

UNIT -1 : INDIA - HISTORY OF EDUCATION

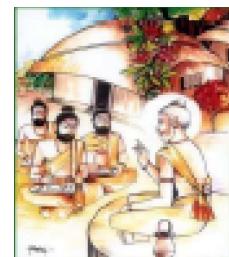
I.1 AIMS, PROCESS, TYPES OF EDUCATION)

- ❖ An uneducated person is a strange animal.
- ❖ The Telugu word Vidya is derived from the Sanskrit word Vid.
- ❖ Vid means knowing or occurring or finding or feeling or understanding. That means education means knowledge.
- ❖ Education is called punishment. The word Shiksha is derived from the Sanskrit word Sas.
- ❖ Sas means to teach/control/discipline.
- ❖ Education is called Education in English.
- ❖ The English word Education is derived from the Latin word Educare. To develop
- ❖ E in Education means out of and Duco means to bring or lead into growth 16 10. (to lead forth bring up)
- ❖ Knowledge is not just the collection of information but it can be said to be the skill of applying the acquired knowledge in the right way in life situations.

EDUCATION- DEFINITIONS

Definitions of Ancient Indian Philosophers

1. Education is what makes a man independent and selfless - **Rigveda**.
2. The Upanishads are the education that leads to the attainment of salvation.
3. Self-realization is education - **Shankaracharya**.
4. Yajna Valkudu is the education that makes a man virtuous and useful to the society.
5. Self-knowledge is the education that makes a man a virtuous person. - **Bhagavad Gita**.
6. Vidya-Buddhist doctrine is the knowledge that helps to make practical qualities of the Duh:Kha ratio.



Definitions of Modern Indian Philosophers

1. Education is the preparation of the mind capable of dealing with the complex aspects of life's many problems - **Jiddu Krishnamurthy**.

2. Education is to reveal the highest physical, mental and spiritual powers in man (or) Education is that which helps to mold a person into a good person by molding him into a perfect personality¹ - Gandhiji.
3. Education is education : Swami Dayananda Saraswati.
4. Education through which virtue is formed, peace of mind is developed, intellect is developed, man can stand on his own, or Vidya is the manifestation of the perfection of divine essence within man - Swami Vivekananda.
5. Education is that which can solve the problems faced by the individual in attaining perfect development and progress - Tagore.
6. Infant development is a lifelong process. - Zakir Hussain
7. Real education is what is appropriate to the needs and aspirations of the people. - D.S. Kothari
8. Education is the development of the spiritual powers of the human mind, which helps to reveal the inner powers necessary for the growth of the soul. Aravindu
9. There is divinity in every human being. But man is a complex man because man's mind is selfish with the combination of body and soul. When man gives up his ego, he can bring out divinity and becomes perfect. Education is what provides that. Dr. Sarvepalli Radhakrishnan

Western Academics-Definitions

1. Education is the pursuit of truth by removing / expelling errors. Socrates
2. Education is the ability to enjoy happiness and pain equally, Plato
3. Education creates a strong mind in a strong body. Aristotle
4. Education is cominion that makes men good
5. Education is communion for total human development
6. Education is a natural, gentle progressive development. Pestology
7. Education is the interpretation of what is contained in the organism. - Probel
8. Education is the way for man to be pure - Probel
9. Education is the development of complete personality of the child to perform his duty to the best of his abilities. TP Nunn
10. Education is the development of all the faculties in the individual so as to realize his possibilities of controlling his environment. - John Dewey
11. Education is not preparation for living, life is education - Janjui
12. Education is to control the mind Emerson
13. Proper education is that which develops the thinking power of the individual - Carte
14. Education is preparation for perfect life - Spencer
15. Education is the development of moral values ??and ideals, according to Herbart

16. Education is the fixing of the inclinations which the senses, the intellect, and the heart display to each other from the time a man is born till he is made into a man. – Rousseau
17. Education is what brings out the creativity of oppressed people in a politically, economically and culturally oppressive society and nurtures the liberating forces - Paolo Primari
18. Education is the influence of the mature on the immature - Reden

Education - Nature :

- 1) Education is a dynamic process in human evolution.
 - 2) The concept of education is limitless.
 - 3) Education is the oldest in human history.
 - 4) Education is a process from birth to death.
 - 5) Education is a systematic process.
 - 6) Education is essential for all groups of people, society. So it affects all sectors.
 - 7) Education develops proactivity, creativity and usefulness in the individual.
 - 8) Discernment is acquired only by education of discernment for the human being who is a talking animal.
- ❖ The main objective of education can be said to be to make a human being to contribute to the development of the society for a comfortable life.

Educational Functions:

- ❖ The functions of education are to socialize man and make him a cultural spreader.
- ❖ Education that makes a person a perfect person.
- ❖ Values ??of education can be classified into 3 types.

1. Personal Duties :

- 1) Idol development
- 2) Enhancement of moral values
- 3) Living life with an open heart
- 4) Shaping the person of the future
- 5) Increase reasoning and thinking power
- 6) Becoming an environmentalist.

2. Social Functions:

- 1) Superstitions
- 2) Development of science and technology
- 3) Conservation of nature
- 4) Creation of equal opportunities

3. National Duties:

- 1) Rights and duties
- 2) Leadership development
- 3) Enhancement of national integration
- 4) To contribute to the development of the country
- ❖ Non-formal education in our country was mentioned in the National Education Policy - 1986. Accordingly, the first universal schools were established in 1989.

EDUCATION-LIMITED-BROAD MEANINGS

- ❖ Education has a very wide scope.
- ❖ Education has both narrow and broad meanings.
- ❖ The things learned through the school system can be narrowly defined and the knowledge learned by adding life experiences to these can be broadly defined.

1. Narrow Meaning

- ❖ Education in the limited sense is what happens in the school system.
- ❖ Education in a limited sense means the development of the individual.
- ❖ The result of the effects of some of the programs organized in the school.
- ❖ Systematic education system is limited to learning only 3RS (Reading, writing and Arithmetic) and education which is useful for getting degrees can be termed as education in limited sense.

2. Broader Meaning

- ❖ Education in broad sense is not only 3RS but life itself is education.
- ❖ Education in broad sense is a continuous process
- ❖ Education in a broad sense means that it continues from mother's womb till death.
- ❖ In a broad sense every experience has educational value and is useful to change human behavior according to the situation.

ACADEMIC AIMS / OBJECTIVES

- ❖ Educational objectives can be mainly classified into 2 types.

They are:

1. Individual academic goals
 2. Social Objectives / Traditional Educational Objectives
- ❖ Education is meant for the individual. Education plays an important role in developing the necessary skills to enable the individual to live in the society and live a full and happy life- Prof.G. Dhamson
 - ❖ The educational plan should be designed in a flexible and comprehensive manner according to individual differences.

- ❖ Man has great divine powers. Swami Vivekananda's aim of education is to control the external and internal nature so that great powers can be manifested in oneself.

2. Classical Aims

- ❖ There are 7 traditional academic subjects

They are:

1. Education for knowledge
2. Education for Seelam
3. Education for career
4. Education for Cultural Heritage
5. Education for effective utilization of breaks
6. Education for Self Realization
7. Education for humanity

- ❖ Poacon says that everyone wants absolute knowledge.
- ❖ Enhancing good behavior.
- ❖ Herbart states that behavior that is idealized by moral values ??is called virtue.
- ❖ Socrates stated that the ultimate goal of education is to perpetuate values.
- ❖ Gandhiji stated that the purpose of education is to build good behavior.
- ❖ The ultimate goal of a teacher is to inculcate good behavior and high attitudes in students Raymond said.
- ❖ Self-realization is awareness of the interrelationship between nature, man and God.
- ❖ Comfort for all. Who does not want sorrow Sarve Jana Sukhino Bhavantu

Contemporary Educational Missions

1. Education for Democracy
 2. Education for citizenship
 3. Education for holistic moral development
 4. Education for National Integration
 5. Education for internationalism
 6. Education for World Peace
- ❖ Abraham Lincoln said that democracy is government of the people, for the people, by the people.
 - ❖ Janjui states that the collective life with political economic and social aspects is called democracy.
 - ❖ Bertrand Russell states that it is difficult for democracy to survive in countries with uneducated people.

- ❖ Indian unity cannot be built with bricks, mortar, hammer and chisel. Sarvepalli Radhakrishnan stated that it should develop silently in the hearts and minds of the people.
- ❖ So Sarvepalli Radhakrishnan stated that national integration can be achieved through education.
- ❖ UNESCO helps to promote international awareness among people.

Fundamental principles of the U.N.O

1. To protect future generations from the fear of war.
2. Respect and trust in the individual by providing basic rights.
3. Men and women should have equal rights.
4. To ensure respect for international treaties and institutions.
5. To raise the standard of living of the people of the world
6. To promote peaceful coexistence among all communities, among all nations.
7. Contributing all the material resources of the world to economic and social development for the peace and security of the people.

OBJECTIVES OF EDUCATION IN INDEPENDENT INDIA

1. **Educational Objectives of Salumiyar or Secondary Education Commission (1952-53)**
 1. Cultivating a holistic image
 2. Communicate the responsibilities and rights of citizenship in a democracy.
 3. Leadership Education
 4. Building professional capacity.
2. **Educational Objectives of the Kothari Commission (1964-66)**
 1. Education - Productivity
 2. Education - Social National Integration
 3. Development of democratic value.
 4. To promote international awareness.
 5. Education - Modernization.
 6. To develop social, moral and spiritual values.
3. **Eswari Bai Patel Committee Educational Objectives (1977):**
 1. We should understand our Indian culture and bring the necessary changes for world peace.
 2. To increase the social culture and wealth and identify the socio-economic conditions of the country.
 3. To grow up as a good citizen in the spirit of the Constitution.
 4. Develop a scientific attitude.



Dr. D.S Kothari

5. Be humble and honest.
6. Study by practice
7. Secularism should be practiced regardless of caste, caste and religion.

4. **Mallya Adiseshaih Committee (1978) Objectives of Education**

1. Elimination of unemployment
2. Students should not be left as orphans.
3. Rural development
4. Adult education

5. **New Education Policy (1986) Education Goals**

1. Informal education
2. To provide equal opportunities in education
3. Teaching in mother tongue at primary level.
4. Expansion of Vocational Education
5. Eradication of illiteracy
6. Providing proper place for sports and exercise
7. Management of the establishment of rural universities as part of basic education.
8. Secularism, promotion of humanitarian values,



Mallya Adiseshaih

PROCESS OF EDUCATION

❖ **Educational processes can be mentioned in 3 types..**

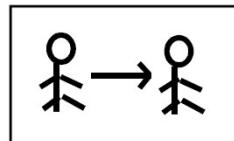
They are:

1. Monotheistic educational process
2. Diploma process
3. The threefold process of education

1. **Uni Polar Process**

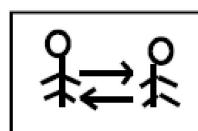
- ❖ This is an ancient method.
- ❖ This is known as traditional education process.
- ❖ This is called teacher centered system of education.
- ❖ The teacher plays the main role in this. Therefore, the student listens to the lessons without talking.
- ❖ The teacher is active.
- ❖ Student is passive.
- ❖ The teacher is the focal point in the classroom.
- ❖ The student should learn what the teacher wants to teach.
- ❖ Teacher representation continued almost till independence.
- ❖ Since teaching is important, the doubts of the student cannot be resolved.

Eg: royal education, gurukula education, ashram system of education, ancient gurukula, Platolycium, Aristotle's Academy.



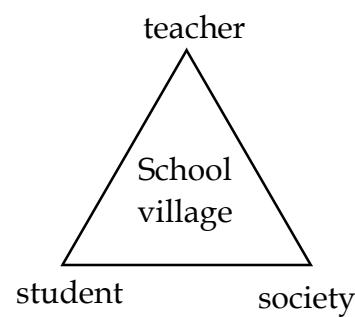
2. Bi-Polar Process

- ❖ Inventor of dual education process - John Adams (USA)
- ❖ In which the teacher and student are mutually influenced by each other.
- ❖ The character of the teacher has an effect on the behavior of the student.
- ❖ Student behavior affects the teacher.
- ❖ In this the teacher is one dharma, the student is another dharma.
- ❖ In a dual education process, teaching is active and learning is facilitated and the two forces are attracted to each other.
- ❖ From 1964-67 to the teacher as well as the student in the teaching learning process Sharing was done.
- ❖ In this the teacher and student are both active.
- ❖ It promotes child-centred education system.
- ❖ It means that the interests, needs and abilities of the child are identified in the preparation of teaching and learning materials, and the process of bringing out the abilities of the students through the preparation of teaching materials, homework etc. is called dual education process.



3. Tri-Polar Process

- ❖ The triple education process was proposed by John Dewey (USA).
- ❖ In a triadic process the environment/society is the third pole apart from the teacher and the student.
- ❖ Awareness of surroundings is important.
- ❖ Student should learn by doing.



