

**GLIMPSES OF INDIA'S PRE INDEPENDENCE EDUCATION SYSTEM**

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INTRODUCTION:

The fundamental point of whole Indian social association since old occasions for every one of the general population is by and large improvement of kid - physical, mental, passionate, profound and social . Since the antiquated occasions, instruction has additionally been fundamentally person. There was a cozy connection among instructor and the educated. In those occasions a profoundly researcher individual was chosen as an instructor and named as 'Master' .These masters pick a space to teach the understudies of their as schools and it was called 'Gurukul'.A settle time table was pursued around then .An exceptionally extreme preparing of understudies begins from the age of 5 years .

This preparation changes over them from typical individual to some very much mannered taught and able individual in the public arena . Such a student at that point turned into a 'dvija' or 'twice conceived' in another presence. Such educators were required to have devotion, religiousness, lit up vision, high character, self-assurance, sound judgment, familiarity with his social obligations, proficiency and patience. Encouraging Methodology was fundamentally sound-related .The principle destinations of this master while instructing was to get past our faculties . Amid this period individuals were permitted to pick their calling as indicated by their abilities ,based on that rank were choosen as Kshatriya :who choosed the warior field, Brahman:the educators and scholarly one,etc... All were making the most of their skills,getting instruction without sexual orientation inclinations also, classes according to their effectiveness .But in the post vedic period rank customs begin contaminating the entire framework .Murti puja too appeared .Sanskrit was dialect learned by just the specific . Individuals began getting baffled .

Because of this disappointment Buddhisim get included they pursued neighborhood dialect Prakrit .yet it additionally have numerous issues they declined the inculcusion of ladies . In this way, till the landing of Muslim trespassers in India, the training framework in the nation thrived under the direction of such capable instructors, who, in spite of the nonattendance of any formal universities of educator instruction, provided guidance and satisfaction to the framework. Incidentally, the idea of 'Monitorial framework' picked up money which filled in as an ideal method for instructing and setting up the new educators.

At that point in the twelfth century Medieval period amid the Mughal Dynasty they were totally new to us .Emperors as Babar,Humayun and so on assault diverse parts of India. Distinctive schools were available around then. Madrassa(elementary level) and Maktab(higher level). Dialect utilized was Persian .Schools were available to both hindu and muslims .

Prior to the presentation of English training India, there are no immediate confirmations of instructors' training in old or medieval India. However, thinking about the high goals and standard of

instructive framework amid these periods, it is hard to acknowledge that an instructor was along these lines named with no sort of essential preparing or training. I have in this way endeavored to draw derivation from the scattered data accessible in various sources. The examination has been isolated into three areas covering old, medieval and present day periods of Indian history. An exertion has been made to feature the changing idea of instructor training amid these periods and still a feeling of progression and also which streamed the distance down the ages.

In 1882, Indian Education Commission laid accentuation on the foundation of various ordinary schools for optional instructors' preparation all through the nation. It likewise prescribed that an examination in the standard and routine with regards to educating be organized and just effective applicants ought to be utilized as educators in any auxiliary school government or helped.

A further advance in Teachers' preparation was taken in 1904 with the section of Government of India Resolution. The accompanying standards were set down to enhance the instructor preparing in the nation.

- 1) Men of capacity and experience ought to be enrolled to give sufficient staff of very much prepared individuals from the training administration.
- 2) Importance to be given to the hardware of preparing universities for auxiliary instructors.
- 3) Need was felt of rehearsing school to the joined to every school to associate hypothesis with routine with regards to educating.
- 4) There ought to be one-year course prompting a college degree or recognition for alumni. These courses ought to incorporate both hypothetical foundations alongside commonsense inclination. For other, there ought to be two-year course.
- 5) Training universities ought to be connected with the schools, so an educator may not disregard the strategies learnt in the school, when he or she acknowledges instructing as a calling.

The above strategy was additionally upheld in 1912 by the Government statement expressing that "In the end under present day arrangement of instruction no educator ought to be permitted to educate without a testament that he was met all requirements to do as such."

Such standards had coordinate effect upon instructor preparing in India. The quantity of preparing organizations expanded.

The Sadler Commission in 1919 accentuated the job of college in the expert preparing of auxiliary teachers and instructive explores. For the enhancement of optional teachers' preparation program, the Commission recommended:-

- 1) a bosses course in training.
- 2) to make instruction as a subject of concentrate at the transitional and B.A. levels both.
- 3) to enhance the physical offices of preparing universities.

Hartog Committee in 1929 gave significant proposals and recommended gatherings and supplemental classes for those educators who were at that point in administration with the end goal to raise standard of teachers. Accordingly, invigorates courses for instructors started to be sorted out, training divisions were set up in a few colleges and research degree in Education was begun. Educators' preparation foundations likewise begun preparing and enhancing their labs and libraries. By every one of these measures instructors' preparation went ahead to being profited by numerous upgrades.

In 1937, M.K. Gandhi gathered Wardha Educational Conference and propounded another arrangement of training famously known as 'Essential Education'. Gandhiji felt the need of making educator preparing more handy and utilitarian. He offered make focused instruction for tyke, corresponded with life circumstances. With this, the accentuation in educator preparing now moved to the kind of instruction which was down to earth and dependent on the necessities of the understudies and the network.

Two types of curricula were prescribed in the scheme for the training of the teachers - long term curriculum and short term curriculum. Teachers were to teach crafts also besides other school subjects. For the long-term training the course duration was for three years. The curriculum included all the school subjects. For short-term course, duration of training was one year only. The curriculum was also brief.

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