

Indian Education System: Yesterday, Today and Tomorrow

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ABSTRACT: The education system in India has undergone significant changes over the past few decades. Despite its long history of learning and knowledge, the Indian education system has faced numerous challenges, including unequal access to education, outdated curricula, and inadequate funding. Despite these challenges, however, the education system in India has made great strides in recent years, and the country is now home to a large number of well-respected universities and colleges.

One of the main challenges facing the education system in India is unequal access to education. Despite the country's rapid economic growth and increasing prosperity, many rural and underprivileged communities still lack access to quality education. This inequality is reflected in the low literacy rates in these areas, as well as in the high dropout rates for students from these communities.

KEYWORDS- education, India, yesterday, today, tomorrow

I. INTRODUCTION

Education is the process of learning or the acquisition of knowledge, skills, values, beliefs and habits. Education system was becoming stronger from ancient civilization period itself. During civilization period people need to study writing and reading to transmit knowledge from person to person and from generation to generation. From that time itself education is becoming an important part of every one's life and still it continues and will remain forever. Education is the basic thing in every one's life. Everyone must acquire basic education to live in this society. Education is the sub system which performs some functions for the whole society. Changes are usual in every generation. And as we move from one generation to next generation we can face some changes in the education system. Now let us discuss about the changes.

Past Education System

Education was strong in ancient days also. In ancient day's education system changed based on the periods such as Vedic, Brahmanical, Muslim, British periods. In Vedic periods schools were becoming boarding and students were handed over to teacher. Physical education was compulsory at that period. Training was given in the war. Apart that training given for arts and craft works. In brahmanical periods. Students were to study Vedic literatures. Main aim of it is to learn Vedas but it was restricted to low class peoples. It is the main fault of education system of that period. The objectives of education system totally changed during the Muslim period. Imported school education system for all castes. Vocational education emerged at that period and it teaches some craft for students. The invasion of British makes some advantages in the education field. Their contribution towards the education system was still reminding one. British education gives more importance to school on going. Established several schools and provided several facilities in education system. Make some changes in the education syllabus. Education system gives equal importance to both teachers and students.[1,2,3]

Present Education System

Present education have great different from the past. It does not playing a significant role to develop the future of the youth. The main aim of modern education system is to make money. Education institution owners utilize the education for their financial growth. Don't try to understand its importance. This education gives degree and diploma for students without any knowledge. Because of this business minded education students are not qualified for the proper job. Education is not only for good degree but also to study some moral things in life. New generation students have no idea about the cultural values and the importance of society. Because in this present education system teachers are not ready to teach it. Today's education system does not trained students that what they want in their practical life. That is why today most of them are disqualified during the interview process. Now a days education give more importance to technology. Online education system has both advantages and disadvantages.

Future Education System

Within these nearby days a rapid change is occurring in the education system. The future of education system is uncertain still one can predict it. No doubts about the future education system. New changes is still taken in the education filed to make some changes. Government authorities are also responsible for it and they ready to take proper action to make some useful changes in the education system. Future education system will give more importance to technical and professional education than moral education. Give more importance to countries development. Give more training for students, to build up professional qualities. Educated people are the main asset of a nation. For the development of personal and social life, education plays a great role. It plays a vital role in shaping tomorrow's leaders. Education is the root a person and it can make every impossible thing possible in life.[4,5,6]

II. DISCUSSION

Education in ancient India

Education in ancient India had a deep impact in the upliftment and advancement of the early society and over all development. India is pregnant with a rich tradition of knowledge and learning from the earliest days of Indian civilization. There are several literary sources, such as the Vedas and other Hindu texts and scriptures, which offer references about education system of the ancient societies. The Mahabharata, some Dharma sutras, particularly those of Gautama Buddha and Apastamba and the Manu Smriti, are the principal works dealing with the system of education in ancient India.