- ❖ In fact, the triple education system was proposed by Adamson and developed by Januy from America.
- ❖ Students spend time from waking up at home, neighborhood and community to school. This means that the child spends most of his time in society.
- ❖ By inviting their participation in school celebrations etc. Quality education for Quantity children Teacher-students can be called a three-way process.

TYPES OF EDUCATION

- ❖ Education can be mainly classified into 3 types.

1. Formal Education
2. Non-formal Education
3. Informal Education

1. Formal Education

- ❖ Education provided directly by colleges and schools with a definite time-table and curriculum is called regular education.
- ❖ There are conditions, rules, age limit educational qualifications and time table for admission in regular education. Exams are conducted.
 - Educational objectives are predetermined.
 - There is regular training and obedience.
 - Works under social changes.
- ❖ Curricular, co-curricular and extra-curricular programs are conducted.
- ❖ Teachers - students should follow discipline.
- ❖ Students will be given identity documents and certificates.

2. Non Formal Education

- ❖ The education provided according to the student's time and need is called irregular education.
- ❖ Informal education is called continuous education.
- ❖ Non-formal education was given priority in India in 1978 after the report of UNESCO International Commission on Education.
- ❖ Non-formal education plays a major role especially in eradication of illiteracy.
- ❖ Education that takes place regardless of time table, syllabus, admission requirements and places is called irregular education.
- ❖ It is a life-long process and is linked to work-life.
- ❖ Key principle of informal education - Simplicity.
- ❖ Re-entry into non-formal education is possible.
- ❖ Educational goals are determined according to the needs of the individual, environment, social goals and relational goals are determined.

- ❖ Useful to achieve personal development and growth.
- ❖ Freedom and self-reliance are very important in non-formal education.
- ❖ In informal education the student explores, analyzes and learns the lessons on his own.
- ❖ In non-formal education a satisfaction based system of learning is in force.

Eg: 1. At school level – informal education centres

2. At secondary level – universal schools
3. At college level – Universal Universities
4. Distance Education (Continuing Education)

❖ Centers offering Distance Education (Continuing Education) in our state are:

1. Ambedkar Open University (Hyderabad)
2. Pro. Ram Reddy Center (Hyd)

B.R. Ambedkar Universal University:

- ❖ Andhra Pradesh Open University was started on August-26-1982 in united Andhra Pradesh. Later on 7th December 1982 it was renamed as BR. Ambedkar made it an open university.
- ❖ Therefore Education at your Door step 1 10 Open University was started as the first universal university in the country.
- ❖ World's Largest Universal University - Indira Gandhi Universal University (1985)



UEE Means Universalisation of Elementary Education

- ❖ Universal elementary education means making education available to all children of all classes who have the opportunity to study, making all educated.
- ❖ 1950 Kher Committee suggested to implement universal compulsory free primary education in our country within 10 years.
- ❖ NEP - 1986 emphasized the need for non-formal centers as part of the universal education system.

Main points of universal education:

- 1) Universal access To make the opportunity and facilities of education accessible to all.
 - 2) Universal Enrollment – ??enrolling all out-of-school children in school.
 - 3) Universal retention – 100% of children enrolled in school are able to complete primary education.
 - 4) Universal achievement – ??ensuring that all children enrolled in school attain minimum levels of learning.
- ❖ Non-detention method was introduced for the first time in 1971 in Andhra Pradesh. (Do not withhold)

- ❖ Chennareddygaru established Abhyudaya Schools in 1978 to provide better education.
- ❖ In 1982 mid-day meal scheme was introduced for universal enrollment. Again this scheme was introduced from January 2, 2003 with cooked food.
- ❖ Social Welfare Gurukuls (SC, ST, BC) were introduced in 1984.

3. **Informal Education :**

- ❖ Incidental education is called contingent education and eventful education.
- ❖ Not only in schools but also at home in library, movies, etc. A man learns many things in his life through vila which is called coincidental education.
- ❖ Millions of illiterate people acquire knowledge through casual education.
- ❖ Learning mother tongue, cleanliness, prayer, food habits, adjustment, caste craft are the parts of incidental education.
- ❖ Family, neighborhood, peer group, community, social, socio-religious, political, mass, and communication tools are included in informal education institutions.
- ❖ Lifelong, continuous education, distance education, new policies are now being implemented at the college level.
- ❖ Educational teaching is done through TV and teleschool programs at the primary school level.



4. **Direct Education**

- ❖ Done through regular channels.
- ❖ Education in which the teacher has a direct influence on the learner is called direct education.
- ❖ Occurs through face-to-face relationships.
- ❖ Acquisition of knowledge takes place in a fixed manner.

5. **Indirect Education :**

- ❖ Indirect education has no objectives, no teaching methods, no time limit.
- ❖ The learner pursues education according to his needs and interests with complete freedom.
- ❖ Indirect learning is learning through informal, haphazard means.

6. **General Education :**

- ❖ General Education means learning 3RS.
- ❖ General education is available to all.
- ❖ Useful for living in society.

7. Special Education

- ❖ Education is provided to the students with appropriate interests and attitudes with a special aim.

Eg: Engineering Education, Medical Education, Law.

8. Individual Education

- ❖ The education which is taught to each student according to his abilities, needs, interests and interests is called individualized education.

- ❖ Student has freedom

- ❖ But realistically it is very difficult.

9. Group Education:

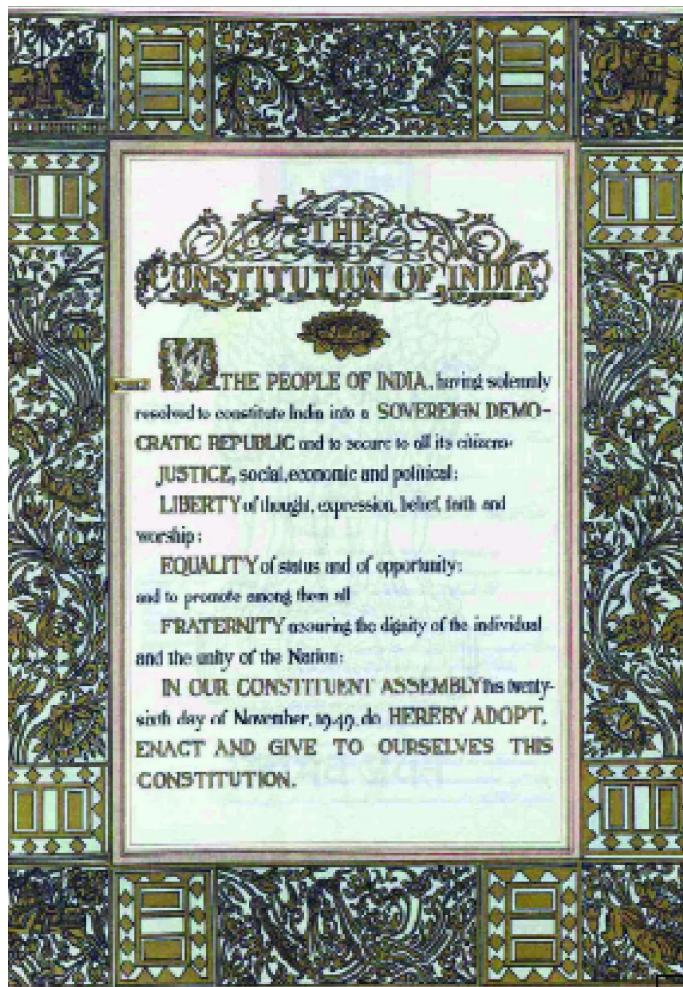
- ❖ Simultaneously many students are served with the same syllabus at the same time.

- ❖ This is currently being implemented in our country.

**ARTICLES OF EDUCATION - CONSTITUTIONAL
PROVISIONS**

- 1) **Clause 15** shall not discriminate against caste, religion, race, region, gender.
- 2) **15 (3) 2 Special facilities** should be provided to women in education and employment.
- 3) **15 (4) 2** - Socially and educationally backward children should be provided with special facilities.
- 4) **Clause 16** - All citizens should be given equal opportunities in the matter of government employment.
- 5) **16 (4) 2** - Economically and socially backward classes can be given reservation in educational jobs.
- 6) **17 2** - Ban on untouchability or untouchability
- 7) **21 (2) 2** - Children aged 6-14 have the right to free compulsory education
- 8) **Clause 23** - Slavery, usury, adultery, crime, sale and purchase of children and women are crimes.
- 9) **24 2** - Children below 14 years should not be made to work in factories.
- 10) **28 2** - Ban on teaching religion in government schools.
- 11) **29 (1) 2** - Minorities have the right to preserve their language, script and culture.
- 12) **29 (2) 2** - Admission to educational institutions should not be denied on the basis of religion, caste, race or language.
- 13) **30 (1) 2** - A small number can establish educational institutions.
- 14) **30 (2) 2** - Grant-in-aid for establishment of small number of Vidyalayas.
- 15) **Clause 45** - should be done Pre-primary education should be provided to children between 3-6 years of age.

- 16) **46 2** - Children of socially backward classes should be protected from exploitation.
- 17) **51 (2) 2** - It is the duty of parents to send their children to school between the ages of 6-14 years.
- 18) **243 (2) 2** - Provision of primary education is vested in local bodies.
- 19) **350 (2) 2** - Teaching should be done in mother tongue at primary level.
- 20) **351** - Hindi as the national language should be encouraged.



S

1.2 HISTORY OF EDUCATION SYSTEM IN INDIA

- ❖ Historians divide the history of India into 3 parts.
 - 1) Ancient History (BC to 8th century AD)
 - 2) Medieval History (8th Century to 18th Century AD)
 - 3) Modern History (18th century AD to present day)
- ❖ In ancient times, the period from 1000 BC to 500 AD was known as Dharmashastra period.
- ❖ AD The period from 500 to 800 AD is known as Purana period.
- ❖ Indian education system is divided into 3 parts.
 - 1) Ancient system of education (from BC to 8th century AD)
 - 2) Medieval system of education (8th century AD to 16th century AD)
 - 3) Modern Education System (16th century AD to present day)

ANCIENT EDUCATION SYSTEM IN INDIA

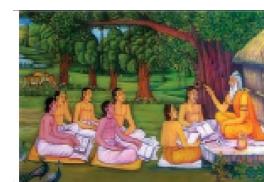
EDUCATION SYSTEM IN ANCIENT TIMES

Period = BC From AD Continues till the 8th century.

- ❖ Education in ancient times can be divided into 3 types. They are
 - 1) System of education in Vedic period
 - 2) Educational system during Buddhist period
 - 3) System of education during Jain period

DURING THE VEDIC PERIOD – SYSTEM OF EDUCATION

- ❖ Vedic education can be divided into two types.
They are:
 - 1) 5 times 5 (§.5.1500-1000)
 - 2) Section 5 (§.. 1000-600)
- ❖ In early Vedic period everyone had educational facilities.
- ❖ The education system of the Vedic period is called the Hindu system of education.
- ❖ In ancient India, Vedic education was based on Hindu religious philosophy.
- ❖ Veda means knowledge. The ancient Hindu system of education was to learn about the Vedas
- ❖ The word Veda is derived from the Sanskrit word Vid. Vid means knowledge.
- ❖ Education in Vedic period started with the arrival of Aryans.
- ❖ The reason is that education started in India for the first time in the world



- ❖ Education based on Vedas - Vedic education
 - ❖ Vedas are mainly of four types.
 - 1) Rigveda
 - 2) Sama Veda
 - 3) Yajurveda
 - 4) Adharvana Veda
 - ❖ The first book written after the expansion of humanity in India - Rigveda
 - ❖ Manu in his hymn Entudeva Prasutashva, Sakanada Grajanmana Swaswayam Charitra, Sishu Dennu Prithivya Sarvamanava Brahmannotamulu in India had good conduct and acquired knowledge and lighted the torch of knowledge to the whole world.
 - ❖ In the Chandogya Upanishad Narada told the sons of Sanat. I imparted the education, enumerated the Chaturvedas, the epics which are the Vedas.
 - ❖ In the Vedic period, the four color system was in operation.
 - ❖ Manu in his Manusmriti divided people into four varnas based on their birth. They are:
 1. **Brahmins:**
 - ❖ Brahmins are born from the head of Lord Vishnu.
 - ❖ Vedas are the study of Hindu Dharma Puranas, management of rituals, concepts of religious wisdom, Hindu religion.
 2. **Kshatriyas**
 - ❖ Kshatriyas are born from the shoulders and heart of Lord Vishnu.
 - ❖ According to Nana Kshetra Dharma Kalavadu Kshatriya, those who are physically fit and have leadership qualities excel in battles and protect the country.
 - ❖ Ancient Rathagajathuraga system of education was practiced by Bala along with many other educations.
 3. **The Vaishyas**
 - ❖ Vaishyas are born from the offspring of Lord Vishnu.
 - ❖ Those who study commerce and other vocational educations will learn about economic daily needs that are useful for everyone in real life, distribution of consumption and economic value of production accordingly.
 - ❖ They studied trade, agriculture, commerce etc.
 4. **Shudras**
 - ❖ Shudras are born from Lord Vishnu's feet.
 - ❖ Shudras are those who are weak, lazy, ignorant, and do not respond in time
 - ❖ Shudras are the ones who fulfill the needs of everyone in the society
 - ❖ Kshatriyas, Brahmins and Vaishyas were considered as superior castes and provided educational opportunities. But they considered the Shudras as low caste and kept them away from education.

