The emergence of education in India is tracked back to the Vedic Age. Education in Ancient India followed a holistic approach. The key principles that this education was based on was the ephemerality of life, the idea of ultimate death and the vanity of materialistic pleasures. The knowledge on philosophy of life and literature of ancient India is found in the Vedas, Brahmanas and Upanishads.

Education in Ancient India focused on the importance of listening and meditation, applying practical knowledge and helped in experiencing the Supreme truth. Students would serve their teacher which helped them form close connections. Students were expected to perform many duties which helped them understand morals and lessons of life.

Majority of the teaching during this time was oral. Students recited Vedic hymns and paid attention to pronunciation. The other part comprised of ‘Chintan’ which means thinking. Subjects apart from philosophy and religion like agriculture, horticulture, animal husbandry, arts and crafts were taught too.

The students were expected to follow the discipline of brahmacharya (celibacy) if they wished to stay with the teacher. ‘Upanayana’ was the initiation process where the student left home and ‘Dvijya’ was the second birth.

THE FOUR VEDAS:

1) Rig-Veda – The oldest veda that aimed to deliver knowledge of the Supreme and Ultimate Truth
2) Sama-Veda – The knowledge of melodies and songs
3) Yajur-Veda - Provided knowledge of sacrificial formulas
4) Atharva-Veda – Gave knowledge of the magic formulas, spells and charms

EDUCATION INSTITUTES

- Nalanda (Gupta Period)- prominent centres of learning from the fifth century
- Ujjain (Gupta Period)- well known for the study of astronomy
- Takshila (Gupta Period)- popular for the study of medicine
- Ajanta- centre of learning for art, architecture, painting and Buddhism
- Sarnath- prominent place of learning Buddhism
- Centres of learning in Delhi, Agra and Fatehpur Sikri (Mughal Period)
• Centres of learning following the British system of education in Mumbai, Calcutta and Chennai (British Rule)
• Indian Institute of Science (TATA during British Rule)- well known for research and technical learning
• University Grants Commission (funded through MHRD)- establishes central universities across India and helps professional education

EVOLUTION OF HIGHER LEARNING AND RESEARCH IN POST INDEPENDENCE INDIA

• Yashpal Committee- laid importance on the idea of a university and advised a number of major structural changes
• Sharma Committee- pondered over the development of science and technology education
• Radhakrishnan Commission (1948-1949)- University Education Commission suggested ideas to improve and meet educational requirements of the country. It looked into women education, rural universities and moral instruction.
• Mudaliar Commission (1952-1953)- Secondary Education Commission focused on organisation of secondary education. Also suggested three year secondary and four year higher education system. Recommended development of democratic citizenship, development of personality, improvement of vocational efficiency and education for leadership.
• Committee on Emotional Integration (1961)- aimed to make process of emotional integration stronger and studies the role of educational programmes for youth
• Kothari Commission (1964-1966)- Suggested three year degree course and four year honor degree course, standardization of educational system, promoted social and national integration and encouraged distance education. Established to change and reform education.
• Education Subject in Concurrent List (1976)- making education the responsibility of the centre and states
• Sam Pitraoda Committee (1917)- National Knowledge Commission suggested redesigning he curriculum to foster excellence in higher education.

ORIENTAL, CONVENTIONAL AND NON-CONVENTIONAL LEARNING PROGRAMMES IN INDIA

Oriental studies is the academic field of study that embraces Near Eastern and Far Eastern societies and cultures, languages, peoples, history and archaeology

Indology is defined as the study of Indian history, literature, philosophy, and culture.
Oriental Research Institutes help in these studies by collecting manuscripts that deal with
religion, philosophy, literature, grammar, art and science and further edit them and publish them.

**ORIENTAL RESEARCH INSTITUTES:**

1) **Asiatic Society** – Founded by Sir William Jones in A.D. 1794, home to large collections of valuable manuscripts in Sanskrit, Arabic, Tibetan, Persian, Burmese and other Indian languages. Also recognized abroad as a research centre for indological studies.

2) **Adyar Library and Research Center (Chennai)** - started in A.D. 1882, has about 1,75,000 printed books, 18,600 manuscripts and published the series of 108 Upanishads.

3) **Oriental Institute (Baroda)** - founded in A.D. 1893 by Sayyaji Rao Gayakwad, has 789 volumes in Sanskrit and different languages like Hindi and Gujarati.

4) **Oriental Research Institute (Mysore A.D. 1891) and (Tirupati A.D. 1941)** - promotes research and studies in religion, philosophy, Sanskrit, Telugu, Kannada, ancient history and culture.

5) **Conventional and Non-conventional Learning**

As the name suggests, conventional learning is what is generally done i.e. oral recitation in classrooms where the teacher and students are situated together. Knowledge on values, religion, customs, traditions and cultures were imparted. Technology never played a role and this type of education was not available to everyone.

