

# **The History and Evolution Of The Indian Education System**

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## **Introduction**

1. Right from the beginning of their relationship with India, the British, who had come as traders and had become rulers and administrators, had influenced the economic, political and educational systems of the country. Their impact on the cultural and social life of India was gradual. It is essential to review the educational policies under the British rule to understand visualize the future. Development of education system during the British period was determined by the needs of the colonial powers. Keeping their motives in mind, the British developed the education system accordingly.

## **The Educational Policies in India adopted in the British Era**

2. The Charter Act of 1813 constitutes a landmark in the educational history of British India. Section 43 of the Charter Act 1813 contained the first legislative admission of the right of education in India in the public revenues. The said section only defined the objects of the educational policy, viz. 'the revival and improvement of literature', 'the encouragement of learned natives of India' and 'the introduction and promotion of a knowledge of sciences among the inhabitants of the British territories in India'. However, it had no directions regarding the methods to be employed to secure these objects.
3. A decade before Lord Macaulay arrived in India; the General Committee of Public Instruction was formed in 1823. The Committee's primary aim was to guide the company on the matter of education. The Orientalists dominated the committee and advocated the promotion of Oriental learning rather than the Anglican one. The Committee of Public Instructions consisted of members with Orientalist attitude till 1824. Subsequently, when new members were recruited the committee lost its homogeneous character. In 1835, the differences of opinion over the competing aims of oriental and occidental learning began to come to surface. As a result of the Orientalist-Anglicist controversy, the spread of education in India was halted until 1835. The Charter was eventually renewed in 1833 for another term of 20 years. It did not contain any direct educational clauses but added a Law Member to the Executive Council of the Governor General of Bengal which had hitherto consisted of three members only.
4. The first Law Member to be appointed was Macaulay who came to India in 1834. This marked a substantial change in the history of educational policy in India. Macaulay's Resolution provided a somewhat clear picture of the British education policy. Macaulay argued that the object of promoting a knowledge of sciences could only be accomplished by the adoption of English as the medium of instruction. Macaulay rejected the claims of Arabic and Sanskrit as against English. He considered English to be the key to modern knowledge as it was the language sponsored by the ruling class. His Minute also stated that British government's main aim was to spread European literature and science among Indians and so all the money granted for education would be spent for that purpose through English medium. His Minute ultimately decided the policy, medium, means and aims of education in India as the then Governor-in General himself was admirer of English Language.

## **Lord Bentinck's Resolution of 7th March 1835**

5. Lord William Bentinck was a British soldier and statesman. He served as Governor-General of India from 1828 to 1835. He endorsed the Minute by writing one line beneath it, "I give entire concurrence to the sentiments expressed in the Minute" He passed the Resolution of

March 1835 which was the first declaration of the British Government in the sphere of education in India. The Resolution of March 1835 eventually determined the aim, content and medium of instruction in India. Promotion of Western science and arts was acknowledged as the avowed object of the British Government in India. Bentinck's proclamation gave birth to the following results in Indian education:

- The aims of education in India were determined by the British.
  - The promotion of Western arts and sciences was acknowledged as the avowed object.
  - The printing of oriental works was to be stopped.
  - New grants or stipends to students of oriental institutions were to be stopped in future.
  - The medium of education would be English.
  - This proclamation promised to supply Government with English educated Indian servants cheap but capable at the same time.
6. This proclamation had far-reaching consequences. It gave rise to two new castes in a caste – ridden country, English –knowing caste and non-English knowing mass of people.

### **The Policy of Downward Filtration Theory**

7. In the beginning of 19th century the British rulers thoughts that in order to run the British rule in India peacefully, it is essential to make higher classes blind followers of the Government. This they wanted to achieve though educating the higher classes. According to this famous doctrine, “Education was to permeate the masses from above. Drop by drop from the Himalayas of Indian life useful information was to trickle downwards, forming in time a broad and stately stream to irrigate the thirsty plains.

### **Reasons for Adopting Filtration Theory:**

- The British rulers needed educated employees to run the commerce and administration.
  - The Government did not receive sufficient funds for educating the masses.
  - The educated people educated on British lines through English medium would get higher post in Government services and in return they would use their influence in controlling the masses from going against the Government rule.
  - After educating some people, the responsibility of educating the masses could be left to them.
8. This theory decided the education policy of India. The immediate aim of getting educated people to run the various jobs in the administration was fully achieved. It also helped in creating a faithful class of people. But the ultimate aim could not be fulfilled as the educated persons were cut off from the common masses and the Government was unable to provide jobs to all the educated Indians. Lord William Bentinck, the Governor –General of India appointed William Adam (1789-1868) in 1835 to survey the state of education in Bengal and Bihar and to suggest reforms. Adam submitted three reports (1835-1838) Before Adam submitted his third Report, Macaulay, as the chairman of the Committee had pronounced his verdict. Macaulay willfully assented with the Filtration theory and believed firmly in the superiority of western civilization.

### **Wood's Despatch,1854**

9. The Charter Act of the East India Company was to be reviewed in 1853 by the British Parliament. The British Parliament appointed a Special Parliamentary Committee to suggest a suitable educational policy for India. The Committee made a thorough evaluation of the educational policy followed by the Company in India. On the basis of this evaluation, a Despatch ( a policy document on education ) was prepared for the functioning of education system in India. As Charles Wood was the President of the Board of Control for India, the despatch was christened as Educational Policies in India under the British Rule.

