

**Quadrant –I            E-Text****Details of Module and its structure**

| <b>Module Detail</b>     |   |
|--------------------------|---|
| <b>Subject Name</b>      | <b>Education</b>  |
| <b>Course Name</b>       | <b>Contemporary Indian Education</b>  |
| <b>Course Code</b>       | <b>EDU 501</b>  |
| <b>Module Name/Title</b> | Aims of Education from ancient to Contemporary Indian society; determinants of aims of education in India   |
| <b>Module Code</b>       | <b>CIE003</b>   |
| <b>Prerequisites</b>     |   |
| <b>Learning Outcome</b>  | After going through this lesson, the learners will be able to: <ul style="list-style-type: none"><li>• analyse the aims of Education from Vedic period to contemporary era and examine the contribution of ancient period of education and its determinants in Indian education system.</li><li>• Evaluate different aspects of education system in pre independence and post-independence era to compare it with contemporary Indian education system.</li></ul> |
| <b>Keywords</b>          | <b>Aims of Education, determinants of aims of education in emerging India</b>   |

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## 1. Introduction

The origin of the word '**education**' is obtained from the Latin 'e-ducare' literally meaning to '**lead forth**' or '**bring out**' something which is potentially present. The chief aim of education is to empower the child to be resourceful in the solution of the problems connected with his own needs. Today, we will discuss the aims of education starting from Vedic Period until Contemporary Era.

### ***Ancient education in India***

Ever since the sun rose, Education is considered as the greatest gift to human civilization. Ancient education of India has three parts:

- Vedic period
- Brahmanic period
- Buddhist period

These three periods had their intense impact on our Indian education. These periods, had their own rich **aims of education**; on the base of those aims, they used to set their parameters of education for the students in the society.

## 2. Aims and determinants of Education in the Vedic Period

We start with the Vedic period. The Vedic period regarded as the starting of education in India. We upheld that it started in 1500BC-500BC, in this period Education was considering as a source of light because it enlightens an individual in all aspects of life. Education also considered as the third eye of knowledge, which enlightens every individual with spiritual and divine life and made improvements in human beings. This education derived only from four Vedas and emphasized on physical, technical, meditation, knowledge of purans, etc.

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During Vedic period (1500BC-500BC), education was considered as a “source of light “as:

- a. It guides an individual in all aspects of life.
- b. It enlightens every individual with spiritual and divine life
- c. It emp
- d. hasizes on physical, technical, meditation, knowledge of purans, etc.
- e. It can only be derived from four Vedas:
  - i. **The Rig Veda**
  - ii. **The Yajur Veda**
  - iii. **The Sam Veda**
  - iv. **The Atharva Veda**

During Vedic period, education was provided in “GURUKUL, PARISHAD, SAMMELAN, MANDIR, MATHA, GHATIKA, and TOL.”

**Gurukul System** was a type of education system in ancient India where *shishya* ('students' or 'disciples') lived near or with the guru in a **separate, peaceful and specific place in the forests**. In Gurukuls, Acharyas were associated as teachers, who gave every type of education to students. To get an entry in Gurukuls they had to perform "UPANAYANA RITUAL" which means "TO GO NEAR THE TEACHER". The Gurukul system was based on a few objectives such as:

- a. Propagation of purity and self-control
- b. Preservation of culture and knowledge
- c. Character development
- d. Education was teacher cantered
- e. Methods of teaching were: **discussion, lecture, question answer, illustration, practical**, etc.

### 3. Aims and determinants of Education in Buddhist Period

Lord Buddha formulated the Eightfold path or Astang Marg for the education of ignorance (give education to an individual for overall development in society). This was the path that leads to good, pure, pious and noble life by following Eightfold path, Nirvana (salvation) can be attained

The offshoot of the later Vedic period is **Buddhist period which came into existence in the fifth century B.C**. Basically, Brahmins deprived the common people from their right to education and Buddhist granted common people to get the education and practice the religion.

Buddhist education was at two levels that were primary and higher level and to get admission in these, students must follow the "**PABJA RITUAL**" for **primary and "UPSAMPADA RITUAL" for higher education level**. Following are the key features of Buddhist education:

- a. Education was for all the community members without any discrimination in society.

