The word 'education' is derived from the Latin word 'educatum' which again comprises two Latin words 'E' which means 'from internal' and 'Duca' which indicates 'to lead'. Thus the word 'Education' intends to bring the inside to outside. The function of education hence is to draw out rather than to put in. This means through education inner capacities or potentialities of the pupil are developed and brought to light.

Educationists also trace out the root of education in two Latin words 'educare' and 'educare', the former's meaning enhancement, improvement and progress and the latter's meaning development and bringing out. Therefore, education means the art of developing and enhancing the cultivation of various physical, mental and moral powers of the child. Education as such is to be taken as a process, not as a product.

Education is said to be the third eye of a man, which plays a dominant role in making the society with modernization and sophistication. Education is the steering rod while society is ship when culture and civilization are the other two propellers to run it towards its destiny in a glorious way. Thus education is the most indispensable process for human progress and refinement, which fills the gap between conservative and innovative, stupid and intellectual. In the present day educational institutions have become the agencies to eradicate the social evil of illiteracy in all developing and developed countries all over the world. The spirit of a country is inherent in its culture and the main function of education is to transmit the culture of the country to its future generations. The developing countries like India, Sri Lanka, Nepal and Bangladesh, to keep pace with the
rapidly developing and advanced countries are now with the noble motto in establishing the institutions of knowledge, places of learning and temples of enlightenment. It is universally accepted that civilization and education are the two sides of a coin and always they travel side by side. Thus, education is the backbone of a progressive nation.⁵

Primary Education is the foundation of the entire super structure of the nation, which we intend to build. The beautiful house on poor foundation is going to fall like a house of cards under the slightest stress. The strength and progress of a nation rests upon the educational foundation of her people. Primary education is crucial for spreading mass literacy, which is basic requirement for the effective functioning of democratic institutions, economic development and modernization of the social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all its citizens.

DEVELOPMENT OF EDUCATION – HISTORICAL RETROSPECT

The Story of Indian Education is as old as the story of Indian Civilization, right from the Vedic age, when Aryans inhabited the land of seven rivers (Sapta Sindhu), settles in it, sand songs in praise of divinity, established a four fold caste system and four-fold goal of human life (Varnasrama Dharma). This Panorama spread more than 4000 years or even more and during which period India evolved different systems of education in accordance with the changing needs of the times.⁶ Historically, the development of education in India in different ages can be broadly divided into the following periods.
EDUCATION DURING THE HINDU PERIOD

Though there is a very little record of the pre-vedic period, still history reveals that during the early Vedic Period the teacher or master was called as 'GURU' instructing a small number of disciples. The prima-facie nature of education at that time was purely religious in character. The studentship (Brahmacharya) was characterized by various religious ceremonies, offering Prayers, sacrifices, memorising vedic hymns and observing a strict code of conduct in accordance with the rules of celibacy. The brahman child used to begin his education at the age of eight, the kshatriya at eleven and the vaishya at twelve. In this system knowledge was imparted orally and education included Physical, spiritual and material development of the students. During the Post Vedic Period the same analogous system of Brahmanic education remained in vogue for Centuries till the Buddist and Jaina systems replaced it.

BUDDIST SYSTEM OF EDUCATION

The Buddist system of education came into ascendancy about 600 B.C. In this system Maths were installed where monks (who were also teachers) and students assembled in large number. There were the elementary institutions of teaching and learning. Later on centers of higher education grew up in monasteries and viharas and these resembled residential universities of today. For instance Nalanda had 4000 students in residence as history reveals. Vikramshila, Takhashila, Odantapuri and Jagadpal were also similar seats of higher learning of Buddists. This system was also basically spiritual in context, although other
subjects were taught. Before the conquest by Muslims no doubt education was rich in context and elaborate in system.

EDUCATION DURING MEDIEVAL PERIOD

Muslim Conquest of India coincided with a dark age in Islamic education when the schools had lost their wider ideals of culture in a narrow pre-occupation, with sectarian controversies. Rudiments of education, especially the study of the prayers from the Quran were imparted in mosques. Temples were replaced by mosques and obviously Pathashalas by maktabas. Education however took large strides during the reign of Akbar who championed for the cause of Hindu Muslim unity. Residential colleges were started both for Hindus and Muslims. But unfortunately Hindu education received a set back during Aurangzeb's rule. But after Aurangzeb, there was a parallel system of Hindu and Muslim education. Educational system during medieval period was also basically religious in character and emphasized personal relations between the teacher and the student. It was individual rather than mass education of the present times. A teacher used to have a small group of students and he paid individual attention to them. Education was in a way, a finally process with personal interactions and relationship.