10. The objective of the Despatch was “not only to produce a higher degree of intellectual fitness but to raise the moral character and to supply with servants”. The function of education was to diffuse European knowledge – arts, philosophy, science and literature. English and vernacular languages of India would be the media for the diffusion of European knowledge. An immediate outcome of this Despatch was the passing of the three University Acts of 1857 establishing universities at Calcutta, Madras and Bombay. It led to the creation of an Education Department in each province of British India. But before any further action could be taken, the Government of India was transferred from the Company to the Crown. Education under the East India Company ended with the Wood’s Despatch of 1854 as the Company ceased to be a political power in 1858.
11. Thus, the consequences of this event directed the centre of interest in education to be shifted from London to Calcutta and the Parliamentary interest in Indian education being reduced to a minimum. The Government of India became the most effective authority to deal with important educational issues. This period of about five decades between the Despatch of 1854 and the appointment of the Indian Universities Commission in 1902 is described as the Victorian Era in Indian Education. The principal educational events comprised the establishment of the Education Departments, development of the system of grant –in–aid, establishment of universities, extension of collegiate and secondary education, westernization of the content of education etc. In 1859, Staley, the Secretary of State for India, passed an order that the Government of India should own responsibility of primary education.

### **The Indian Education Commission (1882)**

12. The educational policies during the period of 1854 and 1902 were formulated by two main documents– the Despatch of 1854 and the Report of the Indian Education Commission, 1882. There were reasons that prompted the appointment of the Commission. The Resolution of the Government of India dated February 3, 1882 stated that, “*while the Government acknowledged the mastery and comprehensive outline supplied by the Despatch, they deemed it of importance to review the progress made, and to enquire how far the superstructure corresponded with the original design ... Nearly a quarter of a century had since elapsed, and the Governor General in Council believed that the time had now come for instituting a further and more careful investigation in the existing system, and into the results attained by it , than had hitherto been attempted*” ( **Report of The Indian Education Commission, 1882, P.2**).
13. To serve this purpose, Lord Ripon appointed the Indian Education Commission by the Resolution of Government of India dated February 3, 1882 under the Chairmanship of William Hunter, a member of Viceroy’s Legislative Council. Within ten months the Commission submitted a report which was a revised and enlarged version of Charles Wood’s Despatch of 1854. The commission boldly admitted that while every branch of education can justly claim the fostering care of the state, it is obligatory to declare the elementary education of the masses, its provisions, extensions, and improvement to be that part of the education system, where the State’s efforts could be implemented in a larger measure than before.
14. The Major Recommendations of the Commission included:
- Encouragement and support to indigenous schools for extending elementary education by declaring elementary education of the masses as the most important priority— area in education to which strenuous government effort should be directed;
  - Freedom to the management committees for choosing vernacular language as a medium of instruction depending on the local needs;
  - Establishment of secondary schools by the state, for instruction in English based on the system of grant-in aid, and setting up of primary schools with the support of local people;
  - Gradual transfer of all government secondary schools to local native management committees with due consideration of maintenance of standards and quality of education;
  - Bifurcation of secondary education into two streams—one leading to the entrance examination of the universities and the other of a more practical character preparing the students for commercial jobs;

15. For working out the policy, the Commission suggested two important measures.
- It was considered necessary that Government should not only curtail the activities of its own educational institutions, but should also withdraw from direct enterprise.
  - It stressed the need for organising a proper system of grant-in-aid so that private enterprise might get enough room to expand and to feed upon. In the field of primary education, it suggested Government should completely withdraw itself from direct enterprise and should hand over all the State schools to local boards. But so far as colleges and secondary schools were concerned, the Commission recommended the gradual transfer of government institutions to efficient private bodies. It further stressed that in future, colleges and secondary schools should be established preferably on the footing of a liberal grant-in-aid system and that reorganised private institutions should enjoy the same status and privileges as government institutions
16. However the Report encouraged Indian private enterprise and awakened public enthusiasm for the cause of education for the first time in India. The Imperial Government accepted all the recommendations except those in connection with religious education as it was considered difficult to take any step in this direction.
17. The main results were:
- 1) The transfer of complete control of primary education to Local Boards and Municipalities;
  - 2) The state policy of not to open more colleges and secondary schools, though the then existing state institutions of higher education were not actually transferred to private bodies; and
  - 3) The recognition of the principle that the missionary enterprise can occupy only a subordinate position in a national system of education.
18. In pursuance of the recommendation of Indian Education Commission (1882-83), the government considered seriously the ways and means to develop primary education, and technical education at high school stage. The progress of education during the period from 1882-83 to 1901-02 was reviewed during the period of Lord Curzon, then Viceroy of India.

