

## **EDUCATION AND ECONOMY IN INDIAN SOCIETY**

### **Changes in Indian Educational System -**

#### **Pre and Post Independent India**

The level of education is one of the major indicators of welfare, prosperity and security of people in any society. Education is a process by which individuals are equipped with the skills of everyday life. Emile Durkheim conceived of education as intimately related to a society's structure. It reflects and maintains the society. In its role as an agency of social change, it can instill the investigation for collective life and transmit emergent social ideals and cultural values. More than a mere system of imparting and acquiring knowledge, education is regarded as an attempt to transmit the cultural norms of the group to its younger members. Thus, it ensured the continuing of social traditions and customs. Education can be a powerful instrument for shaping and modernizing the sensitive that it cannot operate without being influenced by the norms and values of the society. It is a Mechanism by which the quality of manpower is determined, which in turn, leads to qualitative transformations of society as a whole.

#### **Pre- independent India**

Education in ancient India had a deep impact in the upliftment and advancement of the early society and over all development. India is pregnant with a rich tradition of knowledge and learning from the earliest days of Indian civilization. There are several literary sources, such as the [Vedas](#) and other Hindu texts and scriptures, which offer references about education system of the ancient societies. The [Mahabharata](#), some [Dharma](#) sutras, particularly those of [Gautama Buddha](#) and [Apastamba](#) and the [Manu Smriti](#), are the principal works dealing with the system of education in ancient India.

From the Vedic to the Brahman period, literature and additional literature sustained to be created. Even in the Brahman period, education continued to be looked upon as the means to knowledge. However, with the passage of time and a change in the needs of society, the importance attached to them underwent a change. In this period, the following objectives were ascribed to education.

1. Self control, 2. Development of character, 3. Generation of sociability or social awareness, 4. Integral development of personality, 5. Propagation of purity, 6. Preservation of knowledge and culture. Education now aimed at equipping the student for the struggle for existence. After the "Upanayana" or introduction ceremony, teachers imparted education to their students according to the latter's interests, tendencies and nature. Celibacy was rigidly observed by the students. Teachers paid full attention to the psychological make-up of their students while teaching. Corporal or physical punishment was regarded as the last resort of administration and discipline. It has been stated in the [Manu Smriti](#) and Yajurveda.

#### **Gurukul System**

Education in Ancient India originated with the [Gurukul](#) system. This type of ancient Hindu school in India was residential in nature with the Shishyas or students and the Guru or teacher living in proximity within the same house. The students resided together irrespective of their social standing. Though, the Vedic education was not transmitted to people of low strata, yet the Vedic system inspired the modern day education system.

## **Medieval Indian Education**

The period under review covers the system of education in India from about the 10th century A.D. to the middle of the 18th century, i.e. before the British rule. Arab and Central Asian peoples brought Muslim educational models to the subcontinent in both the medieval and early modern periods. Medieval period witnessed a radical transformation in the Indian subcontinent. The country was invaded by various foreign rulers and several traders from around the world came and settled in the country. The tradesmen and the invaders brought with them their own cultures and intermingled with the people of the each district of the state. Besides, religion, society and culture, Education in medieval India also experienced a new perspective.

The introduction of modern education is started by the middle of the 19<sup>th</sup> Century. The imperial Government decided to introduce European literature and science in India. Education was thrown open to all sections of people, irrespective of caste and religious barriers. New branches of knowledge such as science, technology and the British educationists who have first devised a classification of the educational institutions into primary, middle school, high school and University levels. The British Govt. constituted various committees from time to time to find out the deficiencies of the existing system of education. Some of them were the Indian Education commission (1882), the Universities Commission (1902), the Calcutta University Commission (1917) and Abott Wood Committee (1937)

The chartered Act of 1813 empowered the missionaries fully to go to India and spread education there. This was unique achievement for them. In the charter Act, a clause was annexed to the effect ‘that a sum of not less than one lack of rupees in each year shall be set than one and applied to the revival and improvement of literature and the encouragement of the learned narratives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India. This clause laid the foundation of the State educational system in India. The under strained freedom of the missionaries in the sphere of education aroused a sense of emulation in the hearts of the Indians themselves and thus both state and private educational organizations began to sprout in the country and a well-organized modern education system came into being.

Thomas Babington Macaulay introduced English education in India, especially through his famous minute of February 1835. He called an educational system that would create a class of anglicized Indians who would serve as cultural intermediaries between the British and the Indians. Macaulay succeeded in implementing ideas previously put forward by Lord William Bentinck, the governor general since 1829.

