POST SCRIPT

7.1 RATIONALE OF THE STUDY

Every country has its own educational history. The country India is not exception in this regard. From the simple beginning of poetic flights of the Vedic age there has been an uninterrupted succession of teachers and scholar. The laws of Manu and other Dharma Shastras record regulations of studies. Famous seats of learning were Taxila and Ujjain in the early century of the Christian era, Ayodhya, Nalanda and Pataliputra during the Gupta period and Benaras, Sringeri and Nadia later on. After the Muslim conquest, many emperors, particularly Akbar, were interested in patronizing of their subjects.

The clause of 43 of the Charter Act of 1813, read as under, “it shall be lawful for the Governor General in council to direct that out of any surplus which may remain of the rents, revenues and profits arising from the said territorial acquisition..., a sum of not less than one lac of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of knowledge of the science among the inhabitance of the British territories of India”.

The Government of India have initiated Lots of efforts to develop a modern system of education in India prior and after Indian Independence

The latest commission is the National Knowledge Commission (NKC) 2006-09, which is popularly called Sir Sam Pitroda Commission. The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, was set up with the objective of transforming India into a knowledge society. In its endeavor to transform the knowledge landscape of the country, the NKC had reportedly submitted around 300 recommendations on 27 focus areas during its three and a half year term. While the term of the NKC had come to an end, the implementation of NKC’s
recommendations is currently underway at the Central and State levels. The report with so many recommendations itself speaks volumes about the need for revamping the entire education system in India. The Report of NKC read with the latest Yashpal Committee Report is likely to renovate, revamp and rejuvenate the existing system. A National Commission for Higher Education and Research is expected to subsume as many as 13 existing professional councils and regulatory agencies including the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE).

The Government of India has constituted a good number of committees, commissions, policies and initiatives have been taken up by the government before and after independence to promote and develop the whole educational scenario of the country. But very few Education Commissions and Committees are successful in the implementation of the recommendations given by those Commissions and Committees. It is worthwhile mention here is that around 100 commissions and committees regarding education have been formed in the country after independence; but still education system in our country is not comparable to any other developed country of the world. Especially the condition of school education is very wretched in the country.

It is also revealed that the majority of the research studies in the field of school education have been attempted to study about the historical development of primary education and secondary education before and after independence in different states of the country. Again it is found by the
researcher that few of the study have attempted to study the various problems found in primary and secondary education such as- wastage and stagnation problem, then role of different organization or body in the development of primary and secondary education such as contribution of missionaries in the development of education, besides these it is again found that few studies have attempted to find out different stages of development of primary and secondary in different states in particular and India as a whole. For example- growth and development of the primary education in Punjab from 1947 to 1987, Bimlesh (1987), progress in education in Assam 1882 to 1937 by Devi, R. (1972) etc. From these study the researcher could learn about the overview of the historical development of education in India, and could get some inspirations to conduct the present study in particular.

The research reports also revealed that lots of research studies had been carried out in the field of education especially on the history of education more specifically the system of education in India since Independence. But it is a matter of regret that hardly any study has been taken up to examine the success and failure of the recommendations and its implementations in education which persuaded the present researcher to raise the following issue such as- what are the significant contribution of recommendations made by the various commissions and committees on education? How far those recommendations were taken into consideration? What are the socio economic and political conditions for making such
recommendation? Why India is still facing the challenges for developing its own education?

To find out the answer of these questions the present study an entitled, “A Study of Educational Policy in India since Independence with Special Reference to School Education” is designed with the following objectives-

7.2 OBJECTIVES OF THE STUDY

1. To study the causes of constituting various Commissions and Committees of school education since independence in India
2. To examine the implementation of various recommendations of the Commissions and Committees with regard to school education in India
3. To study the impact of various Commissions and Committees with regard to school education in India

7.3 OPERATIONAL DEFINITION

School Education refers to the schooling begin at the age of 5+ year and continue up to 16 year of the children i.e. from the class I to class X. In the British period school education was considered from primary education to secondary education. Again sometime, intermediate stages i.e. class XI-XII or higher secondary level also considered under school education.

7.4 DELIMITATION OF THE STUDY
1) The study is delimited mainly on the causes, recommendations and implementations with regard to school education. The emphasis will be given to the recommendation of the commissions and committees since independence.

2) The study is delimited mainly on the school education in India since independence.

7.5 METHODOLOGY OF THE STUDY

As the present study is historical based documentary analytical study, so the researcher has designed the study in the following ways-

In the present study the researcher has consulted with both the primary and secondary sources of data for the purpose of the research. Regarding primary sources of data the researcher has consulted with the various documents concerned with the history of education of India.

