CHAPTER-2

THEORITICAL FRAMEWORK OF THE STUDY

2.1 INTRODUCTION

‘The present is embedded in the past’ is a well worn truism. The glory of ancient India, while illuminating the present, makes her future fascinating. The unique feature of ancient India was that the formulation of her civilization was influenced, not so much by political, economic or social factors as by spiritualism. The present education system of India took present shape under several facts and revolutions. If we go to the past history of India then we find that the present education system of India has a developmental history in its own. The past educational history can be categorized under two broad periods. They are- i) Ancient period and the/ Pre-modern period ii) Modern period. The ancient period of education again can be categorized in the following ways

2.2 ANCIENT PERIOD OF EDUCATION / PRE-MODERN PERIOD

i) Vedic period

ii) Buddhistic Period

iii) Muslim period

2.3 EDUCATION IN PRE-MODERN PERIOD
2.4 VEDIC PERIOD

The sources for the information about the Vedic system of education were the Vedas, Vedangas, Upanisads, Brahmans, the systems of philosophy, the Gita and the Sruties. In Vedic period, peoples stayed in the Guru Griha till the completion of his education. The Vedic knowledge was imparted by the Guru or by the teachers to the people would commit to memory, having listen to it alternatively only that knowledge which was received from the lips of the teachers was regarded as purely Vedic. Thus, the teaching, in a way was oral. Ancient Indian education was evolved strictly on the foundation of Indian epistemological and philosophical traditions. Ancient Indian education was not merely theoretical, but was related to realities of life. The education system of Vedic period achieved a pronounced success in connection with character formation, developmental of personality, and was spiritual and religious in character.

In Vedic period, the education was dominated by religious values. Still the child was prepared for his present life as well as to enable him to live a good and useful life. In this period, curriculum had a close relationship with the real and future needs of the children. The kings of those days took great interest in the education and welfare of the people. In Vedic period, the primary level education was provided in Tol maintained by Gurus and higher level education was imparted in Parisads.
2.5 BUDDHISTIC PERIOD

Buddhism came into existence about 600 B.C. The main educational centre of Buddhism was Monasteries or Vihars. The entire educational scheme was controlled and supervised by the Monks. Buddhist education was introduced by Lord Buddha on the basis of his own philosophy. As it has mentioned that before Buddhist education system there was Brahmanical education system; as a result the influence of Brahmanical education system of education was found in later education system. Again it is found that to a great extent Buddhism drew its inspirations from Brahmanism. There is an essential internal concord in spite of external discord between both the creeds. The Buddha would himself respect and revere the Brahmans. In his early life, he received education from the Brahmans. Buddha was opposed to the idea of recognizing a person as Brahman only by birth. He organized an order of monks living a pure and simple life and who, having renounced their homes in their early childhood, aimed at attaining nirvana (salvation), by knowledge acquired through education and a life of austere.

Prabraja or Pabbojja was the first preparatory ordination for education. Peoples entered to this Monastery as a 'Shramana', by taking oath of three Refuges. In Monasteries generally primary level education was provided after that the students had to enter to the Viharas for higher education. The main aims of education were to create a sense of equality among all. The student
was taught to lead a life according to the eight fold code of conduct. ‘Satya’ and ‘Ahimsa’ were the directive principle of this system of education. In Buddhistic system the medium of instruction was Pali. A child had to learn language, Buddhist scripture, craft etc. In the initial stages knowledge of three R’s was imparted to every child. At higher stage student studies variety of subjects such as literacy, medicine, law, philosophy religion, politics and astrology.

2.6 MUSLIM PERIOD

Muslims came to India during the 8th century A.D. The Muslim invasion of India is an epoch making event not only in the social and political spheres but also in the realm of education and learning. With the establishment of Muslim rule in India the Hindu system of education lost the royal patronage and financial aids from the state. The Muslim rulers had established two types of schools- Maktabs or elementary school and Madrasha or institutions of higher education. In the Muslim period the Maktabs were the institutions for primary education. A child got admission into the Maktab after attending a certain stage. Muslim education was religious in the primary level. Every Mosque had Maktab or primary school attached to it. Instructions in three R’s were given besides religious education. Hand writing was given special attention and for this purpose a wooden plank known as ‘Takhti’ was used. Madrasha were institution of higher Muslim education. Completing their studies in the Maktab, the students joined these Madrashas without observing any practices or ceremonies. There was no special school for secondary education. These
schools were either financed by the government or by rich people. Masques had land and estates attached to them to maintain the schools. The secondary schools were known as lower Madrashas or Saghir Madrashas. Religious and secular education was given.