Wood’s Despatch holds a unique position in the history of Indian education. Sir Charles wood was the President of the Board of control. 1. The Despatch recommended the formation of the department of education in province. 2. The despatch then recommended the establishment of Universities in Presidency towns of Calcutta, Bombay and if necessary Madras. 3. The dispatch proposed the sanction of grant in aid to the Indian educational Institutions and much emphasis was laid upon women education in this Despatch.

Commission of 1902, indicates that the senate should be limited in size, that the universities should be required to demand a high educational standard from the affiliated colleges, and that universities might receive funds from private donors. In1910 the importance attached to education development was apart by the formation of separate department of education in the Govt. of India which was

hitherto a part of the home department. At the Darbar of 1912, the Govt. announced an annual grant of fifty lakhs from imperial fund for popular education. Late Mr. Gokhale introduced in the imperial legislative council a bill made compulsory primary education permissible subject to the consent of local authorities which were to bear the cost.

The Govt. of India in their resolution in the year 1913 announced that government had decided to assist local Govts. by large grants. The policy outlined in the resolution of 1913, encouraged educational progress and the developments foreshadowed were in many cases delayed by the great war. The only event of educational importance was appointment of Calcutta university commission under the chairmanship of Sir Michael Sadler in 1917 and the publication of its report in August 1919. The Govt. of India emphasized certain points which were of wide interest the failure of high schools to give that training which the developments of the country and new avenues of employment demanded the necessity for recognition of the intermediate section of the university education as a part of school education. Under the Montagu Chelmsford constitutional reforms inaugurated in 1921, the whole subject of education was transferred to the control of ministers of education. The results of the transfer were the rapid increase in enrolment. There was a nationwide enthusiasm for the education for the children.

In 1928, Hartog Committee viewed educational progress made since the transfer of education to the control of Indian ministers. It drew the attention of the authorities to the problems of stagnation, leakage and wastage, the disparity in literacy between men and women, high percentage of failures at the matriculation level, lack of industrial and vocational training, and the mad rush of admissions at the university stage. The committee report was succeeded by a retrenchment in the educational expenditure. The problems of educated unemployment gained strength. In 1935, Govt. of India Act was passed. The bureau of education which was created after the Montagu Chelmsford Reforms in 1921 was converted into Central Advisory Board of education. Abbot Wood submitted their report on vocational education and administration. They emphasized the setting up of full-time junior and senior technical schools and Govt. high school Delhi was converted 'polytechnic'. They also pleaded for special attention to be paid to training of teachers and education of girls.

In 1937 Mahatma Gandhi initiated discussion on an independent scheme of national education. He convened an all-India national education conference at Wardha and conference drew up a scheme of basic education known as Wardha scheme. It provided seven years free and compulsory education with mother tongue as medium of instruction, craft as the centre of teaching and correlation as the technique of instruction. It emphasized the activity principles, the imbuing of Indian culture and Indian philosophy and curriculum suited to the rural and the urban masses. In 1939, C.A.B., appointed a committee on Adult education, and the committee reported at length regarding the need for removal of mass illiteracy, and the methods to be adopted. After independence, an adult education movement changed its character and its scope was so extended that adult education was renamed as social education. Social education meant for the complete man, which included literacy and all-round.

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Sargeant commission (1944). The next landmark in the history of Indian education was the report of Sargeant commission on 'post War stages of education development in India.' The commission dealt at length all the stages of education (primary, secondary, and university), various aspects of education, examination reform, teacher training, health education, education of the handicapped and recreational and social activities. It drew up a plan for educating each Indian child, which would take 40 years.

## **POST INDEPENDENT INDIA**

With the attainment of Independence the character and objectives of Indian education started changing. During the British period education had not reached the masses. In the villages and even in towns other than the metropolitan cities, schools were few and far –between. Out of hundred in 1947, only 15 could read or write. A national education that would equip the youth to do productive work and make them patriotic citizens was quite an ideal objective of the nationalist movement. Anyhow the Nehru government did not adopt any policy document on education. A national Policy Education was yet in its evolution in the Nehru era. The Educational Commissions appointed by the Nehru government in 1948 and 1952 anyhow contributed to that evolution as well as the general development of education in the first two decades of Independence.

