

CHAPTER VI

THE INDIAN EDUCATION SYSTEM

INTRODUCTION

The five schools selected for study, as seen in the previous chapter are scattered in different parts of the country but they operate within the same basic framework of the Indian education system, in particular the secondary school system.

It is presumed that the salient features of the education system, will be reflected to some extent in these schools. It would be beyond the scope of this study to review the entire education system in India, at different stages and at different levels. In this chapter attention will be focussed on secondary education, reviewing its development, expansion, recent trends, problems, lacks in the system, its merits and its relevance to the present social context. The structures of the system too will be discussed. Since the Apostolic Carmel schools are for girls, a brief review and appraisal of women's education in the country will also be a relevant issue that will be dealt with here. An understanding of the Christian educational efforts through missionary schools in India seems to necessary to

gain an insight into the background of the convent schools, hence this will be reviewed in this chapter.

GROWTH OF SECONDARY EDUCATION

Pre-independence period: The educational system in India was first evolved by the Aryans. A fairly long period of education was prescribed both for boys and girls, in the form of a religious practice. The curriculum included the study which lasted nearly eight years of religious texts and branches of culture and knowledge. The emphasis was on memorizing and reciting religious texts, developing creative thought, logical reasoning, and a spirit of enquiry.

Towards the end of the ancient period, the Hindu system of education developed two main types of schools. The 'pathsala' which imparted education through sanskrit, in all traditional classics and the second type was an elementary education, teaching the three R's to the pupils. Both these types of education were accessible to boys of the higher castes and classes of society.

During the muslim period, the makkab and madarassahs prepared a selective group of men for the professions, priests, judges, doctors etc. The chief aim was to obtain knowledge of the Islamic religion. Besides the learning of Urdu, Persian and Arabic, Arithmetic, conversation,

correspondence, poetry and good manners were included in the curriculum.

The British authorities directed their attention to the revival of education in India. The Charter Act of 1813, made an annual provision for a sum of not less than a lac of rupees for the promotion of learning. The teaching of the Indian classical languages was encouraged. A new impetus was given to education by semi-rationalists and the missionaries. There was a spur to the development of vernacular literature. Committies for public instruction were set up. The struggle between the orientalist and anglicists led to the minute of 1835 of Macaulay. The system of English education was adopted, during this period, which has come to stay in India. In 1853, the British parliamentary enquiry into the contemporary educational system in India formed the basis of Wood's despatch of 1854. Its object was the diffusion of arts, science, philosophy, and English literature. The despatch contained a scheme of education for all India, that was wide and comprehensive. The Indian education commission appointed in 1882, recommended the promotion of elementary and primary education, the opening of indigenous schools, the opening of model schools and the introduction of the grant-in-aid code. Between 1854 to 1870 there was a sharp increase in the number of secondary schools conducted by the Government.

During the period 1882 - 1902, there was a considerable expansion in the field of secondary education. The growth of the educational institutions is given in Table 24. The primary and secondary schools expanded very rapidly. The education policy of 1904 suggested the improvement of the quality of secondary education. The main features of the education resolutions of the Government of India of 1913 have enduring effects on the education system of the country.

The first quarter of the 20th century brought in national consciousness which has an impact on education. Gandhiji's basic education was designed to free Indians from dependence on a foreign system of education.

The trend in secondary education between 1937 to 1947 has been to diversify the courses of study, the provision of vocational courses along with the literary type of education and the introduction of technical, commercial and agricultural schools. The Indian languages became popular as medium of instruction in arts subjects.

Under the Government of India Act of 1919, education was transferred to the control of Indian ministers in the provinces. During the period 1921-37, secondary education which was confined to urban areas was spread to the rural areas. The depressed classes and women had greater access

TABLE: 24 NUMBER OF EDUCATIONAL INSTITUTIONS IN INDIA - 1881-1986

Year	Universities	Professional Colleges	General Education Colleges	Technical & Vocational Schools	Secondary Schools High & Middle Schools	Primary Schools	Other Institutions	Total (Recognised)
1881-82	3	-	122	-	3,916	84,740	108	88,889
1891-92	5	4	137	-	4,872	97,109	554	1,02,681
1901-02	5	4	187	115	5,493	97,854	969	1,04,627
1911-12	5	4	182	256	6,370	1,23,578	5,942	1,36,337
1921-22	14	5	226	292	8,987	1,60,070	3,719	1,73,313
1931-32	14	7	310	494	13,741	2,01,470	6,766	2,22,810
1941-42	15	9	422	670	15,197	1,81,969	11,633	2,09,920
1949-50	26	186	467	2,028	19,602	2,04,826	52,157	2,79,309
1959-60	40	725	946	3,837	57,624	3,19,070	57,427	4,39,711
1969-70	78	2,980	2,980	2,307	1,23,180	4,03,303	2,17,796	7,52,054
1974-75	99	3,297	2,370	2,370	1,46,651	4,50,950	25,996	6,32,945
1985-86	120	-	4,078 (Jr.C.) 4,976	3,788	1,83,668	5,28,079 11,187 (Pre-Pry.)	-	-

Source: Compiled from first year book of Education for 1881-1947
Education in India, Decennial Publication for 1950-1975
Selected Educational Statistics for 1985-86.

to secondary education. The number of secondary schools almost doubled and the mother tongue was recognised as medium of instruction for History and Geography. The system of grant-in-aid struck root in Indian soil. The private meangements were allowed to start and run secondary schools for providing more opportunities for education.

In 1935, the Central Advisory Board of Education, was revived and the Central Bureau of education was re-established. A separate department of education was created in 1945.

Post-independence period: The era of educational re-construction inevitably followed in the wake of social and economic development initiated by the national government after 1947.

Free India launched the five year plans in 1951. The new goals of economic growth had important implications for education. The first plan made it quite clear that in a democratic set-up, the role of education becomes crucial, as it can function effectively only if there is an intelligent participation of the masses in the affairs of the country. The second five-year plan provided for a large emphasis on Basic education, expansion of elementary education, diversification of secondary education, extension of facilities for technical, vocational, social

and cultural education. The third plan refers to education as the most important single factor governing the economic and technological growth of the country. It also considers education as an effective instrument, for creating a social order based on the values of freedom, social justice and equal opportunity. The broad goals of this plan were defined in the following terms.

"One of the major aims of the Third Plan is to expand and intensify the educational effort and to bring every home within its fold, so that, from now on, in all branches of national life, education becomes the focal point of planned development."¹

The Fourth Plan concentrated more on providing vocational courses. The main efforts were to enrich the content and improve the quality of secondary education. A programme for large-scale introduction of educational television was implemented during the Fourth Plan period. The state governments nationalised the production of text books.

The Fifth Plan, gave high priority to elementary education- A greater involvement at the secondary stage was visualised and vocationalization at the secondary

1. Government of India, Planning Commission, Third Five Year Plan, 1965-66.

stage was considered. Non-formal education was expected to cover a larger section of the illiterate masses.

The Sixth Plan had the following educational goals in focus:

- i) Equality of opportunity for education, with facilities for life-long education.
- ii) To provide beneficial linkages between education, employment and development.
- iii) To strengthen the concepts and participation in programmes of national integration.
- iv) To support the growth of Indian art in its various forms.

The Fourth all-India educational survey conducted in 1978 highlighted important areas which exhibited strengths and deficiencies of the system. The survey revealed that; a greater number; 52.12 percent of the primary and 57.76 of the secondary schools are run by private managements, aided by the government in most cases and that there was a lack of physical facilities like buildings, libraries, blackboards and playgrounds, particularly in the rural areas.

The National Policy on education, 1968, outlined basic guidelines for a reconstruction of education. The basic principles were intended to make education help towards the economic and cultural development of the country for national integration and to make education related more

closely to the life of the people. Expansion of educational opportunities, raising the quality of education at all stages and an emphasis on the development of science and technology was recommended. A broad structure of 10 + 2 + 3 was suggested, as a means of having a uniform pattern of education in the country.

The national policy on education 1986, has recommended a national system of education which implies that up to a given level, all students irrespective of caste, creed, location, or sex have access to education of comparable quality. The policy has suggested programmes for removal of disparities, a child-centred approach in education, vocationalisation of education and work experience. Value education, environmental education and a cultural perspective in education have been given great emphasis. Pace-setting schools for deserving gifted children, which are residential and free of charge have been set up in various parts of the country.