7.6 EXPLORATION OF DOCUMENTS

To drive the study in its proper direction to reach the objectives, the following documents had been explored in addition the research literatures, to acquire data. While some of these reports covered entire system of education, some others focused on its selected sectors or levels. Similarly, the Government of independent India, in pursuance of the constitutional mandate, has also initiated several measures for social and economic reconstruction of the country. As a result, measures for educational reconstruction had inevitably followed. Various commissions and committees
were appointed at different times to survey, study, review and recommend improvements in the existing system, policies and programmes of education. Reserving the net effect of all these for later sections of this paper, it is appropriate here to recall the chronology of some landmark commissions, committees, policies, programmes and frameworks.

- University Education Commission (1948-49) popularly called Dr. Radhakrishnan Commission
- Secondary Education Commission (1952-53) popularly called Dr. Mudaliar Commission
- National Committee on Women’s Education (1958) -- Shrimati Durgabai Deshmukh Committee
- Committee on Emotional Integration (1961) -- Dr. Sampurnanand Committee
- Committee on Plan Projects: Study Team for Selected Educational Schemes (1961) – Shri B. N. Jha Committee
- Education Commission (1964-66), popularly called Dr. D. S. Kothari Commission
- Committee of Members of Parliament on Education (1967)
- National Policy on Education (1968)
- Review Committee on the Curriculum for Ten-Year School (1977) – Shri Ishwarbhai Patel Committee
- Draft National Policy on Education (1979)
- National Curriculum for Primary and Secondary Education: A Framework (1985)
Again, regarding the secondary sources of data the researcher has consulted different books regarding the history of Indian Education. Beside this the researcher has consulted with different encyclopedia, journal and magazine’s article related to the topic concerned. Secondary sources constitute second hand information, such as referee books (encyclopedias, for example) or reports by relatives of actual participants or observers.

7.7 MAJOR FINDINGS OF THE STUDY
After analyzing the relevant data and information required for the present study in the chapter No-V the researcher has find out the following major findings of the study. Major findings of the study are-

7.8 CAUSES OF CONSTITUTING VARIOUS COMMISSIONS AND COMMITTEES FOR SCHOOL EDUCATION

1. After independence Government of India constituted the Indian constitution as the mirror of the nation. Some of the Article and provisions are specially made for education such as- Article 28, 29, 30, 45, 46 337, 350A, 350B, 351 etc.

2. In order to give concrete shape to the directives of the constitution, the national Government put into operation four five year plans so far. These plans aimed at speeding up the economic, social, educational and cultural growth of the country through a planned management of its human and material resources.

3. The Central Advisory Board of Education at their 14th meeting held in January, 1948, considered the question of secondary education in the country. In view of its importance in the educational system in the country the Board resolved that a Commission be appointed by the Government of India.

4. In pursuance of the recommendations of the Central Advisory Board of Education and also of the Inter-University Board, the Government of India appointed a University Education Commission in 1948 under the Chairmanship of Dr. S. Radhakrishnan.
5. In 1948 at the 18th meeting of the Central Advisory Board of Education, the Government of Bihar raised the question of relationships between the State Governments and local bodies in respect of administration of elementary education. The Ministry of Education, therefore, appointed this committee in 1951. This committee was mainly constituted to examine, in detail, the present set up of local administration of education (primary and secondary level) in the different states, the experiments carried out in some of the states in the assumption of more powers by the state government in this regard and to recommend a more or less uniform pattern which may, with a few variations, be adopted in all the states of India.

6. The Government of India set up the Secondary Education Commission in September, 1952, under the chairmanship of Dr. A. Mudaliar, Vice-Chancellor, Madras University. The Secondary Education Commission appointed by the Government of India in terms of their Resolution No. F. 9-5/52-B-1, dated 23rd September 1952, with the following objectives-

(a) To enquire into and report on the present position of Secondary Education in India in all its aspects; an

(b) Suggest measures for its reorganization and improvement with particular reference to (i) The aims, organization and content of Secondary Education; (ii) Its relationship to Primary, Basic and Higher Education;
(iii) The inter-relation of secondary schools of different types; and

(iv) Other allied problems:

7. The National Committee on Women’s Education was accordingly set up by the Government of India in the Ministry of Education under Government resolution No. F.34-12/57-B.5 of 19th May, 1958. The terms of reference of the Committee are as follows:

(i) to suggest special measures to make up the leeway in women’s education at the primary and secondary levels.