### **Lord Curzon's Educational Policy**

19. The Educational Conference, convened at Simla by Lord Curzon, adopted 150 resolutions which touched almost every conceivable branch of education. This was followed by the appointment of a Commission under the presidency of Sir Thomas Raleigh on 27 January 1902. The commission's aim being "*to enquire into the condition and prospects of the Universities in British India*"; to consider and report upon any proposals which have been, or may be, made for improving their constitution and working, and to recommend to the Governor General in Council such measures as may tend to elevate the standard of University teaching, and to promote the advancement of learning" After an exhaustive inquiry, the Commission submitted its report to the Government of India. Its recommendations were incorporated in the Universities Act of 1904.
20. This resolution expressed a grave concern at the defects of education. Such as-- Pursuing higher education for entering government jobs exclusively, dominance of examination on teaching, too much emphasis on memory training, neglect of the vernaculars and too much emphasis on literary aspects of the curriculum. In view of the importance of primary education as mass education, it was proposed that it should attract more funds from government revenue. The resolution proposed to strengthen secondary education by laying down certain conditions for recognition, funding, and affiliation to the examining universities. In order to meet the demands of industrial development the introduction of several diversified courses were propositioned. Regarding learning of languages and medium of instruction at school level, the resolution said the line of division between the use of vernaculars and of English as the medium of instruction should be drawn at a minimum age of 13.

21. The Resolution regarding university education proposed to reconstitute Senates and Syndicates of universities by limiting the number of ex-officio fellows and by reducing the maximum number of senators. The colleges seeking affiliation to the universities would be required to fulfil certain minimum requirements as prescribed by the concerned university. Affiliation would be granted only when the colleges had a regular governing body, qualified teachers, adequate building and equipment, staff quarters, sufficient financial resources and a rational fee policy. Affiliation once granted would be reviewed from time to time through a proper inspection. Crucial proposals were also made to improve technical, vocational, and commercial education in order to make it more practical and relevant to the local needs of the people of India. Agricultural education was proposed to be expanded. The requirement for the training of secondary school faculty was emphasized in order to make school teaching more efficient and non-mechanical.
22. The Resolution also detailed the chief characteristics of the System of Education in British India:
- Getting government job was the aim of education;
  - English was encouraged at the cost of vernacular languages;
  - Technical education was neglected;
  - Method of instruction encouraged memorisation and not developing intellect.
23. However, this Resolution acknowledged the negligence of the government in providing adequate share of funds for elementary education and agreed with the views of the Report of the Education Commission of 1882 that the active expansion of primary education is one of the active duties of the State.

### **The Aftermath of Lord Curzon's Education Policy**

24. The Simla conference on September 1901, was a starting point of an era of increased educational activity and earnest prosecution of educational reforms. This was followed by the appointment of the Indian Universities Commission (1902), on the basis of whose recommendations the Indian Universities Act was passed in 1904. In 1913, the next major change was the declaration of the Educational Policy, which was passed through a government resolution. Apart from these changes, non-officials like Gopala Krishna Gokhale, moved a Bill to make elementary education free and compulsory. All these changes had a great impact on the growth of education during two decades.
25. On the basis of the recommendations of the Commission of 1902, the Indian Universities Act was passed in 1904. The Act conferred on the Universities of India, a working constitution investing them with the authority to control and supervise higher education in accordance with the principles and policy approved by the Government of India. But the unfortunate result of Curzon's reforms was the excessive officialisation of the University administration. No doubt Curzon was trying to bring education under the control of the Government to suppress the nationalist movement in India, but his educational policy introduced efficiency and improvement in the quality of education and was the basis of the educational system for many years to come.
26. G.K.Gokhale, the moderate Congress Leader, introduced a Bill to make elementary education free, compulsory, for children aged between 6 and 10 years. The old distinctions between lower primary and upper primary, lower secondary and upper secondary disappeared in 1906 and the institutions were reclassified into elementary and secondary schools. Gokhale's efforts had a far-reaching consequences in the subsequent period. His efforts were responsible for the creation of a separate education department and the strengthening of the movement in favour of mass education.

### **Government Resolution on Education Policy, 1913**

27. British Government rejected the Gopal Krishna Gokhale's Bill and refused to recognise the principle of compulsory education for paucity of funds; they promised to extend grants for the

widest extension of primary education on a voluntary basis and passed the Resolution on Education Policy on February 21, 1913. The Resolution advocated three cardinal principles of educational policy:

- The curricula of primary and secondary schools should be made more practical and useful;
- Facilities of higher education should be provided in India so that Indian students may not have to go abroad;
- Instead of increasing the number of existing institutions their standard should be raised

28. The Government Resolution on Educational Policy (1913) also provided for sufficient expansion of lower primary schools with a simultaneous opening of upper primary schools. It proposed to streamline inspection and supervision, appoint trained teachers, subsidize Maktabas and Pathshalas, improve school facilities, and encourage girl's education. The Resolution additionally provided for expansion of university education considering the existing 5 universities and 185 colleges as insufficient. The universities were to be relieved of the responsibility of granting recognition to high schools. The subjects of industrial importance were to be included in the curriculum. The First World War delayed the implementation of many recommendations set out in the Resolution.