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- b. Education was given to every individual for overall development of the society
  - c. The Eightfold path or Astang Marg was followed for removing ignorance
  - d. Astang Marg leads to good, pure, pious and noble life
  - e. By the following Eightfold path, Nirvana (salvation) can be attained.
  - f. Education was provided in monasteries/Sanghas by Monks.
  - g. Students had their head shaved, dressed in yellow clothes
  - h. Education was the middle path between materialistic and spiritual world.
  - i. Education aimed to develop the personality and intellectual power
  - j. Vocational education or practical education was provided to all
  - k. Democratic feelings and the spread of ahimsa was important to spread Buddhist culture and "to attain Nirvana".

After Upsampada ritual followed at the age of 20, students become "Bhikshu" and follow:

- a. Respect teacher as like his parents
- b. Live under a tree
- c. Eat three times a day
- d. Wear three types of clothes
- e. Take bath in fresh and clean water
- f. Maintain discipline in Sangha

As we see in these pictures every student must be in discipline during these rituals under Monks to get Buddhist education in a proper manner.

#### 4. Aims and determinants of Education in Medieval period

##### **Medieval period of Education in India.**

**Medieval period** begins with the incoming of Muslim invaders. In the starting of eight century Mahmud Ghazni attacked on India and started education in a large number of schools and libraries with the help of the looted wealth. There were new practices experienced by India with new perspectives. Education generated with a new aspect during this period and a deep interaction started in the field of knowledge in between Indian and Islamic traditions. A permanent empire was established in India by Muslims and a new system of education was started by them. Accordingly, to the ancient system of education, there was a great change in it. Actually, the education of Muslims was more inferior than Hindu period. Only Akbar was the ruler who did tremendous work in Education. Education was increased mostly in medieval India during this rule from the beginning of 1526 till the end of Mughal empire presence in 1848. The principle aim of education in Muslim period was “**the extension of knowledge and the propagation of Islam**”.

During Muslim reign, education was given for the circulation of Islamic laws, social protocol, principles. Base of Education was religion and it was emphasized only to make every person religious minded. After this it was aimed only for material prosperity.

##### **Aims of education:**

- 
- a. Develop a love for Muslim culture and religion.
  - b. Enable the individual for Islamic life.
  - c. Prepare the students for the next world.
  - d. Equip the students for a vocation.
  - e. Prepare individuals for running the administration.
  - f. Aim to achieve materialistic prosperity.

## 5. Aims and determinants of Education before Independence

Now after these ancient and medieval periods we had a new era of education under British rule i.e. BEFORE INDEPENDENCE EDUCATION IN INDIA. This era lies in our history of India before 1947 and in this era, English people who ruled on us made so many commissions for the development of education in India because they judged the literacy of Indians and they wanted to improve that and made India a literate country for their own purpose.

- a. Charter act 1813,
- b. Macaulay's minute
- c. Bentick's resolution 1835
- d. Wood's Despatch 1854
- e. Hunter commission 1882
- f. Calcutta University commission 1917
- g. Wardha scheme of education 1937

### **The charter act**

The Charter Act of 1813 was the main landmark in Indian education history. Because it directly converted the duties of Indian People under the Company equally, they saved their large amount annually for educational activities, this was the foundation of modern education system. The first clause was Clause 43 which was introduces for the right of education in India for public. It was firstly launched in the British Parliament in 1813 under Charter Act, this clause contains that the Governor-General-in-Council was bound to keep a sum of one lakh rupees for education in India.

Key features of The Charter Act were as follows:

- a. It laid the foundation of the modern educational system.
- b. Education of the Indian people was included within the duties of the Company
- c. Clause 43 of Charter Act contained right to education in India under public revenues.
- d. Under this act, the Governor-General-in-Council was bound to keep a sum not less than one lakh rupees for education.

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## **Macaulay's minute and Bentick's resolution**

Lord Macaulay's Minute and Bentick's resolution gave to improve some defects of Charter act, 1834. Two letters were issued to the Governor - General of India in Council on dates 21st and the 22nd January 1835 by The Secretary to the General Committee of Public Instruction. Minute of Lord Macaulay was the result of these letters, which tried to give result of 1813 Charter Act Clause. Main aim of this act was to give solution for the defects of 1834, Charter act. The first declaration of the British Government in the sphere of education in 1835 was Macaulay's Minute. Macaulay wrote in his Minute, **"We must at present do our best to form a class of persons, Indian in blood and colour, but English in taste, in opinions, in morals, and in intellect"**.

