CHAPTER – II

EDUCATIONAL PLANNING A HISTORICAL PERSPECTIVE
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1.0 Introduction: Historical Background

The history of Indian education from ancient times spreads over more than two millennia. India’s educational traditions are the most ancient in World’s history. In ancient period India was an educationally most advanced country in the world in making contribution to the development of man’s knowledge and culture. Since Vedic times we have our own traditions and a glorious history. The traditions of society were preserved in schools, called as Garukuls or Ashrams. “In India history of education began with Vedic Period which is linked with the period from 2000 B.C. to 200 B.C.” (1)

Vedas Occupy the first place among ancient texts, which provide knowledge about ancient Indian education and society. The foundation of education lays in religion and religious activities and the main basis of education was Vedic activity. The aim of ancient Indian education was laid down by Vedas, according to which, World is pervaded by divinity and aim of every living being is to achieve liberation. Thus according to Vedas the aim of education is liberation. “The cause of liberation and bondage is the mind or chitta and therefore liberation is possible only through the control of mind. This was known as the technique of “Chittavratti Nirodh” (2) The ancient Indian education was more developed by Upanishads. The Upanishads continued the tradition of Veda, which was oral tradition. According to ancient Indian philosophy,
knowledge may be gained by three steps viz. Shravana or hearing, Manan or Meditation and Nidhidhyasan or realization. There were three agencies of education viz. Gurukulas/ Rishikulas/ Acharyakulas, Parishads and Sammelan. We had a perfect education system in Vedic age and Buddhists period and after Brahmin period this system was further enriched by Arabs, Turks and Moghals. Later came the British who reformed the traditional system and founded a modern education system in our country. Following independence, Government of our country made efforts to rectify the faults in prevailing education system and tried to promote the system to new heights.

1.1 Vedic Period:
During Vedic period, education had an idealistic form in which the teachers or gurus laid stress on worship of God, religiousness, spirituality, formation of character, development of culture, nation and society. The objective of education was formation of character and personality of children. It was achieved through an appropriate environment, lessons on right conduct and teachings based on life, character and ideals of great persons. Education aimed at developing the virtues of self-control, self-respect, love, co-operation, sympathy etc in the students. Importance was attached to developing qualities such as disciplines, obedience, performance of hostly duties, rendering help to others, fulfillment of social responsibilities etc. Through such education social skills were developed in the students. Knowledge and skills were transmitted to the succeeding generations through the medium of Gurukuls.

The Gurukul system of education is very prominent feature of Vedic education. It meant the stay of student in the house of his teacher.
Students used to live in the Gurukul/Ashram or Guru’s home instead of living with his parents for the purpose of education. There was no control of any ruler or member of society on Gurukul/Ashram. The Gurus/Brahmins used to render free education service to the masses. In Gurukuls the student had to led a celibate life and obtain education. Gurukul/Ashrams were well–organized during the age of Epics, and the hermitages providing Vedic and puranic education were famous centers of learning. “ Some of these ashrams belonging to Vyasa, Kanva, Vasistha, Vishwamitra, Valmiki and others were described in Mahabharata and Ramayana” (3) The daily routine of student was well disciplined. The process of education passed through three stages of comprehension, meditation or memory and nidhidhyasan. Gurukuls laid emphasis on knowledge and obtaining experience. Education was given only by individuals of character and ability. Students were prepared both for knowledge of the self as well as of the absolute. Primacy was given to fire sacrifices, rituals, prayers and religious festivals. About 4 to 5 months in a year were developed for studies. A student was required to achieve general education up to the age of 24, after which he was expected to enter domestic life. Students were classified into three categories according to the duration of education. viz. (a)Those obtaining education up to the age of 24 years were called as ‘VASU’ (b)Those obtaining education up to the age of 36 years were called as ‘RUDRA’ and (c) Those obtaining education upto the age of 48 years were called as ‘AADITYA’.

1.2 Brahmin Era:
Brahmin period, also called as Upanishad, starts after Vedic Period. This period comes between the end of Vedic Period and beginning of the Jain
and Buddha religion. It saw continuity as well as definite changes in education. The educational structure in Brahmin age was only a refined and developed form of Vedic education. However, during this age, various forms began to emerge in the institutions such as Shaka, Charama, Parishad, Kul and Gotra at various levels of education. Besides the Upanishads, Aaranyaka, Brahman and other classical texts were rated during this period. A significant characteristic of this period was determination of syllabus according to the caste and Ashrama system. Education continued to be looked upon as the means of knowledge. It had the same objectives that Vedic education had. “In this period the objectives of education were self control, development of character, generation of sociability or social awareness, integral development of personality, propagation of purity and preservation of knowledge and culture.”

Education in the Brahman period was also dominated by religion as in Vedic period. Students were given knowledge of religious activities. Education paid equal attention to spiritual as well as materialistic or worldly matters. Emphasis was laid upon celibacy as in the Vedic period. Students were expected to obey their Gurus and indulge only in moral conduct. Restriction was placed upon receiving of education by shudra. There was a gradual increase in ritualism after Vedic education as a result of which shudras and women began to lose their place in educational sphere. During this period education became more comprehensive as it was closely associated with every aspect of life. Education aimed at equipping the student for struggle for existence. Education was primarily oral like that in Vedic period. Students were made to memories Vedic hymns and then elaborate them. By the advent of Brahmin age, the art of
writing had developed. Bhojpatra, the bark of a tree was used for writing. Gurus gave importance to purity in pronunciation. They impart education without any discrimination. Greatest attention was paid to the child’s physical, mental and character development. Education was conducted through discussion, answering of questions, removal of doubts etc.

1.3 Buddhist Age:
Education during Brahim period came to be allied with the national and social life. Ritualism was increased and the peoples were not happy. A sense of aimlessness prevailed in the society and as a result, Buddhism emerged as a reaction to Vedic ritualism. Buddhists began to establish educational monasteries in competition to the Vedic system of education. A type of educational institution was developed under Buddhists influence for the first time. These monasteries initially provided education only to Buddhist but gradually they impart education to all. “Buddhist education was known to last from 200BC to 200A.D.” (5)

Brahmins deprived common man and especially women and shudras of their right to education and hence the emergence of Buddhism granted peoples, freedom to obtain education. Lord Buddha imparted a perfectly practicable form to life and as a result, a practicable religion and a practicable educational system became available to common peoples. Buddhist education, religious as well as secular, centered around monasteries, was in the hands of monks. The monasteries were the only centers of education. Education was based on the educational system of Vedic period, but it had an individual character. The Buddhist imparted education in Sanghas or collective groups. There was no opportunity for any individual to obtain education independently, away from his Sangha.
Every class in the society had the right to receive education. It was denied only to ills, handicapped dishonoured and to those punished for crimes. The students were required to observe celibacy, renounce wealth, do not touch women, serve their teacher, beg for Alms, and live in discipline. The relation of teacher and the taught was close, pure and good. The teacher used to take every care of his student. He did not led students suffer in any way and provide the feeling of family.

The curriculum, which initially included theology, philosophy and logic, was gradually extended to Sanskrit literature, Astronomy, Astrology, medicine, law, political administration, music, art and technical education. The study of religious books was most important. Suttanta, Vinaya and Dhamma together with Suttas, Sutta–Vibhanga and Lokayata system were the main subjects for study. Vocational education was also given importance during this period. Under vocational education spinning, weaving, sewing, printing of clothes, tailoring, sketching, accountancy, medicine, surgery and coinage were taught. Students were also given education in agriculture, animal husbandry, sculpture, architecture, painting, music and medicine.

Thus the curriculum during Buddhist period was almost versatile and therefore it attracted students from all over the country and even from distant countries such as China, Korea, Tibet etc. Education was classified into two levels viz. primary level and higher level. Primary education started at the age of six years in which emphasis was given on reading, writing and arithmetic. While in higher education, religion, philosophy, military science, medicine and other vocational subjects were taught. Pali was the medium of instruction and local languages of various
regions were also encouraged. Women education during this period was at its lowest because Lord Buddha had regarded them as the source of all evils. Afterwards separate monasteries were established for women as a result of which feminine education gets progressed. In spite of all the restrictions, the Buddhist period produced numerous learned women’s. “Among them were Sheel Bhattarika, Vijayanka, Prabhadevi etc. A lady named Sanghamitra went to Ceylon for propagating Buddhism.” (6) Thus the position of women education during Buddhist period was better in comparison to that during Brahmin period.

