



EDUCATION IN INDIA – ‘ANCIENT’ AND ‘MODERN’ ERA

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Abstract

India has the world's second largest education system. The Indian education system has evolved through several stages. A lot of work has gone into shaping the current educational system scenario. The phase has its own set of advantages and disadvantages. The goal of this research is to look at both the ancient and modern education systems in India. The various stages that the education system has gone through have been thoroughly studied. An attempt has been made to contrast the educational landscapes of old and modern India. The pre-British and post-British education systems have been examined to determine the British intentions behind making changes to the Indian education system. During this research, the positive and negative aspects of each phase were defined.

Keywords: Education, Ancient education system, Present education system, education budget

1. INTRODUCTION

The Indian educational system is one of the world's oldest. By formalising the educational system, both secular and sacred education were handed over in a systematic manner. Since ancient times, we have seen significant growth in our country's educational system. Greeks and Romans made significant contributions to the growth and development of the western educational system during the ancient period. Gradually, we saw tremendous progress in education in the West. In this paper, the scholar attempted to draw some parallels between the educational foundations established in ancient India, ancient Greece, and Rome. The Vedic age marks the beginning of Indian culture, religion, literature, philosophy, science, and education. The Vedic people, like the Greeks, had a strong desire to learn about nature and man. The Vedic and Greek educationists and philosophers recognised the fundamental truth that, while all men are born equally and appear outwardly to be the same, they differ greatly in their innermost core of their being, and they attempted to explain the causes of these differences. Attempted to determine the role of education in shaping men's destiny. The importance of education was emphasised by stating that the educated would be revered everywhere. He who is learned will be respected everywhere, according to the famous Vedic saying Vidwansarvatrapujyate. In India, widespread illiteracy has rendered the vision of 'Education for All' a pipe dream. The population explosion, in particular, has put a strain on the country's available infrastructure. India has the world's largest illiterate population. According to the 2011 census, the literacy rate has only increased from 65 percent to 74 percent. Males have increased to 82 percent from 75 percent, while females have increased to 65 percent from 54 percent. In absolute terms, the number of illiterates is concerning. No country can afford to have a large proportion of its population that is illiterate, ignorant, and unskilled.



2. Review of literature

Abhay B. Tare (2014) "Issues and challenges in India's higher education system "India's higher education system, after China and the United States, is the world's third largest in terms of student enrollment." Unlike China, India, on the other hand, has English as its primary language of higher education and research. In India, approximately 11% of its youth attend higher education, compared to 20% in China. The University Grants Commission (India) is the main governing body at the tertiary level, and it enforces its standards, advises the government, and helps coordinate between the centre and the states. Universities and their constituent colleges are the primary institutions of higher learning in India.

Guilford (1966) has stated that "creativity is the key to education in its broadest sense and to solving humanity's most serious problems."

3. Objectives of the Study

- To investigate the nature of education imparted throughout Indian history, both ancient and modern.
- To evaluate the contributions of the Indian education system after the British government and recent educational developments.

4. Research Methodology

The current study will rely on secondary data gathered from books, magazines, journals, newspapers, and websites.

5. Indian Education system after British Government

After the arrival of the East India Company in India, they gradually changed the Indian education system until one day we arrived with a completely new method of educating people. They changed the entire system to instil European values in Indian children. They emphasised the importance of using English in education rather than our native languages. In India, they pioneered textbook culture. The purpose of introducing textbooks was to prevent children from producing new knowledge and to make them believe that they were merely consumers of the knowledge that the textbook writer wished to convey to them. The second and most dangerous effect of the introduction of text books was the erosion of teachers' respect in Indian society. Teachers lost the ability to decide what and how to teach. They were only required to adhere to the information provided in textbooks. The examinations were the second concept introduced by the British in Indian education. The introduction of an examination system was part of the British plan to centralise control of the Indian education system. As a result, students were limited to learning only those things that were supposed to be covered in the examination, while the rest of the material was left out. As a result, the field of



knowledge became extremely limited. The examination system gave rise to a serious implication in students known as cramming. The students began memorising things, whether they understood them or not, in order to pass the exam. Those days, Indian students were not very good at English. As a result, rather than learning by heart, they began memorising the concepts in English.

In comparison to Indian history, the textbooks contained more text on European history. The students began to be influenced by Western culture. Then, among Indian children, there was a tendency to adopt Western culture. The examination system was designed to keep people from pursuing higher education. Many children dropped out of school because they were afraid of failing their exams. The British government was concerned that if India's population became more educated, the chances of a revolution would increase.

Lord Macaulay's Address to the British Parliament on February 2, 1835, explains the intention behind the changes made by the British Government in India's education system. In his speech, he stated, "I have travelled across the length and breadth of India and I have not seen a beggar or a thief." Such wealth I have seen in this country, such high moral values, such people of such calibre, that I do not believe we will ever conquer this country unless we break the very backbone of this nation, which is her spiritual and cultural heritage, and thus, I propose that we replace her old and ancient education system, her culture, because if Indians believe that everything foreign and English is good and greater than their own, they will lose their self-esteem, their nation.

6. Present Indian Education System

Both the public and private sectors have contributed to the Indian education system. It is governed by both the federal and state governments. Education is one of India's fundamental rights, as stated in the country's constitution. The modern Indian education system is divided into several levels: pre-primary, primary, middle, secondary, undergraduate, and postgraduate education. Children under the age of five receive pre-primary education, also known as preschool education. It seeks to meet a child's needs for fun, enjoyment, freedom, choice, belonging, respect, and love. These requirements serve as the foundation for healthy development and lifelong learning.