(ii) to examine the problem of wastage in girls’ education at these levels;

   (i) To examine the problem of adult women who have relapsed into illiteracy or have received inadequate education and who need continuation education so as to enable them to earn a living and participate in projects of national reconstruction;

   (ii) To survey the nature and extent of material and other facilities offered by voluntary welfare organizations for the education of such women and to recommend steps necessary to enable them to offer larger educational facilities to them; and

   (iii) To examine the possibilities and methods of encouraging a larger number of women to go into vocational trades by providing suitable vocational training as a part of formal education or through special courses designed for adult women.

8. The Central Advisory Board of Education appointed a special Indian Policies Overview on Values Education ‘Committee on Religious and
Moral Instruction’ in 1959 called the ‘Sri Prakasa Committee’ to study the question of such instruction in educational institutions. The Committee upheld that instruction on ‘moral and spiritual values’ in educational institutions is desirable, and specific provision for doing so is feasible with certain limitations.

9. To consider how the fissiparous tendencies manifesting themselves in the country can be counteracted, the Ministry of Education constituted a committee in May, 1961, under the chairmanship of Dr. Sampurnanand to examine the role of education in promoting emotional integration in national life and to suggest suitable programmes in this regard.

10. Committee on Plan Projects: Study Team for Selected Educational Schemes (1961) – Shri B. N. Jha Committee was constituted to examine the aims and objectives of the Institutes established in the Second Plan (a) To see how far the objectives have been fulfilled; (b) To study the importance of the Institutes in relation to the requirements of trained personnel in rural areas and in other sectors of economy; and (c) To make recommendations for improvement as may be relevant to the success of the programmes.

11. The Education Commission of 1964-66 was appointed by a resolution of the government India dated 14th July 1964. The commission was to advise the government on the National pattern of education and the general principles and policies for the development of education at all stages and in all aspects. The commission was
appointed to bring home to the people that they should also have a share in the reconstruction of the country through education, the government of course shouldering the main responsibility. Moreover, there is an explosion of knowledge, particularly in science and technology. The appointment of a commission was consequently felt to meet this challenge.

12. The Committee of Members of Parliament on Education was constituted by the Government of India on 5th April, 1967, with the following objectives: (1) To consider the Report of the Education Commission; (2) To prepare the draft of a Statement on the National Policy on Education for the consideration of the government of India; and (3) To identify a programme for immediate action.

13. The National Policy of Education 1968 is based on the recommendations of the Commission of 1964-66. The Commission recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the state Governments and the local authorities in preparing and implementing educational plans. The government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development. The policy called for fulfilling compulsory education for all children up to the age of 14, as
stipulated by the Constitution of India, and the better training and qualification of teachers.

14. The Review Committee on the Curriculum for the Ten Year School was appointed by Government of India, under the Chairmanship of Shri I.J. Patel. The Committee was appointed to develop a new scheme in view of the new dimension of work based education in relation to national development, to review stage wise and subject wise objectives identified in National Council of Educational Research and Training document "The Curriculum for the Ten Year School", to scrutinize National Council of Educational Research and Training syllabus and text books, review the present scheme of studies and the time allocated for various subjects.

15. The Ministry of Education and Social Welfare (Department of Education) set up, in consultation with the Planning Commission a working group on Vocationalisation of Education under the Chairmanship of Shri P. Sabanayagam in 1977. The terms of reference of the committee were to review the developments in the field, formulate concrete proposals indicating financial implications and structural arrangements and to apportion areas of responsibility among the centre, States and voluntary agencies.

16. In 1979 the Draft Policy on Education were prepared to modify and design the curriculum for teacher education at Primary and Secondary level, because in this stage of education the teacher needs to pay more attention to the students. The curriculum of teacher education
at the elementary and secondary stages will be suitably changed in order to enable teachers to play their proper role in reforming education.

17. New policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.

18. The scheme of Operation Blackboard was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country.

19. The Government of Rajasthan initiated two ambitious and innovative education programmes—the ShikshaKarmi Project (SKP) in 1987 and The LokJumbish project (LJP) in 1992. These projects have developed novel responses to deep-rooted problems of education and have transformed the delivery of education in the state.

20. The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make
recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE.

21. To evaluate the effectiveness of the New Education Policy 1986, a committee was appointed by the Govt of India in 1990. A review of NPE, 1986 was conducted during 1990 – 1992. The programme of Action, 1992 stressed the need of development of education in backward districts. Accordingly, the Government of India formulated the “District Primary Education Programe” (DPEP) scheme in 1993. In December 1993 the Cabinet accorded its approval for the scheme in principle: in January 1994 the full Planning Commission approved DPEP as a centrally sponsored scheme. DPEP is an effort to decentralize educational planning at the district level. It is planned in such a way that it suits the educational needs and demands of the district concerned.

