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Development of Educational Institutions in Ajmer - Merwara during 20th Century

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ABSTRACT: In First Five Year Plan 7.9% of total plan outlay was allocated for education. In Second and Third Plan, the allocations were 5.8% and 6.9% of the total plan outlay. In Ninth Plan only 3.5% of the total outlay was allocated for education in Ajmer -Merwara . To streamline the education, the Govt. implemented the recommendations of Kothari Commission under ‘National Policy on Education’ in 1968. The main recommendations were

- universal primary education.
- Introduction of new pattern of education,
- three language formula,
- introduction of regional language in higher education,
- development of agricultural and industrial education and
- adult education.

KEYWORDS: Ajmer-Merwara, India, educational, institutions, 20th century, policy, commission

I. INTRODUCTION

To combat the changing socio-economic needs of the country, Govt. of India announced a new National Policy on Education in 1986. Main features :-

- Universalisation of primary education,
- vocationalisation of secondary education and
- specialisation of higher education were the main features of this policy.

National Council of Educational Research and Training (NCERT) at National level and State Council of Educational Research and Training (SCERT) at State level were established to maintain the standard of education in Ajmer - Merwara .

University Grants Commission (UGC) was instituted to determine the standard of higher education

1. Expansion of General Education:[1,2,3]

During the period of planning there has been expansion of general education.

	1950-51	2000-01
Percentage Literacy	19.3%	65.4%
Enrollment Ratio of Children (6-11 Year age group)	43%	100%
Primary Schools	2.1 Lakh	6.4 Lakh
Universities	27	254

Primary education – been free and compulsory.

Midday meal has been started in schools since 1995 to check drop-out rate.

2.Development of Technical Education:

Besides general education, technical education plays important role in human capital formation. The Govt. has established several Industrial Training Institutes, Polytechnics, Engineering colleges and Medical and Dental colleges, Management institutes etc.

These are given below:

(a) Indian Institute of Technology:

For education and research in engineering and technology of international standard, seven institutes have been established at Mumbai, Delhi, Kanpur, Chennai, Khargpur, Roorkee and Gauhati, Technical education is imparted here both for graduation and post-graduation and doctorate level.

(b) National Institute of Technology (NIT):

These institutes impart education in engineering and technology. These were called Regional College of Engineering (REC). These are 17 in number throughout the country. There are other institutes in the country to teach engineering and technical education.

(c) Indian Institute of Management:

These institutes impart education in business management and administration. These institutes are located at Ahmedabad, Bangalore, Kolkata, Lucknow, Indore and Kozhikode.

(d) Medical education:

There were only 28 medical colleges in the country in 1950-51. There were 165 medical and 40 dental colleges in the country in 1998-99.

(e) Agricultural education:

Agricultural Universities have been started in almost all States to improve production and productivity of agriculture. These universities impart education and research in agriculture, horticulture, animal husbandry and veterinary sciences etc.

3. Women education:

In India, literacy among women was quite low. It was 52% according to 2001 census. While the literacy among men was 75.8%.

Women education was given top priority in National Policy on Education. Many State Governments have exempted the tuition fee of girl's up to university level. Separate schools and colleges have been established to raise level of literacy among women.

4. Vocational education:

National Policy of Education, 1986, aims at vocationalisation of secondary education. Central Govt. has been giving grants to State Governments to implement the programme since 1988. Agriculture, Pisciculture, diary, poultry, typing, electronics, mechanical and carpentry etc. had been included in higher secondary curriculum.[4,5,6]

5. Growth of higher education:

In 1951, there were 27 universities. Their number increased to 254 in 2001.

6. Non-formal education:

This scheme was launched on an experimental basis from the Sixth plan and on regular basis from Seventh plan. The aim was to achieve universal elementary education to all children in the age group of 6-14 years. The scheme was meant for those children who cannot attend schools regularly and for full time due to poverty and pre-occupation with other works.

The Central Govt. is providing assistance to State Govt. and voluntary organisation to implement the scheme. Non-formal education centres have been set up in remote rural areas, hilly and tribal areas and in slums. These impart education to children of 6-14 age group in Ajmer -Merwara .

7. Encouragement to Indian Language and Culture:

After the adoption of National Policy of Education 1968, regional language became the medium of instruction in higher education. Syllabus on science and technology, dictionaries, books, and Question Papers are translated into regional languages. Indian history and culture have been included in school and college curriculum.

8. Adult education:

Adult education refers to the education for the illiterate people belonging to the age group of 15-35 years. The National Board of Adult Education was established in the First Five Year Plan. The village level workers were assigned the job of providing adult education. The progress remained not too good. The National Adult Education Programme was started in 1978. The programme is considered as a part of primary education. National Literary Mission was also started in 1988 to eradicate adult illiteracy particularly in rural areas. The Centre gives assistance to states, voluntary organisations and some selected universities to implement this programme. There were 2.7 lakh adult education centres working in the country in 1990-91. This programme helped to raise the literacy rate to 65.38% in 2001.

