CHAPTER- 3

School Education System in India before and after Independence

“Change does not necessarily assure progress, but progress implacably requires change. Education is essential to change, for education creates both new wants and the ability to satisfy them”

Henry S. Commager

The educational institutions which provides the primary Education to the maximum number of children is the world largest single enterprise. With the involvement of a bit array of teachers, the biggest number of pupil, a large number of supervisors and administrators, this kind of institution is able to change the social value of human life with the help of education. As such, from the point of view of magnitude, from the stand point of psychological preparedness, from the preponderance of the sociological influences, in view of the economic necessities, and the philosophical background and in view of scientific enlightenment and humanism, the role of primary education is extremely significant and crucial. Education works as a lever in raising financial and social status of the individuals. So, expenditure on education is regarded as useful investment not only by the economists, but also by the educationists. Economic condition of a country depends largely on the educational standards of its people since primary education is the foundation and should be the maximum or basic acquisition for the majority. Education is the root of modernization and human development. Education is a process of learning and it continues throughout the life. It promotes mobilization and encourages people to participate in development activities. Education makes people skilled towards jobs and creates productive efficiency.

So to know the practice of Education in India, this chapter has been divided into two parts: Education in India before independence that includes education in all the three historical phases’ namely ancient, medieval and modern India). Likewise, another part basically deals with Education in India after her independence.
3.1 Education in India before Independence:

The cultural and the traditional education were started from the beginning of the human civilization. Although the pattern of learning was different from today’s curriculum yet, no one can deny that the human civilization was elaborated in a parallel manner in the presence of cultural and the traditional education.

(a) Education system in Ancient Period

Every aspect of life including education in ancient India was influenced by religion. However, it is worth to mention that education aimed at many sided development of the personality of the student of course with a religious orientation. The concept, aims and ideals of education were correlated with the ideals of life. Religion played an imperative part in life in ancient India. The whole social structure of those days was religious and the whole system of education surged with religious atmosphere. Teachers were usually priests, so they provided Liberal, Spiritual and Religious education. In ancient India the whole system of education ran on the specific system of institution called ‘GURUKUL SYSTEM OF EDUCATION’.1 The main sources of teaching in the ancient education were Vedic literature which represent the most important and intrinsic part of life of the Indian people. In Vedic period, as the period is known, teacher or Guru used to give knowledge to their pupil on the basic of Vedic literature which consisted of eight different forms; they are Four Vedas, Six Vedangas, Four Upavedas, Four Brahmanas, One hundred and eight Upanishads, Six systems of Philosophy, Bhagwad Gita, and Three Smritis.2 The Vedas deal with every branch of knowledge and provide basic material of all arts and science. In fact, they are the first source of wisdom. Ancient educators considered knowledge as the third eye of man which gives him insight into all worldly and non-worldly matters.3 Teacher occupied a vital position in the Vedic system of education. The teacher was a parent surrogate, facilitator of learning, exemplar and inspirer, confident, detector friend and philosopher, evaluator, imparter of knowledge and wisdom and above all a guru, religious and spiritual guide. In Vedic period forest was treated as a centre of education, which was far from the madding crowd’s ignoble strife4. In ancient time people used to live a simple and a pious life. They used to perform their duties and responsibilities with utmost care and devotion. Everyone had
certain moral values and they considered following religion norms as their duty. They used to live in closed contact with saints, which made their life religious.\(^5\)

Under ancient or more particularly Vedic education process, all human beings would make necessary or positive changes in their behaviours. It was with feelings of love and devotion that atmosphere of educational institution was charged with. An important objective of ancient educational system was to preserve and transmit ancient Indian culture. This task was being performed by renowned teachers, who used to engage in their work continuously. Habits of performing various functions independently were developed in student, which used to help them in uplifting their future life. The ancient education system had been able to develop the all-round behaviour of student. Though, the system did not have a written curriculum yet, Gurus would choose those activities that helped to develop different dimensions of student’s personality. To reiterate, the overall system of education in ancient India was based on Vedas. Vedas are considered to be main source of Indian philosophy of life. Among the four Vedas, the Rig Veda is considered as most fundamental from point of education as it is in this Veda that knowledge aspect is being interpreted and four stages of human life are also dealt in the Rig Veda.\(^6\) In the Gurukul system of education, the Brahmin Gurus or teachers taught children of only three upper casts of Aryan society, namely, Brahmins, Kshatriyas and Vaishyas. The education for non-Aryans was kept in dark, although they are in the majority among the Indian populace. The majority of the pupils were boys or male, but there was a provision for the girl’s education also, but the number of schools or Gurukul which were exclusively for girls were very few in those days.\(^7\) Mohit Kumar justifies:

"Later on the ancient or Gurukul system of education was imparted on the basis of caste of the student. Brahmins were given the knowledge about religion, philosophy, Vedas. Ultimately they are in the top line of the social structure of the society. Kshatriyas, the people of warrior class, were taught various concepts of warfare, (the army of the ancient India). The third group of the society was Vaishyas, the people from the business line and they used to learn various techniques and principles necessary for smooth running of the business and for the last group of the society called Shudras, the right to education for them were not given."\(^8\)

So in ancient period the Indian society was divided into four different Varnas also known as Chatur Varna on the basis of their work. That is why the Brahmins worked as the teachers and the priest of the temples. The subjects of the ancient
education were basically Philosophy, grammar and logic. The system of education in those days was not only theoretical but a practical content that included meditation, seminars, and religious practices. With the combination of theoretical knowledge and the practical knowledge the pupil used to develop the healthy civic and aesthetic sense and it was impossible to lead a successful life without it. After getting education from Gurukuls, students were empowered to get married and lead a family life. After marriage the civil life used to begin, from there onwards it became their duty to obey all the norms and values set by the society. To perform various kinds of duties towards their family and for the society was their prime responsibility, for which they were being educated in Gurukuls. Some of the Chief aims and ideals of ancient Indian education are highlighted by Gupta in the following manner:

a) Infusion of a spirit of piety and righteousness,

b) Formation of high character,

c) Development of personality,

d) Inculcation of civic and social values,

e) Promotion of social efficiency and

f) Preservation and spread of national culture.

In ancient India the above mention aims and the ideals are fulfilled by the ancient education system called Gurukul system of education. Although the Brahmins were in the dominant position but the society of ancient India was maintained by every individual. Every member of the society performed their duties with full of loyalty and responsibility. During that time, common people had an intellectual outlook that naturally was varied from today’s materialistic conception. Self-study, thinking, and meditation were the activities in which common man used to spend much of his time. Religious education was very important through which they believed that they would attain salvation.

The overall feature of ancient education was based on Hindu religion which gives not only the religious based education but also provides the knowledge of human life, and also made conscious about the deeds of human life. In the ancient education females were also allowed to get education along with their male counterparts. Kaushalya mother of Rama, Tara wife of Bali, Draupadi wife of Pandavas, are some of the examples of educated women in ancient India. Similarly,
education in ancient India was free from the interference of the any high authority because the management of education was completely a private concern and was strictly under the control of a Brahmins. Funds for the education were received from the public in the form of Vidyadana (donation), which was pronounced to be the best of all gifts. By receiving these funds Gurus of the different residential school of the ancient India called Gurukul are able to provide sufficient and free education to all poor students. In ancient India, Banaras (Varanasi) became the major centre for learning. In the seventh century B. C., Banaras was one of the most important centres of education in eastern India that provided the traditional Vedic education among the students. The Banaras Hindu University is a prominent centre of learning even today and is considered by many to be one of the oldest existing universities in India.12

As mentioned earlier the exclusive dominance of Brahmins on education had divided the Vedic society on the basis of caste and work so the rigidity and complexity of the Hindu religion on the matter of education gave birth to two new protestant creeds in India, namely Buddhism and Jainism13. The formation of these two creeds in ancient India creates a new dimension on the system of ancient education, which was purely based on Hindu religion. Thus, the major change in Buddhism was the rejection of rituals, ceremonies, and caste discrimination and education was available to every individual of the society who desired to learn. However, this change of thinking process did not affect the learning in a larger scale as it continued to be based on the Veda, Upanishad as well as Buddhist scriptures such as Dhammapada.14 Monasteries are the main institution where pupil used to learn. The Buddhist religion did not offer any educational opportunities. All the matters related to the education were in the hands of monks.15 The establishment of Viharas for the higher education in the form of residential University such as Nalanda and Vikramsila, Taxila, Odantapuri and Jagaddala acquired an international reputation in ancient India.16 Prosenjit, Jivaka, Panini, and Kautilya were some of the significant products of Taxila17. The Indika of Megasthenes and Arthasastra of Chanakya or sometimes known as Kautilya18 are the great achievement of education system in ancient India. The study of Vedas, sciences, medicine and surgery, archery and agriculture were the main subject in the curriculum at Takshashila or Taxila. But in 455 AD, this institution was destroyed by the Huns, who invaded India.19 Chauhan writes
“Nalanda, the residential University of the ancient India was founded by a disciple of Nagarjuna during the Gupta period and it was situated near the old capital of Magadha about 40 miles away from Patliputra (Patana) in Bihar. The building of Nalanda had 8 big halls and 300 small blocks where 100 lectures could be delivered everyday on various subjects. Besides religion education, subjects like philosophy, logics; linguistic, yoga, grammar, and medicine are also included in the curriculum.20

The development of primary education in both the religious period was not good. The establishment of Temples and Monasteries were the basic development of the Hindu and Buddhist religions which gives only the basic education to the pupil up to the certain age. Although Buddhism continued as a religion in India for 1,500 years21 with institutionalized of education through Viharas, almost five thousand Viharas spread the light of knowledge22. Banerjee further writes,

“The rise of Buddhism forced the Hindu religion to make some change in practice of ritual ceremonies, so Hindu religion was reformed. Rituals were liberalized and Sanskrit language was reformed. As against many sects arose in Buddhist Viharas where the fundamentals are compromised up to some extent. The Buddhist Viharas carried the value of secular education to the people, but its administration under a sort of oligarchy was rather slack. The individual monk had no right to property, but the Viharas Sanghas possessed immense materials resources”.23

The strong and powerful Buddhist organizations gave way to luxuries and corruption which result in loose and weak control over educational system.24 The another reason for the disappearance of the Buddhist system of education was destruction of Viharas during the time of Turko-Afghan invasion25, it does not mean that it disappear from the land of India, because of the secular character of India constitution Buddhism is still found in India.

