responsibility by the teachers, parents and society.

Key words: Vedic era, Environment,digitalisation.

INTRODUCTION

Education is a word which is related with multidimentional meaning.In narrow sense education is that which is provided till certain time and plan at a certain place, college or university. In broader sense education is a continuous process till whole life. The process of education starts when the child born. There is no boundation of time, person, place and syllabus. In another word education can be classified formal and informal also which are somehow common like narrow sense of education and broad sense of education.It has been well defined by many national and international thinker in different views.In the word of Socrates ‟education is it means changing out ideas of universal validity which are latent in mind of every individual” [1].In the word of Frandson "modern education is concerned with the welfare of the both the individual and society”[2]. In the word of Aristotle ‟education is the creation of the sound mind and sound body‟ [3].In the word of Swami Vivekananda ‟education the maifaction of the divinity existing in them‟[4].In the word of Frobel ‟the task of education to assist natural development towards its destined end‟[5].Many of experts have defined education on the basis of its direction. In these experts Ross viewed that ‟like a magnet education must have two poles. It is bi-polar process. First is teacher and second is student‟[6].This view clear that

> ➢ There are two individual, one speaks and second listen.
> ➢ One is guide and second is follower.
> ➢ Teacher and student both work mutually.

John Dewey viewed that ‟the education is a tri-polar process. First teacher, second student and third is curriculums” [7].

There are many of factors which affect to education directly or indirectly. Some of them are-
> ➢ Political scenario of country.

- Science and technology.
- Culture of country.
- Need of individual.
- Coordination between society and individual.
- Clear vision.

Education helps in achieving the following objective.

- Development of personality.
- Development of democratic values.
- Determination of character of individual.
- Ideology of national integrity and human harmony.
- Preparing individual for future uncertainty of society.

The role of education in facilitating social and economic progress has been recognized since long time. Education improves functional and analytical ability and thereby opens opportunities for individuals and also groups to achieve greater access to labor market and livelihood. A better educated labor force is essential if we are to meet the labor supply requirements of faster growth. Education is not only an instrument of enhancing efficiency but is also an effective tool of widening and augmenting democratic participation and upgrading the overall quality of individual and social life.But by all mean it was associated with objective of well being of human.In current scenario of education the medium and learning psychology are changing from traditional to modern view.

Erikson stages of education : Infancy→Early childhood →Play age→ Adolescence →Early adulthood → Adulthood →Mature adulthood**[8].**

Educational Cycle: Older ↔Younger ←   children

Education during ancient India-

Education in time of vedic age it was defined to know the ethics and ethos of society.Introspection was in primary objective of education. It was not in reach of all people of state.It was being given to a certain devision of societys known as brahman.The content of learning during that time was study of religious books and vedas.The ultimate objective of education during that time was to know the family and social responsibility.To understand the myth , rules and regulation of society was in priority of student. Guru and shisya tradition was during that time.To follow the orders of guru was the moral boundation for shiysa.To make understand all the things and pray for better future of shiysa was the moral boundation for guru. The art of writing was known but was preference to oral teaching than books.The brahaman was not in favour of giving the knowledge of the mantras to all.They discouraged the use of books for that purpose.Although the art of writing during that time was known but was preference for oral teaching. According to Dr. A. K. Mookergy "The knowledge of writing might have been expected to introduce a great change in the education system of country but this does not appear to have been the case.[9] To develope the character was priority of teacher.Teacher sets the example for their student to follow.Student were living hard life that was making their character hard. Education was given in logic, philosophy,medicines, military science,sacred and secular literature and economics.Brahamans were suppose to study the vedas,Puranas , grammer, astronomyand astrology.Kshatriya were suppose to learn the art of bravery and securities issues. Vaishyas and sudras were suppose to learn the trade, cattle breeding and agricultural activities[10].Taxila and Kashi were the place of learning centre in north India. It was capital of Gandhara[11]. Here the more

emphasis was on practical aspect of subject than theorical. Student from whole country were studying here to achieve knowledge. According to Jatakas three Vedas and eighteen arts were in teaching priority of Taxila during that time. It was famous for education of rules and regulations, security sciences and medical treatment.Kashi was also femous as learning centre during that time[12].During time of Lord Buddha changes came in education system.Sangh was primary centre of Buddhism education. There was age boundation of eight years to twelve years for getting admission. After twenty year the student was becoming the permanent member. Medium of education was still oral and student were learning through listening and parroting. In starting phase of sangh females were not allowed for education but later on they were permitted. There was very strict rule and regulation for them. It was enough opportunity to all for every section of society. But there was condition to get admission eg.student should not debtor, impotent, thief punished from society and medically unfit[13]. Topics related skill development, medicine and bravery etc were covered.

