EVOLUTION OF SCHOOL EDUCATION IN INDIA & HARYANA

The story of Indian education is as old as the story of Indian civilization. Education is not exotic to India. There is no country where the love of learning has so early an origin or has exercised so lasting and powerful an influence.

VEDIC PERIOD

It should be noted that no recorded history of Indian education is traceable before the Vedic period. The Vedas are considered to be the oldest written books on earth. It is believed that they were written around 3000 B.C. One thing is certain, says Max Muller, that there is nothing more primitive and more ancient, than the hymns of the Rigveda, in India or in the whole of the Aryan world.

Of all the Vedas, the complex Atharav-Veda, or the Veda of the Bhrgus and Angirasas, ‘rsi’ teachers, appears to be the most important source for the quest for educational information about very early ages. More than 40 of its mantras refer directly to the student life. Atharav-Veda probably indicates that the first chief educators of the Vedic India were the Bhrgus and Angirasas. The vedic knowledge was the centre of the curriculum and verbal communication was the main teaching learning strategy.

Another notable point is that the female education during this period was given due importance. According to Bhavabhuti, the author of Uttara
Ram Charita, "Atreyi studied the Vedanta with Rama's sons Lav and Kush in Valmiki's Asharam." Atharav-Veda went so far as to say that a maiden was not entitled to marry until she had completed her student life.  

Learned women were generally known as Brahmavadini. Other names by which they were known were Mantravid and Pandita. Female education which became a casualty during the medieval ages, enjoyed pride of place in the Vedic times. Names like Lopamudra, Apala, Kamayani, Urvasi, Gargi, Maitreyi, Atreyi, bear eloquent testimony to this fact.  

Lord Krishna, the throned king of Mathura in ancient times received his early education like an ordinary mortal in the Gurukul run by Acharya Sandipani at Avanti. His best friend in that Gurukul was Sudama, the son of a poor Bhramin. It indicates that during that period the rich and the poor used to get education in the same Gurukul (school) without any difference of caste and creed.  

In the Samriti Period, in the time of Manu and Yajnavalkya, however, the state of things changed. Manu the fountainhead of ancient thought and wisdom flourished in the period between 600 B.C and 400 B.C. Manu's advice that even in the absence of means of livelihood, let Vedic preceptor rather die with his knowledge than impart it to an unworthy recipient, means knowledge should be given only to the deserving.  

**BUDDHIST AND JAIN PERIOD**

The Brahmanic system of education, the Ashram education as it was called, remained in vogue for centuries till the Buddhist system replaced...
Buddhism came into existence in about 600 B.C. In the Buddhist system Mathas and Tols were installed where monks and pupils assembled in large numbers. Mathas and Tols were the elementary institutions of learning. Buddhists who had no caste, imparted education to all without any restrictions or discrimination. If properly considered, Buddhist education is only one of ancient Hindu or Brahmnic systems of education. Just as the rituals of fire sacrifice (yajnas) were the centres of culture in the vedic period, the congregations (sanghas) of the Buddhist period were the centres of education and knowledge.

In Buddhist times the places of education were Monasteries and Viharas which were far away from the madding crowd’s ignoble strife. Among places of higher education in ancient India, Takshila, Benares, Nalanda, Valabhi, Vikramshila, Navadveepa (Nadia in Bengal) and Kanchi were the best known.

MUSLIM PERIOD

Before the conquest of Muslims, a number of Hindu and Buddhist universities flourished in India, as stated above and the system of education was elaborate and sound. Education was rich in content.

The Islamic system had some striking similarities with the Vedic system. The Prophet says, “Knowledge is a nectar and salvation is impossible without it.” Again, Mohammed says, “No present or gift to a child is superior to a good liberal education.” On yet another occasion, commanding the significance of education, the Prophet says, ”The ink of school is holier than the blood of martyr.”
During the Muslim Period no distinction was made between the sons of the rich and those of the poor, and this had indeed a great unifying influence.¹²

Muhammed Tughalak (1325-51) was the most learned among the kings of the middle ages. But his ill conceived plan of shifting the capital from Delhi to Daultabad gave a smashing blow to his good intentions, and as a result Delhi fell from its high position as a centre of Islamic education and learning.¹³

Rudiments of education during the Muslim period were imparted in Mosques. Temples were replaced by Mosques and obviously Pathshalas by Maktabs. The description of a Madarsa was that, it was a residential college with suitable provision for students and professors who resided there in constant intellectual communion.

Ibn Batuta a noted traveller corroborates that there was fair sprinkling of such institutions of learning all over the country.¹⁴

During this period education was mainly religious in character and Persian and Arabic were the media of instruction in which only a few could attain proficiency.

