CHAPTER - I

INTRODUCTION
The story of Indian Education is as old as the story of Indian civilization, right from the Vedic ages, when Aryan’s inhabited and settled in the land of seven rivers (Sapta Sindhu), rendered songs in praise of divinity, established a four fold-casts-system and four fold goal of human life¹ (Varnshrama Dharma). This panorama spreads more than 400 years, during which period India involved different systems of education in accordance with the changing needs of the times. Different races, religions and cultures flourished during this long period and have preserved their essence, as well as brought about unity in diversity².
If society is a ship, education is its steering wheel and the other two, i.e. culture and civilization, are its propellers to reach the goal. Broadsly speaking, education shapes destiny of the nation. The concept of education plays an important role in transforming and widening man's mental horizon. Education and civilization are responsible for the growth of a nation in social, cultural, political and economic spheres. Educational Institutions now-a-days have become the agencies meant to eradicate social evils boon of illiteracy, in all developing and under developed countries.

The word ‘Education’ is derived from Latin word “Education” comprising two Latin words ‘E’ which means “from internal”, and ‘Duka’ means ‘to lead’. Thus the word ‘Education’ intends to bring the inside to outside. Education manifests itself in change in behavior and attitude. Education viewed as the dynamic side of philosophy, aims at realizing the ideals of life.

Education, culture and civilization are the three basic elements which are indispensable for the advancement of human beings and for the development of society.

**PRIMARY EDUCATION IN INDIA**

Since independence, the Central or State Governments have been expanding the provision of primary education to realize the goal of universalization and elementary education. The challenge now is to sustain and deepen current reforms in education and encourage local
planning and management of strategies for expending and improving primary education.

Educational administration is a decisive aspect of education which merits more attention to-day than ever before. In view of the vast and gigantic development of educational facilities, the tasks of educational administration have been becoming more complex and crucial. It is much more difficult and challenging task for the various bodies to establish maintain and manage several primary schools at their own levels because of chronic shortage of funds, inoperativeness, inadequacy, society disorganization and economic depression.

The concerns for the unsatisfactory levels of achievement and the dual nature of the Indian education system have been raised from time to time. One stream of schools is meant for those who can pay and purchase quality education by various means. The other stream of schools is meant for those who are constrained to send their children to low cost schools. The two systems apparently never meet each other and continue to perpetuate as one move along the educational hierarchy. This dichotomy is normally reflected through the public and private systems of education. While this may generally be true, it must be recognized that not all government schools are bad and not all private schools are good. Many issues have perpetuated as far as the quality of educational processes and output is concerned. These include spatial imbalances in the development of educational
facilities of comparable quality, low morale and politicization of teaching workforce low quality of learning outcomes, teacher absenteeism relevance of primary education curriculum for the masses and lack of essential infrastructure and ancillary facilities. These factors not only affect the quality of primary education but also have a cascading effect on higher level of educational hierarchy.

Education is one of the welfare activities of the State for the well-being of the marginalized. In view of the vast development of educational facilities, the task of educational administration has become more complex and crucial. It is a much more difficult and challenging task for the Government to identify the scattered poor children and establish Primary Schools for them in a vast country like India in general and the State of Andhra Pradesh in particular. However, as a welfare State, the great responsibility is vested with the Government to recognize the need for an effective implementation of Universal Primary Education to the deprived, depressed and downtrodden children.

In India education has been accorded much importance since independence, as it has been perceived that educational development is necessary to ensure economic and overall development of the country. In order to develop human resources in a better way, it is important that education is imparted to all sections of the society in the country. This is the reason that plans were explored for the
expansion of educational facilities across the country so that all people can have opportunity of getting education irrespective of one's caste, class, sex, religion or region. However, despite of these provisions, it has been noticed that spread of education is not uniform and there are disparities of all kinds in this field. These include gender disparities, social disparities and spatial disparities.

The country has made tremendous progress during last 60 years after independence in the field of education. The number of pupils, schools, teachers, enrolment, have all increased many-fold during this period of planned development but this expansion has not been even in some areas they lag behind the others in terms of even basic facilities of education. This is not only true for higher, technical or professional education but is true even for school education. It is so much so that provisions of basic and elementary education facilities are not uniformly distributed in the country. It is a serious concern that the provisions for schooling could not be universalized so far in India.

In order to universalize primary or elementary education, which has been mandated right from independence and is also a Constitutional directive, therefore, it is necessary to provide schools everywhere with all necessary facilities to all the schools. This is because schools without proper infrastructure and facilities can be ill-equipped schools and not be in a position to impart education
properly and the quality of education in such schools will be poor. One can never expect to have good quality of education in schools that do not have appropriate building, infrastructure and other basic facilities.

The Fundamental Rights of the Indian Constitution and Directive Principles of State Policy make provision for equal opportunities to the poor as well as below poverty line persons for education, employment and full integration in society. Moreover, with development of the concept of a State, voluntary organization and Central Government are helping, promoting poor pupils in India to get Primary Education by providing certain facilities and other amenities.

**PRIMARY EDUCATION IN USA**

In USA though, States vary in the length of compulsory schooling required, over 90 per cent of the population between 6 and 18 are in school. By 1918, 48 States of America passed compulsory school attendance laws. Generally speaking urban children can find an elementary school within about a mile from their homes.

**OBJECTIVES**

Helen Heffernan, formerly Chief Bureau of Elementary Education California, has described following objectives of elementary education.

**To Develop Art of Communication**
To develop the basic skills and understandings essential to the effective use and comprehension of the art of communication.

**To Develop Character**

To promote the development of character and right social conduct through activities and give satisfying experiences in cooperation, self-control and fair play.

**To Develop Physical Health**

To provide instruction and practice, leading to the building of good habits that are conducive to health, safety and physical well-being.

