

Study of Education System in India and Role of Leading Educational Societies in Mumbai Region in Educational Administration

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Abstract :

Education plays a vital role in building the nation and Higher Education plays an important role in the overall development of any country. Education in India has a long tradition. It can be broadly studied into two parts : education before independence and education after independence. In this research paper, the researchers have taken a brief review about the origin and the progress in the education system in India and also present situation of some of the leading education societies in the Mumbai region. In the present situation of COVID 19, this research paper is based on the secondary data only.

Introduction :

Private educational societies in India have played a yeoman's role in the overall development. Mumbai is known as educational hub over last several years with the historical ties of traditional education. Many private educational societies in Mumbai region have adapted themselves with the modern styles of quality education and efficient administration. The researchers have taken a brief review about the origin and the progress in the education system in India and also present situation of some of the leading education societies in the Mumbai region

A Brief history of Education in India :

Education is an important aspect that plays a prominent role in human life. Education means studying to obtain a deeper knowledge. It is not just obtaining knowledge from books but also to get knowledge from practical experiences. It is a tool that provides skill, techniques and information to people. Education helps to become self-reliant and build up the confidence among people. It also plays a vital role in the development of a country. An educated society is crucial for economic growth. Countries with higher literacy rates seem to survive in better economic situations.

Education in India has always been a flourishing history. During ancient times there was a Guru Shishya System and the Shishya(student) used to stay in a Gurukul i.e. a residential school which was in

a monastery or in a teacher's house. Banaras (Varanasi) was the major centre for learning in ancient India. In the first millennium, there were higher educational institutions like Nalanda, Takshashila Ujjain, and Vikramshila Universities. It was not possible for all the people from all communities as well as women to learn in a Gurukul. Gradually some Christian missionaries and government institutions started educating common people including women. These institutions mainly focused only on imparting general education which is language base to the masses. Some of the societies or charitable trusts showed interest to start educational institutions with an aim to educate the poor and deserving people, to spread awareness about educational values, moral values, leadership qualities, ethics, as well as to fulfill the educational needs of students.

Keywords :

Education, Ancient Education, Indian Education, Educational Societies, Education before Independence, Education after Independence, Private Education Societies

Objectives :

- To study the history of selected Educational Societies in Mumbai Region
- To study briefly the Indian Education System
- To know the role of selected Educational Societies in the development of Indian Education

Research Methodology :

For the purpose of this Research Work, in the given situations, the following Research Methodology is adopted:

Primary Data : It is obtained by way of Questionnaire Method from five leading education societies in the Mumbai region

Secondary data : The information is collected from research articles, research papers and various websites of the educational societies.

Education System Before Independence :

Back in the olden days, the educational system was informal. A child used to acquire knowledge about an occupation from his father. Development of Indian Education System before Independence can be categorized as follows :

- Vedic Era (3000 B.C. to 350 B.C.)

- Buddhist Era (500 B.C. to 1200 A.D.)
- Muslim Era (1200 A.D. TO 1700 A.D.)
- British Era - Pre Independence Era (1700 A.D.to 1947)

In Vedic era, education was completely under the dominion of one person i.e. a Guru. Hence it was also called the Gurukul system. The language of education for Vedic system was Sanskrit whereas for Buddhist, it was Pali. In both the systems, education was influenced by religion. The aim of education was to inculcate the religious and moral values and also the overall development. The students were taught languages, Maths, Moral Science and Physical Education.

During the Medieval period in Muslim Era, general knowledge, languages, arts, various skills, Mathematics, law, Social Sciences, literature were also included in the syllabus. After the downfall of the Muslims, the British arrived in India by establishing the East India Company. The history of modern education in India begins when the East India Company was compelled to accept the responsibility of educating India as per the Charter Act of 1813.

In 1835, Lord Macaulay presented a note on education to the Governor General proposing an educational system for the Indian youth. Lord William Bentick declared the new education policy of the British Government, on 7th March 1835, which boosted English as a language and as a culture.

In 1853, the British Government appointed a committee for the survey of the education system in India. Mr. Wood was the chairperson of the committee. Mr. Wood focused on various aspects like aim of education, the courses of study, medium of instructions, establishment of universities, establishment of education institutions, grant in aid system, education for women etc. In 1857, the first three universities - at Calcutta, Bombay and Madras were established.

In the year 1857, the administration of India by East India Company came to an end and the powers were transferred to the British Crown. After the transfer of the administrative power, it was considered necessary to assess the development of education in the country. It was observed that the system of grant-in-aid was not properly carried out. On 3rd February 1882, Lord Ripon appointed the Indian Education Commission with Sir Willium Hunter as its Chairman. It is known as the Hunter Commission of 1882. Hunter commission also played an important role in Indian education. The committee mainly recommended six heads to be reviewed as a) Policy (b) Legislation and Administration (c) Encouragement of indigenous schools (d) School Administration (e) Training of Teachers (f) Finance.

