



“The Modern Ideology with historical Perspective in education can divert traditional approaches into a better education system in India”

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ABSTRACT:

Traditional approach in education became the repentance of untasted and uninterested measure. Its long rusted deliverance became the debatable question among scholars and researches. Because it is acceptable truth that repentance challenges the credibility of fixedness of things. Modernity undoubtedly changing the thoughts and views and ways we have had adopted from long ago. Despite having the idea of modernism, education system is still sailing in the same boat in India and in other neighbouring countries including J&K state of India. Then it would be hard and far away approach needed to be revived then adopted for better and new system of education in India. Govt should initiate the process to revive the ways already in place for betterment of future generation and more and attractive budgetary plans for every educational institution. And scholarships for talented and intelligent students in every field of education and mend their ways & make them strong through good teaching skills towards an innovative thoughts and research based approach including competitive mind sets. Well trained planners including educationists assign the mandate to prepare comprehensive plans for education sector so that a well planned system shall emerge and revolutionary ideology may come into action which could strike stagnated approaches and constant thinking. Scientific methodology, ethical values, mortality, sensibility, peaceful atmosphere, harmony, and smooth conduct should also be the part of new system. Computer knowledge, science based innovations, vocational motivation courses socio-religious matters shall also be introduced with new commitment, promise and attraction. Modern trends and tools shall be introduced in educational institutions with sincerity and honestly and an accountable system ought to be adopted for assessments and assignments. Historical perspective should also be in consideration while contacted within the new approach of education system.

Good and healthy system is the guarantee of good education system in the country and Responsibility shall be assigned onto the shoulders of educationists, well qualified persons, good administrators and respectable persons & educated leaders not those who don't know how to manage things properly. So assessment of things carried out in a proper way can guide us how to change system properly and help to understand the scheme of things in a broader way.



I.INTRODUCTION

Modernism in education already adopted by previous thinkers through different measures. Effective art of teaching, accommodation of different things for development of education system in India & mechanism for adaptation of various thoughts for improvement in educational institutions. World level developmental approaches have been borrowed with modern guide lines, & domestic ethical values incorporated for better results. Also curricular activities & syllabus modification carried out some changes in educational institutes in India. But there has been a lot of variations & lack of sincere efforts needed to be adopted for better outcomes & accountable system for watching over changes in education paradigm. Hence, modern ideology with modern, sincere & accountable mechanism is needed for healthy education system in India.

II.OBJECTIVE

Objective of the paper is to highlight the modern introspection over education system in India with historical perspective & expected changes needed to be adopted for better future of the country & the way forward. Education is the root cause of modernization & human development, and a process of learning of different parameters of socio-cultural, socio-economic, socio-religious & socio-political setups of human societies including all other allied fields of knowledge & it continues throughout the life. It promotes mobilization & encourages people to participate in development activities. Education develop overall human agenda of life & makes people aware about their needs through different makeover of life.

Education can be evaluated & assessed through various parameters laid down by different commissions, committees, laws, legislatures & educationists all around the world, & practice of education in India can be divided into two major parts (1) Before Independence (2) After Independence.

1. Before Independence:

Education started from the beginning of human civilization. The Sumarian civilization in the historical region of southern Mesopotamia, modern-day Southern Iraq(4500 BC-1900 BC) established & invented the wheel, writing, the sail boat, agricultural process such as irrigation, & the concept of the city- the most important, were Adab, Kullah, Uruk, Larsa, Isin, Lagash, Nippur & Kish, - The city of URUK is held to be the first true city in the world. These summer people introduced & evolved writing from pictograms to cuneiform. The Summarians also essentially invented time in that their sexigesimal system of counting (a system based on the number 60) created the 60-second minute & the 60 minute hour. They also divided the night & day into period of 12 hours, this was the first human effort in the field of knowledge. & Education,

Indus valley civilization is another largest civilization of the world in India & Pakistan Including Burzahama (J&K) & Gufkral (J&K). The Indus valley civilization is the first known urban culture in India, credited for building cities, equipped with all facilities like sanitation. Drainage system, & well laid-roads. Besides this Agriculture & Internal external trade, excellent pottery, technical knowhow of metals & process of alloying (bronze sculpture of dancing girl) & Ivory, Shell, bone & faience were used as material for different crafts.



