

## History of Education

S.C. GHOSH

Babu, M.A. 1990. **History of teacher education in Kerala State 1956-76**. Ph.D., Edu. Univ. of Calicut.

*Problem:* The study traces the development of teacher education in Kerala State from 1956 to 1976.

*Objectives:* (i) To examine the extent of administrative and academic control at the five different levels of teacher education in the State—pre-primary, primary, secondary, collegiate/university and language-teacher education—from 1956 to 1976, (ii) to examine the development of teacher education from 1956 to 1976, (iii) to examine the development of teacher education institutions in the State, (iv) to study the progress in the involvement of teacher trainees, (v) to examine the procedure of selection of teacher trainees, and (vi) to evaluate the crucial nature of the development of teacher education in the State.

*Methodology:* The tools used to collect data included the annual administration reports of the Department of Education (1964-76), the Directorate of Collegiate Education (1964-76), the University of Kerala (1957-76), the University of Calicut (1968-76), the Kerala State Council for Child Welfare (1957-62); the Kerala Education Rules and Kerala Service Rules; the syllabi and rules and regulations of the Master of College Teaching (MCT) course of Calicut University. The data were collected using a questionnaire relating to the development of teacher education in the State.

*Major Findings:* (1) There was considerable expansion of teacher education at primary and secondary levels during the period of study in Kerala State. (2) The Government of Kerala exercised administrative and academic control over teacher education institutions. (3) There was a tendency to start teacher education institutions in the private sector, and the communal influence of the ownership of a teacher education institution was seen. (4) There was considerable increase in enrolment for primary teacher education; the women trainees outnumbered the men in enrolment for teacher education at all levels. (5) Enrolment for pre-primary and primary teacher education was suspended by the government during the period of this study. (6) Male teacher educators outnumbered female teacher educators at all the five levels of teacher education. (7) There was inconsistent expansion of teacher education during the period. [KSP 0554]

Behera, M. 1988. **Growth and development of education under the Baptist Missionaries in Orissa 1822-1947**. Ph.D., Edu. Utkal Univ.

*Problem:* The study centres around the growth and development of education under Baptist missionaries in Orissa from 1822 to 1947.

*Objectives:* (i) To bring into the limelight the dark and deplorable conditions prevalent in Orissa when the Baptist missionaries launched their operation in 1822, and (ii) to emphasise the

various educational efforts of the missionaries to evangelise and civilise Orissa and rouse it from the deep slumber of ignorance and illiteracy.

*Major Findings:* (1) The Baptist missionaries first arrived in Orissa in 1822. (2) The East India Company did not encourage the idea of spreading Christianity in India. On the other hand, they at times even refused passports to many missionaries coming to India. (3) The Baptist missionaries operated throughout the Oriya speaking areas. (4) The British Baptist missionaries came immediately after the East India Company's occupation. (5) The general educational efforts of the missionaries were to establish orphanages. The missionaries also established primary schools and middle schools in different mission stations in Orissa, including both towns and villages. The progress of secondary education in Orissa even after the Wood's Despatch had been slow. At that time missionary high schools had been given special treatment. (6) The missionaries gave much importance to female education and *zenana* teaching. (7) The missionaries also played a significant role in the education of the tribals. (8) Professional institutions of different types were also established by the missionaries; these were the really benevolent efforts of the missionaries. The establishment of hospitals and dispensaries provided opportunities for nursing and midwifery training and Christian women were pioneers in this regard. The missionaries imparted training to teachers. Their institutions helped to prepare teachers at a time when such institutions were almost absent. They also established Sunday schools at different places in Orissa for imparting religious training as well as training for good character and conduct. (9) The mission press published religious books, textbooks for schools, dictionaries and other valuable books. (10) The religious and philosophical bases of education stressed the evangelical and academical aims of missionary education. Christian educational enterprises characterised the beginning of Indian history. The sociological base of missionary education was important in the context of mass

movements; the Christian endeavour for the upliftment of aboriginals and outcastes had been given due importance. (11) So far as the financial aspect of missionary enterprise was concerned, the main sources were subscriptions, endowments, special gifts and government grants which actually supported and encouraged missionary educational endeavour. (12) The mission had its own pattern of administration for the smooth conduct of institutions for education or religious training, and of medical and industrial organisations. In their ventures the missionaries always cooperated with and followed government policy. (13) Both curricular and co-curricular activities were effectively and efficiently organised in mission schools, which brought honour and glory to these institutions through reports and remarks of distinguished visitors and inspectors. [KCP 0446]

