

## **Chapter – III**

### **EDUCATION POLICY**

#### **3.1 INTRODUCTION - HISTORY OF INDIAN EDUCATION:**

To understand the contemporary policies and practices of education in India, it would be worthwhile to peep into the history of education in India and analyze the policies in its different historical phases. An attempt has been in the present chapter in this direction.

India has had a very long history of education. Ample evidences of the practice of educating, particularly the socially and economically privileged sections of the population, is in record in the ancient scriptures of India, which antedate the Christian era. In fact, India is home to one of the oldest seat of learning that is Nalanda. For the purpose of developing a clear understanding on the history of education in the country, characteristics of education in various phases of Indian history has been presented below.

#### **3.2 VEDIC PERIOD:**

This phase is considered to have started from 4000 B.C. and continued till 1000 B.C. (Pawar, 2004, 2). Vedic Period has been divided into early Vedic and later Vedic periods. During these Vedic periods, the education system was completely influenced by the four Vedas. Among which, the period of *Rig Veda* was the longest and was the most dominant of all. The period continued for about four to five hundred years. During the *Rig Vedic* period itself, the Aryan influence helped universalizing the Vedic tradition of education over almost the entire *Bhatarvarsha* (Ghosh, 2011, 20; Pawar, 2004, 3).

Being restricted to the upper strata of the society, education during the Vedic period had served the requirements of only this segment of India's population. The purpose of Vedic education was far from bringing the entire population under its fold. Consequentially, it had limited social coverage. No sign of mass education is evidenced in this age (Pawar, 2004, 6.). Education during this period was imparted to

the Brahmins, Ksatriyas and Vaishyas. The Sudras and the untouchables were forbidden to get educated. Under the system, after identifying a *guru* (teacher) and getting attached to him, the student lived with him and his family – the *Gurukul Ashram*. The *ashrams* invariably happened to be the home of the *gurus*, where all lived as a family, performing the duties and responsibilities of respective family members in the day to day activities apart from getting educated in the Veda and other scriptures, as well as different aspects of living, administration, warfare etcetera. The *guru* treated the students as his own children (Ghosh, 2011, 26).

The learning of the students began with the religious ceremony of *Upanayana* or the sacred thread ceremony. After the *Upanayana* ceremony, the children were sent to the *guru*'s house and reside with him as a family member for twelve years. The *Gurukul* acted like the residential school where the *guru* gave the personal attention to the students. The *guru* used to be like the parent and the students reciprocated accordingly. The students used to help their *guru* in the house-hold chores and also participated in the farming works. The warmth of relationship between the student and the *guru* remained well maintained. No fees were levied on the students under this education system. Both the teacher and the taught lived an extremely disciplined life. The day began with prayer, and students were taught to be polite and well behaved. The life of the students remained simple, at the same time ideologically and philosophically strong. Medium of instruction was Sanskrit. By and large, all the *Gurukuls* were located in secluded forested areas. One of the most important characteristics of the Vedic education system was that it was imparted even to the female students. The education during this period was based on life skills. The teachings were imparted orally. The *gurus* recited the verse and the students repeated it in order to memorize, followed by explanations by the *guru* and questioning by the students for complete comprehension. The verse had to be mastered before learning the next verse. All students progressed at their own pace. Caste specific vocational education imparted to the students helped them to develop their caste specific skills. The Brahmins were given the task of learning and keeping the tradition of learning alive. The Kshatriyas were taught archery and warfare. The Vaishyas were given the training of trade and commerce. Training was also given to the students keeping in mind their interest such as pottery, sculpture and painting etcetera. The process

teaching and learning facilitated the student to attain self-contentment and self-learning too (Gupta, 1988, 10-11; Pawar, 2004, 4).

Vedic periods were considered as the period of the most progressive and dynamic social order which gave equal opportunity to men and women without gender bias. Education helped the women to take up their prescribed traditional role of motherhood and other household activities in the most effective manner. As is evident from the history of female personalities like Maitreyi, Gargeya, Lopamudra and Kauanitiki, women of this period not only participated in the philosophical and intellectual discourses but also enjoyed a respectable status in the society (Singh and Nath, 2005, 29).

Indian society experienced substantial changes during the Mauryan and post-Mauryan times. Unprecedented urban expansion and growth during this period induced remarkable growth of trade and related activities. Thus, the imparting of knowledge on mining and metallurgy, carpentry, weaving, dying, and astronomy etcetera was started to be included in the education system of the time (Dash, 2011, 134).

### **3.2.1 Educational Policies and Principles during the Vedic Period:**

The very conceptualization of formal education must have taken painstakingly long time. Nevertheless, it is clear that it had attained an extremely mature form by the Vedic period with well established policies and principles. The educational policies and principles during the Vedic period may be summarized as below.

- Free education- Education was imparted free of cost to all pupils.
- No state control for education- The kings did not have any decisive power on the education. It was managed by the Gurus who mostly belonged to Brahman *varna*.
- The teachers were regarded as the parents.
- The students lived as the members of a single family, that of the *Guru*.
- The purpose of education was to prepare the students for various needs of the life as well as for all round development, since education was considered as the source of illumination.

- Ultimate aim of the education was to train the student in attaining the path of self-realization, salvation or *moksha*. To enlighten him/her on the reality of life.
- *Gurus* were revered as the source of supreme knowledge and the students were supposed to derive the same from him by devotedly participating and associating with him.
- Education was not being imparted to all sections of the society.
- There was no provision of co-education.
- The medium of instruction was Sanskrit.
- The study of Vedas, Upanishads, Puranas, as well as arithmetic, geometry, materialistic knowledge, astronomy, logic and philosophy etcetera were included in the course curriculum.
- The students also learnt about the behavioral aspects through their interaction with their teacher and his efficient educational management, his family and fellow students.
- Female education was treated at par with male education as the status women in this period were very high.

According to the Vedic education, with education our mind should be in peace and calm, free from fear and envy, with self-control, self-discipline, truth loving, restrict us from doing wrong, our conduct should be noble and have plane desire (Dash, 2011, 20).

### **3.2.2 Education in the Later Vedic Period:**

This period is also known as the Brahmanic period (Singh and Nath, 2005, 30). The period was the extension of the Vedic period during which a few changes got introduced. Establishment of the educational institutions was seen in this period. Besides, education became more restrictive for the Sudra and the female segments of the society due to concretization of the *Varna* system (Ibid.).

### **3.2.3 Policies of Education during Later Vedic period:**

The policies of education during the later Vedic period May be summarized as below (Ibid.).