During Buddhist period there were many universities in our country. Wherever Buddhist monasteries or Vihars were established, educational centers too emerged. Some of the most notable Universities developed during this period were as given below:

1) Taxxilla University  2) Nalanda University
3) Ballabhi University  4) Vikramshila University
5) Jagadalla University  6) Odantpuri University
7) Nadia University etc.

The characteristics of these universities were their collective nature and their association with Buddhist Vihars or Monasteries. Some of these centers of education possessed an International reputation as Chinese, Japanese, Tibetan and students from other countries came there for education. Thus Buddhist educational system raised India’s International repute.
1.4 Medieval Period:

“In 7th century Prophet Mohammed propounded a new religion in Arabia which he called as ‘Islam’ and its followers were called as ‘Muslims’.”(7) Islam had its origin between 570 A.D. and 632 A.D. Hazarat Mohammed collected his messages in the Holy Quran, which became an instrument of social direction for Muslim Kings. Hazarat Mohammed declared that obtaining education is just like as to achieve God. After emergence of Islam, attention of Muslim Kings turned towards India. In 712 A.D., Arabs under the leadership of Mohammed Qasim invaded India for the first time. Mohammed Ghori, ruler of Ghazni defeated King Jaichand of Kannauj in 1194 A.D. and laid the foundation of Muslim rule in India. After establishment of Muslim rule, a number of Muslims settled here and converted several Hindus to Muslim religion. The Muslim Kings ruled India for nearly about 650 years, including rulers of Slave dynasty, Tughlag dynasty, Sayyed dynasty, Lodhi dynasty and Moghuls. In 1857, British made an end of Muslim rule and the administration of India passed into British hands. During medieval period, expansion or development of education differ from emperor to emperor. Only a few of the liberal, the most being King Akbar, gave serious attention to education. Education during this period could not retain one general form because of individual inclination and peculiarities of different rulers. There could not evolve any basic system of general education. Each emperor or ruler had his own opinion and policies regarding education. Education was founded on religious basis and was motivated by the objectives, selfish interests and ambitions of Muslim rulers. The syllabus included subjects such as the Holy Quran, the biography of Hazrat Mohammed, history and laws of Islam, Arabic and Persian grammar, literature, logic, philosophy, law, astrology, history,
geography, agriculture, Unani system of medicine etc. In addition to reading, writing and arithmetic, emphasis was given to memorization. The most prevalent method of education was oral and individual attention was paid to students. They were required to memorise certain portion of the Holy Quran. There was no scientific method of teaching and most of the time was spent in memorizing Quran and Prayers. Some Muslim rulers were interested in music so provision for education in Music was also provided.

Education was imparted in manual skills, sculpture, agricultural etc and in addition to religious education, teachers also tried to ensure that after receiving education, students should become capable of earning his livelihood. For this knowledge of military science, painting, sculpture, housing construction, manufacture of weapons etc was also imparted. Knowledge of such subjects was given to students directly and individually by experts through a system of apprenticeship.

Thus during Muslim period, there began a synthesis between worldly or materialistic and religious education and thus a tendency towards professionalisation or vocationalization evolved. Only highly educated persons were given employment in state services. Education had achieved objectivity. It was not merely for the propagation of knowledge. It was made compulsory for Muslim students. Great stress was paid to the growth of history and art of writing history. Both Moghuls and Muslim rulers encouraged writing of histories of their periods or reigns. Among the most famous of these are Babarnama and Akbarnama etc. Education of women was completely neglected because during this period a sense of insecurity prevailed and the system of purdah was strictly followed for
womens. Muslim education could not touch the heart of public life because of various political and social factors and ultimately not even governmental projections could prolong its life. While the mosques, maktabs and madarsas were established with the spread of Mohammadan power and provided facilities for Islamic learning in different parts of the country, Hindu system of education continued to prevail in Pathshallas, Maths and Temples.

1.5 Modern Times:
Education during modern time is divided into two parts, viz.
1) Education before Independence 2) Education after Independence.

2.0 Education Before Independence:

Indians came in contact with British and other foreign education with the activities of Christian Missionaries. The Roman Catholic Sect was the first missionary to come India. After the Portuguese were settled in India, Francisan, Dominican, Jesuit and other Roman Catholic sect began their work of spreading their religion throughout the country. For this purpose they started constructing educational institutions, which were of four types viz.

i) Portuguese and Latin language primary schools attached to churches and missionary institutions.

ii) Schools providing vocational and agriculture education along with traditional education to the orphan childrens in India.

iii) Jesuit colleges for Higher Education.

iv) Theological training centers for training Padris and missionaries.
The first Christian priest to propagate both religion and education in India was St. Francis Xavier, who established a Jesus society along with St. Ignatius Loyala. St. Anne’s college was established at Bandra, Bombay in 1555, while in 1580 a Jesuit college was opened at Chaul in Goa. Robert Nobili who worked at Madura from 1605 to 1656, originated the process of religious conversion. Like the Portuguese in south India, the Dutch were carrying on the work of religious conversion and education in Bengal. The French established educational institutions at Mahe, Yeman, Chandranagar, Korkil, and Pondichery where French was taught along with other subjects. The Danish Traders set up their trading companies at Tanjore and Srirampur and along with their trading activities, carried on religious conversion and education in co-operation with British. For this they set up a Christian Mission Society in 1719.

A few Englishmen established East India Company in 1599 for the purpose of trading with India. In addition to trading, aim of the company was to spread its religion. For this purpose and for the spread of education, the company sent a few Indians to England in 1614. Also a department of Arabic was set up at Oxford University for training missionaries. In 1673 Pringle established a secondary school at Madras where the company’s employees did teaching. The company opened schools in Madras, Bombay and Calcutta between 1715 and 1731, while financially aided schools were established at Tanjore and Kanpur. Warren Hastings, the first Governor. General of India laid the foundation stone of Calcutta Madarsa in 1780. The purpose behind this was to educate higher class Muslim population and to make them faithful supporters of the company’s Govt. by providing better Govt. services. The Madarsa received full financial support from the company. Similarly in order to
influence Hindu peoples, “Jonathan Duncan, Political resident of Benaras, founded the Benaras Sanskrit College in 1791” (8) Hindu religious principles, jurisprudence and other subjects were taught in this college and the medium of instruction was Sanskrit. Before this Mrs. Campbell established an orphanage for girls at Madras in 1786. Dr. Endue Bell set up an orphanage in 1787. Mr. Brown set up a school for imparting English education to Indians.

In 1800 Lord Wellesley established Fort William College at Calcutta. Charles Grant an ordinary officer of the company, who came to India in 1773, played an important role in education in India. He studied the problems of education in India very closely. When he returned to England, he wrote an essay entitled, “Observation” containing a description of the conditions of Indian peoples and the deplorable affairs in educational field. This essay influenced British Parliament and so it take total responsibility for education in India upon itself. According to Grant, light must be brought through education in India, and Indians should be educated to understand things in the right perspective. Grant proposed that in addition to Indian languages, special importance should be given to English because it was through English that they could catch up latest trends in literature, science, philosophy, religion and other subjects. British Parliament accepted the suggestions of Grant but the progress in education was very less. Later in 1813 a charter was published due to the efforts of Charles Grant.

2.1 Charter of East India Company 1813:
The company’s charter of 1813 was a unique link in the history of Indian education. It marks a turning point in the history of modern education in
India, and laid the foundation for a state policy of education. By this charter it became responsibility of the company to make arrangement for education of the Indians. The Christian missionaries were made free to spread education in the country on their own. The Charter had a good impact on Indians. Many enlightened Indian groups opened their own educational institutions to protect their civilization and culture. The Directors of the company issued a directive clarifying the educational policy in 1814. In it they laid emphasis upon financial aid, distribution of titles of honour, preservation of ancient literature and acceptance of the Hindu system of education. But unfortunately during 1813 to 1823, the expansion of education as per the Charter was not satisfactory. In 1824, British Govt sent a directive to the company’s Governor General in which it was said that Govt is extremely anxious for the progress and improvement of educational system for the Indians. Therefore Public Instruction Committee became active and take the following steps:

(1) Reorganization of the Calcutta Madarsa and the Benaras Sanskrit college. (2) Establishment of orientation studies colleges at Calcutta, Agra, Delhi and Murshidabad. (3) Setting up Calcutta education press and (4) Translation of European Text.