### **Calcutta University Commission (1917-19)**

29. Calcutta University Commission was appointed by the Government of India in 1917 to inquire into the condition and prospects of Calcutta University under the chairmanship of Dr. Michael Sadler, the Vice-Chancellor of Leeds University. The terms and reference included all aspects of secondary, collegiate and university education. The major recommendations were –
30. The major recommendations were –
- The Matriculation Examination, which marked the end of school stage and constituted an entrance examination to the universities, was conducted by the universities. After two years, another public examination was held (also by the universities) which was called Intermediate Examination. This was followed by the First Degree examination. The problem was studied by the commission in depth and the following conclusions were drawn that the Intermediate stage was really a part of the school course and that the students at this stage could be more effectively taught by school methods than by college methods. So the Intermediate Classes of the university were to be transferred to Secondary Institutions; Educational Policies in India under the British Rule.
  - The duration of under-graduate courses for the first degree should be increased to three years with a provision of Honours courses;
  - A Board of Secondary and Intermediate Education should be established for the purpose of reorganizing High School and Intermediate education on the lines recommended by it and for holding the Matriculation and Intermediate examinations;
  - The universities should, be left to their proper sphere, namely, the provision of under-graduate and postgraduate education and holding of examination for the first, second and research degrees;
  - The universities should have Departments of Education with provision of teaching "Education" as a subject at B.A. level;
  - An Inter-University Board (IUB) should be established to coordinate the work of different Indian universities. The Commission discussed each and every aspect of Indian education excepting primary education, obviously because of having no connection with the higher education.
31. The recommendations of the Commission introduced a fresh outlook in university education in India steering a number of new universities to set up on the suggested lines. Professor S.N. Mikhherji (1974) opined that the Commission did not take into consideration the practical difficulties and complications that the scheme would have evolved.

32. It is universally acknowledged that the Commission widened the greatest influence on Indian university education for thirty years following its appointment. If we look at present educational scenario in India, we find some of the important features which Sadler Commission already mentioned in its Report. The beginning of introduction of the New Pattern of Education 10+2+3 in 1975 has been hailed as landmark in the reforms of education in India. It may be recalled that the 12 years of schooling and three years of degree course were recommended by the Sadler Commission (1917-1919). In this sense the Sadler Commission may be said to be forerunner of the present national educational structure.

### **Education under Dyarchy system (1921 -1937)**

33. In 1918, Mr. Edwin Montagu, the Secretary of State for India and Lord Chelmsford, the Viceroy, made thorough inquiries into political problems. In the year 1919, a resolution known as *Government of India Act, 1919*, was passed which is otherwise known as Montague-Chelmsford Reform. It was the first time that the British India government had introduced democratic form of government. The main feature of the Government of India Act of 1919 was the introduction of the principle of dyarchy or double government rule in the provinces. The provinces of India had been given dyarchy form government under transferred subjects and reserved subject. Here subjects mean various administrative functions of the government. The Provincial Executive was divided into two parts – the Councillors and the Ministers. The Councillors were British, took charge of what was known as “reserved subjects” while the Ministers who were Indians, took responsibility for “Transferred subjects”. Education, a transferred subject, became the direct responsibility of the Indian ministers. These ministers were unable to effect any major changes in education because finance, a reserved subject, was under the control of the English Councillors who were reluctant to give the required amount of money to Indian Ministers. As a result of the Montague –Chelmsford Reforms of 1919, the Department of Education was transferred to the control of popular ministries in the various provinces.
34. The Central Government ceased to take direct interest in educational matters and the Department of Education in the Government of India was amalgamated with other departments. Above all, the Central special grants for education liberally sanctioned since 1902 was discontinued. Financial difficulties prevented the provincial governments from taking up schemes of educational expansion or improvement. Thus the Reforms introduced the first step towards provincial autonomy in the Indian Constitution. European education was maintained as a Reserved Subject. The Indian ministers were not able to obtain the funds essential for a large-scale expansion, qualitative improvement and reorganisation of education. The most important thing that happened under Dyarchy System was the rapid development of mass education and the passing of Compulsory Education Acts in most of the provinces.
35. Transfer of control of education to Provincial Governments deprived the Government of India of the power of guiding and formulating an educational policy for the whole country, and it was no longer possible for it to act as an advisory and coordinating agency on problems of all – India importance. Beginning in 1918, some form of compulsory schooling was gradually introduced just as education was transferred to the control of provincial governments under elected Indian ministers. These changes introduced by the 1919 Montague-Chelmsford reforms mark the end of direct colonial responsibility for education.

### **Central Advisory Board of Education (CABE), 1921**

36. The need for a co-ordinating agency in the matter of education led to the establishment of the Central Advisory Board of Education (CABE) at the centre in 1921. The idea that there should be a Central Advisory Board of Education was first put forward by the Calcutta University Commission (1917-19). The intention was *“that the Government of India can perform an invaluable function by defining the general aims of educational policy, by giving advice and assistance to local governments and to universities”* and *“by supplying organised information as to the development of educational ideas in the various provinces, and also elsewhere than in India”*. The chief function of the Board was to offer expert advice on important education matters referred to it. The Educational Commissioner with the

Government of India was chairman, and it included a number of eminent educationists, official and non-official, from the provinces. The Board was a body which might have been of real assistance to Ministers in framing a policy suited to advancing India, and to whom complex problems could be submitted for advice. But, in 1923, in a time of financial stress, the Board was abolished without even a reference to provincial Governments as to the advisability of its continuance, and the Bureau of Education was closed in pursuance of a policy of retrenchment in order to save a total recurring expenditure of only a few thousand rupees on the recommendations of the Inchcape Committee. The policy of retrenchment was further culpable for combining the Department of Education and Health in the Government of India with the Department of Revenue and Agriculture. The combined Department was termed the Department of Education, Health and Land. The drawback of such an ill-thought out economy became evident very soon and the CABE was revived in 1935 according to the suggestions of the Hartog Committee, 1929. The first meeting of the reconstituted Board was held in New Delhi on the 19th and the 20th of December of 1935. The Bureau of Education was also revived in 1937 on the recommendations of the CABE. It was again reconstituted and strengthened in 1945.

