

iii. Another conclusion was that the lack of finance and non-provision of schools at more places were the hurdles in desire extent. This was established by two kinds of facts: One, wherever a school was provided, it was not attended by hundred percent children of the school going age residing in the vicinity. Two, a majority even of those who joined the school left it without completing the primary course. Poor educational values, traditional caste and occupational structure and stark poverty were mainly responsible for this. The school was being exploited mostly in the interests of the traditional upper castes and the emerging middle classes.

**Vaid, N.K. (1971)** worked on “Dr Annie Besant’s Educational Philosophy, Educational Experiments and Contribution to Indian Education”.<sup>21</sup>

**Objectives:**

The objective of the research was to study Annie Besant’s educational reformists views in the light of Indian philosophy, social purpose and the goals of Indian national life.

**Methodology:**

Chapter I deals with the impact of the British educational policy of the early 19<sup>th</sup> century, exemplified by Macaulay’s Minute and Indian reaction in the form of the educational reformist movements of Raja Ram Mohan Roy, Rabendra Nath Tagore etc.

Chapter II describes environmental factors which shaped Annie Besant’s educational philosophy.

Chapter III & IV deal with the philosophical and psychological bases of her educational thought.