



NETAJI SUBHAS OPEN UNIVERSITY

STUDY MATERIAL

B D P

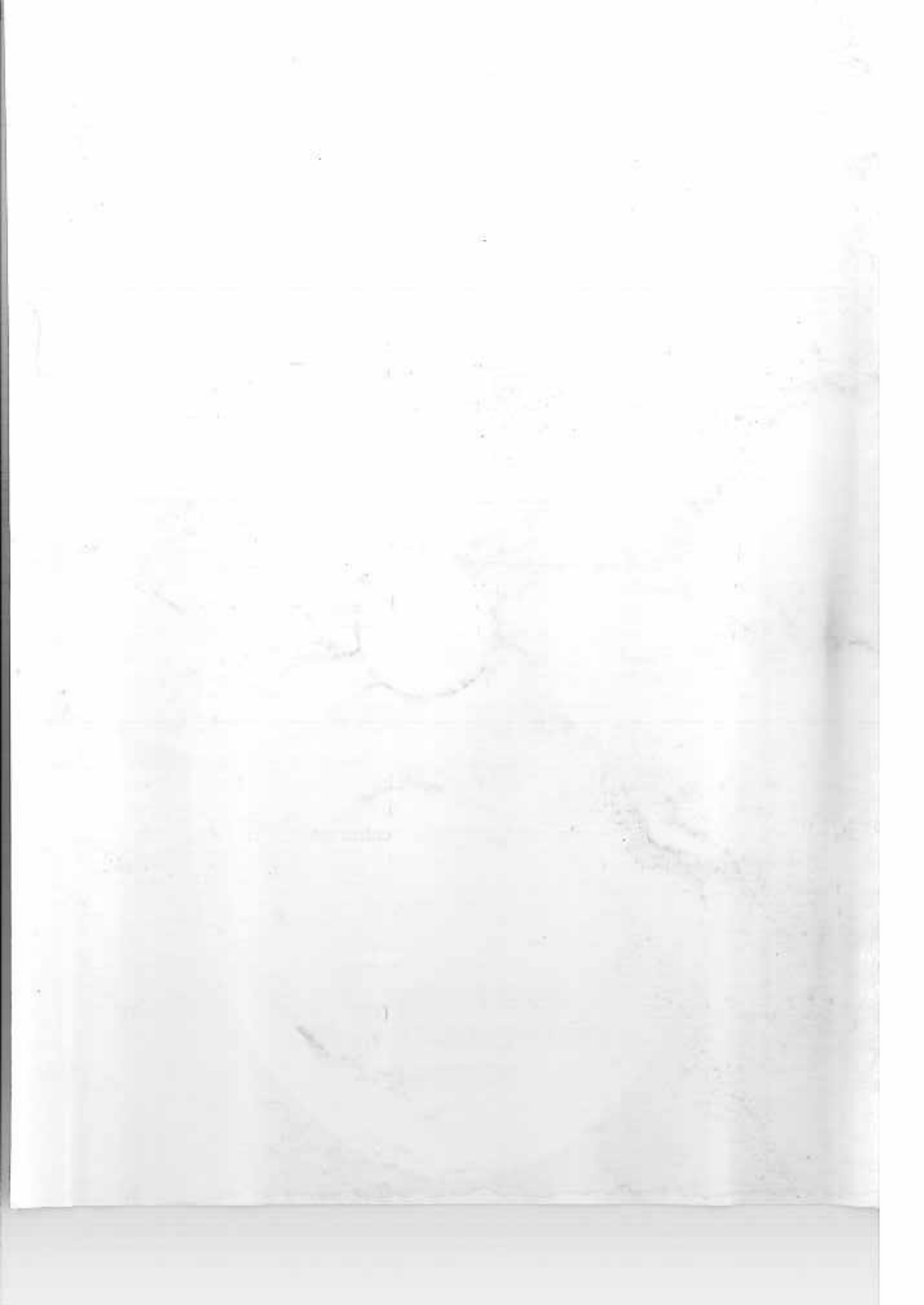
EDUCATION

(EED-III)

PAPER - III

GROUP : A & B

**DEVELOPMENT OF
INDIAN EDUCATION AND
HERITAGE**



PREFACE

In the curricular structure introduced by the University for students of Bachelor Degree Programme, the opportunity to pursue Graduate course in subjects introduced by this University is equally available to all learners. Instead of being guided by any presumption about ability level, it would perhaps stand to reason if receptivity of a learner is judged in the course of the learning process. That would be entirely in keeping with the objectives of open education which does not believe in contrived differentiation.

Keeping this in view, study materials of the Graduate level in different subjects are being prepared on the basis of a well laid-out syllabus. The course structure combines the best elements in the approved syllabi of Central and State Universities in respective subjects. It has been so designed as to be upgradable with the addition of new information as well as results of fresh thinking and analysis with the changing time.

The accepted methodology of open and distance education has been followed in the preparation of these study materials. Co-operation in every form of experienced scholars is indispensable for a work of this kind. We, therefore, owe an enormous debt of gratitude to everyone whose tireless efforts went into the writing, editing and devising of a proper lay-out of the materials. Practically speaking, their role amounts to an involvement in invisible teaching. For, whoever makes use of these study materials would virtually derive the benefit of learning under their collective care and wisdom without each being seen by the other.

The more learners would seriously pursue these study materials the easier it will be for him/her to reach out to the wider horizons of a subject. Care has also been taken to make the language lucid and presentation attractive so that may be rated as quality self-learning materials. If anything remains still esoteric or difficult to follow, arrangements are there to come to terms with them through the counseling sessions regularly available at the network of study centres set up by the University.

Needless to add, a great part of these efforts is still experimental-in fact, pioneering in certain areas. Naturally, there is every possibility of some omission or inadequacy here and there. However, these do admit of restitution and furtherance in due course. On the whole, therefore, these study materials are expected to evoke wider appreciation the more they receive serious attention of all stakeholders.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

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BACHELOR DEGREE PROGRAMME IN EDUCATION (EED)

Paper- III : Development of Indian Education and Heritage

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INSTITUTIONAL DESIGN: PREPARATION TO EDUCATION (EED)

Topic: III. Development of Institutional Education and History

1. The history of institutional education in the United States
2. The role of the state in the development of institutional education

3. The development of institutional education in the United States
4. The role of the state in the development of institutional education

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15. The development of institutional education in the United States
16. The role of the state in the development of institutional education



**NETAJI SUBHAS
OPEN UNIVERSITY**

Development of Indian
Education and Heritage
EED

Paper-III (Group-A & B)

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Unit 1 □ Education in Ancient India

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1.1 Introduction

Vedas occupy a very important place in the Indian civilization. The basis of Indian culture lies in the Vedas which are four in number - *Rigveda*, *Samveda*, *Yajurveda*, and *Atharavaveda*. Similarly, the education system which was evolved first in ancient India is known as the "Vedic system of education" or "Brahmanic education system". Some scholars have sub-divided Vedic Educational period into *Rig Veda* period, *Brahmani* period, *Upanishada* period, *Sutra* (Hymn) period, *Smriti* period etc. But all these periods, due to predominance of the *Vedas*, there was no change in the aims and ideals of education. The ultimate aim of this education was "self-realisation". Self-realisation meant realisation of the absolute self. Practising of Yoga and meditation were the ways of Self-control and detachment from worldly bounds.

1.2 Objectives

From this unit students may be able to-

- i. Make concept about the education and its features in the Vedic period.
- ii. Understand the significance of the Vedic education system.
- iii. Point out the educational significance of Purusharthas.
- iv. Describes the educational features and significance in the later Vedic periods.
- v. Explain the basic teachings of Buddhism,
- vi. Discuss the features and relevance of education in the Buddhist period.

1.3 Vedic Education: Key Features of Vedic Education and Significance

1.3.1 Concept of Vedic Education

The philosophy of ancient Indian education was drawn from the basic philosophy of life and the concept of education was directly drawn from educational philosophy. The ancient Indian education emerged from Vedas as they were the main sources of Indian philosophy of life. Here the education means acquisition of **truth and wisdom**; illumination in the mental world to wipe out the darkness of ignorance. Lifelong effort for self-realisation and self-development was education in ancient Indian concept. That meant to explore the inner self by the power of meditation.

1.3.2 Key-Features of Vedic Education

Periodisation: - the *Vedic* age of education may be broadly classified into three different phases. These were-

- a) First phase (2000 B.C. to 300 B.C.)—Contributions were the Vadas, Vedangas, Vedantas and Sutra literature.
 - b) Second phase (300 B.C. to post-Mourya days) successive foreign invasions and changes in both Brahmanic and Buddhist education.
 - c) Third phase (Sunga age to the downfall of Kanouj and the advent of Turkey-Afgan power) - resurgent Brahmanic education and faction within Buddhist fold, interaction between the two systems.
- ii) **Concept of education:** Indian culture was surcharged with religious feelings

and it was assigned prominent place in the field of education. Brahmanic education was a product of the religious, social, political, economic and environmental conditions of Vedic-Brahmanic Indian life. Thus, the concept of education represented a synthesis of spiritual and temporal needs as propounded by the thinkers of the day According to.

Dr. F. E. Key, "To achieve their aim not only did Brahmans develop a system of education which, survived even in the events of the crumbling of empires and the changes of society, but they, also through all those thousands of years, kept a glow of torch of higher learning."