Arrangements were also made for providing education in English at Calcutta, Benaras, Agra and other places. Christian missionaries opened schools along with their centers of religious propagation in Bengal, Bombay, Madras, Agra, Meerut, Benaras, Jaunpur, Mathura, Ludhiana, Burdwan, Ajmer and other places. In all these schools, knowledge of Bible was imparted along with education in other subjects through the medium of regional languages.
2.2 Charter of 1833:

In 1833, East India company issued a notification concerning education in India called as “Charter of 1833”. This Charter occupies a very important place in the history of Indian education. According to this Charter, Lord Macaulay came to India as Law member of the council of Governor General on 13\textsuperscript{th} June 1834. Lord William Bentinck, Governor General of India, appointed Lord Macaulay as chairman of the society of Public Instructions of Bengal. Macaulay presented his minutes to Lord Bentinck on 2\textsuperscript{nd} Feb 1835 in which he advocated education of the classes in India and demanded for spreading western learning through English Medium. “He thought that it was possible only through English education to bring about a class of persons, Indian in blood and colour but English in tastes, in opinions, in morals and intellect.” (9) After Lord William Bentinck, Lord Auckland was India’s Governor General. Supporters of Eastern education presented him with a representation opposing Macaulay’s declaration. He agreed that the financial restrictions upon oriental education were excessive. Therefore he increased educational grants for orientalists, gave primacy to oriental studies, increased the number of scholarships for these studies and made arrangements for printing and publication of oriental works. In addition to this he also granted spending of more than one lac rupees for the spread of English education.

2.3 Wood’s Despatch:

Lord Harding, Governor General of India in 1844 declared that priority in employment in Company’s organization would be given to those who had received English education. As a result, demand for English education increased and education came to be directly linked with livelihood.
Professional or vocational institutions providing education in medicine, engineering, law and other professions were established. In 1853, the Company’s Charter came up for renewal and consideration after 20 yrs. It was felt the need for a permanent and comprehensive educational policy. It was observed that the spread and expansion of education in India was not as per the Company’s interests. At that time Charles Wood was President of the Company’s Board of control. He published his declaration regarding education on 19th July 1854, which was referred to as “Wood’s Despatch”. According to Wood’s Despatch, new educational policies were framed and implemented which included i) Establishment of a department of education. ii) Establishment of Universities. iii) Setting up of hierarchically linked educational institutions, primary, middle high schools, colleges, universities. iv) Spread of Public Education. v) A system of granting aid. vi) Training of teachers. vii) Women education. viii) Professional or Vocational education. ix) Authorship and Publication in Indian Languages and x) Education for Muslims.

2.4 Indian Education Commission 1882:
At the time of publishing this declaration, freedom struggle against Britishers was started. The first revolution for independence had taken place in 1857, which put an end to the administration of East India Company. Thus in 1857, British Parliament take over the administration of India. The British Govt. established a General council of Education of India in England under the influence of Wood’s Despatch. This institution directed the then Viceroy Lord Rippon to carry a survey of education in India. Therefore Lord Rippon appointed an Indian Education
Commission on 3rd Feb 1882. This Commission was also called as Hunter Commission, as its chairman was William Hunter. This commission reflected upon the possibilities for spread of primary, secondary and higher education and also considered the state of grants. It regarded primary education as public education.

2.5 University Education Commission 1902:

The period of 1882 to 1902 was of astonishing progress in various spheres. The system of grants made significant contribution to the spread of education in our country. In 1899, Lord Curzon becomes India’s Viceroy who was regarded as the most able and most hated administrator. After his appointment he made fundamental reforms in the Indian administrative set up. He also paid his attention towards reforms of Indian Education. He was of the opinion that an ideal university should aim in expanding and encouraging knowledge and education, and should build the character of students. According to him Calcutta, Madras, Mumbai, Punjab and Allahabad universities had certain shortcomings responsible for lowering the standard of education. He felt the necessity to enquire into the deteriorating condition of universities. During the same period, movement for freedom struggle was at its peak. Therefore in order to crush the nationalistic upsurge, he called a ‘Secret Education Commission’ in 1901 at Shimla. At this commission, he declared setting up of a commission on 20th Jan 1902. Thus “Indian University Commission” was appointed in 1902 in accordance with the educational policy of Lord Curzon.

This commission was appointed in order “To enquire into the conditions and prospects of the universities established in British India, to consider
and report upon any proposals which have been or may be made for improving their constitutions, and working and to recommend to the Governor General in Council, such measures as may tend to elevate the standard of university teaching and to promote the advancement of learning”. (10)

The above commission put forward the report containing following recommendations regarding higher education.

1) The Senate and Syndicate should be reorganized. The members of the Senate and Syndicate should be reduced to 9 and 15 respectively and their term should be of five years.

2) Certain facilities for teaching should be given after amending the constitution of universities.

3) There should be a suitable representation of teachers and scholars of affiliated colleges in the university Senate.

4) Affiliated colleges should be strictly supervised by the universities.

5) Universities should appoint teachers to impart higher education. Suitable amendments should be made in the curriculum and examination system of universities.

6) Hostels should be built for students.

7) Arrangements for scholarship should take place according to the position of students.

8) The standard of Metric Examination should be high. While abolishing Inter-Examination, the curriculum of B.A. should be of three years.

9) There should be a managing committee for every college. Besides managing the colleges concerned it should also appoint competent
teachers. It should pay attention towards the discipline of students and the construction of buildings and hostels etc.

2.6 Indian Universities Act, 1904:

On the basis of Indian University Commission 1902, Lord Curzon decided to frame educational policy of state. An Education Act was put forward on March 11, 1904. Lord Curzon made a number of suggestions in the Indian University Act for improvement of higher education which are summarized as follows:

(i) According to this act, universities were given the right of teaching along with the right of conducting examinations. The functions of university were enlarged for the purpose of providing instruction to students, making appointment of Professor/Lecturer, managing educational endowments to equip libraries, museums, laboratories etc.

(ii) The number of seats in Senate of universities was fixed to 50 as minimum and to 100 as maximum and their term was determined for five years. The members of Senate get the rights to elect members.

(iii) Govt. secured the right to make amendments and reforms and give approval to rules framed by the Senates of university.

(iv) Legal status was given to Syndicate of universities. Proper representation of professors was made compulsory in these Syndicates. Syndicate could make inspection of the colleges imparting higher education and rules regarding granting of recognition were made strict.
In the 27th Article of this Act, it was made clear that Governor General shall fix the territorial jurisdiction of each university, by his ordinary or extraordinary orders.

Thus due to this Act, the standard of Universities raised. It granted a systematic form and structure to higher education in the country. Curzon’s policy of divide and rule and the consequent impetus to national struggle for Independence gave birth to the realization that our country needed a Nationalistic education. In 1906 at Calcutta Conference of Congress, Annie Besant declared that National education should be organized throughout the country, which should have the potential for satisfying country’s need and making possible the achievements of national objectives. National Movement emphasized following elements for National education viz. (i) educational system should be under Indian control, which should arouse love for motherland (ii) Imitation of the West and slavery to it should come to an end. (iii) Western knowledge and Science should be studied. (iv) The dominance of British should be brought to an end. (v) Vocational education should be developed.

As a result, institutions such as Arya–Samaj, Brahma–Samaj, Prarthana Samaj etc set up schools, which provided education for creating a national character. The result was emergence of institutions such as Shanti–Niketan, Gurukul Kangri, Jamia Milia Islamia, Gujrat Vidyapeeth, Kashi Vidyapeeth, the Women’s University SNDT etc.

