

CHAPTER-III

THE CONTEMPORARY EDUCATIONAL BACKGROUND

- III.1 INTRODUCTION
- III.2 THE CONTEMPORARY EDUCATIONAL
BACKGROUND OF HIGHER EDUCATION
- III.3 RELIGIOUS AND MORAL EDUCATION
DURING THE PERIOD 1882-1947
- III.4 BACKGROUND OF WOMEN'S EDUCATION
- III.5 BACKGROUND OF DIFFERENT
VOCATIONAL EDUCATION
- III.6 CONCLUDING REMARKS

III.1 INTRODUCTION :

Chapter-II describes the life sketch of Dr. S. Radhakrishnan. The researcher proposes to discuss the contemporary educational background in the present chapter. This chapter highlights on pre-independent educational aspects; so as to get the proper perspective of Dr. Radhakrishnan's educational thoughts. While highlighting the educational background only those levels and aspects of education are taken into consideration which are mainly concerned with Dr. Radhakrishnan's educational thoughts. Hence, the background of pre-primary and secondary levels of education are not dealt with in this chapter.

This chapter discusses the contemporary educational background of higher education, of religious and moral education, women's education and of different vocational education. The period that is taken into account is from the beginning of 20th century upto the dawn of independence i.e. 1947. This is the period of Dr. Radhakrishnan's educational and academic career as a student as well as a teacher which is culminated in his appointment as the Chairman of University Education Commission (1948-49).

III.2 THE CONTEMPORARY EDUCATIONAL BACKGROUND OF HIGHER EDUCATION :

The period 1902 to 1921 was the important period in the history of higher education as in 1902 the Indian

Universities Commission was set up and in 1921 the transfer of education to Indian control was made. In this period (1902-21) there was unprecedented expansion of education which can be recognised by the following discussion.

In 1901-02, there were 1,47,708 institutions which were increased upto 1,82,452 in 1921-22. The number of students in 1901-02 was 45,21,900; which rose 78,18,725 in 1921-22. (Cf. Table No.III.1).¹

TABLE III.1

TABLE SHOWING THE PROGRESS OF EDUCATION
BETWEEN 1901-02 AND 1921-22

Type of Institution	<u>No. of Institutions</u>		<u>No. of Scholars</u>	
	1901-02	1921-22	1901-02	1921-22
1. Universities	5	10	Figures not ava- ilable	Figures not ava- ilable
2. Arts Colleges	145	165	17,651	45,418
3. Professional Colleges	46	64	5,358	13,662
4. Secondary Schools	5,493	7,530	6,22,768	11,06,803
5. Primary Schools	97,854	1,55,817	32,04,336	61,09,752
6. Special Schools	1,084	3,344	36,380	1,20,925
Total for Recognized Institutions	1,04,627	1,66,130	38,86,493	73,96,560
7. Unrecognized Institutions	43,081	16,322	6,35,407	4,22,165
Grand Total :	1,47,708	1,82,452	45,21,900	78,18,725

Ref. : Nurullah, Syed and Naik, J.P. - "A Student's History of Education in India (1800-1961)" Revised Ed. Macmillan & Co.Ltd., Bombay, Calcutta, Madras & London, 1962, p.211.

This rapid expansion which originated under the viceroyalty of Lord Curzon (1898-1905) was the result of many reasons. The most important of them were, the great social and political awakening which was created as a result of the struggle for freedom and the large financial resources which were available for education.

Lord Curzon (1898-1905) appointed on 27th January, 1902, the Indian Universities Commission. It stated that every University ought to be a teaching University and no college should be allowed full privileges unless it was thoroughly well-staffed and equipped. But it did not discuss the fundamental questions regarding the University organisation that should be ultimately developed in India.

Another important incident was of the establishment of the Indian Universities Act, 1904. The Act stated that the university should make provision for the instruction of the students with power to appoint University Professors and to maintain university libraries, laboratories and museums.

But the Indian public opinion violently opposed the Act because it felt that Government was trying to give all power in the hands of European educationists. It also felt that the Act made no provision for financial assistance.