EDUCATIONAL SYSTEM UNDER THE BRITISH RULE

Modern Indian education is the result of gradual evolution. History of education in India is closely linked up with the history of education of England—English being the masters and rulers of this country. In the words of Howell,
“Education in India under the British Government was first ignored, then violently and successfully opposed, then conducted on a system now universally admitted to be erroneous and finally placed on its present footing”.

A. EFFORTS OF CHRISTIAN MISSIONARIES

The beginnings of the modern system of Indian Education can be traced to the efforts of the Christian missionaries who poured into India in the wake of European traders in the early years of 19th Century. These missionaries made an attempt for the propagation of education in India with the object of spreading Christianity. Due to their efforts several institutions were established. These institutions imparted education as well as Indian Education.

B. CHARTER ACT OF 1813

In the Charter Act of 1813, a clause was annexed to the effect “that a sum of not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India”.

C. ORIENTAL – OCCIDENTAL CONTROVERSY

In 1823, the General Committee of Public Instruction was set up in Calcutta for implementing the legislation of 1813. Since the majority of its members were orientalists, it began its work by patronizing oriental learning. Orientalists wanted the progress of Indian education through the medium of
Sanskrit, Arabic and Parsi. But very soon the policy of orientalists began to the challenged by another section of the committee, viz, the Occidentalists or Anglicists who were in-favour of developing western education in India through the medium of English.

D. LORD MACAULAY'S MINUTES OF 1835

Lord Macaulay came in India as a Law Member of the Council of Governor General on June 10, 1834. He was appointed the Chairman of the Society of Public Instructions of Bengal by Lord William Bentinck. He clearly interpreted all the facts well and supported the western education through English medium in India.

E. WOOD'S DESPATCH OF 1854

The further step in the history of Indian education was the Parliamentary enquiry into the conditions of India in 1853. A committee was set up Charles wood was the chairman of the Board. The suggestions of the committee was favourably considered by Board of Directors. They are,

1. It also recommended the introduction of Indian languages at the Secondary School level and to encourage indigenous schools as they were considered to be foundation of National system of education.

2. In the education system grades were encouraged, Grants – in – Aid was given to private institutions.
3. Three Universities were established at Calcutta, Bombay and Madras for the promotion of education and

4. In 1871 education department was transferred to the local self-government and some amount was allocated to them from the central revenue.

F. WILLIAM HUNTER COMMISSION OF 1882-83

Lord Rippon appointed the Indian Education Commission on February 2, 1882. William Hunter as it's chairman of this Commission, therefore, this was called William Hunter Commission. The commission was appointed to review the progress of education in India. Since 1854 and suggest some of the improvements. They are as follows

1. The Commission recommended that the administration of primary education is an important item of education and therefore the government should make a constant effort for its progress, expansion and development.

2. The Commission further recommended that District and Municipal Boards should manage primary education and

3. The Commission suggested that local funds should be exclusively utilized on primary education.

G. INDIAN UNIVERSITIES ACT OF 1904

In 1902 the Indian Universities Commission was appointed by Lord Curzon and the Indian Universities Act was passed in 1904. Based on this act, the government of India passed an important resolution on Indian education
policy which emphasized greater interest to be taken by the Provincial Governments in primary education. This resolution further directed that educational budget estimates of the local bodies should be submitted through the Directors of Public Instruction and that in rural areas education should be in accordance to the immediate needs of the rural people. Further, in 1913 the Government of India in their resolution announced its decision to assist local governments by huge grants.

**H. GOKHALE'S RESOLUTION OF 1911**

Gopal Krishna Gokhale introduced a bill in the Imperial Legislative Council on 16th March, 1911 for the gradual introduction of the principle of compulsion into the elementary education of the country. But the bill was rejected by 38 votes to 13. Although Gokhale's bill was rejected but it served a great purpose. It focused the attention of the entire country on education. The Government itself had reconsidered its policy, and introduced a new educational policy in 1913.