Key features of Macaulay's Minute are as follows:

- a. Reviving literature in English
- b. Introduction and promotion of the Science
- c. Rejection of Arabic and Sanskrit as against English
- d. English as the key to modern knowledge

## **Wood's dispatch**

In 1854, Wood's Dispatch introduced a 100-page report on education and gave recommendations to improve **curriculum, the aim of education, and medium of instruction, develop an educational department and establish universities, graded schools, and improvement in teacher education**. Ultimately The Despatch wanted to implement Western knowledge and learning and English language on Indian community.

The following are the key objectives of the Wood's Despatch:

- a. Construct intellectual fitness on higher degree
- b. Development of moral character
- c. Supply of servants was the function of education
- d. Diffuse the art, philosophy, science, and literature of Europe
- e. Languages were used for the diffusion of European knowledge was English and vernacular languages of India
- f. To emphasize useful education for the public.

## **The Indian education commission (1882)/Hunter Commission**

**"The Indian Education Commission (1882)"** in India was also known as **"Hunter Commission"**.

These were the main documents which formulated educational policies during the period of 1854 and 1902 – The Dispatch of 1854 and the Report of the Indian Education Commission 1882. Appointment of commission was promoted by these.

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**The Resolution of the Government of India dated February 3-1882, stated that,**

“While the Government acknowledged the mastery and comprehensive outline supplied by the Dispatch, they deemed it of importance to review the progress made, and to inquire how far the superstructure corresponded with the original design Nearly a quarter of a century had since elapsed, and the Governor General in Council believed that the time had now come for instituting a further and more careful investigation in the existing system, and into the results attained by it, than had hitherto been attempted”.

**Indian Education commission was appointed by Lord Ripon** dated February 3-1882 by the Resolution of Government of India and the chairman was **William Hunter** (a member of Viceroy’s Legislative Council). Commission took ten months for the submission of 700 pages report.

The commission boldly admitted following necessities:

- a. Declaration of the elementary education of the masses
- b. provisions and extensions for elementary education
- c. Improvement of the overall working of the education system

**Calcutta university commission and wardha scheme of education**

**Calcutta University Commission (1917-19) and Wardha Scheme** of Education was introduced by the British Indian government for the improvement in the education of India.

Government of India in 1917 appointed Calcutta University Commission under the leadership of **Dr. Michael Sadler** to identify the condition and anticipations of Calcutta University (**the Vice-Chancellor of Leeds University**). Secondary, Collegiate and University education all these aspects were included in terms and reference given by this commission.

The major aims followed by these –

- a. They uprooted the intermediate classes of university to Secondary Institutions
- b. With the provision of Honours courses duration of first degree was increased to three years
- c. To reorganize High School and Intermediate Education a Board of Secondary and Intermediate Education shall be establish
- d. Responsibilities will be given to universities for the provision of undergraduate, postgraduate education and research degrees
- e. Departments of Education with the provision of teaching "Education" as a subject at B.A. level will be introduces in universities
- f. Establish an Inter-University Board (IUB) to coordinate the work of different Indian universities.

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Therefore, these are few education commissions, which given by British government before independence to improve education status in India.

### **Indian education after independence**

Immediate changes were required in Indian Education system after independence, which was a very necessary step towards the social change and national upliftment. Educational problems were reviewed by several committees and commissions and make recommendations to fit the education system it to the changing structure, aspiration of the people, needs and strategy of new education. Effective Constitution was the need of free India to provide Liberty, Justice and Equality and very necessarily free education to the population of India. In 26 Jan. 1950 the effective constitution was launched for the free Indian people.

Committees and commissions are given below which were framed for the solutions of the educational problems:

- a. Radha Krishnan commission
- b. Mudaliar commission
- c. Kothari commission
- d. NPE 1986, 1992 etc.

Following five aspects of Indian education are touched in the constitution:

- i. **Free and compulsory primary education**– In Article 45 of the Indian Constitution the State shall responsible and seek to provide free and compulsory education. This will be for all children until they complete the age of fourteen years.
- ii. **Equal Opportunity in Educational Institutions**– Indian constitution's Article 29 and 30 give assurance to minorities for certain cultural and educational rights
- iii. Provision of **Education for Socially and Educationally Backward Classes**– in Indian constitution under article 15, 17 and 46 safeguards the interest of education for the weaker sections of Indian societies. i.e. (socially and educationally backward classes and scheduled castes and scheduled tribes)
- iv. **Language and Educational Safeguard**– In Indian constitution under article 29(1) any citizen, living under the territory or part of India thereof having a different language, script or culture of its own shall have the right to continue the same. Purpose of these mentioned articles are to provide equality and fill the gap between educated, uneducated, rural, urban, male, female, poor and rich. Immediately after independence Indian Government introduced some new commissions and policies:

**University Education Commission in 1948** was launched by of **Dr. S. Radha Krishnan and** this commission gave the recommendations for the functions of universities. It recommended the financial sources for University, procedure of admission, courses and enhancement in University level education.