**SCHOOL EDUCATION IN BRITISH PERIOD**

As early as 1614, steps were taken, “for the recruitment of Indians for the propagation of the Gospel among their countrymen and for imparting to these missionaries such education, at the company’s expense, as would enable them to carry out effectively the purpose for which they were enlisted”.¹⁵

The oldest charity school to be established was St. Mary’s Charity

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School at Madras founded by Rev. W. Stevenson in 1715. In 1719 a charity school was established at Bombay by Rev. Richard Cobbe. Chaplain Belamy of Calcutta founded a similar charity school sometime between 1720 and 1731 and it is on record that a new building was constructed for it in 1739. In 1787 a male asylum was also started at Madras by Rev. Dr. Andrew Bell, the Chaplain. This school is of great historical importance because it was here that Dr. Bell tried the Monitorial System which he later introduced in England.16

In 1768 East India Company wrote a letter to various factories to open their schools. The resultant schools were opened in Madras, Bombay, Calcutta and other places. Primarily they were for the children of foreigners only. Later some schools were opened for Indians also.

East India Company Act. 1813 made it obligatory on the Governor General to invest a sum of not less than a Lakh of rupees for educational purposes.

In 1824 Mountstuart Elphinstone, then Governor of Bombay, authorized the Bombay Native School Book and School Society, a semi-autonomous committee founded and dominated by the government, to open an English school in Bombay.17

Of all the acts associated with the administration of Lord William Bentick there was none more important or of greater consequence than the new education policy introduced in 1834, which was based on the establishment of English as the official language of the country.18

Maculay’s Minutes On Education, 1833 also suggested that the amount to be spent on education be increased from Rs. 1 Lakh to Rs. 10 Lakh.
In a letter to his parents by Macaulay on October 12, 1835, he wrote, “Our English schools are flourishing wonderfully. The effect of this education on the Hindus is prodigious. No Hindu, who receives an English education, can ever remain sincerely attached to his religion. Some continue to profess it as a matter of policy, some profess themselves as pure deists and some embrace Christianity."

The state of Primary education inspite of the sporadic effort of missionaries and some monetary help by the company was far from satisfactory.

The next step in the history of school education in India was the Parliamentary inquiry into the conditions of India in 1853. Charles Wood the then President of the Board of Control of the East India Company issued a lengthy dispatch in 1854, known as Educational dispatch of 1854. It is also called the Magna Carta of English Education in India, which tried to remove the defects and to put primary education on sound footing.

In 1854, the directors of the East India Company wrote: “The most effectual method of providing for the wants of India......will be to combine with the agency of the government, the aid which may be derived from the exertions and liberality of the educated and wealthy natives of India.... We have therefore resolved to adopt in India the system of grants-in-aid which has been carried out in this country (England) with very great success”. This policy produced an enormous flowering of private venture schools after 1854.
In 1882 an education commission was appointed to review the progress of education with special reference to Primary education. It was known as Hunter Commission 1882. It recommended all round development of primary education including that of girls.

The commission also suggested encouragement to private institutions as against government institutions. “As a result of this policy the number of secondary schools increased further and the bulk of secondary schools were opened under Indian management. The medium of instruction at high schools was English.”

In 1886, the first school of D.A.V. movement was started at Lahore. There are records to show that, even a century ago (18th Century) the whole country was dotted with small village schools of oriental learning which were more or less within easy reach of the children sent to these schools.

In Madras Presidency, Sir Thomas Munro found a primary school in every village. In Bengal, Ward discovered that almost all villages possessed schools for teaching, reading, writing and elementary arithmetic. In Malwa, which for more than half a century was suffering from continuous anarchy, Malcolm noticed that, every village with about a hundred houses had an elementary school at the time of its coming under the British suzerainty.

These village Pathashalas seldom boasted of a school building as such. As regards furniture or fittings, there were practically none. Children sat on a mat or squatted on the floor. There were no exercise
books in the modern sense of the term. Children used wooden slates as there was no paper. Learning was chiefly by rote. 24

In 1928, Hartog Committee reviewed educational progress made since the transfer of education to the control of Indian Ministers (1921). It drew the attention of authorities to the problems of stagnation, leakage and wastage, the disparity in literacy between men and women, high percentage of failure at the matriculation level etc.

In 1935, under the Government of India Act, the Bureau of Education was converted into Central Advisory Board of education. The CABE defined clearly the various stages in the educational ladder.

Education in India under the British Government was first ignored, then violently and successively opposed, then conducted on a system now universally admitted to be erroneous and finally placed in its present footing.25

In October 1937, Mahatama Gandhi initiated discussion on an independent scheme of national education. The foundation that Maculay laid of education has enslaved us.26 Gandhi ji convened an All India National Educational Conference at Wardha and the conference drew up a scheme of Basic Education, known as Wardha Scheme.

The National Planning Committee in 1938, tried to formulate a plan for educational development, but due to political upheavals in the country during the early forties, this work could not be completed. 27
SCHOOL EDUCATION IN POST INDEPENDENCE PERIOD

The principal charge against British educational administration in India is that it failed to create a national system of education for the upliftment of educational standard of countrymen. It should not, however, be interpreted to mean that it achieved nothing worth while. In fact, it did several good things which India will always acknowledge, for example, the most important achievement of the British educational administration was to introduce India to English language and literature and through them, to Western thought, the scientific and industrial development and the social and political philosophy of the west.

The first milestone in the development of school education in independent India was the enactment of the Indian Constitution which defined a number of matters concerning education.