2.7 ELEMENTARY AND SECONDARY EDUCATION IN MODERN PERIOD

The European religious missionaries had started coming to India in the last of fifteenth century A.D. First of these to come was Vasco-De Gama, a Portugese, who landed at Culicut in the year 1498 A.D. Afterwards other Europeans such as the Dutch, the Danes, the French and the English poured into the country gradually. These races came to India mainly for trade and commerce but in due
course of time their downfall was brought about by mutual conflicts and at the last only the English survived and established their empire in India.

The advent of European missionaries introduced a new phase in education of the country and developed it appreciably. The fundamental aim of these missionaries was to propagate Christian religion through European mode of education for them; education was not an end in itself but a means to the spread of Christianity. In order to execute this design they established primary schools, studied Indian languages and preached their religion by translating the Bible into indigenous languages. The propagation of religion formed an integral part of the duties of the earlier Direction of East India Company. They accordingly, spread education in the earlier stages of their rule in India simply to fulfill their religious objectives. Later on, the company, however, abandoned this policy characterized by religious neutrality. At length in the year 1813, the British Parliament made Indian education an important aspect of state duties by attendant responsibilities unequivocally. In Indian educational history this year is called the beginning of the modern education of India. Modern education again can be categorized into two broad sections such as:

i) Educational history before Independence, and

ii) Educational history after Independence.

A lot of efforts have been made to the modern education of India, to develop the system of education. In this regard it may be mentioned that various
Commissions and Committee had been formulated to provide valuable suggestion and recommendation for development of the various stages of education in India. Various policies regarding primary and secondary education may discussed I the following ways-

2.8 POLICY FORMULATIONS ON PRIMARY EDUCATION AND SECONDARY EDUCATION BEFORE INDEPENDENCE

The first modern Indian education policy was the Charter Act 1813. When the British East India Company got the power to administer some of the places of India, then the British government ordered the East India Company to take up some welfare scheme for the Indian people and for which the British government sanctioned 1 lakh rupees for the Indian education. The Charter Act of the company used to be renewed after every twenty years. It had already been renewed in the years 1799, 1813 and 1833 and every Charter Act introduced certain modifications or developments in the educational policy of the company.

The Character Act of the company used to be renewed after every twenty years. Such renewed took place in 1853. A select committee was formed to enquire into the progress of education in India. As sir Charles Wood was the President of the Board of control. Hence, the Despatch came to be known after his name. The Despatch covered a wide range of issues concerning education in India.
Lord Ripon appointed the Indian Education Commission on February 3, 1882 under the Chairmanship of William Hunter. The Commission was instructed that its duty was to inquire into the manner in which the Despatch of 1854 had been carried out, and further, that methods should be suggested through which the policy of the old Despatch might be more completely carried out. The principles of the old Despatch were definitely to be retained. The fundamental object of the Despatch of 1854, as has already been indicated, was to divert the attrition and efforts of the Government from the sphere of higher education and direct it to the primary education of general masses.

Lord Curzon formed policy in 1904. He may be considered as the modernizer of the Indian Education system because he touched every branches of education of India. He felt that the primary education has close relationship with the sound economic condition of the country. That is why he attempts to improve the quantitative as well as qualitative aspect of primary education. He realized that earlier commission had neglected the primary education and more emphasis was given on higher education. It was observed that due to lack of finance primary education could not develop properly.

After the Lord Curzon’s education policy it was found that due to the liberal grant policy of finance number of primary schools and number of students was increased in comparison to earlier years. But that growth was not sufficient because the number of population of India was also increased. It is found that at that time the literacy rate of the country was only 6%. However,
in 1870 England through the Fosters Act. Primary education was made free and compulsory and in India also the King of Borada Sagaji Rao Gaikowd was made primary education compulsory in 1906.

Gopal Krishna Gokhale introduced a Bill on 19\textsuperscript{th} March 1910 to make primary education free and compulsory. The main purpose of introducing the bill was to invite the attention of the government and public towards the direction of introducing free and compulsory education. He moved the following resolution in the Imperial Legislative Council, “That this Council recommends that a beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed Commission of official and non-official be appointed at an early date to frame definite proposal”.