The specification of elementary education in India was good and it was in the large network for example, different Temples of the Hindu religions and the Gurukul system are the best centres for the elementary education in ancient India.

(b) Education system in Medieval Period

After the Islamic invasion of India from Persia and Asia Minor, and the establishment of Islamic theocratic monarchies under Mahmud of Ghanzi in A. D. 1001, Muhammad Ghauri in A. D. 1175, the educational institutions of the Hindu and the Buddhist religion were destroyed paving their ways for the development of the
Muslim education in India. The Muslim educational institutions are attached to the Mosques. Elucidating the Islamic form of education Gupta writes

“Like the Hindus, the Muslims also had two types of institutions, Maqtabas and Madrassahs. The Maqtaba, was generally attached to the mosque and responsible for the objective of teaching and to provide basic education (Read and Write, Specially to read the Holy Quran) to the boys and girls in the religious manner. The Madrassah was an institution of the higher education just like Tol and Pathahala in Hindu religion and the Vihars in Buddhist. The Madrassahs offers the subjects like grammar, Philosophy and History.

Kochhar further illustrates, these types of educational institutions prepared a highly selective group of men for the profession like priests, judges, doctor, etc. The Islam gives great importance to education, which is the process of teaching and acquiring or learning knowledge. In Islam religion, education plays an important role in developing every individual to be successful in realizing the very purpose of man’s creation.

During the entire Muslim rule, that comprises the Sultanate and the Mughal rule, education received a great patronage from the state. The Muslim rulers established many Maqtabas, Madrassahs, and Libraries etc. During that period education was imparted for the propagation of Islamic principles, law, and social convention. Education was based on religion as in Hindu and the Buddhist period, and its aim was to make a person religious minded. Every pupil was expected to learn verses of the Quran (the holy book of Muslim), by heart. Chauhan correlates both the education process in the following manner

“The education of a child began with a ceremony called ‘bismilla’ which was similar to ‘Upanayana’ practiced by Hindu in ancient India”.

Educational system was free from all restrictions. Although there was great respect for girls and females during this period, but no satisfactory provisions were made by the Muslim rulers to educate the common girls of their community, provision of education of girls was being restricted to higher families. In spite of education, Purdah system was practiced by Muslim rulers. According to this system, females are not allowed to go in front of outsiders without keeping her face and body under purdah which is still found. The presence of Hindu religion schools, where Sanskrit was the medium of the instruction and the Maqtabas of the Muslim religion, where the medium of instruction was Persian led to the formation of a new language called
‘Urdu’, generally written in Persian characters with words of Arabic and Persian origin,\textsuperscript{32} which was later became the \textit{lingua franca} of the Muslim community in India. One of the most important developments during the period of Muslim in the field of education was the vocational and technical education.\textsuperscript{33} For the first time in thousand years since the fall of the Gupta’s Empire, Islamic rulers built an empire with a central administration\textsuperscript{34}.

While in medieval period the Islamic education replaced the existing Vedic system of education and Buddhist education system for the growing need of Islamic administration. During the period of Akbar, education made great progress as compare to Tughlaq dynasty. Akbar was deeply interested in the work of spreading education and learning. The establishment of residential colleges for postgraduate studies in different subject and advanced studies were made in various branches of learning like Mathematics, Geometry, Astronomy, Physics, Philosophy, History, Grammar, Literature\textsuperscript{35} etc, leads the Muslim rule in various part of the India. After the death of Aurangzeb, the Mughal Empire and the system of education based on religion came to end, many Maktabs and Madarsas attached to mosques and Pathshalas attached to the temples were close down\textsuperscript{36}. The death of a mediaeval society caused a twofold social reaction. Loss of value led to social anarchy and growth of socio-personal immorality. As against this, the Pundits and Mullahs prescribed social conservatism with the object of saving the crumbling social structure and social order. A great damage was done on the cultural front.

The indigenous Hindu and Islamic system of education that still existed were but carcasses of what they had once been. The fall of Mughal Empire after the death of Emperor Aurangzeb caused the educational and cultural vacuum of the Indian society and end of the medieval period. The majority of the oppressed people are ready to get hold of a new haven of rescue in this mooring less life.

\textbf{(c) Education system in Modern Period}

The Western Missionaries who had already been in the field now entered in right earnest into the arena to fill the hallow part\textsuperscript{37}. Thus the modern system of education in India germinated in the attempt of Christian Missionaries to spread their religion. The first among them were the Roman Catholic Missionaries, who organized educational activities in the territory under the possession of Portuguese. Francis
Xavier, a famous missionary arrived in India and started to organize street classes for instruction in Christian religion. The main aim of the missionaries was to convert the native Indian to Christianity that’s why most of the missionary schools were attached to churches or to the missionary offices.\(^{38}\) The new era witnessed the growth of a new economic pattern like, a commercial monetary economy, the development of new values, and education and new political pattern. The Elementary schools of Parochial type, with Portuguese and Latin media, Orphanages providing vocational preparation together with the 3 Rs (Reading, Writing and Arithmetic), Jesuit College at Goa in 1575, Theological Colleges and Seminars for the training of Indian Clergymen and one university type institution at Salsette are some important educational institution which were established by the Portuguese missionaries. During the Portuguese era a few institutions for higher education were founded, because they concentrated more on elementary education\(^{39}\).

In 17th century the Dutch maritime power replaced the Portuguese. Their major attention was directed to Ceylon, and particularly to South East Asia where they ultimately founded the Dutch Colony of East Indies (Indonesia). So the contribution of Dutch power in the field of education on Indian land was insignificant. The French East India Company, established in 1664, entered into a political and commercial venture in right earnest with the dream of a French Empire in India. In their educational enterprise, they imitated the Portuguese by and large. Their efforts were not restricted to Christian population alone. With the recruitment of Portuguese and Indian teachers the French East India Company established the institutions at Mahe, Karikal, Pondicherry, Madras and Chandernagore. They also established the efficient secondary school at Pondicherry to impart liberal education. However, their efforts were restricted mainly to southern India but their contribution in the field of education cannot be overestimated. But the Goddess of Victory favours the English when the French and the English entered into a mortal contest for a foothold on the Indian soil. However, their school continued to exist under the British India Empire with the missionaries sticking to their posts\(^{40}\). The victory of English people leads the formation of East India Company on 31\(^{st}\) December 1600\(^{41}\) in Indian soil. Afterwards they brought whole India under their control and put it under the chain of imperialism. In the beginning of imperialism British made their domination over the Indian natives in all the sphere of life, the education sector was no exception in any manner.
The history of modern education in India begins when the East India Company was compelled to accept responsibility for the education of Indian with the new act renewing the Company’s privileges for a further period of twenty years was passed on 21 July 1813. Under this Act the Board of Control was authorized to grant licenses to missionaries to open the schools in India. Regarding investment in education sector Clause (43) of the Charter Act 1813 was introduce in Parliament by former Advocate General in Calcutta and was passed after a slight modification. Clause 43 of the Charter Act 1813 states,

“It shall be lawful for the Governor General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisition, after framing the expenses of the military, civil and commercial establishment and paying the interest of the debt, in manner hereinafter provided, 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 introduction and promotion of a knowledge of the science among the inhabitions of the British territories in India."

The Provision of educational development in India under British rule was important milestone for future development of western education in India. But the sum allocated by the charter was not utilized till as late as 1823 when a commission was appointed to look into the appropriation of that sum that showed the Company still did not want to take responsibility on the issue related to education. However, the need of time and the demand of man power in the Company forced them to invest in the field of education. Following it the British government conducted a survey in Madras, Bombay, Bengal, and Bihar in order to assess to contemporary status of indigenous education in India. The report of the Collectors showed that in 1826 there were 12,498 schools providing education to 188,650 pupils in Madras, similarly in Bombay there was 1705 schools with 35143 scholars in 1829, out of which government maintained only 25 schools with the total enrolment of 1315 students, the rest of the school are located in village area with the total enrolment of 33828 students and lastly in Bihar and Bengal there are 100000 village schools in 1835. It shows that the culture of religious education was rich even under the rule of British Government in India. However, due to involvement of private enterprise on education system in the form of missionaries for speared of Christian religion was the main reason for the decaying of traditional form of religious education system in India after the end of eighteen century. The missionaries were provide a secular form of
education which pulls the students from traditional landlords families and other rich families, who are the main financial supporter of indigenous education.

The early missionaries, who entered in India before 1813, started their education propagation from lowest classes of the society, by adopting the native language as a medium of instruction and mainly worked in the field of primary education. However, after 1813 they shifted their attention from primary to secondary and higher education where they applied English language as a medium of instruction. While the main aim of the Christian missionaries was to propagate Christian doctrine in Indian soil and for this they adopt the modern system of education.

The joint efforts of three agencies called missionary enterprise, non-official enterprise (both European and Indian) and official enterprise did not make much progress in the field of education because of medium of instruction. The implementation of modern education in Indian soil leads the formation two groups called; Orientalists, who desired to give all higher teaching through the medium of the classical language of India called Sanskrit for Hindus and Persian for Muslims and Anglicists, who wished to give higher teaching through the medium of English. In the meantime people had come to realize the importance of English education in the contemporary socio political situation. The controversy between these two groups creates lots of pressure in different agencies which works on the development of education in Indian soil. On the other side the educational grant of India was also increase from one Lakh to ten Lakhs of Rupees per annum.

