

Evolution of Education System of Teaching English in India

Ms. Divya Rana, M.Phil. (English) Research Scholar, Indus International University, Bathu, Distt. Una (H.P)

Dr. Ram Krishan, Assistant Professor and HOD, Department of English, Indus International University, Bathu, Distt. Una (H.P)

Abstract:

The present era is an era of globalization. The globalization is indirectly to the education system because the introduction of various new techniques by educating people is now helping in the communication in the various parts of the world. Here we are going to take the example of education system in India, which has been divided into various eras. This division is based on the various changes which has taken place from time to time. The subjects taught to the students are now different from the past time. As we all know that English was the language which came into force in education system during the time of Britishers. In present time English is acting as a connecting bridge between the various parts of the world. The huge influence of English has established it as an international language. Teaching English has become mandatory in all parts of the world including India. But teaching English in India is not satisfactory due to various social, economic and geographical factors. There is a need for improvement in this field so as to attain the goal of progress.

Key Words- Era, period, Education, during, teaching.

Today in this present era everything is directly or indirectly related to the education system. The education system is an integral part of human society as it affects the human lives and progress of a nation and its people. As we know that ‘change is the law of nature’ so same is with the education system. The researchers have found out the various changes taken place in the education system by studying about the various times of education system. Here the study of teaching English language has been taken as an example. Though English has been made compulsory in all primary, secondary and higher levels of education, but teaching of English has become a dilemma as it is getting affected by poor infrastructure, lack of teaching aids, non- uniform geography of the country and lack of well qualified staff etc.

English is the most important language in the world as well as India. As a result of a globalized world, it has a worldwide fame. The importance of English can be determined, as after independence, no other language, whether it is regional or another has taken its place. In this modern era, English holds a great place, because it acts as a connective bridge between the various parts of the world as a global language. Even the great Indian leaders like Gandhiji, Nehruji also favoured the study of English. In the favour of teaching English a famous quotation is as under:-

"Many Educationists and Scientists have, therefore, expressed the opinion that under no circumstances should be sacrificed the many advantages that we have gained by matters pertaining to education sentiment should not be the ruling factor and that what was most urgently needs was that our youth require knowledge from all sources and contribute their share to its expansion and development. In the attainment of the objectives, the study of English was bound to play an important role."(Report of the Secondary Education Commission October 1952 June 1953- Page-64) 1

It is taught in each and every level of all schools, colleges and universities, all over the world. Though, it is worthy just like other subjects, mathematics, science, etc. but the touchstones of pedagogy of English are declining without any change. In higher studies, especially in the European country's emphasis is done on the test of spoken English.

Today, in this decade, the pedagogy and encyclopaedism of English is in declining rate. In India the states which are geographically, socially and economically backward, have less or rare educational facilities. Here the educational institutions, for e.g., schools are identical in all angles. The remote areas lack the proper education, infrastructure and well educated faculties. Many children are devoid of education due to various social differences, especially the girls. People also use English as a second language which greatly affects the language usage. The curriculum implemented is not language oriented. So, the focus should be on that particular terminology so as to sharpen the efficiency of students and their communicative skills. But in this field nobody is making any effort, whether it is a state government or any other local body. Even our society has no concern in this matter.

A child learns his/her first language by imitation of words, gestures and rearranging the words etc. Child learns from the family members, than rearranging the information by adding a

few things from oneself. Then by making a proper balance or arrangement of words (assimilation+ accommodation). He/ She learns the language in a systematic manner and it has evolved a bit by bit. The native language learning is called the first language learning. When he/she accomplishes other language, it is called as second language learning/ accomplishment.

Before learning the way to speak a language, one must know how to pronounce the words of that particular language accurately. The knowledge of proper vocabulary of the language acts as an important factor here. The number of words that a child speaks by the duration of 24 months of his life determines the future language skill development.

The first language that a child learns to speak is his/her mother- tongue, i.e. his/her mother tongue i.e. his/her native language. The most common thing observed in between the local students is that they often use their native language for speaking to each other instead of English. The mother tongue affects the teaching and learning of English, so emphasis should be on the discoveries of such methods so that the issue of interference of mother-tongue in English can be resolved.