Gokhale again introduced his private Bill of historic importance on March 16\textsuperscript{th}, 1911.

Educational Policy Resolution of government of India in 1913 Act was adopted in order to make comprehensive survey and study in the field of education on 21\textsuperscript{st} February, 1913.

At the end of the First World War, Calcutta University Commission was instituted on 14\textsuperscript{th} Sept. 1917 with Dr. Michael Sadler as the Chairman of the Commission. As Sadler was the Chairman of the Commission, this Commission is also known as the Sadler Commission. To enquire into the condition and prospects of the University of Calcutta and to consider the question of a
constructive policy in relation to the question it presents. The Commission was required to examine the condition and workings of the Calcutta University and suggest measures for its reforms. It was authorized to study the condition of other Universities in the country. The Commission started its report with the examination of secondary education, as it considered of as the basis of University education.

The Assam Primary Education Act was passed in 1926. Its object was to provide facilities for introducing universal primary education in Assam and eradication of illiteracy through compulsory education and vesting of this power in local board.

It was settled in 1919 that Royal Commission would be appointed in 1929 to evaluate the success of the constitutional reforms. As the constitutional reforms of 1919 led to wide spread discontent and agitation “Simon Commission” was appointed in 1927. At that time there was great discontent in the field of education as well. Consequently, an auxiliary Committee was appointed under the Chairmanship of Sir Philip Hartog to enquire a report about educational matters in 1928. Hartog Committee studied the condition of Primary as well as Secondary education.

The Sapru Committee was appointed by the U. P. Government in 1934. Under the terms of reference, the committee asked to enquire into the causes of unemployment in Uttar Pradesh. The committee came to the prevailing system of education which prepared pupils only for examinations and degree
and not for an avocation in life. In a situation like this, the real remedy is to provide diversified courses of study at the secondary stage and to make that stage more practical and complete in itself and more closely related to the vocational requirements of different types of students. At the secondary stage, side by side with the general course leading to the university there should be parallel course offering instruction in technical, commercial, industrial and other vocational subjects.

According to the last proposal of the centre Advisory Board concerning expert advice be sought for educational reorganization, measures A Abbott who was formerly chief Inspector of Technical Schools, Board of Education, England, and S. H. Wood, Direction of Intelligence, Board of Education, England were invited to India for the purpose. It submitted its report in 1937.

The Wood-Abbott Report was divided into two parts. The first part dealt with general education and its organization. The second part dealt with vocational education and its agencies.

In April 1935, Gandhiji founded that is called Sevagram Ashram, a village with an ideal, eleven mile from Wardha towards Nagpur side. It was here that Basic education was born in October, 1937 at a Conference convened by the Mahatma which was attended by the then leading educationists of the country. The main focus of the scheme was to make the primary education free and compulsory for all boys and girls between the age of 7-14, irrespective of caste and creed.
In 1944 just after Second World War this committee was constituted in the name of Sir John Sargent as because he was the chairman of the committee. The main purpose of constituting the committee was to examine and study the entire education system comprehensively and to make some recommendation for complete development of the National Education system.

Policy formulations on Primary Education and Secondary Education after Independence:

**2.9 POLICY FORMULATIONS ON PRIMARY EDUCATION AND SECONDARY EDUCATION AFTER INDEPENDENCE**

After Independence also Govt. of India has adopted different commission and committee to provide necessary recommendation for development of primary education. Some of the commission and committee are mentioned below.

Tarachand Committee was appointed by the Government of India in 1948. Dr. Tarachand, Educational Advisor to the Government of India, was its chairman. The Central Advisory Board of Education considered its recommendations in 1948.

The University Education Commission was appointed in 1948-49 under the chairmanship of Dr. S. Radhakrishnan. It was appointed to enquire into university education incidentally; it made certain recommendations relating to secondary education. According to this commission, secondary education was really the weakest link of our educational system.
On September 23, 1952, it was appointed under the Chairmanship of Dr. A. Lakshmanswamy Mudaliar, Vice-Chancellor of the Madras University, to examine the prevailing secondary education system and to suggest suitable reforms. The Commissions submitted its report in June, 1953.