The public also opposed strongly because the act gave more powers to Government in the administration of universities.

Though Indians opposed strongly, the Act had some good results viz., the administration of universities became more efficient and the Act made the Government of India sanction the first grants to Indian universities and longer grants were provided to private colleges to improve the standards.

Another important event is that of the Declaration of Government Resolution on Educational Policy dated 21st February, 1913. This Resolution declared that a university would be established for each province and the teaching activities of universities would be encouraged and colleges in mofussil towns would be developed into teaching universities in due course. But unfortunately the Government could not take any action because of the beginning of the first Great World War.

Another important event is of the appointment of Calcutta University Commission in 1917 which was also known as Sadler Commission. This Commission studied the problems of secondary and university education and recommended to establish an unitary teaching University at Dacca and encouraged to develop mofussil colleges into new university

centres. It also recommended the appointments of professors by selection committees and to establish students' welfare board.

The Government Resolution on Educational Policy 1913 and the Report of the Calcutta University Commission on 1917-19 led to the creation of a large number of new universities during 1917-1922. In 1921-22 the number of universities was increased upto 12. The new universities were established one after the other like, Mysore (1916), Patna (1917), Banaras (1917), Aligarh (1920), Dacca (1920) and Lucknow (1920 (Cf. Table No. III.2).

TABLE No. III.2

THE INFORMATION REGARDING THE INDIAN UNIVERSITIES (1957-1947)

Sr. No.	Name of the University	Date of Foundation	Type	Number of Students	Total Expenditure (in thousands)	Government grant (in thousands)	Percentage of Government grant to total Income
1.	2.	3.	4.	5.	6.	7.	8.
1.	Cabcutta	1857	Affiliating and Teaching	45,008	3,922	938	22.9
2.	Bombay	1857	-do-	43,090	2,695	209	8.6
3.	Madras	1857	Do Federative	28,888	1,650	460	23.4
4.	Allahabad	1887	Teaching	3,502	1,672	793	52.88
5.	Benares	1916	Teaching	5,083	12,580	1,270	9.2
6.	Mysore	1916	Teaching and Affiliating	9,350	2,548	1,700	69.2
7.	Patna	1917	-do-	5,471	864	61	7.2
8.	Osmania	1918	Teaching	4,862	3,492	3,498	91.3
9.	Aligarh	1920	-do-	4,009	1,570	560	35.7
10.	Lucknow	1920	-do-	3,893	2,223	1,070	53.3
11.	Delhi	1922	Do Federative	4,311	977	593	52.4

TABLE No. III.2 (Contd...)

1.	2.	3.	4.	5.	6.	7.	8.
12.	Nagpur	1923	Teaching and Affiliating	5,734	678	113	15.4
13.	Andhra	1926	-do-	9,445	1,136	307	20.4
14.	Agra	1927	Affiliating	9,936	360	40	9.96
15.	Annemal	1929	Teaching	1,981	1,283	612	47.62
16.	Travancore	1937	Teaching and Affiliating	5,715	2,572	2,226	78.6
17.	Utkal	1943	-do-	3,662	235	40	9.61
18.	Saugor	1946	-do-	1,828	274	100	33.39
19.	Rajputana	1947	Affiliating	Not available	234	215	48.23

(Prepared by Indian Universities Commission)

Ref:- Murullah Syed and Naik J.P., "A Students' History of
Education in India" (Revised) Macmillan and Co. Ltd.,
Bombay, 1945, p. 323.