- iii. **Education for self-Realization:** The ultimate aim of education is salvation and attainment of truth by self-realisation; complete realization of self for liberation of the soul for betterment of life, both present and future. That knowledge was real, which led to emancipation-led from unreality to reality, from darkness to light, from death to immortality. Hence, emphasis was placed upon morality, self-confidence and self-control. On the other hand, due emphasis was placed upon social skill and duties. The concept of three debts synthesised the demand of the spirit, the body, the mind and the society.
- iv. **Varnasrama:** The system of education evolved round the institution of sacrifice. *Varnasramn* and *Chaturasrama* gave it a distinctive character. Education was open to the three upper castes. Pre-school education was conducted by the parents. School education started at the age fixed for it. Due to the institution of the *Varnasrama* education of the masses had suffered in the early phases. But gradually popular, practical and vocational education made it felt in the total scheme.
- v. **The 'Upanayana':**-The word '*Upanayana*' means to take close to, or to bring in touch with. A ceremony called the *Upanayana* ceremony was performed before the child was taken to his teacher. This ceremony was performed at the ages of 8, 11 and 12 for the Brahmins, Kshatriyas and Vaishyas, respectively. The ceremony signalled the Child's transition from infancy to childhood, and his initiation into educational life. In this context, the term '*Upanayana*' means putting the student in touch with his teacher with the passage of time, the ceremony came to be confined to the Brahmin class only.
- vi. **Residential Schools:** Teacher's home was the school where the pupil lived after the *Upanayana* or initiation ceremony. Lifelong studentship was accepted as a matter of principle. The student remained with his Guru for 12 years. Gurukul, Parishada, Asrama, Chatuspathi and Tol were the

educational institutions. The preceptor was the final evaluator. There was no external examination.

- vii. **The *Brahmacharya*:** Every student was required to observe celibacy in his specific path of life. Purity of conduct was regarded as of supreme importance. Only the unmarried could become students in a *Gurukul*.

On entering student life, the student was made to wear a special girdle called a "makhla". Its quality depended on the caste of the student. Brahmins wore a girdle of moonj grass, the Kshatriyas of string gut-taanta and the Vaishyas a girdle made of wool.

The clothes worn by them were also accordingly silk, wool, etc. The students were not allowed to make use of fragrant, cosmetics or intoxicating things.

- viii. **Terminal Function:** The *Samavartana* meant termination of *Brahmacharya* and commencement of household life. The *Samavartana* (convocation) was held at the end of 12 years if the teacher thought that the student was fit for graduation. *Snatakas* (Graduate) were three types—

- a) *Vidya Snatakas*- those who had attained intellectual proficiency.
- b) *Vrata Snatakas*- those who had attained perfection in practices.
- c) *Vidya-Vrata Snatakas*- those who excelled in theory and practice.

The *Snatakas* left the *Gurukul*, but acquired further intellectual proficiency by participating in debates, discussions and assemblies.

- ix. **Duration of Education:** - In *Gurukul*, the student was required to obtain education upto the age of 24, after which he was expected to enter domestic life. Students were divided into three categories:

- (a) Education upto the age of 24 known as *Vasu*.
- (b) Education upto the age of 36 known as *Rudra*.
- (c) Education upto the age of 48 known as *Aaditya*.

- x. **Curriculum:** - 'Education for salvation' simultaneously with 'education for worldly living' led to bifurcation of curricular organisation. Knowledge for salvation was *Para Vidya*, knowledge of worldly affairs was *Apara Vidya*. *Pana Vidya* and *Apara Vidya* together made complete education.

The curriculum had close connection with *Varnasrama*. Students were given knowledge of the four Vedas i.e. *Rigveda*, *Samaveda*, *Yajurveda* and *Atharvaveda*. They also got the knowledge of arithmetic, knowledge of God, knowledge of the absolute, knowledge of ghosts, astronomy, logic, philosophy, ethics, conduct, historical study, stories of heroic lives and

discourses on the Puranas etc.

The richness of the syllabus was responsible for the creation of Brahman literature in this period. The subjects of instruction varied according to the vocational needs of the different castes from the *Vedas* and *Vedangas* in case of *Brahmanus*, to the art of warfare in the case of *Kshatriyas*, and to agriculture and trade, arts & crafts in the case of *Vaishyas*.

R. K. Mukherjee said that, "one unique feature of ancient Indian civilisation is that it has been shaped and moulded in course of its history more by religious influences than by political or economical consideration."

- xi. **Medium of Instruction:** - The medium of instruction was Sanskrit.
- xii. **Method of teaching-learning:** - The method of teaching-learning was psychological in nature. Study consisted in listening to the teacher, reflection on what has been listened to and its constant revision, debating and discussions were valued. Instruction was individualised and it generally consisted of recitation by the teachers and repetition by pupil, followed by explanation by the teacher, questioning by the pupil, and discussion between the teacher and the pupil. *Saravana*, *Manana* and *Nididhyasana* were the methods of learning; Yoga was the supreme stage.
- xiii. **Duties of pupils:** - The teacher enjoyed high esteem. Mutual rights and duties determined teacher-pupil relation.

The basis of admission was moral fitness and unimpeachable conduct. The pupils belonging to a lower order of moral conduct was forbidden to live in the house of the preceptor.

School life was controlled by rituals-Brahmacharya, begging, discipline and principles of morality. Pupils who neglected their duties towards the preceptor were debarred from education and were expelled from the institution.
- xiv. **Academic Freedom:** - Due to academic freedom, students remained busy in thinking and meditation. It enhanced originality among them.
- xv. **Character Development:** - Much emphasis was laid on the formation of character through 'plain living and high thinking'. Wisdom consisted in the practice of moral values. Control of senses and practice of virtues made one a man of character. Moral excellence could come only through practising moral values.
- xvi. **Education for the Individual:** - In the Vedic period, every teacher devoted himself to the integral development of each student. All round development of the child's personality was the chief aim of education. The maximum

attention was devoted to the individual development of every student.

- xvii. **Development of Civic Responsibilities and Social Values:** The *Brahmachari* after his education in the Gurukulas went back to the society to serve the rich and the poor, to relieve the diseased and the distressed.
- xviii. **Women education:-** In the earlier Vedic, and Upanishad times, Women enjoyed educational privileges, so girls were free to go through the "Upanayana" ceremony, live a life of celibacy, studied *Vedas, Vedangas* and other subjects along with their brother pupils. Many 'Sanhitas' of Rigveda were composed by women. In *Gurukulas* the gurus treated male and female pupils alike and made no distinction what-so-ever.
- xix. **No state control on education:** Rulers of the country had very little control directly to do with education. It was a private affairs of the people managed entirely by Brahmans. The society and the state patronised education which was, chiefly free of tuition fees. State patronage did not mean state control. The teacher was the sole arbiter of things.
- According to **Dr. P. N. Prabhu**. "Education in ancient India was free from any external control like that of the state and government or any party politics. It was the kings duties to see that learned Pundits, pursued their studies and performed their duty of imparting knowledge without interference from any source what so ever."
- xx. **No education for handicapped and Shudras children:** There was not any provision for the education of the incapable and the handicapped, especially those who were lacking in mental and moral qualities or were known for moral turpitude. *Shudras* were also behind the light of education in this time.

1.3.3 Significance of Vedic Education

1. Brahmanic education was a product of the religious, social, political, economical and environmental conditions of The Vedic period.
2. Education emphasized the development of spirituality within the pupils.
3. The ultimate aim of the education was salvation and attainment of Truth by self-realisation.
4. In this period it was very common and natural for the parents to prepare a desire within themselves for the education of their children. So Pre-school education was conducted by the parents.
5. After the pre schooling Gurukul education system created a favourable environment for the education of every pupil.

6. Practical and vocational education made another sphere of that educational process.
7. The ashram system enriched devotion of individual towards the God, his fore fathers, his preceptor, his parents and society.
8. The system of education evolved quality of scarification round the institution.
9. Development of child's character and personality got great attention in this period.
10. Duties in the ashram were the training of social skills of the children.
11. School life was controlled by the rituals, Brahmacharya, begging, discipline and principles of morality.
12. Preservation and propagation of the national culture were another effort of the education in that time.
13. Education was open and free for every child of the upper three castes and it was the duty of the society and the king to fund the expenses of education.
14. A student was compelled to obey the ideals and norms of the Gurukul, Which ensured the practice of humility and tolerance in the pupil.
15. Self-study or '*Swadhyaya*' was considered more important in this period.
16. The medium of education was divine pronouncement.
17. Oral examination system was followed in that time. *The* student was required to give oral answers in a congregation of scholars. If he satisfied them, he was given a degree or title.
18. Women enjoyed educational privileges.

1.3.4 Concept of *Purusharthas*

Truth, beauty and goodness were main features of Indian culture. This religion and culture are the major sources of values. Material wealth, money, success and fame do sometimes bring comforts and security in life. But they do not always bring happiness, peace, satisfaction or a sense of worth in life of an individual. Education becomes meaningless if it enriches individuals with knowledge and memory without inculcating good values in them.

Purushartha is an important term in Hinduism. The term '*Purushartha*' is derived from two Sanskrit words, '*Purusha*' and '*Arfha*'. '*Purusha*' means "human being", "soul" or "person" and '*Artha*' means "purpose", "object of desire" or "meaning".