Primary education lasts from kindergarten to the fifth grade. It is intended for children aged 6 to 11 years old. Middle level education is provided to students in grades six through eight. Secondary education is provided to students in grades nine through twelve. College education begins after completing high school education. In general, college education is divided into two levels: graduation and post-graduation. Students select a course of study after completing their secondary education. The undergraduate course lays the groundwork for the student's chosen field of study. Following completion of the undergraduate course, a postgraduate course can be pursued. It supplements a student's knowledge gained during the undergraduate course. The government is investing heavily in the education sector in order to raise the standard of education in India. As education is the foundation of a nation, a large portion of the total budget is spent on providing a good education to children. The highlights of the Union budget 2016-17 are shown in Table -1 below.

Table-1

Highlights of Union Budget 2016-17

S . No	Union Budget 2016-17
1	Scheme to get Rs.500 cr for promoting entrepreneurship among SC/ST
2	10 public and 10 private educational institutions to be made world-class.
3	Digital repository for all school leaving certificates and diplomas. Rs. 1,000 crore for higher education financing
4	Rs. 1,700 crore for 1500 multi-skill development centers
5	62 new navodayavidyalayas to provide quality education
6	Digital literacy scheme to be launched to cover 6 crore additional rural households
7	Entrepreneurship training to be provided across schools, colleges and massive online courses.
8	Objective to skill 1 crore youth in the next 3 years under the PM KaushalVikasYojna-FM Jaitley
9	National Skill Development Mission has imparted training to 76 lakh youth. 1500 Multi-skill training institutes to be set up.

School Education and Literacy received an allocation of Rs 43,554 crore in the fiscal year 2016-17, compared to Rs 42,186 crore in the revised estimates for 2015-16, and Higher Education received an allocation of Rs 25,399 crore in the year 2015-16, compared to Rs 28,840 crore in the year 2016-17. Table -2 depicts the budget estimates for Fiscal Years 2016-2019, which are provided below.

Table-2

Budget Estimation 2016-2019

Government FY 17 BudgetEstimated				
Estimated Outlays from US Federal FY 17 Budget				
Census Programs	2016	2017	2018	2019
Pensions	990.2	1,028.0	1,084.8	1,155.5
Health Care	1,121.2	1,172.5	1,217.4	1,313.0
Education	126.2	120.5	133.2	141.8
Defense	829.1	853.6	835.0	847.0
Welfare	383.0	392.1	402.5	415.3
Protection	64.4	63.9	63.2	61.9
Transportation	92.4	100.2	108.1	115.6
General Government	25.7	30.6	29.8	32.1
Other Spending	79.2	83.1	93.7	102.6
Mean	412.38	427.17	440.86	464.98
S.D	443.95	462.08	475.91	506.46

Source: Allocation of funds (in Cr.) in Union budget 2016-17.



7. Recent Developments in Education

7.1 Right to Education Act

Parliament passed the 86th Constitutional Amendment, making education a fundamental right, in 2002. In April 2010, the Parliament passed the Right of Children to Free and Compulsory Education Act, which enabled the implementation of the fundamental right. The law requires state governments and local governments to ensure that every child aged 6 to 14 receives free elementary education in a neighbourhood school. There are currently nearly 22 crore children in the relevant age group.

However, 4.6% of these children (nearly 92 lakh) are not attending school. According to the Act, the school management committee or the local authority will identify drop-outs or out-of-school children over the age of six and place them in age-appropriate classes after providing special training.

7.2 RastriyaMadhyamikShikshaAbhiyan (RMSA)

RMSA is a centrally sponsored scheme for universalizing access to and improving the quality of secondary education that was implemented during the 11th five-year plan period. The goal of RMSA is to make high-quality secondary education available, accessible, and affordable to all young students aged 15 to 16. (classes IX and X). The scheme's main goals are (i) universal access to secondary level education for all students aged 15-16 years by 2015, with a secondary school located within 5 kilometres of any habitation and a higher secondary school located within 7 kilometres of any habitation, and (ii) universal retention by 2010. The RMSA Implementation Strategies:

(i) The RMSA framework includes the following strategies for providing students with secondary school access.

- (a) upgrading upper primary schools by constructing classrooms, laboratories, computer rooms, a headmaster's room, library rooms, separate toilets for boys and girls, and appointing additional teachers.
- (b) Strengthening existing secondary schools by constructing classrooms, computer rooms, separate toilets for girls and boys, appointing additional teachers, improving lab facilities, and repairing and renovating existing school buildings.

(ii) In order to eliminate disparities among different social groups of people, the scheme envisions a special incentive for students from SC/ST/minorities/other weaker sections of society.

(iii) To improve the quality of the RMSA scheme, the following work has been proposed.

- Building of science labs and libraries
- Teacher in-service training



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- Leadership development for school principals
 - Curriculum changes
 - Science and mathematics education
 - Computer-assisted education
 - Extracurricular activities
 - Teaching and learning aids

8. Conclusion

After going through various stages of the education system, it was determined that the education system in ancient times was not supported by large sums of money, infrastructure, or advanced technology, but they were still able to run such a systematic education system. However, the dominance of the caste system in education was the only issue at the time. After the British arrived in India, they began to change the education system for their own benefit rather than the benefit of the people. The government now spends a lot of money on education, but the money is not being used properly. As a result, steps should be taken to address corruption and other issues so that the funds can be used effectively.

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