The major step that can be taken to solve the problem regarding English is to introduce English in basic school life and by promotion of communication skills in spoken English. The sound patterns which clashes with the mother-tongue can be identified and removed. One should practice these sound patterns again and again using local speaker's model sound. So as to enhance the abilities of a learner, the teacher must have a keen eye and effect on the proper use of the mother-tongue. A teacher must also have good knowledge of English and its communication skills. He/she must emphasize the use of English in speech by the students. The lack of proper teaching aids is also a hindrance in teaching English.

As our topic has a relationship to teaching/education system so it becomes mandatory to know about the primitive forms of education and their basis. Ancient time is very enchanting one according to the teaching point of view. There were four active schools of religion in India, namely Vedic, Later- Vedic, Jainism and Buddhism. The description of these periods is as under-

The Vedic-Period (4000- 1000 BCE) - The era considered knowledge as a major tool for various things. It was called the "third eye" as it was known for providing the enlightenment to see all worldly as well as non-worldly things. In ancient times the system of "Gurukuls" was lord. The

students used to leave their homes for getting educated. They stayed with their teacher/guru in his home for the duration of 12 years and became the part of their family circle. They also helped their gurus in their household chores. The teaching was done generally in forests, by the gurus, also called Brahma, who was an educated person. He used to teach his pupils without taking any dues.

The method of teaching was done firstly recited by the teacher, than repetition of words by the students. There was no use of books, as there were no books, so the teaching was based on the correct pronunciation and repetition of words. The focus was done on correct intonation, articulation and pronunciation of words. Some other pursuits like meditation, etc. were also done in that era which included the role of both the Guru and the disciple. Instead of group teaching the focus was on teaching individually. During this era all have a right to education, including men and women. The most primitive source of Hindu religion is the Vedas. The position of a person is identified by its status. In Rigveda, the birth of a girl in a family is considered as an auspicious. The Upanishads glorified the birth of a daughter in their text of Brahmavidinis. By the point of view of Upanishads, women can declaim Vedas and perpetrate Yagnas. In a historical reference, 32 females were the fanciers of the Rigveda, who enlarged the Vedic literature. The great women scholars of that time were Lopamudra, Gargi and Mitreye etc. Women had a liberty to marry a person of their own choice, i.e. the conceptualization of “Swayambra” came into light during that time. The notion of ‘Ardhangini” which means a better half and equal place for women is taken from this period. The women also took part in cultural melas which were related literary studies. The women fought as soldiers in battles. The chief of the family was the father or the elderly male of the family, which signified the patriarchy. Purdah system was not imposed on women. Unmarried girls were the heiress in their father’s property. The daughters had complete, comprehensive legitimate rights in the possessions of her father in the absence of any son. Divorce was not allowable to women. Though, women enjoyed an honourable place in the society as they would study and they were at liberty.

The teaching was done from simple to complex and activity to skill-oriented procedures. The main purpose of Vedic education was to make one free from all materialistic aspects of life. The education was considered as moral and sacred work. A direct supervision of the disciples was done by the Guru not only to provide them knowledge, but also to learn about moral values and good manners in order to make them better human beings. The arrangements of the proper

environment / surroundings were made in order to mould the students accordingly. Praying was made a daily routine for students. The corporal punishment was ruled out. Hard and fast rules along with strict discipline was in focus, which was the major drawback of the Vedic period. A complete surrender to Vedas was in the tradition which lacked the self-expression of students. Moral values like brotherhood, freedom, equality, justice, etc., which are the major teachings of Hinduism were promoted. It was based on performance, proficiency and aptitude etc.

The Later-Vedic Period (1000-500 BC) - The era involved the literary form of education. The education during this period was a religion or a Brahmin dominant. According to “Women's equality in India: A Myth or Reality” a book written by K. Uma Devi, the status of women lead to highest downfall in the society during this era. Talking about the equal rights is not a thing , but women were not even treated as human beings. They were starting to remain devoid of education. It was stated that girls /women are taken for granted to be in the custody of their father during the period of childhood, in the custody of their husband after getting married, and under their sons as widows. In no circumstances is she allowed to assert herself independently.