22. The LokJumbish (People’s Movement) programme is a joint initiative developed by the Government of Rajasthan in cooperation with local NGOs. The programme, which has been underway since 1992, is functioning in 13 districts of Rajasthan. It aims at providing
elementary education by mobilizing the community and soliciting its involvement in the running of local schools. LokJumbish (LJ) – Education for All - is a movement started in 1989 aimed at ensuring education for all in the Indian state of Rajasthan through mobilization of the community.

23. The Mahila Samakhya (MS) programme was launched by the Government of India to enhance the female participation in education especially in the backward areas in each and every districts of the country. The scheme would be applicable only in those identified Educationally Backward Blocks (EBBs) where, as per census data of 2001, the rural female literacy is below the national average and gender gap in literacy is more than the national average.

24. As a follow up to the NPE, a number of programmes were initiated in India with a view to achieving UEE. These efforts were intensified in the 1980s and 1990s through several interventions such as Operation Blackboard (OBB), the ShikshaKarmi Project (SKP), the Andhra Pradesh Primary Education Project (APPEP), the Bihar Education Project (BEP), the UP Basic Education Project (UPBEP), MahilaSamakhya (MS), the LokJumbish Project (LJP), and Teacher Education, which put in place a decentralized system of teacher support through District Institutes of Education and Training (DIETs) and the District Primary Education Programme (DPEP). The latest is the SSA, a centrally-sponsored scheme implemented in partnership with state governments for the UEE across the country.
25. The National Programme for Education of Girls at Elementary Level (NPEGEL), is a focused intervention of Government of India, to reach the “Hardest to Reach” girls, especially those not in school. Launched in July 2003, it is an important component of SSA, which provides additional support for enhancing girl’s education over and above the investments for girl’s education through normal SSA interventions.

26. The milestone step has been taken up by the government of India in the field of education i.e. Right to Education Act, 2009. The RTE has been introduced to directly counter the problems of illiteracy, poor quality infrastructure and learning level in the elementary education sector.

27. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) 2009 is a Programme of the Government of India, implemented in partnership with the State Governments with the main objective to make secondary education a good quality available, accessible and affordable to all young persons. The scheme seeks to enhance enrolment in classes IX and X by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by ensuring all secondary schools conform to prescribed/ standard norms, to remove gender, socio-economic and disability barriers and to achieve universal access to secondary level education by 2017, i.e. by the end of the 12th Five Year Plan.

28. The Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS) has been launched from the year 2009-10. This Scheme
replaces the earlier scheme of Integrated Education for Disabled Children (IEDC) and would provide assistance for the inclusive education of the disabled children in classes IX-XII. The main aim of the programme is to enable all students with disabilities, after completing eight years of elementary schooling, to pursue further four years of secondary schooling in an inclusive and enabling environment.

7.9 IMPLEMENTATION OF RECOMMENDATIONS OF VARIOUS COMMISSIONS AND COMMITTEES WITH REGARDS TO SCHOOL EDUCATION IN INDIA

29. Tara Chand Committee (1948) recommended secondary schools should be multilateral and the teaching of Hindi and English should be compulsory at the secondary stage. It gave emphasis on the pay and condition of service of teachers. The recommendations of the committee were not completely implemented.

30. University Education Commission (1948-49) considered that the secondary education was really the weakest link in our educational machinery and thus needed urgent reform. It gave importance on the establishment of well-equipped and well-staffed intermediate colleges in each province. It emphasized that admission to the university should be after intermediate examination, not matriculation. But the recommendations of the commission were not sincerely implemented.
31. The Secondary Education Commission 1952-53 recommended various bold and far-sighted measures like establishment of multipurpose schools, improvement of teaching and school libraries. Training of teachers, introduction of crafts in middle schools and conversion of high schools into higher secondary schools by increasing the duration of secondary stage by one year to give a new orientation to secondary education as a whole. As a result of these recommendations, the secondary education in various states began to take a new shape. The Chairman of the Central Advisory Board of Education appointed a Special Implementation Committee in 1953 to carry on the various schemes that were started with the help of the Central Government. The Government of India had accepted most of the recommendations of the Mudaliar Commission. It has now decided to do away with the diverse patterns of education in India and establish a uniform structure for the whole country. It has been pointed out that the recommendations of the previous Commissions have not been given effect to largely because the necessary financial resources could not be made available either by the state or by the Centre. It is an irony of fate that the recommendations of this Commission also met the same fate. The Secondary Education Commission did not give sufficient thought to the financial aspect of the various reforms.