- Domination of religion upon education. Excessive faith in rituals made it deprived of logic and consistency.
- Brahmanic education concentrated around the individual, his growth and development rather than collective education.
- Unlike the Vedic education, the art of writing developed during this period.
- Deprivation of the Sudras right to education further consolidated inequality in the society.
- Neglect of women education led to imbalanced social structure and control.
- Rest all of the policies were similar to that of the Vedic period.

### **3.3 EDUCATION IN THE JAIN PERIOD:**

Although Jainism emerged around the time of Buddha, the two religions had many aspects in common. Both the religions emerged in reaction to the rigidities of Hinduism. Teaching traditions of the two religions were different from the Vedic tradition. Hence, the system of education during the Jain period differed significantly from that of the Vedic period. It included the following teachings of the Jain *Tirthankars* or teacher (Singh and Nath, 2005, 34).

- *Triratna* or three precious principles of life - right faith, right knowledge, and right conduct.
- Five *vrata* - not to hurt, not uttering lie, not to steal, celibacy, to give up the world.
- Non-violence.
- Individualistic
- Disciplined life.
- Moksha.

The main objective of education system was to transmit the idea of the perfection of the soul. The system was based on the understanding that knowledge should be associated with the truth. Education should remove material bondage of a person. With education, one can attain self-enlightenment and development of the individual's personality (Ibid, 36).

### 3.3.1 Policies of Education during Jain Period:

- Education leads to the discrimination between *Punya* (virtue) and *Paap* (sin).
- Education during this period included the basic principles of Jainism like three *ratna* principles of life.
- Education in this period promoted non-violence.
- Meditation was significant in Jain education system.
- Education also promoted religious tolerance and spreading of happiness.
- Education was action oriented.
- There were emphasis on self-discipline, self-restrictions and hard work.

### 3.4 EDUCATION IN THE BUDDHIST PERIOD:

Buddhist education system started taking shape by the 5<sup>th</sup> century B.C. As compared to the Vedic period, during the Buddhist period education could spread across wider sections of the society. This could be possible by incorporating all sections of the socially structured population in the education system, which was not the case under the Vedic tradition of education. Unlike the Vedic period, education in the Buddhist period was imparted in the educational institutions like the *vihars* and *maths* (monasteries). More emphasis was given on the issues of practical utility and taught using scientific methods and in simple language (Pawar, 2004, 8). Earlier females had an inferior position in the society and were restricted from entering the monasteries. Later on, they were granted permission to enter and leading to accelerated spread of female education during this period (Pawar, 2004, 7).

In other words, Buddhist education system played a relatively more positive role in the society as compared to the rigid Vedic system. This period is better known as the phase that led to the eradication on the social evils in the society. Education imparted in the monasteries was open to all, irrespective of caste, creed community or country. Thus, it had a wider reach than the Vedic period. Education mainly followed the teaching of the Buddha i.e. the eight fold path of Buddha for the guidance of human life. They practiced moral virtues, study the religious books *Dharmapala*, preached the practicalities of life but rejected the rituals of the Vedic period. (Ghosh, 2009, 48). During this period, universities like Nalanda and Ballabhi came into existence.

Just before the entering into the monastery, the students had to perform a ritual known as the *Pababja*. According to this ritual, the student had his head completely shaved, dressed in a yellow robe like cloths, pressed his forehead at the feet of the monks living in the monastery and bowed to shelter to Buddha, *dharma* and *sangha* (Singh and Nath, 2005, 37). The student had to obey ten rules, including prohibition from killing of animal, use of cosmetics, improper moral conduct, accepting gold and silver or even watching dances or listening music. After this the students were called *Shramana*. After the age of twenty years, there used to be another ritual known as *Upsampada*. According to the ritual, the presence of ten monks was essential. After the ritual, the monks were called the *Bikshus* and the female monks *Bhikshunis*. The monks had to eat in the begging bowl, even had to wear the begged clothes (Dash, 2011, 117).

Education during the latter part of the period started deteriorating. Whereas, education in the early period was imparted to all sections, gradually it turned out to be only for the upper sections of the society. The monasteries became the den of illegal activities, which led to the degradation of monasteries. Absolute control of the monks on education produced autocratic attitude in them. Female education started facing neglect. Varied religious views on education made education lopsided. Even excessive emphasis on non-violence weakened the state defense system. Nevertheless, education during this period provided new standards of discipline (Ghosh, 2011, 121).

#### **3.4.1 Policies of Education during Buddhist Period:**

- The Buddhist monasteries and the universities became the seat of learning.
- Education was institutionalized.
- Education was managed by the monks.
- Education started from the age of eight.
- The medium of instruction was Pali and Prakrit.
- Emphasis was more on the propagation of religion.
- Buddhist philosophy was against the Vedic system of teaching and practices like caste system, animal slaughter, sacrifice and *yagna*, and also questioned the authenticity of the Vedas.

- Curriculum was more as compared to the Vedic period. Apart from the Buddhist philosophy, arithmetic, religious discussion, reading, writing, geology, science, agriculture, commerce, cottage industries animal husbandry, archery, magic, knowledge of reviving the dead, knowledge of animal cries and sound, defense as well as medical science were taught at the higher levels.
- The students had to serve their teachers, beg for alms, eat thrice, wear three piece clothes, and bathe with pure water and also to lead disciplined life.
- Teachers were chosen from amongst the monks only.
- The syllabus was divided into two parts dealing with religious and non-religious aspects.
- Education was universal.
- Fees were payable in one form or the other.
- Students were given basic freedom.
- Later on there were provision for co-education.

### 3.5 EDUCATION IN THE MEDIEVAL PERIOD (1200-1600 A.D.)

Muslim invasions and establishment of their rule during the medieval period had a deterrent effect on the existing Vedic system of education. The *mathas* (temples) and the *Gurukul Ashramas* did not receive any royal patronage and thus gradually disappeared from the scene (Ghosh, 2009, 49).

It is observed by Siqueira (Singh and Nath, 2005, 37) that till the advent of the Mughals, there was no uniform education policy during the Muslim period, excepting for some scattered attempts by Mohammad Ghodi and Razia Sultan. During the reign of Ferogeshah Tuglak, government schools were established which offered scholarship to the students. Persian became the state language during that time. The education reached its zenith during the Mughal period, particularly during Akbar's time, when education policy was highly liberalized. Hence, there was growth of both *pathshalas*, and *Maktabas* and *Madrasas*. These *Maktabas* and *Madrasas* were attached to mosques and provided Islamic education. *Madrasas* imparted education on various professional areas, like judiciary and medicine etcetera. Several Muslim rulers even established libraries. A few built colleges too. The *Maktab* and *Madrasas* were



regularly monitored. Attentions were paid on every individual student. During the reign of Akbar, some subjects like mathematics, astronomy, physics, philosophy, history, literature and grammar were added as new disciplines (Pawar, 2004, 9-10).