### **The Hartog Committee, 1929**

37. The Government of India Act of 1919 devolved considerable responsibility to the provinces. In 1921, the Department of Education was transferred to an Indian Minister responsible to Legislature. Being unable to receive sufficient funds from the Government, these ministers could not provide the expected results. The continuous pressure for educational improvement resulted in the appointment of Hartog Committee (May, 1928), after his its chairman, Sir Philip Hartog which made wide-ranging proposals for development of both, general and professional education. The Committee submitted its report in September, 1929.
38. The main findings of the Hartog Committee were as follows:
- The Committee observed that an increase in number of schools and colleges had led to deterioration of education standards. The Committee was of the opinion that the rapid expansion of education resulted in the dilution of quality and education became largely ineffective and wasteful. It emphasised the national importance of primary education but condemned the policy of hasty expansion or attempt to introduce compulsion in education. The Committee recommended the policy of consolidation and improvements by reducing the large extent of stagnation and wastage. According the Report, “Primary education is ineffective, unless it at least produces literacy. On the average, no child who has not completed a primary course of at least four years will be permanently literate”
  - The Committed then examined secondary and university education. They were looked upon as designed to produce competent officials. It pointed out the large failure at the matriculation examination as mere wastage. It recommended the introduction of varied curricula in middle vernacular schools and the retention of a large number of pupils in such schools and diversion of more boys to industrial and commercial careers at the end of the middle school stage. The Committee also criticised the policy of indiscriminate admission at university level which led to lowering of standards. It recommended that “all efforts should be concentrated on improving university work, on confining the university to its proper function of giving good advanced education to students who are fit to receive it, and, in fact, to making the university a more ‘fruitful and less disappointing agency in the life of the community”
  - The main conclusion of the report was that the quantitative increase of education inevitably led to deterioration of quality and lowering of standard. Quantity had been gained at the cost of quality and therefore the immediate need was to improve the quality rather than increase the numbers still further. The Committee regarded that the transfer of power from the Central to Provincial Governments had been too sudden. It pointed out the need of establishing a centralising educational agency at Delhi. In its opinion the transfer of control over primary education to local bodies was not desirable
  - The Report of the Hartog Committee more or less shaped the educational policy of British Government during the last decades of its existence in India. Words like Wastage and stagnation have become key words in educational terminology, and a policy of expansion



initiated since the beginning of the present period was changed into one for consolidation. The Committee highlighted that a policy of expansion resulted in Wastage and Retention and thus weakened the need for a rapid expansion of primary education irrespective of quality. Briefly speaking, the Report like Macaulay's filtration theory stopped the progress of the growth of primary education.

### **Education under Provincial Autonomy (Government of India Act 1935)**

39. In 1935, the British Parliament passed the Government of India Act which divided all educational activities into two categories only – Federal (Central) and State (Provincial). All matters regarding education of all other categories other than those included in the Federal list fell under State or Provincial Subjects. Besides, the entire administration of the Provinces was transferred to the Executive, which was responsible to the Legislature. Popular Ministers were placed in charge of provincial subjects. Briefly speaking, the whole field of provincial administration was placed under a ministry. This new system of governance, known as Provincial Autonomy, was introduced in 1937.
40. The Congress party came into power in seven provinces of British India. During their short term in office, the Provincial ministers dealt seriously with education. They made an attempt to study Indian education from the national point of view (Kochhar, 1982: 13). The Provincial Government undertook certain bold experiment such as Wardha Scheme. The main principle of the scheme was 'Learning through Activity'. The Zakir Hossain Committee worked out the details of the scheme and prepared detailed syllabi for a number of crafts. The Abbot-Wood Report (1936-1937) pointed out that general education and vocational education were not essentially different branches and that vocational students should have an adequate general education.
41. However, the outbreak of the 2nd World War in 1939 and the resignation of Congress ministers in 1940 led to the postponement of the scheme. During this period, several committees were set up by the Central and Provincial Governments for the purpose of discussing various problems of education in India.
42. During the period between 1940-1946, due to absence of popular ministries, domination of the Indian scene by political problems and the preoccupation of the government with war efforts, the pace of educational progress slowed down. After the end of Second World War, the Central Advisory Board of Education (CABE) in India published a comprehensive report on the "Post-War Educational Development in India" in the country. This was the first systematic and national level attempt to review the problems of education as a whole. It is also known as Sargent Plan after John Sargent, the then Educational Advisor to the Government of India. The object of the Plan was to create in India, in a period of not less than forty years, the same standard of educational attainments as had already been admitted in England. It is worth mentioning here that this plan was proposed by the British Government in order to counter the attempts made by leaders of the freedom movement to evolve a National System of Education (such as Wardha Scheme)
43. It recommended:
  - Pre-primary education for 3-6 years age group; free, universal and compulsory
  - elementary education for 6-11 years age group; high school education for 11-17 years age group for selected children, and a university course of 3 years after higher secondary; high schools to be of two types (i) academic and (ii) technical and vocational. Adequate technical, commercial and arts education with different curricula.
  - Abolition of intermediate course.
  - Development of adult education and Liquidation of adult illiteracy in 20 years
  - Stress on teachers' training, physical education, education for the physically and mentally handicapped.

