

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Contemporary Indian Education
Course Code	EDU501
Module Name/Title	<i>Brief historical inquiry into purposes and determinants of education from ancient India to contemporary India: individual, community, religion, state, market</i>
Module Code	CIE002
Pre-requisites	Nil
Learning Outcomes	<p>After going through this lesson, the learners will be able to:</p> <ul style="list-style-type: none"> Analyse Purposes & determinants of education during Vedic period, Buddhist period, Medieval period and British period to compare with the purposes & determinants of education in contemporary India. Differentiate the individual, community, religion, state and market worked as determinants of educational purposes. Evaluate the present era without ancient determinants of educational purposes.
Keywords	Vedic period, Buddhist period, Medieval period, British period, contemporary India, individual, community, religion, state and market

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1. Introduction

In a village, there lived five friends namely; Ram, Sham, Balram, Hari, & Sherry. One day they all went to the market. The purpose was to buy LED TVs. all the five purchased one LED TV each; they purchased 5 LED TVs. And the purpose of purchasing 5 LED TVs had five different determinants i.e. Ram's purchasing was backed by individual reason, as he wanted to install LED TV at home.

Sham's decision was inspired by community services, as he wanted to donate the LED TV to the old age home near his village.

Balram's purchasing was affected by religious determinant, as he installed the LED TV in a religious place.

Hari purchased the LED TV to install it in the panchayat bhawan, as he utilized the grant issued by the state government for the village panchayat.

And Sherry purchased the LED TV to sell it on a profit margin as he got it on a good discount, so his purchase was determined by the market.

Apart from all above determinants, one determinant was common to all i.e. individual.

So we see the purpose was same i.e. to purchase LED TV, but all five friends had five different reasons or determinants too behind it.

So are the purposes of education and their determinants. Sometimes same educational purpose continues from ancient times till date, but if we inquire about the determinants these never remains the same. In some cases, educational purposes are changing due to certain factors which decisively affect the nature of the educational purpose.

Historically we can divide Indian education system into following segments:

- 1.1. Vedic period
- 1.2. Buddhist period
- 1.3. Medieval Period
- 1.4. British period
- 1.5. Contemporary period

1.1. Vedic period:

The tradition of education in the ancient India can be tracked back from the Vedic period. The roots of ancient Indian education lie in the Vedas.

Now let's discuss the major purposes of education at that time:

1.1.1. Self-realization: Major aim of education was to prepare the child to meet the ultimate end i.e. self-realization. Realizing one's own self or Atma which end up as reunion with Parmatma; the ultimate power. It was sought as the means of the highest end of the life.

1.1.1.1. Individual' as determinant:

Here the primary determinant was 'Individual' and secondary determinant was religion. As self-realization leads to the salvation of an individual and religion provides the guidance for the same

1.1.2. Infusion of religion: One of the important aims of Vedic education was to infuse the religion in the young minds. As in that period religion was regarded as means of purifying body and mind. Every aspect of Vedic education bore an exclusive stamp of religion.

1.1.2.1. Religion' as determinant:

Religion was the dominant determinant or factor for this particular aim. That is why the Vedic system of education was well organized on the religious grounds.

1.1.3. Character building: In the Vedic period gurus aimed at developing among the chelas unflawed character i.e. a character with truthfulness. Vedic education did not merely feed intellect but also inculcate high truthful character; a character in line with the Vedic commands. In order to achieve this purpose the pupils were tested by their gurus time and again.

1.1.3.1. Community as determinant:

Good character and noble behavior parameters are always determined by the community we live in. but character & behavior are the personal or individual traits of a person. So this particular purpose was determined by the community of the time and the individuals who lived in.

1.1.4. Propagation of Vedas: Vedic education aimed at propagation of rich Vedic culture and values of life. These were the source of ultimate knowledge and culture which led to the development of good human race with good human values.

1.1.4.1. **Religion as determinant:**

Religion was the main determinant of this particular aim. As religion was the major factor in the lives of Vedic people, it can be considered as a market. During that period education was not considered as market issue.