Vedic Period - Educational Objectives

1. To know the Vedas.
 2. Moral development.
 3. Purana Murtimatva Sadhana
 4. Satila means practicing celibacy with good conduct.
 5. Chitta Vritti Nirodah means regulating the mind.
 6. Practicing Mokshasadhana and celibacy.
 7. Structure of Sheela.
 8. Adherence to social moral values.
 9. Enhancing culture and civilizations,
 10. Self-realization.
- ❖ The life span of a person was divided into four types because of the key feature of education in the Vedic period – Mokshasadhana.

They are:

- | | |
|--------------------|------------------|
| 1. Celibacy | 2. Grihasthasram |
| 3. Vanaprasthasram | 4. Monastery |
1. **Brahmacharya (student stage)**
 - ❖ In brahmacharya everyone should be Gurumukha and acquire education and knowledge.
 - ❖ Brahmacharya is the student stage.
 2. **Grihasthashram (marriage phase)**
 - ❖ He should get education and live a righteous life with the acquired knowledge to give another generation after him to the society and experience a regular life through the system of marriage.
 - ❖ One should spend happiness in such a way that it is not difficult for others.
 3. **Vanaprasthashram (Stage of Relinquishment of Griha Dharma)**
 - ❖ After Grihasthashram dharma, one should participate in Grihasthashram dharma and social service program in a peaceful environment to stay away from worldly distractions and live a good and peaceful life.
 4. **Asceticism (stage of giving up desires)**
 - ❖ After the stages of Brahmacharya, Grihaprasthasram and Vanaprasthasram, Moksha is the main point for the meaning of one's life, so in order to get Moksha, a person leaves his family ties and goes out to the forests to continue an ideal life in ashrams.
 - ❖ It is said that four purusharthas should be achieved in these four ashrams.

They are

1. Virtue
 2. Meaning
 3. Lust
 4. Moksha
- ❖ Dharma is the main among these.
 - ❖ The aim of education in the Vedic period was the prevention of Chitta Vrittis.
 - ❖ During the Vedic period, education was mainly done in ashrams. The child spent his practical education near his teacher
 - ❖ In Vedic times, the ideal teacher for the student was Brahmanandasvarupa.
 - ❖ The education that continues in the Vedic period is called Gurukula Vidya.

Vedic Period - Types of Education

1. Apara Vidya/Secular

- ❖ The education which is useful for living the social life as a better person in the society is called Apara Vidya or Aihikam.

2. Para Vidya/ Ayushmikam

- ❖ Vidya which is useful for a person to attain Moksha is called Para Vidya or Ayushmikam.

Vedic Period - Characterized by education

- ❖ Providing free education
- ❖ To know about the Vedas
- ❖ India is the first country in the world to have education system

Vedic Period - Beginning of Education

- ❖ In the system of education in the Vedic period, the education of upper caste children began with the ritual of Upanayanam.
- ❖ Upanayam means bringing closer.
- ❖ Upa means proximity
- ❖ Nayanam means joining i.e. eye / Jnana means being close to the acquisition of knowledge..
- ❖ Upanayam means to bring near, it means to bring the children to the teacher through the practice of Upanayana.
- ❖ Those who have acquired Upanayam are called Dwijus.
- ❖ Dwijulu means second birth
- ❖ During the upanayana, the education starts with the upanayana program when the teacher recites the Gayatri mantra Om Namahshivaya in the child's ear.
- ❖ This Upanayana is a kratu
 - Upanayam begins after the completion of 5 years for Brahmins.

- Upanayam begins when Kshatriyas complete 10 years.
- The Upanayam begins when the Vaishyas complete 12 years.
- ❖ Upanayana ritual was prohibited for Shudras.
- ❖ The Guru of the child who received upsaya used to stay in the ashram.
- ❖ A baby in a Gurukulam was called a Vasi, a Gurukulavasi..
- ❖ No matter how great the child may be, he should seek education in the guru's ashram with begging and humble obedience.
- ❖ After the student attains 18 years of age, student phase ends. After Vidriyatasa, the Vidriyatasa ends with a festival called Samavartanam.
- ❖ As part of Samavarthanam, the teacher used to teach two words to the baby... They
 1. always reveal the truth
 2. Do your duty.
- ❖ After the completion of education in the Gurukulam, the Guru used to conduct a graduation ceremony (convection) for the students and send them home.
- ❖ During the Vedic period, students should practice celibacy while studying.

Teaching methods

- ❖ Questioning is clearing doubts.
- ❖ Students used to study by taking part in cow protection, Goseva, Yajyagas and rituals in Gurukulam.
- ❖ In the Vedic period, teaching was mainly verbal.
- ❖ In the textual method, there were Upadashas of Shravana, Mananam and Nidhidhyasa.
- ❖ Eg: chants, mantras,
- ❖ It means listening carefully and memorizing the words uttered by the teacher.

Mananam

- ❖ Mananam means meditation.
- ❖ After listening to the lesson, the student thinks about the meaning of the teacher.
- ❖ Students recall and discuss what they have heard.
- ❖ At this stage he clears the doubts of the baby.

Nidhi Dhyasana

- ❖ Nidhi Dhyasa is the highest stage of meditation.
- ❖ At this stage one attains absolute knowledge.
- ❖ Students who hear and remember the mantras are called Srataadhars...
- ❖ Shlokas were started to be written in the form of script on Talapatras and Bhojapatras during the Vedic period.

- ❖ An educator named Bell introduced the tutorial method in Madras. That means senior students teaching junior students.
- ❖ During the Vedic period, Sanskrit was the language of instruction and the royal language.

Syllabus:

- ❖ Vedas, Aranyakas, Puranas, Grammar, Logic, Astrology, Ayurveda, Geometry, Brahmanics, Politics, Agriculture, Commercial Sciences, Martial Arts, Chandhassu, Chaturvida Purusharthas.
- ❖ Theories of Karma birth.
- ❖ Upanishads
 1. Driyana Path of Life (Practice of Karma, Dharma)
 2. Shreyasa life path (goodness, concentration possible)

Vedic Period - Teacher

- ❖ Those who consider Guru as God.
- ❖ There is a direct and inexhaustible relationship between Guru and disciples.
- ❖ Disciples used to study to please the Guru by doing shushushas for Garu.
- ❖ Gurus do not take any kind of fee for teaching.
- ❖ Disciples have to pay Gurudakshina to the Guru after completion of education.
- ❖ A supervisory approach is where a gifted child teaches other children.
- ❖ Those who call Guru Drushta..
- ❖ Drushta means a person who knows all about past and future..
- ❖ Those who directly see the truth are called righteous.
- ❖ The Guru was called Acharya Devobhava and the Guru was worshiped as Vishnu.
- ❖ Gurus were called Acharya, Guru, Alaguru, Teacher.
- ❖ Influenced by Vidya, Kabir said that if God and Guru meet me, I will bow down to the Guru first.
- ❖ Priests called Advaryus conducted practical education in various orders.
- ❖ In the Vedic period, only Brahmins had the opportunity to become teachers.
- ❖ They acquire the knowledge of teaching language through self-individual methods of penance and yoga.



Vedakalam - Student :

- ❖ In the Vedic period, the students who received Upanayanam were called Gurukula Vasi or Annavasi.

Vedic Period - Schools:

- ❖ In the Vedic period, schools were especially connected to temples and temples.
- ❖ Guru's ashrams and temple peethas served as schools.
- ❖ The student spends his practical education staying in the guru's ashram.
- ❖ There are 3 types of schools in the Vedic period.
 - 1) Gurukulas - guru's ashrams, temple peethas.
 - 2) Parishad - Centers providing higher education after Gurukula Vidya. Eg: Kanchi, Varanasi
 - 3) Assembly - Discussion groups in the king's court are called assembly centres.
- ❖ The main feature of Vedic education is not free education but after completion of education Guru Dakshina is given.
- ❖ Varanasi and Nalanda flourished as major educational centers during the Gupta period.

Women's Education:

- ❖ In the early stage of Vedas, even women were eligible for upanayana karmas.
- ❖ Educated women in early Vedic period- Garni Maitreya.
- ❖ During the Malivedic period women did not have the opportunity to study.
- ❖ Upanaya Karmas were prohibited for women during Manusmriti period.
- ❖ During the Vedic period, girls who learned education by milking cows are called duhita.
- ❖ A highly educated woman is called a Brahmavadi.
- ❖ But during the Maliveda era, the Manusmriti Granth denied the freedom of women, so women were left away from education.
- ❖ A woman is protected by father in childhood, husband in youth, sons in old age but a woman never deserves freedom - Manu.

Errors

1. There was gender discrimination
2. Varna system existed.
3. Religious core knowledge is given priority.
4. The Sanskrit language has alienated the common people from education..
5. Gurusthanam was restricted to a limited social class.
6. Sudras had no opportunity to study.

SYSTEM OF EDUCATION DURING BUDDHIST PERIOD

- ❖ BC By the 6th century, the rise of Brahminism in Hinduism led to Gautama Buddha, a Kshatriya. Buddhism and Vardhamana Mahavira prophesied Jainism.

- ❖ Buddhist and Jain educational system BC. From the 6th century AD. continued till the 2nd century.

Buddhist Education- Objectives:

- 1) Preparation for life path.
- 2) Contribute to moral development.
- 3) Sheela structure
- 4) Non-violence, righteous life
- 5) Modest life
- 6) Knowledge acquisition
- 7) Vimukti or Nirayana (Avoidance of Suffering)



Feature:

- ❖ To provide universal primary education.
- ❖ Providing education to all.

Education - Commencement:

- ❖ In Buddhist times, education begins when a student turns 8 years old.
- ❖ In Buddhist times the educational program begins with a ceremony called Pabbajju or Prabhajya Pratijna.
- ❖ The students who have completed the pubaddi program and taken the apprenticeship are called samaneras.
- ❖ A hymn recited by a child during pabbar

Buddha refuge Gachchami!
Dharmam Sharanam Gachchami !!
Sangam Sharanam Gachchami !!!
- ❖ In Buddhist times, education lasted for 12 years, i.e. primary education ended with a festival called Upasampada when the student turned 30.
- ❖ After upasampada the student becomes a monk.
- ❖ To become a teacher one must be a monk for 10 years and be a scholar in all sciences and be in perfect health.
- ❖ 7 years of experience should be required for teachers.

Educational Centers:

- ❖ Centers of learning during the Buddhist period were called aramas / viharas / monasteries or ghatikas. These are called monasteries in English.
- ❖ Kings, common people and businessmen used to give donations to run ashrams.
- ❖ Nalanda University was established by Aryadev.
- ❖ The Chinese traveler Huyan Tsang studied at Nalanda University for about 5 years.

- ❖ Nalanda University had 1500 teachers and 8500 students.

Centers of Education in Buddhist Education System:

- 1) Takshasila 2) Nalanda 3) Vallabha
4) Nagarjuna 5) Nadia 6) Jagdalla
7) Odanthalapuri 8) Transgressive 9) Madhila

1. **Takshashila:** Center for medical education, Ayurveda, Dhanurveda and legal education

2. **Ujjain and Kashi Universities:** Famous for philosophy, sociology.

Teaching Points:

- 1) Buddha's principles of ethics
 - 2) Mathematics
 - 3) Sanskrit literature
 - 4) Astronomy
 - 5) Logic, Grammar, Moonlight
 - 6) Spinning, spinning, sewing, painting, Ayurveda, sculpture etc.
 - 7) 3RS is taught in primary education. 3RS stands for reading, writing and arithmetic
 - 8) Vocational education
 - 9) Medical education
 - 10) Military education
 - 11) Value education
 - 12) Studying Buddhist scriptures
 - 13) Buddhist scriptures are called Tripithas.



Teaching methods:

- 1) Oral method or oral
 - 2) Lecture method
 - 3) Discussion method
 - 4) Question and answer method
 - 5) Conversational method
 - 6) Practical method
 - 7) Written method
 - 8) Memorization method

Language of Instruction:

- ❖ Pali or Prakrit was in use.

Teacher:

- ❖ Teachers during the Buddhist period can be classified into two types.
- ❖ To become a teacher one has to stay as a monk for 10 years and master the method of teaching.
 - 1) **Upadhyaya:** One who is knowledgeable about the holy scriptures.
 - 2) **Acharya:** 7 years of experience and nurtures morals and conduct.
- ❖ Student-Teacher has a father-son relationship.
- ❖ During the Buddhist period teachers meet twice a month i.e. on Amavasya and Full Moon days

Note: Teachers in Buddhist times are called Acharya.