The notion of “Abala” has made an appearance from this era, which means deficient or the disable. The women were said to remain dependent on their father, husband or son rather than being independent or self- dependent. The Purdah system was imposed during that time. All other ill social customs like Sati system, child marriage and polygamy were started. The patriarch supremacy was emphasized. The women were marked as subordinate. The birth of a girl child was contemplated as a load on the parents. One’s recognition was started to be determined by his/her birth. The main issue of being a woman starts when she is born as a girl child. The contrast nature of legal privileges was also there for women. It was like a bombshell to see that the identification of women, which was righteous during the Vedic period got converted into vanished one during this period. This biasness continued till Mughal period. The women were treated as beast-of-burden and an apparatus for bringing up the offspring.

The women and shudras were exempted from taking education, as ill social customs like caste- system and gender discrimination had arisen. Only upper caste people that were, Brahmins, Kshtriyas were allowed to take education. The caste system was started being determined by birth as it was determined by his/her work in the past. The women, shudras and illiterate people used to speak in “Prakrit” language, as “Sanskrit” was spoken by literate people. Education was

considered as a tool for preparation for life and afterlife i.e. death. The culture was of literal education rather than that of oral one. The main focus was on individual rather than a group of students, their growth and development. The curriculum was made universal than that of the Vedic period. The religious rituals were included in teaching along with the practical education. The period was dominated by the Brahmins. Teaching methodology was focused on contemplation, comprehension, listening, recalling and self-study.

The school of Jainism- The Jainism is regarded as one of the most important ancient religion in India. It is an important part of religious tradition. The landscape of river Ganges has been greatly affected by the history, literature and the arts of Jainism. It is one of the most interesting topics for research. The Jainism originated in India in the 7th century, contemporary to Buddhism in 370-368 B.C.E and flourished gradually in many parts of South Peninsular India. The Jainism and its followers had a great impression on the landscape of India as well as Asia. It remained one of the supreme religion which affected the varied outlooks of the people, but after few years Hinduism again overpowered it. The followers of Jainism are called the “Jinas”, which signals the conquerors, retainers of certain great ‘Spartan’, who has got omniscience, preached a taught a doctrine which blessed them ecstasy of eternal salvation from the ache of metempsychosis. The Jainism traced its spiritual ideas and history through a succession of 24 victorious saviours and teachers called Tirthankara. ‘Rishabhath was the first Tirthankara of the Jains. The Jains meticulously follows the principles, namely non-violence, many-sided reality and non-attachment. The Tirthankara’s were the people who have reached eternal knowledge by birth or through specific seraphic potential. They have enlightened the society of their seraphic knowledge. The liberalism for all was emphasized .Many schools were opened to educate people. All had right to education, including women. Women hold a position of dignity and respect in Jainism. They were portrayed as warriors, poets, etc. The students and teachers have to follow virtuous conduct, as according to Jainism, teaching is not meant to hurt anyone, even by saying bad or cruel words to others. The satisfaction of students is considered vital, in teaching in Jainism. Their curriculum includes those subjects which lead the student towards various actions/activities. The moralistic and social development of students is aimed by providing a suitable environment through educating them. The liberation of a soul from bondage can be achieved by true education. The ultimate attainment of salvation is the end of education. Vocational education was emphasized. There must be coordination in the mind of students in order to get the brief

knowledge of the concerned subject. The proper understanding of the whole situation must be done to provide a right and proper knowledge about the self-existence and to help in the character formation of the students. Coordination can help the students in various processes like socialized techniques, experimentation and learning, etc. The oriented education was given preference. The growing activities like self-control and a sense of responsibility towards the nation is taught. A person is considered true if he/she is responsible for his/her country. Vocational education is the main element of education in Jainism.