Religious practice, rituals & other social activities are the hallmarks of Harapan civilization which became roadmaps for upcoming social as well as religious groups in India. Especially Hinduism in India adopted all religious practices, religious matters & issues, as an education for society. Religion in India became dominative factor for imparting of education to general people. The whole social structure of those days was religious & the whole system of education surged with religious atmosphere teachers were usually priests, so they provided spiritual as well as religious education. In ancient times the whole system of education in India ran on the specific system of institutions called "Gurukul system of Education" main source of education was vedic literature which consisted of eight different forms; they are four Vedas, six vedangas, four upvedas, four Brahmanas, one hundred & eighty upnishads, six systems of philosophy, Bagwat Geta & three smritis. Vedas were the main source of knowledge which deals with all basic knowledge of humanities & science. Ancient Educators considered knowledge as the third eye of man which gives him insight into all worldly and non-worldly matters. Teacher was undoubtedly nerve centre for importing & promoting knowledge, a philosopher evaluator, facilitator of learning, religious & spiritual guide., children right from the beginning living in calm atmosphere and followed instruction of their Gurus (Teachers) strictly and living a simple life without any social competition & materialism. The ancient education system had been able to develop the all-round behaviour of student. And personality development of children was targeting agenda of curriculum. The Gurukul system of education was more elite & less liberal because Brahmanas or Brahman teacher taught children of only three upper casts of Aryan society, namely Brahmins, Kshatriyas & vaishyas the education for non-Aryans was kept in dark, although they are in majority among the Indian populace. Majority of the pupils were boys & provisions were for girls pupil too do get education. So the system was rigid & cast based because shudras the fourth group in majority were deprived from education. So the Indian society was divided into four different varnas also known as chatur Varna on the basis of their profession, and Brahmins were teachers & religious bosses.

Education were basically philosophy, grammar & logic the system of education in those days was more theoretical than practical, but fulfils all social as well as ethical codes of life. Some main aims & ideals of ancient Indian education are as under:

- i. Development of personality & mental health.
- ii. Formation of high & respectable character.
- iii. Inculcation of civic & social values.
- iv. Preservation & spread of culture, ethics, morality & religion.
- v. Development of social efficiency & infusion of spirit of piety & righteousness.
- vi. Develop social contacts & philosophy.
- vii. Promote & preserve rules, regulations & codes.

The overall feature of ancient education was based on hindu religion which gives religious as well as the knowledge of human life. Women of high cast & sreed were also allowed to get education alongwith their male counterparts. Kavshalee mother of Rama, Tara wife of Bali Draupati wife of pandavas are some examples of



educated women in ancient India. In ancient times Banaras (Varanasi) became the major centre for learning in the 7th century B.C. That provides vedic education among the students. The Banaras Hindu University is a prominent centre of learning even today & the oldest University in India.

The rigidity & cast based system emerged two new protestant creeds in India, namely Buddhism & Jainism both were against the tradition approaches of cast system, rituals ceremonies & education was available to every individual of the society who desired to learn. Dhammapada, Vedas & upnishads remained main focusing domain of education and all matters related to the education were in the hands of monks. In the form of residential universities, Nalanda & Vikramasila, Taxila, Odantapuri & Jagadala acquired an international reputation in ancient India. Panini, Kautilya, Prosenjet & Jivika were some of the significant products of Texla University. In later times this institute destroyed by Huns who invaded in India in 455 AD.