Figure 5 indicates the growth of educational institutions. The primary and secondary schools have expanded at a very high rate. The enrolment of students to the various courses of study is seen in Table 25 and Figure 6 - 8. Though there has been a steady increase in the number of students, it has not kept pace with the

FIGURE 5

NUMBER OF INSTITUTIONS BY TYPE

1982-83

IN THOUSANDS

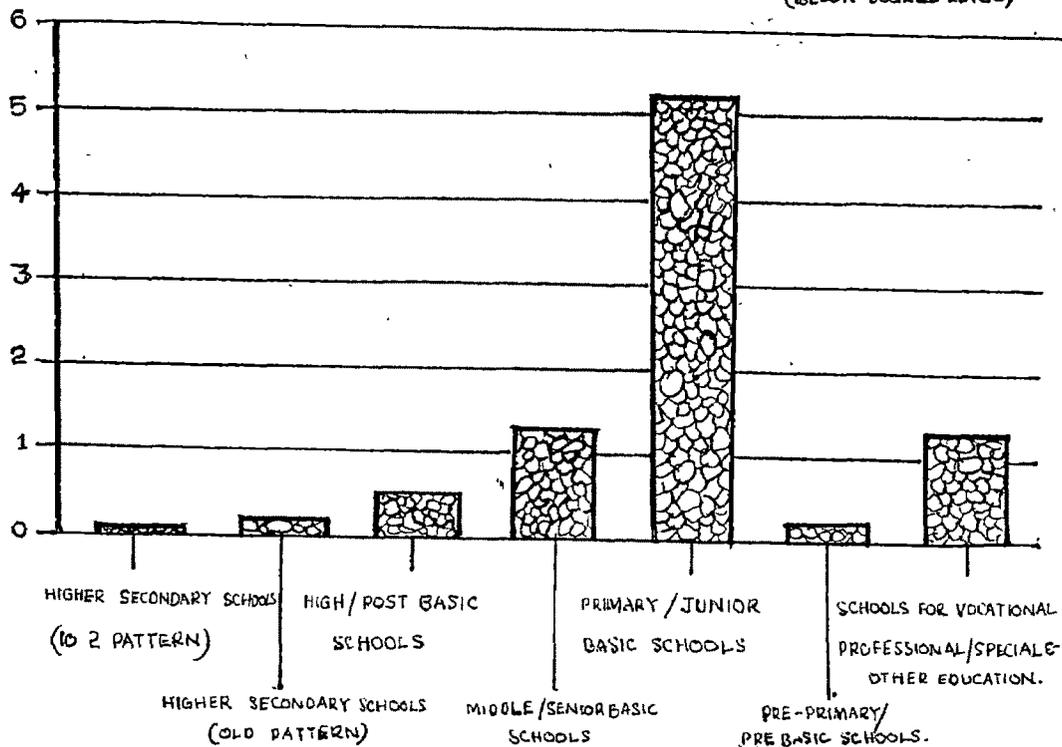
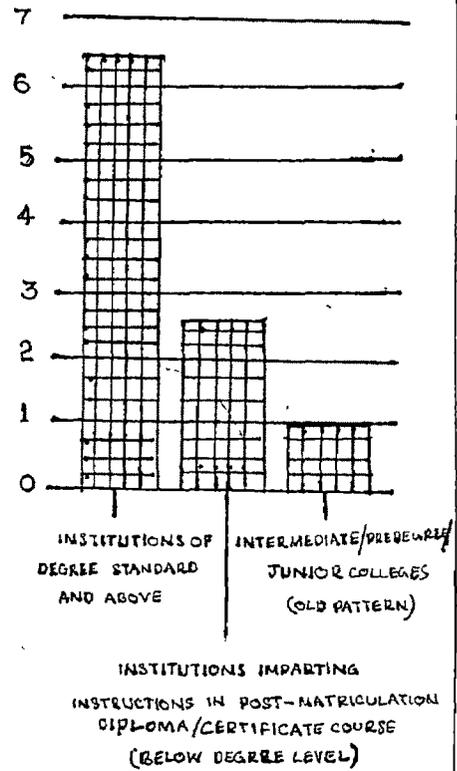
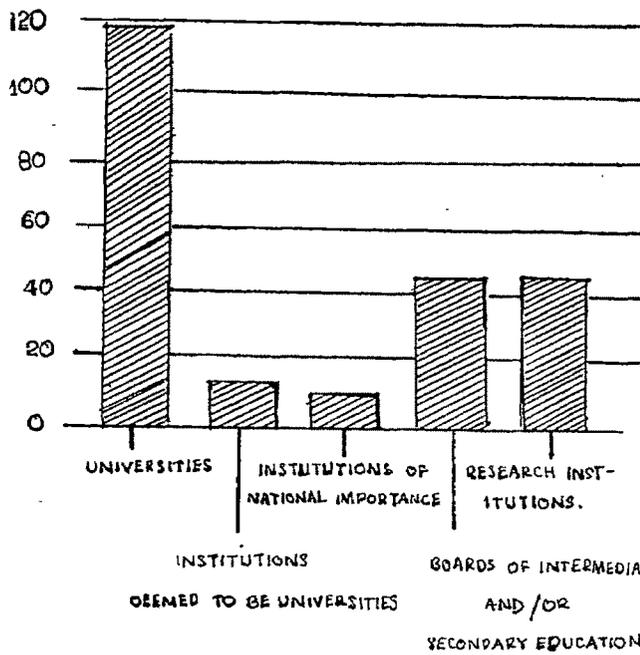


TABLE: 25 NUMBER OF STUDENTS BY STAGE

Year	University Teaching Dept.	Professional Colleges	Gen. Edn. Colleges	Technical & Vocational Schools	Secondary Schools (High & Middle)	Primary Schools	Other Schools	Total (Recognised)
1881-82	N. A.	N. A.	N. A.	N. A.	N. A.	N. A.	N. A.	26,43,978
1891-92	N. A.	3,292	12,985	N. A.	1,89,379	31,21,522	21,732	33,48,910
1901-02	N. A.	5,358	17,651	N. A.	2,62,982	35,64,122	36,380	38,86,493
1911-12	N. A.	6,636	29,648	N.AA.	4,18,096	54,94,416	1,79,929	61,28,725
1921-22	N. A.	13,662	45,175	N. A.	6,53,416	68,97,233	1,32,739	77,42,225
1931-32	N. A.	18,392	79,139	N. A.	13,25,272	1,04,27,980	2,71,094	1,21,22,466
1941-42	N. A.	26,991	1,18,754	N. A.	16,98,874	1,31,05,681	4,78,408	1,54,41,177
1946-47	N. A.	44,114	1,93,402	N. A.	29,06,921	1,41,05,418	4,98,947	1,77,50,262
1949-50	17,054	46,520	2,99,318	1,61,483	47,26,519	1,74,18,544	17,13,197	2,43,82,635
1959-60	19,043	1,72,981	7,34,015	3,61,790	1,56,48,336	2,59,21,687	16,73,922	4,45,31,764
1969-70	1,57,887	7,46,424	19,81,265	1,70,709	3,52,19,672	3,99,97,152	27,53,968	8,10,27,077
1974-75	2,32,382	9,50,252	30,43,347	1,81,731	4,15,81,078	4,64,94,666	11,81,061	4,36,64,517
1985-86					5,42,07,134	8,64,65,189		

N. A. - Data Not Available.

Source: Compiled from first year book of Education for 1991-1947 Education in India, Decennial Publication for 1950-1975 Selected Educational Statistics for 1985-86.

