



THE HISTORY AND EVOLUTION OF THE INDIAN EDUCATION SYSTEM

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Abstract

Education has forever been the foundation of human development, and in India, its set of experiences is an entrancing story that winds around together custom, advancement, and social variety. This story mirrors India's steady quest for information, mixing old insight with current instructive methodologies that have shaped the instructive scene over centuries. The foundations of training in India follow back to antiquated times, portrayed by the presence of gurukuls and ashrams. Through oral traditions, these centers of learning fostered a close relationship between teachers and students. Comprehensive schooling was the concentration, including subjects going from reasoning and stargazing to arithmetic and etymology. This time established the groundwork for the venerated master shishya custom, ingraining a significant regard for information and insight.

Keywords: education, roots, india.

Introduction

Because of their connection with India, the settlers came as traders and became chiefs and leaders who influenced the country's economic, political, and educational agenda. It gradually affected Indian customs and traditions. You must look at the UK education system to understand what happens next. During the British Empire, the interests of the colonial states prevented education development. The British developed an educational approach to help them.

The Educational Policies in India adopted in the British Era

The Treaty Act of 1813 was an important event in the early history of British India. Article 43 of the Act of 1813 is the first constitution of India, which recognizes the right to education as a public fund. It is through this document that the objectives of the educational policy are declared: "Inspiration and promotion of literature," "Inspiration of Indian teachers," and "Promotion and diffusion of scientific knowledge among the people of British India." I don't know how to stop.

Lord Bentinck's Resolution of 7th March 1835

Sir William Bentinck was a British politician and minister. He was governor of India from 1828 to 1835. On its execution, he wrote: "I am in complete agreement with the spirit of this bill." In 1835, he published the March Resolution, the first British government report on education in India. March 1835. This Act established the aims, objectives, and education methods in India. He argued that the development of Western knowledge and technology in India was the policy of the British government. Bentinck's views draw another lesson from India.

The aims of education in India were determined by the British.

1. He criticized the artistic and technical progress of Western Europe. It is forbidden to go east.
2. Tuition and student loans from Future Eastern College will be suspended. The official language is Aymara.
3. The report promised to provide English-speaking Indian workers in the government.
4. The test result is negative. Two new groups were formed: the Broken City, an Aymara language group, and a non-English language group.

The Policy of Downward Filtration Theory

At the beginning of the 19th century, the British government realized that to maintain British rule in India and the country, it was necessary to remove the main supporters of the ruling party. He wanted to learn and win over the elders. It is a popular idea that education should come from the people. Eventually, the nomadic life of the Himalayan Indians resulted in a large and fertile river that irrigated the land.

Reasons for Adopting Filtration Theory:

British employers need skilled workers to run their businesses and operations. The government needs more money to educate the public.

After learning English, the teachers got many government jobs, and their influence prevented the rebellion.

This movement shaped the education system of India. An extensive program was launched to select suitable candidates for various management positions. It also helped him gain a loyal following. However, this has not happened due to a lack of skilled labor and the government not employing all the skilled workers in India. In 1835, the Governor-General of India, Sir William Bentinck, appointed William Adams (1789-1868) to investigate and organize the educational situation in Bengal and Bihar. Adam served three terms (1838-1835). President Macaulay reigned supreme until Adams' third report. Macaulay was tasked with promoting and adopting the moral values of Western civilization.

Wood's Despatch, 1854

In 1853, the Treaty of the East India Company was discussed in the British Parliament. The British Parliament appointed a special parliamentary committee to formulate an education policy in India. The Commission conducted a comprehensive review of the¹ educational policy of the Government of India. Based on this study, an education policy paper on the Indian education system has been prepared. After Charles Wood became President of the Indian Council, the British institution became known as the Indian Institute of Education.

The Indian Education Commission (1882)

Education was the focus of two important documents between 1854 and 1902: the Survey of 1854 and the Report of the Indian Educational Conference of 1882. In 1882, a resolution of the Government of India dated February 3 said: "The Government has found it necessary to review the progress of the State Plan and the Lord's Plan, and to determine to

what extent the plan is consistent with the original plan. . years do.”, and now the President, as usual, monitors the current case and its strict Consequences.”