Together, '*Purushartha*' literally means "purpose of human being" or "object of human pursuit" or "goals of man."

According to Prasad, "Man" includes both man and woman in ancient and medieval Indian texts. *Purushartha* may also sometimes be referred to as *caturvarga*.

According to Hindu way of life, a man should strive to achieve four chief objectives or *purusharthas*. The **Purusharthas** are the blueprint for human fulfilment. Working with them it can help one creating a satisfyingly balanced, meaningful life at the deepest and most holistic level. The four *purusharthas* are considered to be the following:

- i. *Dharma* (moral duty),
- ii. *Artha* (economic prosperity),
- iii. *Kama* (love or pleasure) and
- iv. *Moksha* (spiritual liberation).

The *Vedas* suggest three goals: *Dharma*, *Artha* and *Kama*. And The Upanishadic era added *Moksha*.



FIG: FOUR PURUSHARTHAS

Dharma: To Mahabharata "dharma is created for the well-being of all creation".

The word "Dharma" is derived from the Sanskrit root '*dhri*' which means to hold together or to sustain or to preserve. It holds together the whole universe. It is essential for maintaining the stability of society.

Dharma means truth and purpose. It is right way of living and path of righteousness. It is nothing but the cosmic law, the rules that created the universe from chaos. Human behaviours considered necessary for order of things in the universe.

Dharma is not a religion. It is a living experience. It is the guiding principle of life, a complete rule of life. It leads way towards ultimate reality. Dharma is often connected with happiness and liberation.

The social implication of Dharma as a principle to maintain the stability of the society is brought out in various classical Hindu texts. It preserves all that is created in the universe.

Hence, Hinduism believes that Dharma is that force of power which protects man from all kinds of dangers. It is for the welfare of mankind.

Dr. Radhakrishnan has pointed out "every form of life, every group of men has its dharma which is the law of its beings. Dharma or virtue is in conformity with the truth of things, adharma is opposed to it".

Artha:

Artha means the economic and the material aspects of life. The term "Artha" refers to worldly prosperity such as wealth and power. It is security, having the material comfort anyone need to live in the world with ease. A man is unable to conduct his life so long as the material means of living are not available. The pleasure of giving charity comes only when there is something to give. Hence Artha or wealth helps to sustain and enrich life, which means it unfolds the spirituality of man only when he is not economically starved. A man has to maintain a household and perform the Dharma as a householder. Hence, Artha is necessary for the maintenance of life and the maintenance of Dharma.

According to P. N. Prabhu, "Artha is to be understood as referring to all the means necessary for acquiring worldly prosperity such as wealth or power".

Kama:

Kama deals with pleasure of the senses and desires with or without sexual thrust in man. It also includes aesthetic enjoyment of life. Enjoyment and satisfaction through wish, emotion, passion, love or affection, intimacy, fellowship, kindness and beauty etc. are the essence of human life. Kama controls these characteristics of human life. It does not indicate the negative aspect of life: it is a means of life. Kama is prescribed for the development of inner and outer life of man. The highest Kama is the longing for Oneness with the Divine.

P. N. Prabhu described the collective use of the term Kama would refer to the totality of the innate desires and drives of man.

According to Gavin Flood, *Kama* is "love" without violating *Dharma*, *Artha* and one's journey towards *Moksha*.

So the harmonious blending of these three (Dharma, Artha and Kama) ensure the well-being of man. These three combined together are called '*Trivarga*'.

Moksha:

Moksha denotes liberation or freedom from the bondage of the world or '*Samsara*'. The '*Trivarga*' is the means for the attainment of this Moksha or '*Chaturvarga*'.

Through meditation, knowledge, devotion and correct action one can realize the Oneness of the Supreme Soul. This knowledge of Brahman leads to Moksha. All our activities are directed to the realization of this oneness. Self-realization and Self-knowledge are the guiding factors of the emancipation or salvation of human life. It removes the obstacles to an unrestricted life and encompasses the full potential of creativity, compassion and understanding of an individual.

To Prof. K.M. Kapadia, "Moksha represents the end of life, the realization of an inner spirituality in man".

According to the Vedanta Moksha are of two types:

- i) *Jivanmukti* - liberation in this life, which includes liberation from fears and ignorance or anything that is not true knowledge.
- ii) *Videhamukti* - liberation after death.

1.3.5 Educational Significance of the *Purusharthas* :

Any process does not run without any ultimate aim. Education is also a process and it has an ultimate aim; "all round development of every individual". The aims of education basically depend on the needs of human beings. These needs are mainly two types -

- i. Sensual needs and
- ii. Wealth or material needs

These two types of needs must be fulfilled through the ways of morality. Morality is the guiding factors of those needs which ensure to achieve the ultimate aim of education.

According to Hindu scripture the main purpose of human life is 'Purusharthas'. These **Purusharthas** are -

- v. *Dharma* (moral duty),
- vi. *Artha* (economic prosperity),
- vii. *Kama* (love or pleasure) and
- viii. *Moksha* (spiritual liberation).

Dharma acts as the pivot around which all the other objectives of man revolve. A person is fully aware at all times that his actions need to be in harmony with his fellow man and nature. Any action performed without observing dharma is bound to bring unhappiness and suffering, delaying one's liberation. In that way to achieve the Purusharthas; Artha and Kama are also related to the way of Dharma.

The ultimate aim of education is all round development is nothing but another name of liberation (Moksha), which is the main purpose of human being according to the Hinduism. When we discuss about the Artha and Kama, the effects are same as the main needs of education: sensual and wealthy pleasure or needs. To achieve these needs the guiding factor is morality. Morality is Dharma according to the Hindu mythology.

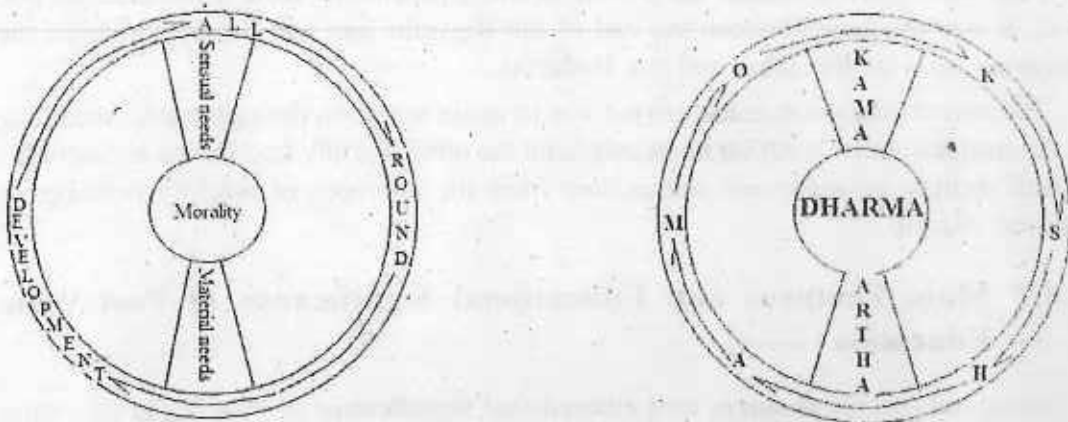


FIG: FOUR PURUSHARTHAS

Purushartha means "Purusharthate Purushartha". these are the efforts made by the individual to achieve the aims, goals and ultimate values of life. Dharma, Artha and Kama are only means of the life while Moksha is end in itself. Thus, Purushartha determines the socially approved values and goal according to which human actions are to be performed or to be avoided. It not only follows the standard of behaviour but also restricts the human actions which are not socially recognised. It coordinates the activities of a man for the realization of spirituality as well as for the maintenance of day to day life.

Thus, the Purusharthas are educationally signified in all sphere of the human life across the religions, societies and cultures etc. if the main purpose of the education is well being of human life and civilization then it also be main function of the Purusharthas.

Purushartha and Ashrama Vyavastha are closely linked with each other. These four purusharthas can be seen in the context of the four stages of life *Brahmacharya* with each one relating to a different stage and the goals associated with it; in a baby or child, education and Kama takes precedence; in youth and middle-age Kama and Artha take precedence; while in old age Dharma takes precedence and finally Moksha. Thus, Ashram and Purushartha systems run parallel to each other. Actually, Purusharthas are the aims and objectives of fulfillment of human life in a proper manner which is also the main purpose of education of human beings.

1.4 Post Vedic Education: Main Features of Post Vedic Education and Its Educational Significance

1.4.1 Concept of Post-Vedic Education

Post-Vedic period means the period of the Upanishads, from 1400 B.C. to 600 B.C. It was the time between the end of the Rigvedic age and the beginning of the religious texts of the Jains and the Buddhist.

The aim of education in that period was to attain salvation through truth. According to Upanishads, only 'truth' is knowledge and the other worldly knowledge is "untruth". 'Truth' brings salvation and makes free from the all types of worldly bondage or illusion (*Muyu*).

1.4.2 Main Features and Educational Significance of Post-Vedic Education

Some remarkable features and educational significance of Post-Vedic education are:-

i. Aim of education:

The basic aim of education during the Later-Vedic period has been the same as during the Vedic Age. But the method of attaining this goal has been different between the two periods. According to the Upanishads, real education brings true knowledge and this knowledge guides to attain self-realisation or redemption. Self realisation is nothing but the realisation of the Brahma. An individual realises the Brahma only after having conquered all doubts and illusions through the knowledge of truth.