NUMBER OF PUPILS BY STAGE OF EDUCATION

GENERAL EDUCATION

IN LAKHS.
27

1982-83

COLLEGE STANDARD

SCHOOL STANDARD

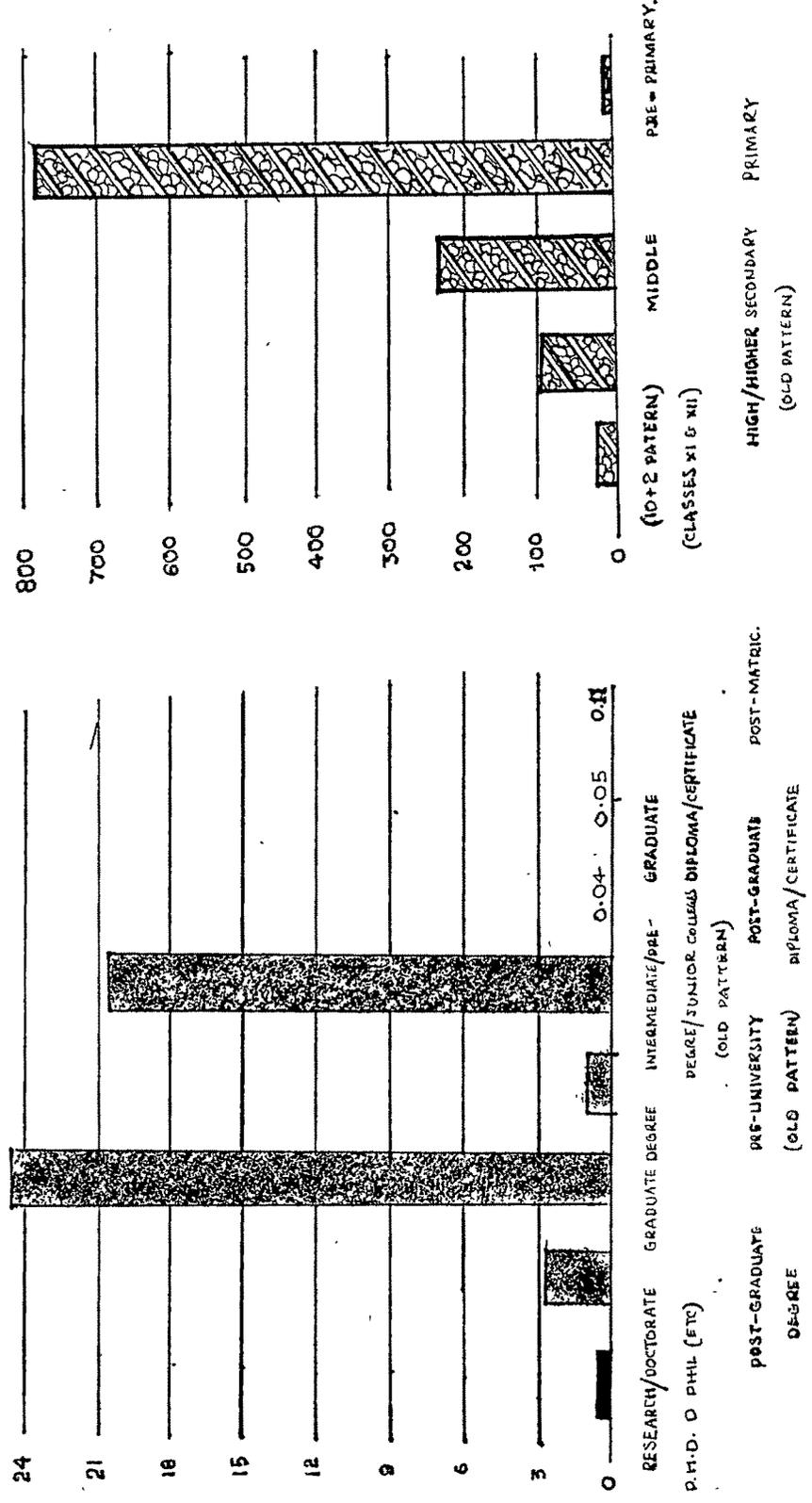


FIGURE 6

FIGURE 7 NUMBER OF PUPILS BY STAGE OF EDUCATION

PROFESSIONAL/TECHNICAL EDN

1982-83

SCHOOL STANDARD

OTHER EDN

COLLEGE STANDARD

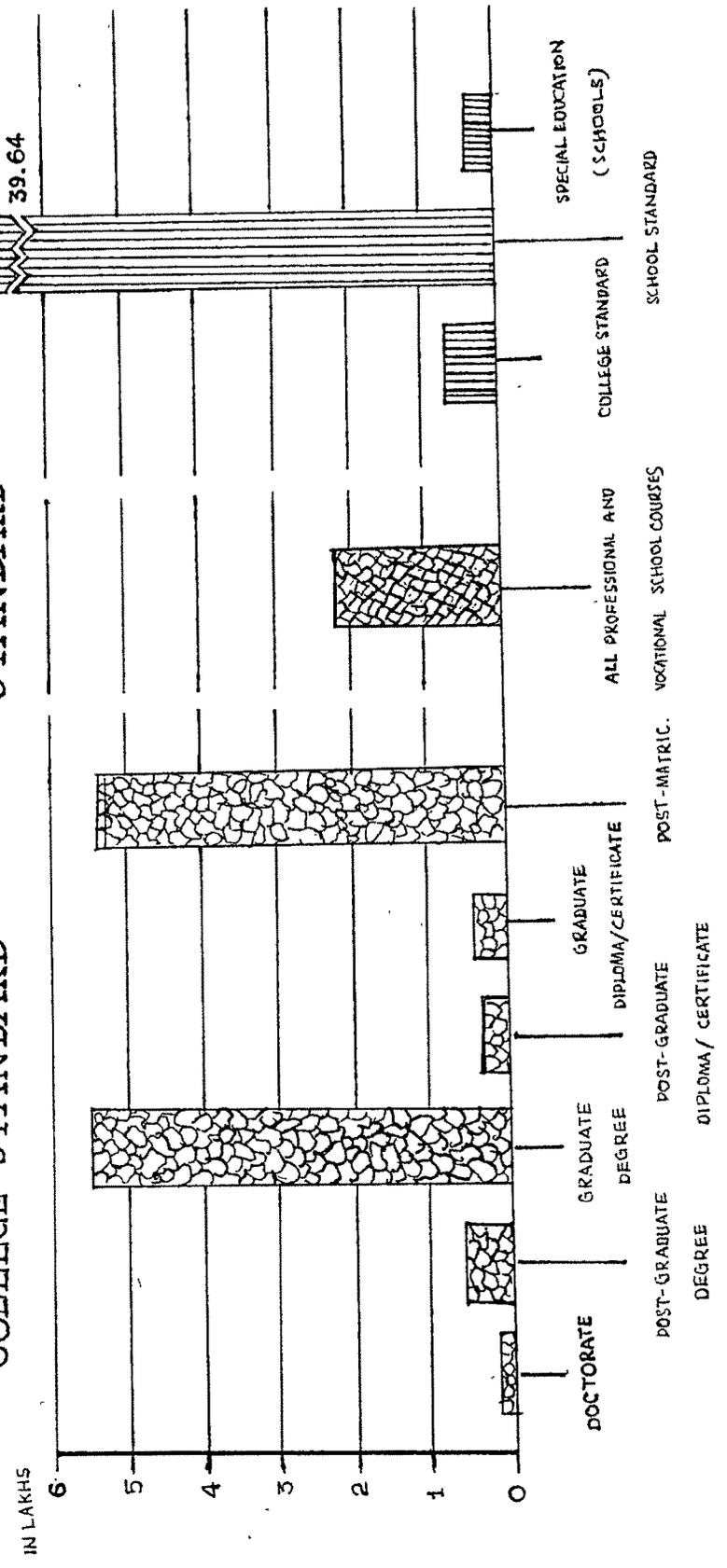
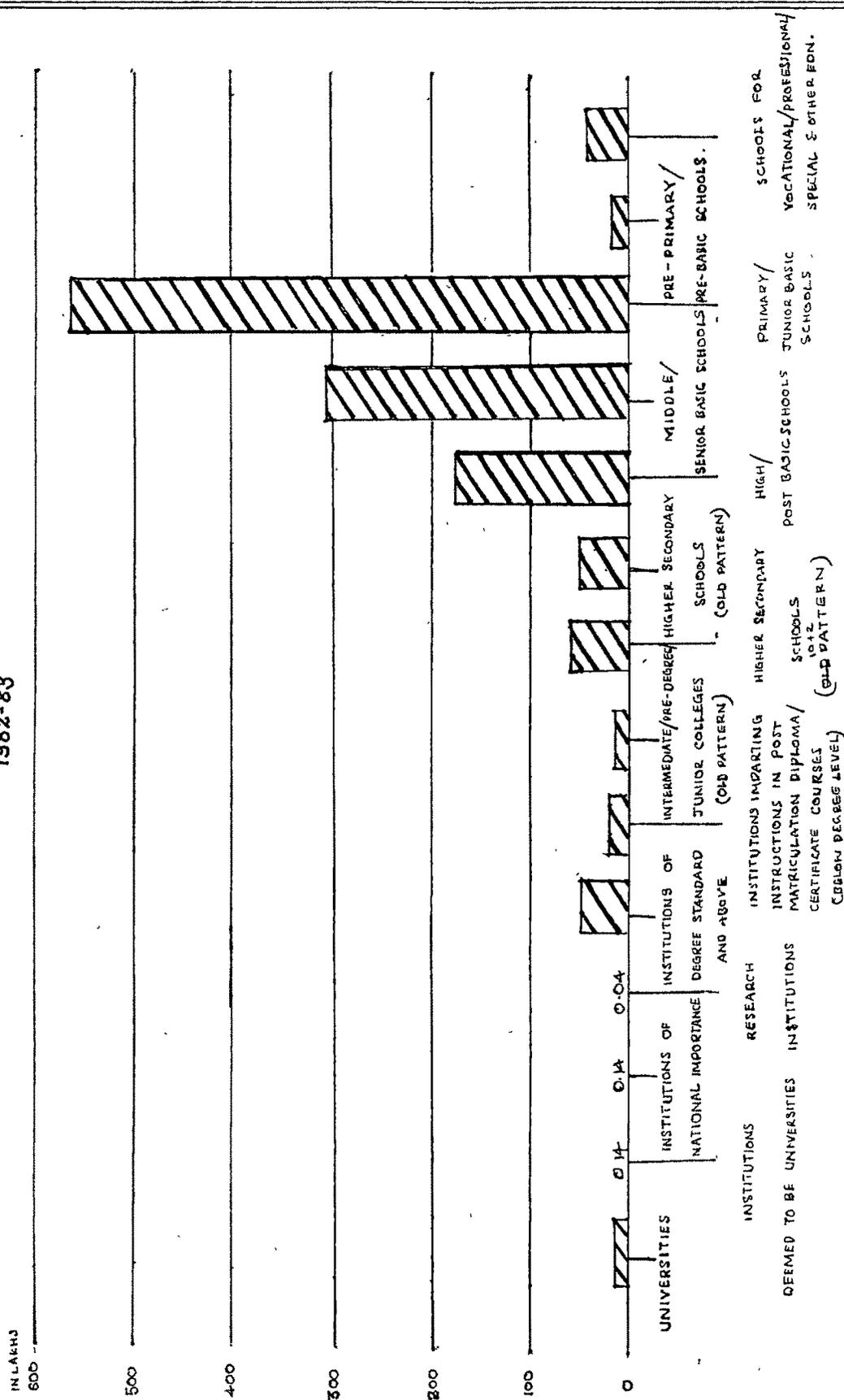