The British India was divided into five Provinces- Bengal, Bombay, Madras, United Provinces and the Punjab. The Presidency of Bengal first took up the work of educational reorganization. The Central Committee of Public Instruction was appointed on the 17th July, 1823 with this end in view for the Bengal Presidency. Most of the members of the committee were admirers of classical of oriental learning. Within the ten years of appointment committee did lots of development on educational sector like, reorganized the Calcutta Madrassa and Banaras Sanskrit College, establishment of Sanskrit College in Calcutta in 1824, it employed Oriental scholar to translate English book into the Oriental language, it undertook the printing and publication of Sanskrit and Arabic books on a large scale and one of the most important work done by committee was introduction of English classes in all oriental colleges such as Calcutta, Madrassa, Calcutta Sanskrit College, Banaras Sanskrit College, Delhi College, Agra College etc.
This kind of development shows that the indigenous system of educational institutions is still in leading position in India under the British. While the development of Educational institutions and the whole system was fully experimented by the well educated persons from west with western tradition and persons from India as well in eastern style where different types of commissions, suggestion, committees and the act was passed by the British Government in different region through different Governors for the educational development in India. The first suggestion which was also become the policy on the matter of education system was Macaulay’s Minute on education. Governor General Lord William Bentinck made his famous policy announcement on 7th March 1835 on the basis of Macaulay Minute which states that ‘the objective of state aid to education would be to promote the study of European Literature and sciences, so the financial aid would be devoted to the spread of English education’ forced the traditional of education system to decline and the controversy between Orientalists and Anglicists finally over with one sided decision of the Government. The oriental system of education and the classical heritage were pushed back to a minor rank of importance. In the Resolution passed by Governor General Lord Bentinck in 1835, mention following orders;

- The great object of British Government is to promote European literature and sciences among the natives of India. Hence all educational funds should be spent on English education alone.
- The Oriental institutions should not be abolished. The existing teachers and students of these institutions shall continue to receive their salaries and stipends respectively.
- No portion of the educational funds shall hereafter be spent on the printing of books in Oriental language.
- All the funds at the disposal of the General Committee of Public Instruction will be henceforth employed in imparting knowledge of English literature and science among the natives of Indian through the medium of English Language.

According to the 2nd and 3rd order passed by the Governor General of India directly reflect the negligence of Government towards the development Oriental institutions. While the controversy was over but it was in the favour of Anglicists institutions where the medium of instruction was English. While the Macaulay advocated about the adaptation of Downward Filtration Process, were he believed that education from the upper class would filter down to the masses, so through English education, he wanted to create a class of person Indian in blood and colour but English in testes, in opinion, in moral and in intellect.
According to Macaulay the oriental institutions were not able to justify the
need of time where the medium of instruction was Sanskrit and Persian. Due to the
Macaulay’s minute the new knowledge led to India’s national awakening and her
great recovery and her total regeneration in social, political, economic and culture
field. The increasing power of General Committee of Public Instruction in the matter
of educational development and the increase in the funds led the government to make
direct control on it. Therefore in 1842, the responsibility of the educational
development comes under the general and financial business of the committee which
was later replaced by a Council of Education.\textsuperscript{51}

Another factor for discontinuing the indigenous system of education was
“Harding’s resolution 1844, according to his resolution ‘in every possible case, a
preference would be given to those candidates who been educated in the institutions
established for English education in the selection for public employment’.\textsuperscript{52} The
combine contribution of two British servants called Macaulay and Harding in the field
of education creates important landmark in the history of modern education system in
India. Nevertheless, in the other side the Government of Bengal decided to establish
101 vernacular schools in October 1844 where the collectors are responsible for the
supervision of these schools which were to be opened in towns or large villages,
provided the inhabitants agreed to build a school and maintain it. By July 1845, the
scheme was made effective to a certain extent at Bhagalpur in Bihar and at Cuttack in
Orissa. But the attendance in these schools was very poor because of the missionary
schools absorbed large number of students.\textsuperscript{53} While it may say that by analyzing
above mention facts in the field of educational development, the Harding’s resolution
is also responsible for the low enrolment of students in indigenous institutions. Gupta
writes

On the other side North Western Province was separated from Bengal in
1842, where new educational policy was required for the new province.
Under new educational policy it was clearly mention the medium of
instruction should be mother tongue and the main objective of the policy
was education of the masses. James Thompson was being appointed as
Lieutenant Governor of the new province in the year 1843. That region
achieves the massive development in the field of education under his
command, in number also and in necessary materials for the educational
development purpose also. He gave more important to elementary education
and because of his efforts made for development of elementary education
that he is still regarded as Father of Elementary Education in India.\textsuperscript{54}
After Macaulay the history of India witnessed the work of Sir Charles Wood in the field of education. Sir Charles Wood became the president of the Board of Control in 1854 after the renewal of the Charter Act of the Company in 1853, when government needs some definite and stable educational policy. He made recommendations mainly to the issues concerning creation of Director of Public Instruction, improvement of Grant-in-aid system and expansion of primary education in India. He further deals with the important matter, the medium of instruction, where he formulates both the language as a medium of instruction. In primary level the vernacular language takes as a medium of instruction and the modern Indian language consider as medium of instruction at the secondary stage. Sir Charles Wood also recommended on girl’s education, according to him government should perform all the possible functions by which girl’s could get education in well organized institutions. While the overall recommendation of Sir Charles Wood shows that that the educational development occurs on the basis of vernacular language as well as English language and the controversy of English and Oriental system of education on the basis of medium of instruction was finally over on equal justification.

“The well developed system of education and the organized government of British East India Company were badly shaken by the outbreak Revolt of the Sepoys in 1857 (Generally called Revolt of 1857). In the very next year the British Government withdraws the all policies related to education through Lord Ellenborough dispatch, the President of the Board of Control, because they believed that some of the provision like mass education, female education and financial help to mission schools might develop the Revolt. Due to transfer of power from Company to the Crown by the Queen’s Proclamation of 1858, General Act on recommendation of Ellenborough was hardly seen.”

Due to the dispatch of 1854 where Wood express the importance of University, the three Universities of Calcutta, Madras and Bombay were founded in 1857 and the number was subsequently increased. The basic functions of the Universities were to granting affiliation to schools and colleges.

The modern system of education provides the secular education to the Indian natives which forced the educational institution comes under the indigenous pattern to follow the same pattern. With the practice of secular education, there were 137 middle and high schools for girls in India in 1871. The total number of primary schools in India in 1880-82 was 82, 916 which were run by various agencies. Government made
different educational policies for different provinces which effects the parallel development of educational institutions in both the pattern (Modern and indigenous system of education), like in Madras and Bengal-Assam the indigenous schools dominated the field, but in Bombay, North-West Province and in Punjab the Government schools were achieves the massive development and in central Provinces area the parallel development occurs in both the institutions.\textsuperscript{57}

The educational development in India dragged by another commission called Hunter Commission 1882, which is also known as Indian Education Commission and it was first Indian Education Commission under British India.\textsuperscript{58} Sir William W. Hunter, a member of the Governor General’s Executive, was its chairman. The commission surveyed throughout the country within eight months. Finally in 1883 the Commission submitted its voluminous report of 600 pages with 222 resolutions. According to the commission’s report the Grant-in-aid system should be liberalized, government should refrain from establishing new educational institutions, primary education should be handed over to local bodies, and secondary and collegiate education to responsible committee. Commission mainly focuses on primary education due to slow progress during the period of 1854-1882. In the subject of primary education commission declared boldly that “while every branch of education can just claim the fostering care of the State, the elementary education of the masses, its provision, extension and improvement deserves the greatest attention in any national system of education. So for the development of primary education commission made altogether 36 important recommendations under six different heads: Policy, Encouragement to indigenous schools, Legislation, and administration, School administration, Training of teachers and Finance.\textsuperscript{59} The Indian education commission also made important recommendations for the growth of female education in India. Finally, recommendations made by the Hunter Commission were accepted by Government.\textsuperscript{60}

After implementation of the commission’s recommendation various kind of changes were introduced in the field of education. During the period of Lord Curzon, education deserves the most important position. The Simla Conference in 1901\textsuperscript{61}, the Indian Universities Commission 1902 and the Indian Universities Act 1904\textsuperscript{62} are the main reforms created by the Lord Curzon in the field of education. In the field primary education his policy was slightly different. Lord Curzon observed that the
need for expansion of primary education was greater than any time in the past and the factor responsible for the slow progress of primary education was the inadequacy of grants from government. So Lord Curzon declared that expansion of primary education was a major responsibility of the state and had a major claim to Provincial and District Board budgets for education. For the betterment of education to the Indian natives he adopted a policy to improve the curriculum, introducing physical education and nature study, linking primary education with village life supporting with two-year teacher-training and the Government aids to primary schools were increased. The combine policy of quantitative expansion and qualitative improvement able to increase the number of primary schools which rose from 93604 in 1901 to 118262 in 1911-12.63

Due to the policy formulated by Lord Curzon, a national consciousness get arose throughout the nation. During the period of 1905 to 1917 the important point which was put forwarded by educationists was that they agreed to make use of mother tongue as medium of instruction. However, in general or the majority of institutions impart their education in English language and the number of schools where the medium of instruction is mother tongue was in minority.64

The next important steps taken for the development of primary education was the Gokhale’s Bill. Gokhale made heroic efforts to make the government accept the principle of compulsory education in between 1910-1913. Due to implementation of compulsory education policy by different provinces like in Gaekwar of Baroda in 1906 the demand for compulsory education was put forward by Gopal Krishan Gokhale in his Resolution 1910 but withdrew it on an assurance from the government that the whole question would be examined more carefully. But nothing was done on this matter by the British Government which forced Gokhale to reintroduce the bill in Imperial Legislature Council on March 16, 1912. But Bill was rejected by voting system along with two days debates.65

The slow growth of the higher education forced the British Government to set up the Calcutta University commission in 1917. The Commission worked for the development of higher education in India, for this, commission made certain recommendation like, setting up a Board of Secondary and intermediate education in each provinces, the level of degree colleges and intermediate classes should be clearly
defined. The Commission also recommended on medium of instruction, according to commission mother tongue should be used as a medium of instruction at secondary level, and in college level the English should be used. Recommendations made by Calcutta University Commission (Sadler Commission Report) were realistic and practical which was easily accepted by government of India. After implementation of commission’s recommendation the tone of higher education got changed entirely, official interferences in the working of education institutions got restricted to considerable extent. However, the commission’s recommendation not able to solve the problem of situation of over-crowdedness found in Indian universities. From 1917 till independence several Acts were passed and numerous commissions were set up for the better development and growth of modern education India.