There were several positive and negative features of the education system of this period. Positive features included the beautiful synthesization of materialistic and religious aspects in the education system. Even vocational studies started during this period (Singh and Nath, 2005, 52). There was practical utility of education. People with higher education got jobs in state services. Never the less, this period of education was also not free from negativities. Political instability made the *Maktab* and *Madrasas* to function in improper way. Public education suffered a setback. Education was mainly for the members hailing from affluent classes. Moreover, education was being imparted only in the urban areas. An even female education was completely impeded because of the *purdah* system (Ibid, 53).

### **3.5.1 Policies of Education during Medieval Period:**

- During this period, the progress of education was rather slow.
- Education was through *Maktab* for primary education, and *Madarasa* for higher education.
- Medium of instructions were Arabic and Persian in the initial phase, which were replaced by Urdu in due course.
- Though education was been encouraged by the state, Girls' education in this period suffered a setback because of the *purdah* system.
- The education of the child started at the age of four with a function known as *bismillah*.
- The students were asked to learn the skills of reading and writing and arithmetic. Method of teaching emphasized on the memorizing of the text as it was earlier.
- The syllabus during this period included the study of Holy Quran, history and law of Islam, languages like Arabic and Persian in general, Sanskrit for Hindu children and as well as logic, grammar, philosophy, literature, agriculture, geography, and astrology.
- The syllabus gave more emphasis on the history and writing of history.

- The teachers were sincere on their part but not very cordial to the students.
- Discipline had to be maintained by the students, failing which they were severely punished.

Medieval or Muslim education in general did not touch the heart of many because of several political and social factors (Ibid, 54).

### **3.6 EDUCATION DURING THE BRITISH PERIOD (1800-1947 A.D.)**

The British came to India during the Mughal Period around 1600 A.D. for the purpose of trade, but slowly and gradually started ruling and established the East India Company. The education system under the British can be divided into various phases.

- First Phase: 1800-1853
- Second Phase: 1854-1900
- Third Phase: 1901-1919
- Fourth Phase: 1920-1947

#### **3.6.1 The First Phase (1800-1853A.D.)**

Education in India during the first phase (1800-1853) was controlled by the Board of Directors of the East India Company. During this period, the system of education in India was far from the British standards. There was large number of schools in India, which were mostly handled by single teachers with multiple class teachings. Many a times the senior students also helped the teacher in teaching. Medium of instruction during this period was Sanskrit, Bengali, Hindi, Urdu, Persian and Arabic (Singh and Nath, 2005, 56). In spite of having such a large number of schools, the condition was far from satisfactory in terms of buildings, teachers pay, and other infrastructure. Poverty, lack of teachers training institutions, indifferent attitude of government were the most important causes of this condition of education. Slowly and gradually the British officers ended many of the education institutes (Ibid.).

After the establishment of East India Company, the supremacy of the British arose. As a consequence, education by the Indian and for the Indian was greatly neglected. The Christian missionaries helped some institutes to get established.

These were in English medium but they did not get any help from the government. With the increasing number of missionaries, English medium education system started creating dissatisfaction amongst the people of India. The matter was taken in British Parliament and it resulted in the enactment of the Charter of 1813. This Charter helped the British for the formulation of the future policy of education for India. Never the less, the education of the masses was severely neglected. The Charter of 1813 created many controversies. Medium of instruction was one of them. Due to various controversies, East India Company could not formulate its educational policy even after the twenty years of the Charter (Ghosh, 2011, 296).

### **3.6.1.1 Downward Filtration Theory:**

The British administration was not in favour of using any Indian language as the medium of instruction. It believed in downward filtration theory. According to this theory, if people of higher social strata were educated through English medium, their influence would automatically percolate down the society. (Dash, 2011, 215)

### **3.6.1.2 Macaulay's Minute (1833):**

The starting of the British system of education began with Macaulay's Minute. Macaulay was the first person to criticize Indian education system and culture (Singh and Nath, 2005, p 61). He was the staunch supporter of English language and opined Indians must be taught English through downward filtration so that it can be helpful in carrying out the work of administration and in strengthening British rule. He regarded Indian languages as unsuitable for scientific research. Thus, after Macaulay's Minute, English became the medium of instruction and a new education policy was framed. Later Macaulay realized the significance of the vernacular languages when many of the vernacular languages rejuvenated by 1850. By this time, there were protests against the use of English as the only medium of instruction but the government didn't take a note of it (Ghosh, 2009, 50; Singh and Nath, 2005, 61)

### **3.6.2. Second Phase (1854-1900):**

With the acceptance of the Macaulay's Minute there was consequential increase in the number of schools and colleges but there were also chaos all over the country. There was no uniform policy of education all over India. Each religion in each province had its own educational institutes and own educational policy. Hindu *pathshalas* preserved Hindu culture, whereas *maktabs* and *madrasas* preserved Islamic culture. There was no monitoring of the education institutions. Even the teachers were not being given any formal training. English medium schools has gained popularity (Singh and Nath, 2005, 84; Pawar, 2004, 10).

#### **3.6.2.1 Wood's Despatch (1854):**

With an objective to settle the chaos that occurred throughout British India, a committee was formed under the chairmanship of Charles Wood. The Committee reviewed the aims of education, medium of instruction, education of masses versus classes and other all aspects of education and gave some recommendations. These recommendations were commonly referred as the Wood's Despatch. The Despatch threw light on the educational policies of the East India Company. Some of the recommendations of the Wood's Despatch were:

- Every province must have an education department.
- For higher education, three universities were established at Bombay, Calcutta and Madras.
- Every district must have one government school.
- Some private schools must be given grant-in-aid.
- Teaching must also be in the vernacular language and there should be provision for training the teachers.
- There must be a systematic method of education from primary till the university and also professional education.
- The government must also support women education.
- Provision should be made for the mass education.

This plan was broad in nature. It gave a structure to the Indian education, which was missing earlier. It is said to have laid the foundation stone of the modern education system in India. At the base of this structure were the primary schools, the middle schools, high schools, colleges and at the apex were the universities. Even the system of grant-in-aid had started by this Despatch. Female education was greatly emphasized during this time. Vocational education was encouraged so that people can get employment. This Despatch was significant for the local administrators for the improvement and expansion of the mass education. The Sepoy Mutiny of 1857 could not lead to the complete implementation of this recommendation (Pawar, 2004, 11; Nath and Singh, 2011, 86; Ghosh, 2011. 356; Ghosh, 2009, 50).