1. Article 45 of the Constitution, Directive Principles of State Policy, directs the State (Centre and States) to make every effort to provide free and compulsory education for all children up to fourteen years.

2. Under article 246 of the constitution, education was put in the State list. But after the 42nd amendment to the constitution effected in 1976, education was made a Concurrent Subject.28

This amendment was done because in 1973, in pursuance of the directions of National Policy On Education, 1968, regarding, 10+2+3 pattern of education, the government of India, Ministry of Education, appointed a National Committee to suggest practical steps for the
implementation of a uniform pattern of education in all States and Union Territories of the country.

More than 100 committees and commissions on education have examined the various aspects of education in India from time to time and suggested reforms for making education relevant to the needs of modern India. Out of these committees and commissions which deal with school education in India, the following deserve special mention:

i) Secondary Education Commission. (1952-53)

When the attention of the government of India was drawn towards the falling standard of Secondary Education, since it was termed as the ‘weakest link’, by Radhakrishnan Commission, Secondary Education Commission was appointed with Dr. A.L. Mudalier, as the chairman.²⁹

The commission submitted its report in August 1953, and presented recommendations on almost all the aspects of secondary education e.g.:

1. Under the new organisational structure, education should commence after a five year period of primary education and should include, the middle stage of 3 years, and the higher secondary stage of 4 years.

2. Public schools should continue to exist and the pattern of education given in them should be brought into reasonable conformity with the general pattern of national education.

3. A number of residential schools should be established, more particularly in certain rural areas.

The recommendations of the Secondary Education Commission were discussed by the Central Advisory Board Of Education in 1953 and...
accepted with certain modifications. A scheme of higher-secondary education was launched all over India. All India Council of Secondary Education was set up at the centre. The scope of the same was widened, and National Council of Educational Research and Training with its over a dozen wings, was founded at the Centre, for guiding education at its various levels, developing special aspects of education and providing educational guidance and facilities to the states.

ii) Education Commission. (1964-66)

In 1966, an important event in the history of education in India took place. This was the publication of the report of the Education Commission 1964-66, popularly known as the Kothari Commission, after the name of its Chairman D.S. Kothari. The report went into all aspects of education like introducing work experience, vocationalising secondary education etc. and suggested a blueprint of educational reforms.

The recommendations of Education Commission were discussed widely, and following the general consensus that emerged, a Resolution on National Policy on Education was formally issued by the Government in 1968. The resolution enunciated seventeen principles for guiding educational development in the years ahead.

The Central Advisory Board of Education (CABE) adopted a resolution at its meeting held in November, 1974 recommending the introduction of the 10+2+3 pattern of education all over the country. Now almost all the states and Union Territories have adopted the new pattern of education.
In 1985, the then Prime Minister of India, Sh. Rajiv Gandhi also declared that the 1968 education policy would be reviewed and accordingly, a status report on education in India was prepared by the Ministry of Human Resource Development. (earlier known as Ministry of Education).\textsuperscript{30}

Sh. Rajiv Gandhi said that the new policy would be egalitarian. An attempt would have to be made to give access to the best type of education to the most intelligent children, no matter which section of society they come from.

v) National Policy on Education 1986

The above said document was widely discussed in the country. On the basis of this document, the Draft National Policy on Education 1986 was laid on the table of Parliament in the first week of May 1986. The draft was debated and finally adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 12, 1986. Thus the national policy on education emerged.\textsuperscript{31}

In the first place 23 Task Forces were constituted and each was assigned a specific subject covered by the N.P.F. Eminent educationists, experts and senior representatives of Central and State Governments were associated with these tasks forces. The subject assigned to the Task Forces were as follows:

1. Making the system work.
2. Content and process of school education.
3. Education for women's equality

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4. Education for S.C., S.T and B.C.
5. Minorities education.
6. Education of the handicapped.
7. Adult education
8. Early childhood care and education.
9. Elementary education (including, NFE and OB).
10. Secondary Education and Nayodya Vidyalayas.
11. Vocationalisation.
12. Higher Education.
15. Research and development.
16. Media and educational technology.
17. De-linking degrees from jobs and manpower planning.
18. The cultural perspective and implementation of language planning.
20. Evaluation process and examination reforms.
21. Teachers and their training.
22. Management of Education
23. Rural University/Institutes.

vi) Programme of Action 1992

With a view to implementing the National Policy On Education, “A Programme of Action 1986” was prepared. The PAO envisaged establishing a Navodaya Vidyalaya in each district before the end of the
7th Five Year Plan, but this objective could not be achieved for lack of sufficient resources. Moreover the three State Governments of Assam, Tamilnadu, and West Bengal did not accept the scheme.\textsuperscript{32}

a) The PAO envisaged that the Navodaya Vidyalayas would provide good quality education irrespective of the parent's capacity to pay and their socio-economic background. According to a survey in 1989, 40.7% of students belonged to families below the poverty line and 16% of the students were first generation learners.\textsuperscript{33}

b) Among the other important reforms undertaken in the context of National Policy on Education, was \textit{Operation Blackboard}. The operation Blackboard scheme had three components:

1. Provision of at least two all weather rooms.
2. Provision of at least two teachers, one of them preferably a woman, in every single teacher primary school.
3. Provision of essential teaching and learning materials including blackboards, maps, charts, toys, games, a small library, sports material and some equipment for work experience.\textsuperscript{34}

c) It envisaged that vocational courses would ordinarily be provided at the higher secondary stage (+2) but flexibility was provided to start vocational education after class VIII.

d) POA gave unqualified priority to UEE and introduced many innovations viz. the emphasis was shifted from enrolment per student to enrolment as well as retention. As the POA, 1986 puts it crisply "enrolment by itself is of little importance if children do not continue..."
beyond one year, many of them not seeing the school for more than a few days".