**To Develop Understanding for Measurement computation**

To develop the skills and understanding necessary for effective measurement computation and problem solving.

**ACTIVITIES**

1) Formal class teaching is relatively rare.
2) Boys and girls are educated together through the public system.
3) Clothing is usually brightly colored.
4) The children 'make plans' and the teachers fit those plans in the school programmes.³

**PRIMARY EDUCATION IN UK**

The history of education in England shows that education has progressed continuously and continually. The Education Act of 1944 and certain subsequent measures were a culmination of the process of
change that has been going on for years. Formerly, primary education was known as Elementary Education. It was Hadowe Committee which first gave out the view that Elementary Education should be called Primary Education. The Act of 1944 gave a practical shape to this suggestion.

AIMS AND OBJECTIVES

1) Building of character.
2) Physical development
3) Mental and psychological development
4) Awakening of readiness and desire for further studies.
5) Spiritual education or education for self-realization.

STAGES

Nursery Schools

Nursery education which is meant for boys and girls up to the 5 years of age. Here attendance is optional.

Infant Schools

Infant education or infant schools are meant for children of 5 to 7 years of age. In these schools attendance is compulsory.

Junior Schools

These are for children between the age group of 7 to 11 years. The attendance is compulsory.
PRIMARY EDUCATION IN FRANCE

Primary education in France was declared free before 1881. In 1882 it was made compulsory. In 1937 its age limit was fixed between 6 to 14 years of age.

SCHOOL BUILDING

Under each municipality there is at least one government primary school. Separate arrangement exists for boys and girls. But co-education is accepted where the number of boys or girls is small. Now there are only government and private primary schools. If at least twenty children are available at a distance of about 3 kms. From a big village, a primary school is opened for them. The government is fully responsible for constructing a building for a government school.

ATTENDANCE AND SCHOOL HOURS

For children between 6 to 14 years of age compulsory school attendance law has been passed in France. Before starting the session, the local children are counted. It is the responsibility of guardians to supply a list of those children to education officers who are within the compulsory school attendance age. Financial punishment or imprisonment may be awarded on violation of this law. A guardian may arrange for education of his child at his own place. Guardians are informed about the absence of their wards from the school and this information is also given on the notice board.
TEXT BOOKS

The central ministry of education has appointed a separate committee for determining the suitability of text-books at the primary stage of education. The inspector of schools for primary education is the chairman of this committee and the teachers are its members. The committee holds its meetings in July when the session starts. It determines the suitability of various books for various classes for the whole year. While the available and universally approved books are selected, the selection is never changed during the session.⁵

PRIMARY EDUCATION IN USSR

Pattern of Education

Primary education consists of 3 years course of elementary education for children aged 7 to 10. It may be available in Primary school with a three-year course, or in the first three classes of an eight-year or a ten-year school. The first three classes of the eight-year school provide primary education to the majority of the children. The comprehensive and unified eight-year school, from early childhood to middle adolescence, is the basic unit of Soviet educational system. It once covered the entire compulsory schooling from 7 to 15 or 16 years of age, though now the compulsory period is being extended to 10 years.⁶
IMPORTANCE OF EDUCATION

The overall development of a nation depends on the proper utilization of its natural as well as human resources. The opinion of the planning commission in the 7th five year plan (1985-90) may be mentioned in this context. "Human resource development has necessarily to be assigned a key role in any development strategy, particularly in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in desired directions. Education develops basic skills and abilities and fosters a value system conducive to, and in support of national development goals both long term and immediate."

Hence the development of human resource is a must for any modern society. As M.S. Swaminathan remarks "Human resource is the most valuable global resource and any short or long terms development strategy should be oriented towards the continued well being of the human race."

Education plays a significant role in the development of human resources. The report of the Education Commission (1964-66) states: If this change on a grand scale is to be achieved without violent revolution, there is one instrument, and one instrument only that can be used: EDUCATION. Other agencies may help, and indeed
sometimes have a more apparent impact. But the national system of education is the only instrument that can reach all the people”.

Human resource is the development of all sections of people in the society. Harbison and Myers define it as “the process of increasing the knowledge, skill and the capacities of the people in a society”.

The school can help in manpower planning through it has no direct role in the matter. It is a social agency and it has social accountability. Education is a social process and so it has a significant role in manpower planning in the life of individual as well as social needs.

According to the Rg Veda, Education is “a force which makes an individual self-reliant as well as self less”. The Upanishads consider that the result of Education is more important than its nature as the end-product of Education is salvation. Panini, the scholar and Grammarian views Education as the training one obtains from Nature, while Kanada, the ancient philosopher calls it a means of developing self-contentment. Sankaracharya regards Education to be synonymous with self-realization.

Swami Vivekananda remarks “Education is the manifestation of divine perfection, already existing in man”. According to Mahatma Gandhi, “Education is the drawing out of the best in child and man-body, mind and spirit”.
The purpose of education is manifold: to quote 'John Dewey' "what nutrition and reproduction are to physiological life, education is to social life".

In all the countries of the world, it may be seen that high per-capita incomes are associated with high rates of literacy. Education is valued because it contributes to a better life. Alfred Marshall emphasized the importance of education as a national investment; it is the most valuable of all capital, invested in human beings.

According to McClelland (1961), "Economic growth in any society is dependent on the existence of a high level of need for achievement among people in that society".