### **3.6.2.2 Hunter Commission (1882):**

After the war of 1857, the East India Company was dissolved and Britain entered into the Victorian era. Thus, the policies and responsibilities of education got transferred from the company to the Parliament. Post 1857 war, all wanted a peace for some time. At the same time, missionaries in India had complained that education in India is not in accordance with the Woods Despatch. Even there were issues like policy of education for the government and private schools and appraisal of the success of the government schools. All these lead to the revision of the then education policy. A commission was formed in 1882 under the chairmanship of William Hunter, who was the member of the executive council of the Governor General of India. This Commission was commonly known as Hunter Commission. It gave much wider and comprehensive recommendations for education in India. It had twenty members which included Indian educators. Some prominent members were like Saiyad Mahmood, Anand Mohan Bose and so on. Since it had Indian members on its board, it was also known as Indian Education Commission of 1882.

The main aims of this Commission were:

- To evaluate the status of primary education and give suggestions for its reform.
- To assess contribution of missionaries in the field of education.
- To see whether the government institutions are worth continuing or not.
- To evaluate the efficiency of the grant-in-aid system and private institutions.
- The Commission also planned to look over the secondary and higher education.

The Hunter Commission had fixed the responsibility of imparting primary level education to the local bodies and suggested that curriculum should be according to the local needs (Singh and Nath, 2005,94).

Some of the recommendations of Hunter's Commission were:

- Reform of primary education in terms of its education policy, the financing system, training of teachers, organization and curriculum.
- The responsibilities of imparting primary education be given to the local governing bodies.
- The curriculum should be framed according to the local needs.
- Medium of instruction at the primary level should be the mother tongue, while from secondary level onwards it should be English only.
- There should be model government high schools in every district.
- There should be facilities for training the teachers.
- Local government and private efforts should be encouraged. The government should be responsible for the grant-in-aid.
- Efforts should be made for Indianisation of education. As consequence, the number of institutions at various levels of education increased enormously.

- Religious educations were prohibited at government schools and colleges. Private colleges had freedom to manage their affairs in their own way.
- For female education, emphasis was given on different curriculum and on their scholarships as well.
- The Commission also recommended for encouraging the Muslim community and the people from deprived and backward classes of the society for education.

Thus, the Commission reduced the importance of the Christian missionaries in the sphere of education as the government was responsible for it (Ghosh, 2009, 51; Dash, 2011, 242).

### **3.6.3. The Third Phase (1901-1919):**

The third phase was the phase of Lord Curzon. Among his administrative reforms education occupied a significant position. During his regime, there was wide expansion of education, but he was more concerned about the quality than quantity. He did not want educational institutes merely to act as coaching institutes rather like colleges. He wanted government to have full control over these educational institutions with a purpose to improve the quality of teaching and English. Thus, he wanted that all superior posts in the educational institutions be held by the British educationists. In between there was education controversy in England which directly influenced the education system of India and had led to significant education reform in India after the Shimla Conference in 1901 (Singh and Nath, 2011, 97).

#### **3.6.3.1 Indian University Commission - 1902:**

The Shimla Conference paved the way for the Indian University Commission in 1902. The main recommendation of the Commission were-

Regarding teaching -

- It was recommended that administration of universities needed to be reorganized.
- The affiliation condition of the colleges needed to be strict and systematic.
- Library facilities and hostel conditions needed to be supervised.
- There was also need for the change in the curriculum.
- Even the function of the teaching needed to be revised.

Regarding English -

- English to be taught at the level when people are comfortable learning the language.
- The British should take the responsibility of teaching English to all the people.
- At university level, the standard of English should be raised.
- Vernacular language should be studied up to the master's level.

Regarding Examination -

- Examination was to be considered superior and also above teaching. It was also considered as a necessary evil.
- Abolition of intermediate examination was not favoured and the practice of appearing examination privately was opposed.

In order to reorganize and strengthen the existing education policy, Lord Curzon gave his own education policy (Ibid, 98).

### **3.6.3.2 Curzon's Education Policy:**

Lord Curzon gave his recommendation for all levels of education.

Policies regarding primary education he wanted -



- Teachers training institutes to be established to train the teachers at various levels.
- In the rural areas, training pertaining to agriculture should be given to the teachers, so that they can impart these to the rural people.
- In fact, agriculture to be included in the curriculum so that a large section of the people can be benefitted.
- Physical education should be made compulsory.
- Kinder Garden system to be adopted where ever possible.
- To review the system of the grant-in-aid system as well as the salary structure.

#### Policies Regarding Secondary Education –

Lord Curzon changed the policy given by Hunter's Commission and formulated his own policies which included -

- For education as well as for the recognition of the school, state should be the controlling body.
- For secondary school, recognition by the university was essential for appearing high school examination.
- There should be some facilities given by the state education department like the grant-in-aid and scholarships.
- Quality of education was made priority.
- There was no provision for religious education.
- For female education, there should be free education with separate curriculum.

#### **3.6.3.3 Indian University Act, 1904:**

Lord Curzon accepted the changes that were made to Indian University Act, 1902 and thus an Indian University Act was passed in 1904, which was opposed by many Indians, including Gopal Krishna Gokhale (Ibid, 104). According to this act;

- The number of senate and syndicate members of the university was decided so that proper representation of teachers could be followed.
- Government was above the senate and syndicate.
- Fellowships were decided for each university.
- The jurisdiction of the university was finally in the hands of Viceroy.
- Handling the infrastructure and appointments was in the hands of the university only.
- There should be strict rule regarding the affiliation.

After this Act was passed, there was proper representation of teachers in the senate and syndicate. There were administrative reforms in teaching and research and the quality of teaching was improved. The autonomy of the university decreased due to control of the government. It did not give permission for the opening any new university or give any affiliation. Lord Curzon was highly praised for his contribution to education in India (Ibid, 106). Maharaja Sayajirao of Baroda introduced compulsory education throughout his state in 1906.( Biswas and Agrawal,1986,835;Dash,2011,250)

#### **3.6.3.4 Saddler Commission (1917):**

After Lord Curzon's reforms, the government started spending more on Indian education. Nevertheless, the condition of education did not improve much in the university education. The reason behind this was lack of co-ordination and overcrowding in the universities. Thus, to correct this, a new commission was set up called, Saddler Commission. The main aim of this Commission was to make universities free from the responsibilities of the secondary education so that they can freely concentrate on higher education (Ibid, 119). The recommendation of the Saddler Commission with respect to secondary education was:

- The intermediate course to be made separate from the university courses.
- More intermediate colleges to be opened.