FIGURE 8
 NUMBER OF PUPILS IN INSTITUTIONS BY TYPE
 1982-83



high growth rate of population in the country. The number of teachers, as illustrated in Figure 9 particularly trained teachers, is on the increase as is seen in the Table 26. The teacher-pupil ratio at the primary school, is rather high, which makes it difficult to provide individual attention to the pupils.

STRUCTURES OF THE INDIAN EDUCATIONAL SYSTEM

The Agencies at the National level concerned with the development of school education are the ministry of education, the National Council of Educational Research and Training and the National Board of School Education.

The Ministry is responsible for the general national policies, for planning, organizing and directing the state government, for allocating funds and for introducing pilot projects, according to the Five Year Plans. It functions through various advisory bodies. The NCERT is an autonomous organization which serves as an academic wing of the ministry of education. In particular, it undertakes independently and in collaboration with other organizations, research in the field of school education, develops training programmes, curriculum and prepares instructional material for teaching in schools.

TABLE: 26 NUMBER OF TEACHERS AND ENROLMENT BY TYPE OF INSTITUTIONS - INDIA

	Number of Teachers			Percentage of Trained Teachers	Enrolment			Teacher Pupil ratio
	Men	Women	Total		Boys	Girls	Total	
Primary/Junior Basic Schools	10,95,587	4,14,323	15,09,910	89.70	3,81,13,220	2,51,98,643	6,33,11,863	41
Middle/Senior Basic School	6,60,831	3,07,157	9,67,988	90.30	2,10,20,649	1,31,08,301	3,41,28,950	35
High Post Basic School	4,90,372	2,34,688	7,25,060	91.90	1,27,87,168	72,91,016	2,00,78,184	27
Higher Secondary School (Old Scheme) (IX-XI)	67,572	21,593	98,165	92.80	15,46,045	6,32,312	22,78,357	25
Higher Secondary School/Junior Colleges (10 + 2 New Pattern)	2,47,879	96,641	3,44,520	90.20	69,48,630	32,25,304	1,01,74,024	29

Source: Selected Educational Statistics - 1985-86
 Ministry of Human Resource Development (Department of Education)
 Planning, Monitoring and Statistics Division Government of India, New Delhi: 1987.

Education in India is a centre-state partnership. However it is primarily the responsibility of state governments. The State Department of Education is organized at two focal points; the policy-making and co-ordination function at the Secretariat and the direction, regulation and inspection function at the directorate.

The State Education Departments are the principal agencies of the State Government. They have the responsibilities of developing intensive programmes for school improvement, prescribing standards to be maintained in schools, inspection and supervision of schools, directly or through state Boards of school education.

The State Education Board has administrative functions of holding examinations etc. and academic functions of inspection of schools.

The Education Commission of 1964-66, has suggested the educational structure for schooling as given below:

- i) One to three years of pre-school education.
- ii) A primary stage of 7 to 8 years divided into a lower primary stage of 4 to 5 years and a higher primary stage of 2 to 3 years.
- iii) A lower secondary stage of 2 to 3 years.
- iv) A higher secondary stage of two years of general education or one to three years of vocational education.

Secondary schools in India are managed by three distinct Agencies:

- i) Government, both State and Central.
- ii) Local Bodies such as District Boards, Municipal Committees, and town area Committees.
- iii) Private enterprises; Religious and Denominational Bodies, Endowment Trusts and Individuals.

A few autonomous schools in accordance with the recommendations of the education commission of 1964, also exist in the country. Table 27 gives the educational institutions under different types of management and their growth over a period of 30 years.

Educational Finance

Financial resources are certainly most crucial and indicative both for the institution and the system. The expenditure allotted for education in the budgets at the Central and State levels is given in Table 28, nearly 15% of the income is reserved for the development of education. The growth indicators on educational expenditure presented in Table 29 reveal the increasing importance given to education, in the planning of finances. This is further affirmed in Table 30 which indicates the high investments on education; particularly primary and

TABLE: 27 NUMBER OF EDUCATIONAL INSTITUTIONS BY MANAGEMENT
(Percentage in Brackets)

Institutions	1949-50				1969-70				Total		
	Govt.	Local Bodies	Private Aided	Private Unaided	Total	Govt.	Local Bodies	Univer- sities		Private Aided	Private Unaided
Universities Inst. of N.I.	3 (11.3)	-	23 (88.5)	-	26 (100)	29 (22.0)	-	95 (72.0)	5 (3.8)	5 (2.2)	132 (100)
Research Institutions	17	-	-	-	17 (100)	22 (46.8)	1 (2.1)	1 (2.1)	20 (42.6)	3 (6.4)	47 (100)
Arts and Science College	138 (29.5)	2 (0.4)	251 (53.7)	76 (16.4)	467 (100)	493 (21.0)	14 (0.6)	70 (3.0)	1,426 (60.8)	341 (14.6)	2,344 (100)
Professional Colleges	123 (66.1)	2 (1.1)	39 (21.0)	22 (11.8)	186 (100)	855 (52.7)	13 (0.8)	66 (4.1)	427 (26.3)	262 (16.1)	1,623 (100)
SpI. Edl. Colleges	22 (33.3)	1 (1.5)	38 (57.6)	5 (7.5)	66 (100)	52 (4.1)	4 (0.3)	2 (0.2)	1,073 (84.4)	140 (11.0)	1,271 (100)
Teachers Trg. Schools	(Included under Professional Colleges)					942 (59.5)	2 (0.1)	10 (0.6)	561 (35.4)	69 (4.4)	1,584 (100)
Secondary Schools	1,033 (15.5)	697 (10.4)	4,029 (60.3)	923 (13.8)	6,682 (100)	6,498 (18.5)	5,401 (15.4)	5 (0.01)	21,323 (60.8)	1,840 (5.2)	35,000 (100)
Middle School	3,338 (25.8)	4,383 (33.9)	3,965 (30.7)	1,234 (9.6)	12,920 (100)	23,215 (26.3)	42,078 (47.8)	-	18,619 (21.1)	4,201 (4.8)	88,113 (100)
Primary School	49,568 (24.2)	86,846 (42.4)	62,472 (30.5)	5,940 (2.9)	2,04,826 (100)	82,113 (20.4)	2,55,450 (63.3)	-	61,140 (15.2)	4,600 (1.1)	4,93,393 (100)
Pre-Primary Schools	48 (17.5)	2 (0.7)	161 (58.5)	64 (23.3)	275 (100)	507 (1.6)	503 (13.5)	-	2,330 (62.3)	398 (10.6)	3,638 (100)
Vocational Schools	667 (32.9)	43 (2.1)	1,318 (63.0)	-	2,028 (100)	621 (29.9)	72 (3.5)	-	928 (44.6)	459 (22.0)	2,080 (100)
SpI. Edl. Schools	8,600 (16.6)	156 (0.3)	26,008 (50.2)	17,046 (32.9)	51,810 (100)	144 (48.2)	3 (1.0)	1 (0.3)	147 (49.2)	4 (1.3)	299 (100)
Other Institutions	N.A.	N.A.	N.A.	N.A.	8,913	3,525 (1.7)	2,893 (1.4)	-	2,04,902 (96.4)	1,134 (0.5)	2,12,454 (100)
Grand Total	63,557 (22.8)	82,132 (33.0)	98,304 (35.2)	25,310 (9.0)	2,88,216 (100)	1,19,016 (15.8)	3,06,434 (40.7)	250 (0.03)	3,12,900 (41.6)	13,454 (1.8)	7,52,054 (100)

Source: Compiled from Education in India, Decennial Publications.