So the main aims of education of that time were self realisation or realisation of Brahma and overcame all doubts and illusions of life. More clearly, only education was regarded true and this helped one to realize the supreme truth.

ii. Upanayan:

Literally 'Upanayan' means 'to take one near'. So taking one to the preceptor for education is Upanayan. During the post-vedic period, the importance of Upanayan ceremony increased than the Vedic period. This ceremony was considered necessary for starting education in that time. One who had not undergone through the initiation ceremony in those days was deprived of the right of gaining education or performing religious rites. For the Brahmans this became very important. After this ceremony a Brahman boy known as 'Dwijas'. Dwijas means twice born (natural birth and spiritual birth).

iii. The important position of the Preceptor :

The word 'Guru (preceptor)' means one who dispels the darkness of ignorance and gives religious instruction. In this post-vedic period the preceptor held a position of great honour. He was important in each of the four stages of life or the "Ashramas" which taken together completed the circle of human life. Preceptor not only enjoyed a predominant place in his Gurukul but also in the entire society. He was regarded as a great guide for all. During the period of Upanishad as well, when self-study was considered as dignified, the place of Guru in society remained intact because the true-knowledge cannot be gained without him. Self-study through meditation and contemplative recollection is useful only after the instructions of the preceptor have been attentively heard and absorbed. In the education system of post-vedic period the honoured position of the preceptor is not only maintained but is elevated to the highest degree in the field of carnal existence.

iv. Curriculum:

In the post-Vedic period the more subjects were taught than the Rig-Vedic period. During this period various types of literatures were produced pertaining to different Vedas. Upanishad and many worldly subjects like History, Puranas, Grammar, mathematics. Brahma Vidya, Nirukti, astronomy, dance, music etc. were also included in the curriculum.

In the post-Vedic period the knowledge of the Vedic triad as well as system of specialised study had also great importance. The knowledge gained through the process of hearing, meditation, contemplation and recollection was acknowledged and respected.

Along with the above mentioned four systems there prevailed the question-answer system during this period. Through this system difficult and abstract ideas were made simple. The terse spiritual elements were explained. Examples, stories and help of certain biographies were also taken in one system for elucidating certain points.

v. Forms of Educational Institutions:

There were mainly three types of educational institutions in the post-Vedic period. These were:-

- a. **Gurukulas:** The Gurukula or ashram or a hermitage developed the mental faculties of the pupils by the constant attention and personal instruction of the preceptor.
- b. **Parishads:** The Academics were special institutions for the promotion of advance study and research.
- c. **Sammelans:** These were invited occasionally by some great king, several scholars, Rishis, philosophers and psychologists to a national gathering for the sake of discussions and debates.

Besides these three forms of educational institutions, **courts of kings** also served as an important centre of learning, where several scholars and philosophers, hailing from different countries, would flock together, talk, discuss and throw light on metaphysical, theological and other problems.

vi. Daily routine of the students:

The students were followed a planned daily routine. As in the post-Vedic age the Ashramas were generally organised and run by the Preceptors, it was compulsory for even pupil to follow the rules and conduct. No distinction was made between students in this respect. Along with bemu'ng, study was the main duty of the students. They believed in simple living and high thinking. The daily routine of the students were basically divided into two board categories of education-

- a. Intellectual education
- b. Practical education

These two processes of education were the guiding factors of physical, mental and moral development of the pupils.

vii. Duration of the education:

During the period of Upanishads the numbers of educational institutions were in large number based on the variety of subjects. But the period of study of the students did not exceed more than twelve years. But there were some examples of the students who were engaged in the process of education more than twelve years based on their capacity, inclination and intelligence.

viii. Samavartana Address:

Samavartana address was another name of the convocation address. After completing the education for twelve years in the Ashrama the pupils were assembled near their preceptor for getting bless from the preceptor before going home. In this occasion preceptor gave some pieces of advice for happy and smooth running of their future life like how to lead a life of householder, how to lake care of the society and the nation and how to serve the humanity as a whole.

ix. Women's education:

Post-Vedic period was not suitable for the women's education as it was in Vedic period. They did not have equal right to take part in the religious functions. Actually they were deprived of the social equality and rites. Because of this inequality they did not enjoy same status as before in the society which blocked their mental and social development.

But during the period of Upanishads the status of women shows an upward trend. They got social and educational rights again as before as in the Vedic period.

x. Varna system and Education in Society:

In spite of the Varna system which was decided as per the duty or Karma in the Vedic period was supplemented through and determined by their birth in the post-Vedic period. Consequently the whole society was divided into four Varnas Brahmanas Kshatriyas, Vaishyas, and Shudras. Secular education was prescribed for all these Varnas or castes according to the requirements of their respective duties they had to perform in life towards the society.

Brahmans became the guide and teacher to the entire community. The main duties of the Brahmanas were studying, teaching and presence on the occasion of religious ceremonies and rituals.

The duties of the Kshatriyas were protection of people and administration. Thus, military training was important for the princes.

Main occupations of the Vaishyas were agriculture, animal husbandry and trade. They were given technical education of agriculture, animal husbandry and trade.

There was no provision of higher education for the Shudras.

1.5 Buddhist Education: Basic Teaching of Buddhism

Features of Buddhist Education and Its Relevance

1.5.1 Basic Teaching of Buddhism

Siddhartha Gautama (563-483 or 466-386 BC) also known as Shakyamuni or the Gautama Buddha or the Tathagata, was the founder of Buddhism. The Sanskrit word 'Buddha' means "awakened" or "enlightened." Lord Buddha attained "Enlightenment" under the 'Bodhi tree'. After attaining nirvana, Lord Buddha became a figure providing the wisdom he obtained and helped billions of people to end their suffering and attaining the state of *Nirvana*.

Buddhism is one of the major religions in the world. It began around 2,500 years ago in India when Siddhartha Gautama discovered how to bring happiness into the world.

A. THREE UNIVERSAL TRUTHS:

During his enlightenment, Buddha found answer to three universal questions and he explained these answers and truth in a simple way for his disciples.

i. Nothing is lost in the Universe:

The first universal truth was *nothing is lost* in this universe. Matter turns into energy, energy turns into matter. A dead leaf turns into soil. A seed sprouts and

becomes a new plant. Old solar systems disintegrate and turn into cosmic rays. We are the child of our parents and we will be the parents of our children.

If we destroy something around us, we destroy ourselves. If we lie to another, we lie to ourselves. Learning and understanding these truths, Lord Buddha and his disciples never killed any animal.

ii. Everything changes:

The second universal truth is *everything changes and keeps on changing continuously*. Dinosaurs, mammoth used to rule this planet but now we humans rule the planet. Life is like a river flowing on and on, ever-changing. Sometimes it flows slowly and sometimes swiftly.

iii. Law of Cause and effect:

The third universal truth explained by the Buddha is that there is a continuous change due to the law of cause and effect. This law of Cause and effect is known as Karma. Good karma results to good results and evil karma leads to bad results; if we do some good things, then good things will come to us. If we do something evil, then evil things will happen to us.

B. THE FOUR NOBLE TRUTHS:

i. There is Suffering: Suffering is common to all. Suffering is everywhere. When people are born, they cry. When they are sick, they have pain. When they are old, they have sufferings with their body. When people die, some dear ones feel sorrow for their death. The Buddha did not deny that there is happiness in life, but he pointed out that it does not last forever. Actually, suffering comes from this happiness.

ii. Cause of Suffering: we are the cause of our suffering. Sufferings are the result of greed or wanting more, ignorance, wrong idea of pleasure. Peoples do things that are harmful to their bodies and peace of mind, so they cannot be satisfied or enjoy life peacefully.

iii. End of Suffering: Stop doing what causes suffering. Buddhists call the state as *Nirvana* in which all suffering ended. Nirvana is an everlasting state of great joy and peace. The Buddha said, "The extinction of desire is Nirvana."

iv. Path to end Suffering: everyone can be enlightened. The path to end suffering is known as the Noble Eightfold Path. It is also known as the Middle Way.

C. THE NOBLE EIGHT-FOLD PATH:

Buddha chose the beautiful symbol of the 'Dharma wheel' with its eight spokes to represent the Noble Eight-fold Path. The Buddha's teaching goes round and round like a great wheel that never stops, leading to the central point of the wheel, the only point which is fixed. Nirvana. The eight spokes on the wheel represent the eight parts of the Noble Eightfold Path.

The path to ending the suffering of people is known as Noble Eight-fold Path or Middle Way. Noble Eightfold Path is one of the principal teachings of Buddha. These teachings of Buddha described the way leading to a termination of suffering and the state of self-awakening. The Noble Eightfold path is:

- i. Right View (or Views), *samyak drisiti*,
- ii. Right Intention, *samyak sankalpa*,
- iii. Right Speech, *samyak vak*,
- iv. Right Conduct (or Action), *samyak karma*,
- v. Right Livelihood, *samyak jiva*,
- vi. Right Effort, *samyak vyâyâma*,
- vii. Right Mindfulness, *samyak smriti*, and
- viii. Right Meditation (or Concentration), *samyak samadhi*.