- There should be separate board for high school and intermediate education.
- Mother tongue should be used at the intermediate colleges.

Some recommendations regarding internal organization and administration:

- The powers of the universities should be given more and state control to be minimized.
- The working hours of the universities should be more flexible.
- Provision should be made for separate honours and pass courses.
- For the internal administration, a representative court and executive council should be set up.
- Appointment of the teachers should be made by special selection committee.
- There should be board of studies and academic councils for the queries pertaining to the courses.
- Attention should be paid for all other facilities like teaching resources, training of the teachers, residential university.

This Commission was considered significant as it was based on the most comprehensive study of the education system in India from the secondary level to the university level (Ibid, 124).

#### **3.6.4. The Fourth Phases (1920-1947):**

This phase started in 1920 and the first committee under this phase was the Hartog Committee. This committee was formed in order to study the problems of education in India.

##### **3.6.4.1 The Hartog Committee, 1929:**

Sir Phillip Hartog was appointed to study the main problems of Indian education. This Committee was known as the Hartog committee (Dash, 2011, 282). The main recommendations of this Committee were;

- Eradication of the wastage and stagnation of the primary education was suggested. Reform in the policy of primary education was needed.
- There was a need of the change in the curriculum and state as well as the local government was given that responsibility.
- The Committee recommended for improving service conditions of the teachers in order to improve the quality of teaching.
- Facility of central library in each university.
- Improvement in the science laboratory and other infrastructure in the university.
- Measures were suggested for the improvement of female education as well as the education of the backward communities.
- Establishment of the tutorial system, employment bureau in the university.
- The curriculum to be diversified from the secondary education onwards. Vocational teachings and industrial teaching to be introduced from secondary level only.

Though this Committee focused on varied issues but its contribution to study the wastage of primary education remained admirable (Ibid, 283).

#### **3.6.4.2 Abbot and Wood Report, 1937:**

The economic depression in the 1930s raised an issue on the existing education system of the country in relation to employment and urged a change. Thus, the committee was formed under Abbot and Wood in 1937, which gave importance to the technical and vocational education (Ghosh, 2011, 437). The main recommendations of this report were -

- Importance to be given on training of the primary school teachers. Thus, training centers to be established.
- Female education to be given priority.
- The curriculum for the rural education to be linked with the basic needs and proper facilities should be provided for the education on cottage industries and agriculture.

- Medium of instruction to be the mother tongue at the primary level. English should be one of the compulsory languages at the secondary level.
- Technical education to be linked with the economic development of the country and training centers to be established for all types of works. Even polytechnic institutes to be opened at different places.
- Employment advisory committee should be constituted. The employed persons to be provided the facilities of in-service part time education in the evening.

#### **3.6.4.3 Wardha Conference, 1937:**

Gandhiji formulated the education policy in the Indian context. He gave emphasis on the basic education. He was of the opinion that primary education should be free and compulsory for children of 6-14 years of age. In this basic education, mother tongue should be the medium of instruction. Imparting education should be with the help of some craft, and education should be children friendly. With this view, he proposed an education policy at the Wardha Conference, in 1937(Singh and Nath, 2011, 128). The main recommendations were -

- Child to be the focus of education and it should be activity based. Children should also able to understand the value of education.
- Education should be such that it should give an understanding of the utility of education.
- It should be productive as well as useful. Some craft should be used to teach various subjects and make it children friendly.
- Teachers and students to have maximum freedom for all works related to study.
- The medium of instruction should be the mother tongue.
- The aim of education should be all round development of the child. It should help to bring the quality of morality and ideal citizenship among the students.

#### **3.6.4.4 Sargent Report, 1944:**

After the Second World War, a new committee was formed under the chairmanship of John Sargent known as Sargent Report. The Report revealed that in about forty years, the standard of education of India would be equivalent to that of England. The Report was finally sent to the Central Advisory Board of Education (CABE). This was the last commission before the Independence (Ibid, 133). The main recommendations of the Report were

- The age of the pre-primary children was 3-6 years.
- Education should be free and compulsory at the primary stage (6-11 years) and with common curriculum.
- Children of 11-14 years should have secondary level of education. At this level, entry to industrial, commercial and technical occupations to be decided.
- Degree courses should be offered after higher secondary level by the universities.
- A third type of schools should be established to offer vocational education.
- To initiate adult education schemes, and establish Indian University Grants Commission and All India Council for Technical Education.
- Development of public libraries in the coming twenty years.
- There should be teachers' training programmes.
- Provision for education for physically and mentally handicapped children as well as compulsory physical education.
- Provision for social and recreational activities.
- Mother tongue to be the medium of instruction.
- Department of education and employment bureau to be created in every state.

### **3.7. EDUCATION POLICIES IN INDIA AFTER INDEPENDENCE:**

After Independence, concerted initiatives have been taken to reform the education system in the country. The salient features of the initiatives are briefly presented below.

#### **3.7.1 University Education Commission, 1948-49:**

This Commission was also known as the Radhakrishnan Commission as it was under the chairmanship of Dr. S. Radhakrishnan. This was the first education commission of Independent India (Ibid, 139). The main objectives of this Commission were -

- To review changes in the constitution, functions, finance, jurisdiction of universities, its relation with the central and state government since India got independence.
- To review the standard of teaching.
- The medium of instruction in the universities and the admission procedure was decided.
- Provision to study Indian culture, history, literature, language, philosophy as well as fine arts.
- The requirement for the more number of universities in different states and problems of existing universities.
- The qualifications, condition of services, functions of teachers and the research output.
- The discipline of the universities, students, as well as the hostels.

#### **3.7.2 Mudaliar Commission, 1952-53:**

The earlier Commission on education dealt mainly with the objectives of the secondary education so that it was meaningful but it did not deal with the condition of secondary education in the country. Hence, Mudaliar Commission was set up in 1952, which dealt exclusively with status of secondary education in the country and its associated defects. It was also known as the Commission for Secondary Education. Earlier much emphasis was given on the bookish

knowledge. The books were loaded with too much of irrelevant details. The educational pattern was such that students were overburden by the examination system. At many places, there were no provisions for the vocational and technical education. The secondary education was very far from the reality of the life (Ghosh, 2009, 56).

