

STUDY ON ELEMENTARY AND SECONDARY EDUCATION IN MODERN PERIOD

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Education in the modern period is signified by many developments. With the advent of the British rule, there were many developments taking place in the system of education. Though the system of education was more developed in urban areas as compared to rural areas During this period, there were introduction of subjects such as, arts, sciences, philosophy and literature. The education policy of the British government put more emphasis upon higher education. During the modern period, primary education was not much considered. During this period, the system of education was developed to take into consideration the needs and requirements of the individuals. The individuals, who acquired this education, were able to sustain their living in an appropriate manner. The main areas that have been taken into account in this research paper include educational history of modern India, the developments in the system of education, Wood's Despatch of 1854 and higher education under the British rule.

Keywords: *Developments, Education, Higher Education, Knowledge, Modern Period*

Introduction

In the modern period, there are many features of the preceding centuries that have continued in the field of education. The renowned centres of higher learning like those at Taxila, Vikramshila, Nalanda in north Bengal, Vallabhi in Kathiawar and Kanchi in the south had disappeared long ago. Under the patronage of the rulers and nobles, there was prevalence of Islamic education. The majority of the Hindu population continued to receive education and generated awareness in terms of subjects such as, science and literature. The commencement of the oriental workshop was made by Warren Hastings in 1781, when he established the madrasa in Calcutta. In 1792, Jonathan Duncan, a resident of Varanasi, started a Sanskrit college in order to make provision of education to the native Hindus to assist the Europeans. The Christian missionaries were making efforts to introduce western education by opening elementary schools and providing education to the marginalized, deprived and economically weaker sections of the society (Education in India, n.d.).

The first half of the nineteenth century can be called the period of educational experiments. The East India Company Charter Act of 1813 enabled the company to set one lakh rupees for bringing about improvement in literature, the increase in the number of educated people in India and promotion of science among the inhabitants of the British territories in India. Under the rule of the British, mass education was not taken into consideration. Major attempt was made to create the urban educated elite class that would perform the role of the interpreter between the ruler and the ruled. The system of examination was considered important in both schools and universities. The impact of education was more widespread in urban areas as compared

to rural areas. The positive aspect was, political leaders and social reformers were educated who rendered an important contribution in the struggle of the country for the achievement of independence (Education in India, n.d.). There is a need to make improvements in the system of school education.

Objective

1. The purpose of education was primarily based upon religious education and was mostly spiritual in nature in the pre-colonial period.
2. Study on Universalization of Elementary Education (UEE)

MEANING OF EDUCATION

The term "Education" has been derived from the Latin term "Educatum" which means the act of teaching or training? A group of educationists say that it has come from another Latin word "Educare" which means "to bring up" or "to raise" A few others interpret, the word "Education" has originated from another Latin term "Educere" which means "to lead forth" or "to come out". All these meanings indicate that education seeks to nourish the good qualities in man and draw out the best in every individual. Education seeks to develop the innate inner capacities of man. [1]

By educating an individual we attempt to give him some desirable knowledge, understanding, skills, interests, attitudes and critical thinking. That is, he/she acquires knowledge of history, geography, arithmetic, languages and sciences. He/she develops some understanding about the deeper things in life, the complex human relations, and the cause and effect relationship and so on. He/she gets some skills in writing, speaking, calculating, drawing, operating some equipment etc. He/she develops some interests in and attitudes towards social work, democratic living, co-operative management and so on. As an individual in the society, he/she has to think critically about various issues in life and take decisions about them being free from bias and prejudices, superstitions and blind beliefs. Thus, he has to learn all these qualities of head, hand and heart through the process of education.