SCHOOL EDUCATION IN HARYANA (Prior to 1966)

To trace the history of Department of School Education in Haryana one will have to go back as far as 1856. The Department of Public Instruction in Punjab (Haryana as a separate State did not exist then) was instituted in January, 1856 with William Dealfield Arnold, the then Assistant Commissioner, as the first Director of Public Instruction. The Education Department was administered at first by a Director, 2 European Inspectors of Schools, 10 Deputy Inspectors and 60 Sub-Deputy Inspectors. The schools, directly supported by the government, consisted of 24 Zillah schools, 10 Tehsil schools and 4 normal schools. A cess of one per cent on the land revenue was devoted to the maintenance of a large number of village schools. The Department, so constituted, cost about three lakhs of rupees per annum and it continued to remain under the control of the Financial Commissioner.

A radical reform was carried out towards the close of 1859-60. It had been a moot point whether the management of the schools should rest with the educational officers or District Officers, but during the first few years, the practice of the North-Western Provinces was followed by which schools of all kinds were under the direct control of the Education Department.

The Vernacular schools which were in great number were handed
over to the Deputy Commissioner. The native deputy inspectors were dismissed and re-employed as school muharrirs on reduced salaries. The inspection of vernacular schools was entrusted to tehsildars. The District Inspector or Chief Muharrir was directly under the Deputy Commissioner and was paid out of District Education Cess Fund. The pay was between rupees thirty to seventy per month.

"By the end of nineteenth century there were 2583 primary schools, 351 secondary schools, and 16 colleges for higher education. This growing strength made large demands upon the administration and consequently the directorate and inspectorate were strengthened. The district muharrirs, inferior in attainment and social position, were replaced by district inspectors on higher salaries, i.e. Rs.100 per mensum or upwards. Upto 1876-77 there were fourteen district inspectors, ten chief school muharrirs and one district inspector."35

"Filtration of education continued inspite of the Hunter Commission (1882) recommending contrary to it. Higher education was given more importance at the cost of school education."36

The administration was decentralized to give a better deal to education. The higher education was left to private enterprise and the primary education was entrusted to local bodies.

During 1901 to 1920, provinces carried the responsibility of education. Between 1902-1921, education had a good fortune. Lord Curzon as Viceroy of India laid emphasis upon qualitative improvement in education.
The directorate was wholly represented by European and the natives were only posted on minor field jobs. The administrative organization was undemocratic and overloaded with foreign domination. The Director of Education was either a member of Civil Service or a military man. So the administration was undemocratic. Sir John Lawrence, the Governor of Punjab founded new grounds in the educational administration.

The Minister of Education in a province was appointed by the Governor from amongst the elected members of the legislative council under the constitutional reforms of 1919. The Director of Public Instruction tendered professional advice on educational matters. With the passage of an Act of 1935, the Indian Educational Service began to decrease with the growing autonomy of provinces. It was stated that "the plans would be co-ordinated by the Centre subject to the agreement of the provinces."37

In 1947, in Punjab, the Education Department was headed by one director who was secretary to the government as well. "There was unified directorate for school and college education. The directorate had one deputy director one registrar of departmental examinations, one inspector of training institutions, one officer on special duty for NCC and one assistant social education officer.38

There were divisional inspectors/inspectresses in each of the two divisions of the State assisted by deputy inspectors of schools. At the district level, district inspector/inspectress assisted by assistant district inspectors/inspectresses superintended the schools.
The number of divisions in Punjab was raised to four and the districts to 17 with the merger of PEPSU in 1956. The post of joint director, one deputy director planning, one deputy director (colleges), one deputy director (schools) were created.

"Subsequently the State was divided into three divisions namely Ambala, Jullundur and Patiala corresponding to the three revenue divisions".  

In 1961, directorate of education of the joint Punjab was reorganized. The directorate of education was made to share powers and burden of responsibility with the circle education officers, district education officers, and block education officers.

An excessive concentration of power and responsibility at the level of D.P.I., Punjab led to ineffective administrative control and inordinate delays. "The situation, therefore, necessitated the reorganization of the Punjab Education Department; so as to enable it to discharge its obligations effectively and efficiently." The reorganization also become necessary because of the provincialisation of local body schools in 1957.

In the first phase the D.P.I. was assisted by deputy directors, and assistant directors to help in the discharge of his functions. Financial as well as administrative powers were delegated to these officers.