TABLE:28

BUDGET EXPENDITURE - 1977-78

	Budget for Education	Percentage to total Budget
State	2,313.82	24.5
Central	240.98	3.2
Total	2,554.80	15.0

Source: Ministry of Education & Culture, Government of India.
Education In India - Volume II, 1977-78.

TABLE: 29

MACRO-EDUCATIONAL AND RELATED GROWTH INDICATORS
1950-51 and 1975-76

Sl. No.	Item	1950-51	1975-76	Mean Annual Rate of Growth
1.	National Population (in millions)	361	605	1.09
2.	National Income (NNP)(in millions)	95,300	6,02,930	7.66
3.	National Educational Expenditure (in millions)	1,140	19,660	12.06
4.	Total enrolment (in millions)	125	100	5.62
5.	Educational Expenditure			
	a) Per Capita	Rs. 3.2	32.5	9.70
	b) Per Pupil	Rs.44.7	197.0	6.11

Source: Published and unpublished documents of the Ministry of Education and the Ministry of Finance, Government of India.

EXPENDITURE ON EDUCATION (IN LAKHS OF RUPEES) - 1881-1975

TABLE: 30

Year	Universities		Profes- sional Colleges (66-87)	Gen. Edn. Vocational Colleges	Techn. & Secondary & High Schools	Primary Schools	Other Instn.	Indirect Expd.	Total	
	Univer- sities	Deemed Univer- sities Inst. of N. I. Research								
1881-82	1.63		6.00	13.32	(86-87) 5.44	39.12	70.87	4.53	31.63	161.10
1891-92	4.73		8.29	20.44	6.68	98.96	96.14	10.43	59.53	305.20
1901-02	7.72		11.97	26.01	7.16	126.84	118.76	15.64	87.11	401.21
1911-12	15.88		22.53	47.99	18.54	207.89	207.26	35.20	230.19	785.93
1921-22	73.41		59.76	110.42	58.64	487.27	509.08	78.37	460.56	1837.53
1931-32	132.08		81.38	166.62	55.95	813.00	812.60	133.24	523.70	2718.57
1941-42	154.46		90.40	241.24	51.11	927.22	949.52	146.08	525.77	3085.80
1946-47	229.77		186.59	439.15	91.01	1702.30	1848.53	265.30	1003.48	5766.13
1949-50	471.50	44.66	356.98	652.40	343.02	2663.98	3395.95	286.38	2008.84	10223.95
1959-60	1281.09	284.48	1311.84	1815.51	929.14	9506.25	6971.42	663.34	7276.63	30039.69
1969-70	5349.68	1773.54	7980.32	7885.50	841.40	39649.45	20897.21	1693.56	14966.98	101037.64
1974-75	8982.71	3453.76	15473.30	1547.30	1222.37	72963.25	38485.72	2878.39	23378.02	180728.65

Source: Compiled from First Year Book of Education for 1881-1947.
Education in India, Decennial Publication for 1950-75.

secondary education. It is evident from Figure 10 that the income from Government funds on secondary and primary education is equally matched with income from other sources. The largest expenditure on educational institutions is on secondary schools as illustrated in Figure 11 and Table 31. The greatest proportion of the recurring expenditure is on salaries of the teaching and non-teaching staff as is seen in Table 32 and Figure 12. The amount reserved for development and innovation seems negligible. In the non-recurring expenditure, the highest investment is on buildings, the amount spent on providing facilities is rather small. A close examination of the economic picture of education system reveals that the finances are inadequate to meet the demands of the growth in population and expansion in educational institutions in the country, with the result that a thin layer of resources is spread over a larger area of population. The quantity-quality dilemma arises very clearly, in the area of educational finances.

