CHAPTER I

CONCEPTUAL FRAMEWORK OF THE STUDY
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CHAPTER I
CONCEPTUAL FRAMEWORK OF THE STUDY

1.1 INTRODUCTION:

This introductory chapter sets the context for the study by providing background information about how the education system has been developed in India. Firstly, it presents brief background information about the education system in ancient India, in the Early Common Era—HighMiddle Ages, in the Colonial Era and after independence. Secondly, it highlights the rationale behind the present study. Thirdly, it provides the reasons why the study was undertaken—particularly, the objectives of the study, different questions which directed the study and relevance of the study, along with limitations. The chapter ends with a brief outline of what will be covered in the proceeding chapters of the study.

1.2 DEVELOPMENT OF EDUCATION SYSTEM IN INDIA:

1.2.1 Before Independence:

Early education in India commenced under the supervision of a guru. The Gurukul system of education is one of the oldest on earth but before that the guru shishya system was extant, in which students were taught orally and the data were passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher's house or a monastery. Education was free (and often limited to the higher castes), but students from well-to-do families used to pay Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Medicine, Astrology and "History" ("Itihaas" — actually mythology). Only students belonging to Brahmin and Kshatriya communities were taught in these
Gurukuls. Initially, education was open to all and seen as one of the methods to achieve Moksha, or enlightenment. As time progressed, due to superiority complexes, the education was imparted on the basis of caste and the related duties that one had to perform as a member of a specific caste. Students were expected to follow strict monastic guidelines prescribed by the guru and stay away from cities in ashrams. However, as population increased under the Gupta Empire, centres of urban learning became increasingly common and cities such as Varanasi and the Buddhist centre at Nalanda became increasingly visible. However, the advent of Buddhism and Jainism brought fundamental changes in access to education with their democratic character. The first millennium and the few centuries preceding it saw the flourishing of higher education at Nalanda, Takshashila University, Ujjain, & Vikramshila Universities. Nalanda, being the biggest centre, handled all branches of knowledge, and housed up to 10,000 students at its peak.

Another establishment during this period is the Uddandapura institute established during the 8th century under the patronage of the Pala dynasty. The institution developed ties with Tibet and became a centre of Tantric Buddhism. During the 10–11th centuries the number of monks reached a thousand, equaling the strength of monks at the sacred Mahabodhi complex. By the time of the arrival of the Islamic scholar Al Biruni India already had an established system of science and technology in place. Also by the 12th century, invasions from India's northern borders disrupted traditional education systems as foreign army raided educational institutes, among other establishments.

With the advent of Islam in India the traditional methods of education increasingly came under Islamic influence. Pre-Mughal rulers such as Qutb-ud-din Aybak and other Muslim rulers initiated institutions which imparted religious knowledge. Students from Bukhara and Afghanistan visited India to study humanities and science.
The education system under the rule of Akbar adopted an inclusive approach with the monarch favoring additional courses: medicine, agriculture, geography, and even from texts from other languages and religions, such as Patanjali's work in Sanskrit. The traditional science in this period was influenced by the ideas of Aristotle, Bhāskara II, Charaka and Ibn Sina. This inclusive approach was not uncommon in Mughal India. The more conservative monarch Aurangzeb also favoured teaching of subjects which could be applied to administration. The Mughals, in fact, adopted a liberal approach to sciences and as contact with Persia increased the more intolerant Ottoman school of manqul education came to be gradually substituted by the more relaxed maqul school. The middle Ages also saw the rise of private tuition in India.

Thomas Babington Macaulay introduced English education in India, especially through his famous minute of February 1835. He called an educational system that would create a class of anglicized Indians who would serve as cultural intermediaries between the British and the Indians. Macaulay succeeded in implementing ideas previously put forward by Lord William Bentinck, the governor general since 1829. Bentinck favoured the replacement of Persian by English as the official language, the use of English as the medium of instruction, and the training of English-speaking Indians as teachers. However, Bentinck's ideas were rejected by the Court of Directors of the East India Company.

Frykenberg examines the 1784 to 1854 period to argue that education helped integrate the diverse elements Indian society, thereby
creating a new common bond from among conflicting loyalties. The native elite demanded modern education. The Madras Medical College opened in 1835, and admitted women so that they could treat the female population who traditionally shied away from medical treatments under qualified male professionals. The concept of educated women among medical professionals gained popularity during the late 19th century and by 1894, the Women's Christian Medical College, an exclusive medical school for women, was established in Ludhiana in Punjab. In India, there were four colleges of civil engineering; the first was Thomason College, founded in 1847.

The Raj, often working with local philanthropists, opened 186 colleges and universities. Starting with 600 students scattered across 4 universities and 67 colleges in 1882, the system expanded rapidly. More exactly, there never was a "system" under the Raj, as each state acted independently and funded schools for Indians from mostly private sources. By 1901 there were 5 universities and 145 colleges, with 18,000 students (almost all male). The curriculum was Western. By 1922 most schools were under the control of elected provincial authorities, with little role for the national government. In 1922 there were 14 universities and 167 colleges, with 46,000 students. In 1947, 21 universities and 496 colleges were in operation.

