History of Indian Education

CU & VU 1st Semester Education Honours (CC-2)

Dr. Pranab Kumar Chakrabarti

MSc (Psychology), BT, PhD Ex-Professor, Dean and Head of the Department Calcutta University (Dept. of Education) Ex-Reader Burdwan University Ex-Lecturear, Govt. College of Education, Nagaland

Dr. Madhumala Sengupta

MA (Psychology), BEd, MA, MPhil, PhD (Education) Diploma in Distance Education Professor, Dept. of Education, WBUTTEPA Ex-Professor, Dept. of Education, Calcutta University



(*Publisher and Book-seller*) 25B, Beniatola Lane Kolkata-700 009

Syllabus

CU & VU Education (Honours) 1st Semester CC-2: HISTORY OF INDIAN EDUCATION

Unit-1: Education in India during Ancient and Medieval Period

- Vedic (Aim, Curriculum, Teaching Method, Teacher-pupil Relation).
- Brahmanic (Aim, Curriculum, Teaching Method, Teacher-pupil Relation).
- Buddhistic (Aim, Curriculum, Teaching Method, Teacher-pupil Relation).
- Islamic (Aim, Curriculum, Teaching Method, Teacher-pupil Relation).

Unit-2: Education in India during British Period (1800-1853)

- Serampore trio and their contribution in the field of education.
- Charter Act, Oriental-occidental controversy.
- Macaulay Minute and Bentinck's resolution.
- Adam's report.

Unit-3: Education in India during British Period (1854-1946)

- Woods Despatch, Hunter Commission.
- Curzon policy regarding primary, secondary and higher education, National education movement (cause and effect).
- Basic education (concept and development).
- Sadler Commission.

Unit-4: Education in India after Independence

- Radhakrishnan Commission (aim, curriculum of higher education, rural university).
- Mudaliar Commission (aim, structure and curriculum of secondary education).
- Kothari Commission (aim, structure and curriculum of primary and secondary education).
- National Policy of Education, 1986, POA 1992.

CONTENTS

1. EDUCATION IN INDIA DURING ANCIENT AND MEDIEVAL PERIOD 1-78

1.1. Vedic Education 2

- 1.1.1. Background of Vedic Education 2
- 1.1.2. Features of Vedic Education 3
- 1.1.3. Aims of Vedic Education 5
- 1.1.4. Curriculum of Vedic Education 7
- 1.1.5. System of Vedic Education 7
- 1.1.6. Methods of Teaching in Vedic Education 8
- 1.1.7. Students-Teacher Relation in Vedic Education 9
- 1.1.8. Teachers in Vedic Education 9
- 1.1.9. Discipline in Vedic Education 11
- 1.1.10. Forms of Educational Institutions in Vedic Education 11
- 1.1.11. Education for Women in Vedic Period 12
- 1.1.12. Importance of Vedic Education 13
- 1.1.13. Limitations of Vedic Education 13

1.2. Brahmanic Education 14

- 1.2.1. Background of Brahmanic Education 15
- 1.2.2. Features of Brahmanic Education 16
- 1.2.3. Aims of Brahmanic Education 17
- 1.2.4. Curriculum of Brahmanic Education 18
- 1.2.5. Methods of Teaching in Brahmanic Education 19
- 1.2.6. Teachers in Brahmanic Education 19
- 1.2.7. Discipline in Brahmanic Education 19
- 1.2.8. Education for Women in Brahmanic Period 20
- 1.2.9. Educational Institutions in Brahmanic Period 20
- 1.2.10. Importance of Brahmanic Education 21
- 1.2.11. Limitations of Brahmanic Education 22

1.3. Buddhist Education 23

- 1.3.1. Background of Buddhist Education 23
- 1.3.2. Features of Buddhist Education 27
- 1.3.3. Four Noble Truths 28
- 1.3.4. Astangik Marg or Eight Fold Path 29
- 1.3.5. Aims of Buddhist Education 30
- 1.3.6. Principles of Buddhist Education 31
- 1.3.7. Admission Procedure in Buddhist Education 33
- 1.3.8. Curriculum of Buddhist Education 34
- 1.3.9. Methods of Teaching in Buddhist Education 35
- 1.3.10. Teachers in Buddhist Education 35
- 1.3.11. Students in Buddhist Education 37
- 1.3.12. Student-Teacher Relationship in Buddhist Education 37
- 1.3.13. Discipline in Buddhist Education 38
- 1.3.14. Women Education in Buddhist Period 38
- 1.3.15. Mass Education in Buddhist Period 39
- 1.3.16. Vocational Education in Buddhist Period 40

