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BHARTIYA EDUCATION: PAST, PRESENT AND FUTURE

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ABSTRACT

This study explores the transformation of India's education system from ancient to modern times, analysing key milestones and determinants of the National Educational Policy 2020 (NEP, 2020). A mixed-methods approach was employed, combining a questionnaire-based survey with a literature review. The findings indicate a significant relationship between age demographics and the determinants of NEP 2020, including access to education, educational resources, teacher quality, technological integration, policy and funding. The results suggest that age plays a crucial role in shaping the effectiveness of NEP 2020's components. Breaking new ground, this study collects primary data from the public, filling a criticalresearch gap and offering a fresh perspective. By going straight to the source, it ensures authentic and reliable findings, making a significant contribution to the field ethical foundations, the challenges facing the Indian education system, including inequitable access and outdated curricula. The integration of AI in education is also discussed, with respondents perceiving lack of human interaction as a major drawback. The study contributes to the understanding of India's education system and provides insights for policymakers to create a more inclusive and equitable education system.

Keywords: Education in India, National Educational Policy 2020, Ancient education, Modern education, AI in Education.

INTRODUCTION

For thousands of years, India has been a hub of intellectual exploration and innovation, fueled

by its rich educational legacy. This heritage, born from the intersection of ancient wisdom and cultural diversity, has shaped the minds of generations and fostered a distinctive approach to learning. From the revered Vedas to modern digital classrooms, India's educational journey has been marked by its ability to absorb diverse influences while retaining its unique character. The traditional Gurukul system, emphasizing holistic development, moral values and social responsibility laid the groundwork for a pedagogy that balanced rigor with compassion. The "Guru-Shishya Parampara" created a profound bond between teacher and student, transcending mere knowledge transfer to encompass spiritual growth and self-discovery. As India evolved,its education system adapted, incorporating elements from various cultures and empires, including Buddhist, Jain, Islamic, and Western influences. The country's modern era has brought further transformation, with a focus on nation-building, scientific progress, and social reform. Now, India's education system stands at a crossroads, balancing tradition and modernity as it strives to become a global leader in knowledge and innovation.

Bhartiya Education plays a crucial role in the advancement of an individual and makes him/her a knowledgeable and a responsible citizen. Education makes an intellectual individual, helps to suppress social evils, contributes towards the improvement of the society and nation as a whole. Education is regarded as the platform where all individuals and generations are trained and well equipped to face the future. Apart from this, the Education provides knowledge and the necessary skills which offer assistance to the individual to become employable.

Education makes a difference in unraveling the secret of nature. It empowers us to get it and progress the working of our society. It makes conditions for a superior life. Education brings out the capabilities to battle treachery happening in society. Each person has the right to Education. Indian Education is one of the largest and complex education frameworks in the world along with China. India is committed to giving essential Education to its citizens, the system of which is characterized in the National Policy of Education. Elementary education is now obligatory in India. At the time of Freedom, about 14% of India's population was proficient. Presently after so numerous decades since freedom, the number of literates has expanded by fivefold.

The education system in India is mainly categorized into three: Ancient, Present, and Modern. This marks the evolution of education in India.

REVIEW OF LITERATURE

Ghonge ,et.al 2020 researched on "Indian Education: Ancient, Medieval and Modern," where he did descriptive research that conveyed that Modern education needs an upgrade to

meet industry demands. Adopting skills from ancient systems: focus on practical skills, positive relationships and balance. Reform education to foster all-round development and resilience for a challenging future.

Kumar 2012 wrote a research paper on "Study of the past and present education system in India." He did descriptive research where he concluded that despite lacking resources and technology, ancient India's education system was systematic but flawed by casteism. The British era brought changes that benefited them, not the people. Today, government funding for education is ample, but corruption and mismanagement hinder its effective utilization. Reforms are needed to address these issues and optimize resource allocation.

Dr. Sindhuja and Dr. Ashok (2021 wrote a research paper on the topic "Education in India: A Historical Perspective. " This descriptive research concluded that integrating ancient education principles into modern systems can bring a needed paradigm shift. Alternative education centres focusing on holistic, experiential learning are emerging. However, their claims require empirical testing and validation to ensure they truly address modern education's challenges.