1.1.5. **State & Market as Determinant:**

For major purposes of education in Vedic period there remained three determinants i.e. individual, community & religion. But state and market were missing as determinants of educational purposes. (Bhatia, KK (2005))

1.2. **Buddhist period**

Buddhist system of education, like the earlier Vedic period system, was religious in character. The major aims of Buddhist education were based on the prominent teachings of Buddhism. Let's discuss major purposes of education during Buddhist period:

1.2.1. Nonviolence: The foremost purpose of Buddhist education was to create a nonviolence creed. Buddhist monasteries dictated their learners not to kill any living being.

1.2.1.1. **Religion as determinant:**

This main aim was determined by the Buddhist religious system, as the Buddhism emphatically advocated nonviolence in every sphere of life.

1.2.2. Truthful living: The Buddhist education commanded the learners to live a truthful life. Out of Ten Commandments one was; not telling a lie. So the education taught the disciples not to tell lie in any circumstance. And behaviors were evaluated time and again

1.2.2.1. **Individual' as determinant:**

Though the truthful living is associated with the individual living but Buddhist philosophy overwhelmingly asserted the truthful living for the disciples. So 'individual' as well as 'religion' worked as determinants for this particular aim.

1.2.3. Mass education: In the initial stage Buddhist education was purely monastic and it was only for those who entered the Buddhist order. In course of time it was realized that it was necessary to get out of order support and spread

the Buddhist messages. In an effort to get support for that cause the educational facilities were extended to the whole community.

1.2.3.1. **Community as determinant:**

The educational system threw itself heart and soul into the cause for whole community. Determinants of the aim 'Mass Education' were clearly 'religion' and 'community'.

1.2.4. **Character building:** The Buddhist education aimed at character building. Out of ten major commandments most of it were related with high moral character, e.g. not taking what is not given, abstinence from impure practices, telling a lie, intoxicating etc. it means Buddhist education aimed at leading a life free from impure practices in accordance with Buddhist tenants.

1.2.4.1. **Individual as determinant:**

Good character is an individual trait, but it impacts the community in which we live in. Buddhist education got its direction from religious commandments. So this particular aim was determined by individual, community and religion as major factors. (Aggarwal, JC (2011))

1.2.5. **State & Market as Determinant:**

For major purposes of education in Buddhist period there remained three determinants i.e. individual, community & religion. But state and market were missing as determinants of educational purposes. (Bhatia, KK (2005))

1.3. Medieval period

This period covers the system from about 10th century AD to middle of 18th century i.e. before the British rule. This period is dominantly influenced by the Muslim rulings. The chief purposes of medieval period education system are following here in brief:

1.3.1. **Developing love for Muslim Religion:** The very first aim was to spread the love for Muslim Religion in India. The Islamic system of education ignored the caste system prevailing at that time. Hindu caste system did not permit the low castes to acquire education and offer prayers in the temples. Those were the people who were attracted by the equality of educational right given by Islam.

1.3.1.1. **Religion, community & Individual as determinant:**

Propagation of Islam was determined by the religious needs, but giving equal rights to the downtrodden was determined by the needs of the community. And attraction towards Islam was caused by individual determinants. So here three major factors were determinants i.e. religion, community and individual.

1.3.2. **Equipping for a vocation:** The Islamic system of education aimed at equipping learners for a vocation. It helped the Islamic system to use those professionals for high posts and ranks in India. The individuals had achieved honor as well as material gains out of it. The system of education at that time emphasized on preparation for life through education.

1.3.2.1. **Market and Individual as determinant:**

This aim was determined by religious gains and individual benefits to fit them in the market.

1.3.3. **Character building:** Character building through Islamic education was the main aim at that time. Islamic education was directed in such a way that good moral characters were built incidentally amongst the learners. The teachers in Islamic education system were very religious and hence possessed great moral character. Those teachers were the ideal ones for their learners.

1.3.3.1. **Religion & Individual as determinant:**

During medieval period the religion infuses the moral character in learners. Apart from this, the learners individually got inspiration from their own inspiring teachers. So religion and individual determinants worked for this special purpose.

1.3.4. **Mass education:** According to Prophet Hazrat Mohammad, of all the gifts that parents can give to their children, the best is the gift of liberal education. So the Islamic rulers considered illiterates as bane for the society. On the other hand Islamic teachers were very much enthusiastic with missionary zeal. They spread education free, though gifts were of course accepted in order to maintain themselves.