1.5.2 FEATURES AND RELEVANCE OF BUDDHIST EDUCATION

Buddhist educational system is a product of Buddhist philosophy. Buddhist education arose even when Hindu education had been enjoying its glory. They coexisted for a pretty long period. The two systems co-existed, competed, interacted and supplemented each other. Buddhist education was based on the teaching of Gautama Buddha. These teachings were so important that they remained a source of inspiration for individual as well as social development in India.

Aims of education:

The aims of Buddhist education are all round development, formation of character, religious education and preparation of life but the chief aim of education was the spread of Buddhist religion and attainment of Nirvana or removing 'avidya' through it.

Pabbaja ceremony:

The ceremony of admission into the sangh was called "Pabbaja". The word Pabbaja means going out or renouncing. According to this practice, the future monk renouncing all the family connection would join the Buddhist Sangh in the age of 8 years old. An individual belonged to any caste could be admitted to a monastery and after being admitted he did not belong to any caste.

Samner or Sraman:

The Bhikshu or the monk made the future student or monk put on the yellow dress and administer him to take and pronounce loudly the three vow "I put myself under the protection of the Buddha". 'I put myself under the protection of Dharma', 'I put myself under the protection of the Sangha'. The aspirant for admission used to pronounce these advices very distinctly. Then his admission was permitted. On

being admitted the individual was named as a Samner. The Samner adhered to the Ten Commandments; these were called 'Dassikkha Padani'.

Upsampda:

After Pabbaja the Buddhist monk had to undergo the Upsampda ceremony. Upsampda ceremony was performed after samner having devoted himself fully to his studies for twelve years and having attained the age of twenty he has to present himself before an assembly of all the monks of the sangh. The Upsampda ceremony was based on the group consideration or decision of the monks. The favour of the majority enabled a monk to become a full fledged member of the monastery.

Curriculum:

The curriculum was chiefly spiritual in nature. It was because the chief aim of education was to attain salvation. But the Buddhist education did not ignore the secular and vocational subjects.

The main subjects of Buddhist education were spinning, weaving, printing of the cloth, tailoring, accountancy, painting, Ayurveda, medicines, surgery and coinage etc. Subjects of the Buddhist education were broadly three types-

- i. Buddhist literature.
- ii. Practical knowledge of the constitution of the Vihars or Monasteries.
- iii. Maintaining of accounts of the charitable receipts to the monasteries.

Method of teaching:

In Buddhist education great emphasis was laid on purity of conduct. A high moral and mental level was essential for the self-development which was behind the attainment of Bodhi-sattva. Oral communication, discussion, conference, prominence of logic, tour, lecture, questioning and monitorial methods etc. were some of the methods of teaching in Buddhist education. Thinking, meditation and self-study were duly emphasized.

Medium of Instruction:

The medium of instruction of Buddhist education was folk language Pali.

Educational Opportunity:

Educational facilities were provided to all on an equality basis. All differences of caste and social status had been removed in the Buddhist education system. So the attitude of society towards education was broad and positive.

Student-teacher relation:

There existed harmonious relationship between teacher and the taught. Students had great respect for the teachers and the teachers had tremendous love and affection for the students. They led much disciplined life.

Mass education:

There was no planned arrangement for the formal education of the masses. But at the time of begging for alms the monks tried to remove all religious doubts and misconceptions of the households and kept them alight with the torch of faith.

Women education:

Lord Buddha had not originally permitted women to take admission to the Sangh. But after some time due to the insistence of his dear pupil Anand, Buddha had permitted about 500 women along with his stepmothers. The rules of Sangh were very hard upon them. The status of women was lower in the Sangh and they could not live alone with the preceptor. They were educated by the one particular monk twice a month in the presence of another monk. The mental and moral upliftment of women were found due to the great achievement of some religious minded women like Bisakha, Supriya, Ambrapali etc. they were full of spirit of service, friendliness and sympathy.

Role of Teacher:

The entire responsibility of the student had upon the particular preceptor or teacher. He teaches the student like his own son. The teacher was regarded as spiritual father or intellectual father of the student. The teacher also had to look to physical development of his pupils.

During Buddhist period the place of teacher in the scheme of education was very important. There were the categories of teachers - Acharyas and Upadhayas.

1.6 Let Us Sum Up

In the Vedic period and post Vedic period the Indian monks devoted themselves to the study of the Brahma or spiritual powers and moulded their practical life accordingly. In these periods the ultimate aim of education emerged as the *Chitti-Vritti-nirodha* which deals with the control of mental activities connected with the so called concrete or material world. However, education did not neglect the development of the pupil's powers for his all-round development and education about self-realisation. The guiding factors of education according to Hinduism were Purusharthas (Dharma, Artha, Kama and Moksha).

But according to Upanishada's, "Truth" brings salvation and makes free from the all types of worldly bondage or illusion (*Maya*). So the aim of education in the later Vedic period was to attain salvation through truth.

The focus area of the Buddhist education system is attending 'Nirvana' through the teaching of the Lord Gautama Buddha. There was also some ceremonies like the

Vedic and later Vedic periods for the education of the students but conceptually they were different from each other.

Spiritual education was the main theme of education in Ancient India. Philosophically Idealism was the pivot area in that time and it also behind the running of educational process.

1.7 Unit End Exercise

1. Short answer type questions :

- i. What do you mean by the term 'Purusharthas'?
- ii. How was the 'Varnasrama system' related to education system in later Vedic period.
- iii. What was the main difference between the education system in Vedic and later Vedic period?
- iv. What do you mean by the 'Upsampda'?
- v. Write a short note about the women education in the Buddhist period.

2. Objectives type question.

- i. 'Upanayana' ceremony was performed at the ages of 10/11/12 for the Kshatriyas child.
- ii. Grass 'Makhla' wore the student from Brahmins/ Kshatriyas/ Vaishyas/ Shudra caste at the time of entering student life.
- iii. Dharma/ Artha/Kama/ Moksha maintained the stability of the society and preserves all that is created in the universe.
- iv. After Upanayan ceremony a Brahmin/ Kshatriya / Vaishya/ Shudra boy is known as 'Dwijas.
- v. According to the Buddhism the numbers of noble truth is 3/4/8.

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Unit 2 □ Education In Medieval India

- 2.1 Introduction**
- 2.2 Objectives**
- 2.3 Islamic Education: Features and Its Relevance in Reference to Aims, Curriculum, Teacher and Method of Teaching, Institutions and Women Education.**
 - 2.3.1 Concept of Islamic Education**
 - 2.3.2 Features of Islamic Education**
 - 2.3.3 Relevance of Islamic Education with Reference to Aims, Curriculum, Teacher and Method of Teaching, Institutions and Women Education.**
- 2.4 Let us Sum up**
- 2.5 Unit End Exercise**
- 2.6 Reference**

2.1 Introduction

When the Muslim rulers established a permanent empire in India, they introduced a new system of education. Consequently the ancient system of education was greatly changed. In fact, the education during the Muslim period, the Islamic education was introduced in India. No Muslim ruler except Akbar did commendable works in the field of education. Education in medieval India flourished mostly during the Mughal rule from the beginning of 1526 until the end of Mughal political presence in 1848.

2.2 Objectives

From this unit students will able to-

- i. Understand the concept of Islamic education system,
- ii. Discuss the features of Islamic education,
- iii. Describe the relevance of particular aims of Islamic education,
- iv. Explain the relevance of curriculum structure of Islamic education,
- v. Enumerate the relevance of teacher of Islamic education system,
- vi. Illustrate the relevance of particular types of teaching methods of Islamic

education,

- vii. Discuss the institutional structure of Islamic education,
- viii. Point out the relevance of women education of Islamic education.

2.3 Islamic Education: Features and Its Relevance with Reference of Aims, Curriculum, Teacher and Method of Teaching, Institutions and Women Education

2.3.1 Concept of Islamic Education

Prophet Mohammad propounded a new type of religion in seventeenth century in Arabia. This religion came to be known as Islam and the followers of Islamic religion came to be known as Muslims.