SECONDARY EDUCATION

Secondary education serves as a bridge between elementary and higher education and prepares young persons between the age group of 14-18 for entry into higher education. The population of children in the 14-18 age group (the age for secondary and senior secondary level education) has been estimated at 96.6 million, as projected by the National Sample Survey Organisation in 1996-97. However, enrolment figures show that only 27 million children were attending secondary schools, which means that two-thirds of the eligible population remains out of the secondary school system. The number of secondary schools in India increased from 7,416 in 1950-51 to 1,16,820 in 1999-2000. However, this number is not adequate to accommodate the out-of-school children and the growing number of upper primary school pass-outs. The impact of recent initiatives undertaken for the Universalisation of Elementary Education is resulting in an increased demand for the expansion of secondary education. There has been no fundamental change in the structure and organisation of the secondary and higher secondary education system during the Ninth Plan period since the initiation of the National Policy on Education (NPE), 1986. In the wake of the Policy, several centrally-sponsored schemes were launched and national level institutions for school education

were established/strengthened. Ten centrally-sponsored schemes are in operation in the secondary education sector.

Major Goals of Universalization of Elementary Education (UEE)

Universalization of Elementary Education (UEE) is one of the most important goals of educational development in India since independence. Article 45 of the Directive Principles of State Policy is committed to ensure free and compulsory education for all. This did not get translated into action and school enrolments and participation remained low even after the decades since the country achieved its independence. Elementary education in rural India began to undergo transformations due to the new thrusts given by the government's National Policy of Education, 1986 and the revised Program of Action, 1992. The main objective of these acts are to improve access, lead to a reduction in drop-outs and improve learning achievements for all children up to the age of six to fourteen years. Elementary education has been considered as a fundamental right by the 83rd Constitutional Amendment is expected to improve the enrolment in primary schools (Chapter I – Introduction, n.d.).

Universal Access – This is regarding the universal enrolment of all children, including girls and individuals belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes. Provision of primary school for all children within one kilometre. Improvement of ratio of primary school to the upper primary school from the existing 1:2 to 1:4, this being a pre-condition for larger opportunity for increasing participation amongst the girls at the upper primary stage.[2]

Universal Retention – The universal retention aims at retaining the students and leading to a reduction in the drop-out rate in the elementary school stage. The school environmental conditions should be created in a manner that students take pleasure in coming to school and enhancing their learning. Improvement of the school facilities at the elementary school stage is important. The provision of school facilities and other relevant materials helps in the retention of students.

Universal Attainment – Achievement of minimum level of learning by all children at the primary level, and introduction of this concept at the upper primary stage on a large scale. The students at the primary level should acquire the minimum level of learning and enhance their basic literacy skills of reading, writing and arithmetic. At the upper primary stage, there should be an increase in the number of students as well as improvement in the universal attainment of education.

Universal Monitoring – Local level committee with due representation of women and teachers, to assist in the working of primary education to oversee its functioning. Improvement of the monitoring system of UEE to ensure that goals and objectives are adequately met.

Important Areas of Elementary Education

The important areas of elementary education have been stated as follows: (Mehta, 2011).

The number of schools, teachers and the enrolment category needs to be classified on the basis of school category and school management. The category and reputation of the schools are identified on the basis of the number of students, teachers, their qualifications, experience, teaching-learning processes, instructional methods, learning materials and other facilities. On the other hand, the management and administration of

the schools are considered important to lead to an efficiency in the implementation of all tasks and activities. The operative management and administration of the schools will contribute in enhancing their functioning and reputation within the community.

Classrooms are considered to be one of the important areas, where learning takes place. It is important to make the students feel comfortable within the classrooms so that their learning and understanding takes place in an effective manner. Within the classrooms, there should be provision of proper facilities, sitting arrangements, heating and cooling equipment, in accordance to the weather conditions and teaching and learning materials. The classrooms should be attractive and appealing, therefore, in elementary education, when pictures, drawings, paintings and other concepts are displayed, the students take pleasure in coming to school and understanding the concepts. Therefore, to lead to improvements in the curriculum and the instructional methods, it is vital to make the classrooms appealing. [3]

The teaching and the learning processes are of utmost significance. In elementary education, the academic concepts are not much difficult to understand and students are even assisted by their parents at home. In the completion of homework assignments, preparation of class tests and exams and working on any kinds of projects and assignments, parents help their children. The concepts in elementary education are manageable and they are easily communicated to the students. In nursery school education, the students are taught the basics, which serve to be the foundations in the enhancement of their literacy skills. For example, alphabets, numbers, pictures of different objects within the environment, drawing, colouring and so forth.