The main recommendations of this Commission were -

- To give all round training, that helped people to become more responsible.
- Practical work was introduced to understand the talent and energies of the children.
- The structure of education went through radical changes and was reorganized.
- The new structure was - primary education of five years, junior secondary of three years, higher secondary for four years and the degree course for three years. For those who had just passed out from high school, for them there was provision of pre-university course of one year.
- There was diversification of courses from 9<sup>th</sup> standard onwards. This was one of the biggest achievements of this Commission. Some courses were common for all, while some were diversified like Humanities, Science, Commerce, Home-science, Agriculture, Fine Arts and Technical subjects.
- The courses were diversified so that students of different abilities and interests can study the subject of their interest and can give all round training.
- Regional language was to be made the medium of instruction.
- Emphasis was laid on the practicals. In other words, the activity method was boosted (Ibid, 153).

### **3.7.3 National Education Policy or the Kothari Commission, 1964-66:**

The Kothari Commission is believed to have removed all the flaws of the earlier education commissions. It covered all the aspects and all levels of education. The Commission asserted that education is the most powerful tool for national development. It emphasized more on work experience, thus making education more employment oriented (Ghosh, 2011, 58).



The Commission recommended change in the structure of the education system. It worked out extensive and elaborated plans, which included;

- Extensive organizational plan of the schools, social service scheme, moral education.
- It supported the older scheme of ten years of schooling, but added another two years of higher education (+2 level).
- The diversified courses were to be offered at this + 2 level.
- The general courses were arts, science, technical courses, and agriculture.
- The curriculum of the children would have advanced courses.
- Mother tongue or the regional language to be the medium of instruction.
- The Commission also added work experience and the social service to the curriculum so that students can have exposure to the real life circumstances.
- The Commission led emphasis on moral and spiritual development of the students.

The National Education Policy or the Kothari Commission of 1964-66 was a vital step in the history of educational reform in Independent India. The Commission stressed upon national progress and integration (Ibid, 167).

#### **3.7.4 National Policy on Education, 1986:**

After twenty years, another commission was formed by the name of National Policy on Education – 1986 (NPE-86). Since then, there has been expansion of educational facilities across the states at all levels. Through this Commission, it was propagated that education is essential for all round development of people. It helps to create manpower for different sectors of the economy. NPE-86 worked on the principle that education is an investment for the future. The main recommendations of NPE-86 were -

- Free and compulsory education up to the age of fourteen.
- Education to encourage national advancement and strengthen national integration.

- Reconstruction and reorganization of the education system at different levels.
- To improve the quality of education at all levels of education.
- Emphasis on the development of science and technology.
- Emphasis on the moral values and link education with the life of the people.
- Education to be linked with the child development services.
- All students to have access to education irrespective of caste, creed, location and sex.
- A common education structure for the entire country i.e. 10+2+3.
- Curriculum framework which contains common subjects with other components and offered with flexibility.
- Minimum levels of learning for each stage of education.
- To address the issue of drop-outs and to improve the retention rates.
- Emphasis on vocational courses.
- For higher education, this commission Emphasis on the quality of the institution and of teachers at higher levels.
- Emphasis on quality inter-disciplinary research.

The NPE-86 was considered as the ambitious policy as it gave emphasis to all levels of education. It also stated that, every year the existing system should be reviewed, following which the Janardhan Reddy Committee was set up in the year 1992 (Ghosh, 2009, 59).

### **3.7.5 Janardhan Reddy Committee Report 1992:**

The Janardhan Reddy Committee was also known as the Plan of Action, 1992 (POA-92). This Committee emphasized on the higher education. Planning and management of education were given emphasis. The Central Board of Education played an important role in reviewing the education system. The Committee was mainly formulated to review the NPE-1986 (Singh and Nath, 2011, 201). The main suggestions to NPE-1986 were;

- To pay attention to the recruitment of teachers, training of educational planners as well as the administrators.
- Common entrance examinations for admission to professional programmes were introduced. This reduced the financial burden on the students.
- The 10+2+3 educational system were accepted as the national system of education. The +2 stage to be accepted as the part of school education throughout the country.
- Improvement in the quality of education.
- Universal enrollment and universal retention of children up to the age of fourteen.
- Vocational courses to cover ten percent of higher secondary students.
- The Navodaya Vidyalaya to be established in all the districts of the country and all the expenses to be borne by the state government.
- To reduce the load of bags of the students.
- Education of the women to be given priority to secure the equality in education.
- NCERT to be model for secondary education.

Much of the changes, improvement in education is seen because of rigorous policy by state and central governments. The major policy change after Independence was the 1964 Kothari Commission, which was the major breakthrough to improve the education sector in India. This Commission guided the next major policy and reforms in India. Next major policy was introduction of National Education Policy (NPE) in 1986 and Programme of Action (POA) in 1992. On the recommendation of NPE, 1986, today we are spending 6 per cent of the GDP on education sector.

Since 1992, a few changes have been introduced intermittently to suit the needs of the people. A few of the initiatives were designed to accommodate people irrespective of their caste, class and gender background. For example, the NPE-1986 stressed upon the problems of education among the SC population. The most important matter of concern in this context was the education disparity between the SC and non-scheduled population. Since ages the SCs have remained much behind the non-scheduled segment of the Indian population in terms of social,

economic, political and educational progress. Thus, education amongst the SCs started not so long back and today most of the educated among them are the first generation learners. The first generation learners encounter many kinds of problems like social, economic as well educational. Drop-outs amongst them are very high. Everyone needs to understand the needs of the first generation learners (Singh, 1989, 8). One of the goals of NPE -86 was to “remove disparity and to equalize educational opportunity by attending to the specific needs of those who have been denied so far” (Ramachandran and Saihjee, 2002, 1600). POA -1992 highlighted the role of education in peoples’struggle for equality and justice (Ramachandran and Saihjee, 2002, 1600)

### **3.7.6 Operation Black-Board (1987-88):**

The national policy on education (NPE-1986) recognized the unattractive school environment, pitiable condition of the buildings, insufficient material in primary school as the demotivating factor for the enrollment. Thus, a drive started against this known as operation blackboard in 1987-88 in all primary school in India to introduce a minimum standard of physical facilities like:

- Two large all weather rooms.
- Separate toilets for boys and girls.
- Minimum of two teachers one of them should be females.
- Essential teaching and learning material-like blackboard, maps, charts, library, toys and games, labs, -equipments in the labs.
- It was also aimed that in rural areas deprived section of the society and girls school to be given more priority. (Aggarwal, 2002, 7; Raghuram, 2008, 106).

### **3.7.7 Teachers Education (1987-88):**

Setting up District Institute of Education and Training (DIET) and College of Teachers Education (CTE), Institute of Advanced Study in Education were undertaken.(Aggarwal,2002,9) National Council of Teachers Education (NCTE) was set up in 1983 with view of :

- Co-ordinate development of teachers education through the country
- Regulation and proper maintenance of norms and standard in teachers education system (Aggarwal, 2002,10).