The Indian Universities Act, 1904 provided directions for the development of universities in different parts of the country. Before independence three education commissions were set up in 1882, 1902, 1917 to monitor the Indian education system and recommend reforms in Indian education.

Education system after Independence :

After independence in 1948, to review the development of higher education in the country, the fourth education commission was established under the Chairmanship of Dr. Radhakrishnan called the University Education Commission.

There is a drastic change in today's way of learning and learning during Vedic days. However, the importance of education remains the same in both the scenarios. University Grant Commission established in 1956, has become a milestone in the Higher Education Field. In 1964, the Kothari Commission reviewed all the stages of education from Primary to PG. The main recommendation of the Kothari Commission was the standardization of the educational system in a 10+2+3 pattern all over India. The Commission also focused on women education. There were in all 23 recommendations in the report of Kothari Commission on various aspects. One of the important recommendations was the formation of a National policy on education which was formed by the Central Government in 1968. Kothari commission plays an important role in education for the rapid and all round development of education in India after independence.

National policy on education was adopted by the Parliament in May 1986 which was accepted after a modification in 1992. It has salient features like essence and role of education, national system of education, education for equality, re-organisation of education at different stages, technical and management education, teaching / learning process, use of libraries, allocation of resources etc.

On 29 July 2020, the Union Cabinet of India approved The National Education Policy 2020 (NEP 2020). This National Education Policy 2020 replaces the previous National Education Policy 1986. This new Policy focuses on the revision and revamping of all angles of the education structure, including its regulation and governance. This will help to create a new system that is aligned with the aspirational goals of 21st century education. The major change is the learning pattern of "10 + 2" structure which will be replaced with "5+3+3+4" model and the higher education institutions will be of three types like: Research Universities, Teaching Universities and Colleges. The NEP aims at making all the HEI to become multidisciplinary institutions and obtain larger student enrollments.

Higher Education System in India :

The roots of Indian education systems were in its colonial legacy. East India Company and even British government carried out colonial efforts in Higher Education. The Company set up its first Higher Education Institute in Calcutta Madarsa in 1781. This was followed by the Asiatic Society of Bengal in 1784, Banaras Sanskrit College in 1791 and Fort William College in 1800. In 1835, the minutes on

education by Thomas Macaulay reflected on the expansion of Higher Education. The three universities at Bombay, Madras and Calcutta started in 1857. After independence Higher education in India expanded tremendously.

India has been always a land of scholars and learners. In the ancient period, India was appreciated in the world for its Universities like Takshshila, Nalanda, Vikramshila and its scholars. At the time of independence India had 20 Universities, 500 colleges and as on in 2020, India has nearly 1000 Universities and 50,000 colleges. After U S and China, India has the third largest higher education system in the world. The Government has encouraged private educational societies to open educational institutions by sanctioning grants for the salary and non salary expenditure with a condition that society's college building will be used for education purposes only. Earlier, the State Government gave permission to the educational societies to run the college on a grant in aid pattern. Since the last few years, the government has stopped giving permission to the colleges on the grant in aid basis, instead they promote unaided colleges where there is no burden of any expenditure on the government.

Higher Education in India is governed by University Grant Commission UGC and Ministry of Education. UGC is a statutory body of the Government of India and deals with standardization, determination and coordination of university education in India. It is a vital link between the state and central government and its institutions. It also disburses grants to the universities / colleges for the development, to help needy students, research work etc. National Assessment and Accreditation Council (NAAC) was established as an autonomous institution of UGC in 1994. This encourages educational institutions for self evaluation. It promotes quality related research studies, training programmes, innovations, quality of teaching learning. The Ministry of Education is also promoting to bring world class opportunities in higher education.

Role of Private Educational Societies :

The Britisher's prime motto in India was trading and profit making. So the education in British era was mainly on a language basis. During British Era, Christian Missionaries and Government institutions were the only source of learning to the masses. Some of the leaders felt the necessity to initiate the educational institutions to give a versatile and equal education to all the categories of the society which would also generate leadership qualities among youth and would empower women through education. Educational Societies play a prominent role in boosting the aim of the universities to educate the common masses. Many educational societies are having their colleges in various Universities within Maharashtra and outside Maharashtra also. The Universities granted affiliation to many educational institutions to start the colleges. Following are some of the leading societies in Mumbai Region who play an important role in the education sector.

Gokhale Education Society :

On 19th February 1918, on the third death anniversary of Namdar Gokhale, by his illustrious disciple late Principal T. A. Kulkarni, who was a great social worker founded the Gokhale Education Society. The society started imparting the education with a aim to facilitated the education to the all categories. It is providing education at all levels from K.G. to P.G. and beyond alongwith the Adivasis and the downtrodden. The Society is entirely managed by the teachers. Society's colleges have permanent affiliation and recognition for PhD programmes. It focuses on Extensive use of ICT in Teaching & Learning Process. GES is running 8 research centers, 21 degree colleges, 18 junior colleges, 20 schools, 5 agricultural centers etc. which shows their dedication in education field.