Gurukul System

History of Education in Ancient India

From the Vedic to the Brahman period, literature and additional literature sustained to be created. Even in the Brahman period, education continued to be looked upon as the means to knowledge. It has the same objectives that Vedic education had. However, with the passage of time and a change in the needs of society, the importance attached to them underwent a change. In this period, the following objectives were ascribed to education.

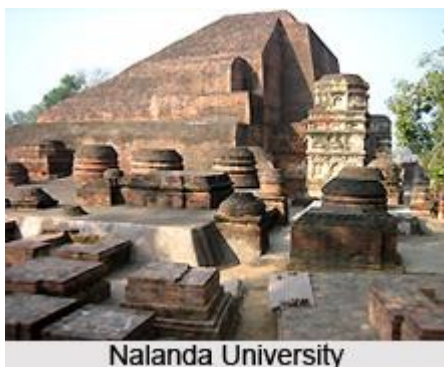
1. Self-control
2. Development of character
3. Generation of sociability or social awareness
4. Integral development of personality
5. Propagation of purity
6. Preservation of knowledge and culture.

Education in this age was unrelenting to carry on the foundations offered to it during the Vedic period, but a certain firmness and narrowness now marked its implementation. Education now aimed at equipping the student for the struggle for existence. After the "Upanayana" or introduction ceremony, teachers imparted education to their students according to the latter's interests, tendencies and nature. Celibacy was rigidly observed by the students. Teachers paid full attention to the psychological make-up of their students while teaching.[7,8,9] Corporal or physical punishment was regarded as the last resort of administration and discipline. It has been stated in the Manu Smriti and Yajyavalka.

Gurukul

System

Education in Ancient India originated with the Gurukul system. This type of ancient Hindu school in India was residential in nature with the Shishyas or students and the Guru or teacher living in proximity within the same house. The students resided together irrespective of their social standing. However, several temples and community centers regularly took the role of schools. In addition to that ancient Indian education achieved a noticeable position in the early Vedic period, beginning in the 1200 B.C. In the Vedic days, the teaching of the four Vedas, the hymns and ritual practices were seen. The Vedas included the Sanskrit language which in turn became the language of classical learning. Besides the pronunciation of the Vedas and their implication, phonology, metrics, elementary grammar, and etymology were also taught. Though, the Vedic education was not transmitted to people of low strata, yet the Vedic system inspired the modern day education system. The school in the ancient education system lasted for 7 to 8 hours a day. In fair weather; classes were held under



Nalanda University

the shelter of the tree. In the rainy season schools ran under thatched roof. Temple colleges of the past had been of great renown for having spacious buildings for classrooms and the residential complexes of the students and the "Gurus". Gurukuls and Ashrams were generally situated on the river banks or on the lake to attain the knowledge.

Role of Teachers in Ancient Indian Education The preceptors were of two classes, namely Acharya and Upadhyaya. According to ancient literary texts the Acharya performs the Upanayana ceremony of the students, teaches him the Veda along with ritualistic literature and the Upanishads. But he does not work for the pupil for livelihood whereas the Upadhyaya teaches his pupil the Veda and the Vedic literatures for livelihood. The Apastamba Dharma Sutra proclaims that though the teacher is the sole guardian of the learner during his study, yet he cannot exercise arbitrary power. It declares that the educator cannot utilise the pupil's services for his own advantage. For the student's offences, he can punish him in the prescribed manner but not in any way he likes.

According to the Apastamba-dharma sutra, a pupil should confidentially draw the attention of the teacher to any wrongdoing of the rules, meant for him, either purposely or unconsciously. The students are allowed to control the teacher by force from wrong-doing or to get him restrained by his father etc. Mahabharata mentions that students are allowed to desert his teacher who is arrogant, ignorant of his duty and resorts to a wrong course of action.