Glukhov and Vasetskaya's, 2017 analyzed "Improving the teaching quality with a smart-education system", investigated the impact of smart-education systems on teaching quality. The study revealed that these systems can improve teaching quality by providing personalized learning experiences, streamlining administrative tasks and offering immediate feedback, ultimately leading to more effective teaching, higher student engagement and improved learning results.

Pragyan, 2018 wrote an article on "India's Education System" which is a descriptive and critical manuscript where the author concluded that India's education system, despite its modern features, has significant flaws, including inaccessibility, poor teacher quality, high costs , overemphasis on rote learning and recommended a way forward to improve the system, including increasing accessibility, emphasizing adult education, restricting private institutions, improving government colleges, introducing a new syllabus, providing education loans, implementing strict laws, creating a corruption-free system, and prioritizing girls' education, to regain India's status as a knowledge-rich country with ethical and moral values.

Portia, 2015 wrote a book on "Contemporary India and Education," which is a descriptive text in which the author concludes that India's education landscape, from pre-independence to present, includes key initiatives, policies, and organizations shaping education development.

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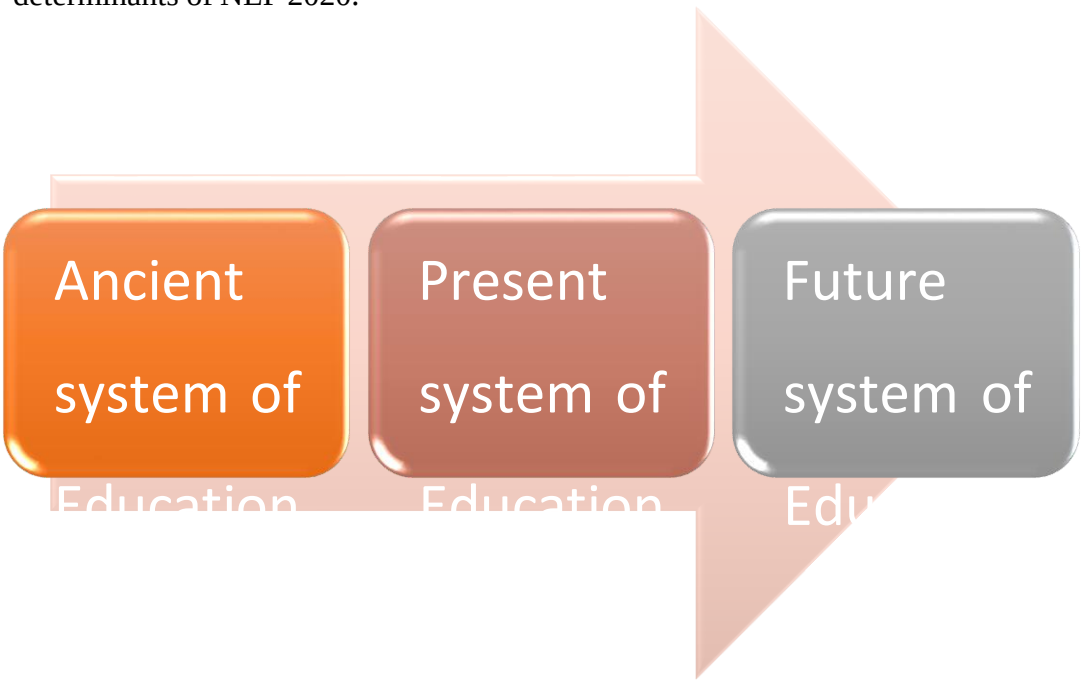
Maheshwari, 2012 wrote a blog on "Education in Medieval India" which is a descriptive article where the author concluded that the Muslim rule in India from the 10th to the 18th century transformed the education system, introducing Muslim educational models, patronage by rulers and a focus on Islamic education, leading to a formal and structured education system, with key characteristics including patronage of rulers, no state control, religion dominating education and provision of various disciplines, contrasting with the informal and community-dependent Hindu education system.