Thus, on February 3, 1882, the Viceroy appointed a Board of Indian Education on behalf of the Government of India under the leadership of Mr. Ripon William Hunter in Parliament. Ten months later, the Committee approved a revised edition in 1854, donated by Charles Woods. There were many other manuscripts.

The most important recommendations of the Commission include:

- The power of public education is to encourage and support local schools to improve early childhood education and public education.
- The right of public institutions to choose the local language as a means of instruction according to local customs;
- Construction of public buildings and primary schools that teach English for the benefit of the community.
- A transition from the government to the board that manages all secondary schools, planning and monitoring educational standards.
- Upper secondary education consists of two components: one for the entrance exam and the other for professional and career training.
- During the policy development, the department proposed two main strategies.
- The government imposed restrictions not only on its schools but also on businesses.

The main results were:

- Regional and rural education development plans must be presented.
- The government has a policy of not opening schools and colleges until government schools are converted into private schools.
- We believe the missionary community can play a role in the national education system.
- Based on the recommendations of the Indian Education Commission², the government decided to organize primary and technical education at the secondary level. 1882-1983 and 1901-1902. Lord Curzon, former Viceroy of India, reviewed the survey.

Lord Curzon's educational policy

The Simla Education Conference, convened by Lord Curzon, passed 150 resolutions in all fields of education. On January 27, 1902, a commission was appointed under the chairmanship of Sir Thomas Raleigh. The object of the Commission was to “investigate the possibilities of government and higher education in British India” to study and report any proposed measures or reforms of arrangements recommended by the Council with the approval of the President. The initiative aims to improve the quality of³ education and the university experience. After the inquiry, the Commission submitted its report and recommendations on the Universities Act of 1904 to the Government of India.

New problems in Lord Curzon's educational policy

The Simla Conference of September 1901 initiated a period of educational reforms and carried out educational reforms. This was followed by the establishment of the Indian University Commission (1902), which proposed the Indian University Act of 1904. Another important change was the Declaration of Educational Policy issued by the Balinese government in 1913. Education in the last 20 years in the previous 20 years. came

Government Resolution on Education Policy, 1913

The British government ignored the advice of Gopal Krishna Gokhale and abandoned compulsory education due to a lack of funds. He actively supported the promotion of public education, and on February 21, 1913, he introduced a resolution regarding the education project. The proposal shares three curriculum objectives:

Calcutta University Commission (1917-19)

In 1917, the Government of India appointed a Calcutta University Commission to investigate the activities and prospects of the Calcutta University Commission. Michael Sadler, Vice-Chancellor, University of Leeds. The law covers all aspects of higher education, secondary education, and higher education. Important tips:

The major recommendations were –

The institute conducts final exams after the completion of university-level courses. After two years, the state exams (at least in high schools) are intermediate. Then came the first week of exams. The court carefully examined this issue and found that high school-age students, even then, do better in the school system than in high school. Middle school should be changed from middle school to middle school. The Indian education system during the British rule

Along with the actual term of the school, the primary school was extended to three years.

The Higher and Continuing Education Council recommends continuing education, entrance exams, and changes to certain courses.

Education under Dyarchy system (1921 -1937)

In 1918, Edwin Montagu and the Viceroy Lord Chelmsford turned their attention to politics. 1919, the Government of India Act of 1919, also known as the Montagu-Chelmsford Amendment, was passed. The British government introduced the first democratic system of government in India. The Government of India Act of 1919 introduced⁴ the concept of dual power in the states. State governments in India have both public and private interests. Diversity in leadership positions needs to be solved. Ambassadors and ministers are two hemispheres. The so-called “organized trade” representatives were the “prime ministers of trade” in England and India. Education is a matter under the responsibility of Indian ministers. The ministers could not change anything in education because the money was in the hands of the British ministers who refused to pay the Indian minister. The Montagu-Chelmsford Amendment of 1919 made the Ministry of Education a separate provincial department.

