

INDIAN EDUCATION SYSTEM

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Abstract:

India has the second largest education system in the world. The Indian education system has gone through many phases. Great effort has been put to shape up the present scenario of education system. The journey from Gurukuls to IITs had many ups and downs. But each phase has its own pros and cons. The aim of this research is to study ancient as well as present education system in India. The various phases through which education system has gone through have been studied in detail. An attempt has been made to compare the education scenario in old and modern India. The pre British and post British education system has been reviewed to know the intentions of the British behind making changes in the Indian Education System. The positive and negative aspects of each phase have been framed out during this research.

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

1. INTRODUCTION

Indians have understood the importance of education from the ancient times. That's why world's oldest University, The Nalanda University is situated in India.. When we go through holy books like Ramayana and Mahabharata, we come to know that children were sent to Gurukuls (residential institutes of old times) for education where they used to study and live during their education period. Gurukuls were the only mean of education in ancient times. Now days in India, common subjects are taught to students till secondary or higher secondary classes. After that they choose their line of interest and then they are taught the subjects of their concerned field only. Unlike today, knowledge of every subject was not given to everybody. A student was imparted knowledge of only those tasks which he was supposed to perform after he grew up. So there was a specialisation based education system right from the childhood. Now days in India, common subjects are taught to students till secondary or higher secondary classes. After that they choose their line of interest and then they are taught the subjects of their concerned field only.

The society was divided into four classes : Brahmins, Kshatriya , Vaishya , Shudras. The priests were known as Brahmins. They used to perform rites and rituals. The people of warrior class were known as Kshatriyas. Their duty was to protect people. The business class was known as Vaishya. They were involved in every type of business and trade in those times. The fourth class was Shudra. They were the labour class. It was their duty to serve the other three classes. The education system in India was based on this caste system. The education was imparted according to the caste of a student. Brahmins were given the knowledge about religion, philosophy, Vedas. They were taught holy chants. Kshatriyas were taught various concepts of warfare. They were made expert in things like archery, fencing etc. Vaishyas used to learn various techniques and principles necessary for smooth running of a business. Shudras were not given the right for education. The only common thing which the other three castes used to go through was Vedas. After arrival of East India Company in India, They started changing the Indian Education system gradually and one day we were there with a completely new process of educating people. They transformed the whole system to

encapsulate European attitude in Indian children. They emphasized on use of English in education rather than our own native languages. They started textbook culture in India. The motive of introducing textbooks was to stop children from producing new knowledge and made them think that they were mere consumers of the knowledge which the textbook writer wants to convey to them. The second and the most dangerous impact of introduction of text books was the degradation of respect of teachers in Indian society. The teachers lost the right of deciding what to teach and how to teach. They had to just follow the matter given in textbooks.

2. RELATED WORK

We know it is neither easy nor common to think outside the box. The young ones can easily do so because they are not burdened with experience, which is another name for bias. As we get older and more experienced, we get more biased and our minds get blocked to new possibilities. Also, it is important to realise that there is not just one box to think out of. A person may think out of box in one context and yet in another he may be comfortable with his existence inside another. Our mind seems to be split into various boxes relating to our various experiences. Great thinkers, scientists, revolutionaries and reformers have been guilty of being conservative in one aspect of their life while breaking barriers in another. We may think outside one box and feel good, but we may be still inside another box. So, in thinking about the nature of things or in changing reality, it is important to consider various points of view, the evidence in support of each, and arrive at working hypotheses that help us to act. When studying nature, since the basic reality remains the same, the study is relatively simpler, and allows building upon old hypotheses or theories, unless some new facts come to light that demand abandoning of old theories in favour of new. This has happened a few times over the last half of the last millennium.

But when studying a society or nature's interface with a society, one has to be mindful of the changing social contexts, which create new facts quite frequently, and it is necessary to act on these facts for which we may have to create new hypotheses. When this context is changing rapidly, as in today's India, it is even more important to be sensitive to changing realities. Relying on existing models, theories and ideas can be ineffective, wasteful and sometimes even counterproductive. An educationist in the United States, now in his late eighties, observed some years ago in a conversation that our world has changed so much over the recent centuries, but the basic model of what a school should be has not undergone a change. This is a simple yet fascinating observation. There have been different ways of transferring knowledge from one generation to the next over millennia, but the current model of a school where several children are taught by one teacher in a classroom, where they meet daily, has not changed fundamentally since it came into being about three hundred years ago. The scalable, replicable mass nature of the school model, its economics and the simple logistical convenience it offers for knowledge transfer is still what allows it to continue without change.

3. SYSTEM STRUCTURE

Inclusive education is a pedagogical model which is based on the basic curriculum of psycho-social support to the differently abled child. The philosophy of inclusive education envisions the idea of providing opportunities for students with disabilities to study as equal partners with their classmates without disabilities (Forlin, 2008; Mitchell, 2008). It is found that students with disabilities improved their educational, social and emotional performance after getting appropriate accommodations and proper

support in the general classroom (Parua, 2008). Inclusion is the provision of services to students, with disabilities in their neighbourhood schools with necessary support services and supplementary aids for both children and teachers. It means, meeting the needs of children with disabilities for a free and quality public education, in the least restrictive and most effective environment.