In spite of well organization of the teaching and the learning processes, it is vital to evaluate the students on the basis of their performance. The major aim of the evaluation processes is to determine where a student stands within the classroom. The evaluation process of the students takes place on the basis of their performance and conduct. The evaluation process helps in identifying the weaknesses and the measures are formulated which are required to improve them. The main ways through which the evaluation of the students takes place is through tests, exams, projects, and assignments. The tests can be both in a verbal and in a written form. Other evaluation procedures can be rating in homework assignments, decorum, and rate of absenteeism.

The physical environmental conditions of the schools is important. The schools are different from each other in their size, number of classrooms, teachers, students, and surroundings. There are some schools which have large buildings, some have small buildings, some are spacious, whereas others are less spacious and so forth. The learning, growth and development of the individuals largely depends upon the physical environmental conditions. The elementary school students enjoy playing on the swings, they like to run around in parks and take pleasure in playing outdoor games. The provision of all these facilities and availability of parks and swings within the schools make students enjoy learning.

The teachers who are recruited for teaching elementary school students should be well trained and experienced. They should possess efficient knowledge regarding the teaching and the learning materials and instructional strategies. It is vital to make young students understand the concepts in an appropriate manner. One of the important areas is that teachers in elementary education should possess a caring and an amiable nature. They should learn how to deal with young students and solve all their problems. Young students at the initial stage feel vulnerable within the school environment, hence, it is the job of the teachers to make them feel comfortable and contented in school.

In elementary education, various forms of extra-curricular activities are considered vital for the growth and development of the students. The different forms of extra-curricular activities are, making of handicrafts, artworks, sports, physical activities, yoga, meditation, taekwondo, games, music, playing musical instruments, singing, dancing and so forth. The involvement of the young students in extra-curricular activities is enjoyable, stimulates them and arouses enthusiasm within their mind-sets towards learning. When schools work towards development of these activities and encourage participation of the students, then they feel motivated towards learning. In nursery schools, learning begins with play and involvement of the students with help from their teachers in extra-curricular activities.

For the development of elementary education, it is vital to conduct an analysis from time to time, regarding the areas that are necessary to make teaching-learning efficient for the children. There are number of areas within the system of education, which requires improvement, such as in elementary schools, at the initial stage, there would not be swings, therefore, bringing in swings, playthings, water sports, libraries, new materials etc. from time to time would contribute in the enhancement of learning. The teachers are required to communicate with the parents of the young students to find out the areas and concepts which are required to get improved. [4]

Educational History of Modern India

The educational history of modern India can be divided into three phases, which have been stated as follows: (Chapter 1, n.d.).

First Phase: A Period of Neglect (1813-1902)

The East India Company was established in India for exploring the business possibilities, but it ultimately wanted to establish its own empire in the country. The British parliament directed the East India Company to spread education among the citizens of India. This led to the emergence of modern education within the country. When the emergence of modern education within the country began, then one question arose, whether it should be spread among the masses or class. The East India Company adopted a mistaken policy, in which the mass education was hindered. In 1870, recognition was given to spreading education among the masses through Indian languages. Every individual, who received education in English schools, received employment under the Government and persons, who were taught in English schools, mostly developed a superiority complex and they formed a class themselves.