The first milestone in the development of education in independent India was the enactment of Indian constitution which defined a number of matters concerning education. The provision for free and compulsory education for all children until they complete the age of fourteen, has been made directive principles of state policy. Again the state shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular of the scheduled castes and scheduled tribes, and shall protect them from social injustice and all forms of exploitation. In part of the constitution, Hindi has been declared as the official language of the union. Hence progressive use of Hindi language for the official purposes of the union, and the regional languages for the internal administration in each state has been

One of the earlist educational decisions of the Nehru Government was to set up a University Education Commission under the chairmanship of Dr. S. Radhakrishnan in 1948.

### **SECONDARY EDUCATION COMMISSION UNDER MUDALIAR (1952-53)**

The recognition of Secondary Education was a pre-condition to the proper development of University Education. This aspect was stressed by the University Education Commission under Radhakrishnan. But the Govt. could not take up the problem immediately.

The Commission remarked that since India has accepted democracy and socialism as its objectives, education in the country must be so organized as to promote broad national consciousness and secular outlook among the students.

### **UNIVERSALISATION OF PRIMARY EDUCATION**

Free and compulsory education for all children in the age group of 6-14 was a cherished ideal of our nationalist movement. The Karachi session of Indian National Congress (1931) had accepted this ideal its resolution. On the eve of Independence out of every hundred only 15 could read write. Hence the importance of Primary education was recognized by the Independent government right from the beginning. It also reflected in the Constitution accepted in 1950. Article 45 of the Constitution in the form of Directive Principle of State Policy enjoins the state to Endeavour education for all children until they complete the age of 14.

As the Central and State Governments had formulated special programmes for the promotion of the education of women, the number of school going girls also started rising.

### **TEACHING OF SCIENCE AND TECHNOLOGY**

A significant achievement of the post Independence period was the development of research, especially scientific and technological research. This was very pertinent for the socio economic development of the country.

The national scientific policy led to the development of research in all sectors. The Council of Scientific and Industrial Research came to conduct a number of National Laboratories and promote Research several important areas. The Department of Atomic Energy created after Independence had several achievements to its credit. Independent India gave much attention to Science and Technology. By the beginning of 1970's there were about 425 technical institutes in India issuing degrees and diplomas.

### **UNIVERSITY GRANT COMMISSION**

On the recommendation of Radhakrishnan commission the central government set-up University grant commission in 1953, with the objectives of determining coordinating and maintaining the standard of education in the colleges and Universities, and also sanctioning financial grants for their development.

### **NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

The all India council of Secondary Education was further widened in its scope, NCERT was set up in September 1961, with a dozen wings. The main functions of NCERT are promotion and coordination of educational research, organizing in service training, disseminating information, production of material and equipment, and maintain international contact.

### **RESOLUTION ON NATIONAL POLICY IN EDUCATION**

In July 1968, a Resolution on Educational policy in India was framed according to which was reaffirmed to accomplish the aims and objects of the constitution. The major recommendations of Indian Education Commission were accepted viz. liquidating illiteracy, providing vocational education and linking education to national requirements.

### **SOME ACHIEVEMENTS IN POST-INDEPENDENCE PERIOD**

At the dawn of freedom in August 15, 1947, our leaders had to face problems of gigantic nature, and educating millions of illiterates was one of the major problems. In 1950 a new constitution was adopted laying the foundations of a democratic republic, securing to all the citizens justice, liberty, equality and fraternity. The major achievements are given below;

- The union government has adopted secular democracy both as a form of government and also as a way of life.
- It has determined to eliminate poverty, and to ensure a reasonable standard of living for the masses.
- It has made efforts towards modernization of agriculture and rapid development of industry.
- It has adopted modern science and technology and has tried to harmonies' it with ancient Indian educational traditional values.
- It has accepted socialistic pattern of society.
- It has declared its goal to secure equitable distribution of wealth.

- In respect of universalizing education, it has proclaimed equality of opportunity for all.
- It has made efforts to provide mass education and raised literacy percentage from 17-33

### **INDIAN EDUCATION SYSTEM TODAY**

Education in India today is nothing like it was in Pre-Independence and Post-Independence Era. Education System in India today went through a lot of changes before it emerged in its present form. Present education system in India is also guided by different objectives and goals as compared to earlier time. Present system of education in India, however is based around the policies of yesteryears. After independence, it was on 29th August 1947, that a Department of Education under the Ministry of Human Resource Development was set up. After, 1960's the efforts were more focused to provide qualitative education facilities. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Education has been a problem in our country and lack of it has been blamed for all sorts of evil for hundreds of years. Even Rabindranath Tagore wrote lengthy articles about how Indian education system needs to change. Education system in India is failing because of more intrinsic reasons. There are systemic faults that do not let our demand for good education translate into a great marketplace with excellent education services.