In a democratic country, Education can be used for giving training in good citizenship. It can produce leaders who are capable of independent thought, judgment, self-expression, originality and initiative. Emphasizing the importance of education, the "Kothari Commission's report on Indian Education (1964-66) says" In a world based on science and technology, it is the education that determines the level of prosperity, welfare and security of the people and the quality and number of persons coming out of our schools and collages will depend on our success in a great enterprise of national reconstruction whose principal objective is to raise the standard of living of our people".
Indian Education Commission (1964-66) states: "Education ought to be related to life, needs and aspirations of the people so as to be a powerful Indian Education Commission (1964-66) states: "Education ought to be related to life, needs and aspirations of the people so as to be a powerful instrument of social, economic and cultural transformation.

Education is the process by which an individual is enabled to function according to the expectations of the society as well as according to his capabilities. "Locke (1969) states: 'Plants are developed by cultivation and men by education'. To "Pestalozzi" it is natural harmonious and progressive development of man's innate powers". "Rousseau" recognizes education as "A process of development. It is a natural development of humanity, the spontaneous development of all our innate nature and faculties".

According to Smt. Indira Gandhi, the late Prime Minister of India, Education is a life long process by which the man's inherent qualities of excellence, creativity and receptivity would be developed to the maximum possible extent and makes him a real human being.

"Education is a liberating force, and in our age it is also a democratizing force, cutting across the barriers of caste and class, smoothing out inequalities imposed by birth and other circumstances". ----------Smt. Indira Gandhi.

14.
The development of a country is primarily determined by the quality of its human resources, which depend on the level of knowledge, skills and attitudes. Therefore, creating the right minds through the right process of education requires the top-most priority.

Education in recent years has been regarded as the greatest and most effective instrument of human resource development. The Ministry of Education in India has been re-christened as the Ministry of Human-Resource Development.

From this discussion it is clear that education leads to the overall personality development (spiritual, moral, cultural, social, mental and economic) therefore, education is a must for any country for its development and it has no alternative.

EDUCATION - HISTORICAL BACKGROUND

Educational System During The Vedic Period

Vedas occupy an important place in our culture. They are a treasure house of knowledge of all kinds. During the Vedic period the nature of education was purely religious in character and style.

In this period the educational institutions were commonly known as “Gurukulas”. In this period, education was imparted to the student in serene atmosphere for his overall development and to make him morally good. Such educational process was centered round the teacher.
In this system of education the "guru" played the role of a father and philosopher to his disciples. The devout students used to learn much from the Guru by their total involvement in the process of learning at the ashram.

The students also used to serve the Guru, taking part in the daily activities of the ashram like tending cows or collecting firewood or helping the Guru perform yagnas.

**Brahmanic System of Education**

In the Brahmanic system also the teachers were called "Gurus" instructing small number of students. To become disciples of their 'Guru', they had to perform certain rituals and follow strictly the code of conduct in accordance with the rules of celibacy. The Brahmin child used to begin learning at the age of 8 years, the Kshatriya at 11 years and Vaishya at 12 years. In this system, education was imparted to the student to bring awareness – physical, spiritual and moral, and for material advancement. Brahmanic education continued for centuries until this system was replaced by Buddhist system of education.⁸

**Education System in Buddhist Period**

The Buddhist system of education was practiced in the 5th Century B.C., when the Buddhist started establishing educational monasteries to counter the Vedic system of education. The teacher or the monk had prominent role in the Buddhist system of education.
Primarily, the Buddhist monasteries provided education only to the Buddhist. Later on the education was imparted to all classes in the society.

Basically the education was spiritual, but other disciplines like arts, handicrafts, history, science, arithmetic, geology, archery, etc., were also taught in course of time. A number of important educational centers emerged during this period at Thakshashila, Nalanda, Vallabhi, Vikramashila, Jagadpala, Mithila, Nadia and Vodantapura of which institutions at Thakshashila and Nalanda were famous. These two institutions earned international fame and attracted scholars not only from the different parts of India but also from China, Japan, Tibet and several other Countries. The Buddhist education system was in a sense far more democratic than the Brahmanical system.⁹

**Educational System During The Muslim Period**

A new educational system was introduced in India when Moghuls established their rule in the 10th Century A.D. Muslims rulers built Mosques for preaching religion and for them religion and education are inclusive and interdependent. The philosophy of education manifested itself from the Koran, for theology was the basic for Islamic education. Education in the Muslim period covers major aspects of life.
AIMS OF EDUCATION:

Religion    Moral    Cultural    Utilitarian    Technical

Muslim educational institutions were divided mainly into three categories.

1) Maktab (Primary or Elementary Educational Institutions)
2) Higher Maktab and
3) Madrasa (Higher Educational institutions)

Maktabs were attached to mosques, but they were residential.
The chief function of a maktab was to maintain religious piety and ritual.\(^{10}\)

In the beginning these educational institutions were open only to Muslim, but later on education was imparted to Hindus also. Muslims learnt Holy Quoran; Hindu students learnt Vedanta, and patanjali's "Yoga". Though there was diversity in the promotion of education, no Muslim ruler opposed child learning his own religion\(^{11}\).

During the Muslim period the educational system was basically religious. The education system insisted on personal relationship between teacher and the taught. It was individual rather than mass
education. A teacher had just a few students and he was taking utmost care of them like members of the same family. Thus education was a family affair.

**EDUCATION UNDER BRITISH RULE**

In the beginning the Christian missionaries established schools for the East India Company employee's children. Later on they started evangelization, preaching Christianity, conducting trade with Indians. Admission was given also to Indians. Three types of schools came into existence. They were Vernacular Schools, Missionary Schools and Government Schools; Teaching was either in English or in the vernacular language. In 1781, Lord Warren Hastings founded the Calcutta Madarasa to produce Muslim officers to work in law courts.