Under the second phase, the field offices were reorganised. The office of divisional inspector of schools and divisional inspectress of schools were amalgamated and designated as circle education offices, assisted by deputy circle education offices and assistant physical education

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officer for the inspection and supervision of boys and girls schools. A post of establishment officer to efficiently deal with establishment matters of the teaching community was created in each circle.

The offices of district inspectors and district inspectresses of schools were merged and named district education officers who were assisted by a number of deputy education officers and a superintendent in place of head clerk.

At the primary school level there was a distinction between men and women for the purpose of inspection. The offices of assistant district inspector/inspectress were amalgamated and redesignated as block education offices.

**GROWTH OF DEPARTMENT OF EDUCATION, HARYANA (Since 1966)**

In 1966, Haryana was created as a separate State in the Indian Union. It was carved out of Punjab State. Chandigarh is the capital of both. Haryana has a common High Court with Punjab though it has its own Governor, a separate Public Service Commission and a separate legislative assembly.

From 1st November, 1966, Education Department has been taken over by a full-fledged Cabinet Rank Minister. A senior I.A.S. officer holds the post of Commissioner and Secretary. He is duly assisted by a Deputy/Secretary/Joint Secretary again belonging to I.A.S. cadre. An Under Secretary from the Haryana State Civil Service supports them. The Director of Public Instruction who till 1969 used to be a senior
educationist, is now an I.A.S. officer. He is assisted by three Joint Directors, i.e. one Joint Director for colleges (an educationist), one for school administration (an I.A.S. or senior H.C.S. officer), and the third Joint Director adult education (an educationist). At the time of reorganization in 1966, there were only 7 administrative districts in Haryana. They were placed under the charge of a circle education officer, who was H.E.S. Class-I officer with headquarters at Ambala Cantt. He was assisted by two deputies, one being a lady if the circle education officer was a male. This system continued up to September, 1967 when the post of circle education officer, Ambala was abolished.

At the district level, district education officers were formerly from H.E.S. Class-II. In 1969, the post was upgraded to Class-I. The D.P.I. for effective administration, delegated some of his administrative powers including financial powers to them. As work increased at the district level in October, 1971, sub-divisional education officers were appointed from amongst H.E.S. Class-II. They are incharge of high schools and middle schools lying in their respective sub-divisions. Under each S.D.E.O., there are Block Education Officers who look after 40 to 50 primary schools in each educational block. Compulsory primary education has been introduced in the State since 1961. With the expansion of secondary education, an autonomous Haryana Board of School Education was established in 1970.

For bringing about qualitative improvement in education of school level, a state institute of education (S.I.E.) was established in 1969. For
popularising teaching of science, a separate state institute of science (S.I.S.) was also set up in the same year. These institutes have been amalgamated in State Council of Educational Research and Training with its headquarters at Gurgaon. This council is headed by a senior H.E.S. Class-I officer designated as director. This council provides inservice training facilities for primary and secondary school teachers.

School education in Haryana has evolved through the following Acts and codes which form the legal basis of education in Haryana.

a) **Punjab Primary Education Act, 1960**

This Act has 23 provisions. It aims at ensuring free and compulsory primary education of children in the State. Some of its important provisions are:

- The State Government is empowered to issue an ordinance making it obligatory upon male and female children of a particular age in any area to attend a primary school from the first day of the beginning of the educational year. A twelve days notice before the commencement of the educational year is required to be given.

- The State Government is empowered to appoint necessary personnel (attendance officer) for implementing this provision and to prepare a list of children covered by it. It also makes it obligatory for the parents to furnish the necessary information asked for by the attendance officers.

- Certain provisions justifying exceptions have been made. These include lack of schooling facilities within a specified area.
• There is a provision for sending a mentally retarded or physically handicapped child to a special school.
• It empowers the attendance officer to issue necessary instructions to parents who fail to send their wards to school without sufficient reason.
• It makes provision for primary education in any recognised school to be free of charge.
• It also makes a provision for a penalty of Rs. 25/- for contravening the Act in the case of a child in the first instance and later at the rate or Rs.1/- per day. However, the fine is not to exceed Rs.300/- in a year for any single individual. The parents can be fined Rs. 25/- even in the event of withholding any information.
• Under the Act, no one is allowed to employ a child for work.
• Anyone employing a child coming under the provisions of the Act is liable to pay a fine of Rs. 50/- and later at the rate of Rs.2/- per day.
• The gram panchayat constituted under the Punjab Gram Panchayat Act 1952 or a magistrate of an area is empowered to try the defaulters.
• The State Government is empowered to frame necessary rules and regulations to implement the provisions of the Act and also for providing exemptions under certain circumstances.

b) Board of School Education Act, 1969

This Act was passed by the State legislature in 1969 for establishing a Board of School Education in the State. It was amended in 1970 and
later on some more amendments were also carried out. The chairman and other non-official members stay on it at the pleasure of the State Government. The main functions of the Board are:

- To prescribe courses of instruction, textbooks and other books for school education;
- To publish results of examinations (conducted by it) and grant certificates to eligible persons;
- To prescribe conditions for recognition of schools and other institutions for sending candidates to examinations of the Board.