1.3.4.1. **State & Community as determinant:**

Here community welfare was the primary determinant for this particular aim designed by the state. Religion and individual were the secondary determinants (Aggarwal, JC (2011))

1.4. British period

The person who was regarded as the architect of new education system in India during British period was Thomas Babington Macaulay. But before Macaulay, the East India Company laid the foundation for English system of education in line with British rulers.

Some of the following purposes and determinants were responsible for British efforts to transform Indian education system.

1.4.1. Appeasement Policy: In the initial stage Warren Hastings set up the Calcutta Madrassa in 1781, Jonathan Duncan set up Banaras Sanskrit College in 1791 to please the Muslims and Hindus. Besides these, some aided and free schools were also established to appease the financially weaker section of Indian society.

1.4.1.1. State as determinant:

British rulers wanted to appease Indian people because they needed their support to establish their rule in India, so they adopted appeasement policy. State is the major determinant here for this particular aim.

1.4.2. Spreading Christianity and English language: During the period, the outer structure of Indian education though appeared to be secular but for spreading Christianity strong measures were taken by the British rulers. In the initial stage The Bibles were placed in the libraries of colleges and schools. Teachers were specially deputed to teach Christian religion, though that was taught out of school/college hours.

Britishers also adopted a policy to spread English language in a manner that education system brought about a class of persons- Indian in blood and colour but English in taste. During the period even Hindu and Muslim laws were translated from Sanskrit, Arabian & Persian into English.

1.4.2.1. **Religion & State as determinant:**

It was a ruling class policy to spread Christianity and English language, so mainly state seems to be the major determinant for the aim. But in the background religion was the primary determinant for this aim of education.

1.4.3. **Teacher's Training:** British system of education initiated an open teacher's training programme. Pupil teachers were selected and nominal stipends were also given during the training programme. If they proved worthy, certificates were issued on the completion of their training. This was carried out in government, government aided institutes and all other institutes under government inspection.

1.4.3.1. **Market & State as determinant:**

This aim was determined by state policy and need of the market. Because Britishers had opened large number of schools and colleges in India to fulfill their targeted goals and they need more trained teachers.

1.4.4. **Mass Education:** British rulers needed a work force excluding officer ranks to run the government administration smoothly. So they initiated mass education in line with their needs. They produced Indian English Men with practical knowledge for different jobs. For this purpose, special increased expenditures were sanctioned.

1.4.4.1. **State as determinant:**

The State was the major factor and the market was the secondary factor for this aim of education in British India. the state needed work force and the market seemed to be in scarcity of needed work force.

(ebooks.lpude.in/...education/.../DEDU501_DEVELOPMENT_OF_EDUCATION_SYST.)

(<https://www.tkbsen.in/2016/02/western-education-system-produces-clerks-not-leaders/>)

1.5. Contemporary Period

According to the National Policy on Education (1968), the aim of education is “to promote national progress, a sense of common citizenship and culture and to strengthen national integration”.

It laid stress on “the need for a radical reconstruction of the educational system to improve its quality at all stages, and give much greater attention to science and technology, the cultivation of moral values and a closer relationship between education and the life of the people.”

Following are the major aims of education in contemporary India:

1.5.1. Increasing Productivity: In order to create a link between education and productivity Indian education system adopted an important objective of education i.e. to equalize opportunity; enabling the backward or unprivileged classes and individuals to use education as a tool to improve their socio-economic situation. Universalization of education is one of the aims to provide education to everyone. Education system made science education an integral part of the curriculum. Every attempt was made to give a vocational bias to secondary education. The emphasis was increased on agricultural and technological education at higher level.

1.5.1.1. Market & community as determinant:

This aim was determined by the community i.e. social factor and state. Market also played an important role in determining this aim as India needs to compete in the international market.

1.5.2. Social and National Integration: India is a land of diverse groups and harmony among these provides national integration. So social and national integration is an important aim of national system of education in India. Because of this, common school system is there in India governed by the government. The system is open to all without any discrimination. The education system also aims at inculcating democratic values, scientific temper, tolerance, and respect for other cultures etc. to strengthening socio-national integration.

1.5.2.1. Market & community as determinant:

Diverse community and state policy are the factors that affect this particular aim.

1.5.3. Acceleration the process of modernization: In the modern society, the pace of its growth is quicker and social changes are rapid. So Indian education system is no longer concerned with merely imparting knowledge but it is concerned with the development of proper interest, attitude and skills. By producing educated and skilled citizens, by training an adequate & competent intelligentsia, by bringing a radical change in teaching methodology and teacher training programmes, contemporary Indian education can bring modernization in the society.