INCOME BY TYPE OF EDUCATIONAL INSTITUTIONS

1982-83

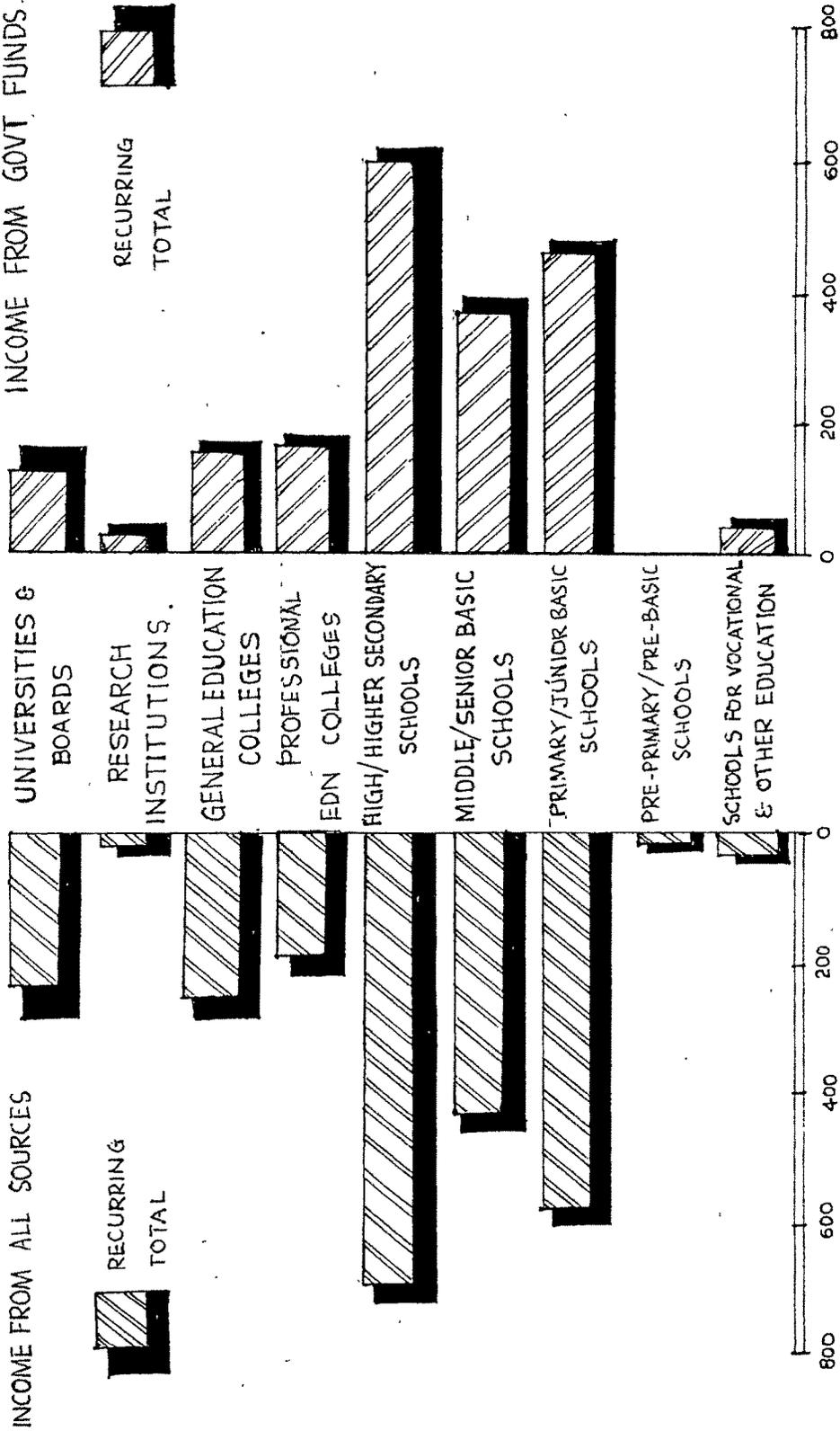


FIGURE 10

FIGURE 11
EXPENDITURE BY TYPE OF EDUCATIONAL INSTITUTIONS
1982-83

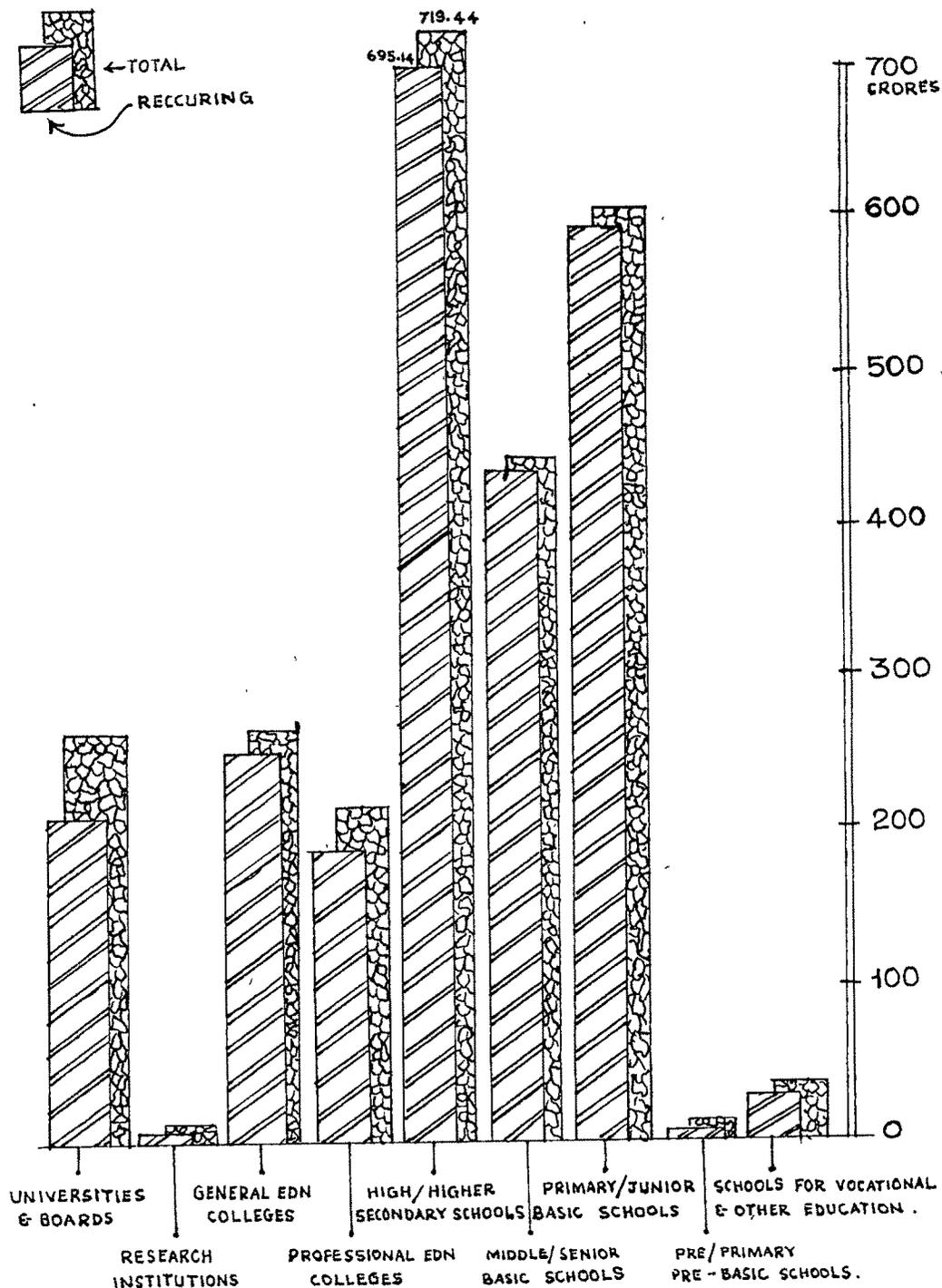


TABLE: 31 EXPENDITURE BY TYPE OF EDUCATIONAL INSTITUTIONS 1977-78

Type of Institutions	Expenditure	
	Total Amount	Percentage
Universities	1,77,64,35	7.0
Deemed University, I.N.I., Board of Inter. and Secondary Education and Research Institutions	95,05,35	0.9
Degree Colleges and above	3,98,48,65	15.6
P. Matri., Diploma (Below Degree Level)	66,36,18	2.6
Intermediate/Pre-Degree (Old Pattern)	18,13,46	0.7
Higher Secondary School (10 - + 2 Pattern)	1,15,58,60	4.5
Higher Secondary School (Old Pattern)	1,37,42,34	5.4
High/Post-Basic School	4,66,43,23	18.3
Middle/Senior Basic School	4,43,72,42	17.4
Primary/Junior School	6,00,50,58	23.5
Pre-Primary/ Pre-Basic School	4,24,34	0.2
School for Vocational Professional/Special and other Education.	28,43,76	1.1
GRAND TOTAL	23,51,85,09	100.0

Source: Ministry of Education and Culture, Government of India
Education in India Volume II, 1977-78.

TABLE: 32

EXPENDITURE ON ALL EDUCATIONAL INSTITUTIONS BY OBJECTS 1977-78

Objects	Amount	Percentage	Percentage to Total Expenditure
<u>Recurring</u>			
Salaries of Teaching Staff	18,11,84,51	75.3	71.0
Salaries of Non-teaching staff	2,40,72,02	10.0	9.4
Maintenance of building	37,02,88	1.5	1.5
Maintenance of Equipment and Furniture	18,18,23	0.8	0.8
Maintenance of Apparatus etc.	33,41,35	1.4	1.3
Libraries	13,01,36	0.5	0.5
Stipends, Scholarships etc.	68,61,23	2.9	2.7
Games and Sports	10,49,07	0.4	0.4
Hostels	12,03,04	0.5	0.5
Other Items	1,60,20,10	6.7	6.3
Total	24,06,55,93	100.0	94.03
<u>Non-Recurring</u>			
Libraries	12,29,90	8.5	0.5
Building	59,93,64	41.2	2.3
Equipment	26,95,04	18.5	1.1
Furniture	9,16,69	6.3	0.4
Other Items	36,93,89	25.4	1.4
Total	1,45,29,16	100.0	5.7
Total Recurring and Non-Recurring	25,51,85,09		100.0

Source: Ministry of Education and Culture. Education In India Volume II - 1977-78.

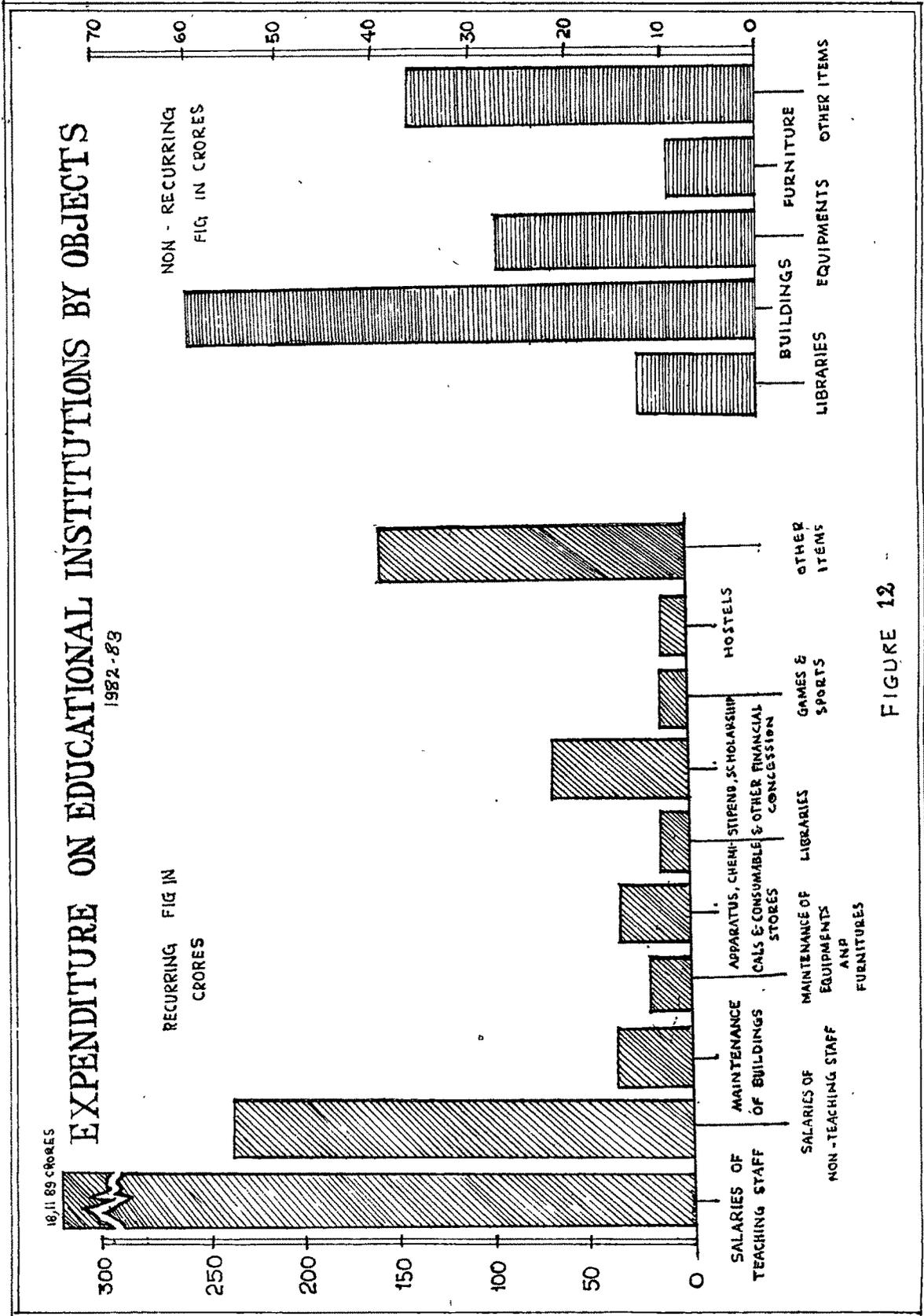


FIGURE 12

EDUCATION OF WOMEN IN INDIA

In order to understand the efforts of the Apostolic Carmel in the education of women in the country, which is its major focus, a view of the development of women's education, would prove to be of great help.

