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BREIF HISTROY OF PRIMARY EDUCATION SYSTEM IN INDIA



Education is the process of make smoother or the purse of knowledge, improve skills, value of life and habits. In India primary school education is most important for early education. Without primary education no one can get higher education.



In the past, there was a "GURUKUL" system of the education in India, in which who wanted to take education went to our teacher who was called "GURU" at that time. All type of learning was near linked to nature and it was not in written form that is called practical knowledge. In present time in India the education system is modern which is established by British East India Company. The curriculum of education was not in the written in ancient history but after systematic and modern education we have written and well established form of curriculum. There are four steps in modern education which are first Primary Education, Second Secondary Education, third high school or junior colleges and four is graduation or higher education. Please note in the above were important is primary education after that only they can go up higher.

History for advancement of Primary Education:

The credit of current education system in India by the Endeavour of "British Christian Missionary" their main focus were on early childhood education, so they did various work for eliminatory education and established many eliminatory schools in different part of India. In this way our country got new era education system.



The Christian missionary was only promoting his religion while the company wanted English-speaking Bharti, so the British East India Company, in collaboration with the British Government, passed **a number of acts to promote education, among which the major ones are:**



1813 Act & the Education- By Charles Grant and William Wilber force

It was very important act because it was the first occasion that British East India Company appreciated for the advertising of education in India.

General Committee of Public Instruction, 1823

As a result of this Act, Spread of education in India and Macaulay's Resolution come a across with the clear picture of British Education System.

The **English Education Act 1835** was a legislative Act of the Council of India, gave effect to a decision in 1835 by Lord William Bentinck, then Governor-General of British India, to reallocate funds the East India Company was required by the British Parliament to spend on education and literature in India **Macaulay's Education Policy, 1835.**

Wood's Dispatch, 1854 Wood's despatch:

When in 1854 he sent a dispatch to Lord Dalhousie, the then Governor-General of India, Wood suggested that primary schools must adopt vernacular languages, high schools must adopt Anglo-vernacular language and at college-level English should be the of education. This is known as Wood's dispatch.

Hunter Commission (1882-83)

Hunter Education Commission

1882-1883



Hunter Commission officially known as the Indian Education Commission, 1882, was the first education **commission** in the history of modern India. **Lord Ripon** the then Governor-General of India appointed the first Indian Education Commission on February 3, 1882 under the Chairmanship of **Sir William Hunter**, a member of the Executive Council of Viceroy. Major Recommendations of Hunter Commission of 1882 on Primary Education were. Primary education should be regarded as education of the masses. Medium of Instruction in primary education should be the mother tongue. So the main recommendations of the Commission were as under:

- ❖ The responsibility of imparting primary education was fixed on local – bodies.
- ❖ The curriculum should be framed according to local needs and its practical aspects properly emphasized.
- ❖ For primary teachers training, the number of normal schools should be increased or, established.

Thus, the recommendations of the Hunter Commission (1882) gave a great set back to the efforts of the Christian missionaries.. But most important recommendation of the commission was with regard to the development and improvement of primary education. The government institutions observed a policy of religious neutrality elementary education as a fundamental right.

More Voices for Compulsory Primary Education - Birth of Indian National Congress in 1885

The Indian National Congress in 1885 gave impetus to the demand. In the Calcutta Congress of 1905, it was declared that it is the birthright of the people of India to get proper education. It adopted a Resolution demanding that “Government should take immediate steps for making primary education free and gradually compulsory all over the country”.

Lord Curzon’s Educational Policy (1904)The resolution declared that the primary education had received insufficient attention and that it was the duty of both the central and provincial governments to expand and improve primary education. It was an important step forward from the Company Charter Act of 1813 that kept aside part of state fund for the purpose of public education and from the Wood’s Dispatch that provided the first basis for a state educational program in India.

The father of compulsory primary education in India

Gopal Krishna Gokhle




Government Resolution on Education Policy, 1913 The Government had established the education department under the central Government and the secretary was also appointed but the main demand for free and compulsory primary education remained unattended. This policy is known as the Government of India Resolution of 1913 on Education. Gopal Krishna Gokhale realized the inherent utility of compulsory education and submitted a private bill before the Imperial Legislative Council on the 18th march, 1910, to provide for the compulsory education Discuss the attempts made by Gokhale for the introduction of free and compulsory primary education within the period of 1910 to 1912.