**I. SARGENT REPORT OF 1944**

The next landmark in the history of Indian education was the report of Sargent Commission. In 1944 Sir John Sargent was asked by the Central Advisory Board of Education to submit a comprehensive report on post-war educational development. The important recommendation of the report was provision should be made for free, compulsory and universal primary or basic education for all children between the ages of 6 and 14.
EDUCATION IN THE POST-INDEPENDENCE PERIOD

AIMS OF EDUCATION

1. Development of the powers as critical independent thought.
2. Inducing sensitiveness of perception, receptiveness to new ideas.
3. Producing an awareness of the main streams of our cultural, literacy and scientific traditions.
4. To make available important bodies of knowledge concerning nature, society, ourselves, our country and its history.
5. To strive to cultivate loyalty to the ideals of the democratic community.
6. To equip young men and women with the general skills and techniques and the specialized knowledge and
7. To strengthen the inner resources and traits of character which enable the individual to stand on his own legs as and when necessary.
Table 1.1 reveals that the educational system in India is interlinked with each other types of education though the nature, purpose, mode and method and objectives changes from each other. The important arrangement in this system is educational facilities are seen both at rural and urban levels. Physical education found its place in all levels and research and training is linked to both general and technical education.

AGENCIES OF EDUCATION

Society has developed number of specialized institutions to carry out their functions of education and these institutions are known as the agencies of education. The agencies of education are generally divided into 2 types. They are Formal and Informal. The formal agencies of education are those which are set up by men and less deliberately by society. The formal agencies of education are:

1. School
2. Library
3. Recreation centers
4. Reading rooms and
5. Religious Institutions

The Informal agencies of education has a wider meaning. It should be understood in terms of learning. There are certain institutions other than formal agencies which educate people without definite rules and regulations or special curriculum. In this system people are educated with their own activities. The formal agencies of education are as follows,
1. Home or family
2. Religious organizations
3. Drama and cinema
4. News Papers
5. Radio and
6. Library

POSITION OF EDUCATION IN THE INDIAN CONSTITUTION

Education found right place in the Indian Constitution. Education is one of the Fundamental Right enshrined in the part III of the Indian Constitution. When the Constitution was written education was kept in the State List. Later on it was transferred to Concurrent List by 42nd Constitution Amendment Act of 1976. By this modification a new trend of responsibility came to be shared by both the Union Government and the States in all the spheres of education. Article 29 and 30 of Indian Constitution ensure every citizen the protection of their language, script or culture.

ARTICLE 29

"No citizen shall be denied admission into any educational institution maintained by the states or receiving aid out of state funds on ground only of religion, race, caste, language or any of them."
ARTICLE 30

"Guarantees to all minorities whether based on religion or language the right to establish and administer educational institutions of their choice and declares that in granting aid to educational institutions, the state shall not discriminate against any educational institutions on the ground that it is managed by a religious or linguistic minority".20

The part IV of Indian Constitution which deals with the Directive Principles of state policy under Articles 36 to 51 clearly mentioned that:

ARTICLE 45

"The state shall strive to provide for free and compulsory education for all children until they complete the age of 14 year"21

It has been realized and also evident from the above that the elementary education should be the strong base on which the fabric of Secondary Education could be constructed.

ARTICLE 46

"The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular of the Scheduled Castes and Scheduled Tribes education"22.
CONCLUSION

Education means to impart noble and moral instructions to the children who are the future citizens of India. Education plays a vital role in providing the above said instructions to mould children as well as people to run their lives in a successful and progressive way. The best education is nothing but the constant interactions between the individual and society. No good life is conceivable or perfect without education so that education is a purposeful and stabilized activity. The future of India and success of the Government depends upon its educated citizens. With this aim the Indian Constitution with great ideas has implemented that free and compulsory education for children.
REFERENCES


3. Ibid., P. 140.


7. Ibid., P.1-2.

8. Ibid., P.2.

9. Ibid., P.3.


11. Ibid., P.1.

12. Ibid., P.1.

13. Ibid., P.3.

15. Ibid., P.15.


17. Ibid., P.247.


21. Ibid., P. 8