44. Sargent Plan was one of the most comprehensive schemes of education ever proposed by the British Government after the Despatch of 1854. Through this, the government had proposed a detailed outline of the educational programmes to be undertaken by the government during the following 40 years from 1944 to 1984. This plan could not be implemented because of political turmoil in the country. With India achieving freedom in 1947, this Plan became only a matter of historical significance. The objective was to create within 40 years, the same level of educational attainment as prevailed in England. Although a bold and comprehensive scheme, it proposed no methodology for implementation. Furthermore, the ideal of England's achievements may not have suited Indian conditions. However, the British period in the history of Indian education came to an end on 15th August, 1947. The Sargent Scheme envisaged a 40 – year educational reconstruction plan for the country which was reduced to 16 years by the Kher Committee.

### **Progress of Education After Independence**

45. The most strenuous problems in the field of education before the national government were the expansion of facilities for mass compulsory elementary education, reform of the secondary and university educational systems, to develop vocational and technical education at various levels, to encourage women education and also to reorganize the structure of educational administration
46. After independence, 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. An effective Constitution to provide Justice, Liberty, and Equality and to provide free education to the people of India was needed at the time. 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.
  - 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.
  - 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.
47. The abovementioned Articles along with others provided in the Indian Constitution aim to cultivate education among Indian citizens. The constitution is able to fill the gap of educational disparities between diverse classes of people by providing 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.
48. With a view to fulfill all these objectives, the Central and State Governments have been attempting to give a concrete shape to various programmes under the Five-year Plans. Education Department in the Center has developed in a full-fledged Ministry under the Central Government. The education at the State level is primarily the responsibility of the State Governments; the Union Government is concerned only with the coordination and

determination of academic standards in respect of higher education, research and scientific and technical education. The problem of standards and co-ordination in the sphere of higher education is now the responsibility of the University Grants Commission. Co-ordination in regard to primary and secondary education is secured through All-India Councils.

### **The University Education Commission (1948-49)**

49. The setting up of the University Education Commission popularly known as the Radhakrishnan Commission in 1948 was a major landmark for enunciating the goals and objectives of higher education in Independent India. This Commission was appointed under the Chairmanship of Dr. Sri. S. Radhakrishnan. The recommendations were as follows:
- The aim of education must be to awaken and promote the innate ability of a person and to train him/her for development of self and democratic attitudes. Thus, the purpose of education is to acquaint an individual with his/her cultural heritage and to impart professional and vocational training.
  - The Commission emphasized the role of post-graduate education, training and research for the advancement of knowledge.
  - It stressed the university's role in studying agriculture in an agrarian economy like India and suggested that special attention should be paid to the development of higher education in rural areas. It also emphasized that the scientific and technical base of the education system should be strengthened.
  - Realizing the importance of the medium of instruction, the Commission recommended that English as a medium of instruction in higher education should be replaced as early as possible by an Indian language.
  - A university degree should not be required for government administrative services. Special State examination for recruitment to various State services should be organized.
  - Realizing the deficiencies of the examination system and the magnitude of the wastage, the Commission recommended a thorough study of the scientific methods of educational testing and appraisal.
50. In subsequent years, several Commissions and Committees were also appointed by the government for educational restructure and changes in the system of higher education in India. The important documents that have been published are:
- Report of the Education Commission, 1964-66
  - National Policy on Education, 1968
  - Draft Policy on Education, 1978
  - National Commission on Teachers-II, 1983
  - Challenge of Education: A Policy Perspective, 1985
  - National Policy on Education, 1986
  - National Policy on Education: A Programme of Action, 1986
  - Towards an Enlightened and Human Society- A Perspective Paper on Education, 1960
  - National Policy on Education: A Programme of Action, 1992

### **Secondary Education Commission (1952-53)**

51. On September 23, 1952, the Government of India appointed the Secondary Education Commission/ Mudaliar Commission under the Chairmanship of Dr. A.L. Swami Mudaliar. The Commission submitted its report on August 29, 1953 in 240 pages consisting of 15 chapters. The Commission was basically required to suggest measures for reforms on aims, teaching arrangements, organization, the relationship of secondary education with primary and university education, the useful pattern of secondary education for the whole country. The Commission gave the following recommendations:
52. Character formation and development of personality should be the main aim of secondary education. Secondary education should be for children between 11 to 17 years of age and

these seven years should be divided into two parts-the Junior High School stage for three years and High School stage for four years. The Commission also suggested some changes in the Secondary school curriculum. Agriculture should be made compulsory subject for schools in villages and home science should be made compulsory for girls. Multipurpose schools should be opened according to the needs and interests of the students. Mother tongue or the regional language should be made the medium of instruction. The Commission recommended that the curriculum should be diversified. It emphasized on vocational courses and suggested that at the Middle School Stage, the curriculum should include languages, social studies, general sciences, mathematics, art and music, craft and physical education. It also gave important suggestions pertaining to suitability of textbooks and improving their quality. The aim of the method of teaching should not be merely imparting of knowledge, but also inculcating desirable values and proper attitudes and habits of work in the students. Learning should be through purposeful, concrete and realistic situations. The Commission also felt that in order to broaden the pupil's understanding of the scope, nature and significance of various occupations of industries, proper arrangements should be made for their guidance and counseling. The Commission laid stress on physical welfare of the students by providing suitable medical facilities in the school. As far as examination system is concerned the Commission suggested that the number of external examinations should be reduced and the element of subjectivity in the essay type tests should be minimized by introducing objective tests and also by changing the type of questions. The Commission has suggested a uniform procedure for the selection and appointment of the teachers. The Mudaliar Commission suggested that there should be a Director of Education in every State to advise the Minister and should have a direct access to the Minister concerned. Finally the Mudaliar Commission made recommendations to improve the financial conditions in the realm of secondary education. There should be a close cooperation between the Center and the State in matters connected with reorganization and improvement of secondary education. Thus, we see that the Commission has given numerous practical suggestions for the reforms of secondary education in the country. If the suggestions had been implemented in full, secondary education in the land would have improved to a great extent.