1.5.3.1. **Market as determinant:**

This aim was prominently determined by the market i.e. international market due to globalization.

1.5.4. Developing Social, Moral and Spiritual Values: The expanding knowledge and the growing power which it places at the disposal of modern society must be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values. For this purpose, active measures were adopted to give a value-orientation to education. e.g. the central and state Governments introduced education in moral, social and spiritual values in all institutions. The privately managed institutions were also following the same steps. Some periods were set apart in the time table for this purpose. For this purpose, syllabus was giving well-chosen information about each of the major religions and it was included as a part of the course in general education.

1.5.4.1. **Individual as determinant:**

This aim is primarily determined by the individual development and secondly determined by the diverse community, religion and the state.

We may say that education is the most vital forces which can help in the realization of national objectives. While keeping in view the best features of the modern western culture and civilization, the contemporary Indian education system did not ignore the essential characteristics of our ancient culture and civilization as well as the needs and aspirations of our present day society.

www.bdu.ac.in/cde/.../CONTEMPORARY%20INDIA%20AND%20EDUCATION.

2. **Summary**

We have discussed five historically divided Indian education system segments i.e. Vedic period, Buddhist period, Medieval Period, British period and Contemporary period. In this module we also discussed various aims of education in all the different periods. Some seem to be the same by name but otherwise they have different objectives with different determinants. In the initial stages namely Vedic and Buddhist period market was not at all a determinant of any of the aims. But from medieval period market plays an important role in determining the aims of education. In the age of globalization i.e. contemporary period market becomes a pivot of all major aims of Indian education system. But the present purposes of contemporary India will never be the same if these were not inspired by the ancient

educational determinants. Till date in India education have a prominent purpose i.e. developing moral, social and spiritual values.

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Quadrant-III Learn More/Web Resources/Supplementary Materials

Books, articles, research papers, journals, case studies etc.:

Bhatia, KK (2005) Development of Educational System in India. Ludhiana: Kalyani Publishers. (ISBN 81-272-2453-7)

Aggarwal, JC (2011) Development of Educational System in India. Delhi: Shipra publications. (ISBN 978-81-7541-191-3)

Links to web sites giving additional readings, Wikipedia, blogs, open source content etc

- www.bdu.ac.in/cde/.../CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf
- shodhganga.inflibnet.ac.in/bitstream/10603/69112/5/chapter%203.pdf
- ebooks.lpude.in/...education/.../DEDU501_DEVELOPMENT_OF_EDUCATION_SYST
- (<https://www.tkbsen.in/2016/02/western-education-system-produces-clerks-not-leaders/>)

Quadrant-IV

Self-Assessment

Description: In self-assessment Question No. 1 to 5 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives and Question No. 6 to 11 learner has to identify about true/false statements.

1. We can divide Indian education system historically into-
 - a) 6 segments
 - b) 4 segments
 - c) 7 segments
 - d) 5 segments
2. In the Vedic period religion was regarded as means of-
 - a) Mind
 - b) Body
 - c) Both a and b
 - d) None of the above
3. Good character and noble behavior parameters are always determined by the-
 - a) Community
 - b) Constitution
 - c) State
 - d) Market
4. During medieval period the Hindu caste system did not permit a particular section to acquire education i.e.-
 - a) Women
 - b) Transgender
 - c) Low castes
 - d) Kashatriyas
5. In the initial stage Hastings set up the Calcutta madrasa in-
 - a) 1791
 - b) 1771
 - c) 1871
 - d) 1781
6. Five friends went to a market to purchase LED TVs and their purpose had the same determinants. []
7. During the Vedic period market never played a role of determinant in any aim of education. []
8. Mass education as an aim during British period was determined by the ruling class as they needed working force in India. []
9. Religion was not an important determinant of educational aims during Buddhist period. []
10. During contemporary period the aim; increasing productivity is determined by social factor and state. []
11. The present purposes of contemporary India will never be the same if these were not inspired by the ancient educational determinants []

Answers

1. (d) 2. (c) 3. (a) 4. (c) 5. (d)

6. False 7. True 8. True 9. False 10. True 11. True