Birdi, Hardev Singh, 1990 **The implementation of National Educational Policies in India.** Ph.D., Edu. *Punjabi Univ.*

*Problem:* The present study attempts to analyse the implementation of national educational policies in India with special reference to primary, secondary, higher, professional, vocational and technical, women's, and adult education, and their administration and supervision.

*Objectives:* (i) To trace the development of education in India as reviewed by various Commissions and Committees, (ii) to find the impact of the qualitative and quantitative aspects of national educational policies since 1854, particularly the educational policies of 1854, 1904, 1913, 1968, 1979 and 1986, on the development of primary, secondary, higher, professional, vocational, technical, women's and adult education, and on administration and supervision of education, and (iii) to suggest how national educational policies can be more effectively implemented.

*Methodology:* The primary sources for collection of data included, Annual Progress

Reports on Education, published by the Government of India, sometimes yearly, sometimes quinquennial and sometimes decennial. Wherever original sources were not available, secondary sources were consulted.

*Major Findings:* (1) The policy decision of 1813 by the British Government to develop oriental languages can be called the first policy on education in India. (2) In 1813, it was for the first time that the British Government decided to grant one lakh rupees for the development of oriental languages in India. But the provisions of the Charter Act of 1813 were not given practical shape for about twenty years, because of a controversy between anglicists and orientalisists. (3) Lord Macaulay's Minute of 1835 set the controversy to rest. It was decided that a sum of one lakh rupees would be spent on the propagation and development of the English language. Lord William Bentinck through his Government Resolution dated 7 March 1835 accepted this resolution, which may be called the Second Policy Resolution on Education. (4) The real beginning of a national detailed policy took place in Wood's Despatch of 1854 which led to the start of the modern system of education in India. (5) The 1904 Policy on Education was a landmark in the history of Indian education, which was followed by four more in 1913, 1968, 1979 and 1986. [AK 1842]

Dewan, Dick Bahadur. 1988. **Education in the hill region of Darjeeling, West Bengal: Its development and the present status.** Ph.D., Edu. *Visva-Bharati*.

*Problem:* The investigator intends to find out what this region actually was in respect of its civilisation and what progress it actually achieved after 150 years of its life till now.

*Objectives:* (i) To observe the characteristic features of the area under investigation and to know the ethnic composition of the people as well as to trace the traditional and indigenous form of formal education that might have prevailed in

the area, (ii) to survey the educational activities of the Christian missionaries, (iii) to find out the socio-cultural forces behind its educational development, and (iv) to have a clear picture of the present status of its educational development.

*Methodology:* The study is primarily historical. Data were collected through a study of folk culture, folklore, folk tales, religious rituals; accounts of educationists, anthropologists, sociologists and historians; official records and other documentary materials like District Gazetteers, statistical yearly and census reports; proceedings of meetings of the school board; periodicals, magazines, etc. Another tool was interviews with administrators, teachers, students, elderly persons who had vast experience of the place, and so on. Questionnaires constructed by the investigator to get the opinions of teachers, guardians, retired education officers, distinguished citizens, etc. on the introduction of certain government policies were also used.

*Major Findings:* Darjeeling District has developed tremendously in its educational achievement in all areas of education, especially in the areas of primary and female education. [AS 1647]

Fonseca, J. 1988. **An analysis of the relationship between the political system and education with particular reference to primary and secondary education in Bombay (1901-60).** Ph.D., Edu. *Univ. of Bombay*.