### **3.7.8 National Literacy Mission (NLM)(1988):**

National Literacy Mission (NLM) was set up in May 1988. The goals was to attain 75 percent literacy by 2007. Under its umbrella, Total Literacy Campaign (TLC) started. The Total Literacy Campaign (TLC) was started in 1990 with the goal of creating hundred million new literate by 1999. The TLC covered 172 districts. It was the largest voluntary movement since the freedom struggle. The TLC was specific, time-bound, delivered through voluntarism, cost effective and out-come oriented. Under TLC, there were Zila Saksharata Samiti (ZSS) which has member from all section of society. Under ZSS, there were committees which constitutes at the village level. (Aggarwal, 2002, 39).

### **3.7.9 Minimum Level of Learning Approach (MLL-1991):**

It has been specified to be competence expected to fulfill by every child. The emphases were on the:

- Relevance and Functionality of Primary Education.
- The load of the curriculum should be reduced.
- Accomplishing basic competence and skill
- Learning for all children.
- Introduction of continuous and comprehensive evaluation in a class.

This programme was initiated throughout the country. Several Voluntary agencies, research institution, SCERT, District institute of education and training (DIET) (Aggarwal, 2002, 4).

### **3.7.10 District Primary Education Programme (DPEP)(1993):**

By the process of decentralization, participatory planning and various schemes have to led to the massive drive known as the District Primary Education Programme (DPEP) (Raghuram, 2008, 133)

DPEP was launched in 1993 operated at district level to achieve government goal of Universal Elementary Education (UEE). It was launched by the government to tackle the quantity in the systematic manner. Giving amenities like free education, uniform mid day meal had surely helped the education system at the place where they are implemented at socially significant scale. (Ramachandran, 2003, 964). The District Primary Education Programme (DPEP) had not only increased and help to get a better resources for primary education but also had got the attention and significant in government. (Ramachandran,2003,959) With the more initiatives of the DPEP and others, the enrollment since 1990's increased. The pupil-teacher ratio also increased. However, due to financial crisis, new teachers could not be appointed at regular salaries. In many states the recruitment was frozen. Thus, the state has to be dependent upon contractual teachers. (Mehrotra, 2006, 26).

Some of the important objectives were:

- To reduce the drop-out rate by less than 10 percent.
- Reducing gender disparity and disparity among social groups by less than 5 percent.
- To enhance the nutritional status of school going children.
- Improving the learning achievement rate.
- To increase enrollment
- To enhance the quality of education.
- To make performance research based. (Varghese, 1994, 449; Aggarwal, 2002, 13; GOI, 2008, 6).

DPEP covers the districts with low female literacy and low educational attainment of scheduled caste and scheduled tribe. These are the enrollment drives especially for these sections of society. The issue of retention and drop-outs are also undertaken (Jawahar and Sundar, 2009, 81).

### **3.7.11 Non-formal education (1994-95):**

It is implemented through the state government and NGO's. It is mainly focused in the educationally backward states. It also covered urban slums as well as hilly, tribal and desert areas. The main recommendations were:

- There was condensed course of about two years.
- Part time instruction at a time and place convenient to learners in small groups had taken place.
- Part time instructor were recruited and trained.
- Emphasis on the decentralization of management.
- Use of curriculum comparable to the formal systems which suit the local needs.
- Testing and certificate of Non-formal Education student for the entry into the formal system (Aggarwal, 2002, 6).

### **3.7.12 Mid-day Meal Schemes (MDMS)(1995):**

It was launched in 1995 to increase in enrollment, retention, participation in the primary school as well as improving their nutritional status. It was revised in 2004, again in 2006. After 2006, hot cooked meal was being provided instead of grains. In the drought prone areas during summer vacation also MDMS provided nutrition support to students. It is the largest school nutritional programme in the world covering nearly twelve crores children and more than eight lakhs workers (Thaha, 2008, 7). The main objective is

- To improve nutritional status of the children.
- To boost Universal Elementary Education (UEE) by improving the enrollment, attendance, retention.
- To improve the learning level of students especially from the deprived section of the society (GOI, 2008, 7).

The students get the free meal, uniform, books, scholarship, for scheduled caste and scheduled tribe because of which enrollment has increased particularly after mid-day meal scheme (Bhatty, 1998, 1736).

### **3.7.13 Sarva Shiksha Abhiyan(SSA-2000):**

The international resolution like Education Forum (Dakar) and Millennium Development Goals (MDG) forced India to rethink more about education and mission in time bound frame. That led to the formation of Sarva Shiksha Abhiyan (SSA) in 2000 which aimed at universal elementary education. It is the milestone achievement of government in the basic education for all children. It was launched in the year 2000 November as an umbrella programme for supporting the elementary education. It was aimed by 2010, eight years of primary education for all the children for the age group of 6-14 years (Das, 2007, 21; Chatterjee, 2011, 93)

The goals of Sarva Shiksha Abhiyan (SSA):

- All the children should be in school
- There should be education guarantee centre.
- Back to School camp.
- To fill all the gender and social gaps in elementary education.
- Universal retention.
- Accessibility of school to all children.
- Focus on elementary education of satisfactory quality with the emphasis on education for life.(Kainth,2006,3288;GOI,2008,2;www.ssa.nic.in)

Enrollment has increased for all the section of the society impressively. Thus, it was resulted by the massive drive of District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) (Jawahar andSundar, 2009, 81).

India has high level of enrollment even than before and also the drop-outs rates has been reduced which means more students are retained at the primary level than before. The programmes like Sarva Shiksha Abhiyan (SSA), Mid- day Meal (MDM) and other efforts by government as well as society have all helped education to reach this position. On the other hands, drop-outs remain high (Government of IndiaI,2011,11). With so much of the positivity, in the air still we fail to achieve the quality, quantity and equality. Higher education also needs some attention as it has a linkage with the market. Until we pay attention to higher



education, the return of education as yet to be utilized as the means of development. (Singh, 2009, 22).

Universalization of Elementary Education (UEE) has been the top agenda since last so many decades. With UEE three things automatically gets attached – universal access, universal participation and universal achievement. Access means that the school should be accessible to the larger mass of the area within walk able distance. The government of India has the norm of accessibility of school within one kilometer. Focus should be on the enrollment which means that number of student registered and retention means those who complete their education up to the age of fourteen, and do not quit before. If they quit, they are known as drop-outs. Achievement means achievement of quality education. Government of India has taken a serious note of it and took UEE on a massive scale. Performances of children affect universal achievement. There are the gaps that can be seen from school to school, state to state, and infrastructure. Quality of learning also affects the achievement rate to complete Minimum Level of Learning (MLL) at primary level. (Prakash. 1993, 4)

Some of the initiative such as District Primary Education Programme (DPEP), Mid-day Meal Scheme (MDMS) and Sarva Shiksha Abhiyan (SSA) have led to the some positive impact in elementary education, especially in rural areas (Pajankar and Pajankar, 2010, 16).