For this expansion, Lord Curzon sanctioned a grant of Rs. 5 lakhs per year during 1898-1905. This was later made as permanent recurring grant of Rs. 1,35,000 and in 1911-12 Government sanctioned a non-recurring grant of Rs. 2,55,000 for university education and in 1921-22, government grant to universities was increased to Rs. 20,54,000 and the total expenditure was Rs. 74,13,000 (Cf. Table No.III.3)

TABLE No.III.3

THE INCREASE OF GRANTS FOR HIGHER EDUCATION
(1898-1922)

	<u>Year</u>	<u>Amount in Rs.</u>
Period of Lord Curzon (1898-1905)	1898 to 1905 (per year)	5,00,000/-
	1906 (onwards) (per year upto 1911)	1,35,000/- (per- manent Recurring grant)
	1911-12 onwards (per year) upto 1921-22	16,00,000/- Non-Recurring Grant 2,55,000/- Recurring Grant
	1921-22	20,54,000 Govt. grant and Total expendi- ture was - 74,13,000/-

Ref : Nurullah, Syed and Naik, J.P., "A Students History of Education in India (1800-1961)" Revised Ed. Macmillan and Co.Ltd., Bombay, Calcutta, Madras and London, 1962, Ch.7, p.223, Ch.8, pp. 239-40.

Another important feature of this period was the great improvement in the standard of collegiate education. In this period the colleges were generally better staffed, better equipped than those of the earlier period. Though the expansion of collegiate education is seen by 1921-22, the system of collegiate education developed some serious defects. It became top heavy, predominantly literary and unhelpful for the industrial and commercial regeneration of the country.

By the Government of India Act, 1919, the Department of Education was transferred to the control of Indian Ministers, hence education had been treated as partly all India and partly reserved. It introduced the new constitution of 'Diarchy' or the rule of the two during 1921-37. By this system the Indians first obtained the control of the Education Department. But this diarchical form created difficulties in the way of educational expansion because financial assistance from the central Government was suddenly stopped and provinces were required to make contributions to the Central Government. In the same way the keen interest of Central Government came to an end. Thus the Central Government's absence of grants and interest in education, as described by Hartog Committee was the unfortunate divorce of the Government of India from education.²

To these difficulties some other circumstantial difficulties were added. National Congress considered the Reforms of 1919 as unsatisfactory, and hence, boycotted the legislature councils, and organized the non-co-operation movement, and similarly a Civil Disobedience Movement was organised in 1930-32. These two movements dominated the national life of the country. The public, too, was concentrated more on political than on educational problems. In addition to these the financial difficulties were created by the world economic depression which began about 1930.

Though the difficulties occurred the expansion and development of university and collegiate education during 1921-1937 was recognizable (cf. table No. III.4).

TABLE No. III.4

THE PROGRESS OF EDUCATION BETWEEN 1921-22 AND 1936-37

Type of Institution	No. of Institutions		No. of Scholars	
	1921-22	1936-37	1921-22	1936-37
1. Universities	10	15	Figures not available	9,697
2. Arts Colleges	165	271	45,418	86,273
3. Professional Colleges	64	75	13,662	20,645
4. Secondary Schools	7,530	13,056	11,06,803	22,87,872
5. Primary Schools	1,55,017	1,92,244	61,09,752	1,02,24,288
6. Special Schools	3,344	5,647	1,20,925	2,59,269
Total for Recognized Institutions	1,66,130	2,11,308	73,96,560	1,28,88,044
7. Unrecognized Institutions	16,322	16,647	4,22,165	5,01,530
Grand Total :	1,82,452	2,27,955	78,18,725	1,33,89,574

(N.B. The figures are for British India only exclusive of Burma)

Ref:- Nurullah, Syed and Naik, J.P. - "A Student's History of Education in India (1800-1961) Revised Edition, Macmillan and Co.Ltd., Bombay, Calcutta, Madras, London, 1962, Ch. IX, p. 282.)

In 1921-22, there were 10 universities and 1,82,452 educational institutes which increased to 15 universities and 2,27,955 institutes in 1936-37. Similarly in 1921-22 the number of university departments and affiliated colleges was 207; which was increased to 446 in 1936-37. This paradox can be explained by the great political and social awakening that took place during this period. Other events are also responsible for this expansion; like the establishment of the Inter-University Board. The Calcutta University Commission had emphasized the need for the co-ordination of the work of Indian Universities. Another point was the incorporation of new universities. On these grounds the Delhi University was established for the province of Delhi, and the Nagpur University for the Central Provinces and Berar. And the Andhra University was established for the Madras presidency.