Different Muslim Badsaha ruled India over six hundred and fifty years in India. Every Badsaha had dealt with the education system according to their willingness in their time. So, this education system must have some characteristics or features during the Muslim period. Now we are going to discuss these features as follows-

2.3.2 Features of Islamic Education

- i) Arab and Central Asian people brought Islamic educational models to India in both the medieval and early modern periods,
- ii) The Muslim education system has been formed purely based on the Islamic religious ideas. These ideas influenced the aim, the contents of study, and even the daily life of the pupils. Thus education system was influenced by religious bias,
- iii) Study of *Koran* and other texts of Islam were introduced in education system,
- iv) The foremost aim of education during the Muslim period was the extension of knowledge and the propagation of Islam.
- v) In that time, the expansion of education differed from emperor to emperor due to their individual philosophy and peculiarities. So, education could not retain one general form during this period,
- vi) Muslim emperors built Mosques in every corner of India and they established the network of Maktabs and Madrashes for the spread of education as well as the essence of Islam. They endowed them with the funds. Rich landlords

- also provided financial help for the spread of education,
- vii) In these Maktab and Madrasha the students were taught the *Koran* and other customs of Islamic religion,
 - viii) Maktab was primary educational institution in which students learned reading, writing, and basic Islamic prayers, and Madrasha was secondary educational institution to teach advanced language skills,
 - ix) The Muslim education started in Maktab when the child was 4 years 4 months, and 4 days old.
 - x) At the higher level of education in Muslim period students were instructed through Islamic religion through the medium of philosophy, history and literature,
 - xi) Persian was the medium of instruction for primary and secondary education,
 - xii) According to Islam, construction of Maktab and Madrasas were the holy and sacred duty of the emperors.
 - xiii) Maktab were necessarily built up with the mosques for the religious education.
 - xiv) Muslim education system was also made for vocational, technical and professional education.
 - xv) Teachers were considered as very holy person in this period.
 - xvi) In Muslim education period the advanced students assisted the teacher in their work,
 - xvii) The State facilitated the education of the poor but meritorious students,
 - xviii) As a result of holy connection with the teachers, there was no scope of misconduct or misbehaviour of the students. And also adequate stress was laid on well- defined norms of behaviour, pattern of thought, personality and character building of the students,
 - xix) Personal interaction of student and teacher enabled the teachers to educate and guide the students fully according to their own earnest desire.
 - xx) Light punishments were also given to the pupils for the negligence of studies,
 - xxi) In Muslim education system, education was free and fees were not charged to pupils,
 - xxii) Educational facilities were available to all the sections of the society without any distinction of caste and creed. There was full freedom to Hindus to read in different Muslim institutions.

2.3.3 Relevance of Muslim Education with Reference To Aims, Curriculum, Teacher and Method of Teaching, Institutions and Women Education.

1. Aims:

Muslim education was based on religion and its aim was to make persons religious minded. It further aimed at the achievement of material prosperity. Main aims of Islamic education in medieval period were:

- i) Islamic education system leads to create a systematic Islamic thinking as guiding factors for people's thought and deed according to Islamic code and conduct.
- ii) Islamic education is helpful for discovering one's innate talents. These talents are used by themselves for evaluating themselves, the universe and society in which they are living and grow up.
- iii) This education system constructs a balanced personality within an individual through harmonious mixture of material, spiritual and conceptual elements.
- iv) Making people conscious of the Creator is another aim of Islamic education. This consciousness makes a correct vision of life within them.
- v) Betterment of mankind is one of the main focuses of Islamic religion as well as its education system. This education system aims at developing human resources who will engage them for the betterment of the mankind in future.
- vi) Training pupils to participate in various social activities as conformities of virtue and peace is the target of Islamic educational process.
- vii) Building self-respect within individual and appreciation of Islamic culture is another aim of Islamic education.
- viii) Islamic education system focuses on scientific methods of thinking, learning and knowledge acquisition of pupils.
- ix) Developing brotherhood and fraternity through education processes are broad aims of Islamic education system.
- x) Islamic education system develop consciousness about duties, rights, relationships and meaning of existence of pupils through educational process.

2. Curriculum:

At the primary stage, the pupils were given education in the three R's (reading, writing and arithmetic) and portions of *Koran* were taught to a few students. Students were taught Persian language, Persian grammar, writing letters, applications and arithmetic. But the royal princes were given education about politics and elementary knowledge of Arabic and Persian, principles of equity, jurisprudence and law. They were also given military training. Actually, they got some practical knowledge as well as theoretical subject matters. In the higher education stage, secular subjects and practical knowledge were also taught to the pupils. Subjects like literature, grammar, history, metrics, study of law based on religious principles, and music were taught in higher classes of the Islamic education system.

3. Teacher:

In the Muslim education system the teacher was the symbol of reverence or adoration. Everyone in the society honoured them. People believed that true knowledge could not be possible without the teacher. It was a teacher centric process of education but no distances were maintained between the students and the teachers. The teachers loved their students as their own sons and treated them as family members and teachers were highly respected by the students.

Teachers were also involved in the educational administration in the *Maktabs* and *Madrasas*. Actually, in this period the teacher was always men of ability and learning.

4. Methods of Teaching:

At the primary stage they did not have any particular method of teaching. At this stage attention was given to memorise portion of *Koran* 'Raima' and religious prayers. That meant usually oral method was followed in the 'Maktab' but simple writing and accountancy also were taught. Maximum time was spent for the pronunciation of word and the study of *Koran*.

Teachers adopted lecture method for their teaching process as an oral means of communication. Students also read their lessons carefully and they chose their subjects according to their pace and ability by this way much time were saved as they carried on their learning, reading and writing separately.

In the higher classes with the permission of teachers, students did the work of teaching in the absence of teacher. Education of music, medicine and handicrafts were confined in practical system. In these courses of studies students also performed according to their intelligences and physical labours. Thus, the method of practical

education was started in the Muslim period.

5. Institutions:

There were mainly two types of educational institutions in the Muslim education system. They were-

Maktabs: In the medieval period, the children of the common people received their primary education in Maktabs, also called kuttab. At the age of four years, four months and four days, 'Maktab' ceremony or 'Bismillah was introduced for the beginning of education of the child. This was considered as an auspicious moment for initiating or starting education. Generally, the Maktabs were built along with the mosques. Here children were taught religions prayers, alphabets and pronunciations. Arabic and Persian languages were mostly compulsory. The children were made to memorise certain parts of Quran for daily prayers. The 'Maktabs' were run under the guidance of the learned 'Maulavis.' Then there were no printed books for the primary pupils, they used wooden books or 'Taktis'. Calligraphy was an important element of instruction. The method of teaching was in oral mode.

Madrasha: Madrasha means "a place where learning and studying are done". Madrasha was centres of higher education in the period of Muslim period. Students got their admission into Madrashes after completing their education in Maktab or primary section. The main objective of these Madrashes was to train and educate scholars who would become eligible for the civil service as well as performing duties as judge. Religious and secular subjects also taught in Madrashes. The religious education included the study of Quran, Mohammed and his conventions, Islamic laws and Islamic history etc. The secular education included the study of Arabic literature, grammar, history, philosophy, mathematics, geography, politics, economics, Greek language and agriculture etc. This content of the curriculum covered a period from 10 to 12 years. These educational institutions were never inspected and supervised by any committee or department of the central government but some highly educated and able persons were engaged in this process. Government only sanctioned some monetary grants and landed property for expenses of teachers and schools. Some of the respectable and munificent citizens also took part in monetary help and management system. Some Madrasa had hostels attached to them which provided free boarding and lodging.

6. Women Education:

Although there was Pardah system during the Muslim period, yet Islam did not oppose (he education of women but there was gender segregation for educational

opportunity. Generally, the very young girls went to the Maktab for fulfilment of their primary education of basic form of learning reading and writing but they did not go to the Madrasahs like boys for their secondary education. Yet some contributions were found of the women to the output of literature. These women were basically from the royal families. As for example Nurjahan, Sultana Razia, Gul Badan, Zebunnisa etc were some of the Muslim women who were very popular personality in that time and belonged to the royal family. Similarly Sultana Suleema, Mumtaz Mahal, Jahan Ara etc had a wide knowledge of art and literature.

It was noted that the no separate arrangement were made for the education of girls by the Rulers or by any society. So the scope was limited for the education of the women and it was not as much in vogue of general Muslim girls to study.

2.4 Let Us Sum Up

Islamic education was basically dependent on Islamic religion and its culture. Main aim of this type of education is spiritual in nature. The curriculum of Islamic education also followed the spiritual and cultural ethics in different stages of education. Thus Study of The Koran was integri il part of the curriculum. The teacher was the holy Islamic person with enormous knowledge about the Islamic religions. They gave lesson to their students verbally in primary section or Maktab as well as secondary section or Madrasha. Secondary section was open only for boys in that period so Muslim women were deprived of the equal educational opportunity but girls from royal families got educational opportunity and they showed some sort of contributions in literature in Muslim period.

2.5 Unit End Exercise

3. Short answer type question.
 - i. Describe two main features of Islamic education,
 - ii. What do you mean by the 3R's in Islamic primary education?
 - iii. Point out two main features of women education in Islamic education system.
4. Objective type question.
 - i. Maktab is primary/secondary section in Muslim education system.
 - ii. Central Africa/Russia/ Central Asian brought Muslim education models to India,

- iii. Students start their education from 3 years 4 months 4days/4 years 4 months 4 days/5 years 5 month 5 days.

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Unit 3 □ Education in 19th Century in India

- 3.1 Introduction**
- 3.2 Objectives**
- 3.3 Charter Act of 1813 and Its Educational Significance**
- 3.4 Bengal Renaissance - Concept, Causes and Its Impact on Education, Contributions of Raja Rammohan Roy, Derozio and Vidyasagar in Education**
 - 3.4.1 Concept of Bengal Renaissance**
 - 3.4.2 Causes of Bengal Renaissance**
 - 3.4.3 Impacts of Bengal Renaissance**
 - 3.4.4 Contribution of Raja Rammohan Roy on Bengal Renaissance**
 - 3.4.5 Contribution of Derozio of Bengal Renaissance**
 - 3.4.6 Contribution of Ishwar Chandra Vidyasagar on Bengal Renaissance**
- 3.5 Wood Despatch-1854 and Its Impact of Education**
- 3.6 Indian Education Committee (1882-1883) and Its Impact on Education**
- 3.7 Let Us Sum UP**
- 3.8 Unit End Exercise**
- 3.9 Bibliography**

3.1 Introduction

The British East India Company came to India in the year 1600 as a trader they never took it as its duty to give education to the Indians. Their sole motive was to earn profits and not to spend money on education. In 1781, Warren Hastings set up the Calcutta Madrasa and, in 1791, Jonathan Duncan started a Sanskrit College at Varanasi and also some British officers in their individual capacity, the Christian missionaries and a large number of enlightened Indians tried to spread educational opportunity to the people of India. Missionaries and their supporters and many humanitarians soon began to exert pressure on the Company to encourage and promote modern secular westernized education in India. The educational system which the British introduced in India is known as the modern education. Under this system greater emphasis was laid on the teaching of English language and its literature and the study of Indian languages were generally neglected. The missionaries believed that modern education would destroy the faith of the people in their own religions and lead them to adopt Christianity. A beginning was made by the British government

in 1813, when the Charter Act incorporated the principle of encouraging learned Indians and promoting the knowledge of modern sciences in the education system of this country.