The British ruler Lord Cornwallis established Sanskrit College at Benaras. These Colleges survived with the patronage of one Lakh rupees as annual grant. Indian education gained momentum when the social reformist Raja Ram Mohan Roy founded a college at Calcutta in 1816-1817 which later became the Presidency College in 1855. Some other committed Christian missionaries from abroad also started colleges in India for propagating western education.\(^{(12)}\)

The most important and worth remembering event in the evolution of education system in India was the introduction of English as medium of education by Lord Macaulay in 1835. The system of education recommended by "Lord Macaulay" received great
encouragement from Lord William Bentin and Lord Auckland. This modern system of education in India was mainly responsible for the transmission of western culture and civilization.

**WOODS DISPATCH OF 1854**

Sir Charles Wood's Dispatch to the court of Directors has been described as, "the Magna Carta of English Education in India". It set forth a scheme of education for wider and more comprehensive than any one which had suggested so far. It enunciated the aim of education as the diffusion of Arts, Science, Philosophy and the literature of Europe. The study of Indian languages was to be encouraged. The English language was to be taught wherever there was a demand for it.

Both the English language and the Indian languages were to be regarded as the media for the diffusion of European Knowledge. It was felt that the time had come for the establishment of universities in India which might encourage a regular and liberal course of education by conferring academic degrees as evidence of attainment in the different branches of science and Art. It was decided to establish universities on the model of the London University. Each University consists of a chancellor, Vice-Chancellor and senate. The senate was to manage the University funds and frame regulations for the holding of examinations. Calcutta and Bombay were to have the first Universities.
The Dispatch also recommended the establishment of institutions for training teachers for all classes of schools. More attention was to be given to elementary Education. Female education was to be encouraged by the government.\textsuperscript{18}

\textbf{THE HUNTER COMMISSION 1882}

In 1882, Lord Rippon appointed a commission to enquire into the manner in which effect had been given to the principles of the Dispatches of 1854 and to suggest such measures as it may think desirable in order to the further carrying out of the policy therein laid down. The Hunter commission collected lot of useful information and made the following recommendations:

1) While advocating the gradual withdrawal of the state from direct support and management of institutions of higher education, the commission felt that this withdrawal could only be by slow and cautious steps. A college or a secondary school was to be handed over to the Indians provided there was a reasonable prospect that the cause of education could not suffer through the transfer.

2) Provision was to be made for ordinary and special grants to colleges.

3) There were to be alternative courses in the large colleges.

4) Certain general Principles were to be followed as regards college fees and exemption from them.

5) New regulations regarding scholarships were to be framed.

6) Special measures were to be adopted for the encouragement of education among the Mohammedans.
7) All elementary schools were to be inspected and supervised by the Educational Officers of the Government.

8) According to the commission, primary education needed strongest encouragement. A part of the provincial revenues should be exclusively reserved for primary education. Primary education should be given by the state, District boards and Municipalities. Secondary Education should be encouraged through local or private bodies. All secondary schools should be made over to private management when ever that is possible.

The Government of India accepted the recommendation of the commission and directed the preparation of an annual report reviewing the progress of education in the country. Higher education progressed at great speed during the next decade.14

**LORD CURZON COMMISSION**

In January 1902, 'Lord Curzon' appointed a commission to enquire into the conditions and prospects of the Universities established in British India, to consider and report upon any proposals which may have been or may be made for approving their construction and working, and to recommend such measures as may tend to elevate the standard of University teaching and to promote the advancement of learning.

**The Commission made the following recommendations**

1) The legal powers of the older Universities should be enlarged and all the Universities are recognized as teaching bodies. The local limits of each University
should be more accurately defined and steps taken to remove from the Calcutta list the affiliated colleges in Andhra Pradesh, Uttar Pradesh, etc.

2) There should be a properly constituted governing body for each college.

3) Attention should be paid to the residence and discipline of students.

4) The courses and methods of examination in all subjects should be changed according to the suggestions made in the report.¹⁵

SIR GOPALA KRISHNA GOKHALE EDUCATION BILL OF 1911

On March 16th, 1911 Sir Gopala Krisna Gokhale presented a bill in the Imperial legislative council which aimed at promoting compulsory education but unfortunately the bill was rejected by the Imperial Legislative Council. Yet, it created awareness among Indians regarding the importance of primary education.¹⁶

MICHAEL SADLER COMMISSION OF 1917

This commission was appointed on September 14th, 1917 by the Government of India under the chairmanship of Sir Michael Sadler. The Commission pointed out the need for making important changes in secondary education. It also recommended the setting up of Boards of secondary examinations, employing Indian languages at secondary school level, and diversification of courses at secondary level. Some of these recommendations were accepted and implemented by the Government of India.¹⁷
GOVERNMENT OF INDIA ACT OF 1919

The most important notable change in the development of education is the enactment of Government of India Act of 1919, in which the field of education was made a provincial transfer subject under the change of an elected Minister who was responsible for the provincial legislature. As a result of this change there was an increase in the enrolment of students in schools.18

HARTOG COMMITTEE OF 1929

In 1929 another committee was appointed to review the education system. The committee suggested the retention of boys in the middle Vernacular Schools and they could go for rural pursuits.19

GOVERNMENT OF INDIA ACT OF 1935

In 1921 'Montague - Chums ford' reforms were promulgated. The Bureau of Education was created by the enactment of the Government of India Act 1935. This was converted into Central Advisory Board of Education. This board clearly specified various levels in the educational system like primary education, lower secondary education and higher secondary education. (20)

RADHA KRISHNAN COMMISSION - 1949

After the Independence of India, the Government of India appointed in 1948 a University Commission under the chairmanship
of Sri. S. Radha Krishnan. The terms of reference of the commission were to consider and make recommendations of the following subjects.

1) The aims and objectives of University Education and research in India.

2) The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of Universities in India and their relations with the Government of India and the provincial Government.

3) The finance of Universities.

4) The maintenance of higher standard of teaching and examinations in the Universities and colleges under their control.