2.7 Gokhale’s Bill (1911):
Gopal Krishna Gokhale, a great reformist and educationist was very much concerned towards primary education in our country. He was a
member of the Imperial Legislative Council and as a member; he placed the following resolution on 19th March 1910. “That this council recommends that a beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposal”. (11)

He withdrew his resolution due to the assurance given by Govt. that it would seriously consider the matter. But Govt. did not make primary education free and compulsory. Therefore he made further attempt to draw the attention of people towards the condition of education. He further presented the bill on 16th March 1911 in the Legislative Council, the object of which was to provide for gradual introduction of free and compulsory elementary education. But because of the opposition of Govt. officers, the Bill could not be passed.

2.8 Government Resolution on Educational Policy 1913:
While rejecting Gokhale’s Bill, Govt. promised to extend recurring and non-recurring grants to primary education, as it could not ignore the growing demand for the spread of mass education. Also Gokhale’s Bill had created a flutter in the British Parliament. In the course of discussion on Indian Budget, the Under-Secretary of state for India admitted the need for paying more attention to Indian education. As a result, Govt. of India passed a resolution on Educational Policy of 1912 on 21st Feb 1913.

Major recommendations of this resolution regarding higher education were as follows: -

(i) The resolution provided for expansion in University education.
(ii) It suggested that Universities and high schools should be assigned distinct sphere of activities.

(iii) The Universities should be relieved of the responsibility of granting recognition to high schools and they should be kept under Provincial Governments.

(iv) The establishment of teaching universities was suggested by emphasizing separation of the two functions of the Universities viz. teaching and examining.

(v) Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to students desirous of prosecuting research work.

(vi) It put forth certain valuable suggestions pertaining to the character formation of students and hostel life.

Thus, the Govt. Resolution on Educational Policy 1913 supported establishment of more colleges and suggested that more universities need to be set up and the area of each university should be reduced as “the right road to educational efficiency.

The declaration of this Policy resulted in the creation of following five new universities between 1913 to 1921 viz.

(i) Benaras Hindu 1916
(ii) Mysore University 1916
(iii) Osmania University 1918
(iv) University of Lucknow 1920
(v) Aligarh Muslim University 1920
As per Govt Resolution the principle of each province having one university and setting up of teaching universities was adopted for expansion of higher education. Therefore new universities were opened for providing higher education at Delhi in 1922, Nagpur in 1923, Waltair in 1926, Agra in 1827 and at Annamalai in 1929.

2.9 The Calcutta University Commission (1917-1919):
After World War I, Govt. became keen to find out defects in the education system. It felt the necessity to do something for education, in order to pacify the public opinion. Hence Calcutta University Commission was appointed in 1917 under the chairmanship of Sir M.E. Saddler. It was named after Calcutta University, as it was principally required to look into the affairs of this University and suggest measures for its reforms. It was also popularly known as Saddler Commission under the name of its chairman. This Commission was required to examine the condition and working of Calcutta University and suggest measures for its reforms. It was also authorized to study condition of other universities in the country. The commission studied various problems of university very carefully and gave constructive suggestions for reforms of both secondary and university education. The commission examined organization, nature and working method of the university and gave suggestions for their improvement. The suggestions, though for Calcutta University, were equally applicable to other universities. The above Commission submitted its report in March 1919.
It gave following suggestions for Calcutta University regarding administration, functions and organization viz.

(i) Another university should be established at Dacca, as it was not possible for Calcutta University to perform its task successfully.

(ii) Various colleges within urban area should be organized into one university, which should take up teaching work.

(iii) Colleges in the rural areas should be grouped into one organized college university.

(iv) Calcutta University should be given enough freedom for performance of its duties. It’s rules and regulations should be liberal and flexible, and powers of the university teachers should be widened.

(v) B.A. course should be of three years duration and the honours course should also be instituted.

(vi) Vice Chancellor should be a salaried officer.

(vii) Teaching facilities should be provided for various subjects, and for appointing Readers and Professors, outside experts should serve on selection committees.

(viii) A director of health education should be appointed and special attention should be paid on health of university students.

(ix) A court of representatives should be appointed in place of Senate and an executive council should be formed in place of the Syndicate.

(x) There should be a board and an academic council in the university. The board will prescribe the curriculum, conduct examination, organize research work, held convocation and confer degrees. The academic council will deal with the problems relating to education.
Thus recommendations of the commission though meant only for Calcutta University served as a guideline for entire university education in the country. Accordingly various universities began to re-organize themselves. Thus this commission gave a new life to University Education in India.

2.10 Hartog Committee, 1929:
Simon Commission was appointed to report on the condition of India with regard to its demand for political independence. It was authorized to appoint a committee to help it in preparing a report on education. Therefore it appointed Hartog Committee. This committee studied various aspects of education and submitted its report before Simon Commission in 1929. It gave some important suggestions for higher education. It praised the growth in number of affiliated colleges and also hinted at the fall of standard in university education. It criticised introduction of Honours courses in some universities. Although teaching and research work had already been started in some universities, most universities were conducting only examinations. There were no good libraries in any university. It is the duty of universities to produce individuals who must be tolerant, liberal and suitable to undertake great responsibilities. But universities in India were not equal to this task. The country was undergoing political upheavals. It needed young man with a spirit of sacrifice and hard work. Universities were unable to contribute anything regarding this.

Hence Hartog Committee gave following suggestions regarding Higher/University education.

(i) It recommended establishment of some affiliating universities, keeping in view great demand for higher education.
Universities should appoint teacher for affiliated colleges.

The admission in universities should be controlled on the basis of abilities and aptitudes of students.

The honours courses should be of more advanced nature as compared to pass courses and these courses should be instituted only at Universities.

Provision should be made for technical education at universities. The universities have to control the problem of unemployment by opening opportunities.

2.11 Government of India Act, 1935:

Introduction of Govt. of India Act 1935, resulted in formation of Indian Ministries in various provinces and the Central Govt again started to take active interests in educational affairs. By the Govt. of India Act 1935, local self-government came to be established in the provinces. Govt. of India Act. 1935, divided all educational activities into two categories only viz. [A] federal or Central & [B] State or Provincial.

A] Federal or Central Subjects:

(i) The Imperial Library, Calcutta, Indian Museum, Calcutta, Imperial War Museum, Victoria Memorial Calcutta, and any similar institution controlled or financed by the Federation.

(ii) Education in Defence forces.

(iii) Benaras Hindu University and Aligarh Muslim University.

(iv) Preservation of ancient and historical monuments.

(v) Archeology and

(vi) Education in Centrally Administered Areas.
B] **State or Provincial Subjects:**

Education of all other categories other than those included in Federal list given above were regarded as state or provincial subjects. According to the Govt. Of India Act 1935, Congress ministries were formed in many provinces of India in 1937. Mahatma Gandhi was the leading personality of India’s Political scene, and was fully conversant with the deplorable condition of education in our country. He wanted to make the foundation of education strong and hence he put forward the Basic Education Scheme.

**2.12 Abbot Wood Report, 1937:**

The Central Advisory Board of Education (CABE) recommended appointment of a committee in 1935 in order to make recommendations for reorganization of education in view of the fact that a large number of graduates going out of universities were unable to secure employment of the kind for which education qualified them. Therefore two experts Messrs Abbot and S.H.Wood were invited to advise the Govt. on certain problems of educational reorganization and particularly on problems of vocational education. Abbot was formerly chief Inspector of Technical Schools, Board of Education, England and S.H.Wood, the director of Intelligence, Board of Education, England. Abbot-wood report consisted of two parts viz. Technical and General. Abbot was the author of the report on Technical Education, while S.H.Wood was on general education. Major recommendations of the second part related to higher education were as follows:

(i) The expansion of vocational education should not greatly outstrip the development of industry.
(ii) General and Vocational education are not to be regarded as essentially different branches, but the earlier and later phases of a continuous process. Each subject in Vocational school has its origin in the non vocational schools.

(iii) Vocational education must be based on an adequate general education. The entrance standard should not, as a rule, be below that reached at the end of the middle school (VIII). Pupils from this stage can be admitted to junior vocational schools. Pupils who have successfully completed higher secondary school course can be admitted to senior vocational schools.

(iv) The junior Vocational Schools, receiving its pupils at the end of class VIII and providing a three-year course, would be parallel to the higher secondary school. The senior vocational school, receiving its peoples at the end of class XI and providing a two-year course would be parallel to the higher secondary school.

(v) Part-time schools should be provided for further education of young men already in employment.

(vi) A limited number of higher secondary schools should have an agricultural bias.