3.2 Objectives

From this unit students will be able to -

- i. Develop concept about Charter act of 1813 and its educational significance,
- ii. Understand the origin and evolution of the concept of the Bengal renaissance,
- iii. Explain the causes and impacts of Bengal renaissance on education,
- iv. Describe the contribution of Raja Rammohan Roy in the field of Bengal renaissance.
- v. Enumerate the contribution of Derozio in the field of Bengal Renaissance,
- vi. Illustrate the contribution of Iswar Chandra Vidyasagar in the field of Bengal renaissance.
- vii. Describe Wood's Despatch and its impact on education,
- viii. Discuss about Indian Education Committee (1882) and its educational impact.

3.3 Charter Act of 1813 and Its Educational Significance

The earlier charter act of 1793 had given the East India Company a monopoly to trade in India for a period of 20 years. After that the Charter Act 1813 or East India Company Act 1813 was passed by the British Parliament to renew the charter (1793) of British East India Company and continue the rule of the same in India.

The 13 and 43 number clauses of charter act of 1813 were the most significant for the propagation of modern education in India.

CLAUSE 13:

According to clause 13 of the Charter Act- resolved that, it is the opinion of this committee that it is the duty of this country to promote the interest and happiness of the native inhabitants of the British Dominions in India, and that measures ought to be adopted as many tend to the introduction among them of useful knowledge and moral improvement. That in furtherance of the above objects sufficient facilities shall be afforded by law to persons desirous of going to, or remaining in India for the purpose of accomplishing those benevolent designs.

That meant the act also granted permission to the persons who wished to go to

India for promoting moral and religious improvements. The company did not permit the missionaries to work for the Indian people. Thus, it created an agitation against the East India Company that the Company was opposed to the teachings of Christ and neglected to provide education for the Indians. Through this act East India Company gave permission to the Christian Missionaries to take the opportunity for spreading education in India. Ultimately this Act made a State system of Education in India.

CLAUSE 43:

Clause 43 of the charter act of 1813 described-

"It shall be lawful for the Governor-General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisition, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt in manner hereinafter provided, a sum of not less than one lac of rupees each year shall be set apart for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories in India." This clause agreed with-

- Propagation of education in Indian territories.
- Formation of Educational policies.
- Spent of money from government treasury.

This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people.

CONTROVERSIES:

The Charter Act of 1813 made controversies on-

- The medium of instruction between the Anglicist and Classicist.
- The objectives of education and the methods for improvement of literature of the learned natives in India.
- No specific regulations were granted for establishing the schools and colleges in India. The charter act did not clarify—

Improvement of literature: Regarding the improvement of literature there were different opinions among the different groups of people. One group preferred the extension of oriental literature, whereas the other group stressed the need to introduce western literature among the Indian people.

Organization of educational institution: Responsibility of organization of educational schools and colleges was another controversial issue in the description

of the charter act. One group opined that missionaries should be an agency for educational management while another group believed that Indians themselves played the role for conducting the educational institutions. The third school of thought recommended the establishment of the schools will be the responsibility of the company itself.

Medium of instruction: Controversy did not far from the selection of medium of instruction for science teaching. Opinion of the first group was that the western sciences and knowledge should be promoted through the classical language (Sanskrit and Arabic) as a medium of instruction. The second school of thought was favoured to the modern Indian language and lastly, the third school of thought held that education should be given through the medium of English.

Method of instruction: Methods of education also created the controversy among the people of India. It was of two opinions regarding the methods. The first opinion was that education always filters down from the upper classes of the society to the common masses. It was known as 'Downwards Filtration Theory'. The other opinion preferred that the company should themselves take the responsibility for educating the masses.

Teaching of science: There was a controversy regarding the introduction and promotion of knowledge of science. One school of thought opined that the science will be the classical science on the other hand other school recommended for the modern science.

❖ EDUCATIONAL SIGNIFICANCE OF THE CHARTER ACT, 1813

The Charter Act of 1813 is a turning point in history of Indian education. It has numerous advantages to propagate the Indian education. It established the foundation-stone of modern Indian education and influenced the future educational developments in India in different ways. These were-

- Company would take responsibility of education of the Indian people. And also Company would confined an expenditure of 1 (one) lac of rupees each year.
- The Company would create an agency of its own in order to implement the clause 43 of the Charter Act of 1813.
- Through this act the Company directly entered into the field of educational administration and management. Education in India had a claim on public revenue. Thus, the State system of education began with the Charter Act. On the other hand private enterprise like missionary enterprise was also allowed to function. This educational partnership between public and private enterprises continues till date.
- The Charter Act brought to an end the era of agitation started by Charles Grant,

Wilberforce and others. "It allowed the missionaries to land in India in large number and establish modern English schools and thereby they laid the foundation of the well-organised modern educational system".

During that time, there was a rapid change in attitude towards the importance of English education, mainly due to the missionaries and the political influence of the English language. Therefore, for the Council of East India Company, the decision for granting the money faced a greater problem. The Court of Directors of the East India Company asked the Government of India to take the decision for spreading the education; however the Court of Director of the East India Company was in favour of English education. In this way, the controversy was going on for twelve years. Even, the General Committee of Public Instruction also was not able to decide the medium of instruction by vote; because out of ten members, five were supporters of English language or Anglicist as the medium of instruction and the rest were supporters of oriental or classic language or Classicists as a medium of instruction. This is the famous Anglicist and Classicists controversy. Thus, the Charter Act created an era of controversies with regard to the content of education, the aim of education, the medium of education and the agency of education.

3.4 Bengal Renaissance-Concept, Causes and Its Impact on Education, Contributions of Raja Rammohan Roy, Derozio and Vidyasagar In Education

3.4.1 CONCEPT OF BENGAL RENAISSANCE

The 19th century is very important period in history of India. It was a period during which English educated Indians with certain sympathetic British officials and missionaries were determined to reform Indian culture, society, religion and psychology. There was came an awakening of thought opening up new horizons in Bengal and also in the whole India. In French this awakening is called 'Renaissance'. Majority of people are of the opinion that the significant signs of Renaissance were human consciousness in place of spiritual consciousness, material wisdom in place of divine and mystic wisdom.

David Kopf considered the idea of 'Renaissance' as synonymous with 'modernization' or 'revitalization'. Renaissance meant a particular kind of socio-cultural process associated with the ideas of revitalization & modernization. He described that the ideology of Renaissance is used to understand a set of cultural patterns associated with Italy during the 15th & 16th centuries by European scholars.

The notion of 'Renaissance' may be used as a process to accept the changes in a new context and liberated from specific historical periods or cultures or cultural patterns. So, it can then be applied to any culture at any period of history.

In Indian context at the time of 19th century A.D., the English educated Indians got inspiration from Vedas and Upanishad and also influenced by western scientific thoughts of the Hindu leaders like Raja Ram Mohan Roy, Debendranath Tagore, Keshav Chandra Sen, M.G Ranade, Atmaram Pandurangan, Swami Dayanand Saraswathi, Swami Vivekananda, Derozio, Vidyasagar and a host of others set out to reform Hindu religion and society.

Gupta defined "The Bengal Renaissance may be said to be a movement of discovery rather than rediscovery, it was a nascence rather than a re-nascence".

3.4.2 CAUSES OF BENGAL RENAISSANCE

There were several causes which were responsible for Indian renaissance. These were-

- The Indians realized that they were completely under controlled of a handful of Englishmen.
- The leaders of Indian Renaissance wanted to create oneness by removing social evils and abuses of Indian society.
- The secular view of universal progress on which India's hope lay not in resurrecting the past but in projecting the golden age into the future.
- The uniformity of British administration and political integration and transport and communication brought Indians together.
- The importance of education increased to run the day to day work of the administration and also to rule the country.
- Orientalists formed enduring relations with members of the Bengali intelligentsia to whom they served as sources for knowledge of the West and with whom they worked to promote social and cultural changes.
- The modernization of the Bengali language and the simultaneous birth of a new Bengali literature.
- The study of English language and western sciences made Indians developed human resources and brought modern scientific thoughts within them.
- Research on Indian history and study of Indian History created a sense of pride among Indians.
- Became the capital of British India, Calcutta was the pivot area of out bursting of Indian Renaissance.