- 1.3.17. Educational Centres in Buddhist Period 40
- 1.3.18. Importance of Buddhist Education 46
- 1.3.19. Limitations of Buddhist Education 47
- 1.3.20. Similarities between Brahmanic and Buddhist Education 48
- 1.3.21. Differences between Brahmanic and Buddhist Education 49

1.4. Islamic Education 50

- 1.4.1. Background of Islamic Education 51
- 1.4.2. State Patronage and Growth of Education during Islamic Period 52
- 1.4.3. Features of Islamic Education 56
- 1.4.4. Aims of Islamic Education 58
- 1.4.5. Process of Islamic Education 60
- 1.4.6. Curriculum of Islamic Education 61
- 1.4.7. Method of Teaching in Islamic Education 62
- 1.4.8. Discipline in Islamic Education 63
- 1.4.9. Teacher-Student Relationship in Islamic Education 64
- 1.4.10. Women Education in Islamic Period 65
- 1.4.11. Vocational Education in Islamic Period 65
- 1.4.12. Educational Centres in Islamic Period 66
- 1.4.13. Importance of Islamic Education 68
- 1.4.14. Limitations of Islamic Education 69
 - Exercise 70

2. EDUCATION IN INDIA DURING BRITISH PERIOD (1800-1853) 75

79-129

2.1. Missionary Educational Activities 80

- 2.1.1. History of Missionary Activities in India 81
- 2.1.2. Objectives of Missionary Educational Activities in India 83
- 2.1.3. Characteristics of Missionary Educational Activities in India 84
- 2.1.4. Activities of Missionary Settlers in India 85

2.2. Serampore Trio and their Contribution in Education 93

- 2.2.1. William Carey and his Ministry in Bengal 94
- 2.2.2. Serampore Mission 95
- 2.2.3. Serampore Trio 96
- 2.2.4. Contributions of Serampore Mission and Serampore Trio 97

2.3. Charter Act (1813) 101

- 2.3.1. Brief History of the Charter Act of 1813 101
- 2.3.2. Provisions of the Charter Act of 1813 102
- 2.3.3. Significance of the Charter Act of 1813 103

2.4. Oriental-Occidental Controversy 103

- 2.5. Macaulay's Minute (1835) 106
- 2.5.1. Macaulay's Contributions to Indian Education 108
- 2.5.2. Criticism of Macaulay's Minute 109

2.6. Downward Filtration Theory 110

- 2.6.1. Concept and Meaning 110
- 2.6.2. Causes 111
- 2.6.3. Causes of Failure 112
 - 2.7. Bentinck's Resolution (1835) 113

- 2.7.1. Approval of Macaulay's Minutes and William Bentinck's Resolution 114
- 2.7.2. Reforms made by Lord William Bentinck 115
- 2.7.3. Evaluation of Bentinck's Proclamation 119

2.8. Adam's Report 119

- 2.8.1. Adam's Report on Education 120
- 2.8.2. Proposals of William Adam 124
- 2.8.3. Education Scheme Proposed by Adam 125
 - Exercise 126

3. EDUCATION IN INDIA DURING BRITISH PERIOD (1854-1946) 130-204

3.1. Wood's Despatch 130

- 3.1.1. Aims and Objectives of Wood's Despatch 131
- 3.1.2. Major Recommendations of Wood's Despatch 132
- 3.1.3. Merits of Wood's Despatch 135
- 3.1.4. Demerits of Wood's Despatch 136