(vii) Govt. should establish a vocational training college, working in close association with an ordinary training college.

In addition a new university was established in 1937 at Travancore. A special institution Vishwabharati, founded by Shri Rabindranath Tagore was established in Bolpur during that period. The institute was also known as Shanti-Niketan and was a center for science and various western and eastern philosophies where ancient languages viz. Vendant, Indian languages, philosophies and various sciences were taught. A new university was established in 1943 at Utkal.
2.13 Sargent Report, 1944:
During the Post War (IInd World War) reconstruction period, the Reconstruction Committee of officers of the Executive Council deputed Sir John Sargent as Education Advisor to the govt. of India in order to draw a memorandum for development of education. He submitted his report memorandum before Central Advisory Board of Education in 1944, which was accepted and recommended for its enforcement. This report was the first, which presented a comprehensive picture of education in India and was a comprehensive treatise on the problems and future organization of primary to University education.

It made various recommendations and suggestions regarding higher/university education, which are as given below:

(i) Sargent Report has suggested a three-year Degree course, removal of intermediate classes, with 11\textsuperscript{th} class to be added to high school while 12\textsuperscript{th} class to university education.

(ii) There should be strict rules for admission to university.

(iii) It recommended appointment of competent teachers, improvement in their salary scales and reforms in the condition of service in order to raise the standard of university education.

(iv) It also suggested for appointment of University Grants Commission, introduction of tutorial system and improvement of methods of research.

(v) Regarding industrial and vocational education it suggested for full time and part time instructions in order to fulfill the requirements of all different categories of skilled workers. It recommended establishing a number of employment bureaus under the control of Education Department, and that universities
should have their own employment bureaus.

(vi) It recommended that activities of the university and higher technical educational bodies should be co-coordinated on all India basis.

As a result of Sargent Report, Govt. of India established an Education Department at center in 1945. Educational Bureau and University Grants Commission were also established at Center. The committee of Polytechnic School and All India Technical Education Committee were established at Delhi. A new university was established at Sagar in 1946, at Rajasthan in 1947. During that period the struggle for freedom was at its peak. Various great leaders and freedom fighters launched movements for spreading of national feeling. It was understood that only education could be helpful to catalyze the felling of nationalism and patriotism in the country. The concept of National Education was evolved through the freedom movement. Therefore, Arya Samaj, founded by Swami Dayanand had started to establish DAV Schools, colleges, Arya Pathshalas and girl’s schools all over Punjab. Swami Vivekanand spread feelings of nationalism and humanity all over the country. National educational institutions were established all over the country. Gurudas Banerjee organized a society for expansion of national education, which opened number of high schools in Bengal. Similarly Ramkrishna Mission established several educational institutions. Movement for Buniyadi education run by M.K. Gandhiji gave birth to Sabarmati Ashram, Sewagram, Gujrat Vidyapeeth, Kashi Vidyapeeth, Hindu University, Gurukul Kangri, Shanti-Niketan, Jamia-Milia-Islamia and Bihar Vidyapeeth etc. In this way new nation systems had came into existence
in parallel to British Govt. The overall system of education during British period may be summarized as follows:

Education during British period brought Indians closer to Western knowledge and Science. It led to the scientific development and created social and political awareness in the country. It also led to the development of Indian Arts, Literary, and cultural consciousness and patriotic feelings. By 1947, there were only 19 universities in India for the very huge population. Thus educational structure of India was laid on weak foundation. Therefore at that time, it was very much essential to make the foundation strong enough in order to make education well organized in the country.

3.0 Education after Independence:

Under British rule, during 18th and 19th Century, Indians came in contact with British education. But due to its selfish policies and harrasement of Indians, there evolved a free sovereign, concept of India. There was a sprit being developed for nation’s safety. The freedom struggle movement was spreading like fire all over the country. Ultimately Quit India movement of 1942 had forced Britishers to leave India. Freedom for India from foreigners was the result of sacrifices of our great freedom fighters. India got freedom on 15th August 1947 and thus the 200 years old British rule came to an end. Education during British period was contrary to the atmosphere of our country. It aimed to destroy national character and qualities so that Christianity be worshipped instead of Indian religions. It was guided by colonialism, lacking a clear plan for education. It encouraged secularism, stimulated communal passion and became dependent upon Govt. Local educational institutions were
neglected and little attention to education as well as educational institutions was paid. The reason behind this was, Britishers were of the fear that if Indians were well educated then they will rise against them and raise demand for independence. Therefore after independence Indian educationists felt necessary to change the structure of education. The major purpose of education was supposed to grant an individual, maximum possible opportunities for the fullest development of his capabilities. It was felt that education should expand at all stages and specially at the stage of primary education. The national Govt. took active steps to make primary education free, universal and compulsory. It was recommended that this education would be of basic type. Therefore Board of National Education was established. Govt. made vigorous efforts to expand primary education in all corners of the country. For improvement and expansion of secondary education, committees and commissions were appointed in early days of independence. Before independence the system of 10+4+2 was prevailing in our country, formulated by the Britishers. At that time opportunities to education were not open to many and we had a very smaller education infrastructure as compared to vastness of our country. Nehruji, in his address to National Educational Conference, in 1948 stated, “Great changes have taken place in the country and the educational system must be in keeping with them. The entire basis of education must be revolutionized.” *(12)*

After independence, it was observed that the existing education system is not a perfect system for our country. Therefore in 1948 Govt. of India constituted University Education Commission to report on Indian University education and suggest improvement and extensions that may be desirable to suit present and future requirements of the country. The
chairman of this commission was Dr. Shri S. Radhakrishnan. Basic aim of the commission was to study the problem of university education and to suggest measures for its reforms. Keeping in view, the needs and aspirations of the people this commission was inaugurated on 6th December 1948 by the then minister of education Abdul Kalam Azad. The commission gave important recommendations regarding aims of university education, educational standard, curriculum, examination system, student’s problems, teacher’s training, research, women education, religious, vocational, medical and law education, medium of instruction, University administration and finance and rural universities. This commission recommended for 10+2+3 pattern, as it believed that three-year degree course would raise the standard of higher education.

The Constitution of India came into force on 26th Jan. 1950. Number of provisions for education were included in our constitution. Framers of our constitution knew that the widespread illiteracy of our country could not be eradicated without making education free and compulsory. Therefore article 45 of the constitution provided for free and compulsory education for childrens. It states “The state shall endeavor to provide within a period of ten years from the commencement of this constitution, for free and compulsory education of all children until they complete the age of fourteen years”.

Provision for education of socially and educationally backward classes of citizens was made in Article 15, which states, “Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled caste and the scheduled tribes.” For women education, Article
15(3) states, “Nothing in this article shall prevent the state from making any special provision for women and children.”

Regarding Equality of opportunity in educational institution, Article 29 (1) states, “No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.”

Article 30 (1) states “All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice”. Article 30 (2) states that “The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.”

Article 46: - Promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections.

Article 337: - Special provision with respect to educational grants for the benefit of Anglo–Indian community.

Article 350 A: - Facilities for instruction in mother tongue at primary stage.

Article 29: - Protection of minorities language and culture.

Education being a state subject in our constitution, annual meetings of Central Advisory Board of Education (CABE) and the conference of State Ministers of Education, supported by conference of state secretaries of education have been important media for formulation of educational policy. These policies are framed within broad limits laid down in five-
year plan where not only the rough magnitude of resources are available for education, but also the general direction of growth is set out. A working group set up jointly by the Planning Commission and the Ministry of Education and discussed with State Governments, formulates plan proposals for educational development. The Central Govt. has number of advisory boards in the field of women’s education, secondary education, education of the handicapped and the blind etc. Government of India have set up National Council of Educational Research and Training (NCERT) to develop improvement activities in the whole range of school education such as production of new model text-books for adoption by states, devising of improved techniques of examinations for adoption by the State Boards of Secondary education, research in appropriate areas eg. testing, guidance, school organization, supervision and inspection of schools etc, which may lay basis for better practices in education.