A fund known as "Board Fund" has been created under the Act, to which all fees, endowments, donations and grants or contributions, and all money received by the Board are credited. The annual net savings, if any of the Board have to be spent in raising the educational standard.

The State Government has the power to make a reference to the Board with regard to any matter of policy or in respect of any act performed by the latter in contravention of the provisions of the Act. The State Government can also appoint a committee to inquire into and report on any one or more of the prescribed matters including the working of the Board and its financial position.

c) **Haryana Aided Schools (Security of Service) Act, 1971**

This Act seeks to safeguard the security of the service of the personnel serving in the government aided schools. It empowers the State Government to make rules to implement the provisions of the Act. Its main provisions are:
• ‘Aided School’ implies any school receiving a grant from the State Government.

• No employee can be dismissed without being given an adequate opportunity to defend his position. He would also be given enough opportunity to appeal against the decision of any inquiry instituted against him before its decisions are acted upon.

• No punishment is to be considered valid till approved by the district education officer.

• The district education officer is empowered to entertain any appeal from an employee. He can issue necessary orders after hearing the parties.

• An appeal can be made to the Director of Public Instruction within 30 days of the decision of the district education officer in a particular case. The director is empowered to pass orders after hearing both the parties. The order of the director is final and binding.

• The State Government can prepare a uniform code governing the service conditions of employees of these schools, prescribe qualifications for their appointment, and ensure uniform scales of salary.

• The Director of Public Instruction is competent to withdraw, withhold, or reduce the grant of any school contravening the provisions and rules prepared by the State Government.

d) Haryana Aided Schools (Security of Service) Rules, 1974

In exercise of the powers given by the Haryana Aided Schools

The rules lay down that appointments to the teaching and non-teaching posts in aided schools are to be made by the management of those schools. No person is appointed in service unless he has the prescribed qualifications and experience. Recruitment can be made by promotion, direct recruitment or transfer, subject to certain provisions. The seniority of employees is determined by the length of continuous service in a post. If at the time of recruitment, a sufficient number of persons having the required qualifications and experience are not available, the Director of Public Instruction may relax the provision with respect to any class or category of persons.

The scales of pay of employees of aided schools are as prescribed in the rules. The rates of dearness allowance are the same as are admissible from time to time to government employees. The employees are governed by the leave rules as applicable to their counterparts in government service.

No employee can, except with the previous sanction of the management, engage himself directly or indirectly in any trade or business or undertake any other employment. An employee is required to manage his private affairs so as to avoid habitual indebtedness or insolvency. No employee can take part in, subscribe to, or assist, in any way, any movement which tends to promote feelings of hatred or enmity between different groups of people or to disturb public peace.
No employee can, except with the previous permission of the management, conduct or participate in the editing or management of any newspaper or other periodical publication. No employee can, except with the previous permission of the management, stand for election to parliament, state legislature or local body. Every employee is to (a) serve efficiently, act in a disciplined manner, and maintain absolute integrity and devotion to duty; and (b) maintain cordial relations with pupils and their parents, other employees, the management, and the government officer concerned.

The rules lay down penalties and prescribe authorities who are competent to impose them. An employee against whom proceedings have been initiated either for his arrest or on account of a criminal charge is considered suspended for the period during which he is detained in custody. When the situation warrants dismissal, removal or reduction in rank of an employee, the proceedings for the proposed penalty are to be started by the management either through suo moto or on the report of the head of the institution and, in the case of the head of the institution.

The rules provide for a contributory provident fund. Every employee, on joining the fund, is to sign a certificate in the prescribed form. He is required to subscribe at the rate of 8.33 per cent of his emoluments to the fund. The management is required to make a contribution to the account of the subscriber equal to the amount contributed by him to the fund. When the subscriber retires or resigns or his services are terminated, the amount standing to his credit in the fund is payable to him, subject to any
deduction which may be required to be made.

e) Haryana Education Code, 1978

A comprehensive education code was prepared by the State in 1978 which is under revision now. The first five chapters of the code deal with definitions, rules relating to grants-in-aid to institutions under managements other than local bodies or government, tuition and other fees in all types of schools; payment of different categories of scholarships; and rules regarding the issue of teachers certificates, the procedure for making provisional certificates respectively.

The next one is concerned with certain general rules regarding accommodation, location, equipment, apparatus, as also with the duties and responsibilities of the teaching staff including the principal/headmaster of the institution, besides rules for training and promotion, deposit of pupils funds and expulsion of pupils and rules regarding school hours, time-table, attendance, leave, boarding charge, admission, vacations, holidays, cleanliness discipline etc. The next chapter is on the rules of recognition of schools, while the next three are devoted to general rules fees and funds, and scholarships and stipends in schools. The Pupils' Fund Rules, 1972, the Government Educational Institution Building Fund Rules, 1968 (amended) Haryana Aided Schools (Security of Services) Act, 1971 and the Punjab Primary Education Act, 1960 are incorporated in the subsequent chapters of the code.