5) The courses of studies in the Universities and their duration.

6) The medium of instruction in the Universities.

7) The provision for advanced study in Indian Culture, History, Literature, languages, Philosophy and finance.

8) The need for more Universities on a regional or other bodies

9) Religious instruction in the Universities.

10) The special problems of Delhi University, Aligarh Muslim University and Benaras Hindu University.

SERGEANT SCHEME FOR EDUCATION

This scheme was prepared by "Sir John Sergeant" the educational adviser to the Government of India. It sought to introduce Universal, free and compulsory education for boys and girls between the age of 6 and 14. The scheme was estimated at a cost of Rs. 200 crores a year. This basic education was to consist of two stages, the
junior stage covering 5 years and the senior stage covering 3 years. After the primary stage all the boys and girls were not to be allowed to go to the higher schools. Only those to be allowed to proceed who were expected to profit from High education. Approximately, one out of every five was expected to join the higher schools. Schools were to be maintained out of public funds as far as possible.22

MUDALIAR COMMISSION (1952-53)

A Secondary Education commission was appointed in 1952-53 under the chairmanship of Dr. Lakshmanaswami Mudaliar to give valuable suggestions for the re-organization of secondary Education. On the basis of this committee's recommendations, the following changes have been brought-up in education.

1) The higher secondary programme was extended to 11 years.

2) Stress was laid down on the establishment of multipurpose schools.

3) The curriculum was made comprehensive and varied.

4) Objective testing was given importance.

5) Schemes for welfare of teachers were proposed.(23)

Major Observations and Recommendations of the Committee are as follows

1) In order to achieve social justice and there by remove elitist aberrations, education has been viewed by the committee in the overall context of social, economic, regional and gender based disparities.
2) A very vital component of the overall strategy for securing social justice in education is the development of the Common School System. Concrete steps for translating this concept into action have to be taken. In order to achieve this objective, the existing Government, local bodies and government aided Schools have to be transformed through quality improvement into genuine neighborhood schools. Private Schools also should be similarly transformed in course of time by making them freely accessible.

3) The rural areas in general and the tribal areas in particular, have suffered in terms of resources, personnel and infrastructural facilities. This phenomenon of regional disparities has to be removed.

4) In order to promote women education, there is a need for an integrated approach in designing and implementing the schemes that would address all the factors that in helps their education.

5) It also throw light on Examination Reforms, Decentralized planning and Management of Education, University Autonomy, participative Education at every state, Value Oriented Education etc.24

OPERATION BLACK BOARD SCHEME

The New Education Policy envisages a centrally financed programme to ensure provision of essential facilities in primary Schools – both material as well as learning equipment – with the help of British aid.
**Operation Black Board Envisages**

1) Two reasonably large rooms that are in all weather.

2) Necessary toys and game material, black-boards, maps, charts and other learning materials, and

3) A secondary teacher preferably a lady in all single teacher schools.

Basically those Schools will cover the ones that are basically deprived of these essential facilities in the past. The Upper Primary and Secondary Schools having primary sections are not covered under this scheme. It is proposed to cover 20 percent of community development blocks/municipal areas in 1987-88, 30 percent in 1988-89 and 50 percent in 1989-90. To enable this to be done a survey was conducted in the selected blocks. The programme has been launched in some of the states. Andhra Pradesh is one among them.

**NATIONAL POLICY ON EDUCATION (NPE) 1986**

Education has been continued to evolve, diversity, extend and enrich its reach and coverage, since the dawn of human history. It has been aptly said in the opening paragraph of the NPE, 1986, "Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The NPE, 1986, has therefore observed, "Education in India stands at the cross-roads today. Neither normal linear expression nor the existing pace and nature of improvement can meet the needs of the situation."
The NPE, 1986 has rightly said: "The country has reached a stage in its economic and Technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. The government of India announced in January 1985 that a new Education policy would be formulated for the country. The views and suggestions received from various quarters were carefully studied and the National policy on Education, 1986 emerged as an important landmark in the field of education. The salient features of the NPE 1985 are as follows.

(1) The NPE, 1986 aims at emerging a national system of Education which implies that up to a given level, all students irrespective of caste, creed, location or sex, have access to education of a comparable equality. The common educational structure 10+2+3 has been accepted in all parts of the country. The break up of the first 10 years will be 5 years of Primary Education, 3 years of Upper Primary and 2 years of high school. The new system of education will be based on a national curriculum along with a common care of India's heritage, freedom struggle and national values like egalitarianism, democracy, secularism, and equality of sexes, protection of environment, population and education and so on.

(2) The new policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific demands of those who have been denied equality so far.
(3) The new thrust in elementary education will emphasize two aspects:
   a) Universal enrolment and retention of children up to 14 years of age and
   b) A substantial improvement in the quality of education
(4) The three language formula and development of language will be implemented more energetically and purposefully.
(5) Mathematics and science education will be given emphasis for developing logical thinking, analytical mentality, spirit of enquiry, creativity, objectivity and so on. 26

FREE INDIA CONSTITUTION: EDUCATION

Moving the Objective Resolution at the constituent Assembly on December 13, 1946 Sri Nehru expressed very succinctly, "We stand for democracy; the remarkable document of our constitution was finalized after a period of hectic preparation and was adopted on January 26, 1950. Not only a number of important provisions concerning education have been made in the constitution, but also the democratic spirit and values have been reflected throughout. It has been rightly said by Chakrabarti (1961) "A constitution is not nation's ideal through the mechanism of a Government. As such it is in addition a delicate instrument for the fulfillment of the life of the people.