Central Ministry of education also supports creation of State Institutes of education and other agencies like Bureau of Educational and Vocational Guidance, Institutes of Science Education, Institutes of English and Examination Reform Bureau to bring about improvement in their respective fields. Some legislation has encouraged the privileges of private bodies particularly religious and denominational groups. Constitution permits the minorities to set up institutions of their own choice and the State’s right to legislate is limited to that extent. Uptill 1976, education was a state subject, but with 42nd amendment to the Constitution, on Dec 18, 1976, it was put on the concurrent list. While various States are made responsible for progress of education in their respective areas, Center also shares some responsibility in some fields of education. According to 1976 Constitution amendment some of the
subjects of education have been placed under joint responsibility of States and the Center. Central Government is responsible for determining the standard of higher research, science education, technical education and higher education. Aligarh Muslim University, Benaras Hindu University, Hyderadad University, Jawaharlal Nehru University Delhi, Vishva – Bharti University, Shantiniketan, North Eastern Hill University Shillong and some other centers of higher learning come under direct control of Central Government. All educational institutes, scientific and technological institutes of national importance are run on the finances obtained from Center. Thus for all such purposes, Central Govt. has established University Grants Commission (UGC), Indian Technological Institutes (IIT), NCERT etc. For education and research in engineering, Central Govt. has established National Technological institutes. Besides there are various Regional Engineering Colleges, Management Institutes, Technological Teachers Training Institutes and Central Schools run by the Central Government.

Ministry of Human Resource Developments, Department of Education, Govt. of India has major responsibility in the field of education on behalf of Govt. of India. There are also some other ministries at the center, which perform functions in the field of education. Major functions performed by Ministry of Human Resource Development, Govt of India are as follows i) Planning of education ii) Appointment of committees and commissions for educational reforms iii) Setting up organizations for e.g. UGC, NCERT, NIEPA etc. iv) Direction and advise through Central Advisory Board of education and the conferences of Education Ministries, Secretaries and Directors of Education. v) Control over proper utilization of grants for educational purposes. vi) Equalization of
educational opportunities. vii) Administration of education in Union Territories. viii) Promotion of cultural contact ix) Opening Central Institutes x) Liaison with UNESCO.

In 1950 a committee was formed in order to consider the ways and means of financing educational Development. The agenda of this committee was (1) To consider in light of present conditions, the finances either recurring or non-recurring required for different stages of a comprehensive system of education for India. (2) To consider ways and means of raising necessary finances by means of any or all of the following: i) Central Grants ii) Levy of an Education cess iii) Educational Loans (3) To consider any other feasible suggestions for raising the finances for educational development programmes.

3.1 University Grants Commission:

In 1956, UGC was established as a statutory body under the Act of Parliament. It was established in order to determine and maintain standards for promotion and co-ordination of education of various types of universities and colleges. This commission was authorized to enquire into financial requirements of universities and colleges and to make appropriate grants to these. UGC has power to improve higher education system and provide financial assistance to all eligible Central, State and deemed universities, both under plan and non-plan heads for improving infrastructure and basic facilities to students and teachers of our colleges and universities.

In 1956 Govt. of India also appointed Assessment committee regarding Basic Education in various states and to think out ways and means of
bringing about effective improvements. In Nov. 1957, Union Ministry of Education appointed a committee for integration of Post Basic and Multipurpose schools in pursuance of recommendations of the Standing Committee on Basic Education. On 26th May 1959, Ministry of education Govt. of India appointed a committee for co-ordination and integration of schemes operating in the field of Physical Education, recreation and youth welfare. In 1960, Govt. of India appointed a committee to examine the desirability and feasibility of making specific provision for teaching of moral and spiritual values in educational institutions. In May 1961, the Ministry of Education Govt. of India appointed a committee on Emotional Integration under the Chairmanship of Dr. Sampurnanand. In Sept. 1961, The National Council of Educational Research and Training was established in New Delhi as an autonomous body. Quantitative improvement and excellence in school education and teacher education are some of its major objectives. For this NCERT undertakes programmes related to research, development, training, extension and dissemination of educational information through its constituent departments viz. CIET, Regional colleges of Education at Ajmer, Bhopal, Bhubaneshwar and Mysore and 17 field offices located all over the country. NCERT develops curricula, syllabi and prepare textbooks for classes I-XII. The syllabi prepared by NCERT form basis for prescription of scheme of studies by Central Board of Secondary Education and for students of schools affiliated to the board. The syllabus and textbooks so prepared by NCERT are given to State/Union Territories for use in their schools after adoption.

In 1962, Parliamentary and Scientific Committee took up for study, the problems of science education in schools. The main objective of this
committee was to acquaint the Members of Parliament with above problem and to see how they could assist in improving science teaching in our schools and attaining those objectives which have been enunciated by different expert committees of Ministry of education and in the reports of Planning Commission. In July 1963, four regional colleges of education at Ajmer, Mysore, Bhubaneshwar and Bhopal started functioning. These colleges were opened on the recommendations of Secondary Education Commission 1952-53. In 1963, a committee was also appointed by the chairman of National council for Women’s Education to look into the causes for lack of public support particularly in rural areas for girl’s education and to enlist public co-operation. In July 1964 Indian Education Commission was appointed under the Chairmanship of Prof. D.S. Kothari in order “to advise Government of India on national development of education and on general principles and policies for the development of education at all stages and in all aspects.”

The commission, commonly known as Kothari Commission, began its work in 1964 and submitted its report on 29\textsuperscript{th} June 1966. In 1965, Indian Institute of Advanced Study was set up at Shimla. It is a residential center for advanced research in humanistic, social sciences and natural sciences. On 5\textsuperscript{th} April 1967 Govt. of India appointed a Parliamentary Committee, in order to consider the Report of Education Commission, to prepare Draft of a statement on National Policy on education for consideration of Govt. of India, and to identify a programme for immediate action.

Therefore, National Policy of education was declared in 1968 on the basis of recommendations of this committee. This National Policy on Education (1968) has included following programmes:

1) Free and compulsory primary education.
2) Improvement in standard and pay-scale of teachers and teaching methods.
3) Development and protection of all Indian languages and production of books.
4) Equality of educational opportunities and identification of gifted childrens.
5) Provision of work experience and National Service Scheme.
6) Science education and Research and education in agriculture and industries.
7) Education at the university stage.
8) Reform in secondary education and in the examination system.
9) Part time education and correspondence curriculum.
10) Expansion of literacy and adult education and education of Minorities.
11) Sports and games and
12) Change in educational structure i.e. common pattern of 10+2+3 throughout the country.

In 1969, Govt. of India, Ministry of education appointed a study group on Supervision and Inspection to i) Study the present position of supervision and inspection in the country and to suggest measures of improvement ii) Analyze various practices leading to the involvement of educational staff in non-education work, such as enquiries, distribution of teacher’s salaries etc. In 1969, Gajendra Gadekar committee recommended the role of UGC in advising state govt. for fixation of amount of financial assistance to Indian University.
In August 1972, Ministry of Education, Govt. of India appointed a committee on 10+2+3 educational structure. In 1973, Govt. of India Ministry of Education appointed a National Committee to formulate practical measures for the introduction of new pattern of 10+2+3. During 1971-74, a committee was appointed on the states of women in India. In 1974, Central Advisory Board of Education strongly recommended the introduction of 10+2+3 pattern of education all over the country during fifth plan period. This new pattern was introduced in 1975 in all the secondary schools affiliated to Central Board of Secondary Education and in some states.

The 28th All Indian Adult Education Conference was held in Oct. 1975. In Nov. 1975 the Curriculum Committee on curriculum for 10 years school gave its major recommendations and observations. In 1976, Curriculum Committee on higher secondary education and its vocationalisation gave its report. In 1977, the Education Minister appointed Review Committee under the chairmanship of Dr. Ishwar Bhai Patel to review the syllabi and textbook prepared by NCERT for 10+2 system of school education. On 2nd Oct. 1978, National Education programme was launched and was expected to cover entire population in the age group of 15 to 35 yrs. by the end of 1983-84. In April 1979, Education Minister declared National Policy of Education under Janata Govt. at center. In 1980, National Population Education Project (NPEP) was incepted with the main objective of institutionalizing population. In 1981, Indian Courses of philosophical research started functioning with offices in Delhi and Lucknow. In 1982, an open university was started at Nagarjun Sagar in A.P. Seminar on open university was organized for the first time during 1970 by UGC, Govt. of India, Ministry of Education and the Ministry of
Information and Broad-Casting. The concept of Open University was an attempt to make higher education available to peoples of distant places in their own house through correspondences, TV and Radio Programmes and sometimes through seminar and contact programmes. Like the traditional universities, an open university does not hold formal classes. It may have regional centers under a director. It was expected that open universities will remove the crowd from formal universities and will be able to provide education to those who due to some reasons have not been able to obtain higher education. There is no age limit for obtaining higher education through an open university which costs much less as compared to that in formal universities. Upto 1983-84, about 30 polytechnics were opened for giving training in Engineering and technology to those women who were leading poor life due to unfavorable social and economic condition.