The conditions of recognition of middle and high schools as prescribed in Article 214 are:
1. The school is needed in the locality on educational grounds:

2. The school should be managed by a regularly constituted managing body approved by the Department of Education. It should be registered and every change in the management should be reported to the department.

3. In order to ensure continued maintenance of the school in an efficient condition, the management should deposit, in the name of the school, a reserve fund equal to at least six months' salary of the staff with a branch of the State Bank of India, or with the post office or any other nationalised Bank or with Co-operative Societies, and that no withdrawals will be made without the previous sanction of the district education officer;

4. The terms, on which teacher are engaged, including the execution of a written agreement between the management and each teacher are in accordance with the rules;

5. It has adopted a standard provident fund scheme for its teachers;

6. The school premises, accommodation, furniture and equipment are sufficient and suitable;

7. It follows departmental rules;

8. It follows course of study prescribed or approved by the department;

9. It has attained and maintained a reasonable standard of efficiency in instruction;

10. Its discipline is satisfactory;

11. Rates of tuition fees and subscriptions to school funds are in
accordance with the scales prescribed or approved by the department;

12. Suitable arrangements have been made for compulsory physical training for all pupils except such, as are declared unfit by a competent medical authority;

13. The headmaster is recognised as the sole authority in all matters connected with the internal organisation of the institution including class promotions, teachers time tables and assignment of work, discipline.

14. The records and registers specified in the rules are maintained.

The recognition of the primary school is governed by Article 217 which lays down the following conditions:

1. It is needed in the locality on educational grounds;

2. It is under a manager or managing body approved by the department;

3. It has been in existence for at least six months.

4. It follows the curriculum prescribed by the department;

5. It has an efficient teaching staff;

6. It is satisfactorily housed and equipped;

7. It observes the departmental rules;

8. It is open to boys and girls alike except where the circle inspector and the divisional inspector consider it undesirable;

9. There is at least one whole-time teacher provided for every thirty-five pupils in average attendance; and

10. It possesses a copy of Haryana Education Code, and maintains the following record
i) an admission and withdrawal register;
ii) daily attendance register of pupils;
iii) an attendance register of teachers;
iv) an acquaintance roll of teachers;
v) a log book;
vi) a fee register, if fees are charged; and
vii) a property register.

f) Library Act, 1989

The library Act, 1989 was promulgated to strengthen the library movement. Public libraries, it may be mentioned, come under the control of the Director of Higher Education.

Evidently, the legal foundations of the system of education in Haryana have by and large been (except a few amendments such as the revision of the Haryana Education code, 1978 and the introduction of the Library Act, 1989), the same as during the First Survey of educational administration (1973).

No major commission has been constituted in Haryana to review the system of education during the recent past. However, a study of norms was undertaken by the State Government in collaboration with NIEPA way back in 1981. The main objective of this study was to assist the State in the revision of the existing norms with regard to the opening and upgrading of schools, school buildings, provision of furniture and equipment including library and laboratory facilities, provision of teaching and non-teaching staff and supervisory personnel. Its specific aim was to compile and present revised norms relating to the different aspects of
the school system in a single document, for ready reference to officers in charge of the implementation of different educational policies and programmes.

Recently Haryana Government has come up with different incentive schemes for children to motivate them towards school education. No doubt, this is an innovative step of the Haryana Govt. to achieve the goal of Universalisation of Elementary Education in the State.

INCENTIVE SCHEMES OF HARYANA GOVERNMENT

1. Attendance Prize to Schedule Caste Girls
This incentive scheme was introduced in the year 1979-80. with a view to enrolling and retaining girls belonging to scheduled castes in primary classes by giving them some monetary benefits. Under this scheme an amount of Rs. 10/- per month is given as attendance prize to each scheduled caste girl student, whose parents/guardian's annual income does not exceed Rs. 10,000/- and who fulfils the condition of atleast 70% of the total attendance in a month.

2. Free Uniform to girls belonging to Scheduled Castes/Weaker Sections.
Initially, this scheme was introduced by the Scheduled Castes and Backward Classes Welfare Department of the State Government during the year 1976-77 through the State Education Department. Under this scheme poplin cloth is provided to scheduled caste girls, free of cost for school uniform. Some girls of weaker sections are also covered under this scheme. Upto the year 1993-94 the scheduled caste girls studying in classes I & II were supplied poplin cloth for
two uniforms annually and the girls in class III, IV & V were given cloth for one uniform. But as per the decision taken by the State Government this incentive instead of cloth is being given in cash @ Rs. 100/- per girl student of classes I & II for two uniform and Rs. 75/- per eligible girl in classes III, IV and V for one uniform since the year 1994-95 so that the parents of the beneficiaries may provide uniforms to their daughter at the earliest.

3. **Free Stationery and Writing Material**

This Scheme was introduced during the year 1979-80 on the recommendation of the working group of Planning Commission, Government of India. The financial provision per student belonging to scheduled castes/weaker sections was Rs. 5/- per annum for purchase of stationery and writing material. Subsequently, this amount was raised to Rs. 10/-. The objective of the scheme is to give some monetary relief to students of poor parents.