Women's Education:

- ❖ During the Buddhist era, women had the opportunity to study. Later, due to the influence of Hinduism, the status of women declined.
- ❖ An educated woman in Buddhist times was called Vidushi. A clown is married to an educated man should be done
- ❖ Anand, a disciple of the Buddha, persistently enrolled about 500 women in Buddhist Viharas.

Benefits:

- 1) Providing universal education.
- 2) Gives priority to all categories.
- 3) Vocational education has been given priority.
- 4) Agraharas were centers of Hindu education.
- 5) TOL education system was in operation in Bengal.
- 6) Founded the famous universities of Nalanda, Taxila, Amaravati and Nagarjunakonda.
- 7) The spread of Buddhist education can be seen from the writings of Huan Tsang and Itsing.
- 8) It affected the supremacy of Brahmins.

SYSTEM OF EDUCATION DURING THE JAIN PERIOD

- ❖ By the 6th century BC, the caste system was strengthened and Brahmins used to look down on other castes in the society.
- ❖ Against the animal sacrifices and caste system of that time, the budding hero founded Jainism.

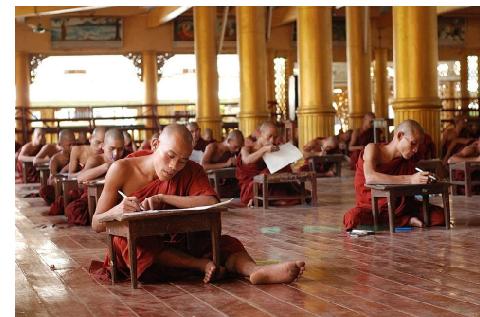
1st Tirthankara - Vrishabha Nadu

2nd Tirthankara - Neminadha

23rd Tirthankara - Parswanadha

24th Tirthankara - Vardhamana Mahavira

- ❖ Vardhamana Mahavira was a Kshatriya of Gnatrika caste from the city of Vaishali
- ❖ Vardhamana Mahavira became a Jinn after doing penance for 12 years.
- ❖ Jinu means conqueror of desires.
- ❖ Varthamana Mahavira gave his first religious teaching in Rajagriha. This is called divyadhwani.
- ❖ Jains are those who follow Jain religion.
- ❖ The 5 main sutras taught by Vardhamana Mahavira are called Panchasutras.
 1. Truth
 2. Non-violence
 3. Celibacy
 4. Do not steal other people's property (Austreum).
 5. Absence of property beyond necessity (Aparigraham)



Educational objectives

- ❖ The educational aim of the Jains is to follow the Triratnas.
 1. Samyak behavior (right faith)
 2. Samyak Jnana (Right Knowledge)
 3. Samyak Darshan (Right Conduct)
- ❖ The goal of Jain education is to free oneself from the bonds of the body and strive for salvation.

Education Plan

1. Teachings of Jain Tirthankaras
2. Poetry
3. Architecture
4. Decorative inscription
5. Jain scriptures should be studied.
6. Jain Texts - Topics

The teacher is a saint:

1. A person of high status in society
2. Strict trainer
3. A person who practices non-violence, truth and good conduct.
4. During the Jain period the teacher was worshiped as a deity.

Jains - centers of education

- ❖ Jain education was done in ashrams and monasteries.
- ❖ A prominent Jain center in South India is the Gomateshwara Temple at Sravana Beligo in Karnataka.
- ❖ Famous Jain center in Telangana region - Kolanupaka (Yadadri Bhuvanagiri)
- ❖ BC Charvakaism was one of the educational systems that flourished from the 5th century to the next 10th century AD.
- ❖ The Charvak school of education is known as Kayutavadam.

INDIAN EDUCATION IN THE MIDDLE AGES (8TH - 16TH AD)

System of Education in Muslim Period:

- ❖ Muslim rule in India AD It lasted from the 8th century to the 18th century.
- ❖ It can be said that the Muslim rule in India began with the conquest of the Indus region by the Arabs in AD 712.
- ❖ The system of education of Muslims in India in AD. 12th century From 16th c. continued until In India, the influence of Hindu and Buddhist educational institutions was lost and Islamic education spread.
- ❖ In 1192 AD, Mohammad Ghori established the first Maktab in India in Ajmer.
- ❖ Delhi Sultans, Mughals and Bahmani Sultans developed Islamic education in India.
- ❖ During the Islamic era, education was done in connection with mosques.
- ❖ The Islamic educational system was somewhat stunted during the time of Muhammad Khilji but revived again during the time of Sikandar.
- ❖ Due to Akbar's supreme tolerance, Islamic education reached a high level.
- ❖ During Akbar's time, texts like Ramayana, Mahabharata, Atharvanveda etc. were translated into Persian language.

Educational Objectives:

- 1) Diffusion of knowledge – wisdom, discernment
- 2) Propagation - Those who consider propagation of religion as their virtue. Education is the best way to spread religion.
- 3) Propagation of moral values ??Religious teachings should be propagated in such a way as to inculcate moral values ??suitable for practice in the people.
- 4) Education for Life – Education is essential to excel as employees in the king's yard.



- 5) For political expediency, Indians considered such people as means of education rather than Mohammedans.
- 6) Study of Shariat Laws.

Purpose:

"Propagation of Islam in India, Development of Islamic Opportunities".

- ❖ In the Islamic education system, the curriculum is taught according to the Qur'an.
- ❖ Education is one of the seven virtues bestowed by Allah according to Surah-Hi-Iqra in the Quran.

Start of Education:

- ❖ In the Islamic educational system, children are 4 years 4 months old on the 4th day of the year with the fervor of Bismillah.
- ❖ Bismillah means approaching the teacher, Moulli. During this time Persian, Arabic and alphabet were written with the baby.
- ❖ Starts with educating girls.
- ❖ Schools are divided into 3 types in Islamic education system.

- 1) Maktabs
- 2) Madrasas
- 3) Madrasa Aila (Universal Education)

1) Maktabs:

- ❖ Maktabs are centers of primary education.
- ❖ The word Maktab is derived from the Arabic word Qutb. Qutb in Persian means place or place where writing is taught.
- ❖ Universal education in Maktab means primary or elementary education centers set up for all.
- ❖ Education in the school is conducted by a cleric called Maulvi.

Syllabus:

- 1) Arabic / Urdu alphabet
- 2) Quranic Sayings - Khali, Khari, Karikushan
- 3) Irregular Namaz Sanstan, Bostan, Zulaika Yusuf Laila, Majnu Sikander Nama
- 4) Recitation and memorization of Quran.
- 5) Pronunciation is an important function in daily prayer.
- 6) Reading, writing, arithmetic, study of Quran.
- 7) Persian grammar was memorized in school.

2) Madrasas:

- ❖ Madrasahs are centers of higher education.
- ❖ Spreading Muslim religion and culture in madrasas.
- ❖ Secular religious education, grammar, literature, logic, geography etc. were

taught in madrasas for 12 years.

3) Madrasa Aila :

- ❖ Madrasa Aila is a university education.
- ❖ Madrasas were only in cities.



4) Karkhana - Vocational Centers :

Syllabus:

- 1) Linguistics (Pronunciation, Grammar, Accents)
- 2) Tabsi - Medicine
- 3) Unani - Ayurvedic medicine
- 4) Riazi - Science (Mathematics, Astronomy)
- 5) Ilahi - Spiritual / Theological Science
- 6) Logic, Literature, Jurisprudence, Astronomy
- 7) Principles of Quranic ethics
- 8) Teachers of Reading, Writing, Arithmetic, Alphabet in Primary School (3RS)

Teaching Methods:

- ❖ The oral method was in force in the school.
- 1) Lecture method
- 2) Discussion method
- 3) Question and answer method (introduced by Muslims)
- 4) Analytical method
- 5) Authorization method
- 6) Supervisory method (teaching by gifted students)

Language of Instruction:

- 1) Arabic
- 2) Persian / Persian
- 3) Urdu (Arabic + Hindi)

Tests:

- ❖ **There were no regular exams.**
- ❖ Sanar certificate, tampus and medals were given to those who showed good intelligence in madrasas.
- ❖ Islamic education system had books made of wood. These books are called Tactus.

Teacher:

- ❖ In Muslim times, a teacher was called Maulvi.
- ❖ Maulvis and Imams were religious teachers.
- ❖ The teacher has the authority to punish the child.

Women's Education:

- ❖ Muhammadan women practice the purdah method. So there was no opportunity to study.
- ❖ During the Mughal era, royal women used to study up to primary education at home.

Benefits:

- 1) Emphasis is placed on practical knowledge.
- 2) History writing started from Islamic education period.
- 3) Translation of Indian works into other languages ??started during Islamic period.

Errors :

- 1) Prohibition of female education.
- 2) Teaching in a foreign language
- 3) Memorization is preferred
- 4) Punishments were severe

INDIAN EDUCATION SYSTEM IN MODERN TIMES

- ❖ It can be said that the education system in modern times started with the arrival of Vasco Digama, a Portuguese sailor, in India in 1498 AD.
- ❖ The system of foreign education in India was started by the Christian missionaries.
- ❖ Roman Catholic missionaries were important among foreign missionaries in India.
- ❖ Modern era begins in 17th century in our country.
- ❖ Modern education system is divided into two types.

They are:

1. Educational system during British period
2. Education system after independence



1.3 ETHICS IN THE BRITISH PERIOD (1600 - 1944)

EDUCATION SYSTEM DURING THE BRITISH PERIOD

- ❖ The East India Company was established in India on December 31, 1600.
- ❖ Organizations that spread Christianity and provided educational services in our country - Missionaries.
- ❖ In the book Promotion of learning in India, an educationist named N.N. Law says that Kampey sent an Indian youth named Peter to England at his own expense to study Christian education.
- ❖ Goal of education system of British period - Spreading Christianity.
- ❖ S.S. According to Mukherjee, the pioneers of modern education in India were the Portuguese.
- ❖ First Christian preacher to spread education in India - St. Francis Xavier (Portuguese)
- ❖ In 1575 Francis Xavier established St. Anne's College at Bandra in Bombay and a printing press at Cochin.
- ❖ Established many missionaries to spread Christianity in India.
- ❖ In 1578 another college was established by the Portuguese near Chaul in Goa.
- ❖ Missionaries translated Bible texts into the local language.
- ❖ In 1716 the first teacher training college was established at Tranquibar in the Madras Union by Zygenberg of Denmark.
- ❖ Charlesnt came to India as an employee of the East India Company in AD 1773 and examined the social, cultural and economic conditions in India. In 1792, he prepared a report called Observation Report and presented his report to his follower, the then British Parliamentarian Wilburfers.
- ❖ Translators of the Bible into Tamil - Jigen Bargh
- ❖ Who translated the Bible into Telugu - Schulz.
- ❖ Under East India Company
- ❖ In 1715 - Schools were established in Madras.
- ❖ In 1718 - Schools were established in Bombay.
- ❖ In 1731 - Schools were established in Calcutta.
- ❖ Later on, the British established schools for soldiers and Anglo-Indian children at Taranjavur, Kanpur, etc. In these schools, Christian beliefs were taught along with 3 R.S.

- ❖ Schwartz, a German missionary, started two schools for indigenous education in the Madras province. Later Johnsullivan introduced English medium in these schools.
- ❖ In 1786 Mrs. Campbell opened and supervised an Asylum in Madras for female orphans Education was done in the method.
- ❖ Minto, the Governor of Bengal, provided education in Persian and Sanskrit languages.
- ❖ In 1719 a school was established in Bombay for the children of poor European Protestants.
- ❖ Calcutta Madrasa was established in 1781.
- ❖ Kashi Sanskrit College was established in 1791.
- ❖ The above two schools were established by the East India Company at the Port Miam College in Calcutta.
- ❖ English rulers who worked for the development of local languages ??in India.
 1. Governor of Bombay Elbin Stone
 2. Thomas Monro, ruler of Madras
- ❖ An English worker named Captain Kendi established Poona Sanskrit Colleges.
- ❖ Jarvin, an English employee, used to translate English language and English texts into Konkani and Marathi languages ??so that Indians could understand them in the engineering classes.
- ❖ Monroe thought to work for the spread of education among boys and girls and gave appropriate orders.
- ❖ Under Munro's observation, the children who do the indigenous education system go to the schools at 6-00 in the morning.
- ❖ It is known that they write Saraswati first and then add verses and verses.
- ❖ Munro stated that this method is not financially burdensome as there is a supervisory system in operation in these schools and wooden planks in the name of Tabja.
- ❖ On the other hand, the Adams report reveals that there were indigenous educational institutions in Bengal as well. Adams stated that the schools of Islamic education were also running parallel in Bengal.

CHARTER ACT - 1813

- ❖ Chairman of Charter Act - 1813 - Charles Grant.
- ❖ Grant is known as the father of modern education in India.
- ❖ First introduced English education to Indians - Charles Grant.
- ❖ Assisted in drafting the Charter Act to Grant. The Wilburfers
- ❖ In 1773, Charles Grant came to India as a common company officer and got to know the culture and traditions here.