*Problem:* The study investigates the impact of the political system on primary and secondary education in Bombay Province and Bombay State between 1901 and 1960 by describing the political system under four heads, namely, the centralised system of administration (1901-21), dyarchy (1921-37), provincial autonomy (1937-47), an Independent India (1947-60), and examines the educational policies, aims, priorities, control and access during each period.

*Objectives:* (i) To analyse the relationship between the political system and education with



reference to policy-making, aims, priorities, control and access to primary and secondary education, (ii) to assess the role of the government in education, i.e. the extent of its participation, the motives behind its activities or omissions, the planning it undertook and the problems it confronted through its involvement in education, and (iii) to ascertain whether constitutional changes implied continuity or change in primary and secondary education in Bombay and, if so, the kind of changes involved.

*Major Findings:* (1) During the period 1901-21, the policies enunciated by the Government of India for controlling and reforming education were not implemented due to shortage of funds and lack of political will. (2) Though the Bombay Primary Education Act of 1918 which aimed at universalisation of primary education was passed by the Legislative Council, its implementation was unsatisfactory. (3) During the Dyarchy (1921-37) too, mass education was neglected. (4) The Bombay Primary Education Act of 1923 which entrusted control and management of education to local bodies and which envisaged universal, free and compulsory education for boys and girls was enacted, but its implementation was hampered due to administrative and financial hurdles. (5) The Congress government's desire to overhaul the system of education and regain control over it enabled the Bombay Primary Education Act of 1938 to be passed, though its implementation, too, was badly affected. (6) In Independent India, the Bombay Primary Education Act was again introduced in 1947 so as to provide free and compulsory education to all, but operational difficulties affected its implementation. (7) All efforts to centralise primary and secondary education led to piece-meal policies which did not form part of the national plan for education and hence were largely futile. (8) While during the Imperial rule the depressed classes were neglected, the trend was reversed during dyarchy; Muslims did not get any special treatment even after Independence, in keeping with the secular national policy. (9) Women's

education as also education of the backward classes got an impetus from the Congress ministry prior to and after Independence though the much-needed socio-economic regeneration and an attitudinal change among the people was yet to materialise. [GJK 0225]

Henia, Ashikho. 1988. **A study of the growth and development of education in Manipur (1947-68)**. Ph.D., Edu. *Jawaharlal Nehru Univ.*

*Problem:* The study attempts to analyse the growth and development of education in Manipur during 1947-68.

*Objectives:* (i) To critically analyse the historical and political background of Manipur, (ii) to examine the state of general education in the state and how the education administration functioned according to the changing political climate from time to time, (iii) to study the progress of primary, secondary and higher education in Manipur since Independence, (iv) to analyse the state of education in the hill areas, and (v) to study the missionaries' contribution towards education in Manipur.

*Methodology:* The historical method is used in analysing and processing data, both primary and secondary, obtained from State (Manipur) and National Archives (New Delhi) as well as from libraries in Manipur and Delhi.

*Major Findings:* (1) The modern system of education developed late in Manipur. During the monarchical days education was based on physical prowess; physical education was more valued and literary education was neglected. The arrival of Hindu *Vaishnavism* along with Bengali language and the Bengali script for the Manipuri language marked a turning point in the State's education. With the coming of colonial rule a formal system of education was introduced in Manipur. (2) Women's education was not encouraged in the tradition bound society of Manipur. The missionaries provided incentives for girls' education. In the post-Independence era special stipends and free education to girls up to

the high school standard were provided by the government, and steps were taken to educate public opinion in favour of girls' education. The government appointed women teachers, provided free books and writing materials, popularised mixed primary schools, etc. (3) The Western Christian missionaries contributed a lot to the rapid development of Hill Tribal Education. After Independence, and especially after the special constitutional provision for tribal educational programmes, tribal education increased in geometrical proportion by getting all incentives and facilities. (4) The gap between the hill tribals, and the plain tribals in education appeared to be sufficiently wide due to religious, language and economic reasons, followed by constant political unrest including communications. The government has to examine the welfare measures and safeguards extended to the hill tribals and the results of such measures with special reference to their consolidation with the National Education Policy. (5) Adult education or social education was launched in Manipur to remove illiteracy by opening up adult literary centres, community-cum-information centres, village libraries, rural youth services, etc. (6) The earlier role and contributions of Christian missionaries in the rapid educational development of Manipur were noteworthy. The Mission education quickly flourished in the valley — plain areas, especially in and around Imphal. (7) A complex of political and insurgency activities then hampered the progress of education in the hill areas. [SCG 0159]