### **Education Commission / Kothari Commission' (1964-66)**

53. The Government appointed the University Education Commission in 1948 and Secondary Education Commission in 1952 for suggesting reforms in education. The recommendations of these Commissions could not be implemented in their entirety. Consequently, the defects in the area of education persisted. For removal of these defects the Government of India appointed an Education Commission in 1964 under the Chairmanship of Dr. D.S. Kothari. The purpose of the Commission of 1964, was to study the countless problems and suggest measures for the removal of defects in the system. This Commission basically emphasized on education for national development. The Commission asserted that the education should be given highest priority in any scheme of national development.
54. In its comprehensive report, the Education Commission proposed that education should:
  - address the problems of national development, particularly issues concerning self-reliance, economic growth, employment and social and national integration;
  - relate to the life, needs and aspirations of the people;
  - help improve productivity by emphasizing work-experience, vocationalization, improvements in scientific and technological education and research;
  - be perceived as the main instrument of change through human development;
  - contribute to social and national integration;
  - modernize the society through knowledge and its applications and
  - inculcate social, moral and spiritual values in the people.
55. The Kothari Commission said, *"While the fundamental values to which the universities owe their allegiance are largely unrelated to time and circumstances, their functions change from time to time. Their tasks are no longer confined to the two traditional functions of teaching*

*and advancement of knowledge. They are assuming new functions and the older ones are increasing in range, depth and complexity."*

56. The Commission set out the following functions for the universities in the modern world:

- To seek and cultivate new knowledge, to engage vigorously and fearlessly in the pursuit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries;
- To provide the right kind of leadership in all walks of life by helping the individuals develop their potential;
- To provide society with competent men and women trained in all professions who, as cultivated individuals, are imbued with a sense of social purpose;
- To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of education;
- To foster in the teachers and students, and through them in the society generally, the attitudes and values needed for developing the 'good life' in individuals and society;
- To bring the universities closer to the community through extension of knowledge and its applications for problem solving.

### **National Policies on Education**

57. The necessity of national policy on education cannot be over emphasized, as it is related to the essential development of a country. It was in 1968, for the first time that a national policy on education was formulated for preparing suitable hands for shouldering responsibilities in the various fields of our national reconstructions. Number of programmes was included in this policy viz. free and compulsory education, development and protection of all the Indian languages, equality of educational opportunities, identification of gifted children, provision of work experience and national service scheme, science education and research, education in Agriculture and Industries, reform in examination system, part time education and correspondence curriculum, expansion of literacy and adult education and sports and games.

58. 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

59. On April 20, 1986 a New Educational Policy was placed before the Indian Parliament for consideration and approval. It was a result of the renewed priority assigned to Education by the Government of Late Shri Rajiv Gandhi. The policy had the following objectives:

- Vocationalisation of education; particularly at the secondary stage of education, the curriculum should be job-oriented.
- To awaken people about the various scientific and technological developments and to make the students at the various stages of education aware of the same in order that they may utilize them in their future life.
- To encourage the governmental and non-governmental efforts for wiping out illiteracy and to emphasize the necessity of adult education, formal education and open schools.

60. The National Policy on Education (NPE), 1986 and its Programme of Action (POA), which was the result of deliberations, consultations and consensus was reviewed and updated in 1992. The introductory part of the POA envisages that given the rich diversity of our nation it would be in the fitness of things if each State and Union Territory formulates a State POA in accordance with their situational imperatives as well as with the POA, 1992. National Front Government entrenched at the Center as early as 1990 formed an Education Committee under the Chairmanship of Sarvodaya leader Prof. Ram Murti. The purpose was to examine old education policies and to suggest new measures for promoting industrialization and development of rural areas of the country. Furthermore, it suggested suitable measures for decentralization of educational system and for making the Operation Black Board Scheme of 1986 policy more successful. The Committee further advised to point out ways and means for reorienting higher education.

### **Janardan Reddy Report, 1992**

61. Janardan Reddy Committee was appointed in 1992 in order to make a detailed examination of the Report submitted by Prof. Ram Murti in 1990 under the Central Advisory board of Education. It was formed to look into the educational progress of scheduled castes and tribal people and to do the needful for bringing these people upto a desirable educational standard according to their inherent capacity and expressed desire. The Reddy committee further recommended that all the state government in the country should appoint similar committees in their separate jurisdictions in order to educate the scheduled caste and tribal people as much as possible. The Committee emphasized the development of a common school system in order to provide all the needed facilities to the so far neglected backward class people. The Committee also gave suggestions with regard to free and universal education of the children, adult education, secondary education, university education, teachers' training and financial provision. It also recommended for the appointment of AICTE i.e. All India Council for Technical Education.