The School of Buddhism- The founder of Buddhism was Gautama Buddha (563 B.C.E-483 B.C.E) who was also known as Siddhartha Gautama during his childhood. He proceeded to the varied parts of India after uttering 35 years of his life. During this travelling, he reached Gaya, attained knowledge and acquired the name of Buddha, which means ‘enlightened one’. He gave different teachings after achieving the divine knowledge, which later on were called teachings of Buddhism. The medium of education was “Pali” language. The Bhikshus and the monks, including common people were given an education in the Sangha. In the starting women were not allowed to study in the Sangha by Buddha, but later on by the request of Buddha’s disciples, women were also allowed to study in Sanghas. The condition of two years apprenticeship before permanent membership in Sangha was applied to women so as to ingress in a Sangha. Many monasteries and Viharas were established for unfurling knowledge, as Buddha was in favour of necessity of education for all. The centres of education were established into fully- fledged and advance way. The systems of caste, creed and colour etc. were discarded in every aspect. Collectively bhikshus and monks, people were provided education. The schools were run by Kulpati and managed by democratic principles. Many different types of educational institutions were given a green light in different localities due to the encouragement of Buddhism. Others religions were also inspired by Buddhism for the development of organised institutions of education. Many famous universities like Nalanda, Takashila were also set up by Buddhism. Some famous institutions became a centre of education for all. Many famous travellers and people came to these centres for getting knowledge for e.g. – Faxian, from China visited India during 399-412 C. He acquired knowledge of various Buddhist sacred texts from India. Ashoka sent his daughter Sanghamitra and son Mahendra to Sri-Lanka with the message of Buddhism. No politics allowed in the monasteries. The Principles of ideal teacher- taught relationship, no corporal punishment and international impact were followed. The teaching methodology included verbal and

explanatory medium with the help of books. The lecture - method was adopted which involved the special lecture on a particular subject with, subject specialist (teacher). The discussion of the topic with the students and clearing the doubts was done in the end. Formal examination system was accepted universally. Examinations were conducted time to time in order to maintain the standards of the education system. Education aimed to provide well-organized, cosmopolitan, simple and austere, total development and disciplined life of the students.

The Medieval Era- The Medieval era witnessed the reign of Mughals. The Muslims ruled India over 500 years. Though all types of education system were there, but, the era saw the blossoming of Islamic education. Many provisions of education in Islamism were made in the Maktabas and Madarsas by the Muslim rulers. The mosques had been fastened with the Madrasas. Later in these schools (madrasas) were financed and fellowshipped for the propagation of knowledge. A man named Mohammad was considered as the first man to teach. Later on he was called “Allah”. His all teachings were compiled in Quran, which the religious book of Islam. Islam believes in single God ‘Allah’. Oneness and sovereignty of God were taught in Islam. Persian was the medium of teaching. The maturation of Madarsas took place along with the outspread and magnation of the Muslim rule and which furnished prerequisites for Islamic learning in various parts of India. The study was started with performing a custom known as ‘Bismillah’. The primary schooling was done in ‘Maktabas’ or the primary schools and the higher schooling were done in Madrasas. The teachers were called the Maulvies. Maulvies instructed to perform Namaz, Azaan along with comprehensive writing of the Quran, history and law of Quran, Arabic, Persian, astrology, arithmetic, drafting, conversation, medicine and letter- writing etc. Memorization along with reading and writing about the subject was done. Spoken method was used for teaching. Individual attention was given to every student. Monitor system was there. The students were given severe punishment for the misconduct and brilliant work was given a reward, as the poets and scholars were provided a special place in the courts of rulers. The features of Muslim education were-

- The education was dominated and affected by the influence of the rulers so the development in the field of education was dull and non-illustrious.
- The interests of states encouraged the education.
- The schools were accomplished to the satisfaction of the interests of the rulers.

- The media of education were Arabic and Persian.
- The education focused on the memorization of Quran, which shows the religious centred aspect of the education.
- Materialism was the greatest asset of Muslim education which included practical.
- The development of history took enhanced as, the rulers prescribed to write about them (rulers) for e.g. 'Akbarname' and 'Babarnama' etc., were the books which were based on the lives of the rulers.

The main possession, which was provided by the Muslim education, to the society, was "Lashkari Zubaan" also called the "Urdu" which was the mixture of Arabic and Persian language.

The objectives of Muslim education were promoted of Islam, knowledge, worldly progress and empowering the administration. The education was considered as sacred as it was said to be firstly done by the God, more stress was given on reading which recommended knowledge and education. The Hindu students were provided education in Sanskrit in the Muslim schools.