Kaur, Charanjit: 1990. **Education in Punjab from A.D.1707 to A.D.1849 : A critical study.** Ph.D., Edu. Himachal Pradesh Univ.

*Problem:* The study critically attempts to find out the status of education in Punjab from A.D. 1707 to 1849.

*Objectives:* (i) To highlight the various systems of education in the Punjab from AD1707 to 1849

with special reference to the Hindus, Muslims and the Sikhs, (ii) to identify the institutions of primary and higher education in the Punjab in respect of Sikhs, Hindus and Muslims, with special reference to aims, curricula and methods of teaching, and (iii) to explore the beginnings of modern education in Punjab during the early nineteenth century.

*Methodology:* The study is historical in nature based on the exploration of various systems of education prevailing in the period prior to the annexation of Punjab. It is based on Persian, Punjabi and Urdu historical records. Educational reports and modern sources, including the accounts left by foreign travellers, were also consulted.

*Major Findings:* (1) The study revealed that the Sikh educational system developed with the birth and growth of Sikhism and the Sikh institutions in the form of the *Sangat* and *Masand* systems, the *dharamsala* or the Gurmukhi schools, and the institutions of higher learning established by the *Udasis* and *Nirmalas* in the form of *deras* and *akharas*. (2) Likewise, military education and training began with the sixth Guru, Shri Hargobind Singh, in the form of *Miri* and *Piri* till it was perfected under Guru Gobind Singh and Europeanised under Maharaja Ranjit Singh. (3) The study revealed that Punjab was no exception with regard to respect for learning and the learned contrary to the belief that Punjab had no system of education. In spite of being the region of regular invasions from the north-west and of civil wars, Punjab did not lag behind in preserving the Hindu and Muslim educational heritage. At the same time, it also gave a new dimension to the educational system through the medium of the *Granthis*, *Bhais*, *Masands*, *Nirmalas* and the establishment of centres of higher learning (like the modern universities) at Anandpur Sahib, Damadama (Talwandi) and Amritsar. [LK 0242]

Suriya, M. and Andal, M. 1992. **Educational journals in India: An overview.** *Indian Educational Review*, Vol. 27(2): 3-12.

*Problem:* The study focuses on the growth of educational journals in India since their emergence in 1780.

*Objectives:* To review the emergence, growth and proliferation of journal publication in India with special reference to educational journals.

*Methodology:* The researcher has used the historical survey method in the study.

*Major Findings:* (1) From their origin in India in 1780, 39 periodicals came out during the first phase (1780-1850); 80 during the second phase (1850-1900); 222 during the third phase (1900-50); and about 2,500 during the fourth phase (1950-87). (2) Calcutta ranked first in the publication of journals till the third phase (1900-50). (3) The growth of social science journals has risen from three to 503 during the period 1750-1986. [JPM 1525]

## Also See

Benal, B.I. 1988. **A critical study of development of higher education in the state of Karnataka during Six Five Year Plans (1950-1985) with special reference to Karnatak University.** Ph.D., Edu. *Karnatak Univ.* [KR 0585] (See in Chapter 17.)

Bhargava, S.M. 1990. **A study of the growth of educational facilities and enrolment at the elementary stage in India.** Ph.D., Edu. *The Maharaja Sayajirao Univ. of Baroda.* [MSY 0936] (See in Chapter 15)

Bhat, Seva Suman. 1990. **A study of growth and development of adult education programmes in India.** Ph.D., Edu. *Kurukshetra Univ.* [CLK 0333] (See in Chapter 29.)