In ancient India, among the vedic Aryans, women enjoyed equality of status and educational opportunity with men. In medieval India the status of women received a great set-back and their education was almost totally neglected, whatever little education they received had purely cultural and spiritual value.

At the beginning of the 19th century, the British were confronted with the task of reforming and improving the system of education, with the hope that it would raise the status of women. Several modifications were made in the Indian education policy, in favour of women. Fee concessions, special scholarships were offered and the grant-in-aid code was made more favourable to women. During this period the girls were not allowed to attend school, by custom and were married at an early age. Lady teachers were appointed to 'Zenanas', in order to make it easy for the girls to be educated.

The number of girls' schools kept on increasing till 1934, but declined thereafter owing to financial difficulties. The schools for girls were more numerous in urban centres but limited in rural areas.

Secondary education for girls made slower progress than primary education. Up to 1901, the percentage of students did not exceed 0.4. In 1921, it was a little less than 2 and rose to 14 in 1947 and then to 26 in 1965-66. The emphasis on Domestic Science was favoured by the girls and their parents.

Miss Carpenter's visit to India in 1866, was of great significance. She visualised the need for training women teachers and the first training colleges for women were established by 1870. By 1882, there were 2,600 primary schools, 81 secondary schools, 15 training institutions and one college for education of girls.

The recommendations of the Indian education commission (1882-83), on women's education, included the support of girls schools from public funds. The missionary societies were the first to open girls schools in India. At first they opened schools exclusively for Christians but soon afterwards non-christians too were admitted into the schools. Individual and private efforts too helped in the education of women. By 1901-1902 private effort accounted for 11

out of 12 women's colleges, 356 out of 422 secondary schools, 3,982 out of 5,305 primary schools and 32 out of 45 training institutions for women.

By 1921, there was a rapid expansion of women's educational institutions, resulting from public awakening to its need. By 1921-22, there were 19 colleges for women, 675 secondary schools and 21,956 primary schools for girls.

The promotion of education of women was facilitated by a rise in the age of marriage, the teachings of Mahathma Gandhi and the phenomenal awakening of womanhood. In 1946-47, there were 59 colleges, 2,370 secondary schools, 21,479 primary schools and 4,288 institutions for professional and technical training for women. Out of a total of 28,196 women's institutions, 16,979 were private enterprises.

From 1947 onwards the trend for girls to study in co-educational schools was growing stronger. More than half the number of girls were studying in mixed schools.

A National Council for the education of women was set up in 1959. The steady growth in the education of girls is seen in Table 33 and the enrolment participation of girls in Table 34. The disparity between the education of men and women has been narrowed down considerably.

TABLE: 33

ENROLMENT RATIOS IN PRIMARY & MIDDLE STAGES OF SCHOOL EDUCATION
1950-51, 1973-74, 1978-79 & 1985-86

Year	Primary (6-11)			Middle (11-14)		
	Boys	Girls	Total	Boys	Girls	Total
1950-51	59.8	24.6	42.6	20.7	4.5	12.7
1974-75	98.2	66.1	82.7	48.0	23.1	36.0
1978-79	111.0	79.0	96.0	59.0	32.0	46.0
1985-86	108.8	77.1	93.4	65.0	38.1	52.0

Source: Fifth Five Year Plan (1974-79) and Ministry of Education and Selected Educational Statistics 1985-86.

TABLE: 34

ENROLMENT PARTICIPATION OF GIRLS
1951-1976, 1979 & 1985-86

Year	Percentage enrolment of girls to total enrolment		
	Classes I-V	Classes VI-VIII	Classes IX-XI
1950-51	23.1	17.0	13.5
1975-76	38.9	31.6	28.2
1978-79	40.8	33.6	28.3
1985-86	77.1	38.1	N. A.

Source: Fifth Five Year Plan and Ministry of Education and Selected Educational Statistics 1985-86.

The National Policy on Education - 1986, has assured that there will be "a well conceived edge in favour of women" and that the national education system will play "a positive interventionist role in the empowerment of women" further that it will "foster the development of new values, through re-designed curricula."

The following conclusions arise from a review of women's education in India.

- i) 52.18 percent of the urban women and 82.04 percent of the rural women still remain illiterate. Education of women, particularly in the rural areas is a great need of the country.
- ii) There is a growing aspiration for careers, particularly professional careers, among women as is seen in Table 35. The performance of girls at the examinations at different levels in the various disciplines, surpasses that of the boys.
- iii) There is a growing trend towards co-education and to provide equal opportunities for girls to take up courses and careers which were the monopoly of boys earlier.

TABLE: 35

EXAMINATION RESULTS - PASS PERCENTAGE - INDIA - 1977-78

Courses	Boys	Girls	Total
M.A. (Humanities, Arts and Languages)	73.6	78.1	75.2
M.Sc.	72.2	84.1	75.5
M.Com	65.3	65.6	65.3
M.E./M. Tech./M. Arch.	87.6	56.4	86.8
M. B. A.	88.6	88.7	88.6
M. Ed. (Education)	55.4	75.0	61.5
B. A. (Arts and Humanities)	57.9	61.7	59.4
B.Sc./B.Sc.(Home Science)	53.2	69.2	56.7
B.Com	56.3	63.5	56.9
B. E/B.Tech./B.Arch	87.8	84.7	87.7
B. Business Admn.	76.8	79.8	77.7
B. Ed. (Education)	83.6	87.5	85.2
L. L. B. (Law)	62.9	63.5	62.9
M. B. B. S./B.M.S./B.A.M.S.	66.6	70.4	67.2
B.Sc. (Pharmacy)			
B.Sc. (Nursing) etc.			
Arts	53.2	54.8	53.6
Science	57.7	63.5	58.6
Commerce	58.9	69.9	59.2
Higher Secondary (New Pattern 10 + 2)	46.4	60.3	50.3
Higher Secondary (Old Pattern)	50.8	55.6	52.1
Matriculation/S.L.C., etc.	46.2	47.8	46.6

Source: Education in India, Volume III - 1986
Ministry of Education and Culture,
Government of India.

CHRISTIAN EDUCATIONAL INSTITUTIONS

The opening of Christian institutions of education in India, was motivated by the spirit and teachings of Jesus Christ, in order to fulfil his mission of total development of the human person , spiritual, intellectual and emotional. For the Christian students, it was to help them to grow in human and Christian knowledge and maturity. The Christian schools were known as Missionary schools.

The involvement of the Christian community in education in India dates back to 1540, when the great missionary St. Francis Xavier, started St. Paul's College in Goa, for the intellectual and spiritual training of young natives, preparing them for Christian priesthood. After the foreign colonial powers came into the country, organized christian educational work took on a serious dimension.

The first missionaries who started regular schools for general education were the Danes working in the Madras presidency. Grundler opened two schools in 1717. Lierrander in Calcutta, and Schwartz founded a number of schools in the south between 1742 to 1772. The purpose of these schools was to teach English language and other subjects to the English, the Anglo-indians and the children of Indian converts to Christianity. The Scottish trio

was the next to start schools in West Bengal. It is quite interesting to note that there was a deliberate policy to use Indian languages as medium of instruction, in the Christian missionary schools during this period. It was much later in the century that the British missionary, Charles Grant, advocated the use of English as medium of instruction in the missionary schools. The aim was to improve the intellectual quality of the Indians through a so-called superior language and also to facilitate conversion to Christianity.

Macaulay's policy to start a public educational system in India in 1835, set an irreversible trend in Indian education, imparting westernized education through the medium of a foreign language. The East India Company and the colonial powers found it necessary to organize a system of education in the country and to keep the government expenditure on education a minimum. Private enterprises were encouraged by the grant-in-aid code, the missionaries were the first ones to seize this opportunity to open schools, that were aided by the government. From 1835 onwards, several schools were opened by Christian missionaries, all over the country. Till the beginning of the 20th century missionary institutions played a leading role in the education of the Indian youth.