Brahmacharya

System

Brahmacharya summarises the sum total of the responsibilities of a student. It entails rigorous self-discipline and self-control. All sorts of pleasures and luxuries must be avoided by the pupils. Some of the occasions on which termination of study was prescribed include dusty storm by day, playing of certain musical instruments within the hearing of the pupil, cries of animals, screech of an owl, heavy downpour, rattling of thunderbolt, earthquake, eclipse, fall of a meteor, festival, certain Tithi and Nakshatras, e.g. full moon day, etc. Samavartana marks the end of a pupil's period of study and return home. According to some literary sources, education in ancient India was not confined only to the privacy of the preceptor's house. In matters of education in ancient societies, the constricted barriers of the caste-system seemed to have crumbled down as per the various literary texts. The spread of Buddhism and Jainism in India enriched and evolved the state of education in ancient India. In this period education became accessible to everyone and various celebrated educational institutions were established at that instant. Few of the most important universities of India in the ancient times were Vikramshila, Taxila (Takshashila) and Nalanda.[10,11,12]

Education at that time was free. It was free because no student was required to pay any fees. It was free also because no outside agency could interfere in the matters of education. There was perfect autonomy. No external authority no external beneficiary, no politics was permitted to enter the school or college system. A student had to pay nothing in return for education he received in a Gurukul or Ashram. Access to good education depended not on wealth but on talent. The student was expected, if desired but never compelled to offer a field, cow, horse or the elements of the daily needs to his teacher according to his financial position in the society. Education could not be bought one could go up the ladder as his abilities permitted. Some of the best known universities in India are Ancient Nalanda University, Takshashila University, Odantapuri in Bihar, (500 to 1040), Somapura in Bangladesh, Jagaddal in Bengal (now in West Bengal), Nagarjunakonda in Andhra Pradesh, Vikramshila in Bihar, Saradhha peeth in Kashmir, Valabhi in Gujarat(from Maitrak period), Varanasi in Uttar Pradesh, Kanchipuram in Tamil Nadu, Manyakheta in Karnataka, Puspagiri and Ratnagiri in Orissa.



III. RESULTS

Present education system in India

Education in India is primarily managed by the state-run public education system, which falls under the command of the government at three levels: central, state and local. Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The approximate ratio of the total number of public schools to private schools in India is 10:3.^[7]

Education in India covers different levels and types of learning, such as early childhood education, primary education, secondary education, higher education, and vocational education. It varies significantly according to different factors, such as location (urban or rural), gender, caste, religion, language, and disability.

Education in India faces many challenges and opportunities, such as improving access and quality, reducing disparities and dropouts, increasing enrolment and completion rates, enhancing learning outcomes and employability, strengthening governance and accountability, promoting innovation and technology, and addressing the impact of COVID-19 pandemic. It is influenced by various policies and programmes at the national and state levels, such as the National Education Policy future, the Samagra Shiksha Abhiyan, the Rashtriya Madhyamik Shiksha Abhiyan, the Midday Meal Scheme, the Beti Bachao Beti Padhao Scheme, and the National Digital Education Architecture. It is also supported by various stakeholders and partners, such as UNICEF, UNESCO, World Bank, civil society organizations, academic institutions, private sector entities, and media outlets.[13,14,15]

Since the country's independence in 1947, the Indian government sponsored a variety of programmes to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), University Grants Commission and the Kothari Commission (1964–66) to develop proposals to modernise India's education system. The Resolution on Scientific Policy was adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organisation that would advise both the Union and state governments on formulating and implementing education policies.^[53]

In 2018, the then Ministry of Education released a Draft New Education Policy 2018, which was followed by a number of public consultations.^[54] It discusses reducing curriculum content to enhance essential learning, critical thinking and more holistic experiential, discussion-based and analysis-based learning.^[55] It also talks about a revision of the curriculum and pedagogical structure from a 10+2 system to a 5+3+3+4 system design in an effort to optimise learning for students based on cognitive development of children. On 29 July future, the cabinet approved a new National Education Policy with an aim to introduce several changes to the existing Indian education system,^[56] which will be introduced in India till 2026.