The education was provided to men only. The Muslim women had a remarkable contribution in literature, art, etc. Some of the famous Muslim women writers of medieval era were Fatima-Bint-Mohammad, Al-Khansa and Bint-Al-Hubab etc. But girls were not educated especially in the low class families, as the Muslim society considers women's education as a waste of time. The other reason behind this is the custom of the purdah system in Muslims. Only high class women were allowed to study. The ascendancy of patriarchy was there.

The Colonial Era- On 17 May, 1498 Vasco-da-Gama, who was a Portuguese, reached India by sea-route. The sea-route paved the productive ways for the trade, as it was better and secured than any other medium of trade. Later on, the other European companies like Dutch, English, Danes and French etc. came to India for trade. They established their factories in various parts of India for trade by, different methods. The English became more powerful and influential due to various political, social and economic factors. They gained the monopoly of trade in India. The Battle of Plassey which took place on June 23, 1757 left a great mark on the history of India. The Nawab of Bengal, Siraj-ud-daulah was defeated and killed in the battle. Due to the victory in battle and the death of the Nawab, the English Empire directly came into force and establishment in India. The greatest form of power in North India and supremacy was achieved in India by the

English after, their triumph over the Battle of Buxar in 1764. The Regulating Act of 1773 gave a collateral control of the East India Company's rule in India in the hands of the British Parliament. In 1773, the East India Company faced a great financial crisis, which forced them to take the help of the British government and the bank, so as to get rid of this problem. After sometime a more active role was started by the British government in the matter of India.

The Britishers came to India for trade and their other gains. In order to gain their interests they decided to reform India in their own way. They started to educate people of India in their own way. A Madarsa was set-up by Warren Hastings to learn Persian and Arabic in Calcutta in 1781. The education was limited to only a few sections of the society. The women were not allowed to study. Many ill customs of child-marriage, polygamy, purdah system, sati system and untouchability etc were practiced. Many social reformers and leaders reformed the Indian society in many ways. The policy of 'Down Filtration theory' was applied by the Britishers in India. The development of education during this period is as under-:

The General Committee of Public Instruction (1823) - The commission came into force in 1823. it was formed to look upon the matter of the development of Education in India, which was affected by orientalism. The company was forced for the promotion of western education in India.

Lord Macaulay Act of 1835- Lord Macaulay introduced Indian Education system. This Act was named after him. The Act enhanced the teaching only for the high class people. English became the official language of courts in place of Persian. The books of English became reliable to all very easily. The major achievement of this commission was the setting up of the Engineering Institute at Roorke in India.

Sir Charles Wood's Dispatch on Education Act (1854) – This Act was also called the Magna Carta of English education in India, told about the Western Education teaching in India. Following this Act three universities were set up in India for imparting English Education in India. These universities were set up in Calcutta, Madras and Bombay in 1857. The primary schools were set-up for the first time, at the lowest level, high school in Anglo-vernacular and colleges at district level. The medium of education was English.

Bombay Plan: A development of the Wood's Dispatch Plan (1854) - provided a proper order/ distribution of education to colonial India. It told about the primary schools at lowest level,

colleges in the middle and universities at the highest/top level of the educational hierarchy. English was accepted as a medium of education for higher as well as other studies. Thomas Babington was considered as the father of English education in India.

The Hunter's Commission (1882-83) - The commission aimed at the extension and improvement of primary and secondary education as a matter of the state government. It divided the secondary education into two parts- vocational and commercial career. The control of education was given to the municipal and district boards.

Sadler Commission (1917) - The commission was set up so as to study the various issues of Calcutta University. The Act provided a 12 years school course and 3 years degree after the completion of immediate stage. Facilitated and recommended the technical and scientific education. The Commission supported female education and teacher's training.