Central Advisory Board of Education (CABE), 1921

In 1921, the Central Board of Education (OCB) was created at the request of the Ministry of Education studies (1919-1917). It aims to “enable the Government of India to play a more active role in setting global educational goals, advise and support local authorities and universities,” and “provide a systematic overview of the state of education in the regions.” Otherwise, it applies everywhere except India. The Government of India has State Boards of Education, a ministerial body comprising local and non-governmental organizations that plays a major role in shaping India's development policy. Based on the recommendations of Inchcap, the State-Governance Cooperation Committee, local authorities were stripped of their parental responsibilities, Parliament was dissolved, and the Department of Education was closed. In 1929, the Indian Ministry of Education, Health and Lands (CABE) was reorganized on the recommendations of the Hartog Commission.

The Hartog Committee, 1929

In 1919, the Constitution of India assigned special responsibilities to the provinces. In 1921, the Prime Minister of India took over the Ministry of Education and transferred it to the Parliament. The government only took from these ministers what they wanted. Education reform efforts led to the establishing of the Hartog Commission (May 1928), and the Chairman, Sir Philip Hartog, made further recommendations for educational reform. In September 1929, the Commission published its report.

The main findings of the Hartog Commission were the following.

Studies show that learning declines in high school. The industry recognizes that the quality of education is declining due to the rapid expansion of inefficiency and waste. He praised the importance of basic education in the country but criticized the development policies and educational policies. The Committee recommends policies to focus on and improve the prevention of violence and genocide. The letter says, “Basic education is useless if it does not increase literacy.” Primary school children under four are often unable to read or write.

Later, the field extended to colleges and universities. They say he was a good man. According to him, one of the biggest drawbacks of the entrance exam is the loss of money. He planned to start community college programs so schools could send more students and provide technology and services to more students. The Committee also criticized the university's policy of paying no heed to graduates. With this in mind, it is necessary to regulate university performance, improve it, provide quality education to students, and prevent university laziness.

Education under Provincial Autonomy (Government of India Act 1935)

In 1935, the British Parliament passed the Government of India Act, under which all responsibility for education was divided between the central (central) and local (provincial) levels. All are national or regional surveys or reports. In addition, all local governments are under the Executive Council of Parliament. This office oversees all activities of ministers and councils in the regions. In 1937, the new nation was called the Commonwealth of Independent States.

Education Commission / Kothari Commission' (1964-66)

In 1948, the government established the University Education Commission, and in 1952, the University Education Commission to promote the development of education. The recommendations of the Committee must be fully implemented. As a result, learning difficulties remain. The Government of India established the Board of Education in 1964 to fill this gap. The Committee considered education as the biggest problem of the country. The survey also said that education should be prioritized in all government development programs. Good news from the school administration:

- They address national development issues, particularly social welfare, economic development, employment, and social inclusion.
- It is related to people's lives, wants and needs.
- Improve knowledge, skills, and experience and increase productivity through investment in research and development.
- Social development as the main actor of change and social and national solidarity.

National education policy

The Norwegian School Board is responsible for the development of the country. In 1968, a public education program was established to train professionals who would serve our society. It aims to discuss such diverse topics as free and compulsory education, promotion and support of all Indian languages, education, gifted children, national employment and development, education and interest in arts. Innovation in education, agriculture and industry. Education - face-to-face and distance education, adult and adult education, sports and recreation.

The National Education Policy was formulated in 1968 and the Government of India has implemented several reforms in the last two decades which have brought changes in various fields. In 1986, the Government of India introduced a new education policy called the National Education Policy, 1986. This aimed at eliminating discrimination and providing equal education in all categories, including more for persons with disabilities and women. Unlike others, the International Education Policy Group has addressed these issues.

Janardan Reddy Report, 1992

In 1992, the Janardhan Reddy Committee was formed to learn the stories of teachers. In 1990, he became a member of the advisory board of Ramurthy Vidya. They are designed to follow the educational progress of families and communities and take all measures to ensure that people have access to higher education according to their abilities and needs. The Reddy Commission recommended that each state government form a district reconciliation committee to confirm the names and families mentioned in the list. The Committee decided to investigate further the possibility of designing a public school system to meet the needs of all local authorities. The Council is committed to free education for children, adult education,

universities, teacher training, and economic development. He also proposed to set up the AICTE and the Indian Council of Technical Education.