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. Prof. D.S. Kothari, chairman, University Grant Commission was the chairman and Mr. J.P. Naik, advisor, Ministry of education, was the secretary of the commission. There were 16 members, 11 Indians and 5 Foreigners in the commission. The Commission began its task on October 2, 1964 and its reports were issued on 29th June, 1966. The report deals with general aspects of educational reconstruction, re-orientation of the education system to national objectives, structural reorganizations, improvement of teachers etc.

As regards to aims and objectives of Indian education, the Commission recommended the following objectives:-

- Increasing productivity.
- Social, national integration.
- Accelerating process of modernization.
- Development of social, moral and spiritual value.
A National Policy on Education was first adopted in 1968, immediately after the release of the report of Indian Education Commission in 1966. In pursuance of the desire by the Kothari Commission (1964-66) the Government of India in 1968 announced some important principles for the onward march of education in the country.

International Commission on Education was established in 1971-72. The international commission on education has been significant landmark in the history of world education. The commission suggested regarding general education and secondary education.

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.
The NPE was adopted by parliament in May, 1986. It was followed up by the programme of action which was adopted by Parliament in August, 1986. The NPE could be implemented only for about three years. The Janata Governments headed by Shri V. P. Singh (December 2, 1989 to November 10, 1990 to March 6, 1991) were somewhat lukewarm to the NPE formulated by the Congress Government headed by Shri Rajiv Gandhi. A Review Committee with Acharya Ramamurti as Chairman was appointed in May 1990. The Committee submitted its report on NPE on December 26, 1990. The report was placed in the meeting of the Central Advisory Board of Education held on March 8-9, 1991. A Committee with Shri N. Janardhana Reddy, chief Minister and of Education Minister Audhra Pradesh as its chairman was appointed on July 31, 1991 to review committee the NPE and the recommendations of the Rammurti Review Committee. On the recommendations of the Janardhana committee, certain modifications were made in the NPE, 1986. These changes were announced in the Parliament in the month of May, 1992.

Besides the above mentioned programmes, Government of India has constituted few more important Commissions and Committees for the overall development of education in India. These may be mentioned in the following ways-

- University Grants Commission’s Report of the Curriculum Development Centre in Education (1990),
• NCTE Committee for Teacher Education Programme Through Distance Education Mode (1990),
• Central Advisory Board of Education Committee on Distance Education (1992),
• CABE Committee on Policy, 1992,
• National Policy on Education 1986: Programme of Action 1992,
• National Advisory Committee: Learning Without Burden (1992),
• The National Council for Teacher Education Act, 1993,
• Group to Examine the Feasibility of Implementation of the Recommendations of the National Advisory Committee (1993) -- Prof. Yashpal Committee,
• Committee on B.Ed. Correspondence (1993) -- Prof. Ramlal Parikh Committee,
• University Grants Commission’s Committee on B.Ed. Correspondence, Distance Education Programme (1994),
• Special Orientation Programme for School Teachers (SOPT) (1994-97),
• Committee of National Council for Teacher Education on Different Modes of Education Used for Teacher Preparation in India (1995),
• University Grants Commission’s Committee on B.Ed. Through Correspondence for In-service Teachers (1995) -- Prof. Takwale Committee,
• Planning Commission’s Report on Teacher Education in Five Year Plans (1951-97),
There were several reports and committees formed during this period. These include:

- NCTE Curriculum Framework for Quality Teacher Education (1998),
- National Curriculum Framework (2005),
- Curriculum Framework for Teacher Education (2006),
- National Curriculum Framework for Teacher Education (2009),
- Panel to Review the functioning of the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE) (2008), later rechristened as The Committee to Advise on Renovation and Rejuvenation of Higher Education (2009) -- Prof. Yashpal Committee,
- The Right of Children to Free and Compulsory Education Act, 2009,
- The latest commission is the National Knowledge Commission (NKC) 2006-09, which is popularly called Sir Sam Pitroda Commission.

Here, it is important to note that the NKC, 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).

Hence, it is observed from the above discussion that the Government of India has constituted a good number of committees, commissions, policies and initiatives have been taken up by the government after independence to promote and develop the whole educational scenario of the country. The present researcher has consulted the above mentioned programmes to see why these have constituted, how far these were implemented and impact of these programmes in school education in particular and overall education in general in India. The description of these have made in the subsequent chapters.

2.10 REFERENCES


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