3.2. Hunter Commission (1882-83) 138

- 3.2.1. Historical Events leading to Hunter Commission 139
- 3.2.2. Terms of References of Hunter Commission 140
- 3.2.3. Major Recommendations of Hunter Commission 141
- 3.2.4. Merits of Hunter Commission 145
- 3.2.5. Demerits of Hunter Commission 145
- 3.2.6. Assessment of the Recommendations of Hunter Commission146

3.3. Curzon's Educational Policy (1904) 148

- 3.3.1. Educational Policy of Lord Curzon 149
- 3.3.2. Assessment of Lord Curzon's Education Policy 154
- 3.3.3. Other Educational Reforms of Lord Curzon 155
 - 3.4. National Education Movement: First Phase (1905-1910) 156
- 3.4.1. Introduction 156
- 3.4.2. Causes of National Education Movement 158
- 3.4.3. First Phase of National Education Movement 159

3.5. National Education Movement: Second Phase (1911-22) 160

- 3.5.1. Introduction 160
- 3.5.2. Second Phase of National Education Movement 162
- 3.6. National Education Movement: Third Phase (1930-38) 164
- 3.6.1. Introduction 164
- 3.6.2. Third Phase of National Education Movement 164
- 3.6.3. Causes of Failure of National Education Movement 165
- 3.6.4. Effects or Achievements of National Education Movement 166
- 3.7. Sadler Commission (1917-1919) 167
- 3.7.1. Historical Events leading to Sadler Commission 168
- 3.7.2. Major Recommendations of Sadler Commission 169
- 3.7.3. Impact of Sadler Commission 174

3.8. Wardha Scheme of Education (1937) 175

- 3.8.1. Historical Events Leading to Wardha Scheme of Education 175
- 3.8.2. Wardha Education Conference 177

- 3.8.3. Meaning and Philosophy of Basic Education 178
- 3.8.4. Features of Basic Education 179
- 3.8.5. Curriculum of Basic Education 180
- 3.8.6. Merits of Basic Education 181
- 3.8.7. Demerits of Basic Education 185
- 3.8.8. Causes of Failure of Basic Education 186
 - 3.9. Sargent Commission (1944) 187
- 3.9.1. Historical Events leading to Sargent Commission 188
- 3.9.2. Major Proposal of Sargent Commission 189
- 3.9.3. Major Recommendations of Sargent Commission 189
- 3.9.4. Implementations of Sargent Commission 194
- 3.9.5. Merits of Sargent Commission 195
- 3.9.6. Demerits of Sargent Commission 196
 - Exercise 126

4. EDUCATION IN INDIA AFTER INDEPENDENCE

205-278

4.1. Radhakrishnan Commission (1948-49) 205

- 4.1.1. Overview 205
- 4.1.2. Members of Radhakrishnan Commission 206
- 4.1.3. Recommendations of Radhakrishnan Commission 206
- 4.1.4. Critical Analysis of Radhakrishnan Commission 215
 - 4.2. Mudaliar Commission (1952-53) 216
- 4.2.1. Overview 216
- 4.2.2. Members of Mudaliar Commission 217
- 4.2.3. Major Thrusts of Mudaliar Commission 217
- 4.2.4. Defects of the Existing System 217
- 4.2.5. Recommendations of Mudaliar Commission 218
- 4.2.6. Merits of Recommendations of Mudaliar Commission 225
- 4.2.7. Demerits of Recommendations of Mudaliar Commission 225
- 4.2.8. Critical Analysis of Mudaliar Commission 226

4.3. Kothari Commission (1964-66) 226

- 4.3.1. Overview 226
- 4.3.2. Members of Kothari Commission 227
- 4.3.3. Recommendations of Kothari Commission 228
- 4.3.4. Critical Analysis of Kothari Commission 238

4.4. National Policy on Education (1986) 239

- 4.4.1. Overview 239
- 4.4.2. Main Features of National Policy on Education (1986) 239
- 4.4.3. Recommendations of National Policy on Education (1986) 242
- 4.4.4. Merits of National Policy on Education (1986) 259
- 4.4.5. Demerits of National Policy on Education (1986) 259

4.5. Programme of Action (1992) 260

- 4.5.1. Overview 260
- 4.5.2. Recommendations of Programme of Action 260
 - Exercise 272
 - References 279