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**Education Commission (Kothari Commission) appointed in 1964-66** was led by **Dr. D. S. Kothari** advises the Government for the development of education for the all stages and aspects. Main recommendations are given below:

- a. National standards of education will be defined and evaluated
- b. Proposal of National Board of School Education to guide the school education in a proper way.
- c. Whole country will follow a common structure of education
- d. To introduce 10+2+3 system by most of the States

**The aim of New Education Policy, 1986** was the **removal of inconsistency** and give weightage to the steps to furnish the **educational opportunity to women, Scheduled Castes and Scheduled Tribes, the handicapped and acknowledged minority groups** who are either educationally deprived.

## 6. Aims and determinants of Education after Independence

- a. Expansion of General Education:** During the period of planning there has been expansion of general education. This a very common and necessary concept for very individual in the life.
- b. Primary education**—Primary education has been planned to free and compulsory and it is implemented. Results are very tremendous about primary education, because everyone is aware to get education. Midday meal is also a very important and attractive concept among the masses to get education with food.
- c. Development of Technical Education:** Besides general education, technical education is also very prior to everyone in today's world. It plays important role in human resource formation. Several Industrial Training Institutes like Polytechnics, Engineering colleges and Medical and Dental colleges, Management institutes etc. Has been established after independence.
- d. Women education:** In India, according to the survives the literary among women was absolutely low. 52% women were literate while the literacy among men was 75.8% according to 2001 census. After this priority was given on top to women education in **National Policy on Education**. Tuition fee has been exempted by many states in country to up the university admission number of girls.
- e. Vocational education:** Vocational education was mainly aimed by National Policy of Education, 1986. Since 1988 the Central Govt. has been giving grants to State Governments to implement the programme. Here are the courses included in higher secondary curriculum, i.e. Agriculture, diary, poultry, typing, electronics, mechanical and carpentry etc.
- f. Growth of higher education:** For the growth of higher education number of universities has been increased in every state of India.
- g. Non-formal education:** This scheme was launched on an experimental basis from the Sixth plan and on regular basis from Seventh plan. The aim was **to**

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**attain universal pedagogy to any or all youngsters within the people** of 6-14 years. The scheme was meant for those children who cannot attend schools regularly and for full time due to poverty and pre-occupation with other works. The Central Government is providing assistance to State Government and voluntary organization to implement the scheme. Non-formal education centers have been set up in remote rural areas, hilly and tribal areas and in slums. These impart education to children of 6-14 age group.

**h. Encouragement to Indian Language and Culture:** regional language became the medium of instruction in higher education after the adoption of National Policy of Education 1968. Syllabus was based on subjects like science and technology, dictionaries, books etc. and regional language is used for question papers. School and college curriculums introduced with Indian history and culture.

**i. Adult education:** Adult education provide education for the illiterate people who are in the age group of 15-35 years. First Five-Year Plan was established by The National Board of Adult Education. To provide education in villages some village level workers were assigned for this. Government is also doing a lot of efforts for the development of adult education.

**j. Improvement of Science education:** in 1988 a scheme was started by Central Govt. for the improvement of science education in schools. Science kits, modern science laboratories, updated teaching material and tutorials for science and mathematics teachers has been given to schools. NCERT set up a Central Institute of Educational Technology (CIET) for the purchasing of equipment for SIET (State Institutes of Educational Technology).

**k. Universalisation of Education:** 93<sup>rd</sup> constitutional amendment shows that education for all has been made compulsory. Elementary education is introduced as fundamental right and free for all children under 6-14 years. Sarva Shiksha Abhiyan (SSA) is a precious tool to achieve universalisation of education.

This discussion shows the development of education in India after independence, it shows the wide and continuous growth of education in India. Every government and educational body is doing their best efforts for the upliftment of education in India.