9. Improvement of Science education:

Central Govt. started a scheme for the improvement of science education in schools in 1988. Financial assistance is given to provide science kits, up gradation of science laboratories, development of teaching material, and training of science and mathematics teachers. A Central Institute of Educational Technology (CIET) was set up in NCERT to purchase equipment for State Institutes of Educational Technology.

10. Education for all:

According to 93rd Amendment, education for all has been made compulsory. The elementary education is a fundamental right of all children in the age group of 6-14 years. It is also free. To fulfill this obligation Sarva Shiksha Abhiyan (SSA) has been launched.

The above discussion makes it clear that a lot of development in education has been made in India after Independence. There is wide growth in general education and higher education. Efforts have been made to spread education among all sections and all regions of the country. Still our education system is ridden with problems.[7,8,9]

Schemes for Elementary Education

1. Sarva Shiksha Abhiyan
2. Mid Day Meal
3. Mahila Samakhya
4. Strengthening for providing quality education in Madrassas (SPQEM)

Sarva Shiksha Abhiyan (SSA) is implemented as India's main Programme for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in education and enhancement of learning levels of children.

Mid-Day Meal Scheme

Launched in 1995 as centrally sponsored scheme as the National Programme of Nutritional Support to Primary Education (NP-NSPE). Its objective was to enhance enrolment, retention and attendance and simultaneously improving nutritional levels among children,

Schemes for Secondary Education

Secondary Education is the most significant stage in the educational hierarchy as it prepares the students for higher education and the world of work. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18. At present, the following schemes targeted at secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes:

1. Rashtriya Madhyamik Shiksha Abhiyan
2. Girls Hostel Scheme
3. National Scheme of Incentives to Girls for Secondary Education
4. Inclusive Education for Disabled at Secondary Stage
5. Scheme of Vocational Education
6. National Merit-cum-Means Scholarship Scheme
7. Scheme for construction and running of Girls' Hostel for students of secondary and higher secondary schools
8. Scholarship schemes for Minority students

9. National Scholarships

The National Council for Educational Research and Training (NCERT) promotes educational development both in quantitative and qualitative terms and makes special efforts to remove disparities and equalize educational opportunities for all students.

NCERT acknowledges and appreciates educational brilliance in students through the National Talent Search Scheme. It also seeks to applaud artistic distinction through the Chacha Nehru Scholarships – for artistic and innovative excellence. The National Bal Bhawan has instituted a system of honouring talented children in different age groups in the year 1995 through the Bal Shree scheme.

Schemes for Higher Education

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. Meritorious students, from families with or without necessary means, need an incentive or encouragement to keep on working hard in their studies and go to the next level of education in their academic career. This is where the scholarships and education loans play a crucial role.

Following are some significant fellowship schemes/scholarships awarded by the various institutions:

1. Scheme of Apprenticeship Training
2. National Scholarships
3. Post-Doctoral Research Fellow (Scheme)
4. Junior Research Fellowships for biomedical sciences
5. All India Council for Technical Education Scholarships
6. Department of Science and Technology grants and fellowships
7. DST's Scholarship Scheme for Women Scientists and Technologists
8. Biotechnology fellowships for doctoral and postdoctoral studies by DBT
9. Scholarships /Awards at Undergraduate & Postgraduate level in various science courses at the University of Delhi
10. Fellowships/Scholarships/Awards by the Jawaharlal Nehru University
11. Sports Authority of India promotional schemes
12. Empowerment of Persons with Disabilities – Schemes/Programmes
13. Scholarship Schemes for ST Students by Ministry of Tribal Affairs
14. Post-matric Scholarships for SC /ST students
15. Scholarships for Minority Students[10,11,12]

Important Issues in Indian Education System in Ajmer -Merwara .

1.Lack of infrastructure

Approximately 95.2 per cent of schools are not yet compliant with the complete set of RTE infrastructure indicators according to survey conducted in 2010.They lacks drinking water facilities, a functional common toilet, and do not have separate toilets for girls.

Number of boards causes non uniformity of curriculum throughout India so maintenance of quality standard is quite difficult.

2. Poor global ranking of institutes

Only 4 universities are featured in first 400 .This is largely because of high faculty-student ratio and lack of research capacity

3. System of education

Education is information based rather than knowledge based. The whole focus is on cramming information rather than understanding it and analyzing it.

4. Gap between education provided and industry required education

Industry faces a problem to find suitable employee as education provided is not suitable for directly working in industry so before that a company is required to spend large amount on providing training for employee.