The policy did turn out to be positive. A stage was soon reached, where all the men, who knew English, could not obtain employment opportunities in the Government. Consequently, several men took up work for the spreading of education among the masses in order to sustain their livelihoods. In other words, there were number of individuals, who took up teaching. During those times, within the country, there has been presence of individuals, who contributed in the spread of religious and spiritual education. Some of the individuals, who possessed the viewpoint of spreading education among the masses rendered a significant contribution in the establishment of schools. The individuals throughout the country, irrespective of their categories and backgrounds, recognized the significance of education and depicted interest in its acquisition. The education policy of the British government put emphasis on higher education and primary education was not taken into consideration.

The perspectives were divided into three forms of schools. One school advocated the cause of Sanskrit and Arabic, and suggested that western science and knowledge could be spread through the medium of these languages. The second school advocated English as the medium of instruction and the third school upheld the cause of modern Indian languages. The English language was regarded to be of utmost significance. The British rulers were of the viewpoint that it was only through English education, individuals would be able to develop into well-educated, trained and skilled individuals. They would be able to put into practice the traits of diligence and resourcefulness and morality and ethics. They wanted the Indians to adopt western methods in the implementation of tasks and functions.

Second Phase: A Period of Intensive Agitation (1902-1918)

The period from 1897 to 1902 was the period of silence in the Indian history. In 1899, Lord Curzon was appointed as the Governor General of India. He paid attention to every aspect of administration. During this time, some of the capable social reformers began to demand for national education. These individuals were of the viewpoint that national education could safeguard the cultures, norms, values, traditions, and principles within the country. The educational policy that was formulated by Lord Curzon had the following features: British government would administer each and every aspect of education and will also direct Indian education; the establishment of public institutions will take place as and when required; the central government will have complete control over the Indian education and organization of educational policies will be done by them and the British government will spend more money on education.

The appointment of the university commission of 1902 was for the purpose of bringing about reformatations in the universities. The commission included two Indian members and they were Sir Gurudas Banerjee and Syed Husain Bilgrami. The government issued a resolution regarding the education policy in March 1904. The resolution noted that the Indian education commission's (1882) recommendation to introduce alternative courses in the secondary schools had not been successful. It was felt that there was a necessity to introduce diversified courses to meet the needs and requirements of the individuals, who focused towards industrial and commercial pursuits. The resolution generated aspirations among the Indians and they felt that improvements were being made in the system of education. The First World War of 1914 was an impediment within the course of progression of education. [5]

National spirit of education was considered essential for weakening the foundation of the British rule and attaining independence. The national spirit of education not only enabled the individuals to recognize the significance of education, but they would be able to generate awareness among them in terms of norms, values, ethics, principles and standards. The national spirit of education made the individuals realize that it is an imperative aspect and a social process. The individuals are not only able to meet their needs and requirements in an appropriate manner, but they are also able to generate awareness in terms of other aspects, which are needed to live an enriched and independent life. The system of education should be organised in a manner that should be suitable to the needs of the individuals. Mohandas Karamchand Gandhi, the father of Indian nation, focused upon the development of education that is suitable.

Third Phase: A Period of Experiment (1918-1947)

The Government of India Act, 1919 created provincial legislatures to which the individuals were elected. During the period from 1921, numerous activities were carried out on the political front and educational developments were intertwined with them. Dyarchy was introduced in the field of education, by which

some subjects were under the centre and some others were under the provincial governments. In 1921, there was establishment of the Central Advisory Board of Education against the advice that was given in terms of educational matters to the provinces. The Indian National Congress was aggrieved with the Montague-Chelmsford reforms of 1919. The non-co-operation resolution of the Congress was passed in 1920 and there was a movement to withdraw students from government schools and to begin the national education movement again.

The Hartog Committee of 1929 recognized development in education to a considerable extent. This was recognized in the case of all the three levels of education i.e. primary, secondary and higher education. Some of the important suggestions were made regarding vocational education, these are, students should be made available the opportunity to make a selection of vocational or industrial courses after middle school. Another suggestion was to diversify the courses and curriculum at the secondary level, so that students could take up suitable vocations at the end of each level, on the basis of what they have been taught or trained in. In 1936-1937, the Government of India invited two British experts, A Abbott and S.H. Woods; they prepared a plan for vocational education within the country. The solution to the problem of unemployment was found by bringing about reformation in the system of education. The industrial development of the country would generate employment opportunities for the individuals and bring about solutions to the problem of unemployment.