The Post-Colonial Era of Education-

India got independence on 15 August, 1947 from the rule of Britishers. Many changes took place at that time. The literacy rate before and during the independence was very low as, many sections of the Indian society were devoid of education except the elite class. The independence of the country was proved as a gift to the nation, which provided a golden chance to the citizens of India to create and shape their education system. This chance was one of the toughest tasks and a great responsibility, as the education system of a country decides its future. It plays a vital role in the life of a man. As according to Chanakya – “Education is the best friend. An educated person is respected everywhere. Education beats the beauty and youth”.(Chanakya Niti-Amul Chahal- thought number-7) Before independence India lacked in economic, social and many other ways due to the lack of proper and less educational facilities due to colonization. So as to develop our country we require many facilities. In order to develop our country, education was made mandatory to all sections of society including women. Any country needs a large number of professionals like doctors, engineers, teachers in order to progress. The education helped to make such professionals. The education system was divided into three parts namely- primary, secondary, senior secondary and higher education. Different committees were made so as to develop the education system after independence, they are as under-

Tara- Chand Committee (1948) - The committee encouraged the schools of various localities to work in multi-dimensional ways according to the local atmosphere and conditions. They also recommended the necessity of the appointment of a commission so as to study the problems of the secondary education system.

University Education Commission (1948-49) - The suggestions and recommendations regarding the university education was given by this commission. It also gave various suggestions for the primary and secondary education. It marked the secondary education as the weakest chord of the education system.

The Committee of Midget (1952-53) – The commission was meant to reform education on the basis of various reports and suggestions. Suggested the democratic type of education for the citizens. It introduced the need of vocational education.

Kothari Commission (1964-66) – It was named after Mr. D. Kothari who, was the head of this commission. The commission suggested the ideas for the development of the Indian Education System after seeing the all sectors and phases of the education.

National Education Policy (1968) - After the suggestions of the Kothari commission the National Education Policy was the major development in the field of education. It promoted the sense of cooperation and integration in the field of education in all aspects.

Sarva-Shiksha-Abhiyaan (2001) –This system was introduced so as to provide education to all children of age group 6-14 years. Many schools were started for imparting education. In order to attract the children of urban areas the scheme of midday meal was started, under which every student was started providing a free lunch at school.

After independence also Women's first duty is considered to remain within the patriarchy and to follow the rules as has been selected for them. But their education does not come in the rules prescribed for them. Education is considered as the additional part of their life and not the necessary one. Women of the family are supposed to motivate the male members/child of the family to study and the girl child to follow the rules that are far away from education. After independence the main motivation has been given to educate women/ girls. And the government of India is taking many other initiative steps so as to improve education for e. g, millions of money is

spent on education and various schemes have been launched in this field. These steps are working as the literacy rate in India has increased from the past years. According to recent surveys the literacy rate of India has reached to 74.04%. Many steps like teaching English language, which is compulsory at all levels of education, introduction of modern tools like computer systems, digital library etc. have helped to improve education a lot. Teaching of English is made mandatory at all levels. These steps have improved education a lot, but still there is a need for more improvement.

Conclusion-:

Evolution of Indian Education system is not smooth. There are many constraint that have come in between. Because from early stage till colonisation it has undergone many changes. During Vedic period the Sanskrit language became the aristocratic language. Due to this, it was not widely. There were other factors also contributed to lowering down the status of Sanskrit. Due to conservative thinking of Brahmin, the caste system emerged. Because, education was provided by the Brahmin in Gurukuls in ancient India, the common public had felt detachment themselves from it. Due to this new religion had been emerged like Buddhism and Jainism. The new sects had made their own education system.

During the medieval period, India had faced many attacks from middle-east. The first University of world Nalanda University had been burnt by Bakhtiyar Khilji. Mohamadan had introduced new language i.e. Persian language. But during Medieval period, Gurukul and Madrasa both system were present. In this era education was limited to few sects of the society except shudras and the women. During this period a new language has been developed which is known as Urdu. Indian Education system has always in division state. We cannot say this is only system that follows in India. But after 1835, Indian Education system had been changed. The English Education Act 1835 was

introduced in England and a fundamental change had taken place. Due to this old education institute had been demolished and westernisation of Indian education system started. But the expenditure on education was very low. East India Company was not interested to expend upon education system. In the present age the teaching and learning of English has become a big complication. A common saying "English is the language of Britishers" can be used here for the complications because, the teaching and learning of English is not up to gratified level in our country as English still being alien matter . Many dilemmas have been created in this field. A huge number of steps like making English compulsory in all levels and making English as medium of education etc. have been taken place in this area but there is a lot of need for changes in this area. We are lagging behind due to the lack of poor infrastructure, teaching aids and social aspects etc. A lot of recommendation had been suggested by the different committees. Still these recommendations have been incorporate.