32. The statement on the National Policy on Education issued in 1968 is described by Naik as “far from satisfactory, mainly because of the
political and economic circumstances of the period and the violent eruption of the language controversy. “it should not be forgotten”, he states, “that it was finalized by a weak Central Government, which was more anxious to avoid controversies than to bring about radical educational changes”. As it has stated above that the Education Commission had covered every aspect of education in its recommendations. But, all the recommendations were not implemented properly because of certain reasons. It is worthwhile to mention here is that the Commission itself was not against a selective implementation. Of course the main issue was, not the principle of selective approach which had became inevitable, but the specific recommendations to be selected because, depending on the nature of this selection, the whole objective of the commission would be gained or destroyed. But a selection approach was come from different circumstances. Though the Education Commission had recommended a good number of suggestions for the developments of education all most in all levels, but these recommendations were least implemented directly in our country. Basically, the Education Commission (1964-66) was appointed to advise Government on “the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." The Report of the Education Commission has since been widely discussed and commented upon. Government is happy to note
that a consensus on the National Policy on Education (1968) has emerged in the course of these discussions.

33. The report of the Indian Education Commission, 1966 was a holistic appraisal of the total educational spectrum of India. The radical reforms recommended by it to put back the system on the rails of democracy and economic development were not implemented with the seriousness that they deserved. The National Policy on Education of 1968 practically endorsed its recommendations in their totality. The analysis of developments over the last two decades makes it clear that desired improvements have not materialised because neither the resources nor the measures for restructuring were commensurate with the imaginative and purposeful thrust of the educational policy adopted in 1968.

34. The period of about twelve years (1966-78) forms a distinct epoch on our educational history. In 1966, the education Commission submitted its report. This was discussed for about two years and the National Policy on Education was issued in 1968. Both, the report of the Commission and the National Policy on Education, were taken as the basis of educational development in the fourth and fifth year Plans. All the Education Ministers of this period (Professor V.K.R.V. Rao, Shri S.S. Ray and Professor S. Narul Hasan) declared that they would strive to implement the report of the Education Commission and National Policy on Education, although they did have personal reservations on some issues. The Janata Government which came to
power in 1977 declared however that it would like to revise the National Policy on Education (1968) and make all such changes as may be deemed necessary. It did not appoint another Commission; but it did review programmes in classes’ I-X through the Ishwarbhai Patel Committee. The revised statement on the National Policy which the Janata Government had promised to the people has also been released in 1979. There is thus ample evidence to show that the era of the Education Commission which began in 1966 is now over and that the education of the country enters a different phase of development with the statement on National Policy on Education 1979.

35. Looking back at the hectic discussions that took place over the report of the Education Commission during 1966 and 1968 and also at the various others decisions that have since been taken while formulating and implementing educational Plans during the periods, it is found that following recommendations of Commissions were implemented and attracted wide attention from the nation. These are-

- National system of education
- Relating education to the past and future
- Medium of instruction at the university stage
• Non-formal education

• Education for the people

• Pattern of school and college classes

• Teacher’s salaries

• The common school system

36. The National Policy of Education (1986) recommended the pace-setting residential and free of change schools. Again, the National Educational Policy of 1986 gave its official stamp of sanction to the policy initiated in 1979. As a result of this, the 10 + 2 + 3 system has been accepted in all parts of the country. Sufficient emphasis has been laid on vocationalisation at the higher secondary stage. A large number of vocational courses have been suggested. Again, New educational Policy stressed on establishing ‘Novodaya School’ on the kinds of ‘Public School’ in rural areas. The new policy fails to take account of the baffling magnitude of the problem of education in achieving the cherished goal. The question of arranging adequate finances remains unanswered. The policy of establishing pace setting school in every district has been criticized. Since the adoption of the 1968 policy on Education, there had been considerable expansion in educational facilities all over the country at all levels. However, the general formulation incorporated in the 1968 policy did not get translated into detailed study of implementation. As result problems
of access, quality, quantity, utility and financial outlay, accumulated over the years, assumed such massive proportions that they must be tackled with the utmost urgency. Accordingly, Shri Rajiv Gandhi, the then Prime Minister, announced in January 1985, that a New Education Policy would be formulated in the country. A status paper, ‘Challenge of Education – A policy perspective’ was issued by the Ministry of Education, Government of India in which comprehensive appraisal of the existing system of education was made. There was a country wide debate on educational reforms in the country. Finally the New National Policy on Education, 1986 was approved by the parliament in May 1986.

37. All the centrally sponsored scheme for school education such as SSA, DPEP, KBV, NV, Right to Education Act, RMSA etc. have been implemented and running in different states and districts of the country.