The development of primary education in both the religious period was not good. The establishment of temples & monasteries were the basic development of the Hindu & Buddhist religions which gives only the basic education to the pupil up to the certain age. Almost 5000 vihars spread the light of knowledge in India for betterment & development of Indian society. Gradually Buddhist system of education extinguished by corruption & invasion of turko-Afgans.

2. Education in Medieval India: After the Islamic invasion on India new system of education introduced by Islamic scholars & philosophers based on Quran, Hadith & other related fields like science, History, Philosophy, Psychology, economics, trade, Art & music and politics etc. Two types of institutions, Madrasa & Maqbata of Islamic educational Institutions were introduced for better education to all. The Maktabas were attached with the mosques & provided basic education to boys & girls in the religious manner. The madrasa was an institution of higher learning. Islam gives great importance to education and it has been said that “If you are willing to get knowledge from china go & get” “Education is mandatory for both boys & girls”. “Education can open all doors of knowledge if eagerly achieved” & “From darkness to luminous” (Al-Quran) & there are countless examples available in at least all Islamic as well as religious Books (Hadith & Quran) so the first priority in Islam is education for both male & female gender.

During the entire rule in India, that comprises the different dynastic rules likes, the great Mughals, Tuglak, Sultanate, Syeds, Lohdies, & Khaljees etc. Education received a great patronage from the state. Muslim rulers established countless, Madrasas & Maqtabas across the country & flourished education sector in India, alongwith propagation of Islamic as well as religious education system during muslim rule was free from all restrictions. Although there was highest respect for girls & females during this period but some restrictions for both male & female gender were imposed as per Islamic law & order for better social character, healthy atmosphere & secure social order for all humanity irrespective of religion, cast & creed because Islam doesn't believe on these low range social rules. All men & women are equal in Islam, and universal rules are available for all human beings & humanity. Apart from this one of the most important developments during the period of



Muslim rule in the field of education was the vocational and technical education. For the first time in thousand years since the fall of Gupta's empire. Islamic rulers built an empire with a central administration.

Medieval period was Golden era of Islamic rule in India during the Mughal rule, education made great progress as compare to previous rulers. Mughals were deeply interested in the work of spreading education & learning. The establishment of residential; colleges for PG courses in different subjects & advanced studies were made various branches of learning like, Mathematics, Astronomy, Physics, Philosophy, History, Grammar, literature, Geometry, social studies & economics etc. Akber had introduced "Deeni Ilahi" the secular concept of religion for all individuals so that peace & harmony shall maintain its roots firm for better social order in Indian & abroad.

3. Education in modern India: The modern system of education in India germinated in the attempt of European Christian Missionaries to spread their religious education. Roman catholic missionaries organised education activities in India under the control of Portuguese. Francis Xavier a famous missionary arrived in India and initiated his propagation of Christianity. The progress of all the missionaries in India was the support & patronage of Europeans in general. Portuguese established orphanage centres, Jesuit colleges at Goa in 1575, Theological college & seminars for Indian clergymen & one deemed University at salsette, are some important educational institutions.

In 17th century Dutch maritime power replaced the Portuguese. Their main focus & attention was Ceylone (Srilanka) & South East Asia where they ultimately founded the Dutch colony of East Indies (Indonesia) & their contribution was insignificant. The French East India company established in 1664, with the motive to establish French empire in India. Their concept of promotion of education in India was to provide education to all through mixed teaching aids, as well as local requirement of teachers. FEIC established the educational institution at pondichary (pudichary) Madras (Chennai), Mahi, Karikal, & chandernagar. They promoted liberal education at their restricted southern India, However, their school continued to exist under the British India Empire.