The most important commission for the general education development was the National Education Movement (1920-1922). According to this commission, National education must be controlled by the Indians, shaped by Indians, and carried on by Indians. It means that the educational development occurs on the basis of traditional way. The patriotic felling occurs among the Indian native due to the National Education Movement. During the period of Dyarchy and Provincial Autonomy the British India achieves massive expansion of education. During this period, Government of India Acts 1919 and 1935 were introduced. By Government of Indian Act 1919, Dyarchy in the provinces got introduced, which was kind of dual government, while through Government of Indian Act 1935, concept of provincial Autonomy came into being.

It shows that due to massive expansion of the provinces and rapid increased of population forced the British Government to establish the dual form of Government. According to the Hartog Committee 1929, the rapid expansion of education resulted in the dilution of quality and education become largely ineffective and wasteful. The Committee proposed that, the curriculum of the secondary level should be diversified and placed more emphasis on industrial and commercial subjects so that students could prepare for practical occupation. Further the committee drew the attention of the authorities to the problems of stagnation and wastage, the disparity in literacy between men and women high percentage of failure at the matriculation level. During this period several committees were set up by the Central and Provincial Governments
for the development of education system that would be suitable to the needs of modern India.

After the Second World War, the central Advisory Board of education also called Sargent Report (Sargent Commission), summarized the post war report on the condition of education in India, and submitted on 1944. The Central Advisory Board of Education mainly recommends universal, compulsory, and free primary education for all between the age of six and fourteen. It further advocates on development of adult education and the reorganization of high school on the basis of academic (Schools) and technical Institutions. When Government accepts the proposal of Sargent Commission the Ministry of Education was constituted at the Central. Indian University Grants Commission was constituted, All India Council for Technical Education was set up and General Bureau of Education was reconstituted. It seems that the implementation of the Sargent’s recommendation, in British India, is able to promote the elementary education from the grass root level.

While before independence India witness different system of education like in ancient period education was based on religion called Hindu and Buddhist where the Tols and Viharas are the learning centres. In medieval period due to invasion of Muslim they imparted Muslim education through Maqtabas and Madrassas, which were the learning centres of the Muslim education. In modern period India witness the modern system of education through Institutionalized centres called School due to the British invasion.

By analyzing the above mention education system in India it has been proved that the historical background of Indian education system is based on four different religions, Hindu, Buddhist, Islam, and Christian. In the pre-independence era on one can erase the work of Indian educationist in the field of education, like Basic Education Scheme of Mahatma Gandhi (Father of the Nation) and works of Raja Rammohan Roy for the development of modern education in religious society of India under British Empire. He accepted English as a language of education and tried to connect the eastern style of teaching with western world. He took best from Occident and Orient and put them in practice. His Vedantic College (1825) offered lesson in Hindu Philosophy and literature together with English and Science. The attempt to make Hindu society and religion mobile on the basis of Vedic monotheism, casteless and free from blind superstitions was there in pre Rammohan days also, but the
strength and boldness of Raja Rammohan Roy able to transform the narrow stream into a stormy river and heralded a new era in the Indian Education.74

The next personality is Pandit Iswarchandra Vidyasagar, he discarded that system of education which was based on religion and caste and formed secular system with giving maximum importance to mass education.75 “Other personalities like Swami Vivekananda, Bankim Chandra, Stish Chandra, Annie Besant, Sir Gurudas Banerjee, Sir Aurovinda Ghosh and Rabindranath Tagore etc, are able to make some reforms in social practice, not only related with education but in general. Apart from this Brahmo Samaj, Prarthana Samaj, Arya Samaj and Ramkrishna Mission76 also contributes in the development of education in India on their own way. While before independence education was considered essential only for person of rich families or belonging to higher strata of society. The scheme of Basic education introduced by Gandhiji which was published in 1937 in “The Harijan,”77 where he wrote that “by implementation the educational programme based on money, Indians would be failed to fulfill their obligations to nation within a given period of time”, it means that the structure of the Indian society was made from two groups ‘have’ or ‘have not’. Again he expressed his views on Indian education in All India Education Conference, he stated that all children within the age group of 6-14 should be provided free education and the medium should be mother tongue only.

In 1937 Wardha Scheme or the Wardha committee formed and Dr. Zakir Hussain was appointed its chairman to redesign the resolution mention by Gandhiji. In 1938, committee submitted its report, were all the resolution mention by Gandhiji are placed. Now the Fundamental Principles of National Scheme of Education was provided by Wardha Scheme on the basis of interests and requirements of the children. Finally the Scheme of National Education was adopted by Indian National congress in the year 1938. Even after adaptation of basic education policy through recommendation provided by Wardha Committee on Scheme of National Education modifications were being made in the scheme from time to time to make it fit for the new India called Independent India.78

3.2 Education in India after Independence:

The day of independence, it witnesses and share the happiest movement of the Indian people in Indian history, but real picture in the field of education was totally
different. The opening balance on the eve of freedom in every sector of education was extremely scanty and disappointing in all aspect like educational disparities and imbalances were very large between urban and rural, between men and women, between rich and poor. Except a few pre-primary centres run by Christian missionaries and some philanthropists in the metropolitan cities, pre-school education was an non-entity, the universalization of primary education was absence. According to S. K. Kochhar, the total enrolment of in the age group 6-11 was 141 lakhs, which meant hardly 35% in this age group in the primary school. There were 5000 secondary schools with enrolment of 870000 or 4% of the children of the 14-17 age groups. The 19 universities and 400 colleges had an enrolment 250000. The total expenditure on education was Rs 57 crores or 0.5% of the total revenue of the government. The independent India opened new avenues of economic development, social change, and democracy which required skilled and well-informed people and also afforded learning opportunities to those who could participate in the developmental process.

After independence India need immediate reforms in education system which is important instrument for social change and national upliftment. Several committees and commissions were required to review the educational problems and make recommendation in order to adjust it to the changing needs, aspiration of the people, structure, and strategy of education. Free India needs effective Constitution to provide Justice, Liberty, and Equality and off course to provide free education to the people of India. Finally a new constitution for free India became effective from 26th January 1950. Some of the articles in the constitution deal with education in the republic and touch the following five aspect of Indian education;

- Free and compulsory primary education in the country – Article 45 of the Indian Constitution explain that the State shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of fourteen years.
- Religious instruction – Article 28(1), Article 28(2), Article 28(3) and Article 30 of the Indian Constitution safeguard the Secular Education. India is a
secular state and every religion has got the right to popularize and spread its religious ideals.⁸²

- **Equality of Opportunity in Educational Institutions** – Article 29 and 30 of the Indian Constitution guarantees the minorities certain cultural and educational rights to establish and administer educational institutions of their choice, whether based on religion or language.

- **Education of the Socially and Educationally Backward Classes of Citizens** – Article 15, 17 and 46 safeguard the educational interest of the weaker sections of the Indian community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.⁸³

- **Language and Educational Safeguard** – Article 29(1) explains that any section of the citizens, residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to construe the same.⁸⁴

The above mentions Articles and some others which is provided by Indian Constitution to popularized the education among Indian citizens is able to fill the gap of educational disparities between rural and urban, between male and female, between rich and poor and provide maximum possibilities to get education with minimum expenditure. The immediate action taken by Government of India after independence was the formation of University Education Commission in 1948 under the chairmanship of Dr. S. Radha Krishnan and submitted its report in 1949.⁸⁵

While the Radha Krishnan committee recommends constitution and functions of the university level like the financial sources for University, Process of admission, courses, and lastly the responsibility for the development of University level education. After Independence the Government of India shares the responsibility of development on various sectors including education with its States by adopting federal form of government and through three different lists, such has Union list which includes those items which are of great interest to the nation, second one is State list which includes items of local interest and last on is concurrent list which includes items which concern both the Centre and the State.⁸⁶ With the establishment of Planning Commission in the same year when India was proclaimed a Republic, the task of drawing five-year plans covering all aspects of national development including
education. The total investment in education sector was 153 crores in first five year plan (1950-51) which represented 7.8% of the total Plan outlay.  

After establishment and implementation of University Commission’s recommendation, India move toward the development of entire education system. To construct the fresh and more effective system in the field of education, the Education Commission (Kothari Commission) was appointed in 1964-66 to advise the Government on national pattern of education for the development of education at all stages and in all aspects. The mention Commission was lead by Dr. D. S. Kothari as a chairman. According to report submitted by Education commission or Kothari Commission, the state and national level machineries to define, revises and evaluate national standards of education. It also suggested for setting up of National Board of School Education to channelize the school education in proper way. While after careful consideration and nation-wide discussion on the Report of the Education Commission, Government realizes the absence of policy particularly in education. So without delay Government of India declare the National Education Policy in 1968.