While appreciating these advances of this period (1921-37), the Horthog Committee (1929) pointed out several weaknesses. It observed that the universities were not producing leaders of society and there had been a definite lowering of standards due to uncontrollable admissions, poor work in secondary schools and competitions between universities.³

The next important period was of provincial autonomy (1937-47) which came to effect by the Government of India Act, 1935. It stopped the defective diarchical system of administration and it placed the provincial administration under a Ministry of elected members which came into operation in 1937 in eleven provinces of British India.

This period (1937-47) showed a large expansion in higher education; (cf. Table No.III.5) for example, the number of students reading for higher education in 1936-37 was 1,26,288; which was risen to 2,47,294 in 1946-47 (cf. Table No. III.5)

TABLE No.III.5

**THE INCREASE OF INSTITUTIONS FOR HIGHER
EDUCATION AND NUMBER OF STUDENTS DURING
1901-02 - 1946-47**

Year	Total Institu- tions of Higher Education	No. of students reading in Higher Education
1901-02	1,47,708	45,21,900
1921-22	1,82,452	78,18,725
1936-37	2,27,955	1,26,00,288
1946-47	-	2,47,00,294

Ref:- Nurullah, Syed and Naik, J.P. - "A Student's History of Education in India (1800-1961)" Revised Ed. Macmillan and Co.Ltd., Bombay, Calcutta, Madras and London, 1962, Ch.7, pp. 211, 229, Ch.8, pp. 241 to 245, Ch.9, p. 282).

This expansion was due to War which increased the need for trained personnel; and the Quit-India Movement which made to spread the desire for higher education among women and backward classes. The Government also came forward with larger grants for opening of different new faculties and new universities.

Afterwards in 1948, the Indian Universities Commission was appointed by the Central Government to report on the important aspects of Higher Education. It was presided over by Dr. S. Radhakrishnan and its valuable report was submitted in 1949 which suggested many significant recommendations.

From the foregone discussion the significant changes and developments with major events of higher education from 1900 to 1947 can be understood. Only the major events are highlighted which would be helpful to understand Dr. Radhakrishnan's thoughts regarding higher education that are discussed in Chapter-IV and V.

III.3 RELIGIOUS AND MORAL EDUCATION DURING THE PERIOD 1882-1947

Indian Education Commission (1882) had recommended that some elementary book should be prescribed for religious and moral education.

However, Lord Curzon (1898-1905) was against this idea. He suggested that the moral sense of the students might be developed indirectly by providing good atmosphere in the school. The school organization, discipline, teachers, hostels should be good and the ideal biographies should be included in the syllabus. He wanted to encourage religious instruction but in non-government schools. But, unfortunately these recommendations were never implemented and the Calcutta University Commission (1917-1919) did not consider the question of religious education.⁴

Mahatma Gandhi, under his Wardha Scheme of Basic Education (1937) expressed his views that traditional religion should not be included, because the manner of its teaching would give rise to conflict.

In 1944, the Central Advisory Board of Education (CABE) under the plan of Post-War Educational Development maintained that religious education, in the widest sense, should be included in the curriculum.⁵ The Board appointed a special Committee under the Chairmanship of G.D. Barua, to examine the practicability of providing religious education in our classes. This committee submitted an interim report in 1945 and a further report in 1946. It considered all aspects of the question and recognized the importance of

spiritual and moral instruction. But the responsibility for such teaching would be of the parents and the community to which the pupil belonged. It also stated that it could be provided in the normal course of secular instruction.

Thus, the foregoing paragraphs discuss the contemporary background of religious education. The review is taken right from the period of Lord Curzon (1898) upto the report of C.A.B.E (Central Advisory Board of Education) of 1946. This review highlights on the main significant changes and developments in the history of religious and moral education in India, which would be helpful to understand. Dr. Radhakrishnan's thoughts regarding the religious and moral education that are discussed in Chapter No. VI.

III.4 BACKGROUND OF WOMEN'S EDUCATION :

The Indian Education Commission of 1882 became a driving force to women education, because after its recommendations larger grants were utilized and due efforts for women's education were taken.