7.10 IMPACT OF VARIOUS COMMISSIONS AND COMMITTEES WITH REGARD TO SCHOOL EDUCATION IN INDIA

38. In January 1950, the country adopted a constitution which lay down, among other things, the divisions of responsibilities and duties relating to Education between the centre and the states, ours being a quasi federal constitution. The seventh and eight schedules are of special importance to us. The seventh schedule lists out the division of responsibilities in all matters including ‘Education’. The eighth
schedule lists out the languages recognized by the constitution. Education is now in the concurrent list. It was originally a state subject (entry 11 of list II in the list of state functions). With the 42nd constitutional amendment act of 1976, this entry in list II was deleted and ‘Education’ was placed in the concurrent list as entry 25.

39. Though the University Education Commission was constituted in 1948 and which had recommended few suggestions for the development of school education also; but these were not implemented properly. So it is observed that the suggestions of this commission had no any impact on school education so far. Here after the Central government and state governments have been endeavouring to give a concrete shape to various programmes under the Five Year Plans.

40. After independence The first four years of independence witnessed great educational expansion on a year to year budgetary planning till the birth of the National Planning Commission in 1951, the year of launching the First Five Year Plans that form the content of this Section provide a graphic description of the successive educational programmes planned during 1951-56, 1956-61 and 1969-74. In the years from 1966 to 1969 the general economic conditions in the country were very difficult. The country had to divert her energies to fight drought and near famine and their aftermath.

41. The achievements of the three Five Year Plans and three annual Plans in the field of education have been very significant. There has
been expansion at all level of education. The enrolment in classes’ I-V increased from 19.1 million in 1950-51 to 55.5 million in 1968-69; in classes VI-VIII from 3.1 to 12.3 million; in classes IX-XI from 1.2 million to 6.6 million. The total educational expenditure from all sources is estimated to have increased from Rs. 1,144 million in 1950-51 to Rs. 8,500 million in 1968-69. During these years, many educational problems were overcome.

42. Since 1947, Education Department in the Centre has developed into a full fledged Ministry under the central Government. The education at the state level is primarily the responsibility of the state Governments, the Union Government is concerned only with the co-ordination and determination of academic standards in respect of higher education, research and scientific and technical education.

43. The number of institutions since 1950-51 has increased from 2.31 lakhs to 5.72 lakhs in 1973-74. Their number grew up to 6.07 lakhs in 1976-77. Similarly, the number of student at every level is surging forward. From about 2.4 corers in 1950-51 their number swelled up to 8.8 corers in 1973-74 and 9.86 corers in 1976-77. It may further rise up to 11.41 corers at the end of 1978-79. There has been an increase in governmental spending on education from mere Rs. 71 corers in 1950-51 to 1311 corers in 1973-74. Since then the expenditure is constantly on increase. As regards the progress of secondary education during the periods; it is found that the number of schools has increased from 7,288 in 1950-51 to 44,579 in 1977-78.
Similarly, the number of students and teachers has increased from 12.2 lakhs and 1.27 lakhs to 8.75 million and 7.95 lakhs respectively.

44. The period of twelve years between 1965-66 and 1977-78 falls naturally within three sub-periods: (i) the three annual plans years (1966-68); (ii) the fourth Five Year Plan (1969-74); and (iii) the truncated fifth Plan which consisted of four years only (1974-78). As compared with the earlier period of fifteen years (1950-51 to 1965-66) or first three five year plans, the post commission period of twelve years (1965-66 to 1977-78) shows several interesting variations and common features such as:

a) Expansion of educational feature of the first three plans. It also continued to be the dominating feature of the post commission period in spite of its plea for according higher priority to programmes of transformation and qualitative improvement.

b) The development of secondary education and university education was accorded high priority in the educational development in the first three years plans. This priority continued to dominate the scene even in the post commission period, in spite of the lip-service paid to mass education.

c) The goal of universalizing elementary education for children in the age group 6-14 is being pursued since 1950-51. As may be readily seen, the progress was comparatively easy in the first three plans when we were working at lower levels of enrolment and costs were comparatively low. In the post commission period, the
problem has become more difficult because of raising cost and because we are working at higher levels of enrolments where further progress becomes exponentially difficult.

d) The tensions within the education system remained under reasonable control in the first two plans (1950-51 to 1961-62). But since the third plan, they have come to the surface and have assumed an increasingly acute form which has led, during the past seventeen years, to continued disturbances in the system, especially at the university stage. This has made the task of educational reconstruction more difficult and complicated.

45. The impact of the Education Commission may be observed from the growth and development of primary education institutions, middle schools and the enrolments in various classes. In 1950-51 the number of primary schools was 209,671 and middle schools were 13,596; whereas in 1977-78 this number became 462,567 at primary level and 110,036 at middle school level. Again the enrollment in the classes I-V during 1950-51 was 13.77, millions (boys) 5.39, (girls) and 19.16 (Total). But in 1977-78 this number became 40.54 million (boys), 24.52 millions (girls) and 65.06 (total).