Following were the important points of the resolution :

- ❖ Primary education should be made free and compulsory in the area where 35% of boys were receiving education.
 - ❖ This provision should apply to the age group of 6-10 years.
 - ❖ The cost of compulsory primary education should be shared by the provincial Government and the Local Bodies in the ration of 2 : 1.
 - ❖ A separate Department of education shall be opened under the Central Government to draw up a scheme for the expansion of primary education.
 - ❖ A secretary should be appointed to organize, supervise and look after the primary education.
- On 16th March of 1911, Gokhale presented a Bill in the Legislative Council to make a stronger fight against the Government.

Important clauses of the Bill include:

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- ❖ Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.
 - ❖ Local bodies should be given the right to levy educational cess to meet the cost of compulsory primary education.
 - ❖ Expenditure on education was to be shared by the local bodies and Provincial Government in the ratio of 1:2.
 - ❖ Compulsory primary education is intended to apply in the first instance only to boys, though later on a local body may extend it to girls also.

However the Government rejected the Gokhale's bill and instead promised to extend recurring and non-recurring grants to primary education. The education department had declared the new policy in the form of Government of India Resolution on February 21, 1913 covering primary education.

The Government Resolution on Education Policy, 1913 and its main provisions -

- ❖ There should be sufficient expansion of lower primary schools, where children should be taught drawing, knowledge of the village map, nature study and physical exercises.
- ❖ Lower primary schools should be raised to the status of upper primary schools.
- ❖ rural and urban schools there is sufficient scope for teaching geography and organizing school excursions etc.
- ❖ Provision be made for refresher courses for the teachers of primary education during vacations.
- ❖ Schools should be housed in sanitary, spacious but in inexpensive buildings.

Bombay Primary Education Act of 1918

After the demise of Gokhale in 1915, the campaign for compulsory primary education was taken up by Vithalbhai Patel. In 1917 Patel introduced a Bill in the Bombay Legislative Council for permitting municipalities to introduce compulsion in municipal areas of the Province of Bombay. It was approved by the Governor-General and came to known as the Bombay Primary Education (District Municipalities) Act of 1918 came into effect. People also called it a Patel Act, after its mover. The Patel Act kindled nationwide interest in the need of compulsory primary education for the whole country.

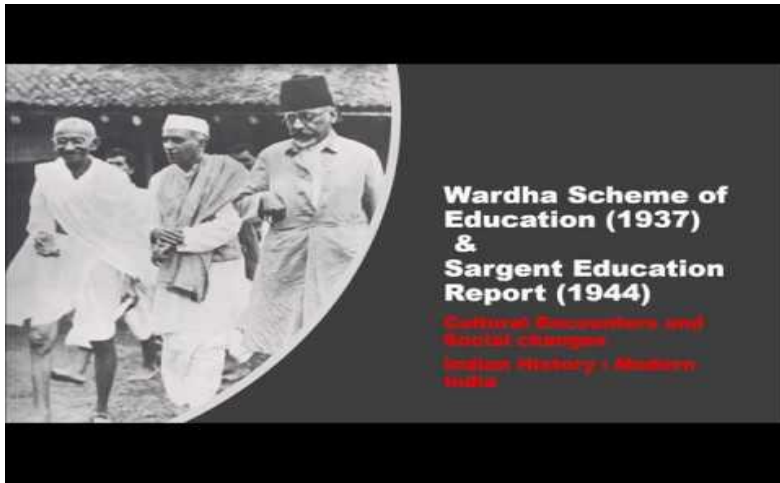
The Hartog Committee, 1929 Sir Philip Joseph **Hartog committee** on education submitted its report in 1929. The **Hartog committee** highlighted the problem of wastage and stagnation in education at the primary level In 1929, the Hartog Committee submitted its report. It "devoted far more attention to mass education than Secondary

and University Education". So, it suggested the important measures for the improvement of primary education. On primary education it said, "Primary education is ineffective, unless it at least produces literacy."

Government of India Act 1935

The **Government of Indian Act** was passed by the British parliament in **1935** and came into effect in 1937. It was based on a report by a Joint Select Committee, led by Lord Linlithgow, set up the two houses of the British parliament. The education ministers under provincial autonomy commanded far larger resources than under the diarchy system.

The Wardha Scheme of Basic Education, 1937-1938



The Wardha scheme of Education, popularly known as 'Basic education' occupies a unique place in the field of elementary education in India. This scheme was the first attempt to develop an indigenous scheme of education in British India by Mahatma Gandhi, the father of our nation. At Round Table Conference in London (1931) he pointed out the ineffectiveness of the system of primary education in India and the alarming low percentage of literacy among Indian people.