#### **3.7.14 Kasturba Gandhi Balika Vidyalaya Scheme (2004):**

It was launched in 2004. It has been set as the residential school at the upper primary level for girls belonging to the scheduled caste, schedule tribe, other backward caste and the minorities in the educationally backward states. 75 percent of the reserved is reserved for the other category and 25 percent for the girls of the BPL families (GOI, 2008, 6).

#### **3.7.15 Mahila Samakhya (2005-06):**

It was for women empowerment started in 2005-06. The programme helps to create an environment for women to learn at their own time, at their own pace

.They can seek knowledge and information according to their choices. It strengthens women ability to participate in the village education committee. It also provides vocational courses in the rural areas (GOI, 2008, 7).

### **3.7.16 The Right to Education Act (RTE) (2009)**

The Right to Education Act (RTE) of 2009 came into force in April 2010. This act provides for free and compulsory education to all children in the age group of 6-11 years. With the enforcement of this act, education has become a fundamental right for all citizen of India. (India, Human Development Report, 185.) In the year, 2009 Right to Education Act, added a land mark in the history of education (Sankar, 2010, 37).

The main objectives of RTE act are:

- Right of children to free and compulsory education.
- Compulsory education means responsibility of government to provide free elementary education and ensure compulsory admission attendance and completion of elementary education to every child in the six to fourteen age groups.
- It makes provision for non-admitted child to be admitted to an age appropriate class.
- It lays the norms for the Pupil-Teacher Ratio (PTR), building and infrastructure, school working days and teacher working hours.
- It provides appointment of trained teachers.
- It prohibits physical punishment and mental harassment.

The Right to Education act (RTE) definitely helping all the children from the age 6-14 to be in the school. Right to education (RTE) act would increase the financial requirement of the country in the primary and secondary education. The Centre is already collecting additional resources for education in the means of 2 per cent education cess. The only way to meet the RTE is to have low cost private school as a significant instrument of government policy (Jain and Dholakia, 2009, 38). To say that alternative school can take care of the primary school going children is to criticize the poor and marginalized to a second grade education as they can

never afford private and expensive schooling. Thus, the need of the hour is more public investment in school education (Ramachandran, 2009, 155).

Presently, the New Education Policy, 2016 is on the way of being finalized. The new policy would see the changing dynamics of education according to the requirement of the industrial and service sector. The quality of education, innovation and research would cater the shortage of staff in science, technology, academics and industry.

### **3.8 CONCLUSION:**

Going through the history of Indian education, it was found that India has had a very long history of education. Each phase has different education policy. With Vedic education, our mind was in peace and calm, free from fear and envy, with self-control, self-discipline, truth loving, it restricted people from doing wrong, with noble conduct and pure desire. Later Vedic education was mostly similar to the Vedic education. The main objective of education system in the Jain period was to transmit the idea of the perfection of the soul. The system was based on the understanding that knowledge should be associated with the truth. The Buddhist education more emphasized on the issues of practical utility and taught using scientific methods and in simple language. Buddhist education system played a relatively more positive role in the society as compared to the rigid Vedic system.

Positive features in the education of medieval period included the beautiful synthesization of materialistic and religious aspects in the education system. People with higher education got jobs in state services. Never the less, Political instability made the *Maktab* and *Madrasas* to function in improper way. Public education suffered a setback.

The education system under the British can be divided into various phases. Education in India during the first phase (1800-1853) was controlled by the Board of Directors of the East India Company. During this period, the system of education in India was far from the British standards. There was no uniform policy of education all over India during the second phase (1854-1900). English medium schools have gained popularity in this phase. During the third phase (1901-1919) there was wide

expansion of education, with more concerned about the quality than quantity. This period has led to significant education reform in India. The Fourth Phase (1920-1947) was formed in order to study the problems of education in India.

After Independence, concerted initiatives have been taken to reform the education system in the country. University Education Commission, (1948-49) was set up to review the standard of teaching. Mudaliar Commission was set up in 1952, which dealt exclusively with status of secondary education in the country and its associated defects. The Kothari Commission (1964-66) is believed to have removed all the flaws of the earlier education commissions. National Policy on Education (NPE-86) worked on the principle that education is an investment for the future. Plan of Action, 1992 (POA-92) gave emphasis on the higher education.

Planning and management of education were given emphasis. Operation blackboard (1987-88) started in all primary school in India to introduce a minimum standard of physical facilities. National Literacy Mission (NLM) was set up in May 1988 to attain 75 percent literacy by 2007. DPEP was launched in 1993 operated at district level to achieve government goal of Universal Elementary Education (UEE). Mid-day Meal Schemes (MDMS)(1995) was launched in 1995 to increase in enrollment, retention, participation in the primary school as well as improving their nutritional status. Sarva Shiksha Abhiyan (SSA) (2000) aimed at universal elementary education. It is the milestone achievement of government in the basic education for all children. The Right to Education Act (RTE) of 2009 provided free and compulsory education to all children in the age group of 6-11 years.

District Primary Education Programme (DPEP) and Sarva Shiksha Abhiyan (SSA) are the turning point of the education drives in India (Jawahar andSundar, 2009, 81). With the so many programmes in hands like DPEP, Operation Blackboard, SSA, MDMS, Indian government is also supported by the international agencies like World Bank and UNICEF. The accessibility of the schools and enrollment has definitely increased, the infrastructure have developed, retention rates has also increased. Education for all cannot be achieved unless the Universal Elementary Education (UEE) is achieved. All the children of age 6-14 should be provided free and compulsory education was the article 45 of our constitution (Chakravarty, 2008, 55).

Even after so much hype regarding the different policies of the education, the resources allocated to the education sector is inadequate, and whatever it may, higher education takes the major share of it, thus taking very little left for elementary education. Compulsory elementary education up to the age of fourteen has not much enthusiasm and was not enforced even after Right to Education Act (RTE) of 2009. Allocation of resources holds much significance but we need to see the other angles too. There remains a difference in the spread of the education across the society and space, with the socially deprived section of the society being at the bottom of the ladder. There exist much difference in the functioning of the good school in the villages and the private school (Vaidyanathan and Nair, 2006, 24).

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