Education and constitution are inter-related because it is only through education that respect for the constitution and an appreciation of its noble principles and ideas are inculcated in the
minds of the citizens. The common aim of both of them is to produce useful and disciplined citizens. The citizens need to be educated to ensure compliance with the ideals and principles of right conduct as envisaged by the constitution. Schools and colleges have an important role to play in this direction. Education is one of the fundamental rights of the constitution. Articles 29, 30 of the Indian constitution ensure to every section of the citizens to protection of their language, script or culture. Article 29 also provides that.

"No citizen shall be denied admission into any educational institution maintained by the state or receiving aid of state funds on ground of only of religion, race, caste, Language or any of them".

**Article 30 provides**: "guarantee to all minorities whether based on religion or language the right to establish and administer educational institutions of their choice and declares that in granting aid to educational institutions, the state shall not discriminate against any educational institutions on the ground that it is managed by a religions or linguistic minority.27

**EDUCATION ON THE CONCURRENT LIST**

The 42nd Amendment - 1976 brought about drastic changes in the Indian constitution. It puts education, hither to a state subject, on the concurrent list. This Amendment makes central and state Governments equal partners in enacting law regarding education. The executive power is given to the union to give direction to the states.
This is commendable step taken by the government, because this will enable them to evolve a uniform policy of education throughout the country. 28

At present there are many disparities in the syllabus, scale of pay of teachers and nature of instruction among different states causing inconvenience and ill-feelings. The proposed amendments will strengthen the idea of National Integration in its true spirit.

"If a national policy of education is to be implemented properly and satisfactorily, if the standard of education is to be raised high, if the spirit of national integration is to be inculcated among the citizens of India, if the states are to be guided for better progress, if the states are to be helped for coping with scientific expansion and qualitative improvement is to be assured - education should be on the concurrent list. 29

LOCAL BODIES AND EDUCATION

Association of the local Bodies with the Primary and Secondary Education is not a new phenomenon in India. The Local bodies in India have been playing due role even today in the educational administration as a result of the British Tradition. This practice started as early as in "1854" when "Charles wood" the then president of the Board of control of the 'East India Company' submitted his official report popularly known as "woods Dispatch on Education". It is regarded as:
"Magna Carta of English Education in India", which initiated the aim of education as diffusion of arts, science, philosophy and literature of Europe. It was for the first time in the history of India that the British Parliament investigated seriously and sympathetically into the development of Indian Education. Consequently, a separate Department of Education was constituted and universities were also established at Calcutta, Bombay and Madras. In '1871', the Education Department was transferred by the Government of India to the local Government and fixed sum was assigned to them from the central revenues for the expansion of educational facilities.

Following the method adopted in England where under the Education Acts of '1870' and '1876', the whole country was divided into large number of school districts for each of which a local committee with powers to levy taxes, to provide schools and to compel attendance of given age, was established. In '1882' an Education Commission headed by "Hunter" was appointed to review the progress of education in India since '1854' (30) the Commission made three recommendations:

1) Secondary Education should be provided on grant in aid basis, and private enterprise should be encouraged.

2) The entire responsibility of primary education should be undertaken by the Government.

3) There should be two types of courses- one leading to entrance examination, and the other for vocational and technical education.
Subsequently, the adoption of historic resolution of “Lord Ripon” on Local self-government was to be looked upon, as “Lord Ripon” himself stated, not “as a means of devolution of authority in administration, and decentralization of financial resources but as a means of popular education by which alone progressive communities could cope-up with the increasing problem of Government.\textsuperscript{31}

And directed that active measures should be taken up to develop local bodies in India.

“Lord Ripon” is rightly regarded as the father of Local Self-Government in modern India. By the time he became the Viceroy, the first generation of educated Indians inspired by the ideals of democracy and liberty emerged and they demanded a share in the Government of the country. As a liberal it is not possible for “Lord Ripon” to ignore such a demand. At the same time he felt that the time was not yet ripe for giving them a share in the central or provincial Government and that they should be first trained in the sphere of Local Government. Such training was possible—according to him, only when local bodies became elective and enjoyed real powers and when the control exercised over them by the state was considerably reduced. The resolution which “Lord Ripon” issued in 1882 embodied these ideas and also answered all the objection that were raised by the bureaucracy of those days against any extension of the powers of local bodies and giving them a democratic character. It
was a comprehensive resolution and dealt with administration areas. The constitution of local bodies, their function, finances and powers. The resolutions issued by the Government in subsequent years did not embody any new principles which were not found in that of "Lord Ripon" but only carried forward a step further their practical application. It is thus the most important land mark in the evolution of Local self-government in modern India.32

Accordingly, local Boards were established in rural areas and Municipal Boards in urban areas throughout the country and they were entrusted with the duty of providing education. Thus, Local Bodies were put in charge of Primary Education after 1882 (33). Hence forthwith, the history of Primary Education in India was invariably connected with the growth of Local-self-Government. Since then, local bodies were administering Primary Education and were also levying rates for educational purposes. In due course, education was transferred to the Municipal Administration too in urban areas and they were permitted to assign funds for educational purposes.

The Government of India Act of 1919 made, "Education and Local self-government" as transferred subjects and as a result they came under the district control of the Indian Ministers. Even before that the Decentralization commission of "1909" recommended that larger powers should be given to the local bodies. "Gopal Krishna Gokhale", one of the stalwarts of the Nationalist Movement, made
heroic struggle during 1910-1912 to make compulsory primary education as the responsibility of the local bodies. 34 The "Montague Chelmsford Report of 1918 stressed on the importance of development of local bodies in India.