This justifies J.P. Naik's remarks that "the missionaries reigned supreme in 1854, government efforts came next, and private Indian enterprise occupied the lowest place."² The favourable attitude of the British towards Christian missionaries prompted the mission historian J. A. Richter to say that the quarter century 1830-1857, is the age of the mission school.

There was a rapid growth in the number of Christian schools until 1920, throughout the country, chiefly among the Protestant denominations, working in north and central India. The expansion slowed down in 1925. The reason for the slowing down of missionary activity, arose chiefly from the following situations:

- i) The 1857 meeting led the British ruler to accept the policy of religious neutrality, which gave rise to an unsympathetic attitude towards mission agencies.
- ii) The government multiplied its own schools almost in competition with Christian schools. This created two independent subsystems, the state schools and the missionary schools.
- iii) By the end of the 19th century, the missionaries adopted the policy of consolidation above expansion, because of lack of resources and insecurity of position.

After independence there was a spurt of Christian schools and colleges up to 1970. The number of institutions increased by 250 per cent over this period. Article 30 of the Indian Constitution encouraged the minorities to establish and administer educational institutions of their choice. According to statistics available, the Christian minority which numbered 14 million in 1969, was responsible for the education of 35 lakhs of India's children, half of whom were non-Christians. To quote J.P. Naik "Christian educational enterprise is larger than that of several states of the Indian union."³

From 1970 onwards, the expansion in the number of Christian schools has been much lower, owing to the following reasons.

- i) The relevance of formalised education for the masses is debated upon after Vatican II.
- ii) Scarcity of resources.
- iii) A re-thinking of the concept of evangelisation, which was confined to conversion of non-Christians to the Christian faith. It was re-interpreted to give a fuller meaning; development of persons, building values, character formation and service to the nation.

3. J.P. Naik, Op. Cit., p.175.

Christian schools are not evenly distributed throughout the country. There is a heavy concentration in the southern states, especially Kerala, where the Christian population is comparatively higher.

Quantitatively, Christian involvement in education in India is very massive compared to the size of the Christian population in the country.

Qualitatively Christian educational institutions are mostly traditional. They are considered to be more effective for education in values and character formation, which are Christian concerns.

Christian Objectives in Education

Referring to the early missionaries, J.P. Naik, states that their educational work was "firstly, because they hoped to secure converts from their pupils and secondly because those schools enabled them to preach the Gospel to the upper classes of society, to whom they had hardly any other means of approach."⁴ To quote what T.A. Mathias says in this connection, "The founders of Christian institutions had three simple and relatively clear objectives before them:

4. J.P. Naik. Op. Cit., p.168.

first the education of Christians themselves, in an atmosphere which would help them to be good members of their church and occupy influential positions in secular society; second, to render a service to Indian youth at large and in particular to the deprived sections of Indian society; third, to build evangelical bridges towards the country's intelligentsia and thus pave the way for a more favourable attitude to Christianity and perhaps even the acceptance of faith."⁵

The first two aims have been realised to a large extent. After the Parsis, the Christians form the best educated community in the country with an 80 percent rate of literacy as against the country's average of 34.5 per cent. Owing to their education in Catholic institutions, the scheduled castes and tribes have come up in life and are occupying influential positions in society, in spite of their traditional backwardness.

The objective of serving the youth of the country has also been largely met. Christian institutions rapidly became known for the quality of the education they imparted, the dedication of the teachers, the training in moral and

5. Mathias, T.A. Christian Education In India. p.167.

spiritual values and discipline. A large number of top leaders in professional, industrial and government enterprises are the products of Christian institutions. The youth belonging to the deprived sections, particularly those in rural areas and the backward castes, have profited from Christian education, to some extent. Education of women was given a push by missionaries, in spite of traditional barriers.

Conversion to the Christian faith through education has not been fulfilled, judging from the negative growth rate of the Christian population. Most of the Christian schools educate a majority of non-Christians and there has not been any significant number of youth who have embraced Christianity.

The Present day Objectives of Christian Education

The situation in India today is radically different from what it was during the pre-independence period, when the Christian schools were founded. The country is no longer a colony but an independent, democratic, socialist republic committed to providing equality of opportunity to its citizens. The rapidly changing social values arising from increased technology and a scientific temper have reduced the appeal for religious values. There has been an emphasis on secular and purely human values, development

of personality of the individual and a social sense of community. There has been a new understanding of Gospel values among the Christians after Vatican II. The Catholic church sees itself as rendering a service to people of all castes and creeds and encourages an appreciation for the seeds of truth in every religion. New objectives that are more relevant to the times have emerged. The document of the Catholic Church entitled Declaration on Education states that the Catholic school must "contribute to the total formation of the human person in perspective of his ultimate goal and at the same time to contribute to the welfare of the societies of which it is a member." ⁶

The specific character of the Catholic schools is spelt out in the document, The Catholic School.

"The Catholic School is committed thus to the development of the whole man, since in Christ, the perfect man, all human values find their fulfilment and unity. Herein lies the specifically catholic character of the school. Its duty to cultivate human values in their own legitimate right in accordance with its particular mission to serve all men, has its origin in the figure of Christ.

6. Austin Flannery. Conciliar and Post Conciliar Documents. p.656.

He is the one who ennobles man, gives meaning to human life, and is the model which the catholic school offers to its pupils." ⁷

The task of the catholic school is fundamentally a synthesis of culture and faith, and a synthesis of faith and life: the first is reached by integrating all the different aspects of human knowledge through the subjects taught, in the light of the Gospel; the second is the growth of the virtues characteristic of the Christian.

The primary purpose of a christian institution is to give a total education i.e. to produce intellectually well-trained, morally upright, socially conscious and spiritually-oriented men and women for the India of today. As T.A. Mathias puts it, "It attempts to integrate good secular education with moral and spiritual values and to orientate it through reference to the christian vision of man and his relationship with God, with himself, with other men and with nature." ⁸

7. Austin Flannery. Conciliar and Post conciliar Documents. p.826.

8. T. A. Mathias, Op. Cit., p.168.

The christian schools are rendering to the nation a service that is christian, by educating its citizens and by working towards a closer collaboration with the government and other agencies of education.

There is an awakening of social justice among those who run christian institutions. This has resulted in re-thinking and re-vamping admission policies to include weaker sections and in opening schools for the rural and underprivileged.

The education given by the missionary schools on the one hand is appreciated, as is evident from the pressures for admission into these schools and the practice of naming non-christian schools with christian names. The missionary schools, on the other hand, have also been criticized like the public schools in India as being elitist and westernised. About 90 per cent of the christian schools come under the grant-in-aid code and are non-fee levying. Only 10 per cent of the schools situated particularly in the northern cities are un-aided and charge a high rate of fees which are necessary to maintain the school.

The Apostolic Carmel schools have primarily the christian character. So they reflect the features of a christian school, made more specific by the Apostolic Carmel philosophy of education.

CONCLUSIONS

The following are the characteristics of the Indian education system which emerge from a review of the Indian Educational System.

1. A rigid over-loaded curriculum, which is more content-oriented, leaving little room for the process of education to be an enjoyable and creative one for the students.
2. Scarcity of resources in a situation of rapid expansion, which renders any attempt towards concentration futile. This results in sacrificing quality for quantity.
3. A perpetuation of the colonial system. Dominance of westernization and dependency which results in lack of a creative, innovative, and indigenous approach.
4. Traditional bias, with education which is not linked with social and technological needs and jobs.
5. A heavy pedagogical rather than academic orientation.
6. A compartmentalization of different stages of education and disciplines without a harmonious interrelation.

7. Vested interest of political parties and upper class society.
8. The predominance of examination results and certification, which makes the system of education as Heredia puts it a "System of Examinations."
9. India has made considerable progress since Independence in terms of increase of all types of institutions and enrollment. But the nation's aspirations in respect of overall coverage, equitable distribution and quality education have not been met.
10. A male-dominated approach to education, which ignores the needs, aspirations and role of women in society and a striking disparity in literacy between men and women particularly in rural areas. Education of women remains a major challenge both qualitatively and quantitatively.
11. The goals of education spelt out in the Indian Constitution, the five year plans and the various educational policies remain mere statements and slogans to a large extent, as these are not backed up by concrete, long range action plans that take the various aspects of development into consideration, as also specific strategies for implementing these policies at various levels, stages and in different localities.

12. Christian involvement in education has been very extensive quantitatively, and traditional qualitatively.

13. Christian educational institutions have contributed towards the development of the whole person, and uplifting the deprived and backward sections of society to some extent. There seems to be a lack of a concerted and scientific approach in the education of the masses.

14. The Apostolic Carmel Schools being christian schools are categorised as minority institutions and enjoy the privileges and benefits given by the Indian constitution to institutions having a minority status.