4. **Book Banks**

This scheme was introduced during the year 1975-76. Under this scheme students belonging to scheduled castes and weaker sections of society are given text-books free of cost in the beginning of the academic session through the book bank at the institutional level. Under this scheme financial provision is made annually on Non-Plan as well as Plan side.

5. **Special Incentive Scheme For Children Of Nomadic Tribes**

This scheme was introduced w.e.f. 23.12.1988. Under this scheme
cash incentive of Rs. 1/- per school day is given to children belonging to nomadic tribes for attending the school. The objective of this scheme is to enroll and retain children of nomadic tribes in schools. Only those children are covered under the scheme who are admitted to the first primary class on or after 23.12.1988.

Initially, children of only those parents whose names did not figure in the voters lists were eligible to get benefit under this scheme. Subsequently, this condition was waived off to give the benefit of the scheme to a large number of such children. Besides getting a cash incentive of Rs. 1/- per day for attending the school, a nomadic child is also exempted from the payment of pupils funds upto class-V.

6. **Pre-Matric Scholarship**

In order to enable the children of those parents who are engaged in unclean occupations (Such as scavengers of dry latrines, tanners flayers and sweepers who have traditional link with scavenging) to pursue their pre-matric education, the Department of Scheduled Castes and Backward Classes Welfare, Haryana, introduced a new scheme in 1991-92 through the Education Department under which every such student in primary class is given a scholarship of Rs. 25/- per month besides an annul adhoc grant of Rs. 500/-. The scholarship under the scheme is given for ten months in an academic session.

7. **Stipend to students belonging to Denotified Tribes**

This scheme of the Department of Welfare of Scheduled Castes and Backward Classes, Haryana, is being implemented by Primary
Education Department since 1989-90. Under the scheme a stipend @ Rs. 10/- per month is given to each denotified tribe student of primary school.

**District Primary Education Programme (DPEP)**

DPEP is an ambitious innovative programme aimed at Universalisation of Primary Education, with emphasis on equity-gender as well as social equality. The DPEP launched in 1993, seeks to operationalise the strategy of district level planning, in accordance with India's Eighth Five Year Plan (1992-97). Emphasis is placed on local area planning with the district plans being formulated in their own right rather than being derived from a state plan project document.

DPEP is an International Division Association aided programme for those districts in India whose female literacy rates were below the national average as per 1991 census. Haryana government has taken a great initiative in implementing this scheme in its seven districts in a phased manner. The seven year programme initially started in 4 districts Kaithal, Hissar, Jind, Sirsa from 16.1.1995, and in the second phase, Mahendergarh, Bhiwani, Gurgaon were also included from April, 1998 onwards.

The specific goals are:
1. To reduce differences in enrolment, dropout and learning achievement among gender and social groups to less than 5.1.
2. To reduce dropout rate for all students to less than 10%.
3. To raise average achievement levels at least by 25% and ensuring
achievement of basic literacy and numeral competence and a minimum of 40% in other subjects by all primary school children.

4. To provide, according to national norms, access for all children to primary education i.e. Primary schooling wherever possible or its equivalent Non Formal Education.

A close look at the acts and codes which form the legal basis of education in Haryana reveals that though much has been done to improve the state of education in the state yet a lot is desired to be done.

In Punjab Primary Education Act 1960, for example, provisions have been made to give the benefit of education to the maximum number of children and these are honoured more in the breach than in observance. Escape routes are found. The result is that the progress achieved remained insignificant e.g. under the act no one is allowed to employ a child for work but it is a common practice that more children are employed for menial work in factories, shops, hotels than are sent to schools. It is perhaps because their family circumstances force them to undertake these jobs at such a tender age.

Board of School Education Act (1969) has facilitated the expansion of education in several aspects. But it is difficult to say whether it has been able to improve the quality and standard of education in any way.

Haryana Aided School Service Act (1971) and (1974) are a boon for the teachers of aided schools, no doubt, but so far as Recognised Schools are concerned, this act is conspicuous by its absence. The result is that there is no Government control over the finances of privately managed recognised schools and no security of service for teachers serving in these
schools. It would be in larger public interest if the provisions of Haryana Aided School Act (1971) and (1974) are extended to privately managed recognised schools also.

The Library Act (1989) is meant to strengthen the reading habits among students. It is surprising that there is no provision in it for the post of the librarian in government, government aided or recognized schools. In the absence of a librarian, the scheme of library movement will continue to adorn the pages of Act only.

District Primary Education Programme (DPEP) similarly is undoubtedly a very ambitious and innovative programme.

The main lacuna from which it suffers is that the appointment of teachers in these schools is beyond their jurisdiction. It is in the head of State Education Department. A large sum of money has been spent on the infrastructure such as rooms, toilets and the like. Some success is achieved in decreasing the number of the drop-outs and increasing the enrolment but due to inadequate number of teachers the final objective is still elusive, and the funds seem to have gone down the drains.

Thus, it is suggested that government should take adequate action to fill these lacunae, so that these can help to achieve the objectives.

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