Education during middle age

With the passes of time some changes also came in education system of India. It was because of changing the rulling power of our country. In this time period there was enough focus on education by some ruler who was very liberal for it but some ruler was very limited till expansion of Islam. Whole Muslim education was dependent on Maktab and Madarsa. Beside the mosque infrastructure was developed for the purpose of providing education, it was known as Maktab.It was a place where students were learning how to write and read.Madarsa was such place where higher education was provided. Language of learning was Pharsi in Maktab and Madarsa during most of ruler in middle age but in time of Akbar it was liberty of language like Hindi and Sanskrit. Some Brahmans were studying Hindi and Sanskrit at their own home. There was not any kind of certain procedure of examination. When teacher was personally satisfied with performance of student, he send to student in the next class.Making to student knowledgeful, expansion of religious knowledge, increasing in materlistic pleasure and cultural expansion was primary objective.Education system in this period was based on study of theosophical thoughts and text crammed rather than understanding the concept of topics.Scientific outlook and rationalism did not develop in India during that time.

Education in modern India-

Indian and Europian social reformer realised that social evils and superstition of India can be eradicated only by giving education to all class of society.Around system of education can create awareness about deficiency in our irrational social practices and create the urge for effort bring about equality in class, gender and bring hormony in society.The charter act of 1813 ensured a provision to invest one lack of rupees on education every year how year this amount was not made available till 1823 because of question that this expenditure should take[14].

In modern India the education system changed with the recomendation of Lord Macaulay during british age in 1835.Changing the medium of language , study the western literature was the recomendation of him.It was a systematic effort by britishers to educate upper class Indian.To educate all indians Macaulay opted the filtration theory.[15]

Latter 20 year the Wood Dispatch recomendation changed the education system of India.There was following recomendation.

- The burden of educational expences was given to company.

- There should be department of public instruction in every state.
- Primarty ,middle ,highschool, intermediate and graduation series of education was introduces in this recomendation.
- Professional education was also introducced.
- It propose the setting up vernacular primary school in the villages at the lowest stage.
- It focused on need for establishing technical school and college.
- On the model of Lonon university,universities were proposed for Bombay Madras And Culcutta.
- Teachers training institute were also proposed.
- It gave enough support for fostering the women education in India[16].

All the proposal were implemented.

Later on in 1948 Radhakrishnan commission was appointed to report on university education in the country and suggest improvement.Its recomendation was as follows.

- There should be twelwe years of pre-university education course.
- There should be 180 working days in the year exclusive of examination days.
- A university degree should not be considered as essential for administrative services.
- The salary of teachers should be raised.
- After independence university grant commission was established.[17]

In 1964 Kothari education commission was appointed to advise government on national pattern of education and policies for development of education at all stage and in all aspect of education.Famous educationalist and sciencetist from U.K and U.S.S.R.were associated.The commission recognised that research and education are crusialto the entire development and progress of a country-economic, spiritual and cultural.The commission recomended the following recomendations.

- Introduction of work experience as part of general education at all level of education.

- Stress on moral education and create sense of social responsibility.

- Centre should set small number of major university which would aim to achieve highest international standard.

- Special emphasison the training and quality of teachers for school.

- Education for agriculture and reseach and allied science should be given a high priority in the scheme of education recommendation.[18]

By analysis of above description we found that with development of science and technology the syllabus of learning have also change.But the objective of education was always to make student productive and meaningful to their family and society.It is always in priority of government to provide education to every individual of India through different schemes formulated by central as well as state government.

After independence a part from all that many governments' regulatory institution of education was established to run from primary education to higher education. Example-University grant commission, all India council of technical education, medical council of India, dental council of India, pharmacy council of India council of architect, bar council of India, national assessment and accreditation council, national council for teacher education, Indian nursing council, central council for

homeopathy[18].Even after these efforts made by government there is large scale shortage of skilled personnel in the country and while the gross enrolment ratio has been steadily increasing, there is significant amount of catch up for country to do. Gross enrollment ratio has jumped up from 11 % in 2005-2006 to 18% in 2012 [19]. There is increment in higher education provider from United State of America and United Kingdom with collaboration and partnership with Indian public and private institution [20].Demographic of the world occurring rapidly In growing nations mainly in Asia are changing the economic activity of the world. Number of student pursuing in higher education will increase to 262 million till 2025 from 97 million in 2000[22].

Findings-

Changing factor of educational scenario in India are following.

- ➢ Awareness through religion
- ➢ Science and Technology
- ➢ Priority of different rulars
- ➢ Globalisation

Conclusions-

With the passes of time science and technology have highly affected the education of our country.This is reason why the objective of education from vedic era to modern time somehow interrelated and the percentage growth rate of India have increased very fast after independence.In current scenario of digitalisation the technology is increasing at very fast speed with quality in short time.It is a challenge in rural areas to avail the facility of modern technology for education. There is need of doing attention toward it by government and common man. Application of modern technology and vallues can help in achieving the desired goal of learning in short time and sustainability of human being.

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