In 1985, International Standard Book Numbering system was introduced, by which a distinct identifying number is assigned to each book. On 20th Sept. 1985, Indira Gandhi National Open University (IGNOU) was established offering correspondence courses for students by the Prime-Minister Rajiv Gandhi with 100 acres of land in southern surrounding of New Delhi. At that time, Rajiv Gandhi quote, “Our endeavor is that, in India the poorest, the most backward children receive best possible education and in this direction, today, we are here to take a step forward. This Open University will extend educational opportunities to all the corners of the country.” (16)

This university offers 72 programmes to students and has created a countrywide network of student support structures, with 46 regional
centers and 765 study centers, all over the country. This university has also developed a media-network and teleconferencing system to educationally link all distance-teaching institutions in our country.

In 1986, a New Educational Policy was declared by the Parliament of India, the main objectives of which were as follows:

i) Education and the curriculum at secondary level should be job oriented.

ii) To make peoples and students at various levels of education aware about various scientific and technological developments.

iii) To eradicate illiteracy and to emphasize the necessity of Adult education, formal education, farmers education, and open schools.

Major recommendations of Educational policy of 1986 were as follows:

i) To vocationalise secondary education.

ii) To give emphasis on learning and to delink degrees from jobs.

iii) To give importance to moral values.

iv) To reform examination system.

v) To emphasize on education of weaker section of the society.

vi) To give importance to sports and games.

vii) To establish Open University, new institutes of education, Navodaya Schools and to modernize education.

viii) To develop Women and Adult Education.

ix) To adopt Operation Black-Board.

The Policy recommended that institutions of higher education should possess facilities by way of basic infrastructure such as class-rooms, libraries, laboratories, hostels, staff quarters, teacher’s hostels and other
inputs like technical and research support and resources for purchase of equipment, books and journals etc. During 1986-87, following four universities were established i) University of Health Sciences Vijayawada (A.P.) ii) North Gujarat University, Patan, (Gujrat) iii) University of Agricultural Sciences, Dharwad (Karnataka). Iv) Indira Gandhi Krishi Vishwavidyalaya, Raipur (M.P.) The Cochin University, Cochin, Kerala was converted into a full-fledged science and technological university of unitary type for the promotion of post–graduate studies and advanced research in applied science, technology, industry and managements by an Act of the State legislature. On recommendation of UGC, Govt. of India declared Birla Institute of technology-Ranchi (Bihar), Rajasthan Vidyapeeth, Udaipur (Rajasthan) as institutions deemed to be universities. The National Literacy Mission (NLM) was launched in May 1988 to impart functional literacy to 80 million illiterate persons in 15 to 35 years age group i.e. to 30 million by 1990 and additional 50 million by 1995. In April 1989, a Central Scheme “Mahila Samakhya” was launched which seeks to mobilize rural women for education through Mahila Sanghas in each of the village concerned. This is a central scheme in which full financial assistance is provided to Mahila Samakhya Societies in Karnataka, U.P, Gujrat and A.P., set up under the chairmanship of the concerned State Education Secretary. The National Policy of education 1986 was revised under P.V. Narimha Rao in 1990. The implementation of National Policy of education was evaluated by two committees namely i) The Ram Murti Committee 1990 and ii) The Janardhan Reddy Committee 1992.
Ram Murti Committee (1990):
The National Front Govt. under P.V. Narsimharao framed an education committee under the chairmanship of Prof. Ram Murti. Main objectives of Ram Murti Committee were:
i) To examine old education policies.
ii) To suggest measures for promoting industrialization and development of rural areas.
iii) To suggest suitable measures for decentralization of education system.
iv) To make operation Black Board Scheme of 1986 Policy more successful.
v) To reorient higher education.
This committee presented its Report in Jan 1991 and recommended on following important points.
1) Early Childhood care and education (ECCE).
2) To educate scheduled caste, tribal and educationally backward peoples.
3) Universalization of elementary education.
4) Adult education.
5) Vocationalisation of education.
6) Higher education.
7) Technical Management and Teacher Education.

Janardhan Reddy Committee (1992):
In 1992, Central Advisory Board of Education (CABE) appointed a committee to examine the report of Prof. Ram Murti Committee. The chairman of this committee was Janardhan Reddy and hence this committee is popularly known as Janardhan Reddy Committee.
The committee made recommendations and gave suggestions regarding following points:
1) Common School System.
2) Navodaya School.
3) Universal Education.
4) Adult Education.
5) Secondary Education.
6) University education.
7) Central Council of Rural Institutes.
8) All India Council of Technical Education (AICTE).
9) Examination.
10) Teachers training.
11) Financial Provision.

During 1991-92, India extended its cooperation to UNESCO and its regional offices through participation in numerous workshops, symposia and conferences, organizing national, regional and inter regional activities in the country in area of competence of UNESCO, arranging placement of UNESCO fellows in Indian Institutions, implementing projects under the participation programme of UNESCO and administration of UNESCO coupons scheme.

**National Policy of Education (1992):**

On the basis of recommendations of Ram Murti committee (1990) and Janardhan Reddy Committee (1992), National Policy of Education 1986 was modified, revised and declared in 1992. Some of the major recommendations made in revised National Policy of Education are as follows:
It states that “Education of all should be the main aim of education which would help for all round development, material and spiritual. It aims at developing a National system of education upto a given level on Universal basis. It recommended for the removal of regional disparities and to equalize educational opportunities. Regarding curriculum, NPE 1992 states that the curriculum of technical and management programme will be targeted on current as well as the projected need of industry. Active interaction between technical/management institutions and industry will be promoted regarding training facilities and resources, research and consultancy and other areas of mutual interests. The curriculum and process of education will be enriched by cultural content in as many manifestations as possible. Childrens will be enabled to develop sensitivity to beauty, harmony and refinement.

Regarding examination system, NPE 1992 recommended that the objective will be to re-cast examination system so as to ensure a method of assessment i.e. a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. During 1992-93, major achievements of NCERT were directed towards Early Childhood Care and Education (ECCE), Universalisation of Elementary Education (UEE), Minimum level of learning (MLL), orientation of content and process of education at school stage, improvement of science education in school, computer literacy, vocationalisation of education, teacher education, education of SCs and STs, minorities and disabled childrens, education for women’s equality, utilization of educational technology, educational survey and data processing, National Talent Search Scholarship, Promotion of educational research and publication of textbooks for CBSE affiliated schools.
During 1993-94, 25 Central Schools were sanctioned by Indian Govt. On 16th Sept., 1994, National Assessment and Accreditation Council (NAAC) was registered at Bangalore. A five point scale for assessment and accreditation system was adopted in which the highest scorer is placed in the five star Category and the lowest in one star category. In 1996, from 15th to 17th Jan, New Delhi hosted an International Commission on education, which was the 8th and final session to finalize the report for UNESCO. This commission was set up to determine how education could best confront the challenges ahead. UNESCO constituted this commission to reflect on education and learning for the next century. This commission was headed by Mr. Jacques Delores, former president of European Commission. Dr. Karan Singh (India) was one of the 14 members of the commission.

In Jan 2000, A National Programme of Human Resource Development (HRD) of India in Information Technology mainly I.T. education at degree level and beyond was launched in pursuance of recommendations made by the Task Force on HRD in I.T. Important components of this programme were (i) Upgrading of computing facilities and connectivity (ii) Promotion of technology enhanced I.T. education (iii) Faculty development initiatives (iv)Curriculum and course initiatives and (v) Promotion of interface with industry.