Deccan Education Society :

In 1884, Deccan Education Society was established which was registered on 13th August 1885 by four patriotic leaders - Bal Gangadhar Tilak, Mahadeo Ballal Namjoshi, Gopal Ganesh Agarkar and Vishnu Shastri Chiplunkar - who were the pioneers of new education in India. Government Institutions and Christian Missionaries were the only agencies involved in educating masses in those days. Private institutions in education was discouraged. It was also noted that education was not available to generate leadership for industrial growth of India or education required for the self - governing nation. So to fulfill the gaps in education system, DES came into existence. In the view of its founders "Education was the means of rousing-the intellect, the drooping will and the slumbering conscience of their fallen countrymen". DES has started 4 educational institutes before independence and 6 educational institutes after independence. A Vocational Training autonomous institute at Pune is also run by DES. The Society has started many schools at various places in the state with a vision of imparting basic education. As per the requirement of the society, the DES management is always trying to expand its educational activities.

Hindi Vidya Pracharak Samiti :

Hindi Vidya Prachar Samiti was established on 15th August 1938 by Late Shri Nandkishore Singh Jairamji in Ghatkopar, Mumbai . The objective of establishment is to catering the educational needs of the Hindi speaking community. Intitially Samiti started a primary school, which gradually expanded into a full-fledged secondary school. Due to its high academic standards, Hindi High School has become the leading secondary schools in Mumbai and become famous in educational institutions for imparting instructions in Hindi throughout Maharashtra.

In 1963, Samiti extended themselves which resulted in Ramniranjan Jhunjhunwala College. This was great advantage of the facilities provided for higher education to the larger section of the society. In a short period, Ramniranjan Jhunjhunwala College, general aided college having three streams as Arts, Science and Commerce has develop tremendously gone to the achievement of acquiring autonomous status. After this success, the Samiti decided to provide the society with in legal education which would

spread the awareness regarding our duties and rights. Hindi Vidya Prachar Samiti's College of Law was established in 2020 with a sense of professionalism, respect for rule of law and responsibility towards the society.

Janseva samiti :

Janseva Samiti was the samiti who serves the nation by holding medical camps and starting a Public Library. More than 50 years ago, Samiti started with the motto of 'Service to Society'. Janseva Samiti soon realized that there is need to impart the education to the women and to establish a college exclusively for women. They have started Shri.M.D.Shah Mahila College of Arts and Commerce in Malad, Mumbai in 1968 with the aim to provide affordable education to women students. In these long tenure, college has taken valuable steps in offering low cost but quality education to the underprivileged section of the society.

The college is also offering courses in management, computers, mass media, accounts and finance. It is the only college in the area which is offering higher education in four mediums – English, Hindi, Marathi and Gujarati. The aim of the Samiti is to empower women through education and preserving traditional cultural values. Through Janseva Samiti's NGO, samiti is still doing Jan seva and serving the nation. It works in three areas – support to senior citizens, school – dropouts and youth in the society.

Rajasthani Sammelan Education Trust :

In 1948, Rajasthani Sammelan Education Trust is registered public charitable trust was established at Malad, Mumbai. The main aim of the trust was to promote various educational, charitable and social activities. The trust has initiated in providing educational opportunities to various sections of society. More than six decades, the trust is engaging themselves in promoting and providing better education from primary to post graduation in the various fields like media, technology, management and Commerce. Apart from its educational aim, Rajasthani Sammelan Education Trust also helping the society by catering the social and humanitarian needs of the community.

Rajasthani Sammelan Education Trust had started its educational activities for girls with a hostel facility. In due course as per the need of the society, trust has started co-education. At present nearly 15,000 students are benefiting by getting valuable education in various educational institutions run by the Trust. The Educational Institutions owned and run 5 schools and seven colleges. The Trust is providing financial assistance to needy persons for medical treatment and providing scholarships to needy students to complete their education.

Analysis of the main questions posed :

1. Out of five education societies three are established before independence.
2. In all the institution the age group of administrative staff is above 35 years.
3. All the five officer bearers of theses societies mentioned that administration in the colleges is changed substantially in last twenty years.
4. They also felt that internal reporting of administration to the management is must in financial, establishment, legal, academic levels.
5. The office bearers of the above societies taken up the advance steps to upgrade the knowledge of administrative staff by way of training, workshops, seminars, interactive sessions, upgraded computer systems, providing updated administrative software etc.
6. Some of the education societies acknowledge the techno skills of their admin staff by fulfilling their genuine demands for speedy and accurate work.

Epilogue:

Indian education system is the oldest system in the world. It has a rich culture and it is appreciated all over the world. Education sector in India has witnessed tremendous growth. Private Education Societies play an important role in spreading education in the country by opening schools and colleges for the common public. This educational societies who have established their colleges before independence had the patriotic vision of creating leaders, youth education, women empowerment etc. They have the view that with more educated people, more employment opportunities will be open which will be helpful for the economic and social development of the country. This research paper will be useful for the further studies, to know the current situations of this educational societies in imparting quality education and efficient administration.

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