OBJECTIVES

- ✓ To explore the evolution of education from ancient to modern times, analysing key transformations and milestones that have shaped the educational landscape.
- ✓ To investigate the impact of age demographics on the critical determinants of the National Educational Policy 2020, specifically examining how different age groups influence the policy's effectiveness in bridging the rural-urban educational divide.

HYPOTHESIS

- ➢ **H_0-** There is no significant relationship between the age demographics and the determinants of NEP 2020.
- ➢ **H_1-** There is a significant relationship between the age demographics and the determinants of NEP 2020.



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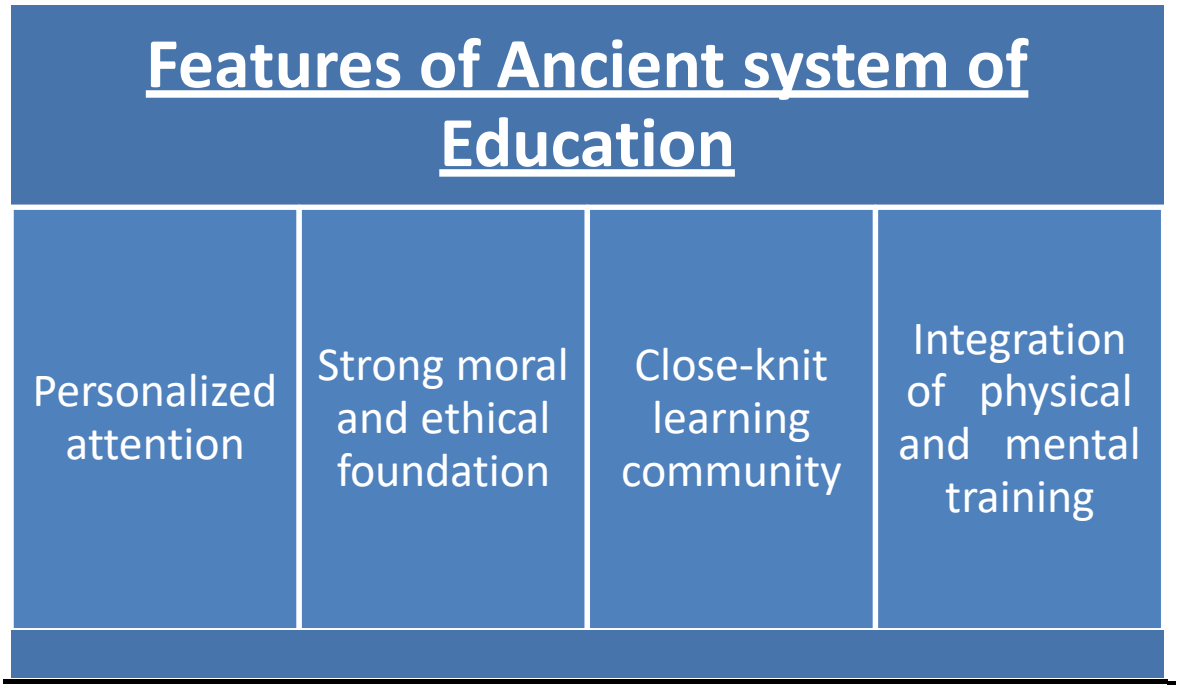
ANCIENT SYSTEM OF EDUCATION



Challenges and Opportunities in Education

a) Bridging the Gap: Quality and Access

Despite remarkable progress, ensuring quality education and equal access remains major concern. Disparities in infrastructure, teacher training, curriculum relevance and learning outcomes persist, highlighting the need for targeted solutions.

b) Reimagining Learning: Curriculum and Pedagogy

The traditional curriculum often falls short in preparing students for real-world challenges. To address this, there's a growing emphasis on:

- Skill-based education
- Vocational training
- Digital literacy
- Experiential learning

These approaches aim to bridge the gap between education and industry requirements, fostering holistic development and employability.

c) Harnessing Technology: Integration and Inclusion

The digital revolution has transformed education, offering unprecedented opportunities through:

- E-learning platforms
- Online course
- Digital classrooms
- Educational apps

However, the digital divide persists, particularly in rural and underserved areas. Ensuring inclusive and accessible technology solutions is crucial to harnessing the full potential of digital education.