- ❖ Grant in 1792 in his book Observation stated that the Indians were living in the most real and destitute conditions.

Recommendations:

1. The British East India Company should be responsible for the spread of education in India.
 2. The British East India Company should give freedom to the Christian missionaries to spread the religion.
 3. The British East India Company should spend one lakh rupees for the spread of education in India.
- ❖ The recommendations of the Barter Act of 1813 were not implemented as the medium of instruction was not mentioned.
 - ❖ Due to the lack of clarity in the 1813 Act as to what should be the language of instruction, some advocated for indigenous languages ??and others for foreign languages. This led to a controversy It is called East-West conflict.
 - ❖ Culture and civilization were not developed among Indians. Therefore, the responsibility of changing them lies with the British, some think.

1. Oriental education system

- ❖ The Eastern education system is to maintain the company's traditional curriculum
- ❖ Prince, Warren Haspings, Minto, Wilson were the pioneers in strengthening Orientalism.
- ❖ Chairman of the committee appointed on how to spend the 1 lakh rupees allocated for education introduced in 1813 - Princess
- ❖ Prince states that Sanskrit should be taught in Arabic and Persian as Indians cannot understand English.
- ❖ English workers who contributed to the development of local languages ??in India - Jarwin, Captain Kendi.
- ❖ An English worker named Captain Kendi established Poona Sanskrit Colleges.
- ❖ Jarwin, an English employee, used to translate English language and English texts into Konkani and Maratha languages ??in a way that Indians could understand in the engineering classes.
- ❖ Charles Grant was the person who recommended a grant of 1 lakh rupees for the development of education in India.

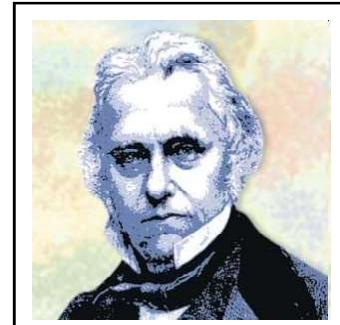
2. Western or Anglicist argument

- ❖ All the advocates of Western education were young men - Charles Grant, Rajaram Mohan Roy, Macaulay.
- ❖ Anglicists thought that knowledge among Indians could be developed through English language.

- ❖ Argued that Indian moral level can be raised through western science.
- ❖ Indian social reformer Rajaram Mohan Ram urged Governor General William Bentick to introduce English education in India along with Indian education.
- ❖ Elphinstone, Thomas Munro, Jarvin, Captain Kennedy mentioned that 1 lakh rupees should be spent on Indian languages.
- ❖ Ferry, Erwin, Johnson advocated spending on western education.
- ❖ A committee headed by Lord Macaulay was constituted to settle the above dispute.
- ❖ Foremost among the English Sists - Macaulay

LORD MACAULAY'S JUDGMENT - 1834

- ❖ Lord Macaulay, who came to India as a member of the Judiciary Department, was referred to the then Governor's Advisory Committee to resolve the above-mentioned dispute.
- ❖ Lord Mackay studied the education system in our country and proposed a report on Indian Education dated 1835-February-8.
- ❖ The funds provided by the British Government for the spread of education should be used only for the spread of English language and sciences but not for the spread of national languages. Macaulay stated.



Recommendations

1. Meaning of the word literature

- ❖ Literature mentioned in Section 43 of the Charter Act of 1813 means English literature and not Arabic Persian and Sanskrit literature.
- ❖ Macaulay blames Indian literature.

2. Indian Literature:

- ❖ A single self of a good European Literature was worth the whole native literature of India and Asia" made the native schools cringe.
- ❖ As a result, English medium schools were started and private schools were closed.

3. Indian scholar

- ❖ In the Charter Act 1813 defining the meaning of the term Indian scholar, Locke's philosophy, Milton's poetry is an Indian scholar.

4. Creating a new category

- ❖ A small minority of Indians are needed to act as mediators between the company and the billions of Indians it governs. So they should be physically Indian and mentally English.

- ❖ Therefore the aim of education in India should be to create a class of clerks.
- ❖ Macaulay stated that English education is the key to modern science.
- ❖ English will help India as much as Latin and Greek helped in reconciling England.
- ❖ Sciences cannot be taught in Indian languages.
- ❖ Macaulay says that Indians are interested in learning English.
- ❖ Hindu and Muslim scriptures in Sanskrit and Arabic should be translated into English.
- ❖ All of Macaulay's proposals were accepted by the then Governor General William Bentick.
- ❖ Macaulay proposed the Downward Filtration Theory.
- ❖ Downward drain theory means that due to the limited resources of the company it is not possible to provide education to all. Hence, the idea that educational opportunities should be provided to the upper classes so that education will automatically be transmitted to the lower classes is called the downward filter theory.
- ❖ Macaulay said that May be interpreters between us and the millions whom we govern aclass of persons indian in blood and colour but English in tastes in opinions in morals and in interests.

Macaulay Educational System- Results

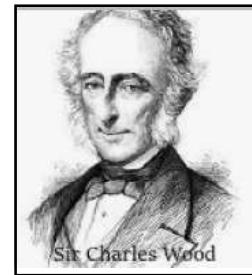
1. In 1835 a new system of education was introduced in India according to Lord Macaulay.
2. Macaulay's decision stating the importance of W.E. Holland claimed that Nava Bharata was born in 1835.
3. The British government allocated all expenditure on education to English education.
4. Publication of books in Indian languages ??stopped.
5. In 1835 it was introduced into the English language on the suggestion of William Bentick Macaulay.
6. In 1840 a school named Bethani was started in Calcutta to promote girls' education.
7. 1844 The then Governor General Lord Hardinge ordered to give government jobs to those who attended English school.
8. In 1848, he established girls' schools in Phule - Pune and appointed his wife Savitri Bai Phule as teachers.
9. Savitri Bai Phule was the first woman teacher in India.
10. So all Indian students are interested in English education.
11. Indigenous educational institutions closed.

12. A protest broke out among Indian academics.
13. Up to 1852, the number of English medium schools increased significantly with the number of colleges have increased
14. In 1874 Kandukuri Viresham Lingampantulu established a girls' school at Dhavaleswaram.

WOODS TAQIDU - 1854

- ❖ As local protests started in India, Lord Curzon, the then Governor General, formed a committee under the chairmanship of Charles Wood, the then Chairman of the Board of Directors of the East India Company, to examine the Indian education system and suggest the necessary guiding principles.
- ❖ Woods studied the conditions of education in India and made his report Submitted to the British Government.
- ❖ Compare Woods Report with Magna Carta in the History of Indian Education.

- H.R. James.



Recommendations

1. The British Government should be responsible for the spread of Indian education.
2. The aim of education should not be to make Indians mere servants and dubbers of the government but should help develop the company by inculcating Indian wisdom and moral values.
3. English language should be taught only to those who have passion, curiosity and knowledge of language. Rest of the students can learn their knowledge in their mother tongue.
4. Education departments should be established in every state and a Director of Public Instructor should be appointed. 5. Central - State Governments should establish universities.
6. The cities of Calcutta, Mumbai and Chennai should be selected as university centers and related to them the duties of supervision of colleges, development and maintenance of educational standards, conduct of examinations for college students, certification etc. should be carried out.
7. A neutral policy should be followed on religious instruction in schools.
8. Encouragement should be given to organizations and individuals who promote girl and women education.
9. Efforts should be made to establish the need for teacher training institutes.
10. Adequate encouragement and grant-in-aid should be granted to private organizations to establish schools.

11. Education is divided into 5 types and taught. They are:
 1. Primary Schools
 2. Secondary schools
 3. High schools
 4. Colleges
 5. Universities

Woods report findings

1. The Woods Report occupies a prominent place in the history of India.
2. Charles Woods as the father of modern Indian philosophy.
3. Following the Woods report many states formed Vidhyasreyas.
4. The recommendations of the Woods Report continued till the establishment of the National Education Commission in 1964-66. 5. Formulation of Subsidiary Donation Schedules for Private Individuals to Establish Institutions and Schools happened
6. High priority was given to the establishment of universities.
7. According to Woods Report, University of Madras, University of Calcutta and University of Bombay were the first Indian Western Universities established in 1857 with Western educational system, in which not only teaching was done on the model of London Universities, but they were responsible for conducting examinations and awarding degrees.
8. These universities undertake the task of conducting the university entrance examination for the students who have completed their higher education and this examination is called Matriculation examination.
9. Calcutta University admitted women in 1877 earlier than England. Hence Chandramukhibasu became the first Indian woman to graduate in India. (England - 1878 woman admitted).
10. In 1877 Calcutta University admitted women. Madras in 1881 and Bombay in 1883 gave women the opportunity.
11. In 1871, the management of the education department was completely handed over to the state governments.
12. In 1875, the Muhammadan Anglo-Oriental College was established at Aligarh.
13. In 1882, Halakandi schools were established in Agra.
14. In 1878 General Council of Education in India was established in London.

HUNTER COMMISSION 1882-83

- ❖ To examine the recommendations of the UDS Taqid and submit a report with appropriate suggestions for their implementation and what steps should be taken regarding changes in primary education.

- ❖ The then Governor General, Lord Rippon, formed the Hunter Commission on 3rd February 1882 with 20 members under the chairmanship of William Hunter, a member of the Company.
- ❖ Hunter Commission is known as the first Indian Education Commission.
- ❖ In 1878 General Council of Education in India (London) was formed. This commission was formed due to the agitation.



Recommendations

1. The Commission suggests that each Inspector should see to it that local facilities of Government or Aided Normal Schools are provided in his division.
2. Government should take responsibility for establishment and management of primary schools.
3. The management of secondary education should be entrusted to the private sector.
4. Management of higher education should be entrusted to universities.
5. Physics, agriculture and field mathematics which are applicable to everyday life should be included in primary education plan.
6. Religious teachings should not be included in school.
7. Free admission to schools should be provided to backward classes, tribals and women.
8. To promote educational institutions established and managed by Swadeshis.
9. Teaching through mother tongue medium.
10. Boards of Education to take responsibility for funding primary education.
11. In 1887 a committee was set up to examine the textbooks used in schools in India.

UNIVERSITY COMMISSION - 1902

- ❖ In 1902 Lord Curzon set up the University Commission to bring about changes in education suited to Indian conditions.
 - ❖ Commission President - Thomas Raleigh.
- | | |
|---------|-----------------------------|
| Members | 1. Syed Hussain Bill Grammy |
| | 2. Justice Gurdas Banerjee |
- ❖ Adequate educational system is the main objective to make the universities as educational institutions where education, knowledge acquisition as well as cultural development take place.



Instructions

1. Universities dominate secondary education.
2. Creation of a separate Department for Education under the Ministry of External Affairs.
3. To reform those without establishing a new university.
4. Improving the examination system.
5. Introduction of three year degree courses.
6. Reorganization of University Senate and Syndicate.
7. The University Act - 1904 was framed on the recommendations of the Commission.

INDIAN UNIVERSITIES ACT - 1904

- ❖ The Indian Universities Act - 1904 was passed by the Imperial Legislative Council.
- ❖ 1902 - Its main purpose was to implement the recommendations of the University Commission.
 1. The powers of the wider universities will be widened.
 2. Power to appoint teaching staff is vested in the University.
 3. Giving legal recognition to syndicates.
 4. University faculty should be accorded due priority with syndicates.
 5. Power of inspection of colleges given to Syndicates.
 6. The number of members of the Senate is reduced.
 7. Emphasis is placed on research in universities.

GOPALAKRISHNA GOKHALE DECISION 1911

- ❖ Gopalakrishna Gokhale as a member of the Legislative Council protested the University Act - 1904 which increased government ownership of universities.
- ❖ Gokhale was elected to the Imperial Legislative Council in 1910.
- ❖ In the year 1911, Gokhale's decision on compulsory and free primary education in the Imperial Legislative Council is known as Gokhale Decision. * Gokhale states that a race of illiterate, ignorant people is not fully developed and cannot compete.



Recommendations

1. Free compulsory primary education should be implemented for boys and girls

between 6 - 10 years. The cost of this has to be borne by the central and state governments.

2. A department for dissemination of primary education should be constituted and an Education Secretary should be appointed.
 3. There should be a reference to basic education progress in every year's budget statement.
 4. Teacher student ratio should be 1:30 or 1:40.
 5. The cost of primary education should be borne by local bodies - government in the ratio of 1:2.
 6. Parents who do not send their children to school between the ages of 6-10 should be punished.
 7. Local bodies should be allowed to levy a cess to provide financial resources for the spread of primary education.
- ❖ Gokhale's decision except the suggestion to provide free compulsory primary education was accepted by the government.
 - ❖ Gokhale is credited with implementing compulsory primary education in the schools of Baroda state.