However, after this initial period many proposals were made but not executed fully and properly. Hence, the story of women remained a sad one. Lord Curzon (1898-1905) also failed to initiate any sound policy for women education.

After him the Resolution of 1913 had made some new but appropriate suggestions. The Provincial Governments were asked to frame new schemes of women's education according to their local traditions and conditions. It was also decided that the education of the girls should be different from that of the boys. Social environment of the girls was also considered necessary. Local inspectresses should be provided and women teachers should be employed in girls' schools. On these lines Mrs. Annie Besant had already founded the Central Hindu Girls' School in 1904. The Lady Hardinge College for girls was established at Delhi in 1916.

Till 1917, there was not much of a difference between the syllabus for boys and for girls. There were 12 Arts colleges, 4 vocational colleges and 166 secondary schools for girls in 1917. In 1916 Maharshi Dhondo Keshav Karve established Shrimati Nathibai Damodar Thakarsai Women's University at Poona, which gave education suited to women's talents and needs.

Calcutta University Commission was appointed under the Chairmanship of M.E. Sadler on September 14, 1917, and it submitted its report on March, 1919. It encouraged women's education and suggested to constitute a board in the Calcutta University which should form a separate syllabus for women and provide a medical education to them and for

training in the teaching job. Arrangements for co-education should be made. For the girls of 15-16 arrangement of 'Purdah' should be made. Thus the Sadler Commission (1917) tried to encourage the women education).

In 1901-02, the girls who received primary education were 3,48,510 in number, while in 1921-22, this number rose to 11,98,550. In the same way 515 girls were in training schools in 1901-02 which rose to 47,208 in 1921-22. In East Bengal, Women Education Society was formed in 1907 and girls' schools were set up. Thus, the primary education had expanded beyond expectations. So naturally secondary schools were expanded. The following table shows this expansion.⁶

TABLE No.III.6

THE EXPANSION OF PRIMARY AND SECONDARY SCHOOLS
DURING 1901-02 - 1921-22

	1901-02	1921-22	Increased number
High Schools	9,274	36,698	27,424
Middle Schools	32,308	92,466	60,158

The increased number of high schools and middle schools in 1921-22 shows that it was about three times more than that of 1901-02.

In the same way the enrolment of girls increased a great deal. This can be evident from the following table.⁷

TABLE No.III.7THE INCREASE IN THE ENROLMENT OF GIRLS DURING
1901-02 - 1921-22

	1901-02	1921-22	As compared with 1911
Muslim Girl students	865	5,853	About 7 times more
Hindu girl students	13,923	41,221	About 3 times more

This clearly shows that the enrolment of Muslim as well as Hindu girls was increased in large number.

In the same way, during 1913-1922 a good progress was made in women's higher education too. The following table helps to understand the progress.⁸

TABLE No.III.8PROGRESS IN WOMEN'S HIGHER EDUCATION
DURING 1882 - 1921-22

	In 1882	In 1902	1921- 22	Particulars
No. of girl students (women) reading for higher education	6	177	1,263	Out of 1,263 398 were Hindus, 25 Muslims and the remaining were of other castes

The period of 1921-38 was very significant to the Indian women as they were fully awakened by the national movement. The progress was made in the social condition of

women. In 1929, the Sharada Act was passed by which child marriages (girls below the age of 14) were regarded illegal. In the local self-government women could vote and could become members also. Thus the political rights encouraged them for education. The co-education broadened their vision.

Female education during 1921-37 made progress at all stages which can be considered by the following table.⁹ (cf. Table No.III.9).