Some of the Important Educational policies and programmes:

National Education Policy (NEP) 2020: The National Education Policy (NEP) 2020 aims to revolutionize India's education system by 2040, ensuring equitable access to quality education for all. It focuses on early childhood education, universalizing education from pre-school to secondary level and promoting vocational training. The policy also emphasizes flexible curricula, robust teacher training, and increased investment in education, targeting 6% of GDP. By doing so, NEP 2020 envisions a student-centric, inclusive and innovative education system that prepares India's youth for the future.

The Right to Education (RTE) 2009: The Right to Education (RTE) is a policy, specifically a fundamental right enshrined in the Constitution of India. It was introduced as a constitutional amendment in 2002 and enacted as the Right of Children to Free and Compulsory Education Act, 2009. However, the implementation of RTE involves various programs and schemes, such as:

- Sarva Shiksha Abhiyan (SSA)
- Mid-Day Meal Scheme
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA
- Teacher Training Programs

These programs are designed to achieve the objectives of the RTE policy, which include:

- Ensuring free and compulsory education for all children aged 6-1
- Improving access and equity in education
- Enhancing quality of education

So, while RTE is a policy, its implementation involves various programs and initiatives.

PROGRAMS:

Beti Bachao Beti Padhao (BBBP): Beti Bachao Beti Padhao (BBBP) is a government initiative launched in 2015 to address declining child sex ratio and promote girls' education. It aims to prevent gender-based abortions, ensure girls' survival and protection and empower them through education, ultimately enhancing their value in society.

Sarva Shiksha Abhiyan (SSA) 2001: Sarva Shiksha Abhiyan (SSA) is a flagship program launched in 2001 to achieve the Universalization of Elementary Education (UEE) for children aged 6-14 years. It aims to provide free and compulsory education, bridging gender and social gaps, improving quality and enhancing teacher training. SSA has increased enrollment rates, improved gender parity, and constructed over 3.5 lakh schools, but still faces challenges like quality, teacher shortages and infrastructure gaps. It has been subsumed under Samagra Shiksha Abhiyan in 2018 to integrate and consolidate education schemes.

Padhe Bharat Badhe Bharat (PBBB) 2014: Padhe Bharat Badhe Bharat (PBBB) is a groundbreaking initiative launched in 2014 to revolutionize early childhood education in India. The program focuses on developing essential reading and writing skills in children aged 3-8 years, laying a strong foundation for their future academic success.

Some of the Current Educational Programs providing Employable skills

Skill India Mission:

The Skill India Mission is a pioneering initiative launched by the Government of India in 2015 to revolutionize the country's skill development landscape. Witha vision to train 400 million people by 2022, this mission aims to bridge the skill gap and make India a global workforce hub. The mission focuses on vocational training, entrepreneurship and innovation, aligning with the country's economic growth and development goals.

1) **SWAYAM:** Study Webs of Active Learning for Young Aspiring Minds -SWAYAM is a Massive Open Online Courses (MOOCs) platform launched by the Government of India in 2017, offering free online courses and resources for school education (Class 9-12), higher education (Undergraduate and Postgraduate) and skill development and vocational training. Aiming to make quality education accessible and affordable for all, SWAYAM features video lectures, interactive discussions, online assignments and quizzes, with certification upon completion, thereby democratizing education and skill development in India.

2) **Tata STRIVE**: Tata STRIVE is a skill development initiative by Tata Trusts, launched in

2015, focusing on vocational training and employment opportunities for India's youth, especially in rural areas. It provides short-term training programs in manufacturing, services, and agriculture, along with soft skills training, entrepreneurship development and placement support, aiming to enhance employability and foster a skilled workforce, thereby contributing to India's economic growth and social development.