Thus free India able to accelerate the expansion in education only after adaptation of policy 1968, like school-less villages have got school facilities within the radius of one kilo meter. “The investment in education sector was next only to defence, when plan and non-plan taken together. In 1985, about 520000 primary schools, 130000 middle schools, 59000 secondary schools, 6000 degree college, 135 universities including 17 Agricultural colleges and 117 medical colleges are able to provide education in the country. One of the most important developments achieved by Indian after implementation of 1968 Policy on education was the acceptance of a common structure of education throughout the country and the introduction of the 10+2+3 system by most of the States. After 20 years of implantation of National Education Policy 1968 Government of India made some change on it to response the changing face on different sector. In 1986 the Government of India declared the New Education Policy called National Policy on Education 1986. To the removal of disparities and emphasizes on the steps to equalize the educational opportunity to women, Scheduled Castes and Scheduled Tribes, the handicapped and certain minority groups who are either educationally deprived or backward, the following subjects were covered by National Education Policy under 23 Task force;

1. Making the System Work
2. Content and processes of School Education
3. Education for Women’s Equality
4. Education of the Scheduled Castes, Scheduled Tribes, and other backward section
5. Minorities’ Education
6. Education for the Handicapped
7. Adult and Continuing Education
8. Early Childhood Care and Education
9. Elementary Education (including Non-Formal Education and ‘Operation Blackboard’)
10. Secondary Education and Navodaya Vidyalayas
11. Vocationalisation
12. Higher Education
13. Open University and Distance Learning
14. Technical and Management Education
15. Research and Development
16. Media and Educational Technology (including use of computers in education)
17. De-linking degree from job and Manpower planning
18. The Cultural Prospective and Implementation of Language Policy
19. Sports, Physical Education and Youth
20. Evaluation Process and Examination Reforms
21. Teachers and their Training
22. Management of Education
23. Rural Universities and Institutes

As various kind of changes took place in different areas in our nation to maintain social disorder in various fields, where education stands on the top level by which our nation has got recognition in the international market. The transition from a traditional to a modern industrial society free India needs fine action to accelerate economic growth through three main sectors Primary, Secondary and Tertiary sector. So for this the Central and the Government required greater attention on Primary education and Primary Health and provide larger resources on it. To fulfil the goals of Universalization of Elementary Education, elevation of poverty, national integration, population control, promotion of Women’s equality and education for women, the National Policy on Education was modified in 1992. The modified
version on National Policy on Education Stated that, the whole nation has pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the 15-35 age group through various means with special emphasis on the total literacy campaign.\(^9^3\) The implementation of revised National Policy on Education has now passed about more than two decade, but its success is not yet up to satisfaction. The national goals of education have still remains unfulfilled and sincere efforts are to be made by all concerned at all levels for efficiency and effectiveness of education. Beside different Constitutional rights provide by Constitution of India commissions and committees work for the development of education in the land of free India, the four UN agencies UNESCO, UNICEF, UNIP and the World Bank joined to sponsor Project ‘Education for All’ for meeting the basic learning, needs of the world community. One the most notable action plans for improving Primary Education was the UNICEF- assisted Project II, which was known as Primary Education Curriculum Renewal Project and worked out intensively with 3000 primary schools covering all states and Union Territories.\(^9^4\)

### 3.3 Progress and Achievement:

#### Table No. 3.1

Demographic Characteristics of India’s Population and Literacy Rates (1901-2011)

<table>
<thead>
<tr>
<th>Year</th>
<th>Population (Million)</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
<th>Decadal Growth (%)</th>
<th>Population Density/Sq. Km</th>
<th>Sex Ratio (Female/1000 Male)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1901</td>
<td>236</td>
<td>9.83</td>
<td>0.60</td>
<td>5.35</td>
<td>-</td>
<td>77</td>
<td>972</td>
</tr>
<tr>
<td>1911</td>
<td>249</td>
<td>10.56</td>
<td>1.05</td>
<td>5.92</td>
<td>0.57</td>
<td>82</td>
<td>964</td>
</tr>
<tr>
<td>1921</td>
<td>248</td>
<td>12.21</td>
<td>1.81</td>
<td>7.16</td>
<td>1.24</td>
<td>81</td>
<td>955</td>
</tr>
<tr>
<td>1931</td>
<td>276</td>
<td>15.59</td>
<td>2.93</td>
<td>9.50</td>
<td>2.34</td>
<td>90</td>
<td>950</td>
</tr>
<tr>
<td>1941</td>
<td>315</td>
<td>24.90</td>
<td>7.30</td>
<td>16.10</td>
<td>6.6</td>
<td>103</td>
<td>945</td>
</tr>
<tr>
<td>1951</td>
<td>360</td>
<td>24.95</td>
<td>7.93</td>
<td>16.67</td>
<td>0.57</td>
<td>117</td>
<td>946</td>
</tr>
<tr>
<td>1961</td>
<td>439</td>
<td>34.44</td>
<td>12.95</td>
<td>24.02</td>
<td>7.35</td>
<td>142</td>
<td>941</td>
</tr>
<tr>
<td>1971</td>
<td>548</td>
<td>39.45</td>
<td>18.69</td>
<td>29.45</td>
<td>5.43</td>
<td>177</td>
<td>930</td>
</tr>
<tr>
<td>1981</td>
<td>685</td>
<td>46.47</td>
<td>24.88</td>
<td>36.67</td>
<td>7.22</td>
<td>216</td>
<td>934</td>
</tr>
<tr>
<td>1991</td>
<td>844</td>
<td>64.20</td>
<td>39.19</td>
<td>52.19</td>
<td>15.52</td>
<td>267</td>
<td>927</td>
</tr>
<tr>
<td>2001</td>
<td>1028</td>
<td>75.3</td>
<td>53.7</td>
<td>64.8</td>
<td>12.61</td>
<td>325</td>
<td>933</td>
</tr>
<tr>
<td>2011</td>
<td>1210</td>
<td>82.14</td>
<td>65.46</td>
<td>74.04</td>
<td>9.24</td>
<td>382</td>
<td>940</td>
</tr>
</tbody>
</table>

Sources: Geography of Population Concepts, Determinants, and Patterns by R. C. Chandha, Kalyani Publishers New Delhi- 110002, and Census of India Provisional Total 2011.
The progress of literacy in India has been presented in Table No. 3.1, which shows that the process of educating Indian natives by British where there, of course they did it for their own profit but still India got the facility of modern education system for their better future. It seems that the investment procedure in education sector was not enough to generate maximum number of literate persons that’s why the literacy rate in 1901 was just 5.35% with 9.83% male and 0.60% female. It also shows the education for girls was encouraged by the conservative society of old India (before Independence).

While, mention earlier the Christian Missionaries and the Government of British Indian provide secular education in modern language. During the British Period the controversy of medium of instruction and the increasing trends of traditional schools based on religions like Hindu and Muslim were also responsible for low literacy rate in country, especially in female section. Another main reason for the low literacy rate in India before independence was the negligence of rural sector, where the majority of Indian lives. The above Table shows the literacy rate in an increasing form both in male and female sides. However, the rate of increase in the male portion is higher than female.

However, throughout the decades from 1901 to 2011, the total population of the country has also increased along with the increase in the literacy rates, which further increase the illiterate person because the rate of increase of population is higher than increase in literacy rate. During the year 1951 the growth rate of literacy was less than 1% against 6.65% in 1941 the main reason for the low growth rate in the field of education was, from 1941 to 1951 the struggle for freedom, when colonized India fight back for her freedom from British rule with mass movement cause the administrative structure on British India and neutralized the educational development. India achieved a highest growth rate of 15.52% in literacy in 1991 due to implementation of New Education Policy 1986, which provide maximum possibilities to get cent percent literacy in country. Below table (Table No. 3.2) shows Year-wise Public Expenditure on Education and Gross Domestic Product (GDP),
<table>
<thead>
<tr>
<th>Year</th>
<th>GDP at Current Price (at factor cost) (Rs. Crore)</th>
<th>Total Expenditure on Education by Education and other Departments (Rs. Crore)</th>
<th>Expenditure on Education by Education and other Departments as % of GDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-52</td>
<td>10080</td>
<td>64.46</td>
<td>0.64</td>
</tr>
<tr>
<td>1960-61</td>
<td>16220</td>
<td>239.56</td>
<td>1.48</td>
</tr>
<tr>
<td>1970-71</td>
<td>42222</td>
<td>892.36</td>
<td>2.11</td>
</tr>
<tr>
<td>1980-81</td>
<td>130178</td>
<td>3884.2</td>
<td>2.98</td>
</tr>
<tr>
<td>1990-91</td>
<td>510964</td>
<td>19615.85</td>
<td>3.84</td>
</tr>
<tr>
<td>2000-01</td>
<td>1925017</td>
<td>82486.48</td>
<td>4.28</td>
</tr>
<tr>
<td>2005-06</td>
<td>3389621</td>
<td>113228.71</td>
<td>3.34</td>
</tr>
<tr>
<td>2006-07</td>
<td>3952241</td>
<td>137383.99</td>
<td>3.48</td>
</tr>
<tr>
<td>2007-08</td>
<td>4581422</td>
<td>155797.27</td>
<td>3.40</td>
</tr>
<tr>
<td>2008-09</td>
<td>5303567</td>
<td>189068.84</td>
<td>3.56</td>
</tr>
<tr>
<td>2009-10</td>
<td>6108903 (P)</td>
<td>241256.01</td>
<td>3.95</td>
</tr>
<tr>
<td>2010-11 (RE)</td>
<td>7266967 (P)</td>
<td>305431.50</td>
<td>4.20</td>
</tr>
<tr>
<td>2011-12 (BE)</td>
<td>8353495 (P)</td>
<td>348380.09</td>
<td>4.17</td>
</tr>
</tbody>
</table>