TABLE No. III.2

THE NUMBER OF GIRL STUDENTS, SCHOOLS AND COLLEGES FOR GIRLS
DURING 1921-37

Particulars of Schools	Number of schools in 1921	Number of Students in 1921	Number of Schools in 1937	Number of Students in 1937	In Schools	Increase in Students
Primary Schools	22,579	11,95,892	32,273	26,07,086	9,694	14,10,194
Middle Schools	548	85,079	978	2,16,965	430	1,31,886
High Schools	120	25,130	297	1,14,481	177	89,351
Arts Colleges	12	938	31	6,039	19	5,101
Special Schools	253	11,184	404	23,027	146	11,843
Total :	23,517	13,18,223	33,933	29,67,598	10,466	16,84,375

(The Quinquennial Review of the Progress of Education in India,
Ch. VI quoted in, by Chaube, S.P., "A History of Education in
India", Beni, Madho Publishers, Allahabad, 1965, p. 521).

The figures in the above table (Table No. III.9) indicate the comparative increase of secondary and higher institutions with the primary schools. It shows that primary schools increased one and a half times, middle schools were doubled and colleges and high schools increased two and a half times. In Art Colleges, the number of students increased seven times.

Though women education made good progress yet the number of educated women was very negligible. It was only three percent. So the Hartog Committee (1929) made some recommendations for the expansion of women education. It suggested that a useful plan should be outlined for the expansion of women's education. Generally, primary education should be given to girls with boys. There should be different courses for girls in higher education. Domestic sciences, music, health and hygiene should be taught to them. More lady teachers should be appointed with higher salaries, and more lady inspectors should be appointed. Women should be given representation in local bodies. Thus, Hartog Committee (1929) was of the opinion that the priority should be given to women education in every scheme of expansion. It also suggested a gradual introduction of compulsion for the education of girls.¹⁰

The Basic Education Committee, which was also known as the Second Kher Committee (1938-39) recommended that there should be a separate curriculum for boys and girls. The Committee wanted to give the instruction of cookery, laundry, needle work, home crafts, care of children and first-aid to girls. It demanded for differentiated curricula to them. It wanted to introduce domestic science at higher secondary and college levels. The girls should be given a greater choice of subjects, so the curriculum should be broad-based and the study of art, drama, painting and music should be included to build up their aesthetic sense.

The Committee of Post-War Educational Development (1944) reported that it was not necessary to treat education of women as a special problem. It assumed that whatever was needed for boys would be required for girls too. Hence the committee did not give any attention to women education.

From the foregoing discussion it can be concluded that there were fluctuations in the history of women education in India. It can be said that it was not quite satisfactory. The need and development of education of girls was thoroughly understood in free India; and the due steps were taken to develop the women's education.¹¹

The foregoing paragraphs describe the contemporary background of women's education which may help to get the proper perspective of Dr. Radhakrishnan's educational thoughts regarding the women's education which are discussed in Chapter-VII.

III.5 BACKGROUND OF DIFFERENT VOCATIONAL EDUCATION :

Till the time of Lord Curzon (1898-1905) no attention was paid to agricultural education. It was given only in a few scattered schools. Lord Curzon decided to open agricultural colleges in each province. He established an Agricultural Research Centre at Pusa in Bihar which was later on shifted to Delhi. Regarding technical education he sent a few able students on scholarship to foreign countries for obtaining training in technical education. Lord Curzon admitted that the technical education in India until 1904 was directed mainly to the higher forms of instructions required to train men for Government services as engineers, mechanics, electricians, overseers, surveyors, revenue officers or teachers in schools and for employment in railway workshops, cotton mills and mines.¹²

The Calcutta University Commission (1917-19) found the lack of vocational and industrial education and hence

made the important suggestions that the provision should be made in intermediate colleges for vocational education and in the same way, university also should make provision for industrial education.

During the year 1921-22, professional institutions giving the instruction in education, medicine, law, commerce and agriculture were 44 in number. During the period 1921-1937 education of law was the foremost because lawyers were useful in setting the country free, medical education was also on progress because physicians were greatly needed for the good health of the countrymen, and the education of Engineering Technology was given as a number of constructions were going on in the country. Alongwith these the new institutions were established to cater to the needs of the time; like, in agriculture, veterinary science and in forestry.¹³

In 1937, there were three schools giving education in Forestry. They were - (1) Forest Research Institute, Dehradun, 2) Forest College, Coimbatore and 3) Indian Forest Research College, Dehradun. In the same way, the new technical institutes at Kanpur, Delhi, Calcutta, Dhanabad, Bombay, Madras and at Ranchi were established during 1921-1937. In 1936-37, the total number of technical and industrial

institutions was 535 with 30,509 students.¹⁴ Hence, it can be said that during 1921-37 the technical and industrial education was on progress.