After French rulers English people established East India company in the year 1600 in Indian soil. Afterwards they bought whole India under their control & put it under the chain of imperialism. The modern education in India begins when the EIC accepted the responsibility to promote education in India. Clause 43 of the charter Act 1813 states,

"It shall be lawful for the Governor General-in council to direct that out of any surplus which may remain of the rent, revenue & profit arising from the said territorial acquisition, after framing the expenses of the military, civil & commercial establishment & paying the interest of the debit, in manner here in after provided, a sum of not less than one lakh of rupees in each year shall be set apart & applied to the revival & improvement of literature & the encouragement of the learned motives of India & for introduction & promotion of a knowledge of the science among the inhabitants of the British Territories in India." This was the first attempt to achieve the approved goal of imparting education on modern lines. In India Britishers tried hard to implement new



education system in India so that modern concept of education may develop. For the purpose to develop western education in India English medium for promotion of western education through commission has been introduced even after the criticism by orientalists. This step was actually the milestone for India's future development. Translation centers had been opened at different institutional levels for further promotion of Western thought of education because English medium was estrange & alien to Indian people. British Govt has conducted surveys for promotion of education at Bihar, Bombay, Madras & other adjacent areas which provided a sufficient way for further broadened of modern education because, missionary programmes were diverted to secular form of education. First primary education were provided in native language as a medium of instruction. However after 1813 secondary & higher education were given more importance & English has been introduced medium of instruction in India which continues till date. If this move had been criticised at various podemes but accepted by all because of dominative role of English empire in India. And contemporary socio-political situation. Orientalists & Anglicists were two opposite groups whose stress was on medium one was desired to implement classical languages as a medium of institution (Sanskrit for Hindus & Persian for Muslims) while as another desired to implement English as a medium of instruction education grant for India increased to ten lakh per annum. Presidency of Bengal first took up the work of educational reorganisation. The central Committee of public instruction was appointed on the 17th July 1823 most of the members of the committee were admirers of classical of oriental learning. Within the ten years of appointment committee did lots of development on educational sector like, reorganised the Calcutta, Madras & Banaras Sanskrit college, establishment of Sanskrit college in Calcutta in 1824, orientalists translated English books into Sanskrit & Persian language and published Arabic & Sanskrit books on a large scale & the committee introduced English classes in all oriental colleges. In short British Govt. Has developed education system in India through various charters, laws, commissions & committees.

(i). R.G Lord William Bentik's education policy: "Macauly's minute" in 1835. For promotion of European literature & science through Indian English people. & Macaulay advocated "Downward filtration process".

(ii). "Harding's resolution" 1844 : This resolution was in favour of English knowing people & their employment.

(iii).James thompson's support to elementary education & he is still regarded as father of elementary education in India.

(iv). Charles wood's recommendations on educations especially on medium & girls education. This was more favcourable than previous efforts of Macaulay's & Hardings, and Charles wood justified both the language as medium of instruction.

(v). Ellenborough Dispatch: After transfer of power in 1858 from company to the crown by the Queen's proclamation Ellenborough Dispatch was hardly seen. But dispatch of 1854 were implemented & importance of



university has been adjusted which resulted university of Calcutta, Madras & Bombay & number Was subsequently increased and basic functions were to granting affiliation to schools & colleges.

English people provides the secular education to the Indian natives through various programmes, commissions & recommendations there were 137 middle schools and high schools for girls in India in 1871 and the total number of primary schools in India in 1880-82 was 82, 916 run by various agencies.

(vi).Hunter commission (1882): This commission is also known as Indian education commission, and was accepted by the Govt. it also stress on primary education as well as female education and two bodies were recommended for primary as well as secondary and collegiate education i.e local bodies & responsible committee. Various kinds of changes were introduced in the field of education.

The Simla conference in 1901, the Indian University commission 1902 and the Indian University Act 1904 are the main reformative visions of English rulers, for development of education sector in India day by day primary secondary & higher education improved with visionary approaches, and importance of mother tongue till secondary level recognised as medium of instruction, which arose the intrest and real analysing of things for what education provides to all and it fulfils the domain of educational importance.