RE: Revised Estimate, BE: Budget Estimate, P: Provisional
The above table (Table no. 3.2) shows the periodically investment on education for accelerate the economic development. The investment in education sector is a long term investment which shows the development of country in various forms like development of Information Technology sector, shifting of occupation, development of living standard. The overall development of country depends on standard of education development. Education holds the key for political, social, cultural, and economic development and national integration in underdeveloped countries. Therefore, the importance of education and human investment and their role in economic development must not be neglect. Accumulation of unwanted human capital may lead to the wastage of investment on education and it slows the development and growth process of the country. So for the achievement of fast development economic planning in India stressed educational planning as an integral part of social and economic development. Accordingly, India witnessed a phenomenal growth of educational facilities with increase in its expenditure. Below table (Table No. 3.3) shows the increasing trends in total number of Institution in country on Different years,

**Table No. 3.3**

**Total Number of Schools in India by Types (1951- 2011)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary (Numbers in Absolute)</th>
<th>Upper-Primary (Numbers in Absolute)</th>
<th>Secondary/Senior (Class IX-XII) (Numbers in Absolute)</th>
<th>Total (Numbers in Absolute)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951</td>
<td>209700</td>
<td>13600</td>
<td>7400</td>
<td>230700</td>
</tr>
<tr>
<td>1981</td>
<td>494500</td>
<td>118600</td>
<td>51600</td>
<td>664700</td>
</tr>
<tr>
<td>2011 (P)</td>
<td>748547</td>
<td>447600</td>
<td>200184</td>
<td>1396331</td>
</tr>
</tbody>
</table>


The data shows in table no. 3.3 justify the investment process of Central and State Government in education sector. There was only 230700 numbers of schools (including primary, upper-primary and secondary and senior secondary schools) in India in 1951 which provide elementary and secondary education. While the importance of elementary education remains within the radius of rich people and within the urban people. But the un-partial investment behaviour (equal investment on
education in rural and urban parts on India) of the Central and the State Government on education to popularized the importance of education among the mass citizens able to gear-up the number of institutions in country. As a result, of effective plans and proper investment India witness the increase of more than 50% in total number of educational Institutions in the post independence era. In 1981 there are 664700 schools against 230700 in 1951, it shows the increase of 65% in the total number of schools within the 30 years, and after 20 years (2011) it rise to 1396331, which means India achieve 52% increase in total number of schools. The absolute increase in number of Primary school is 284800 (57%) in 1981 and 254047 (34%) in 2011. In the matter of Upper-Primary in 1981 there are 118600 schools against 13600 in 1951, India achieve the absolute increase of 105000 (88%) schools within 30 years and in 2011 the total number of same schools were rise to 447600 with the absolute increase of 329000 schools. In the same way India witness the increase in the number of Secondary and Senior Secondary schools. In 1981 there are 51600 Secondary and Senior Secondary schools which generate educated youth in different streams against 7400 schools in 1951, and in 2011 number rise to 200184 with absolute increase of 148584 (74%) schools. The increasing phenomena of Primary Schools leads to increase the number of Upper-Primary Schools and it further lead to increase the number of Secondary and Senior Secondary Schools to adjust the number of pass out students. Below table (Table No.3.4) shows the level-wise and sex-wise enrolment of pupils,

<table>
<thead>
<tr>
<th>Schools</th>
<th>1951</th>
<th>1981</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Primary</td>
<td>138</td>
<td>54</td>
<td>192</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>26</td>
<td>5</td>
<td>31</td>
</tr>
<tr>
<td>Secondary / Senior Secondary</td>
<td>13</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>


According to data shown in table no. 3.4 India achieved magnificent improvement on gross enrolment of pupil. In 2011 India able to enrolled 2485 Lakhs pupil (1316 lakhs boys and 1169 girls pupils) in different schools, against 238 lakhs
(177 Lakhs boys and 61 lakhs girls pupils) in 1951. It means India achieved the absolute number of 2247 Lakhs pupil in gross enrolment. In the same year the difference on the enrolment of boys and girls are minimum as compare to 1951. In 2011 the absolute difference is 147 Lakhs which is just a 5.92% of the gross enrolment against 116 Lakhs in 1951 which is 48.78% of the gross enrolment of the same year. While the enrolment of girls in different level also shows the considerable increase in 2011 as compare to 1951. In 1951 the enrolment of girls in primary, upper-primary and secondary and senior secondary in combine were 54 lakhs (28.13%), 5 lakhs (16.10%) and 2 lakhs (13.33%) respectively, but with the implementation of different policies and schemes particularly in “education for women” (Girls) by the State and the Central Government proved some improvement in the girl’s enrolment and black and white sketch of 1951 which shows the low enrolment of girls in different level is replaced by the new one with multi-colours. In 2011 the girl’s enrolment in primary, upper-primary and secondary combine with senior secondary schools are 648 lakhs, 292 lakhs and 229 lakhs respectively. India achieve 91.67% in primary level, 98.29% in upper-primary level and 99.13% in secondary combine with senior secondary level on enrolment of girl’s as compare to 1951. Table no. 3.4, also shows the drop-out rates in two different years, but the ratio and problems related to the high drop-out rate will discuss on next portion in same chapter. Below tables, (Table No. 3. 5 and Table No. 3.6) shows the level-wise and gender-wise enrolment of Scheduled Caste in 1981 and 2011,

Table No. 3. 5
Level-wise and Gender-wise Enrolment of SC Students in 1981 and 2011 in India
(Numbers in Lakhs)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>72</td>
<td>38</td>
<td>110</td>
<td>141</td>
<td>129</td>
<td>270</td>
<td>49% 70%</td>
<td>20%</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>16</td>
<td>6</td>
<td>22</td>
<td>59</td>
<td>53</td>
<td>112</td>
<td>73% 89%</td>
<td>18%</td>
</tr>
<tr>
<td>Secondary/ Senior</td>
<td>9</td>
<td>3</td>
<td>12</td>
<td>48</td>
<td>39</td>
<td>87</td>
<td>81% 92%</td>
<td>17%</td>
</tr>
<tr>
<td>Secondary/Senior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>47</td>
<td>144</td>
<td>248</td>
<td>221</td>
<td>469</td>
<td>61% 79%</td>
<td>19%</td>
</tr>
</tbody>
</table>

According to table no. 3.5 and 3.6, the increase percentage of ST students is higher than SC students in the enrolment both boys and girls in different level in 2011, but the percentage share in gross enrolment of by ST categories students is just 10% against 19% share by students who belong from SC categories. India achieves more than 50% increase in the enrolment of girls in both the categories as compare to enrolment of boys in 2011. The Constitutional Rights on education sector for minority groups (Including SC and ST) to develop and establish their own educational institutions, and protect their language and culture encourage the SC and ST Parents to send their children to schools. The joint efforts of Central and the State Government provide some reservation on every sector of the Government. Both the Government focus on the educational development of SC and ST people to equalize them with general people in all stages and levels of education, in all areas and in all the four dimensions- rural male, rural female, urban male and urban female. So with help of implementation of different policies, schemes and act for the overall development of minority groups including SC and ST people India able to increase the enrolment of SC and ST students in different level.

**Table No. 3.6**

<table>
<thead>
<tr>
<th>Level</th>
<th>1981</th>
<th>2011 (P)</th>
<th>Absolute Growth in %</th>
<th>% to the Total enrolment of the students in 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Primary</td>
<td>31</td>
<td>15</td>
<td>46</td>
<td>77</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Secondary/Senior</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>18</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>0</td>
<td>3</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>18</td>
<td>56</td>
<td>123</td>
</tr>
</tbody>
</table>

_Sources: Educational Statistics At A Glance (2013), Government of India Ministry of Human Resource Development Bureau Of Planning, Monitoring and Statistics, New Delhi, table no. 16 (C)._
3.4 Problem of Drop-outs:

The one and only one problem is rate of drop-out among the boys and girls in formal and informal educational institutions which cause the whole mechanism of educational development of the country especially under developed country and decrease the standard of country in international level. Tables Below (Table No. 3.7) shows the drop-out percentage of boys and girls in different levels in different years of all categories, table no. 3.8, shows the drop-outs of SC categories students in different level and table no. 3.9, shows the drop-outs of ST categories students in different level in India,

Table No. 3.7
Sex-wise and Level-wise Drop-out Percentage of the students of India in 1951, 1981 and 2011 (All categories)
(Numbers in percentage)

<table>
<thead>
<tr>
<th>Level</th>
<th>1951</th>
<th></th>
<th></th>
<th>1981</th>
<th></th>
<th></th>
<th>2011</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Primary</td>
<td>81.16%</td>
<td>90.74%</td>
<td>83.85%</td>
<td>69.32%</td>
<td>76.14%</td>
<td>72%</td>
<td>53.48%</td>
<td>54.94%</td>
<td>54.26%</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>50%</td>
<td>60%</td>
<td>51.61%</td>
<td>45.32%</td>
<td>50%</td>
<td>46.86%</td>
<td>13.72%</td>
<td>21.75%</td>
<td>17.40%</td>
</tr>
<tr>
<td>Secondary/ Senior</td>
<td>73.06%</td>
<td>75%</td>
<td>73.33%</td>
<td>53.95%</td>
<td>61.76%</td>
<td>56.36%</td>
<td>45.23%</td>
<td>47.60%</td>
<td>46.29%</td>
</tr>
</tbody>
</table>

Source: Based on Table No. 3.4

Table No. 3.8
Sex-wise and Level-wise Drop-out Percentage of the students of India in 1981 and 2011 (SC Categories)
(Numbers in percentage)