RESOLUTIONS OF THE BRITISH GOVERNMENT - 1913

- ❖ Due to Gokhale's decision, the British government announced a new education system in 1913.
 1. Pre-primary schools should be expanded to make education accessible to all.
 2. High and primary schools should be established where there is a need.
 3. A local education board should be established and schools and schools should be brought under its purview.
 4. Those who are fluent and trained in local languages ??should be appointed as teachers.
 5. Separate educational plans should be established in schools in rural and urban areas.
 6. Teacher student ratio should be 1:30 or 1:40.
 7. Women education should be encouraged.

MICHAEL SADLER COMMISSION / CALCUTTA UNIVERSITY COMMISSION 1917

- ❖ In 1917, the Vice-Chancellor of Leeds University Dr. A commission with 6 members was formed under the chairmanship of Michael Sadler

a) References to University of Calcutta :

1. An affiliated university should be established in Dhaka to reduce the workload of Calcutta University.
2. Affiliated colleges around Calcutta should be made university centres.
3. Teaching resources should be improved in the university.

b) Other academic references:

1. Executive Council in place of Senate and Syndicates should be appointed.
2. Academic Council should be appointed.
3. Wayne Chancelor, Director of Physical Training should be appointed.
4. An Inter-University Board should be established to promote coordination among the universities of the country.



c) Higher education references

- A. The degree course should be three years of education.
- B. 10 + 2 + 3 Curriculum Proposal.

d) Secondary Education References:

1. Intermediate should be distinguished from universities.
2. Secondary education should be restructured.
3. Secondary and Intermediate Examination Board should be constituted.
4. Intermediate colleges should be established separately.

e) Suggestions for teacher education

1. A Department of Education should be established in every University.
2. Education should be a subject at inter and degree level.
3. Trained teachers should be appointed.

f) References to women's education

1. Parda schools should be established for Muslim girls.
2. Women teachers should be given special training.
3. Special facilities should be provided for girls in co-educational institutions in areas where there are no girls' schools.

g) Findings of the Sadler Commission

1. BHU, AMU, Dhaka, Lucknow Universities were established.
 2. 1918 - Osmania University
 3. 1922 - University of Delhi
 4. 1923 - Nagapur University
 5. 1926 - Andhra University
 6. 1926 Agra University
- ❖ CABE was formed in 1921 but closed down in 1929 due to economic depression and was revived in 1935.
 - ❖ 1921 was a milestone in the history of elementary education. This year elementary education was handed over to Indian ministers.

HARTAG COMMITTEE 1929

- ❖ In 1927, the Simon Commission was appointed to quell the discontent among Indians.
- ❖ A sub-committee was formed under the chairmanship of Sir Philip Hartog, one of the members of the Simon Commission, unable to withstand the pressure of the Congress movement on the educational policies of the day.
- ❖ The Hartag Committee was a sub-committee set up to identify the problems hindering the progress of primary education, review the educational conditions and make recommendations.
- ❖ Previously, Hartag served as Vice Chancellor of Calcutta and Dhaka Universities.



Recommendations

1. Two obstacles to the spread of primary education are identified. They are:
 1. Vridha / Apavyayam (wastage) - dropping out of school without completing primary education.
 2. Stagnation - Studying the same class for many years.
2. Standards should be raised in teacher training centres.
3. Capable people should be selected for the teaching profession.
4. Increase the number of supervisors to achieve quality in education.
5. Women education is very unsatisfactory so steps should be taken to spread women education.
6. Commercial and industrial courses should be introduced at the high school level and students should be encouraged to enroll in them and thereby reduce the number of unemployed students.

7. The number of universities increased after the recommendations of the Sadler Commission. However, since the educational standards have deteriorated among them, measures should be taken to increase the educational standards.
8. School timings and holidays should be modified according to local needs and seasons. 9. CABE should be renewed.

Results:

1. Hartag Committee recommendations were not implemented due to economic depression.
2. Sapru Committee of 1934 - emphasized the importance of vocational education.
3. CABE should be revived back in 1935.
4. Basic Education was proposed in 1937.

ABBOTT - WOOD REPORT - 1937

- ❖ 1935 - Appointed to study changes in education by law and submit report Committee.
- ❖ In 1937 Abbott-Wood appointed a committee to review the policy.
- ❖ Abbott-Wood Committee made recommendations regarding general education and technical education.

Recommendations

1. Care should be taken to remove the neglect of girl child education.
2. Child education should be given priority.
3. Teachers should be given 2 years of professional training.
4. Women teachers should be appointed.
5. Educational technology should be applicable for everyday life.
6. Teaching should be done through actions. 7. Teaching should be done in mother tongue.
8. Priority should be given to vocational education.
9. A technical board should be constituted at the central level.
10. Vocational education training institutes should be established.
11. Agriculture should be taught at the higher secondary level.

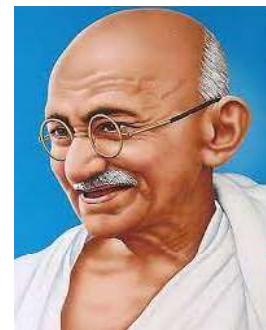
BASIC EDUCATION SYSTEM – 1937

- ❖ In 1937 Gandhiji presided over a meeting of Congress Ministers of 7 states and proposals for Basic Education were made.
- ❖ Basic education is called Nai Talim education system.
- ❖ Basic Education is called Wartha Plan.
- ❖ Basic education system is called representational education.

- ❖ Under the chairmanship of Zakir Hussain, basic education system was formulated in Wardha.
- ❖ Basic policy emphasized natural life, social balance, vocational education and values.
- ❖ The supervisory method of conducting classes by senior students was also in force.

Features

1. Free compulsory education should be provided to boys and girls for 7 years.
2. Teaching should be done in mother tongue.
3. Handwork should be central.
4. Learn to work while studying.
5. Productivity should be increased through education.
6. Priority should be given to cottage industries.
7. Basic Education was introduced in 1945 under the name of Nai Taleem.



SERGEANT'S REPORT/ PLAN - 1944

- ❖ Sergeant's report is called the post-war plan.
- ❖ Sergeant's report is known as the First Indian Education Planning Commission.
- ❖ The period 1939-44 is known as the dark period in the history of education of the country.
- ❖ After the Second World War, the government commissioned CABE in 1944 to prepare a plan for India's educational development.
- ❖ In 1944 CABE appointed a committee under the chairmanship of Sir John Sargent, a member of the company, to make suggestions for comprehensive educational development to solve the crisis in the education sector.
- ❖ Committee suggested to develop education in India on the model of Cambridge University- Sargent Committee.
- ❖ By 1939, England was spending Rs.33.20 paisa per person per year, while India was spending only Rs.80 paisa per year, so it would take 40 years for India to reach England's level. It was thought that it would take time.



Highlights:

1. **Pre-primary education:** Pre-primary education should be provided to children below 36 years of age.
2. **Free Compulsory Primary Education** 614 Provision of Free Compulsory Education to Children Between the Ages (1984)

3. **Secondary Education:** To provide high school education for 6 years to selected children aged 11-17 years.
 4. Higher Education After higher secondary 3 years of degree education should be provided.
 5. Adult education: 10 to 40 years Eradication of illiteracy should be done for those between
 6. Special Education: Provision of special education facilities for physically and mentally challenged.
 7. Inter Vidya should remove the intermediate course and add the first year to high schools and the second year to degree classes.
 8. Technical Education Technical, commercial and other educational courses should be introduced.
 9. Teacher Education: a) Teacher training programs should be designed and conducted.
- b) Teacher advisory bodies should be established.**
10. Libraries: Libraries should be established to eradicate illiteracy.
 11. UGC The UGC should be set up to coordinate the universities.
 12. Employment Bureau: An Employment Bureau should be established to eliminate the problem of unemployment.
 13. Recreational programs Social and recreational programs should be arranged.
 - ❖ Sergeant's report has a prominent place in the country's history.
 - ❖ The credit of preparing a comprehensive education plan from pre-primary level to higher education level goes to the Sargeant Committee.
 - ❖ However, a 40-year deadline is required to implement their recommendations, says the report of the sergeant.
 - ❖ Nehru criticized that Sargent's report showed that the British government had no intention of educating Indians.
 - ❖ However, universal compulsory free compulsory primary education which was mentioned as a major recommendation in the Sergeant's report has not been resolved till date.
 - ❖ The deadline (1984) for the report of Sgt.

Results

1. In 1945 the Department of Education was formed at the Centre.
2. In 1946 Five Year Plans were prepared in some states.
3. All India Council of Technical Education formed in Delhi. (AICTE)
4. University Grants Committee (UGC) constituted at the Centre.
5. Even long after independence, Sargent's report was the guiding light for the government.
6. Two types of courses should be introduced at higher levels.

1. Educational
2. Technical.

NATIONAL EDUCATION SYSTEM OF INDIA - 1905 - 1938

- ❖ Englishmen like Lord Curzon were implementing anti-racial policies.
 - ❖ Macaulay's filter theory was to deprive common people of education and job opportunities.
 - ❖ High priority has been given to English language.
 - ❖ Mother tongue has been neglected.
 - ❖ Curriculum has been made employability friendly.
 - ❖ Educational administration was completely in the hands of Europeans.
 - ❖ Inability to meet the needs of the nationalistic people. Phases of National Education Movement
 - ❖ This movement can be divided into 3 stages.
1. **First Phase (1905 - 1910)**
 - ❖ It started with Swadeshi movement.
 - ❖ This education started with the feeling of makoddu.
 2. **Second Phase (1911-22)**
 - ❖ During the non-cooperation period of 1920, children were withdrawn from the colleges and schools established by the British government and enrolled in indigenous educational institutions with a national spirit.
 3. **Third Phase (1930 - 38)**
 - ❖ This phase started with the law breaking movement.
 - ❖ In the 3rd phase, education policy plans for Indians were formulated.
 - ❖ Gandhi's basic education system and vocational training system became popular.
 - ❖ Swadeshi Vidya Movement can be considered a failure as it was started in a frenzy without specific objectives.

1.4 EDUCATION SYSTEM IN INDIA after INDEPENDENCE

- ❖ Nehru, the first Prime Minister, was convinced that education should be recognized as an investment for future generations by completely overhauling the education system.

Educational Objectives of Independent India

1. Education with democratic perspective
2. Education for a new way of life
3. Education for financial independence
4. Electricity as a national perspective

- ❖ The central government and organizations like CATE have appointed committee members.

UNIVERSITIES COMMISSION - 1948

- ❖ To improve the education of universities for the first time in our country after independence. And in 1945, the Central Educational Advisory Board (CAIB) constituted a committee under the chairmanship of Sarvepalli Radhakrishnar to give appropriate suggestions and recommendations for raising high standards.

Recommendations

1. University teachers should be classified into types.
They are 1. Professor- 2, Reader K. Lecturer
2. Teaching should be done in the original language.
3. Priority should be given to agricultural education.
4. Rural universities should be established.
5. Financial assistance should be provided to the researcher.
6. It has proposed to bring changes in the method of conducting examinations.
7. Universities should be developed as one center.
8. There should be promotion facilities based on merit.
9. Universities should improve their performance.
10. A University Tea Commission (US) shall be set up to finance the working hours, staff and pay scales of the Principals of the Universities.
11. Secondary education in Dayam is very weak. So this should be commemorated immediately, the Sarvepalli Radhakrishnar Committee has suggested that the university education should be strengthened.
12. Charaksha system should be seen. Essay tests should be coordinated with objective tests.



13. University education should be put on common list and standards should be raised in secondary education.
14. Women's colleges should be established.
15. The duration of first degree course should be increased to two years.

CABE Committee

- ❖ The CABE Committee met in the month of May 1948 and made recommendations.

CABE - Central Advisory Board of Education.

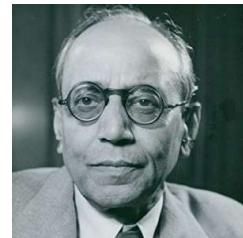
1. Minimum junior basic education should be provided to all.
2. All State Governments should provide free non-compulsory education to boys and girls in the age group of 6-11 years in Raboy 10 years.
3. Teacher student ratio should be 1:40.
4. Schools in rural urban areas should be used in two shifts if necessary.

B.G Kher Committee (1951)

- * In 1951, B.G Kher Committee was constituted to suggest the relations between the State Governments and the Local Governments in the management of primary education.

Recommendations

1. School management responsibilities should be handed over to local bodies.
2. Adequate arrangements should be made for inspection of schools.
3. State Governments should provide financial assistance to local bodies for the management of schools.
4. The services of officials and non-officials should be used in the preparation of textbooks.
5. District Education Boards should be established.