Education's Current Scenario in India

Today, different states in India have their own education systems. While most state governments promote education in their states, the onus lies with the education authorities. A constitutional amendment in 1976 allowed more schools to enter the country. At university, vocational training, technical training, higher education. It is part of the Ministry of Education. The university is committed to learning and teaching. The university is also responsible for planning and implementing higher education. Currently, the best universities in India are B-universities, public universities, private universities, agricultural universities and National Merit Institutes. o Organizations can be identified.

Technical Education

The national technical education system includes engineering, technology, management, engineering, medicine and more. The Ministry of Manpower Development supports undergraduate, graduate, postgraduate and research programs. The main technical education system is the Indian Institutes of Technology (IITs). Institute of Management (IIM), Indian Institute of Science (IISc) (India: Improving Quality of Education. (2017) MENA Report, N/A), National Institute of Technology (NIT) and Indian Council for Education and Housing. AICTE) Ltd.

Professional Education

The universities also focus on vocational training. For this reason, special committees for each department plan, organize and manage public and private relations. Indian Council of Technical Education (AICTE), Council of Distance Education (DEC), National Council of Teacher Education (NCTE), Medical Council of India (MCI) and other recognized professional bodies in this field. Colleges and universities offer many scholarships and awards.

Higher education

Our government chose not to target the innocent. Adult education is not only about teaching and learning, but also an important social activity in a democratic society. The Aging Program was launched in 1973 with the goal of reaching 30 million adults between the ages of 15 and 35 by the end of this century. The purpose of the pension system is to contribute to the development of the social welfare of the elderly.

Adult Education

Its mission is to promote rural development and support the education of foreign youth. The program began.

Educational Research and Training

In 1961, the central government established the National Council of Research and Education (NCERT) to implement the policies and objectives of the Ministry of Education.

The district partners with universities and schools across the country to improve education in many cities. The organization has four centers in Ajmer, Bhopal, Bhubaneswar and Mysore. During the summer, teacher training courses and comprehensive courses are offered.

SC/STs and OBCs

The government promotes education for SC/ST at all levels. Special financial scholarships and other incentives are provided to SC/ST members. Many states have completely waived tuition fees for SC/ST students. IITs have a special system for SC/ST candidates who crack the entrance exam easily. Other states like Tamil Nadu, Karnataka, and Andhra Pradesh have reserved seats for the dead.

EDUCATIONAL POLICIES IN INDIA

How did education develop after India's independence? Improving the education system became one of the government's priorities. Many programs and projects have been implemented to create a unique education system in India.

India's first Education Act was passed in 1968 on the recommendations of the Education Commission (1966-1964). The National Education Plan was released in 1986, followed by the National Education Policy 2019 of the Government of India. After 1986, the NEP included an action plan (1992). Below is an overview of the various trends in India:

National Education Policy (1968).

As mentioned in the previous section, the Board of Education (1966-1964) was known as the Quartermaster Board for primary and secondary schools. The first National Education System was established in 1968 to implement the recommendations of the Kothari Commission. The Council on Education (1966-1964) warned that cultural development and economic success required "radical changes in education" (NPE 1968, p. 3). It breaks down to contribute to social development, sociology, citizenship, and community solidarity.

National Policy on Education (1986).

In 1986, new attempts were made to meet academic standards.

Before the enactment of the National Policy on Education (1986) in 1985, the National Policy on Education (NPE) was endorsed by in May 1986. 1986: "Education is an investment nowadays." The will must be strong. The following is a general recommendation in the National Education Policy (1986).

National education system:

In 1986, the NPE published the National Education Plan. The national education system established in 1968 is 10+2+3 inclusive education. The national education system consists of national education systems that are comprehensive and flexible. Public buildings reflect citizens' independence, legal responsibility, and other important aspects of citizens' welfare.

Highlights from NPE 1986:

- National education system: 10 + 2 + 3 education system.



- Childcare and children's education
- Ethnic and racial factors
- Other sections.
- Equal opportunities for all.
- Minimum training level for each training class.
- Lifelong learning.
- Teach follow-up
- Lack of knowledge about women.
- Educate young people.
- Education for the disabled
- Complete and worldwide registration
- Bring children under 14 years of age.
- Teach children
- Gifted schools, especially in rural areas.
- Education and learning skills

Child protection and education: Politicians focus on education and welfare for children. Preschool children, in particular, receive extensive support from state and local preschool and early childhood development, child care, and child care programs.