<table>
<thead>
<tr>
<th>Level</th>
<th>1981</th>
<th></th>
<th></th>
<th>2011</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Primary</td>
<td>77.88%</td>
<td>84.21%</td>
<td>80%</td>
<td>58.16%</td>
<td>58.91%</td>
<td>58.52%</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>43.85%</td>
<td>50%</td>
<td>45.45%</td>
<td>18.64%</td>
<td>26.42%</td>
<td>22.32%</td>
</tr>
<tr>
<td>Secondary/ Senior</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>64.58%</td>
<td>66.77%</td>
<td>65.51%</td>
</tr>
</tbody>
</table>

Source: Based on Table No. 3.5
Table No. 3.9
Sex-wise and Level-wise Drop-out Percentage of the students of India in 1981 and 2011 (ST Categories)

(Numbers in percentage)

<table>
<thead>
<tr>
<th>Level</th>
<th>1981</th>
<th></th>
<th>2011</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Primary</td>
<td>83.91%</td>
<td>86.77%</td>
<td>85.11%</td>
<td>63.64%</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>60%</td>
<td>50%</td>
<td>57.14%</td>
<td>35.71%</td>
</tr>
<tr>
<td>Secondary/Senior</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>61.11%</td>
</tr>
</tbody>
</table>

Source: Based on Table No. 3.6

According to data mention in Different tables for the drop-out rate of students in different level, India able to achieve the decreasing trends on it. In Primary level the drop-outs percentage is 54.26% in 2011 against 72% in 1981 and 83.85% in 1951, it shows that India able to decrease the drop-outs percentage by 11.85% in 1981 as compare to 1951 and 17.74% in 2011 as compare to 1981. In girls sides India able to decrease the drop-outs percentage by 28.25% in 2011 as compare to 1981 in same level. In upper-primary level the combine percentage of drop-outs is 17.29% in 2011 against 46.86% in 1981 and 51.61% in 1951, which shows the decrease of 29.46% in 2011 as compare to 1981. Similarly in Secondary combine with Senior Secondary level the 46.29%, 56.36%, and 73.33% in 2011, 1981 and 1951 respectively. The drop-outs percentage in girls section is higher than boys in all three levels in three different years 1951, 1981 and 2011. The minimum drop-outs percentage is 17.40% in Upper-primary level in 2011 with 13.72% of boys and 21.75% of girls in 2011.

According to Annual Status of Education Report 2012, in 2012, 95.5% of all 6-14 year olds in rural India are enrolled in school. In eight major states 11% girls in the age group of 11 to 14 years were not enrolled in school in 2006 but in 2011, this figure had dropped to less than 6.5% in Jharkhand, Gujarat and Odisha, and less than 5% in Bihar, Chhattisgarh and West Bengal. The percentage of girls in the age group of 11-14 who are out of school in Rajasthan and Uttar Pradesh is 8.9% and 9.7% respectively in 2011 and more than 11% in 2012.95
For the SC category Students table no. 3.8 shows the decreasing trends in drop-outs percentage. Within the 30 years the drop-outs percentage is decreased by 21.48% in Primary level that is 58.52% in 2011 against 80% in 1981. In same level 58.16% boys and 58.91% girls in 2011 are not able to join Upper-Primary level which is 77.88% and 84.21% for boys and girls respectively in 1981 it shows the decline of 19.72% in drop-outs percentage of boys and 25.30% in girls section in 2011. In Upper-Primary level the combine percentage of boys and girls drop-out is 22.32% in 2011 against 45.45% in 1981 it means the 23.13% decrease in drop-out percentage. The minimum percentage of drop-out is 18.64% in upper-primary level on boys section and maximum drop-out percentage is 66.77% in Secondary level (Combine with Senior Secondary level) in 2011. The drop-out percentage of girls is higher than boys in both the year except primary level in 2011, where the percentage of drop-out is similar among girls and boys.

Table no. 3.9 shows the growth percentage in decrease of drop-outs of ST students in 1981 and 2011. The drop-out percentage of ST students is higher than SC in both the year except the drop-out percentage of SC students in Secondary level in 2011 where the combine percentage is 65.51% (Boys 64.58% and Girls 66.77%). In 2011 the total percentage of drop-out in primary level is 63.76% in 2011 against 84.78% in 1981 and upper-primary level 40.74% in 2011 against 57.14% in 1981. It shows the decline of 21.02% in primary level and 16.40% in upper-primary level on drop-out percentage of ST students in 2011. The drop-out percentage of girls is higher than boys in all the levels in both the year (1981 and 2011).

3.5 Factor Responsible for High Drop-outs and Low enrolment in Schools:

The problem of low enrolment and the high drop-outs pushed back the country in the field of development. The high literacy rate and high per-capita income develop the standard of living and lead to the higher rank in the development. As a world largest democratic country India provide education to all the children without any discrimination based on caste, sex, religion and even with no difference in rural and urban sector but still India fight to achieve cent percent enrolment and to decrease the drop-outs percentage to zero. The main reason for the low enrolment and high drop-outs in different levels are,
Poverty and Child Labour-

According to Economic survey of India (2012-13), 29.8% of the total population are still living below the poverty line, out of which 33.8% in rural sector and 20.9% in urban sector. Poverty is the main reason for the low enrolment and high drop-outs in different level in schools. The economically poor parents are not in a position to match up the demanding expenditure of education. The poor families do not have collateralizable assets in order to overcome income shocks. So for the survival of their family parents basically depends on the earnings of children. The involvement of children in labour market generates maximum profit to the firms because of the low wage rates. The practice of child labour creates two different societies in human world called ‘Rich’ and ‘Poor’. This kind of society limits the accessibility of education facility to the children of rich society only.

Household Decisions, School Quality and Village Factors-

The household decision plays a major role for the development of children. The illiterate families of the rural society engaged their children in family business (Carpenter, taller cobbler etc.) instead of enrolled them in schools. The distance of school from habitation is also manipulate the decision of the households, the possibility of enrolment is high if the distance is minimum and if not then the parents divert their children on their same occupation. This kind of trend generally found in the matter of girls education. The other factors like early marriage, parental opposition, lack of women teacher, lack of proper social attitudes in the rural areas for the education of girls, and lack of separate schools for girls are also responsible for low enrolment and high drop-out rates of girls in different level. The quality of School is one of the important factors which influence the enrolment of student in different level. School Quality includes quality education, well developed infrastructure, proper facility of library, sufficient teachers, play ground, facility of drinking water, separate toilets for girls and boys. If the mention facilities are present in every government schools including rural and urban areas then there is no need of private schools. Village factor includes the distance of school form road, school facility within the village and distance of school from one village to
another. It is not possible for the government to open schools in every lacuna of the country, but government try to minimize the distance of the schools from one village to another and from road also. The closer the distance of the school form the road maximum number of student will enrol on it even the number of teachers will also increase. The other factor like the inadequately trained teachers, non-availability of teaching materials and inadequate supervision are also responsible for low enrolment.

The Lack of interest in studies is also affects the enrolment of the students. The language, importance of first benchers and slow and dullness are the important factor for lack of interest in studies. Normally, school teachers are inclined to talk to the first benchers and clever students only, leaving out all others in the huge grade without any attention. Many children find it difficult to cope with this difference and find un-adjustable atmosphere to support for leaning so they leave the school. Some children have problem with the language in the textbook and the classroom which is very difficult from the dialects they speak at home. This is true for tribal children and for the children who are migrated from one region to another. The insult and humiliation on the basis of slowness and dullness forced the student to leave the school.

To provide equal, effective and quality education to every children of the country and to achieve cent percent enrolment with zero percentage drop-out and to fight against the factors which are responsible for the low enrolment and high drop-out rates the Central Government of India implements different kind of policies and schemes on education sector. Some important Act, schemes, and policies are as follows:

- National Programme of Mid-day Meals in Schools- Centrally Sponsored Scheme Launched in 15th August 1995 with a view to enhancing enrolment, retention and attendance and simultaneously improving nutritional levels among children.  

- “The Right of Children to Free and Compulsory Education (RTE) Act 2009 became operational in the country on 1 April 2010. The Constitution of India guarantees the Right of Children to Free and Compulsory
Education to every children of the country without any discrimination of sex, religion, and caste under Article 21A.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) - It was launched in March 2009 with the objectives of enhancing access to secondary education and improving its quality.

- Model Schools Scheme - it was launched in November 2008 with the objectives of providing quality education to talented rural children by setting up of 6000 high quality model schools as a benchmark of excellence at block level at the rate of one school per block.”

- Saakshar Bharat (SB) - Launched on 8th September 2009 by Prime Minister of India Dr. Manmohan Singh, which is mainly focus on female literacy. It has been included as one of the Flagship Programmes.

- Jan Shikshshan Sanasthans (JSSs) - This programme provide vocational training to non-literate, neo-literates, as well as school drop-outs by identifying skills. In the selection of beneficiaries, priority is given to women, SCs, STs, OBCs, minorities, and other economically weaker section.

- Sarva Shiksha Abiyan (SSA) – Launched in 2001 with the goal of i) All 6-14 age children in school/EGS (Education Guarantee Scheme) centre/ Bridge course by 2005, ii) Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010, iii) Universal retention by 2010 and iv) Focus on elementary education of satisfactory quality with emphasis on education for life. The SSA especially focuses on girls (SCs and STs) and children of weaker section.