Wardha Education Conference 1937

All India Education Conference was held in Wardha on 22nd and 23rd October 1937. After this discussion on education, following resolutions were passed:

- ❖ Nationwide provision of free and compulsory education.
- ❖ Mother tongue should be the medium of instruction.
- ❖ Mahatma Gandhi's proposal that education should be centered around some productive form of manual work and be integrally related to the central handicraft.

Appointment of Zakir Hussain committee

- ❖ A committee was formulated to formulate the scheme of basic education in India. The report submitted by the committee and published in March 1938
- ❖ Its objectives, organization of schools, their administration, and inspection, promotion of craft centered education like spinning, weaving etc. The second report included agriculture, woodcraft metal work, and other basic handicrafts.

Salient features of Wardha Scheme of Basic Education (1937)

- ❖ **Free and compulsory education:** Free and compulsory education was to be given for 8 years (from 6 to 14 years).
- ❖ **Craft centered education:** The idea behind the scheme was to provide education through some form of craft or productive work.
- ❖ **Self-supporting education:** It aimed to provide such kind of education which can be self-supporting in later life.
- ❖ **The medium of instruction:** Mother tongue would have helped to speak, read and write correctly and effectively and to develop precision of thought and clarity of ideas.

Evaluation of Wardha Scheme of Basic Education (1937)

Merits of Gandhi's Wardha Scheme of Basic Education 1937

- ❖ The Wardha Scheme of Basic Education (1937) provided for free and compulsory education in mother tongue.
- ❖ The emphasis on the correlation between the physical and social environment is an effort to make knowledge easier and meaningful. This is even advocated by modern educationists.
- ❖ The system was to bring social solidarity and national integration by removing the barriers between educated and uneducated, rich and poor and between manual and intellectual work.

Limitations of Wardha Scheme of Basic Education (1937)

- ❖ The Wardha Scheme of Basic Education (1937) has been criticized for ignoring the negative psychological effects of work at such a young age.
- ❖ Due to fast and rapid industrialization, the knowledge of science and mathematics may become more desirable than the skills in handicrafts.
- ❖ Further, since the subjects included craft work due to which the students are sometimes too tired to take on the academic teaching properly.

Failure of basic education

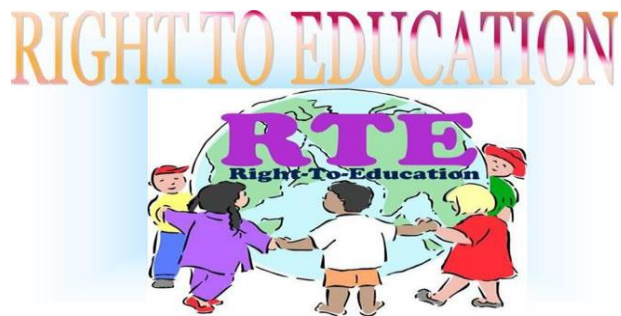
After independence, this basic scheme of education failed to become a permanent and lasting feature of the education system. The self supporting aspect of the system was severely criticized for turning the School into a small scale industry. There was a neglect of liberal education due to too much emphasis on craft. lack of funds and absence of proper administrative policy was also responsible for its failure. Though this scheme has failed, its fundamental principles are still relevant for our present education System. it can be reformed on modern lines to serve the present requirements.

The Sargent Scheme, formally known as the Report of the **Sargent Commission** on Post-War Education Development in India, was a 1944 memorandum (as claimed by British) prepared at the behest of the British-run Government of India that outlined the future development of literacy and education in India.

The Kher Committee, 1948.

In its report, the committee accepted the program of universal, compulsory and free basic education as proposed in the Sargent report but reduced the time span from 40 (1944-84) to 16 years (1944-60). It was this recommendation that formed the basis of Article 45 of the Directive Principles of the Indian Constitution enjoining that the "State shall endeavor to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years." Ever since, efforts were being made to fulfill the provision of free and compulsory education for all Indian children through successive five-year plans and a host of Central and State Governments' sponsored program. It finally culminated in the passage of the Right to Education Act, 2009.

Conclusion



In the year 1950, the Constitution of India in Article 45 includes a directive that, free and compulsory elementary education for all children up to the age of 14 should be provided within ten years of the commencement of the constitution. Provision for free and compulsory education for children The State shall Endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