5. Gender issues

Traditional Indian society suffers from many kind of discrimination so there are many hurdles in education of unprivileged sections of society like women, SC, ST and minority

6. Costly higher education

Very minimal amount of subsidy is provided for higher education so if student seeks to get chances of higher education still he misses out because of lack of economical resources

7. Inadequate government Funding

The demand for financial resources far exceeds the supply. Very small amount is available for innovative programs and ideas.

II. DISCUSSION

Education in Ajmer -Merwara is primarily managed by the state-run public education system, which falls under the command of the government at three levels: central, state and local.^[7] Under various articles of the Indian Constitution and the Right of Children to Free and Compulsory Education Act, 2009, free and compulsory education is provided as a fundamental right to children aged 6 to 14. The approximate ratio of the total number of public schools to private schools in India is 10:3.^[8]

Education in India covers different levels and types of learning, such as early childhood education, primary education, secondary education, higher education, and vocational education. It varies significantly according to different factors, such as location (urban or rural), gender, caste, religion, language, and disability.

Education in India faces many challenges and opportunities, such as improving access and quality,^[9] reducing disparities and dropouts, increasing enrolment and completion rates,^[10] enhancing learning outcomes and employability, strengthening governance and accountability, promoting innovation and technology. It is influenced by various policies and programmes at the national and state levels, such as the National Education Policy 2020, the Samagra Shiksha Abhiyan, the Rashtriya Madhyamik Shiksha Abhiyan, the Midday Meal Scheme, the Beti Bachao Beti Padhao Scheme, and the National Digital Education Architecture. It is also supported by various stakeholders and partners, such as UNICEF, UNESCO, World Bank, civil society organizations, academic institutions, private sector entities, and media outlets.

Education system in Ajmer -Merwara

Up until 1976, under the Indian constitution, school education was a state subject; states possessed full jurisdiction over making and implementing education policies. After the 42nd Amendment of the Constitution of India was passed in 1976, education fell under the concurrent list.^[11] This allowed the central government to recommend education policies and programmes, even if state governments continued to wield extensive autonomy in implementing these programmes.^[11] In a country as large as India, now with 28 states and eight union territories, this has created vast differences between states in terms of their policies, plans, programmes and initiatives relating to school education. Periodically, national policy frameworks are created to guide states in their creation of state-level programmes and policies. State governments and local government bodies manage the majority of primary and upper primary schools and the number of government-managed elementary schools is growing. Simultaneously the number and proportion managed by private bodies is growing. In 2005-6 83.13% of schools offering elementary education (Grades 1–8) were managed by government and 16.86% of schools were under private management (excluding children in unrecognised schools, schools established under the Education Guarantee Scheme and in alternative learning centres). Of those schools managed privately, one third are 'aided' and two thirds are 'unaided'. Enrolment in Grades 1–8 is shared between government and privately managed schools in the ratio 73:27. However, in rural areas this ratio is higher (80:20) and in urban areas much lower (36:66).^[12]

In the 2011 Census, about 73% of the population was literate, with 81% for males and 65% for females. National Statistical Commission surveyed literacy to be 77.7% in 2017–18, 84.7% for male and 70.3% for female.^[13] This compares to 1981 when the respective rates were 41%, 53% and 29%. In 1951 the rates were 18%, 27% and 9%.^[14] India's improved education system is often cited as one of the main contributors to its economic development.^{[15][16]} Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. While enrolment in higher education has increased steadily over the past decade, reaching a Gross Enrolment Ratio (GER) of 26.3% in 2019,^[17] there still remains a significant distance to catch up with tertiary

education enrolment levels of developed nations,^[18] a challenge that will be necessary to overcome in order to continue to reap a demographic dividend from India's comparatively young population.^[13,14,15]

Demand for private schools has been growing over the years.^[19] While a consensus over what is the most significant driver of this growth in private schooling has not yet emerged, some authors have attributed this to a higher demand for English-medium education^[20], a dissatisfaction with the quality of public schools,^{[21][22]} greater affordability of private schools,^[19] and non-availability of preferred field of study in government schools.^[23] After the adoption of the Right to Education (RTE) Act 2009, private schools were required to be 'government-recognised'. A private school would be eligible for government recognition when it met certain conditions in Ajmer -Merwara .^[19]

At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group.^[24] Certain post-secondary technical schools are also private. The private education market in India had a revenue of US\$450 million in 2008, but is projected to be a US\$40 billion market.^[25]

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6–14 were enrolled in school. This is the fourth annual survey to report enrolment above 96%. India has maintained an average enrolment ratio of 95% for students in this age group from year 2007 to 2014. As an outcome the number of students in the age group 6–14 who are not enrolled in school has come down to 2.8% in the academic year 2018 (ASER 2018).^[26] Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 2.3 million students over 2002 total enrolment, and a 19% increase in girl's enrolment.^[27] While quantitatively India is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system. While more than 95 per cent of children attend primary school, just 40 per cent of Indian adolescents attend secondary school (Grades 9–12). Since 2000, the World Bank has committed over \$2 billion to education in India. Some of the reasons for the poor quality include absence of around 25% of teachers every day.^[28] States of India have introduced tests and education assessment system to identify and improve such schools.^[29] The Human Rights Measurement Initiative finds that India is achieving only 79.0% of what should be possible at its level of income for the right to education in Ajmer -Merwara .^[30]