- National Programme for education of Girls at Elementary Level (NPEGEL) – This Scheme is a holistic effort to address obstacles to girls’ education at micro level through flexible, decentralized processes and decision making.
3.6 Teacher and their Education:

Teacher the essential part of the school, their qualification, their teaching scale, their dedication, and their satisfaction plays an important role in education system. It plays an important role in human behaviour and in human society. It will change the social structure of human world with the help of education. In general the major educational reforms for improving quality cannot succeed without paying adequate attention to teacher management issues that include teacher education, improvement in service condition and status, professional development, academic support, monitoring and so on. While it is very difficult to visualize the teaching-learning process without a teacher, both within and outside the classroom, a school with an adequate number of teachers who are neither empowered nor professionally qualified, nor committed to the basic ideals of their profession, and with low morale and self-esteem, are likely to do more damage than good to the students. In every plan and in every policy the subject related to teachers like recruitment process of teachers, pay and allowances, housing facility, teachers’ education, Study leave, Special provisions for women teachers, posting and transfers of teachers, teachers’ associations is concern. The National Councils of Educational Research and Training (NCERT) in National level and State Councils of Education Research and Training (SCERT) in State level work for the development of teachers in every aspect in co-operation with National Council of Teachers Education. Giving particular importance to the training of elementary school teachers, the selected institutions would be developed as District Institutes of Education and Training (DIET) and for Secondary and Senior Secondary teacher’s courses like B.Ed. and M.Ed. are provided by both the colleges Government as well as private. According to the Report published by Ministry of Human Resource Development Government of India New Delhi in 2012 (Report to the People on Education 2010-2011), in August 2010, the National Council of Teachers Education laid down the minimum qualification for a person to be eligible for appointment as a teacher in classes I to VIII. According to which person must pass a Teacher Eligibility Test (Test) conducted by the appropriate Government in addition to the academic and professional qualification. Table Below (Table No. 3.10) shows sex-wise and level-wise number of Teachers in India for the year 1951, 1981, and 2011.
Table No. 3.10
Sex-wise and Level-wise Number of Teachers in India (1951, 1981, and 2011)
(Numbers in thousands)

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary</th>
<th>Upper-Primary</th>
<th>Secondary/ Senior Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td>Male</td>
</tr>
<tr>
<td>1951</td>
<td>456</td>
<td>82</td>
<td>538</td>
<td>73</td>
</tr>
<tr>
<td>1981</td>
<td>1021</td>
<td>342</td>
<td>1363</td>
<td>598</td>
</tr>
<tr>
<td>2011 (P)</td>
<td>1194</td>
<td>906</td>
<td>2100</td>
<td>1048</td>
</tr>
</tbody>
</table>


(In 1951 and 1981 the total number of teachers includes those who works in Pre-Primary schools as a teacher), (P = Provisional)

Above table shows the increasing trend in total number of teachers in different level and it is necessary for the educational development of the country. But the gender difference are maximum in all levels and in every year, the main reason for this is low enrolment of girls in schools and high drop-outs rate in every level as compare to male side. The illiterate people do not want to educate their girl child. But with the passing time people know the importance of education in human life. That is why the share of female teachers in gross total of teacher in 2011 is 2708 thousand (41.75%) against 852 thousand (27.13%) in 1981, which shows the absolute increase of 1856 thousand in female teachers. The above mention policies and Acts are able to decrease the gender gap in every sector to some level. Below table (Table No. 3.11) shows the teacher student ratio according to their level.

Table No. 3.11
Level-wise Teacher Student Ratio in India in 1951, 1981, and 2011

<table>
<thead>
<tr>
<th>School</th>
<th>1951</th>
<th>1981</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>1:35</td>
<td>1:54</td>
<td>1:64</td>
</tr>
<tr>
<td>Upper-Primary</td>
<td>1:36</td>
<td>1:24</td>
<td>1:33</td>
</tr>
<tr>
<td>Secondary/Senior Secondary</td>
<td>1:12</td>
<td>1:12</td>
<td>1:20</td>
</tr>
</tbody>
</table>
The ratio mean one teacher equals to how many students, a teacher teach within the capacity and within the limited student. The minimum the number of student, the maximum the capacity of concentration for study and teacher teach in a perfect manner with giving individual attention. The crowded classroom limits the teaching capacity of the teacher especially in primary level, where every student needs an individual attention for their basis concept of learning. According to data shown in table no the number of student against one teacher in increasing with passing time, this will cause the system and increase the drop-outs rate in primary level. It also shows the increasing demand of teachers in same level. The implementation of Right to Education Act as mention earlier, increase the enrolment in primary level with no increase in number of teachers. Generally an admission process is a non-stop process because every year every school get new children in different level with maximum in primary level but it will take more than year to fill a vacant post of a teacher. According to estimates prepared by National University of Education Planning and Administration (NUEPA) and Ministry of Human Resource Development (MHRD) country requires 0.51 million additional teachers while implantation of the Right to Education Act.

The universalization of Primary Education is directly connected with the development of living conditions of the people. When a significant number of citizens are below the poverty line, the attempts made by Government to provide free and compulsory education to children in the age group of 6-14 cannot be successful in the near future. At present the poverty alleviation programmes formulated by the Central as well as state Government on the base of Fiscal Policy to achieve full employment level for the short-run period helps the general citizens to involve in education sector by sending their children to school for personal and social development on the one side and the other side the educational policies and schemes such as Operation Blackboard, Mid-Day Meal Programme and Sarva Shiksha
Abhiyan able to increase the demand and importance of basic education among rural and urban citizens as well as illiterate parents and guardians. Along with the policies and schemes, the infrastructural facilities have improved over the past two decades, gross enrolment is almost universal, and dropout rates have declined even for girls at the primary level.

To fulfil the dream of every children the Government of India formulates lots of schemes, policies and Acts to develop the education system, to increase the literacy rate, to improve the quality of education, to make new society with no discrimination based on sex, caste, religion, urban and rural. Government will implement the policy for the betterment of individual with no discrimination as mention above but it’s a responsibility of every individual to use it on a proper way for the social development.
End Notes

1 Meaning of the Gurukul System of Education-It was a system of education in which the student resided with his teacher in his home and received education. J.C. Aggarwal (2008), ‘Development of education system in India’, Shipra publications, 115-A, Vikas Marg, Shakarpur, Delhi-110092 (India), P-35

2 Ibid P-3


6 Ibid P- 40

7 Ibid P- 42


9 Gupta op cit (2007), ‘Education in India’, KSK Publisher and Distributions, 7/26, L.G.F., Ansari Road, Darya Ganj, New Delhi-2, (ISBN- 8190461757), P- 42

10 ibid P- 47

11 Chauhan op cit (2004), P- 4


14 Gupta, op cit (2006), P- 42

15 Kochhar, op cit (1981), P-2

16 Ibid p-3

17 J. P. Banerjee, (2010), ‘Education in India, Past, Present and Future’, Published by Amitava Roy, Central Library, 15/3, Shyama Charan Dey Street Kolkata-700073, P- 70

18 Ibid P- 78

19 Chauhan op cit (2004), P- 6

20 Ibid
21 Gupta, op cit (2006), P- 42
22 Banerjee, op cit (2010), P-20
23 ibid P- 21
24 Gupta, op cit (2007), P- 51
25 Banerjee, op cit (2010P-20
26 Gupta, op cit (2006), P- 43
27 Gupta op cit (2007), P- 54
28 Kochhar, op cit (1981) P- 3
29 Chauhan, op cit (2004), Pp- 9-10
30 Gupta, op cit (2007), P- 55
32 Kochhar, op cit (1981), P- 3
33 Gupta op cit (2007), P- 55
34 Ghosh, op cit (2007), P- 4
35 Kochhar, op cit (1981), P- 3
36 Chauhan op cit (2004), ‘P- 11
37 Banerjee, op cit (2010), P-161
38 Chauhan op cit (2004), P- 11
39 Banerjee, op cit(2010), P-3
40 Banerjee, op cit (2010), Pp-4-5
41 Chauhan op cit (2004) P- 12
42 Ghosh, op cit (2007), P- 296
44 Chauhan op cit (2004), P- 16
45 Purkait, Biswa Ranjan, (2002), ‘Milestones in Modern Indian Education’, Publisher New Central Book Agency (P) Ltd. 8/1 Chintamoni Das Lane, Calcutta 700009, (ISBN- 8173812667), P- 27
46 Chauhan op cit (2004), P- 17
47 Purkait op cit (2002), P- 37
48 Banerjee, op cit (2010), Pp- 73
49 Purkait op cit (2002), P- 43
50 ibid P- 42
51 Ghosh, op cit (2007), P- 325
52 Chauhan op cit (2004), P- 26
53 Ghosh, op cit (2007), P- 327
54 Gupta op cit (2007), P- 68
55 Purkait op cit (2002) P- 50-52
56 Ghosh, op cit (2007), P- 359
57 Banerjee, op cit (2010), Pp-110-111
58 Gupta op cit (2007), P- 93
59 Purkait op cit (2002), P- 59-60
60 Gupta op cit (2007), P- 102
61 Purkait op cit (2002), P- 82
62 Gupta op cit (2007), P- 79
63 Banerjee, op cit (2010), ‘Pp-139-140 (Chapter 1)
64 Gupta op cit (2007), P- 248
65 Aggarwl op cit (7th edition, Reprint 2013), P- 33
66 Gupta op cit (2007), Pp- 103- 107
67 ibid P-103
68 ibid P- 108
69 Aggarwal op cit (7th edition, Reprint 2013), P- 43
70 Gupta op cit (2007), Pp- 86- 87
71 Kochhar, op cit (1981), Pp 12-13
72 ibid P-15
73 Banerjee, op cit (2010), P-39 (Chapter 1)
74 ibid P- 43
75 ibid Pp- 93-95
76 ibid Pp- 122-132
77 ibid P- 159
78 Gupta op cit (2007), Pp- 109-110
79 Kochhar, op cit (1981), P- 14
80 ibid, P- 17
and Psychological Aspects, Democracy and Education)

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138