3) **) Pradhan Mantri Kaushal Vikas Yojana (PMKVY)** : PMKVY is a flagship scheme of the Government of India, launched in 2015, aiming to empower youth with industry-relevant skills. PMKVY provides short-term training programs in various sectors, focusing on job-ready skills, entrepreneurship and placement support. With a target to train 10 million youth by 2020, PMKVY seeks to bridge the skill gap, enhance employability and promote a skilled workforce, contributing to India's economic growth and development.

4)**Deen Dayal Upadhyaya Grameen Kaushalya Yojana (DDU-GKY)** : DDU-GKY is a Government of India initiative launched in 2014, aiming to enhance employability of rural youth by providing skill training and placement support, promoting entrepreneurship and self-employment, with a focus on inclusive growth and social equity, targeting marginalized communities in rural areas, and ensuring 70% placement and post-placement support, thereby empowering rural youth and contributing to India's economic growth.

FUTURE SYSTEM OF INDIAN EDUCATION

As we enter a new era of technological advancement and societal shift, the education system is on the cusp of a profound transformation. The conventional classroom model is evolving into a more adaptive, personalized, and immersive learning environment, harnessing the power of technology, AI, and data-driven insights to put students at the forefront. This new frontier in education aims to make high-quality learning accessible to all, cultivate innovative thinking, and empower individuals with the agility and skills required to succeed in a rapidly changing world.

BENEFITS:

The future of education in India holds immense promise, offering a personalized learning experience tailored to individual needs and abilities. This will enhance employability, as skills will be aligned with industry demands, and increase accessibility, reaching remote and underprivileged areas. Technology-driven teaching methods will improve quality, while

global connectivity will facilitate collaborations and exchanges with international institutions. The focus will shift to skills like critical thinking, creativity and problem-solving, fostering an entrepreneurial mindset and inclusive education. Continuous learning will be emphasized, preparing students for a lifelong journey of professional development. Ultimately, this will contribute to India's economic growth, digital literacy and a culture of research and innovation, empowering students to succeed in an ever-evolving world.

CHALLENGES:

The future education system in India faces several challenges that need to be addressed to ensure a smooth transition to a more advanced and effective learning paradigm. One of the major challenges is the digital divide, where unequal access to technology and internet connectivity can hinder the adoption of digital learning tools. Additionally, there is a need for teacher training and up skilling to effectively integrate technology into the curriculum.

Furthermore, ensuring data privacy and security, addressing concerns around AI-driven education, and balancing technology with traditional teaching methods are also crucial. Moreover, infrastructure upgrades, equity in access to quality education and addressing the needs of diverse learners are essential challenges that need to be overcome.

Lastly, managing the transition from traditional to futuristic education systems without disrupting the existing education ecosystem is a significant challenge that requires careful planning and execution.

RESEARCH METHODOLOGY

To uncover the underlying insights, the researcher employed a robust methodology, harnessing the power of One-Way ANOVA and simple percentage analysis to distill the essence of the data. A meticulously crafted questionnaire served as the primary tool, gathering the collective voice of the public and shedding light on their perceptions. This approach helped the researcher understand the community's thoughts and feelings, making it easier to identify the main ideas and key findings of the study

PERIOD OF STUDY

A questionnaire-based study was conducted to gather primary data, with responses collected over a three-week period, from July 1st to July 20th, 2024, providing a snapshot of valuable

insights.

SAMPLING TECHNIQUE

1. **Analytical approach** : This study employed a robust analytical approach, utilizing One-Way ANOVA and simple percentage methods to uncover meaningful insights.
2. **Data collection** : 100 respondents, evenly represented by males and females, shared their perspectives through a comprehensive questionnaire.
3. **Sampling Technique :** Convenient sampling was used to select a diverse group of participants.

DATA COLLECTION

- **PRIMARY DATA**: Primary data was gathered through an engaging questionnaire-based technique, capturing firsthand insights from respondents.
- **SECONDARY DATA**: secondary data was sourced from a diverse range of reputable publications, including magazines, journals, newspapers, research articles, and books, providing a rich foundation of existing knowledge.