(vii). National Education movement (1920-22) This was the most effective vision for Indians for promotion of patriotism & political awareness. During this period of Dyarchy & provincial Autonomy the British India achieved massive expansion of education. Govt of India Act 1919 & 1935 were introduced. The expansion of provinces & rapid growth of population forced the Britishers to establish dual form of Govt. Hartog committee 1929 recorded industrial as well as commercial subjects in secondary level curriculum, and drew the attention of the authorities to the problem of stagnation & wastage, the disparity in literacy between men & women, high percentage of failure at the matriculation level.

(viii). After world war 2ndSergeant Report was submitted in 1944 the most attractive & reformative commission than all previous commissions free primary education for all between the age group of 6 to 14, development of Adult education, Ministry of Education was constituted at the centre.Indian UGC was constituted, AICTE was setup & GBE was constituted this was the constituted, AICTE was set up & GBE was constituted. This was the most important step towards the development of education in India.

Mahatma Gandhi, Raja Ram Mohan Rai, P.I Vidyasagar, Swami Viveka nanda, Bakim Chandra, Aine Basant, Sir Gurudas benergy, Sir Arbindo goosh, Rabindernath Tagore, Alama Iqbal, Moulana Ab Qalam Azad, Zakir Hussain etc were able to make some reforms in social practice, and inculcate innovative & reformative advices among general people, some NGO's played vital role for promotion of real education in India Time and again basic education was main focus especially by Gandhiji, he advocated free basic education to all Indians within the age group of 6 to 14 which latter published in "The Harijan" Varda committee 1937 was formed



under the chairmanship of Dr. Zakir Hussain & Gandian recommendations were assessed for future course of action.

3.After Independence scenario of education in India: After the end of imperialism India & Pakistan were partitioned in the year 1947, after which there was remarkable improvement in technological education & research; illiteracy, however remained high. The new constitution adopted by India did not change the overall administrative policy of the country. Education continued to be the prime responsibility of the state govts, & the Union govt. in 1950 the Govt of India appointed the “planning commission” to prepare a blueprint for the development of different aspects of life, including education. Successive plans (five year plans) were drawn & implemented. The aim of the plans were

- (i) To achieve Universal elementary education.
- (ii) To eradicate illiteracy
- (iii) To establish vocational as well as training programmes.
- (iv) To upgrade standards and modernize all stages of education with special emphasis on TE, science & environmental education, on morality and on the relationship between school & work and
- (v) To provide facilities for high-quality education in every district of the country.

From independence Indian govt also appointed three important commissions for suggesting educational reforms the UEC of 1949, the SEC of 1952-53, the EC of 1964-66 made a comprehensive review of the entire field of education. The aim of these commissions, was to improve & develop the living standards of Indian people & for development of science & technology, Economic prosperity, healthy social order, moral & ethical values based on Indian societies has been incorporated. Poverty, social disparity, inequality, injustice, Imbalance, social disorder, gender bias criminality, cast biased approaches & religious prejudice were the main concerns. For improvement of education in India there were several autonomous organisations attached to the Department of education. The most bodies were the AICTE (1945), the UGC (1953), and the NCERT (1961). All the three worked hard for improvement of technical, secondary, and higher education in the country, quality education were the main goal & aim of these bodies. HRD help and provide full assistance & allocate grants to meet out all tasks. The 7th five year plan (1985-90) specified that one vidyalaya would be set up in each district. From the year 1950-1980 the no. of educational institutions in India tripled, because of constitutional directive of providing Universal, free & compulsory education for all children up to the age of 14. Most, but not all, children had a primary school within 1 km of their home. A large no. of these schools however, were under staffed & did not have adequate facilities, and Govt revised it with NPE in 1986, and also initiated plan for improvement of adult & non formal system of education.



4. Highlights of some innovative documents after independence for Higher Education:

1. Report of the education commission (1964-66)
2. National policy on Education (1968)
3. Draft policy on Education. (1978)
4. National commission of teachers-II (1983)
5. Challenges on education: A policy perspective (1985).
6. National policy on Edu. (1986).
7. National policy on education: A programme of Action (1986) and (1992).