## **CHANGING STRUCTURE OF RURAL ECONOMY IN POST INDEPENDENT INDIA**

At independent economy was predominally agrarian. Most of the population was employed in agriculture, and most of those people were very poor, existing by cropping their own small plots or supplying labor to other farms. After independence India had to employ land previously used for food production to cultivate cotton and jute for its mills. Rural economy in India has been playing an important role towards the overall economic growth and social growth of India. India has been predominately an agricultural - based country and it was the only source of livelihood in ancient time. During prehistoric time when there was no currency system the India economy system the India economy system

followed barter system for trading. The rural economy in India is wholly agricultural based and it is of tremendous importance because it has vital supply and demand links with the other Indian industries. Agricultural is the main stay of the India economy, as it constitutes the backbone of rural India which inhabitants more than 70% of total India population. The rural economy of India, with special emphasis on its agricultural production base on the role of the agricultural in its overall development.

Today, the rural economy in India and its subsequent productivity growth is predicated to a large extent upon the development of its 700- million strong rural population. The rural economy is in a shambles the past glory has vanished. Villages now present a dismal picture of dirt, squalor, jealousy and foront on the one hand. There is concentration of economic powers in a few hands and on the other, a speedy growth in the number of agricultural labours without land and work. Unemployment and underemployment have far reaching social implications for the rural economy. Motivate the rural people to grow in stature and save the country from annihilation and destruction.

## **SIZE AND STRUCTURE OF THE RURAL ECONOMY**

In rural India agriculture is the main occupation of the people and that provides them livelihood as well but in addition there are several other occupations which keep the people busy and engaged. India's economy can be thought of as comprising two main sectors, namely, the rural sector and the non rural sector. The rural sector is, in turn, composed of two main sub sectors. I.e. the agricultural sub sector and nonagricultural sub sector. The non agricultural sub sectors consist of economic activities relating to industry, business and services. The size of the rural sector could be measured in terms of the rural population, the population of livestock, the extent of land, forest and other natural resources. Indian economy agricultural system which is the back bone of Indian economy has its Own features. Needdless to say that it provides means of livelihood to vast majority of Rural people.

Under the present ministry of rural development two important schemes, integrated rural development programme and jawahar rozgar yojana are being implemented through a mix of government allocation of subsidy and bank creid. In recent years, two more schemes training of rural youth for self employment and development of woman and children in rural areas are also included as special sub schemes of IRDP.

## Growth since 1980

The rate of growth improved in the 1980s. India, however, required a higher rate of investment to attain comparable economic growth. Private savings financed most of India's investment, but by the mid-1980s further growth in private savings was difficult because they were already at quite a high level. This trend led to a balance of payments crisis in 1990; in order to receive new loans, the government had no choice but to agree to further measures of economic liberalization. This commitment to economic reform was reaffirmed by the government that came to power in June 1991.

By the early 1990s, economic changes led to the growth in the number of Indians with significant resources. About 10 million Indians are considered upper class, and roughly 30 million are part of the rapidly increasing middle class.

Housing and the ancillary utilities of sewer and water systems lag considerably behind the population's needs. Increased borrowing from foreign sources in the late 1980s, which helped fuel economic growth, led to pressure on the balance of payments.

## RURAL DEVELOPMENT AFTER INDEPENDENCE

In this section, first, we will discuss the programmes of village development taken up during the transitional period between the end of feudal rule and the implementation of five year plans. 1. PIRKA Development Scheme (1947), 2. Nilokheri project (1947), 3. Etawah Project 1948

## CLASSIFICATION OF RURAL DEVELOPMENT PROGRAMME

Approach	Programme
1. Resource/problem based area approach	Drought prone areas programme, common area development programme
2. Target group approach	Farmer's development agency, tribal development projects, etc.
3 Area specific incentives approach	Concessional finance, investment subsidy and transport subsidy scheme etc.
4. Comprehensive area development programme	Sub plans for the hill and tribal areas

Under the present ministry of rural development two important schemes, integrated rural development programme and jawahar rozgar yojana are being implemented through a mix of government allocation of subsidy and bank credit. In recent years, two more schemes training of rural youth for self employment and development of woman and children in rural areas are also included as special sub schemes of IRDP. Targets and achievements of all these programmes in recent years has already been analysed in table. During the eighth plan, the rural development programmes will be revamped completely.