Birdi, Bimlesh. 1992. **A study of the growth and development of primary education in Punjab from 1947 to 1987.** Ph.D., Edu. *Punjabi Univ.* [AK 1712] (See in Chapter 15.)

Chaudhari, R.B. 1990. **Higher secondary education in the State of Gujarat: Development and problems.** Ph.D., Edu. *South Gujarat Univ.* [US 1580] (See in Chapter 16.)

Dash, Jagannath Prasad. 1990. **Development of higher education in Orissa (1936-1985).** Ph.D., Edu. *Utkal Univ.* [KCP 0506] (See in Chapter 17.)

Deka, Birendra. 1989. **Growth and development of higher education in Kamrup District since Independence and its impact on society.** Ph.D., Edu. *Gauhati Univ.* [RD 0138] (See in Chapter 17.)

Dubey, Ramjee. 1992. **A critical study of the concept and implementation of value education in India at school level since 1947 to 1986.** Ph.D., Edu. *Patna Univ.* [RPSi 0665] (See in Chapter 22.)

Dutta, Prodip Chander. 1988. **Development of higher education in Assam during the first half of the twentieth century.** M.Phil., Edu. *Univ. of Delhi.* [RDM 0353] (See in Chapter 17.)

Ekka, E.M. 1990. **Development of tribal education in Orissa after Independence.** Ph.D., Edu. *Utkal Univ.* [KCP 0402] (See in Chapter 30.)

- Eusebius, Poonam. 1989. **Growth of higher education among women in Uttar Pradesh.** Ph.D., Hist. *Univ. of Allahabad.* [PCS 0944] (See in Chapter 31.)
- Ganesan, P. 1989. **Development of women's higher education since independence in Pasumpon Thevar Thirumagan district.** M.Phil., Edu. *Alagappa Univ.* [SM 1761] (See in Chapter 31.)
- Liankhuma, J. 1989. **A study of the development of women's education in Mizoram.** Ph.D., Edu. *North-Eastern Hill Univ.* [PPG 0182] (See in Chapter 31.)
- Maiyani, J.P. 1989. **A study of the development of pre-primary education in Gujarat during post-Independence period.** Ph.D., Edu. *Bhavnagar Univ.* [DJM 0134] (See in Chapter 14.)
- Mohapatra, B. 1988. **A study of the development of primary education in the Orissa division of the Bengal Presidency from 1803 to 1903.** Ph.D., Edu. *Utkal Univ.* [KCP 0412] (See in Chapter 15.)
- Naik, Sipra. 1992. **Development of primary education in Sundargarh district, Orissa with special emphasis on the role played by local leadership.** Ph.D., Edu. *North-Eastern Hill Univ.* [PPG 0175] (See in Chapter 15.)
- Palanivelu, S.P. 1992. **Development of education in S.M.S.V. Higher Secondary School.** M.Phil., Edu. *Alagappa Univ.* [SM 1776] (See in Chapter 16.)
- Ralte, Lalliani. 1992. **An analytical study of the primary education in Mizoram during the post-Independence period.** Ph.D., Edu. *North-Eastern Hill Univ.* [PPG 0176] (See in Chapter 15.)
- Ruby, Dkhar. 1991. **A study of the development of higher education in Meghalaya.** M.Phil., Edu. *North-Eastern Hill Univ.* [PPG 0164] (See in Chapter 17.)
- Swami, Sushma. 1990. **A critical study of women's education in Vidarbha from 1947 to 1987.** Ph.D., Edu. *Nagpur Univ.* [GPK 1613] (See in Chapter 31.)
- Tripathi, R.S. 1992. **A critical study of development of higher education in Uttar Pradesh since Independence.** Ph.D., Edu. *Kanpur Univ.* [KD 1132] (See in Chapter 17.)
- Verma, A. 1989. **Population change and educational development in Bihar.** Ph.D., Edu. *Patna Univ.* [KCP 1381] (See in Chapter 32.)