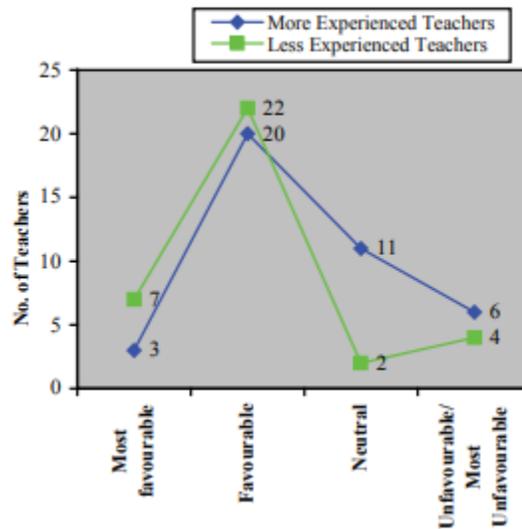


Fig.1. Analysis

Thus, an inclusive classroom is one in which the continuing emphasis on valuing individual differences leads all pupils, irrespective of social or cultural background, disability or difficulty in learning, to succeed in terms of the fulfillment of academic and social goals, and the development of positive attitudes to self and others (Alban–Metcalf and Alban–Metcalf concluded that the personal engagement and involvement in teaching students with disabilities will most likely lead to further acceptance and understanding of inclusion of students with disabilities in general education classrooms and improve attitudes toward inclusion. Yellan et al, (2003) added that changing the attitudes of pre-service teachers towards students with special needs will require more than simple exposure to the students in general education classrooms. If students with special needs are to be completely integrated and accepted in the general education classroom, long-term changes in the attitudes of educational professionals would be required. teachers on their attitudes towards ‘social development’ of students with special needs. Further, from Figure 5 we can find that the mean score of post-test was more than the pre- test score of pre-service teachers. It indicates that teachers participating in professional development programme had more favourable attitude towards social development of students with special needs than the teachers not participating in the programme.

4. ANALYSIS

The purpose of this study was to determine the effects of a professional development programme on the attitude of pre-service teachers towards students with special needs. Designing a structured professional development programme has encouraged pre- service teachers to teach and support students with exceptional learning needs in inclusive secondary education classrooms. Results of the study show that after participating in the professional development programme, attitudes were even more positive among

teachers. Specifically, results of pre-post mean comparisons were statistically significant for all the developmental factors including academic, cognitive, emotional and social. Pre- and post-survey results provided encouraging evidence that pre-service teachers had positive attitudes towards students with special needs. These results are meaningful because they show that pre-service teachers found the experience of teaching students with special needs more comfortable after their involvement in professional development programme. The findings of this study are consistent with the study by Henning and Mitchell (2002) that reported improved attitudes towards students with exceptional.

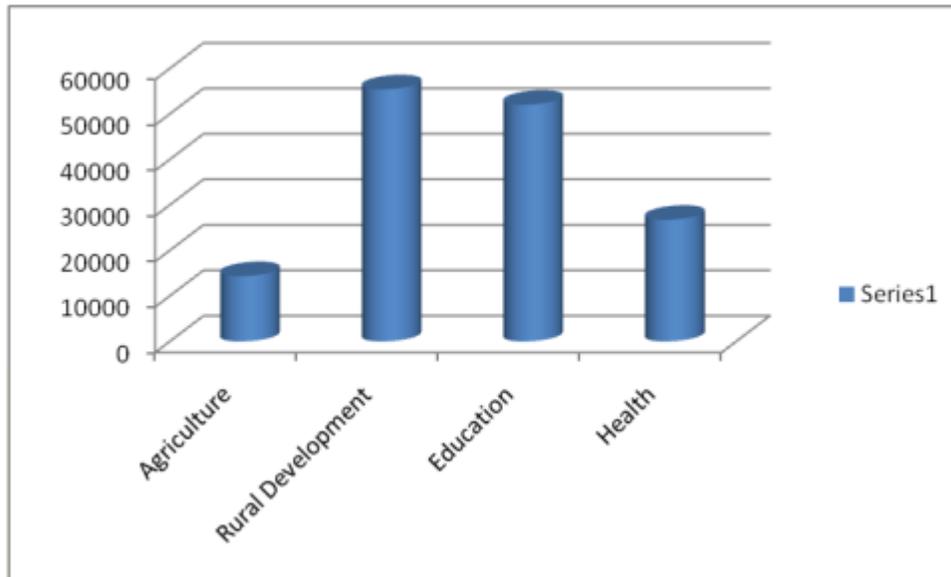


Fig.2.Funds Allocation

The findings of improvement in pre-service teachers' attitudes also suggest increased opportunities for pre-service teachers to achieve and apply specific knowledge and skills which are very helpful for the students with special needs. As recommended by National Policy on Education (NPE-86), community participation is made an essential condition for effective management of elementary education at grass root level. The Sarva Shiksha Abhiyan (SSA) and Right to Education (RTE) Act, 2009 calls for community ownership of school based intervention through effective decentralisation which has to be augmented by active involvement of Village Education Committees (VEC) members, women's group and members of Panchayati Raj institutions. Krishna Kant Tripathi and Anjali Bajpai's paper reveals that the participation of VEC members in primary schools of some of the sampled villages of Uttar Pradesh is not satisfactory.

CONCLUSION

After going through various phases of education system it has been concluded that the education system in ancient times was not supported by large sum of money, infrastructure and advanced technology still they were managing to run such a systematic education system. But the dominance of caste system in imparting education was the only problem at that time. After the arrival of British in India, they started changing the education system for their personal benefit and not for the benefit of people. Now days Government is spending a lot of money on education but the money is not utilized properly. So, steps should be taken to tackle corruption and other issues so that the funds can be utilized properly.

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