The period of 1918-1930 was a hey day for local bodies. Primary Education Acts were passed in many states. (35) Attempts to democratize local Bodies to give larger freedom to them and to increase their resources were also made. Introduction of compulsory Primary education, spread of adult literacy and administering primary education were primarily entrusted to the local administration. In 1928, "Hartog Committee reviewed educational progress made since the transfer of education to the control of Indian Ministers. To draw the attention of the authorities to the problems of stagnation, leakage and wastage, the disparity in literacy between men and women, high percentage of failures at the matriculation level, lack of industrial and vocational training and the mad rush of the admission at the University stage.36 Because of these problems the "Hortog committee was opposed to the extensive delegation of powers to the local bodies. Consequently there had been attempts to withdraw powers of the local bodies in many states. The "Sergeant commission" in its report issued in 1944 entitled post war Education Development in India" dealt at length with all the stages of Education (Primary/Secondary and University), various aspects of education, examination reform, teacher
training, and health-education, education of the handicapped and recreational and social activities. It drew up a plan for educating each Indian child, which would take 40 years. The "Sergeant Commission's" report also recommended that powers should be withdrawn from local Bodies which were not functioning well. The period between 1930-50 witnessed such withdrawal of powers from the local bodies. However, the Local Bodies and Municipal Boards continued to administer education even after independence 37.

During the post-independent period, the first milestone in the development of education in India was the enactment of the Indian constitution which defined a number of matters concerning education. Education was made a state subject and each state pooled its resources for giving higher impetus to education the Government of India also directed its efforts to evolve a better system of education in accordance with the needs of the country. The local bodies continued to administer education in this own way. Municipalities in urban areas and districts boards in non-municipal areas continues to administer both primary and secondary for a long time.

The inception of Panchayathi Raj in India opened a new era in the field of primary and secondary education since the function of the administration of primary and secondary education and inception were transferred from the district Boards to the newly created Zilla Parishads.
The role of the local bodies in the matter of educational expansion and planned and phased development of education has been ever-increasing with the growing realization that the local communities should be associated with educational developmental programmes through the Panchayathi Raj system and thus to make schools as community centers i.e., schools for the community; of the community; and by the community. This implies obviously the popular sharing in the governance of education.

In this context, it is significant to note the recommendations made by the Secondary Education Commission headed by "A.L. Mudaliar" in its report submitted in August 1952, the Secondary Education Commission presented its recommendations on almost all aspects of Secondary Education. The major recommendations were the installation of higher secondary system with diversified courses, the three-language formula, the emphases on educational and vocational guidance, improvement in the system of examination, improvement in the teaching personnel and improvement in the methods of teaching.38

The importance of the role of the local administration in educational endeavors was rightly recognized by the "Kothari Education Commission (1964-66) which aptly suggested for the creation of District School Boards and Municipal school Boards as
local educational authorities enabling the association of local committees in the educational enterprises.

Under the present system of democratic decentralization of Educational Administration while Primary schools are under the jurisdiction of the Panchayat Samithis Secondary vocational and Industrial schools are under the control of Zilla Parishads in Andhra Pradesh, one of the first two states in India which inaugurated the Panchayathi Raj system.

The present study relates to the administration of Secondary Schools by the 'Kadapa Zilla Parishad in Andhra Pradesh (as vocational and Industrial Schools are conspicuous by their absence). Since for a long time, the Kadapa Zilla Parishad was associated with the administration of Secondary Schools through various stresses and strains. Hence, it is proposed in this thesis to identify the institutional drawbacks and managerial problems in the educational administration of the Kadapa Zilla Parishad in Andhra Pradesh with a view to give appropriate suggestions for improvement.

**DEVELOPMENT OF EDUCATION AFTER INDEPENDENCE**

The most significant step in the development of education in independent India was the enactment of the Indian constitution. The constitutional provision for free and compulsory education for all children up to the age of 14 years has been included in the Directive Principles of state policy (DPS). Education has been put in the
concurrent List. A number of education commissions have been set up from time to time to improve the educational system in India. Important among them are:

**UNIVERSITY EDUCATION COMMISSION 1948-49**

**The Commission Made the Following Recommendations**

1) The medium of instruction for Higher Education, English, be replaced by an Indian Language other than Sanskrit as Sanskrit is difficult to learn.

2) Students at the Higher Secondary and University stages are made conversant with three languages, the regional language, and the federal language and English.

3) Immediate steps are to be taken for developing the federal and regional languages:
   
a) Board consisting of scientists and linguist is appointed to prepare a scientific vocabulary which will be common to all Indian languages.

b) Provincial Governments be required to take up steps to introduce the teaching of the federal language in all classes of higher Secondary Schools, Degree Colleges and Universities and

c) English is studied in the high Schools and in the Universities etc., as a language and as an optional subject.

**SECONDARY EDUCATION COMMISSION, 1952-53**

The Central Advisory Board of Education (CABE) appointed the Secondary Education commission in 1952 Under the Chairmanship of Sri "A. Laxmanaswamy Mudaliar" to enquire into Secondary Education. The commission made some recommendations, mainly on languages. The most important recommendations are.
1) Under language will come the mother tongue, the natural medium of self expression or the regional language.

2) The official language of the Republic i.e., Hindi, a knowledge of which is necessary in the interests of National life and National unity.

3) Where Hindi is the mother tongue, people may study another Indian language, and

4) Every school should make provision for the teaching of the official language, Hindi and the International language English. In the case of those people who are not interested in studying English, an alternative arrangement should be made for the study of another language etc.

**B.J. Kher Commission of 1955-56**

In 1955, a Commission was appointed under the chairmanship of B.J. Kher, the Chief Minister of Bombay. The commission submitted its report in 1956 which is the most important document. Further this committee endorsed the recommendations of the Official language and suggested three (3) languages formula. Every student in Secondary school should have to study three languages. They are:

1) Mother tongue or regional language.