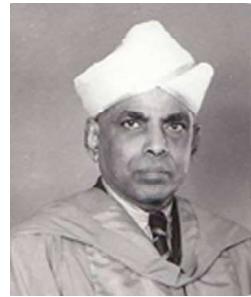


SECONDARY EDUCATION COMMISSION (1952-53)

- ❖ Second committee set up by CABE - Secondary Education Commission
- ❖ Secondary Education Commission is known as Madhyamik Education Commission. Or Lakshmanaswamy Salmiyar Commission.
- ❖ In 1952, to bring about changes in secondary education, the then Vice-Chancellor of Madras University, Dr. Lakshmana Swamy Salmiyar appointed the chairmanship committee.
- ❖ Recommendations which are limited to secondary education are also the cause of basic elementary education.

Recommendations

1. Form of education = 5 + 3 + 4 + 3
2. a) Scholar training
b) Personality development
c) Leadership training
d) Vocational skill development etc. are educational objectives.
3. The Secondary Education Commission is of the view that secondary education is the link between primary education and university education.
4. Multipurpose schools should be started.
5. Multi-purpose schools should introduce diverse courses and arts.
6. Skill of students should be developed in vocational education rather than book knowledge.
7. More number of teachers should be appointed and necessary funds should be provided for the running of the schools.
8. The system of examination should also be reformed to check the all-round development of the student.
9. Curriculum should be selected and taught to enhance character building.
10. In the curriculum followed in the educational field, subjects like languages, mathematics, social sciences, general sciences, sciences, arts, music, handicrafts, physical education etc. should be established.
11. Education system should guide future leadership.
12. Syllabus should be useful for real life or eternal life.
13. Teaching should be done in a scientific manner.
14. Action method (Kritiyadharapaddhata) and project method should be introduced in teaching.
15. Mother tongue should be introduced as medium of instruction in secondary education.
16. Schools should excel as self-sustaining public schools.
17. Counseling and guidance centers should be set up for students to choose professional courses according to their interests.
18. Agriculture related courses like forestry and animal husbandry should be introduced in schools in rural areas.
19. Gurukula schools should be established.
20. Technical schools should be established at industrial centres.
21. Sports, Scouting, NCC to inculcate discipline in students. Co-curricular programs like



22. The examination system should be reformed. Objective questions should be introduced to reduce the subjectivity in the examination system.
23. Central Madhyamik Vidya Parishads should be constituted to coordinate the programs of Madhyamik Education throughout the country.
24. Text Book Committees should be appointed to publish quality textbooks.
25. There shall be a single public examination at the secondary school level.
26. Special facilities should be provided for girls in co-educational school.
27. Separate schools for girls should be established wherever necessary.
28. Adult education and literacy programs should be organized.

NATIONAL COMMITTEE ON WOMEN'S EDUCATION

(1955-57)

- ❖ Based on the decision of Education Sub-Committee of Planning Commission (July 1957), Education Ministers Meeting (1957-September) a National Committee for Women's Education was appointed under the chairmanship of Mrs. Durgabai Deshmukh.



Recommendations

1. Gaps between male and female education should be eliminated.
2. A National Council for Girls and Women Education should be formed.
3. Comprehensive development plans for girls and women education Each state should create
4. All underprivileged girls should be given financial or other assistance for primary education.
5. Govt should give prizes to villages with high percentage of enrollment and average attendance of girls.
6. There should be a uniform curriculum for all boys and girls at the primary stage.
7. There is a need to conduct a scientific study on the problem of wastage in the country.

BHAVA SAMAYYAKAT COMMITTEE 1961

- ❖ Committee Appointed to make appropriate suggestions for promoting emotional, national and social integration among students in the country

Suggestions

1. Curriculum of schools and colleges should be secular.
2. Morning prayer should be performed every day.
3. The students should be made to pledge to serve the nation twice a year.

4. Stories, poems, folklore, social science, national anthem and other national songs should be given importance in primary stage.

KOTHARI COMMISSION (1964-66)

- ❖ The then Chairman of the University Grants Commission, Dr. The Indian Education Commission was appointed by the Central Government on July 14 - 1964 under the chairmanship of Daulat Singh Kothari.
- ❖ Total number of members in Kothari Commission is 11 including USA. Academicians from UK USSR France and Japan are also members.
- ❖ Kothari Commission 1964- started functioning from October 2 and worked for 21 months and produced a report.
- ❖ The Kothari Commission submitted its report on June 29, 1966 – entitled Education National Development or Vikasam to ALC Chagla, the then Union Education Minister.
- ❖ The report mentions that education is a tool for change and it should be related to the life needs and aspirations of the people of the country.
- ❖ The Kothari Commission report begins with the same sentence "India's destiny takes shape in classrooms.

Parts of the report:

- ❖ Kothari Commission has total 3 parts and consists of 19 chapters.
1. Part One - Consists of 6 Chapters.
It describes the general aspects of the educational restructuring process.
 2. Second Part - It consists of Chapters 7-17. Description of elements like primary education, secondary education, teaching process, textbooks, teachers, physical facilities, evaluation.
 3. Part Three: It consists of chapters 18-19. Description of academic planning, administration, chapters, management etc.



Instructions:

1. Kothari Commission Educational Format 10 + 2 + 3
2. Educational Objective :
 1. Increase productivity
 2. Achieving modernization
 3. To establish national and social integrity.
 4. Development of social, moral and spiritual values
3. Educational Facilities:
 1. Primary education facility 1 km. Must be within meter range.
 2. Primary Higher Education Facility 1- 3 Km. Must be within meter range.

3. It is recommended that the materials necessary for writing text books should also be provided free of cost up to the primary level.

4. Tuition Fee:

1. Tuition fee should not be charged at primary level.

5. Languages:

1. Instruction at the primary level is in the mother tongue or the regional language.

2. Teaching can be done in two languages ??at higher primary level.

6. Curriculum

1. Mathematics, language, science, social science, creative works, work experience, health education should be taught up to lower primary level.

2. Upper Primary Level Two Languages ??Mother Tongue / Regional Language 2. Hindi, English, Mathematics, Science, Social Science, Arts, Work Experience Physical Education, Ethics Education Values.

7. Teacher Education :

1. Teachers teaching up to elementary level should have two years of training.

2. Teacher training institutes should function for 230 working days.

3. Admission to teacher training institutions should be free without tuition fees.

4. It is recommended that every teacher training institution should have a practical teaching school and pastel library facilities.

5. IASEs should be started as centers of advanced studies.

6. Increase the salary of teachers (Rs. 150 to 1600)

7. Steps should be taken to ensure that 80% of children admitted to class I continue up to class ten.

8. Retention and stagnation in education should be prevented.

9. It is suggested that pre-university course should be taken out of college and transferred to schools and this process should be undertaken by Vishwa Vidyalaya Grants Samiti.

11. It states that higher secondary education should be 2 years.

12. Educational objectives should be in line with people's aspirations and changing needs.

13. Through education one should be able to achieve all-round development.

14. 10 years of schooling or 8 years of primary education, two or three years of lower secondary education.

15. Pre-primary education of 1-3 years should be provided wherever possible.

16. A common school system should be established.

17. Work experience should be introduced (3 hours per week)
 18. Primary education should be banned.
 19. Better teaching should be done while minimizing wastage and retention.
 20. Informal education centers should be established and only those who have dropped out of school should be enrolled in it.
 21. NSS, NCCs should be an integral part of all educational stages.
- ❖ Trilingual principle was introduced as per the suggestion of Kothari Commission.
 - ❖ As per the suggestion of the Kothari Commission, for the first time in our country in 1968 the National Education System Created.

NATIONAL EDUCATION POLICY - 1968

- ❖ The Central Government has asked the State Governments and local bodies to give instructions for the educational development plan prepared as per the recommendations of the Kothari Commission (1964-66).
- ❖ As part of that NEP - 1968 was prepared by the Union Government in 1968 with the recommendations of a committee appointed by the Government of India comprising Members of Parliament from various political parties.

Recommendations:

1. Form of educational policy = 10 + 2 + 3
2. Free compulsory education should be implemented for all boys and girls below 14 years of age.
3. Trilingual principle should be implemented at school level. English should be introduced as international language, Hindi as national language and regional language as third.
4. Adult education and literacy programs should be organized.
5. Sports should be started from school level.
6. Preparation of subject plans and printing of textbooks should be done.
7. A continuous evaluation testing procedure should be implemented.
8. To promote agricultural education by establishing a State Agricultural University.
9. Conducting work-experience, national service programs.
10. Vocational education and technical education should be implemented after secondary level.
11. Establishment of training institutes like IIT, Polytechnic etc. for industrial education.
12. Teachers should be given satisfactory salaries.
13. Part courses and correspondence course should be introduced to improve individual capacity academically.

14. To provide equal opportunities for education without regional, economic and social gender disparities.
15. To establish universities subject to funding and promote scientific research.
 - ❖ It is suggested that the central government as well as the state governments and local bodies should prepare and implement plans on the above issues.

ISWARI BHAI PATEL COMMITTEE - 1977-78

- ❖ 1977 - Ishwari Bhai, Vice Chancellor of Gujarat University, Government of India in June. A committee was formed under the chairmanship of J. Patel to review secondary level education courses, syllabi and textbooks.
- ❖ This commission submitted its report in 1975.



Recommendations:

1. Reviewing the identified steps and their objectives.
2. Scrutinizing the NCERT prepared Sinjar syllabus.
3. Since 1977, the various swiras in Anulu have prescribed a chronology for the study of various subjects
4. The committee feels that the state governments, local bodies and education boards should be given freedom in the process of construction of Kulam Singer, thereby providing an opportunity to manage the planning according to the local needs.
5. Socially useful productive work (SUPW) should be given prominence.
6. Humanities, Sciences and Socially Empirical Productive Work (SUPW) 3 elements are crucial in the recommended by the committee.
7. SUPW suggested that school caste should be prominent in the programs.
 - A. The time table should allocate 20% time for these from class 1 - 5.
 - B. 6 hours out of 12 hours per week to SUPW. It is recommended to allocate
 - C. It has been suggested that this full subject (Full adj) should be given high importance and appropriate place should be given in the certificate main and examinations.
8. The Kaukani Commission said the same things that the school should have the curriculum for caste language, mathematics and environment.
9. Reduce homework for students and encourage self study.
10. Laboratories and libraries should be established for
11. Children at primary level are not required to stay more than 2 10 hours to 3 hours.
12. Establishing strict time tables is not an academically healthy approach.
13. In Classes 1 - 2 - Language Books only.
Classes should include mathematics and environmental science.

14. Inti Pani is not required to be given till fifth standard and suggests that more opportunity should be given to self-study within the school itself.
15. Teachers need teaching sites and tutorials.
16. It is recommended that a specific school year (Academic Year) is not necessary at the primary stage, and that the academic year should be suited to local needs.
17. Facilitation for schools to conduct experiments and research for creative processes. The Committee stressed the need to provide
18. While NCERT should focus on the preparation of teaching materials in the preparation of textbooks, teaching methods or teaching materials, printing, State Governments, Boards of Education and other educational agencies can be taken up.
19. It recommends a system of multiple entry opportunities to adopt regular and non-regular methods of entry into the school mainstream so that dropouts can acquire education up to the required level in non-regular mode and have an opportunity to join mainstream education at the appropriate level.
20. English language should be introduced from class 8 onwards.
21. Retention and wastage should be minimized.

DR. MALCOLM ADISESHAIAH COMMITTEE - 1978

- ❖ In 1978, Madras University Vice Chancellor Dr. A committee formed to introduce vocational courses at the intermediate level under the chairmanship of Malcolm Adiseshaiyah.
- ❖ Malcolm Adiseshaiyah Committee reviewed the +2 Curriculum and submitted its report titled "Learning to do towards a Learning and working society".

Recommendations

1. He stated that vocational education should go along with general education.
2. Courses like agriculture, commerce, health, medicine etc. should be preferred according to rural environment.
4. Apprentice facility should be provided to those who have completed vocational education.
5. Vocational education councils should be established at state level and national level
6. Semester method should be continued.
7. There should be two types of educational plans at the intermediate level.
 - a) General education plan
 - b) Vocational education plan



Contents

They are

1. Languages - 15% time

2. General Foundation Courses 15% time
3. Vocational Education Electives (16 subjects) = 70% time

NATIONAL CODE OF CONDUCT - 1986

- ❖ The then Prime Minister Mr. Morarji Desai mentioned the need for reforms in the field of education in the 'Snatakotsava Sabha' held at Gujarat Vidyapith on 18-Oct-1978.
 - ❖ On 1985-Jan-5 the then Prime Minister of India Mr. Rajiv Gandhi suggested that the education system should be such that children of school going age can face the challenges of the 21st century.
 - ❖ 1985 (HRD) Minister PV Narasimha Rao was instrumental in designing NEP-1986.
 - ❖ P. V. Rasimha Rao in his report A policy perspective on education (Challenges in Education - A policy perspective) has been prepared.
10. Parliament passed the National Education Policy - 1905 - Apr - 29-11966.