In 2001, Prof. V.N. Rajashekharan Pillai was appointed as the Director of UGC. UGC had a review of NAAC activities and considerable deliberations took place regarding the process of assessment and accreditation in various fields. The scheme was revised and the measurement was tightened and made more precise. A nine point scale was evolved from C to A++ with a frequency interval of five (5) scores.
Efforts were made to mobilize support from the Central and State Govts. A meeting of the State Secretaries was convened and a National Action Plan was drawn. Ministry of Human Resource Development declares Year 2002 as the “Year of Quality”.

4.0 Education during Plan Periods:

After independence, five-year plans were introduced for the development of our country in various fields. Education is also given an important place in these plans. Therefore plans have been made for the development of various stages and kinds of education in all aspects.

First Five Year Plan (1951-1955):

Under first five year plan, the Central Planning Commission formulated schemes to make higher education more realistic to formulated schemes, to make higher education more realistic to life, to spread literacy, to strengthen co-ordination between various aspects of education, to provide educational facilities in urban and rural areas, to develop vocational and technical education, to reform examination system, to check wastage in university education and to establish greater co-ordination between various stages of education. During first five year plan, the target of educating 6 to 11 years of children upto 45 to 60 percent, 11 to 17 years of children upto 11 to 15 percent, and 14 to 40 years of individuals upto 30 percent were laid down. Regarding university education the objective was only to reorganize it. The expenditure on education of national level was to be shouldered by Central Govt. The expenditure at State level was to be met by various State Govts.
Second Five Year Plan (1956-1961):

For second five year plan following decisions were made viz.
(i) To expand basic education as far as possible.
(ii) To reorganize secondary education and university education.
(iii) To develop military education and spread social and cultural education.
(iv) To reorganize and develop vocational and technical education.

During Second Five Year Plan an attempt was made to procure financial assistance from UNESCO. Attention was paid to the development of Sanskrit, regional languages, music, dancing, fine arts, literacy and cultural works. The target of 60 percent of compulsory primary education was reduced to 40 percent, so that it may be achieved. It was planned to spend more money on education of backward classes and refugees. Agriculture and health schemes were also taken into consideration. In all 307 crore rupees were spend on education out of which Central Govt. gave 95 crore and State Govts. 212 Crore.

Third Five Year Plan (1961-1966):

The objective of Third Five Year Plan was to make primary education compulsory for childrens between 6 to 11 years of age. Some programmes for the development of secondary, higher, vocational, industrial, technical and science development were also undertaken. To improve the condition of teachers and their training was another aspect of the plan. Rupees 500 Crores were assigned for education out of which Rs. 130 Crores were reserved for technical education, Rs. 180 Crore for primary education, Rs. 90 Crore for secondary education, Rs. 75 Crore for higher education and Rs. 25 Crores for other items of education. Technical education was given more preference over other items. It was
planned to improve the standard of university education by making libraries, reading rooms and laboratories well-equipped and by instituting more scholarships for students to encourage higher research. The salaries of teachers were also to be raised. More hostels were to be constructed and student welfare plans were to be started. Three years degree course was introduced for better organization of universities.

**Fourth Five Year Plan (1970-1974):**

During Fourth Five Year Plan, greater attention was paid to qualitative development of education and less on quantitative. Various schemes of education were framed with this objective only. It was planned to make primary education available to all the childrens between 11 to 14 years of age by 1981. Rupees 398.52 Crores were provided for primary education. Regarding secondary education, it was planned to organize more facilities. Education in Sciences and vocational education were particularly emphasized. About Rs. 279.17 Crore were provided for secondary education.

Regarding higher education, it was decided that no new universities should be opened. Provision for better education in colleges should be made. About Rs. 132.45 Crore were provided for qualitative development of higher education. It was decided to start six Technical Institutes of university standard and 18 polytechnic schools. It was also planned to develop already existing technical schools. About Rupees 250 Crore were provided for vocational and technical education. Importance of physical education was also recognized in the Fourth Plan. Under adult education, it was decided to make ten crore adults literate and two crores educated. Planning Commission encouraged various schemes for this and increased
the grant to 91 crore rupees. For social education, rupees 71 Crore were
given and for cultural programmes some amount was separately
sanctioned. Rupees 55 Crore were assigned for giving stipends to
deserving students. Rs. 12 Crore were assigned for the development of
Hindi, Sanskrit and other languages. Special efforts were made to develop
Hindi.

Fifth Five Year Plan (1974-1979):
During Fifth Five Year Plan, more attention was given on qualitative
development and on effecting a closer co-ordination between various
stages of education. Rs. 1726 Crore were allocated for education during
Fifth Plan. For primary education, attempts were made to give new
orientation to training institutions engaged in preparing teachers for
primary school. Under secondary education, it was planned to increase
enrollment in schools. Accordingly funds were allocated for secondary
education. Vocationalization of secondary education was given more
emphasis. Under university education, more attention was given on
qualitative improvement. Efforts were made to provide more facilities of
higher education to weaker sections of the society in the areas which have
been educationally backward. It was planned to provide facilities for
higher education through evening colleges, correspondence courses and
allowing students to appear at university examinations privately. It was
also decided to encourage summer institutes, seminars and workshops at
university centers. Regarding technical education it was decided that
courses of technical education would be diversified and centers of studies
in material science, engineering, energy studies and ocean engineering
would be established. It was also considered necessary to further develop
Regional Engineering Colleges and engineering departments of universities.

**Sixth Five Year Plan (1980-1985):**

During Sixth Plan Period, it was planned to follow General Education Policy which includes following points (i) Compulsory primary education for children between 6 to 14 years of age (ii) To encourage scheduled and tribal classes to receive education. (iii) Attention on qualitative development (iv) Vocational education in secondary schools to be introduced (v) To spread education in backward areas (vi) Adult Literacy to be encouraged and social education to be given to adults. (vii) Education in science to be encouraged. (viii) Education to be rural oriented.

Under primary education, it was planned to control wastage, provide condensed courses, free text-books and mid-day meals. Special attention was paid on education of girls. For secondary education emphasis was given on qualitative development and vocationalization of it. It was decided to open new schools for backward classes, to engage students in social service and to provide better training to teachers. Under Higher education it was planned, not to open new universities but to provide for open universities and correspondence courses. It was decided to encourage private candidates at university examinations, give admission to students on merit basis, establish autonomous colleges and to provide UGC grant on selective basis. It was also decided to conduct post-graduate classes only in universities.
Seventh Five Year Plan (April 1985 To 31st March 1990):
During Seventh Plan, main objectives of education were as follows: - (i) To pay special attention on education of backward classes (ii) To emphasize vocationalization of secondary education. (iii) To pay attention on specialization at the university stage. (iv) To emphasize the scheme of universalization of education as laid down in Education Policy of 1986. (v) To reform and expand technological and vocational education. (vi) To open number of centers for social education. (vii) To improve condition of teachers by raising their salary scales through enlisting co-operation of Central and State Governments. For all these purpose rupees 6382.65 crores were provided, out of which Rs. 5457.09 crores were provided for improving general and technological education and Rs. 360 Crores were fixed for development of adult education.

Eight Five Year Plan (1992-1997):
During Eight Five Year Plan, emphasis was given on universalization of elementary education, eradication of illiteracy in the age group of 15 to 35 and strengthening vocational education. National Council of Teacher Education (NCTE) was given the responsibility of maintaining standard of Teacher Education. In addition more emphasis was given for the progress of adult education, secondary education, vocational education, university and higher education. For Eight Plan, rupees 196000 million were allocated for education, out of which rupees 92010 million were allocated for elementary education, rupees 34980 million for secondary education, rupees 18480 million for adult education, rupees 15160 million for higher education, rupees 7510 million for others and rupees 27860 million for technical education.
Thus it is very much clear that our Govt. has made all possible efforts to
direct education to new heights after independence by announcing
various committees, commissions and National Policies and through five
year plans. No doubt, our educational system has also expanded quite
satisfactorily in quantity, but it is rightly said that, nothing is done when
something is left to be done. It is also true that our system has become
unwieldy incompetent, static and devoid of quality. It is neither able to
achieve excellence in pursuit of truth and expansion of boundaries of
knowledge, nor is able to create an able and trust worthy trained
workforce to feed the emerging tasks.
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