Although there are private schools in India, they are highly regulated in terms of what they can teach, in what form they can operate (must be a non-profit to run any accredited educational institution) and all the other aspects of the operation. Hence, the differentiation between government schools and private schools can be misleading.^[31] However, in a report by Geeta Gandhi Kingdon entitled: The Emptying of Public Schools and Growth of Private Schools in India, it is said that for sensible education-policy making, it is vital to take account of the various changing trends in the size of the private and public schooling sectors in India. Ignoring these trends involves the risk of poor policies/legislation, with adverse effects on children's education.^[32]

In January 2019, India had over 900 universities and 40,000 colleges.^[33] In India's higher education system, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In universities, colleges, and similar institutions affiliated to the central government, there is a maximum 50% of reservations applicable to these disadvantaged groups, at the state level it can vary. Maharashtra had 73% reservation in 2014, which is the highest percentage of reservations in India in Ajmer -Merwara .

III. RESULTS

Women in Ajmer -Merwara . have a much lower literacy rate than men. Far fewer girls are enrolled in the schools, and many of them drop out.^[226] In the patriarchal setting of the Indian family, girls have lower status and fewer privileges than boys.^[227] Conservative cultural attitudes prevent some girls from attending school.^{[228][229]} Furthermore, educated women belonging to the upper middle class are less likely to enter the workforce compared to uneducated women of lower castes. They opt to stay at home due to traditional, cultural and religious norms.^[230]

The number of literate women among the female population of India was between 2–6% from the British Raj onward to the formation of the Republic of India in 1947.^[231] Concerted efforts led to improvement from 15.3% in 1961 to 28.5% in 1981.^[231] By 2001 literacy for women had exceeded 50% of the overall female population, though these statistics

were still very low compared to world standards and even male literacy within India.^[232] Recently the Indian government has launched Saakshar Bharat Mission for Female Literacy. This mission aims to bring down female illiteracy by half of its present level, in Ajmer -Merwara .[16,17,18]

Sita Anantha Raman outlines the progress of women's education in India:

Since 1947 the Indian government has tried to provide incentives for girls' school attendance through programmes for midday meals, free books, and uniforms. This welfare thrust raised primary enrollment between 1951 and 1981. In 1986 the National Policy on Education decided to restructure education in tune with the social framework of each state, and with larger national goals. It emphasised that education was necessary for democracy, and central to the improvement of women's condition. The new policy aimed at social change through revised texts, curricula, increased funding for schools, expansion in the numbers of schools, and policy improvements. Emphasis was placed on expanding girls' occupational centres and primary education; secondary and higher education; and rural and urban institutions. The report tried to connect problems like low school attendance with poverty, and the dependence on girls for housework and sibling day care. The National Literacy Mission also worked through female tutors in villages. Although the minimum marriage age is now eighteen for girls, many continue to be married much earlier. Therefore, at the secondary level, female drop-out rates are high.^[233]

Sita Anantha Raman also mentions that while the educated Indian women workforce maintains professionalism, the men outnumber them in most fields and, in some cases, receive higher income for the same positions, in Ajmer - Merwara .

The education of women in India plays a significant role in improving living standards in the country.^[234] A higher female literacy rate improves the quality of life both at home and outside the home, by encouraging and promoting education of children, especially female children, and in reducing the infant mortality rate.^[235] Several studies have shown that a lower level of women literacy rates results in higher levels of fertility and infant mortality, poorer nutrition, lower earning potential and the lack of an ability to make decisions within a household.^{[236][237]} Women's lower educational levels is also shown to adversely affect the health and living conditions of children.^[238] A survey that was conducted in India showed results which support the fact that infant mortality rate was inversely related to female literacy rate and educational level.^[239] The survey also suggests a correlation between education and economic growth.

IV. CONCLUSION

In India, there is a large disparity between female literacy rates in different states.^[240] State of Kerala has the highest female literacy rate of 91.98% while Rajasthan has the lowest female literacy rate of 52.66%.^{[241][242]} This correlates to the health levels of states, Kerala has average life expectancy at birth of 74.9 while Rajasthan's average life expectancy at birth is 67.7 years[19]

In India, higher education is defined as the education of an age group between 18 and 24, and is largely funded by the government. Despite women making up 24–50% of higher education enrolment, there is still a gender imbalance within higher education. Only one third of science students and 7% of engineering students, are women. In comparison, however, over half the students studying Education are women in Ajmer -Merwara [20]

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