Highlights :

A. General points:

1. Format of education is 10+2+3
 - 10 Years - Secondary Education
 - 5 years is the primary level.
 - 3 years of upper primary level
 - 2 years Ra is secondary level.
 - 2 Years - Higher Secondary Education
 - 3 Years - Degree Education
2. A code of conduct reflecting democratic values ??should be implemented.
3. Child Care Proposed Child Care Centers for Child Education.
4. Several departments in the universities should work together and conduct research.
5. Universalization of primary education.
6. To take appropriate measures to improve educational standards.
7. Values education should be given priority.
8. Textbooks should be prepared on the basis of quality of education.
9. Literacy programs should be undertaken to spread adult education. Considering this as a national program, students, teachers, officials and non-officials should all work hard.
10. Schools should be filled with sports songs to promote physical fitness and broad outlook.



11. Continuous comprehensive evaluation should be done as per the requirement of study. (CCE)
12. Test procedure should arouse curiosity in children but not instill fear.
12. Vocational education should be encouraged by starting vocational courses suitable to current needs.
13. To enable women to excel in all fields, they should be encouraged with financial assistance to take admission in various courses.
14. Trilingual principle should be implemented.
 - a) At primary level - mother tongue
 - b) At secondary level - trilingual principle
15. Following a National System of Education.
16. According to the National Education Programme, education of comparable quality (Telaartivenala comes panble quality) is available to all irrespective of caste, religion, region, gender up to a certain level.
18. Promoting equitable education Eliminate disparities in access to education and provide equal educational opportunities to girls, Scheduled Castes, Scheduled Tribes, Minorities and Persons with Disabilities.
19. Lifelong education (Lists Long action) should be provided in the educational process continuously. 19. Universities and distance education should be available to develop higher education.
20. To recognize the role of politicians, educated society and parents in the spread of education.
21. Education suitable for agricultural and industrial development by increasing the number of agricultural and technical universities should be provided.
22. Adequate opportunities should be provided for ECCE education.
25. Expenditure on education is like investment in present and future.

At the elementary level

- ❖ Topics taught at elementary level

They are

- : 1. One language - mother tongue / regional language
- 2. Mathematics
- 3. Environmental Science - 1 & 2
- 4. Work - Experience
- 5. Art education
- 6. Health Exercise

- ❖ Universalization of primary education

- ❖ Taking appropriate measures to improve educational standards.

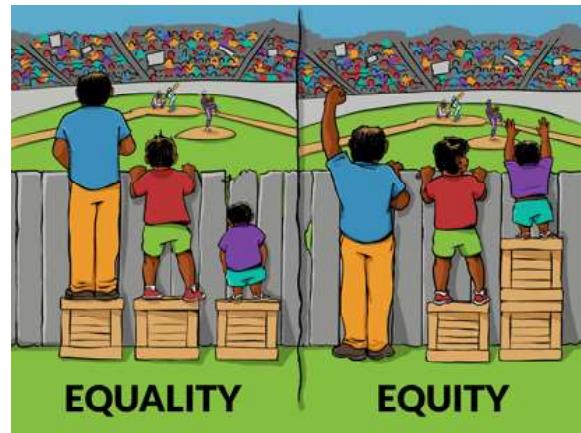


At secondary level of education

- ❖ Three Languages, Mathematics, Science
 1. International / Library Language is English
 2. National Language - Hindi
 3. Mother Tongue / Regional Language - Telugu
- ❖ Giving priority to learning rather than teaching.
- ❖ Curriculum should be based on 10 core elements of the school curriculum.

Ten points:

1. History of Indian Independence Movement
2. Our constitutional provisions
3. To foster a sense of national unity
4. Citizenship of Indian culture
5. Fraternity, Democracy, Secularism
6. Gender Equality
7. Conservation of environment
5. Removal of social barriers
9. The concept of small families
10. Developing a scientific perspective



Education for Equality

1. To remove disparities in educational programs and to make general education equal for all.
2. Equality for women, removing the traditional sense of women as waves and incompetent,
3. To provide equal opportunities in employment.
4. To pay special attention to the education of girls.
5. To provide special educational facilities for Scheduled Castes, Scheduled Tribes, Minorities and Persons with Disabilities.
6. To take immediate steps necessary to universalize primary education.
7. NED-1986-6- Free compulsory education for all boys and girls below 14 years to be achieved by 1995. It was decided that.

Universalization of primary education means:

1. Universal Access means that the opportunity to study is available to all. A primary school within 1 kilometer and a secondary school within 3 kilometers should be available for children.
2. Adequate steps should be taken to make education accessible to girls, backward classes, Schedules, Castes, Scheduled Tribes etc.

Universal Enrollment:

- ❖ Enrollment of all children of school age.

Universal Retention:

- ❖ All enrolled children are educated in school until they complete primary level education.

Universal Achievement:

- ❖ Achieving the expected competencies of all children enrolled in school.
- ❖ Setting up informal education centers and alternative schools where necessary.
- ❖ As a result of many schemes implemented in our state, primary education facility has been created in approximately 98% villages.
- ❖ Enrollment has increased significantly. But the observation shows that about 50% of the children stop reading at the primary level.

Other items:

1. OBB (Board Work) is implemented.
2. DIETs should be established in every district education centre.
3. To revolutionize non-formal education, mainly by adopting a student-centred approach.
4. Emphasis on learning rather than teaching.
5. Prioritizing continuous comprehensive evaluation.
6. Encouraging extra-curricular activities...
7. Encouraging students to learn at their own pace during the learning process.
8. Introduction of competency-based teaching in the educational process including setting minimum learning levels or standards up to the primary level.
9. Navodaya Vidyalayas should be established in each district across the country.
10. Adequate promotion of conditional education at secondary level 10% by 1990, 25% by 1995 Vocational education facility at higher secondary level.
11. Indian Education Services should be started.
12. District Education Boards should be established in the educational establishment.
13. All India Council of Technical Education (AICTE) etc. should take appropriate steps to clean up the education system in terms of administration,
14. The gap between jobs and degrees should be removed.
 - ❖ From the 15th and 8th Five Year Plans, 6% of the national income should be allocated to education.

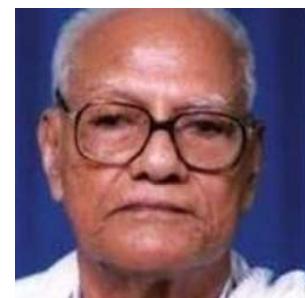
POA - 1992

- ❖ bo (Programme of Action)
- ❖ 1986 - NEP

- ❖ A Program of Action was formulated in 1992 to implement the NEP-1986 and got approval in the Parliament.
 - ❖ CABE appointed a committee, discussed with the state governments and prepared an action plan for implementation of the recommendations mentioned in NEP-1986.
 - ❖ The 73rd Constitutional Amendment was proposed, thereby decentralizing the administration of education through panchayat raj institutions.
2. Establishment of State Advisory Board of Education (SABE) in the State on the lines of Central Advisory Board of Education (CABE) functioning under the ownership of the Central Government to implement the preparation of State Education Plans. will happen
 - 3.. At the district level a board was appointed with people from all walks of life and a Chief Education Officer was appointed for it.
 4. The district is responsible for the design and implementation of educational programs from non-formal to adult education. It is handed over to the Board of Education.
 5. Village Education Committees will be constituted in each revenue village and they will be entrusted with the responsibility of preparing micro-planning and implementation.
 6. Voluntary service organizations are identified and partnered for policy implementation from the bottom up.

ACHARYA RAMAMURTHY COMMITTEE (1990)

- ❖ The Central Government appointed a committee under the chairmanship of Acharya Ramamurthy on 7-5-1990 to review the National Education Policy (1986) and put it into action.
- ❖ Acharya Ramamurthy reported his report entitled Towards Enlightened Human Society.
- ❖ 1991 - On January - 9, the recommendations made by the Ramamurthy Committee were tabled in Parliament.



Highlights:

1. Pre-Child Care Primary Education (ECCE) will be strengthened and educational facilities made more accessible to girls.
2. Continuation of Angan Wadi schools for pre-primary education for child care.
4. Encouraging school managements to develop decentralized partnership planning.
5. Increase participation of girls in exercise and sports.

- 6.. The rights and responsibilities conferred by the Constitution should be introduced in educational plans.
7. Adequate number of women teachers should be appointed.
8. Educational policies should be formulated in the spirit of Article 45 of the Constitution. Compulsory primary education should be implemented.
9. Several strategies should be adopted to achieve the goals of universal primary education. This should include adult education schools.
10. Mathematics and science concepts should be included in the education plan as well as women empowerment. There should be no curriculum that degrades women.
11. The existing Navodaya Vidyalayas should be transferred to the state owners so that they can be developed and managed effectively.
12. To provide school education in rural areas where there are no schools by appointing educational assistants in the name of Shiksha Karmi.
13. Child-centred approaches should be followed in teaching.
14. Governments should take immediate steps to make universal elementary education a goal.
15. Governments should provide adequate funds to achieve the goal of universal elementary education.
16. Basic education should be enshrined in the constitution as a fundamental right.
17. The education system should help to awaken the humanity in man and make him a generous, noble person as a cultural force, aware of his responsibility towards the community and the country without looking at him as a national resource or a profitable asset.

N. JANARDHAN REDDY COMMITTEE - 1991

- ❖ In the CABE meeting held on March - 8, 9, 1991, a 16-member committee was constituted on July - 31-1991 under the chairmanship of N. Janardhan Reddy to examine the recommendations of the Ramamurthy Committee, the recommendations of NEP-1986 and recommend the implementation strategies.
- ❖ Janarthan Reddy Committee aspires that every person in the country should become literate before India steps into the 21st century.

Recommendations:

1. Pre-primary education and childcare should be strengthened by funding ICDS in the Eighth Five Year Plan.
2. Necessary orientation skills should be developed among the recruits in Angan Wadi Centres.
3. Adequate training should be arranged for Anganwadi work.



4. Adequate steps should be taken to spread non-formal education and adult literacy.
 5. Community participation, school mapping, micro planning should be encouraged to achieve the goal of universal education.
 6. The present Nallaballa Scheme (OBB) should be continued in the Eighth Five Year Plan as well.
 7. Schools / Complex should be established and steps should be taken to achieve the goals of universal education.
 8. Educational facilities should be provided for all the boys and girls belonging to scheduled tribes and castes.
 9. An informal education center should be set up for dropouts within 1 kilometer walking distance of the primary school. Education should be provided to the girls working in these informal education centers.
 10. One upper primary school should be established for every two primary schools.
 11. The percentage of dropouts in classes 1-5 should be reduced from 20% to 40% of all elementary classes.
 12. Local committees should be formed for school development. Women and teachers should be represented in them.
- ❖ The Janardhan Reddy Committee proposed to prepare a National Educational Policy Action Plan in accordance with the recommendations of N. Janardhan Reddy. Some of the proposals of this committee were included in POA (Programme of action - 1992) 5 .

YASH PAUL COMMITTEE (1993)

- ❖ In 1992, the then Rajya Sabha member R.K Narayan entered the Rajya Sabha with a heavy school bag.
- ❖ Former President of UGC to study the weight of books carried by children to schools A committee was formed in 1992 with 8 members under the chairmanship of Yash Pal.
- ❖ Yashpal reported its report on 15 July - 1993.
- ❖ The YSPOT Committee in its report mentioned the weight of schoolbags carried by children and insisted on measures to reduce it significantly.
- ❖ The committee has made many recommendations after finding that the students are learning and understanding less because there is a lot of teaching.
- ❖ The Yash Paul Committee prepared its report titled Learning without Burden. (Unburdened Study)



Recommendations:

1. The need for national level basic education plan should be kept in mind.
2. Joyful Learning in schools so that students can continue learning individually and collectively.
3. Teachers should be involved in preparation of syllabus.
4. Textbooks of primary classes should be prepared by teachers of that level.
5. Voluntary organizations committed to educational development should be encouraged.
6. Education administration and management should be decentralized to Gram Panchayat level.
7. Headmasters should be entrusted with the responsibility of improving school facilities.
8. Teacher: Student ratio should be ensured as 1:30.
9. Technology system should be encouraged for modernization of education sector.
10. School managements should be free to associate with the board of their choice.
11. A special mechanism should be set up for the management of pre-primary education.
12. Students should not be given any kind of homework in primary stage. Textbooks should also be kept in schools.
13. Teaching teacher education through distance education system should be discouraged. This approach should only be used for post-vocational training.
14. The examination procedure should bring about changes in the preparation of questions. Continuous comprehensive evaluation should be implemented.
15. Minimum learning levels or standards should be determined and implemented at the primary stage. They should be gradually extended to upper primary and secondary classes.
16. The weightage of subjects starting with mathematics should be reduced.
17. Topics that are not accepted by the society should be avoided in the text books.
18. Practice skills should be developed at school level.
19. Eligibility age for admission to primary schools should be increased by 1 year.
20. Schools should teach for at least 210 days in a year.
21. Classrooms should be provided with all kinds of facilities.



22. Institutions like SCERT, DIET etc. should be strengthened for qualitative development of education.
23. In 1993 the Chaturvedi Committee was constituted to examine the recommendations of the Yashpal Committee.