There are two types of educational institutions in India, 1) Recognised institutions – primary school, secondary school, special schools, intermediate schools, colleges and universities who follow courses as prescribed by universities or boards and are also open for inspection by these authorities, 2) Unrecognised Institutions, which do not fulfil conditions as stated for the recognised ones.^[61]

Education policy is prepared by the Central Government and State Governments at national and state levels respectively. The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system.^[62] A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing.^[63] A significant new feature has been the extension of SSA to secondary education in the form of the Rashtriya Madhyamik Shiksha Abhiyan.^[64] Rashtriya Madhyamik Shiksha Abhiyan (RMSA) which is the most recent initiative of Government of India to achieve the goal of universalisation of secondary education (USE). It is aimed at expanding and improving the standards of secondary education up to class X.^[65]

Curriculum and school education boards[13,14,15]

National Skill Development Agency (NSDA)'s National Skills Qualification Framework (NSQF), is a quality assurance framework which grades and recognises levels of skill based on the learning outcomes acquired through both formal or informal means.^{[66][67]}

School boards set the curriculum, conduct standardised exams mostly at 10th and 12th level to award the school diplomas. Exams at the remaining levels (also called standard, grade or class, denoting the years of schooling) are conducted by the schools.

- National Council of Educational Research and Training (NCERT): The NCERT is the apex body located at New Delhi, Capital City of India. It makes the curriculum related matters for school education across India.^[68] The NCERT provides support, guidance and technical assistance to a number of schools in India and oversees many aspects of enforcement of education policies.^[69] There are other curriculum bodies governing school education system specially at state level called SCERTs.
- State government boards of education: Most of the state governments have at least one "State board of secondary school education". However, some states like Andhra Pradesh have more than one. Also the union territories do not have a board. Chandigarh, Dadra and Nagar Haveli, Daman and Diu, and Lakshadweep and Puducherry Lakshadweep share the services with a larger state. The boards set curriculum from Grades 1 to 12 for affiliated schools. The curriculum varies from state to state and has more local appeal with examinations

conducted in regional languages in addition to English – often considered less rigorous than national curricula such as CBSE or ICSE/ISC. Most of these conduct exams at 10th and 12th level, but some even at the 5th and 8th level.

- Central Board of Secondary Education (CBSE): The CBSE sets curriculum from Grades 9 to 12 for affiliated schools and conducts examinations at the 10th and 12th levels. Students studying the CBSE Curriculum take the All India Secondary School Examination (AISSE) at the end of grade 10 and All India Senior School Certificate Examination (AISSCE) at the end of grade 12. Examinations are offered in Hindi and English.
- Council for the Indian School Certificate Examinations (CISCE): CISCE sets curriculum from Grades 1 to 12 for affiliated schools and conducts three examinations, namely, the Indian Certificate of Secondary Education (ICSE – Class/Grade 10); The Indian School Certificate (ISC – Class/Grade 12) and the Certificate in Vocational Education (CVE – Class/Grade 12). CISCE English level has been compared to UK's A-Levels; this board offers more choices of subjects. CBSE exams at grade 10 and 12 have often been compared with ICSE and ISC examinations respectively. ICSE is generally considered to be more rigorous than the CBSE AISSE (grade 10) but the CBSE AISSCE and ISC examinations are almost on par with each other in most subjects with ISC including a slightly more rigorous English examination than the CBSE 12th grade examination. The CBSE and ISC are recognised internationally and most universities abroad accept the final results of CBSE and ISC exams for admissions purposes and as proof of completion of secondary school.[19,20]
- National Institute of Open Schooling (NIOS): The NIOS conducts two examinations, namely, Secondary Examination and Senior Secondary Examination (All India) and also some courses in Vocational Education. National Board of education is run by Government of India's HRD Ministry to provide education in rural areas and challenged groups in open and distance education mode. A pilot project started by CBSE to provide high class affordable education, provides education up to 12th standard. Choice of subjects is highly customisable and equivalent to CBSE. Home-schooled students usually take NIOS or international curriculum examinations as they are ineligible to write CBSE or ISC exams.
- Hindu, vedic & sanskrit education: The Maharshi Sandipani Rashtriya Veda Sanskrit Shiksha Board (MSRVSSB) is a national-level school education board which grants the Veda Bhushan (10th) and Veda Vibhushan (12th) certificates to students of affiliated schools. MSRVSSB certificates are accredited by the Association of Indian Universities (AIU) and AICTE as the recognised qualifications for admission into other tertiary institutions for a higher degree. Along with the modern subjects, the students are also taught Hindu scriptures, vedas, upnishads, ayurveda and sanskrit. Govt of India has granted legal authority to MSRVSSB to affiliate and recognise vedic and sanskrit schools run by other organisations. MSRVSSB is run by the Maharishi Sandipani Rashtriya Ved Vidya Pratishthan (MSRVVP), which already runs several vedic school and MSRVSSB also accredits schools run by other organisations.^[70]
- Islamic madrasah: Their boards are controlled by local state governments, or autonomous, or affiliated with Darul Uloom Deoband or Darul Uloom Nadwtul Ulama.
- Autonomous schools: Such as Woodstock School, Sri Aurobindo International Centre of Education Puducherry, Patha Bhavan and Ananda Marga Gurukula.
- International Baccalaureate (IB) and Cambridge International Examinations (CAIE): These are generally private schools that have dual affiliation with one of the school education board of India as well as affiliated to the International Baccalaureate (IB) Programme and/or the Cambridge International Examinations (CAIE).
- International schools, which offer 10th and 12th standard examinations under the International Baccalaureate, Cambridge Senior Secondary Examination systems or under their home nations school boards (such as run by foreign embassies or the expat communities).