1.2.2 After Independence:

After independence, education became the responsibility of the states. The Central Government's only obligation was to co-ordinate in technical and higher education and specifies standards. The Radhakrishnan Commission (1948), Kothari Commission (1964-66), National Policy of Education (1968) and Government of India Document 'Challenge of Education (1985) recommended various steps to be taken to
improve education system in India and also emphasised upon allowing all sections of society to enter into the higher education stream.

In 1976, education was made a joint responsibility of the states and the Centre, through a constitutional amendment. The center is represented by Ministry of Human Resource Development's Department of Education and together with the states; it is jointly responsible for the formulation of education policy and planning.

National Policy on Education (NPE) (1986), and revised Plan of Action (PoA) (1992) envisioned that free and compulsory education should be provided for all children upto 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. The 86th Amendment of the Indian constitution makes education a fundamental right for all children aged 6-14 years.

1.3 RATIONALE OF THE STUDY:

From the history of development of Education system in India, it is revealed that in ancient India, Gurukuls were the traditional Hindu Residential Schools. Nalanda, Takshila, Ujjain, & Vikramshila Universities for higher education were flourished in 17th century. Institutions of higher learning can be traced back to ancient India. However, activities related to modern higher education, as we understand today, started with Mount Stuart Elphinstone's 'Minutes' of 1823. These 'Minutes' which are unfortunately rarely referred to, introduced the need of educating the natives and exposing them to science education and discourses in European philosophy. Macullay's Minutes of 1835 further stressed the need of establishing schools and colleges to carry out systematic teaching of not only subjects in science but also in areas of technology and European literature. As a result of these recommendations schools were
established in Mumbai and Pune. Some of these though were sponsored by the then Governor, it was around this time that private missionary schools were also established. Sir Charles Woods in his famous 'Woods Despatch' of 1854 emphasized upon starting University education and recommended establishment of Colleges and Universities in India. It was around this time that Elphinstone's College, a Government Institution and Wilson's College a private Institution were established. Private initiative in the areas of higher education thus, is not a new feature to Indian education system. Further, as we trace the developments in Higher education in pre-independence as well as post-independence India we would find that educational institutions that were established were essentially all along of these two types. The standards that were set in these institutions were of a very high order. Higher education in post independence India is marked by one important feature. It has always been an all inclusive type. The Radhakrishnan Commission (1948), Kothari Commission (1964-66), National Policy of Education (1968) and Government of India Document 'Challenge of Education (1985) recommended various steps to be taken to improve education system in India and also emphasised upon allowing all sections of society to enter into the higher education stream. This marked feature helped spreading of higher education, accelerated the establishment of number of government as well as private colleges. Today, along with Central and State Universities we also have Deemed Universities: Public-Private Universities and Private Universities in higher education. In primary and secondary education we have government schools, grant in aid schools and private schools.

From the study it is revealed that along with government organizations, registered trusts have also come forward to cater their services in the field of education. Grant in aid and private schools and colleges has been managed by these trusts. In Gujarat, there are also
number of registered trusts who have been working in the area of education. Among these trusts majority of them have been running educational institutes. Earlier the trusts established primary and secondary schools under grant in aid code. But due to government policy of motivating self finance, the registered trusts also entered in to higher education. In Gujarat there are many registered trusts which run educational institutes. At present, institutes with multidisciplinary education at same campus have also been emerged. For benefit of society many registered trusts run educational institutes from pre primary education to higher education in the same campus. Most of them are professional but there are some public trusts which work for the welfare of the society. Sarva Vidyalaya Kelvani Mandal, Kadi is one of the oldest and biggest public trusts in Gujarat. Initially Sarva Vidyalaya Kelvani Mandal, Kadi was established to educate the children of the Kadva Patel society for changing the expensive and injustice rituals of the Kadva Patel society. Keeping the objectives in mind, the trust initially established only a hostel and a primary school to educate youths of the Kadava Patel society of Mahesana district of Gujarat state. But later on "Sarva Vidyalaya Kelvani Mandal, Kadi" also started secondary and higher secondary schools as well as colleges for higher education at different places. Today, Sarva Vidyalaya Kelvani Mandal, Kadi runs many institutes from pre-primary education to higher education as well as professional courses at campuses of Kadi and Gandhinagar. At present, 'Sarva Vidyalaya Kelvani Mandal, Kadi' is the biggest public trust of North Gujarat.

Keeping the developmental perspective of Sarva Vidyalaya Kelvani Mandal, Kadi in mind, the researcher has decided to conduct case study of "Sarva Vidyalaya Kelvani Mandal, Kadi".
1.4 STATEMENT OF THE RESEARCH PROBLEM:
The title of the study is as followed;

A CASE STUDY OF SARVA VIDYALAYA KELVNI MANDAL, KADI IN DEVELOPMENTAL PERSPECTIVE

1.5 DEFINITION OF THE TERMS:

1.5.1 Theoretical definition of the terms:

1. CASE STUDY:

Case studies emphasize detailed contextual analysis of a limited number of events or conditions and their relationships.