ANALYSIS AND INTERPRETATION

1) SIMPLE PERCENTAGE

GENDER	Frequency	Percent	Valid Percent	Cumulative Percent
Male	45.0	45.0	45.0	45.0
Female	55.0	55.0	55.0	100.0
Total	**100**	**100.0**	**100.0**	

The study's demographic landscape is comprised of a diverse pool of 100 respondents, showcasing a slight gender imbalance. A notable 55% of the respondents identify as female, bringing a unique perspective to the study, while 45% identify as male, contributing a

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valuable counterpoint. This balanced mix of voices enables a rich and nuanced exploration of the research questions at hand.

OCCUPATION OF RESPONDENTS	Frequency	Percent	Valid Percent	Cumulative Percent
Student	28	28	28	28
Business	19	19	19	47
Self employed	18	18	18	65
Salaried employee	20	20	20	85
Homemaker	15	15	15	100
Total	**100**	**100.0**	**100.0**	

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The occupational breakdown of the 100 respondents shows a diverse range of roles, with nearly a third (28%) being students, while others are engaged in business or self-employment (18%), salaried employment (15%), or full-time homemaking (15%), indicating a varied sample with different life stages, interests, and career paths.

2) ONE WAY ANNOVA

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Access to Education	20 and below	23	3.87	.815	.170	3.52	4.22	2	5
	21-30	28	4.00	1.054	.199	3.59	4.41	1	5
	31-40	33	3.97	1.075	.187	3.59	4.35	2	5
	50 and above	16	3.88	1.088	.272	3.30	4.45	2	5
	Total	**100**	**3.94**	**1.003**	**.100**	**3.74**	**4.14**	**1**	**5**
Educational resources	20 and below	23	3.87	.815	.170	3.52	4.22	2	5
	21-30	28	3.61	.875	.165	3.27	3.95	1	5
	31-40	33	3.85	.508	.088	3.67	4.03	3	5
	50 and above	16	3.44	.892	.223	2.96	3.91	1	4
	Total	**100**	**3.72**	**.766**	**.077**	**3.57**	**3.87**	**1**	**5**
Teachers' quality and availability	20 and below	23	3.39	.988	.206	2.96	3.82	1	5
21-30		28	3.57	.997	.188	3.18	3.96	1	5
31-40		33	3.52	.834	.145	3.22	3.81	2	5
	50 and above	16	3.56	1.094	.273	2.98	4.15	1	5
	Total	**100**	**3.51**	**.948**	**.095**	**3.32**	**3.70**	**1**	**5**

Technological Integration	20 and below	23	3.70	.876	.183	3.32	4.07	2	5
	21-30	28	3.68	1.056	.200	3.27	4.09	1	5
	31-40	33	3.58	.902	.157	3.26	3.90	2	5
	50 and above	16	3.31	.873	.218	2.85	3.78	1	4
	Total	**100**	**3.59**	**.933**	**.093**	**3.40**	**3.78**	**1**	**5**
Policy and Funding	20 and below	23	3.78	.850	.177	3.41	4.15	2	5
	21-30	28	3.93	.979	.185	3.55	4.31	2	5
	31-40	33	3.52	1.121	.195	3.12	3.91	1	5
	50 and above	16	3.63	.957	.239	3.11	4.14	2	5
	Total	**100**	**3.71**	**.998**	**.100**	**3.51**	**3.91**	**1**	**5**

Access to education, Educational resources, Teacher's quality and availability, Technological integration and Policy and funding are the Determinants of National Educational Policy 2020.

The ONE-WAY ANNOVA reveals that people in the age group of 21-30 strongly agree (Mean = 4.00) that access to education can help in reducing the gap between urban and rural education. People in the age group of 20 and below moderately agree that Educational resources (Mean = 3.87) and Technological integration (Mean = 3.70) can help to solve this disparity in education. Populations in the age group of 21-30 moderately agree that Teachers' quality and availability (Mean = 3.57) can reduce the rural and urban educational gap. And finally, people in the age group of 21-30 moderately agree that Policy and funding can be the reason to reduce the gap between rural and urban education.