5. Commissions & committees after Independence:

- i. Education commission (1952-53) or Mudaliar Commission.
 - ii. Education commission (1964-66) or Kothari commission.
 - iii. National policy on education (1968).
 - iv. New education policy (1986) an innovative policy of triple achieved goal, vocational, Awakening & encouragement.
 - v. Hanarden Ready Report (1992) for SC & ST people. & also stress upon technical education & load of the school bags of children will be reduced.

The different commissions & committees suggested comprehensive plans for upliftment of education system in India the secondary education commission (1952-53) & the Kothari commission (1964-66) have emphasized the importance of vocationalization of education upto secondary level & Kothari commission also emphasized the need of production-oriented education & the necessity of work experience for all students at all the stages of education but these schemes were not promoted and patronized by the Govt. sincerely. Previous education programmes have not fully showed progress up to the mark, but continuous efforts made it strong & firm.

6. Technical education & professional education: Technical education covers engineering, technology, management, architecture, pharmacy, etc the Ministry of HRD supports the programmes at UG, PG, & research level. IITS, IIMS, NITS, IISC, & AICTE were established in the country. For professional education AICTE, DEC, NCTE, MCI and others are responsible for recognition of courses & promotions providing grants to various UG programmes & awards.

7. Adult education, women education, Rural Higher education research & training, development of languages, youth service in India have been encouraged & different centres were establish across the country for physical, mental, social & cultural development of youth.



Apart from this the thought of establishment of various research institutions in various branches of science, technology and agriculture was a mile stone for whole nation. UGC established, some autonomous institutions which are; ACTE, DEC, ICAR, BCI, NAAC, NCTE, RCI, MCI, PCI, INC, DCI, CCH, CCIM & VCI.

8. SC/ST's and OBC's reservations have been introduced for broader sensibility & alivation of downtrodden & deprived social groups.

9. UGC is a Union Govt body that provides funds for recognized colleges & universities it also provides recognition for universities in India. UGC conducts NET exams for the appointment of APs. It also check quality education, infrastructure, teaching strength education & strong infrastructure, funds were released and grades assigned like B , B⁺ , B⁺⁺ , A, A⁺ , A⁺⁺ etc. to the Universities & colleges.

10. National knowledge commission: This was established in 2005 and aim was to relook the education system in the country. The vision for NKC was as articulated by Dr. Manmohan singh the then PM of India "The time has come to create a second wave of Institution building and of excellence in the field of education, research & capacity building"

The highlight of NKC are:

- (i) Build excellence in Education system.
- (ii) Science & technology laboratories promoted.
- (iii) Use of knowledge shall be promoted for transparency, effective and accountable Govt.
- (iv) Agricultural as well as industrial knowledge shall be promoted.
- (v) Improvement of institutions engaged in intellectual property.

Apart from this the other recommendation submitted by NKC on reforms of education are; Right to education, English language, vocational education and training, Higher education, Medical education, legal education management education open & distance education, technical education & encouraging more students in Maths & science streams are in process.

11. Yashpal Committee recommendations (2009): The main focus was that UG level students should be exposed to various disciplines like, humanities, social science, aesthetics etc. in an integrated manner and new atmosphere should be created with inter disciplinary integrated measure, & administration of IITS & IIMS should be replaced for new kinds of course-designing for professional learning in all fields from management and architecture to medicine & engineering. Also vocational education recommendation for poor students.

12. 11th Plan Education for all (2007):- Prime Minister Manmohan Singh has termed 11th five year Plan as "India's educational Plan" Universalization of elementary Education was the main focusing agenda. RTE ACT



2009 has been enacted and free & compulsory education is mandatory to all children in the age of group of 6-14 years. This Act has come into force in 2010.

SSA is the main vehicle for implementation of RTE Act. In order to bring quality improvement in school education at secondary/senior stages three centrally sponsored schemes have been launched during the 11th five year plan.