2) English

3) Hindi (for non-Hindi areas)

4) Any other Indian language (for English speaking areas)

Universal Primary education should be provided for all children of the age group of 6-14 years in a phased manner. This proposal was examined by a special committee under the chairmanship of B.J.Kher.
The Committee's recommendation is accepted and incorporated in Article 45 of the Indian constitution.

**Dr. D.S. Kothari Commission of 1964-66**

National Education Commission was set up in 1964 under the Chairmanship of Dr. D.S. Kothari. This Commission had been appointed to advice the government on different aspects relating to the development of primary and secondary education. The commission made some of the recommendations for effective functioning of primary and secondary education: They are.

1) Introducing a common school system of public education.

2) Making social and national service an integral part of education at all stages.

3) Promoting national consciousness.

4) Developing all modern Indian languages and taking necessary steps to enrich Hindi as quickly as possible so that it is able to function effectively as the official language of the union.

5) The commission strongly recommended that Secondary stage should be divided into two parts. The students should continue to receive general education till the end of the first stage.

6) At the higher secondary stage of two years two district streams should be introduced. One stream preparing the students for admission to Universities and the other preparing them for different vocational courses and

7) Diversified courses are to be introduced at plus-two stage because the students at this stage are mature enough to undergo more purposeful, vocation-oriented education. Before reaching this, they would have had ample opportunities to demonstrate their abilities and skills. In
the light of their interest and abilities they choose the future courses.

THE NATIONAL EDUCATIONAL POLICY OF 1967

The National Education Policy Committee was set up by the Union Government with members of parliament for the first time in India in 1967. The committee submitted its report highlighting some of the recommendations. They are:

1) Creative steps are to be taken for the development of primary education through voluntary organizations.

2) Uniform educational structure should be adopted throughout the country.

3) Indian languages should be adopted as medium of instruction at all levels, and

4) Free and compulsory education is to be provided to all children up to the age of 14 years.

YASHPAL COMMITTEE

Yashpal Committee conducted a survey in Delhi and found that the weight of the school bags and the average in Primary class in the public schools is more than 4 K.G, while it is around one K.g. in private schools.

CHATURVEDI COMMITTEE

Chaturvedi Committee supported the education committees at village, block and district levels and to set up to undertake planning monitoring and evolution of educational programmes under their jurisdiction.
ESWARIBHAI PATEL COMMITTEE OF 1977

The curriculum framed by the National Council for Education Research and Training (NCERT) in line with the objectives of basic education (Now called socially useful productive work) (SUPW) faced strong criticism from the public. Therefore, in 1977, the Government of India appointed a committee under the leadership of Eswaribhai Patel. The most important suggestions of the committee are:

1) State Governments must be given freedom plan the curriculum for Secondary School Education to consider the recommendations of Kothari Commission in respect of the pattern of languages to be taught at Primary and Secondary School level.

2) The Committee emphasized the need for practical useful, productive, socially relevant education in schools.

3) The scheme of education recommended by this committee has three main components: they are:

   a) Humanities
   b) Sciences, and
   c) Work together with aesthetic appreciation to illuminate the curriculum.

THE NATIONAL EDUCATION CONFERENCE OF 1977

The National Education conference held in New Delhi in November 1977 under the chairmanship of Sriman Narain. The members of the conference recommended that 50 percent of the total school time ought to be devoted to productive, creative and recreational activities at least half of which should be focused on
socially useful productive work of various kinds. The socially useful productive work (SUPW) should be given the status of a full fledged subject for the award of certificates at the end of class X.41

**Dr. Malcolm Adiseshiah Committee of 1978**

As this committee was headed by Dr. Malcolm Adiseshiah, this committee is known as Adiseshiah committee. It was appointed to review the Secondary Education with special reference to vocationalisation of education. The committee made the following important recommendations. They are:

1) About 50 percent of these hours should be spent on particular work.

2) Self-employment opportunities should be given due consideration.

3) Vocational Training given at the higher secondary level should not reflect the training given in the industrial training institutes.

4) The main emphasis of the proposed vocationalisation is on rural, agricultural and related vocations.

5) The courses in vocational areas should be drawn up in such a way that the employability of the students will be enhance.

6) The formal institutions should be allowed to offer non-formal vocational education courses and.

7) Provision should be made for pre-service and in-service training of teachers.

**The National Policy on Education Commission of 1979**

This commission of education stated that the three language formula will be implemented at the Secondary stage. According to this
Policy, students in Hindi speaking area should study Hindi, English and any modern Indian language preferably a south Indian-language, and those in the non-Hindi speaking areas will study Hindi in addition to the regional language and English. It suggested 12 years of school education comprising Primary and Secondary stages and 3 years of under graduation. It also stressed vocationalisation of secondary education.

ACHARYA RAMAMURTHY COMMITTEE OF 1990

To review of National policy on Education of 1986 the National Front Government, with V.P. Singh as Prime Minister appointed a committee under the chairmanship of Prof. Ramamurthy on 7th May, 1990. The committee submitted its report on 26th, December, 1990.

The following are the recommendations of the Committee.

1) The rural and tribal areas, have suffered from a lack of resources, personnel and infrastructural facilities. This type of regional imbalance has to be removed. Concrete steps are to be taken for the development of these areas, by the Government.

2) Women's education should be promoted. In order to achieve this there is a need for integrated approach in planning and implementing the schemes.

3) To maintain social justice by removing elitism aberrations, social, economic, regional and gender based disparities.

4) In order to secure social justice in education there is every need for development of common school system. In order to achieve this goal the Government, local bodies and aided schools have to be changed through quality improvement into genuine neighborhood schools. Private
schools also should be similarly changed by making them freely accessible, and

5) It also suggested reforms in the patterns of examinations, decentralized planning and management of education, autonomy of the Universities, participative education at all levels etc.42
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