IV. CONCLUSION

Future education system in India is based on NEP National Education Policy for future[16,17,18]

The central government of India introduced the National Education Policy future (NEP future) which is expected to bring profound changes to education in India. The policy, approved by the Cabinet of India on 27 July future, outlines the vision of India's new education system.^[263] The new policy replaces the 1986 National Policy on Education. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. It aims to transform India's education system by future.^[44]

The National Education Policy future has 'emphasised' on the use of mother tongue or local language as the medium of instruction till Class 5 while, recommending its continuance till Class 8 and beyond.^[264] It also states that no language will be imposed on the students.^[265] The language policy in NEP is a broad guideline and advisory in nature; and it is up to the states, institutions, and schools to decide on the implementation.^[71] Education in India is a Concurrent List subject.^[57]

NEP future outlines the vision of India's School education system. The new policy replaces the previous National Policy on Education, 1986. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by future. As per NEPfuture, the "10 + 2" structure is replaced with "5+3+3+4" model.^{[266][267]} 5+3+3+4 refers to 5 foundational years, whether in an anganwadi, pre-school or balvatika. This is followed by 3 years of preparatory learning from classes 3 to 5. This is followed by a middle stage that is of 3 years in length and finally a 4-year secondary stage till class 12 or 18 years of age.^[268] This model will be implemented as follows:^{[269][267]}

Instead of exams being held every academic year, school students attend three exams, in classes 2, 5 and 8. Board exams are held for classes 10 and 12. Standards for Board exams is established by an assessment body, PARAKH (Performance Assessment, Review and Analysis of Knowledge for Holistic Development). To make them easier, these exams would be conducted twice a year, with students being offered up to two attempts. The exam itself would have two parts, namely the objective and the descriptive.

NEP's higher education policy proposes a 4-year multi-disciplinary bachelor's degree in an undergraduate programme with multiple exit options. These will include professional and vocational areas and will be implemented^[270]

- A certificate after completing 1 year of study (vocational)
- A diploma after completing 2 years of study (vocational)
- A Bachelor's degree after completion of a 3-year programme (professional)
- A 4-year multidisciplinary bachelor's degree (the preferred option) (professional)[20]

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