- (i) RMSA
- (ii) Scheme for setting up of 6000 Model schools at Block level as benchmark of excellence.
- (iii) Scheme for construction and running of Girl's Hostels for Hr. Sec. Schools, and 80% literacy target have been fixed, and bridging the gender gap of 10% and minimizing the social and regional disparity by 2012. "Saakshar Bharat" launched in 2009, and 81,007 adult education centres established, one each in gram panchayat, for promotion of education in the country.

The Indian education system has been upgraded right from the beginning English people leave a lot to implement modern styled education system in India. Somehow the impact of imperialistic approach on education in India awaken the educated youth, and in future times they tried a lot to reform societies as well as educational Institutions across the country. Different plans, commissions, comities, laws & reformative programmes launched both English imperialism as well as native planners, and still the process in under way. Technical and vocational education including women education & elementary education became the main concern with reformative approach. But it is fact that modern ideology for education system in India is yet to be evaluated so for as world education system is concerned our country is far away from the development programmes the other countries have had earlier. India is a democratic country but on grounds lot of things are still pending and waiting for redressal & renovation. Educational plans are there on papers but class rooms are still old fashioned, syllabus has been revived but manner of learning is same, teachers are qualified now but planning of teaching is same, amount has been granted but shapes are still same, management has been changed but agendas are same, lecture halls for teaching purposes decorated but purpose of teaching not reformed, education changed on papers but on grounds it is same. Hence, if some changes have been seen but that is very little and minute. A comprehensive & modern practical system of education is needed which could change the behavioural as well as psychological patterns of people, well qualified planners and educationists and laws are required for upliftment of education sector in India. Modern Technology, is the result of modern thought needed to be implemented in education system and free atmosphere should be guaranteed for prosperous social order so that scholars & scientists emerged in large amount. Sufficient funds should be granted to education sector. Adequate facilities should ought to be available in every school, technical laboratory, library, innovative models, science equipments, cultural museum, Art & Architectural objects, aquarium, Agricultural science based programmes organised, music programmes appreciated and student participation welcomed; etc.

Computer knowledge should be compulsory from 5th to 12th class in Govt. Schools and computers of should be provided to every school for establishment of computer lab. Scientific research work should be promoted



through well qualified science teachers. Scientists should visit every school at least once in a month. Scholars should also visit schools for boosting of student vision. Administration at district level as well as tehsil level should visit all schools every month for promotion of latest information about govt. plans. Interaction programmes should be initiated in schools so that innate power & willingness of students should be revived & appreciated. Debates, seminars, and morning assemblies should be encouraged, practical & technical knowhow instead of bookish knowledge ought to be promoted in every school so that heavy bags load reduced.

13. Samagra Shiksha Scheme:

The Union Human Resource Development Minister Prakash Javadekar on May 24-2018 launched Samagra Shiksha Scheme for Pre-School to Senior Secondary Levels. The scheme will mainly focus on improving quality of education, enhancing the learning outcomes & using technology to empower children and teachers. The scheme will focus on digital education and it will enhance use of digital technology. In education through smart class rooms and digital boards. It will also improve the quality of education by focussing on teachers & technology. The scheme is an integration of three already existing schemes-SSA, RMSA, & TE.

III.CONCLUSION

Indian education system has been evaluated & assessed through different stages Brahmanic, Buddhist, Islamic & Imperialistic approached education system has been discussed by different education commissions, committees, suggestions have been evaluated according to merit and measure and different shapes of education & reformative agendas, willingness of pre and post independence Govts, amalgamation of different ideologies, visions, goals, aspects & missions have been incorporated for better aural of the nation.

Fresh & new ideological revision has been suggested for further improvement. Education stagnation remained the focussing point of the discussion. Hence new and fresh approach is needed for reformation of socio-economic, socio-cultural, socio-religious as well as innovative and research based setups already on place so that development for nation with harmony be observed soon.

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