The other measures that were formulated in the development of education include, initiation of machinery and equipment, so that individuals could make use of them, instead of carrying out the production and manufacturing processes manually. There should be collaboration and integration among industries and educational institutions. Upon completion of education, the individuals should be able to obtain employment opportunities. The rural individuals got engaged into agriculture and farming practices. Therefore, it was necessary that in educational institutions, the curriculum should also contain adequate knowledge and information regarding agriculture. Other schools focused upon the production and manufacturing of handicrafts and artworks, as artisans and craftsmen were able to sustain their living adequately when they obtained knowledge in terms of production and manufacturing of various types of artworks and handicrafts. Hence, within the curriculum and the instructional systems, knowledge regarding arts and crafts gained prominence. [6]

The Developments in the System of Education

The British India was divided into five provinces, Bengal, Bombay, Madras, United Provinces and Punjab. The presidency of Bengal took up the job of reorganization of education. The central committee of public instruction was appointed in 1823. Most of the members of the committee were admirers of classical of oriental learning. Within ten years of the appointment of committee, numerous developments took place in the areas of education. The educational institutions, which underwent developments included the Calcutta Madrasa and Banaras Sanskrit College. The establishment of Sanskrit college in Calcutta was in 1824. Oriental scholar was appointed to make a translation of the English book into the oriental language. It also undertook the printing and publication of Sanskrit and Arabic books on a large scale. [7]

These kinds of developments show that the indigenous system of educational institutions are still prominent under the British rule. [8] While the development of educational institutions and the whole system was completely experimented by the well-educated individuals from the west and western traditions

and individuals in India as well as in the eastern way, where different types of commissions and committees were initiated by the British government in different regions, through different governors for the development of the system of education in India. Governor General Lord William Bentinck announced the renowned policy in 1835, which stated that the objective of state aid to education would be to promote the study of European literature and sciences, so the finances would be spent towards the spread of English education.

The contributions made by two British people, Macaulay and Harding in the field of education create an important innovation in the development of modern education in India. On the other hand, the government of Bengal made the decision to institute 101 vernacular schools in 1844, where the collectors are vested with the authority of administration and functioning of the schools.[9] The institution of these schools took place either in towns or large villages. One important area that is vital to be taken into consideration is, management of the schools should be implemented in an adequate manner. The major problem experienced was, attendance rate of the students was in a backward state, the reason being, large number of students got enrolled into missionary schools. [10]

Conclusion

The system of education in modern India gained prominence with the emergence of the British rule. The middle of 1700s and the beginning of the 1800s is termed as the period, when there was prevalence of indigenous education within the country. The main purpose of education during this period was to ensure that Indians are able to gain familiarity with the western modes of living, cultures, values, principles and standards. The educational history of modern India was in three phases. These were, first phase: aperiod of neglect (1813-1902), second phase: aperiod of intensive agitation (1902-1918) and third phase: aperiod of experiment (1918-1947). The various developments that took place were primarily related to the development of colleges and educational institutions throughout the country. Though, the system of education was not in a well-developed state and required number of improvements. These improvements needed to be initiated regarding the curriculum and instructional strategies, teaching-learning processes, infrastructure, amenities, facilities and so forth. The main objectives of this committee focuses upon the following areas, aim of education, curriculum, medium of instruction, department of public instruction, university education, importance of graded education, expansion of general education, grant-in-aid for education, teacher's training, women's education, education and employment and vocational education. Therefore, it can be stated that the British rulers rendered a contribution in the establishment of the system of education within the country and introduced subjects such as, mathematics, science, social science, law, astronomy, public administration, etc. so that individuals are able to enrich their living conditions. [11]

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