HYPOTHESIS TESTING

DETERMINANTS OF NATIONAL EDUCATIONAL POLICY 2020 (NEP 2020)	F	Sig.
Access to Education	.100	.960
Educational resources	1.554	.206
Teachers' quality and availability	.172	.915
Technological Integration	.650	.585
Policy and Funding	.945	.422

The findings of the hypothesis report reveal a groundbreaking insight: the age of the

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population plays a pivotal role in shaping the determinants of the National Educational Policy 2020 (NEP 2020). With significance levels exceeding 0.05, the data Undoubtedly indicates that Access to Education, Educational Resources, Teacher Quality and Availability, Technological Integration, Policy and Funding are all influenced by the demographic factor of age. This compelling evidence leads to the rejection of the null hypothesis (H0) and the acceptance of the alternative hypothesis (H1), cementing the notion that age is a critical determinant of NEP 2020's effectiveness.

CONCLUSION

- ✓ This study gave us an insight of how the education system has revolutionised over generations:
  - Ancient education emphasized spiritual, moral, and vocational training through oral tradition and apprenticeships. It focused on memorization, social hierarchy, and basic literacy, with teachers like gurus, imams and philosophers guiding students.
  - The present system of education emphasizes standardized curricula, formalized schooling, and certification, focusing on academic achievement, critical thinking and technological literacy.
- ✓ This study has Detected a profound connection between age and the determinants of the National Educational Policy 2020 (NEP 2020). The findings Explicitly demonstrate that the age of the population plays a vital role in shaping the effectiveness of NEP 2020's key components, including Access to Education, Educational Resources, Teacher Quality and Availability, Technological Integration,Policy and Funding. As we strive to bridge the gap between urban and rural education, it is crucial to consider the diverse perspectives and needs of different age groups. By doing so, we can tailor our approaches to maximize the impact of NEP 2020 and create a more inclusive and equitable education system for all.

ADDITIONAL FINDINGS FROM THE QUESTIONNAIRE

- ✓ The respondents feel that strong moral ethical foundation was the major benefit which has been acquired during the ancient with a major portion accounting to 42% of the population and personalized attention was the least benefit accounting for about 13% of the respondents.
- ✓ Around 60% of the respondent think that AI will become a standard part of the education system and the remaining disagreeing to the statement.
- ✓ A majority of around 32% of the respondents have a perception that Lack of human interaction will the major drawback due to the integration of AI in education and Lack

of understanding ranks the least with around 8%of the respondents

- ✓ Considering the challenge facing the Indian education system today: Inequitable access to education and Outdated curricula has been ranked the highest with 27% of the respondents in each cases and Quality of teachers have been ranked the least with 1% of the samples collected.

SUGGESTIONS

1. Personalized Learning: Implement personalized learning approaches, leveraging technology to cater to individual students' needs, abilities and learning styles.

2. Moral and Ethical Education: Integrate moral and ethical education into the curriculum, focusing on values like empathy, integrity and social responsibility.

3. Teacher Training: Provide regular training and upskilling opportunities for teachers to enhance their subject matter expertise and teaching methodologies.

4. Inclusive Education: Ensure equitable access to education for all, regardless of socio-economic background, gender or geographical location.

5. Curriculum Revamp: Update curricula to make them relevant, industry-aligned, and focused on developing critical thinking, creativity and problem-solving skills.

6. Technology Integration: Seamlessly integrate technology into education, using AI, digital resources and online platforms to enhance learning outcomes.

7. Skill Development: Emphasize vocational training, skill development and entrepreneurship education to prepare students for the modern workforce.

8. Community Engagement: Foster partnerships between educational institutions, industry and the community to provide experiential learning opportunities and promote social responsibility.

9. Accessibility and Infrastructure: Invest in developing infrastructure, ensuring accessibility and providing resources to bridge the urban-rural divide in education.

10. Continuous Evaluation: Regularly assess and evaluate the education system, incorporating feedback from stakeholders to drive improvements and innovation.

By implementing these suggestions, India can revamp its education system, making it more inclusive, effective and aligned with the needs of the 21st century.

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