Effective and qualitative basic education: The national education policy supports three areas of basic education:

- General register, ii. Children under 14 nowhere. So it is with you
- Real progress in academia

NATIONAL POLICY FOR ICT (2012)

Like other countries, India has realized the importance of Information and Communication Technology (ICT) in education. The National Education Policy 1986, revised in 1992, introduced educational tests and school placement. Which program was launched in mid-2004? Engineering technology. The program has been expanded to include new government agencies at the second and third levels. Sir Shiksha Abhiyan is a government initiative for primary education worldwide, including ICT. With the rise of modern knowledge and the use of contemporary and current expertise in education, there is a need for standards to support the use of knowledge and information in the education system. That is why the Government of India formulated the National Information Technology Policy in 2012. It helps create, maintain, and preserve information-rich information that strengthens the global economy and economy and the country's economic growth. The worldwide competition

Policy Goals are as follows:

The following are guidelines for the use of media and communication technology in school education:

- A- Establishment of the scientific reporting system.
- B- To provide a professional group of teachers and students with ICT skills to implement ICT projects and build the society and the country.

- C- Creating a collaborative, collaborative, and brainstorming environment will optimize ICT capacity and training.
- D- Develop ICT and ICT facilities for all students and teachers.
- E- it facilitates the creation of creative infrastructures that enable students and teachers to participate in the design and use of digital resources.
- F- Integrate resources and develop a collection of teacher and instructional resources to provide teacher training, student guidance, and instructional support.
- G- ICT tools and services have been developed through research and evaluation to improve the use of ICT in school education.
- H- Encourage people to use effective communication techniques and encourage them to learn.
- I- ICT capacity is defined by ability and provides different levels of ICT capacity depending on local circumstances. These organizations organize courses after hours.

Level 1 (Basic level)

Level 1 provides computer skills: B. Activation and deactivation, Internet access, search engines, tools and services, digital tools, Open Office, problem-solving, and more.

Level 2 (Intermediate).

At this level, users can install and uninstall software, download software, search for relevant information online using search engines, and create and edit data using digital tools.

Level 3 (Advanced)

As the name suggests, this system allows users to retrieve data from databases, find information, monitor cyber threats, copy and paste rules, or search the Internet. And they can participate, contribute, and support learning. According to this view, information and communication technologies improve education in the following ways:

National education policy, 2020

In 1986, very recently (almost 34 years ago), the structure and organization of the Indian education system was announced - a new type of education. India also has an education system. In 2015, India adopted the 2030 Education Agenda, which emphasized Sustainable Development Goal 4 (SDG 4) "to promote equitable access and quality education, including learning for all".

Keep all this, sir. TCR has started to discuss and report on the curriculum. Subram 2015. The Committee considered various proposals and discussed them extensively locally and nationally. The first is to gather, discuss, and prepare multiple stakeholders before legislation is enacted. During the discussion of the project, several challenges arose—2017 search. A new committee was formed in June. Some comments were submitted by May 31, 2019. After reviewing the draft, the Committee decided on standards for 2020. In July 2019, we introduced a new education policy for 2020.

Conclusion

Policy and Implementation of the 11th Plan Prime Minister Manmohan Singh announced India's Eleventh Education Plan. It was approved at the eleventh meeting of the National Development Council in December 2007. The program emphasizes education as a key tool for rapid and inclusive development. 2.70 billion INR is 20% of the target, and a future of 6% of GDP. 11 The 5-Year Program is a powerful program to strengthen the education system by integrating all parts of the pyramid. By improving literacy, education, and skilled industries, India will lead the world in education and skill development for all. My ways are

This chapter explains why the NPE (1968) was a turning point in Indian education and sought to change the views of the Kothari Commission (1966-1964). This project represents 20 years of work in Indian education. Then, the National Policy on Education (1986) prepared India for the next century's challenges. National Education Policy (1986) Child Welfare and Education, National Education System, Primary and Primary Education, Non-Formal Education, Vocational Education, Open and Distance Universities, Professional Associations, Colleges and Universities, Technical Colleges and Institutional Examinations: Education, , race, ethnicity, class, disability education, and more.

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