### **Education's Current Scenario in India**

62. The various States of the country are made responsible for progress of education in their respective areas, but the Centre also shares responsibility in some fields of education. According to the Constitution Amendment of 1976 some of the subjects of education have been placed under the joint responsibility of the State and the Centre. The Centre is responsible for determining the standard of higher research, science education, technical education and higher education. These are under the control of the Central Ministry of Education. Educational planning and education of the backward classes are also the responsibility of the Center. Educational planning and education of the backward classes are also the responsibility of the Center. The Universities in India in the present times can be classified in various categories like Central Universities, State Universities, Deemed Universities, Private Universities, Agricultural universities, Institutes of National Importance and Open Universities.
63. The Government of India is responsible for arranging, allocating and distributing financial resources required by the University Grants Commission (UGC) for the establishment of Central Universities in India. The responsibility rests on the Central Government to devise policies with a view to improve the quality of higher education in India. Improving the quality of and access to higher education and research in India has become all the more important

keeping in view the growing need of qualified human resources in various sectors of the economy.

64. The Central Advisory Board of Education (CABE) has been constituted to assist in the functioning of the two Governments and ensure that parity is maintained in the field of higher education. Open Universities provide the facility of distance education to people who are unable to pursue regular courses. Distance education is provided on academic, technical and professional subjects. These universities offer undergraduate, post-graduate and doctoral programmes. They also offer diploma and certificate level courses. As Agriculture plays an important role in the Indian Economy, setting up of adequate number of Agricultural Universities were considered very important in India.

### **Technical Education**

65. The technical education system in the country covers engineering, technology, management, architecture, pharmacy etc. The Ministry of Human Resource Development supports the programmes at undergraduate, graduate, post-graduate and research levels. The technical education system at the central level comprises of Indian Institutes of Technology (IITs), Indian Institute of Management (IIMs), Indian Institute of Sciences (IISc), National Institutes of Technology (NITs) and all India Council for Technical Education (AICTE).

### **Professional Education**

66. Higher education also deals with the professional education. For this a network of public and private polytechnics and vocational institutions, controlled and supervised by the councils specializing in each discipline, exist. Professional councils, like All India Council for Technical Education (AICTE), Distance Education Council (DEC), National Council for Teacher Education (NCTE), Medical Council of India (MCI) and others are responsible for recognition of courses, promotion of professional institutions and providing grants to undergraduate programmes and various awards.

### **Adult Education**

67. Our Government has rightly chosen to educate the illiterate adults. In the education of adults the emphasis has not been only on making them literate, but an attempt is also made for education of the personality in order that they may fulfill the responsibilities of citizens of a democracy intelligently. In 1973 a Programme of Adult Education was launched. Its objective has been to educate 30 crores adults within the age range of 15-35 years by the end of the 20th century. The main purpose of this Adult Education Programme is to increase the working efficiency of the adults and to create in them a social and national consciousness.

### **Rural Higher Education**

68. The purpose is to impart higher education to youths of rural areas after secondary education in order to enable them to contribute in the development of rural community. The programme was started in 1956.

### **Educational Research and Training**

69. The National Council of Educational Research and Training (NCERT) was established by the central Government in 1961 for implementing the educational policies and plans of the Central Ministry of Education. The Council contributes in the educational progress by cooperating with various universities in the country and Boards of Education in various States. The Council runs four Regional Colleges of Education situated in Ajmer, Bhopal, Bhubaneswar and Mysore. These colleges train teachers and arrange for in-service training of teachers during summer also.
70. The following autonomous institutions established by the University Grants Commission oversee accreditation for higher learning:

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• All India Council for Technical Education (AICTE) • Distance Education Council (DEC) • Indian Council of Agricultural Research (ICAR) • Bar Council of India (BCI) 17 • National Assessment and Accreditation Council (NAAC) • National Council for Teacher Education (NCTE) • Rehabilitation Council of India (RCI) • Medical Council of India (MCI) • Pharmacy Council of India (PCI) • Indian Nursing Council (INC) • Dental Council of India (DCI) • Central Council of Homeopathy (CCH) • Central Council of Indian Medicine (CCIM) • Veterinary Council of India (VCI) The Indian Education System is generally marks-based.

71. However, some experiments have been made to do away with the marks-based system, which has led to cases of depression and suicides among students. In 2005, the Kerala government introduced a grades-based system in the hope that it will help students to move away from the cutthroat competition and rote learning and will be able to focus on creative aspects and personality development as well.

### **SC/STs and OBCs**

72. The Government has reserved seats for SC/STs in all areas of education. Special scholarships and other incentives are provided for SC/ST candidates. Many State Governments have completely waived fees for SC/ST students. The IITs have a special coaching program for the SC/ST candidates who fail in the entrance exams marginally. Seats have been reserved for candidates belonging to Other Backward Classes as well in some states like Tamil Nadu, Karnataka and Andhra Pradesh.

### **CONCLUSION**

73. Objectives and Achievements in 11th Plan Prime Minister Manmohan Singh has termed the 11th five-year plan as "India's educational plan". The 11th Plan, approved at the meeting of the National Development Council in December 2007, places the highest priority on education as a centered instrument for achieving rapid and inclusive growth. At INR 2.70 lakh crore, it constitutes 20% of the Plan, representing a credible progress towards the target of 6% of GDP. The 11th Five Year Plan presents a comprehensive strategy for strengthening the education sector covering all segments of the education pyramid. It is through universal literacy, access to education and knowledge based industrial development that India will believably march ahead to join the front ranks of the great nations of the world overcoming the challenges of ensuring that everyone has an access to education and skill building in their activity
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