## 7. Summary

The dynamics of education and its role in national development and social transformation make it essential. That educational program keeps continuously renewing in order to maintain its relevance to the changing societal needs, personal needs of the learner and to the emerging national development priorities. Our education has changed manifolds due to these committees and commissions like SEC, NCF, RAMSA, RTE 2009 AND NATIONAL KNOWLEDGE COMMISSION ETC. These commissions are also doing different tasks to improve education of primary, secondary and university level with the aim of achieving **Harmonious Development of the Child** and **Universalization of Education**.

**EDU501**

**Contemporary Indian Society**

**CIE003**

**Quadrant –III**

**Web Resources/Supplementary materials**

**Books articles, research papers, journals etc.**

- Altekar, A. S. (2009). Education in Ancient India. Gyan Publishing House. New Delhi.
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- Viswanathan, G. (2014). Masks of conquest: Literary study and British rule in India. Columbia University Press.

**Links to Web sites:**

<https://creativecommons.org/> <http://www.vkmaheshwari.com/WP/?p=512>  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11_chapter%203.pdf)  
<http://shodhganga.inflibnet.ac.in/bitstream/10603/69112/5/chapter%203.pdf>  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11_chapter%203.pdf)  
<http://shodhganga.inflibnet.ac.in/bitstream/10603/69112/5/chapter%203.pdf>  
<https://www.google.com/search?site=imghp&tbm=isch&q=foru%20vedas&tbs=sur:fmc#imgrc=>  
<http://www.vkmaheshwari.com/WP/?p=512>  
[http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11\\_chapter%203.pdf](http://shodhganga.inflibnet.ac.in/bitstream/10603/102629/11/11_chapter%203.pdf)

**EDU501**

**Contemporary Indian Society**

**CIE003**

**Quadrant-IV**

**Self-Assessment**

**Description:** In self-assessment Question No. 1 to 12 consist of multiple choice questions in which learners are required to select the correct one out of the four alternatives

1. How many Vedas are there in Ancient Indian Education system?
  - a) 2
  - b) 3
  - c) 5
  - d) 4

Answer:4

2. Vedic education was given in:
  - a) Monasteries
  - b) Madarsas
  - c) Gurukuls
  - d) None of these

Answer: Gurukuls

3. In the Buddhist period, the students were taught to lead a life according to the..... code of conduct:
  - a) Eight fold
  - b) Seven fold
  - c) Six fold
  - d) None of these

Answer: Eight fold

4. Which of the following is the most significant contribution of Buddhist education?
  - a) Democratic set-up
  - b) Equality of opportunity
  - c) International Character
  - d) All of these

Answer: All of these

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5. What was the annual expenditure as per The Charter Act of 1813 for the revival and promotion of literature in India?

- a) Rs 1 lakh
- b) Rs.2 lakh
- c) Rs.3 lakh
- d) Rs.4 lakh

Answer: Rs.1 lakh

6. Which Commission recommended the induction of applied science and technology in the University Course?

- a) Mudaliar Commission
- b) Sadler Commission (right)
- c) Hunter Commission
- d) Indian University Commission

Answer: Sadler Commission

7. The term of reference of Mudaliar Commission was:

- a) Primary Education
- b) Secondary Education
- c) Higher Education
- d) All-Round Education

Answer: Secondary Education

8. According to wood's Dispatch the medium of instruction should be:

- a) Only English
- b) Only Sanskrit
- c) Only Vernaculars
- d) English and Vernaculars

Answer: English and Vernaculars

9. Free and compulsory primary education is included under Article \_\_\_\_\_ of the Indian Constitution.

- a) Article 46
- b) Article 45
- c) Article 30
- d) None of these

Answer: Article 45

10. Which commission has suggested the pattern of education 10+2+3

- a) Kothari Commission

- 
- b) Mudaliar commission
  - c) Calcutta University Commission
  - d) None of these

Answer: Kothari Commission

11. Macaulay rejected the claims of \_\_\_\_\_ as against English because he considered that English is the key to modern knowledge.
- a) Arabic and Sanskrit
  - b) English and Sanskrit
  - c) Arabic and Urdu
  - d) Urdu and English

Answer: Arabic and Sanskrit

12. What was the main aim of National Knowledge Commission
- a) Rural development
  - b) Development of Primary education
  - c) Vibrant knowledge based society
  - d) Women Empowerment

Answer: Vibrant knowledge based society

## **Answers**

1.d 2.c 3.a 4.d 5.a 6.b 7.b 8.d 9.b 10.a 11.a 12.c