During 1937-47 vocational education made no extraordinary progress but normal expansion and development were continued.

In 1946-47, there were thirteen law colleges with near about 5,332 students and there were 26 medical colleges all over the country. In the same way, there were 296 Commercial Schools and 14 Commercial Colleges all over the provinces of India. Regarding Agricultural Education, there was some progress during 1937-1947. New Agricultural Departments and Colleges were opened during this period at various places, like Agra, Amritsar, Bombay, Banaras, Bangalore, Delhi and Dharwar.

In 1946-47 there were 17 engineering colleges with 2,500 students reading in them.

During 1937-1947, technical education made some progress due to three factors. Firstly, due to Second World War there was a demand for persons with technical training. Secondly, there was the need of persons with technical training for the various industries newly established as a result of the war. And thirdly, both the Provincial and

Central Governments had launched several new schemes. Hence, during 1937-47 technical education expanded to some extent. There were 490 technical institutions with 49,740 students, during the year 1946-47.

In 1945, Government of India established the All India Council of Technical Education for reorganizing the technical education. In the same way the higher Technological Education Committee under the Chairmanship of Nalini Sarkar was founded in 1945 to give advice on technical education. Hence, the progress regarding technical education was seen during 1937-47.

III.6 CONCLUDING REMARKS :

In the foregoing paragraphs, the contemporary educational background of higher education, religious and moral education, women's education and of different vocational education about the period 1901 to 1947 is discussed. It is hoped that this background will be useful to get the proper perspective of Dr. Radhakrishnan's educational thoughts that are discussed in succeeding chapters viz. Chapter Nos. IV to IX.

REFERENCES

1. Nurullah, Syed, and Malik J.P., "A Student's History of Education in India (1888-1961)" Revised Edition, Macmillan and Co.Ltd., Bombay, Calcutta, Madras and London, 1962, p. 211.
2. Kaur, Kuldeep, "Education in India (1781-1985), Policies, Planning and Implementation", Centre for Research in Rural and Industrial Development, 2A, Madhya Marg, Sector 19 A, Chandigarh 160 019, Oct. 1985, Ch.V., p. 110.
3. Rawat, P.L., "History of Indian Education", Ram Prasad and Sons, Agra 3, 1970, p. 232.
4. Safaya, Raghunath, "Current Problems in Indian Education", Dhanapat Rai and Sons, Jalandhar, Delhi, Eighth Ed., April 1982, Ch. 29, p. 339.
5. Kaur, Kuldeep, "Education in India," Centre for Research in Rural and Industrial Development, Madhya Marg, Chandigarh 160 019, Oct. 1985, Ch.XV, p. 333.
6. Chaube S.P., "A History of Education in India", Ram Narain Lal Beni Madho Publishers and Booksellers, Allahabad, 1965, p. 489.
7. Ibid, p. 489.
8. Ibid, p. 489.
9. Ibid, p. 521.

10. Kaur, Kuldip, "Education in India (1781-1985)" Centre for Research in Rural and Industrial Development, Madhya Marg, Chandigarh, Oct., 1985, Ch. XI, pp. 234-239.
11. Safaya, Raghunath, "Current Problems in Indian Education", Dhanpal Rai and Sons, Jalandhar, Delhi, Eighth Revised Edition, April, 1982, Ch. 24, pp. 298 to 305.
12. Govt. Resolution - The Educational Policy, 1904, para 31 (Referred by Chaube S.P. - "A History of Education in India", Beni, Madho Publishers, Allahabad, 1965, p. 490.)
13. Chaube S.P., "A History of Education in India, Beni, Bandho Publishers, Allahabad, 1965, p. 536.
14. Ibid, p. 536.