## **URBAN ECONOMY IN INDIA AFTER INDEPENDENCE**

In the quest of ancestry as well as the developmental stages the beginning of urban life in India remains a great puzzle. The most important connection between the Janapada states and the urban development in India is borne out by the fact that as a city state, each had developed around a capital- city from where the political, economic as well as the cultural functions of the state were carried out and thereby making the very existence of the state entirely dependent on it.

Medieval India saw the emergence of new towns and cities under the direct initiative of the Muslim rule. The emergence of such urban centers is very common feature in India where the Economic conditions have been for from stable over a long period or decades, if not for the last few centuries, worsening further from the inception of colonial rule in the century in mid eighteenth century.

### **Urban Economy**

The role of urbanization in the process of economic growth and social change is very important. It is unfortunate that no historian got interested in studying the role of urbanization in the economic development in India. These metropolitan centres are over populated under industrialized. They suffer also from acute shortage of economic overheads. How to integrate the economy of cities to the national economy, it must be pointed out here that the government of India did think seriously of urban problems as early as in 1954 and the research programmes committee of planning commission sponsored socio – economic surveys in 21 Indian cities which Reveled very rapid rate of population growth during 1941-51.

Urbanization is a part of the development process. It contributes to economic development in two ways first urbanization and industrialization go hand in hand and are positively correlated with each other. Secondly, the urban way of life has a significant impact on sterility rates urbanization help to bring down both mortality and fertility rates. 20 million persons were enumerated as urban residents. It increased to 62 millions persons in 1951. The pace of urbanization has varied from state to state. Urbanization is a natural consequence of economic changes that take place as a country develops. This is manifest in the increasing contribution of urban sector to national income. This topic is concerned with the problem of determining the categories which are most

appropriate for the description and analysis of Indian urban economic and with an examination of the dynamics or reproduction of the dynamics of a range from of small- scale production.

## **NEW ECONOMIC POLICIES – LIBERALISATION, PRIVATISATION, GLOBALISATION**

### **NEW ECONOMIC POLICY**

In 1990s the govt. of India in order to come out of the economic crisis decided to deviate from its previous economic policies and learn towards privatization. In July 1991 when the devaluation of Indian currency took place the govt. started announcing its new economic policies one after another. Though these policies pertained to different aspects of the economic field they had one thing in common. The economic element was to orient the Indian system towards the world market it is in this context the govt. launched its new economic policy which consisted of among other things three important features. Liberalisation, Privatization and Globalisation.

Liberalisation of the economy means to free it from direct or physical control imposed by the govt. economic reforms were based on the assumption that market forces could guide the economy in a more effective manner than govt.

#### Main objectives of New –Economic Policy – 1991

The main objectives behind the launching of the new –economic policy (NEP) in 1991 by the union finance minister Dr. Man Mohan Singh, could be stated as follows:

The main objective was to plunge Indian economy in to the arena of ‘Globalisation and to give it a new thrust on market orientation.

The NEP intended to bring down the rate of inflation and to remove imbalances in payment.

It intended to move towards higher economic growth rate and to build sufficient foreign exchange reserves.

It wanted to achieve economic stabilization and to convert the economic in to a market economy by removing all kinds of unnecessary restrictions.

It wanted to permit the international flow of goods, services, capital, human resources and technology, without many restrictions.

Beginning with mid-1991, the govt. has made some radical changes in its policies bearing on trade, foreign investment exchange rate, industry, fiscal of affairs etc... The various elements, when put together, constitute an economic policy which marks a big departure from what has gone before.

#### **New Economic Policies : Liberalisation, Privatisation and Globalisation**

The last quarter of the 20<sup>th</sup> century has been a wave of economic policy reforms in the developing world, with one country after another taking the liberalisation cure, often imposed by the international financial institutions. This wave of reform had been preceded by a quarter-century of

state directed effort at economic development, during which time the goals of economic selfreliance and import substitution industrialization were the hallmarks of development strategies in the less developed countries. These goals seemed particularly justified, given the long experience of these countries with colonialism and the agricultural nature of their economies. However, all this seemed to be overtaken by the subsequent surge of liberalisation.