Non-conventional education is about learning skills related to science and technology. This type of learning involves writing, visualising, imagining and thinking. It is interactive, accessible to everyone and technology plays a major role.

**VALUE EDUCATION AND ENVIRONMENTAL EDUCATION**

‘Value’ can be defined as the degree of importance of some thing or action, with the aim of determining what actions are best to do or what way is best to live, or to describe the significance of different actions.

Value education is important because it helps individuals achieve results in the right way, maintain a balance between tradition and modernity, maintain healthy relations across different communities and cultures, conserve and treat the environment right, prevent unethical behaviour.

**RECOMMENDATIONS**

1) Education Commission (1966) - suggested introduction of social, moral and spiritual values in school curriculum

2) National Policy of Education (1986) - recommended education for values in removing intolerance, violence and superstition while sustaining social, cultural and scientific principles.
3) National Curriculum Framework for School Education (2000)- highlighted the disintegration of social, ethical and spiritual values.

AIMS OF VALUE EDUCATION

1) Comprehensive and holistic development
2) Making people mindful of fading values
3) Bringing in a dynamic social conscience
4) Enhancing the quality of education
5) Connecting the heart, head and hand

TYPES OF VALUE

1) Human value
2) National or constitutional value
3) Religious value
4) Aesthetic value
5) Social value
6) Vocational value
7)

OBJECTIVES OF ENVIRONMENTAL EDUCATION

1) Knowledge
2) Awareness
3) Skills
4) Attitudes
5) Participation

EVOLUTION OF INDIAN ENVIRONMENTAL EDUCATION

1) It is the state government’s responsibility to preserve and improve the environment and protect the forests and wildlife (42nd amendment to the constitution 1974)
2) Great importance to spread awareness to safeguard the environment (The National Policy on Education 1986)
3) Environment education made compulsory by The Honourable Supreme Court of India in 1991
CONSTITUTION OF INDIA

The Constitution of India is the framework that defines fundamental political principles, establishes procedures, structures, and fundamental rights of citizens. It came into force on January 26, 1950.

The architect of the Indian Constitution is B. R. Ambedkar. There were 284 members in The Constituent Assembly, out of which 15 were women. The Constitution of India is also the longest written constitution with almost 80,000 words. At present The Constitution of India has 450 articles ( 24 parts ) and 12 schedules.


The six Fundamental Rights provided in the constitution are:
1) Right to Equality (Article 14-18)
2) Right to Freedom (Article 19-22)
3) Right against Exploitation (Article 23-24)
4) Right to Freedom of Religion (Article 25-28)
5) Cultural and Educational Rights (Article 29-30)
6) Right to Constitutional Remedies (Article 32)

PRESIDENT

The President is the first citizen of India. He has executive and legislative powers.

He can be removed (impeached) from office by process of impeachment initiated by either House of Parliament (signed by one-fourth members of the House).

His legislative powers are that he can nominate two Anglo-Indian members to the Lok Sabha. He also nominates 12 members of Rajya Sabha (people with special knowledge). He can address the Parliament at the commencement of the first session after general elections. He can dissolve the Lok Sabha and summon the Parliament. He can summon a joint sitting of both Houses too. He can also exercise Veto power, Absolute Veto and Suspensive Veto.

His executive powers are that he appoints the Prime Minister of India, the Attorney-General of India, the Chief Election Commissioner and other Election Commissioners, the Governors of States, the Comptroller and Auditor General of India, the chairman and members of the Union Public
Service Commission, etc. All executive actions (of the Government of India) are formally taken in his name.

**VICE-PRESIDENT**

The Vice-President holds office for a term of five years. He is elected by members of an electoral college (consisting of both Houses of Parliament). He can be removed by a resolution of Rajya Sabha (by absolute majority). On the vacancy of the post, the Deputy Chairman of the Rajya Sabha takes charge.

To be eligible for the post of Vice-President, he should be a citizen of India, he should have completed 35 years of age, he should not hold any office of profit under the Union or any state government, and he should be qualified for election as a member of Rajya Sabha.

The functions of the Vice-President are: He acts as the ex-officio Chairman of Rajya Sabha. During the vacancy of the President, he can act as President (for a maximum period of six months), he can also discharge his functions until the President resumes office.

**PRIME-MINISTER**

The Prime-Minister is the head of the government and the real executive authority. He is appointed by the President (Article 75). The Prime-Minister can hold office without a fixed term; however he must resign or be dismissed by the President if he loses confidence of the Lok Sabha.


He can recommend dissolution of the Lok Sabha.

He also recommends persons who can be appointed as ministers.

The Prime-Minister of India heads the Council of Ministers.

**COUNCIL OF MINISTERS:**

1) Cabinet Ministers (head important ministries like home, finance, defence and external affairs)
2) Ministers of State (given independent charge of ministries or attached to cabinet ministers)
3) Deputy Ministers (assist Cabinet or State Ministers, do no attend Cabinet meetings)