"In a case study an educator makes intensive investigation of a special unit, a person, family group, a social institution or a community. He gathers data about the preset status, past experiences and behavior of the unit after analyzing sequence and interrelationship of these factors. He constructs a comprehensive integrated picture of the social unit as it functions in the society.

- (Van Delan, 1966)

2. DEVELOPMENTAL PERSPECTIVE:

The dictionary meaning of development is the process of growing and perspective means an individual view or way of seeing something.

1.5.2 Operational definition of the terms:

1. SARVA VIDYALAYA KELVANI MANDAL, KADI:

'Sarva Vidyalaya Kelvani Mandal, Kadi' is a public trust established in the year 1919 at Kadi in Mahesana district of North Gujarat. This trust is registered under The Bombay Public Trust Act 1950 (Bom. XXIX of 1950) with the registration number E-322 Mahesana (13- 01-1953). The trust runs schools ranging from Pre-primary to Secondary and Higher Secondary and colleges of higher education as well as
vocational education at Kadi and Gandhingar campuses. A university named KADI SARVA VISHVAVIDYALAYA has also been established by the trust vide state act in 2007.

2. DEVELOPMENTAL PERSPECTIVE:
For the present study developmental perspective means the growing process of the “Sarva Vidyalaya Kelvani Mandal Kadi” with reference to historical, educational, economical and social perspective.

1.6 OBJECTIVES OF THE STUDY:
Following were the objectives of the study.

1. To be acquainted with the historical perspective of Sarva Vidyalaya Kelvani Mandal, Kadi.
2. To study the development of Sarva Vidyalaya Kelvani Mandal, Kadi in context to Educational perspective.
3. To study the development of Sarva Vidyalaya Kelvani Mandal, Kadi in context to Economical perspective.
4. To study the development of Sarva Vidyalaya Kelvani Mandal, Kadi in context to Social perspective.
5. To study the achievement milestones of development of Sarva Vidyalaya Kelvani Mandal, Kadi in context to Educational, Economical and Social perspective.
6. To study the factors affecting development of Sarva Vidyalaya Kelvani Mandal, Kadi.

1.7 RESEARCH QUESTIONS:
Following questions have been kept in mind to achieve the objectives of the study.

1. Why was the trust; Sarva Vidyalaya Kelvani Mandal, Kadi established?
2. Which were the objectives of Sarva Vidyalaya Kelvani Mandal, Kadi at the time of establishment?
3. Who played crucial role for the development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
4. What type of development in context to historical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
5. What type of development in context to educational perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
6. What type of development in context to economical perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
7. What type of development in context to social perspective has Sarva Vidyalaya Kelvani Mandal, Kadi achieved?
8. Which are the Achievement Milestones of Sarva Vidyalaya Kelvani Mandal, Kadi with reference to its development?
9. Which are the factors that affect development of the Sarva Vidyalaya Kelvani Mandal, Kadi?
10. After establishment of the trust, which is the highest developmental period?

1.8 LIMITATIONS OF THE STUDY:

Following limitations were considered while conducting the study.
1. The present study was based on the provided factual information and documents by the concerned authorities of the "Sarva Vidyalaya Kelvani Mandal, Kadi".
2. This case study was conducted in relation to the development perspective only.
3. Only available factual information was included in the study.
4. The word ‘the trust’ has also been used as a synonym of “Sarva Vidyalaya Kelvani Mandal, Kadi” in the present study.

1.9 STRUCTURE OF THE THESIS:

The thesis is planned as follows.

Chapter 1 introduces the thesis and links the study by setting the context through a brief introduction of the background of the development of education system from ancient India to present modern era. This includes information about history of development of education system before and after independence in India. The chapter also provides the rationale of the research, the statement of the problem with research questions and limitations of the study.

Chapter 2 provides a review of relevant literature on case study. It includes the nature of the research and rationale for the case study research. Abstracts of the case studies researched are given in the chapter. It includes the case study researches conducted in India as well as in abroad. A brief summary of all the reviewed literature is also presented in the chapter. At the end, the implications of the literature reviewed and the place of the present study are discussed.

Chapter 3 discusses the methodology used in the study. It starts with a brief introduction of what is covered in the chapter, and then it proceeds with the methodological orientation by discussing the definitions of the concepts and methods of gathering data. This covers the selection of participants, a discussion on interview questions, data gathering, and analysis techniques used. It ends with discussion of ethical procedures and considerations and a brief chapter summary.

Chapter 4 provides the detail analysis of the data collected with different tools like documents, questionnaire and interviews. It also
provides discussions and explanations of the methodological underpinnings of the analysis. The chapter ends with a brief summary.

Chapter 5 provides the conclusion of the thesis including the summary of the findings, the discussion on contributions and implications of the research. It also includes identified areas which are recommended for future study, and closes with a brief final thought to end the research project.
REFERENCES