46. The NPE was adopted by parliament in 1966 and its implementation commenced soon thereafter. Universalisation of elementary education is a constitutional mandate. Article 45 of the constitution stipulates, as a directive principle of state policy, that ‘the state shall endeavor to provide within a period of ten years from the commencement of this
constitution for free and compulsory education for all children until they complete the age of 14 years.’ Indeed, over the years, the center and states have made considerable investment in promoting elementary education. Facilities in elementary education have grown from about 2.34 lakh to 7.05 lakh schools, enrollment from 22.28 million to 132.4 million children and outreach of primary education facilities to over 94% of the rural population within 1 kilometers walking distances of their houses. Over the last five years in pursuant of the NPE, effort has been made to focus attention on the quality of education being provided by this vast and possibly the largest, educational network of the world. Several schemes have been launched to improve retentions and reduced disparities; provide basic minimum facilities to schools; open non-formal education centre for part-time education of school dropout and working children; improve teacher training facilities and teacher effectiveness; lay down minimum levels of learning (MLLs); decentralize educational management and involve the community in the running of schools. Most of the schemes are ambitious in target and scope, and require sustain efforts and considerable resources support to make an impact.

47. In the period 1987-88 to 1990-91, the scheme of operation blackboard was implemented in 69% of the blocks in the country comprising 64% primary schools. An assistance of rupees 523.41 crore was released by the Department of Education. Of this Rupees
150.09 corer was released in 1990-91. There was a provision of Rs 100 corer for Operation Blackboard during 1991-92. The scheme would continue during the 8th Plan till completion. In order to move towards a position where every class has a class room and a teacher, it has been proposed to expand Operation Blackboard during the 8th Plan to provide a third teacher and a third class room to every primary school where enrolment warrants it.

48. In pursuance of para 4.2 of the NPE, Mahila Samakhya was launched in April, 1989. This programme seeks to mobilize rural women for education through Mahila Sanghas in each of the villages concerned. Essentially, the programme resolves around Mahila Sangha where women are mobilize around issues like access to health, education, water, information about development programmes, general information about their immediate environment, and above all, issues related to their personality and self image in society. Mahila Samakhya is currently operational in 1500 villages in ten districts. It is propose to expand the programme to 20 districts in the three states and three districts of Andhra Pradesh in a phase manner in 8th Plan period.

49. Since the formulation of the NPE (1992), following major programmes have been initiative for achieving the objectives of universalisation of primary education and lot of changes have been taken place due to these scheme in the field of school education. The schemes are-
• District Primary Education Programme (DPEP)
• Sarva Shiksha Abhiyan (SSA)
• National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid Day Meals
• National Programme of Education of Girls at Elementary Stage scheme (NPEGL)
• Kastura Gandhi BalikaVidyalaya Scheme
• Prathamik Shiksha Kosh

50. The District Primary Education Programme (DPEP) launched in 1993 is a Centrally Sponsored Scheme for holistic development of primary education covering I to V. To implement this programme the district of the state had been selected on the basis of following criteria-

• Educationally backward districts with female literacy below the national average, and

• Districts where Total Literacy Campaigns (TLC) has been successfully leading to enhanced demand for elementary education. Initially the programme covered the 9 states covering 129 districts. DPEP at its peak was operational in 273 districts in states. However, with the progressive closure of different phases of the programme, it now exists in 129 districts only.
51. Implementation of SSA in the first two years of the Tenth Plan has seen significant developments in the field of education sector. There has been a particular emphasis in these two years to ensure that all out of school children are brought to school through multi-pronged strategies. The focus has been on improving the existing infrastructure of regular schools as well as on alternate strategies for mainstreaming children who are left out of the schooling process due to a number of reasons. Towards the objective of improving the infrastructure, arrangements have been made to open more than 80,000 new schools and appointing around 4.5 lakh teachers in the last two years. Further, physical infrastructure has been sought to be improved through provision of more than 1 lakh additional classrooms, around 60,000 school buildings, 1 lakh toilets and 75,000 drinking water facilities. With the objective of improving the quality of teaching and classroom atmosphere, grants are given to all teachers for developing teaching learning materials, 20 day training is expected to be given to all teachers and free textbooks distributed to all girls and children belonging to scheduled castes and scheduled tribes. As a result of all these interventions, the number of out of school children has come down from 3.5 crores in 2001 to 2.3 crore in the beginning of 2003-04.

52. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a Programme of the Government of India, implemented in partnership with the State Governments with the main objective to make secondary education a
good quality available, accessible and affordable to all young persons. The scheme seeks to enhance enrolment in classes IX and X by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by ensuring all secondary schools conform to prescribed/standard norms, to remove gender, socio-economic and disability barriers and to achieve universal access to secondary level education by 2017, i.e. by the end of the 12th Five Year Plan. RMSA was launched in 2009, funded through national resources (central government + state government) and now has tied up for external funding by Development Partners (DP) – World Bank’s International Development Association (IDA), United Kingdom’s – Department of International Development (DFID) and European Union (EU). As part of the agreement for external aid from the DPs which came into effect in November, 2012, the Joint Review Mission (JRM) is to be conducted every six months in the months of January and July each year. The January Mission undertakes States visits, while the July mission is a desk review. The field visits to the selected States/UTs implementing RMSA will be by a Joint team of nominees of both the GoI and the DPs, after which there will be discussions on the findings of the State visits followed by report writing and wrap up in which the Education Secretaries/SPDs of the States will also be participating.

53. One of the most crucial aspects of the RTE is a strong monitoring system. The central government has — via notification dated 29
March 2010 — constituted the National Advisory Council (NAC) under the RTE Act, 2009 (PIB 2010). The RTE Act provides for mechanisms for monitoring its implementation, including the following. (a) The National Commission for Protection of Child Rights (NCPCR) and the State Commissions for Protection of Child Rights (SCPCRs) have been empowered to protect and monitor the rights of children under the Act; (b) in States where the SCPCR is not constituted, the state government may constitute an authority to perform the functions of the SCPCR under the Act; (c) any person with any grievance relating to right of the child under the Act can make a written complaint to the local authority, which shall decide the matter within a period of three months; and (d) the School Management Committee (SMC) constituted under the Act is empowered to monitor the working of the school. As per the RTE Act, 2009, every school other than an unaided private school shall constitute an SMC, which will perform various functions including preparation of the school development plan. At least three-fourths of the members of SMCs shall be parents or guardians, with a proportionate representation of parents and guardians of children belonging to disadvantaged groups and weaker sections, and 50 per cent of the members shall be women. From the above it is revealed that RTE Act has been launched very recently in the country wide; hence its impact may be observed.

7.11 CONCLUSION
Hence, it is revealed that the Government of India has constituted a good number of committees, commissions, policies and initiatives have been taken up by the government before and after independence to promote and develop the whole educational scenario of the country. But very few Education Commissions and Committees are successful in the implementation of the recommendations given by those Commissions and Committees. It is worthwhile mention here is that around 100 commissions and committees regarding education have been formed in the country after independence; but still education system in our country is not comparable to any other developed country of the world. Especially the condition of school education is very wretched in the country.

It is also revealed that the majority of the research studies in the field of school education have been attempted to study about the historical development of primary education and secondary education before and after independence in different states of the country. Again it is found by the researcher that few of the study have attempted to study the various problems found in primary and secondary education such as wastage and stagnation problem, then role of different organization or body in the development of primary and secondary education such as contribution of missionaries in the development of education, besides these it is again found that few studies have attempted to find out different stages of development of primary and secondary in different states in particular and India as a whole.
Out of all the above discussed commissions and committees there are few of them are successful in the field of education in India. As a result of these the present structures of education have been continuing from the long time. In this regard few of the successful commissions and committee’s name may be mentioned in school education, such as- Modalier Commission, Kothari Commission, National Education Policy 1968, National Education Policy 1986, NPE revised 1992 and various schemes under central government may be mentioned. Such as-SAA 2001, RTE 2009, RMSA, Kasturba Gandhi Valika Vidyalaya, Navodaya Vidyalaya, Central School, SKP, LJ and other such schemes.

Hence, it may be concluded that programme and policy developing should not be the government job, rather how these can be implemented appropriately that should be keep in mind by everybody. Success of any programme is depending on the successful implementation the programme.

7.12 SUGGESTIONS FOR FURTHER RESEARCH

Due to certain limitations of the present investigation, the obtained results might not fully explain all the areas Indian education in general and school education in particular. Some further researches were therefore, necessary which could be generalized over all the programmes initiated by the Government of India. Hence, some valuable recommendations for the further researches were recommended for
future researchers in this field. Some of them were appended below for the further studies.

(i) Researches may be conducted only on Primary education and Secondary education separately to prepare a clear sketch on it.

(ii) Researches may also be conducted on Higher Education aspects.

(iii) Researches may be conducted on the Five Year Plans and its impact on education in all levels, such as pre-primary, primary, secondary, Higher Education, Teacher Education, Woman Education, Adult Education, Population Education, Non-Formal Education etc.

(iv) Researches may also be conducted on the financial aspects of education in India taking all the levels of Education.