Works Cited:

Aggrawal, J.C , Aggrawal, S.P : Educational Planning in India with a slant to Educational Financing and Admininstration :New- Delhi, India: Concept Publishing Company (1992), volume-1

Alam, Qaiser Zoha: English Language Teaching in India Problems And Issues:, New Delhi -110027, B-2 ,Vishal Enclave, India, Atlantic Publishers and Distributors(1998)

Chahal ,Amul: ChanakyaNiti: Thought no-7: IJRTS Publications House : (2015)

Choudhary, Mriganka :Towards a Pedagogical Model for Teaching English in an Indian Context :Lady Stephenson Library, Newcastle upon Tyne NE6 2PA UK Cambridge Scholars Publications(2018)

- Crystal, David : English as a Global Language : Second Edition : USA New- York, Cambridge University Press (2003)
- De, Anuradha, Khera ,Reetika and Samson ,Meera : Probe Revisited: A Report On Elementary Education in India, Oxford University Press (2011).
- Dhamasami, Khammai :Buddhism Education and Politics in Burma and Thailand From the Seventeenth Century to Present: New- York, USA ,Bloomsbury Publications ,Paperback Edition (2019)
- Dr. Walia, J.S: Childhood and Developing Years:, N.N. 11 , Gopal Nagar, Jalandhar City (Punjab) India Ahim Paul Publications(2016-17)
- Forbes, Geraldine, Forbes, Hancock Geraldine: Women in Modern India (4th): New-York, Cambridge University Press(1996)
- Glasesnapp, Von Helmuth: Jainism: An Indian Religion of Salvation: First Edition: New- Delhi, India ,Motilal Banarsidas Publishers Pvt. Limited(1999)
- Geldart ,Anne : Buddhism :Halley Court, Jordon Hill, Oxford OX2 8EJ :Heinemann Educational Publishers(2002)
- Goyal ,Tarun : General Knowledge Edition 2019 :India, Dhankar Publications : (2018)
- Hazak ,M. Catherine and Carroll, S. Kevin : Translanguaging in Higher Education: UK, Short Run Press Ltd.(2017)
- Jayapalan,N: History Of Education in India : New-Delhi , India ,Atlantic Publishers and Distributors(2000, 2005)
- K, Uma Devi: Women's Equality in India: A Myth or Reality? : New- Delhi – 110002, India Discovery Publishing House (2000)

Kumar, Ravi: The Crisis of Elementary Education in India, New- Delhi ,India, Sage Publishing
India , India (2006)

Natrajan, Nalini , Nelson Sampath Emmanuel: Handbook of 20th Century Literature of India : , 88
Post Road West, Westport ,CT 06881 USA : Greenwood Press (1996)

Parkash, Ved : School Education in Rural India : First Edition: New Delhi – 110059 A-110,
Mohan Garden, India Mittal Publications (1993)

Peers ,M. Douglas : India Under Colonial Rule 1700-1885 : , 2park Square, Milton Park,
Abingdon, Oxon , OX14 4RN 711 Third Avenue, New-York, NY 10017 USA :Routledge
Taylor and Francis Group (2013)

Report of the Secondary Education Commission October 1952 June 1953- Page-64: Ministry of
Education, India

Sharma, Nath Ram, Sharma, Kumar Rajendra : History of Education in India : B-2 , Vishal
Enclave, New- Delhi- 110027, India Atlantic Publishers (2000)

Sharma, Sudha : The Status of Muslim Women in India : B1/ 1-1, Mohan Cooperative Industrial
Area, Mathura Road, New-Delhi, India- 110044:Sage Publications India Pvt. Limited
(2016)

Singh ,Y.K : History Of Indian Education system : Ansari Road, Daryaganj, New- Delhi- 110002
,APH Publishing Corporation (2007)