- A number of reform movements, both religious and social.
- The rediscovery of, and identification with an Indian classical era hailed as a golden age which placed South Asian civilisation on a par with the grandeur of Greece and Rome.
- The growth of numerous societies and associations.
- The Brahma Samaj, a socio-religious movement had germinated during this time.
- The Sreerampore Missionary interpretation of the Protestant Reformation, which Indians applied creatively to their own historic situation.
- The appearance of a large number of newspapers and periodicals.

3.4.3 Impacts of Bengal Renaissance

Briefly the major achievements of the Renaissance were:

- A secular struggle for rational free thinking.
- Growth of modern Bengali literature
- Spread of Western education and thoughts.
- Eager and diverse intellectual inquiry.
- Rise of nationalistic understanding.
- Rise of nationalism challenged the foreign subjugation of country.
- A well mixture of Oriental and occidental school of thought.
- Bring human consciousness within the thoughts and practices of Indian population.

3.4.4 Contribution of Raja Rammohan Roy on Bengal Renaissance

Raja Rammohan Roy was a leader of the first phase of Indian Renaissance during 19th century A.D. He was born to a orthodox Brahmin family of Radhanagar, a village in Hooghly district of Bengal Presidency (now West Bengal) in August 14, 1774. His father was Ramakanta Roy and mother was Tarini Devi. He got detailed knowledge of Sanskrit, Persian, English, Arabic, Latin and Greek. After death of his father, Rammohan took the service under British East India Company in 1801 as a clerk. Within few days he achieved the chair of 'Dewan' which was the highest government service for the Indian at that time. He took the responsibility until his death for formation of new India and engaged in the service of Indian after took retirement from that government service in 1814. Thus, he was a key social reformer, pioneer of modern India and a vital personality of Indian Renaissance period. Due

to his contribution to social reforms he was also called the "Father of Modern India".

During the late 18 century there were some practices of evil customs, rituals, strict moral codes and regulations in the society of Bengal. The worsted Practices like child marriage (*Gouridaan*), polygamy and Sati were dominantly affected women in the society. The cruelest practice among these customs was the *Sati Pratha*. Raja Ram Mohan Roy hated this cruel practice and he raised his voice against it. The Governor General Lord William Bentinck sympathised with viewed of Rammohan and he passed the Bengal Sati Regulation or Regulation XVII, A. D. 1829 of the Bengal Code. The act prohibited the practice of '*Sati pratha*' in Bengal Province. He also raised his voice against child marriage and polygamy, and tried to established equal rights for women in the society. He was a great opponent of the rigid caste divisions in Indian society. To abolish these mono-beneficial processes he established the 'Atmiya Sabha (1928)', 'Brahma Samaj (1828)' and was the founder of the *Brahmo Sabha* movement in 1828, which engendered the Brahma Samaj, an influential social-religious reform movement along with women education.

Raja Rammohan Roy advocated for the introduction of English as a medium of instruction of scientific subjects like Mathematics, Physics, Chemistry and Botany. In 1817, in collaboration with David Hare, he set up the Hindu College at Calcutta. Later on it became one of the best educational institutions in the country. He was founder of the Anglo-Hindu School (1822) and Vedanta College (1826) which were established his efforts to combine true to the roots theological doctrines along with modern rational curriculum. Ram Mohan Roy was a staunch supporter of free speech and expression. He fought for the rights of vernacular press. He was the editors of newspapers in Persian called 'Mirat ul Akhbar' and a Bengali weekly called 'Sambad Kaumudi'(1821) Etc. [Ram Mohan] protested against the control of Government over newspapers by arguing that newspapers should be free and that the truth should not be suppressed simply because the government did not like it.

Raja Rammohan Roy was one of the earliest Indians to realize that India's greatest need was a synthesis of Eastern and Western cultures and attitudes. He realized that the Indian mind had rusted very considerably on account of its isolation and understood that contact with Western Literature and Science alone could regenerate oriental culture, correct its follies and contribute to it the essential qualities which are lacked in the Indian society.

3.4.5 Contribution of Derozio on Bengal Renaissance

Henry Louis Vivian Derozio was born on 18th April 1809 in Calcutta (Kolkota). His father was Francis Derozio and mother was Sophia Johnson. His younger sister Emilia was his great source of inspiration. Derozio was guided by the free-thinking,

truthfulness, scientific reasoning. He wanted to live a life which was free from all sorts of narrow, selfish and parochial interest. Derozio was essentially a poet and a student of literature and philosophy. He wrote The 'Fakir of Junghera', inspired by the gigantic rock rising out of a river and woven around a young Brahmin widow.

In 1826, he was appointed as an instructor of senior section at Hindu College, where He engaged his students in debates and discussions. His new and remarkable methods of teaching influenced his students and won their loyalty. Even the students had a free access to his house and spent hours in talking with him. The bond of affection, attraction and friendship that grew among them created a new atmosphere in the Hindu College. The most favourite students of Derozio were Krishnamohun Bandopadhyay, Rasik Krishna Mallik, Ramtanu Lahiri, Dakshinaranjan Mukhopadhyay, Madhab Chandra Mallik, Govinda Chandra Basak, Mahesh Chandra Ghose, Sibchandra Deb, Radhanath Sikdar, Amritalal Mitra, Harachandra Ghose, Ramgopal Ghose and others. He spent hours with them before the usual work of his classes began and sometimes after the closing of the day's duties to broaden and deepen their knowledge in Western thought and Literature. He engaged them to explore knowledge for accepted the truth, 'to live and die for truth'. Derozio encourages his students to follow the path of truth as truth is supreme power like God. Reasoning was one of his best methods of teaching. He inspired students to apply the supreme test of reason on every problem of thought and never to accept anything if it did not pass that test. Through this innovative method he brought gradual maturity to his students. According to *Dr. H.H. Wilson* "Derozio taught History as one of the philosophic minds would teach it.....Derozio possessed the rare power of weaving interest around any subject that he taught"

In 1828, his students organized the Academic Association, a debating society that drew both Britons and Indians to discussions of religion and philosophy. Soon the Academic Association became a famous and vibrant forum for intellectual exercise. In the spirit of English rationalism, Derozio criticized the social practices and religious beliefs of orthodox Hinduism. That why he was loved by the young men of the Hindu community and equally hated by the elderly conservative people, who did not accept him for his heretic activities. He was a founder of a journal—'Parthenon', in which he attacked the British Government. For these activities he was forced to resign by the directors of Hindu College in 1831.

He was the creator of the leaders of 'Young Bengal'. Derozio succeeded in organising Young Bengal Movement chiefly because his teachings were pragmatic and rational. The Young Bengal group in Calcutta published a number of periodicals between 1829 and 1843. 'Gyananvesan', or 'Quest for Knowledge' was published between 1831 and 1844 and was acclaimed by the missionaries. This periodical

published in English and Bengali contained writings on governmental science. He organised various protest movements, formation of societies and associations, religious reform movements which are all positive symptoms of a Renaissance. His main intention was to develop the power of reason and a logical mind among his beloved students. On 17 December 1831, just nine days before his death he said:

“In a few years the Hindus will take their stand by the best and the proudest Christians; and it cannot be desirable to excite the feelings of the former against the latter. The East Indian complain of suffering from prescription, is it for them to prescribe? Suffering should teach us not to make others suffer. Is it to produce different effect of East Indians? We hope not.”

Derozio in his life was an All-India patriot, who died before he was twenty-three years old, but within that short period exerted an influence on “Young Bengal” that has not been surpassed by any one.

3.4.6 Contribution of Ishwar Chandra Vidyasagar on Bengal Renaissance

Ishwar Chandra Bandhopadhyay, popularly known as Ishwar Chandra Vidyasagar, Born on 26th September 1820 at Birsingha village of the then Hooghly (now part of West Midnapore) district of West Bengal. His father was Thakurdas Bandyopadhyay and mother was Bhagavati Devi were very religious persons.

He learned Vedanta, Vyakaran, Literature, Rhetorics, Smriti and Ethics in Sanskrit College during 1829 to 1841. He took part in a competition testing knowledge in Sanskrit in 1839 and earned the title of ‘Vidyasagar’ meaning Ocean of Knowledge. He was also known as “Daya-r Sagar” or “Karunar Sagar” because of his charitable nature and kindness. Rabindranath Tagore revered him as ‘the father of modern Bengali prose’.

In 1841, Ishwar Chandra joined the Fort William College as the Principal Lecturer in the Sanskrit department. After that, He holds the chair as an Assistant Secretary in 1841, as a professor in 1850 and as a Principal in 1851 at Sanskrit College. In 1855, he took the responsibilities as a special inspector of schools with additional charges and travelled to remote villages in Bengal to observe the quality of education. He brought about a revolution in the Bengali education system and refined the way Bengali language was written and taught. He believed that only education can change the thoughts of the society. That’s why he started educational reform. His main goal was to spread the utility of education to the grass-root level of the society and women. For this reason he started teaching in mother tongue, and writing text books in Bengali as well as he emphasizes on western mathematics, philosophy and science in the educational system. He wrote two books ‘Upakramonika’ and ‘Byakaran

Koumudi', interpreting complex notions of Sanskrit grammar in easy legible Bengali language and 'Barno Porichoy' (1850), an elementary level book for learning Bengali alphabets, where he reconstructed Bengali alphabets and reformed it into typography of 12 vowels and 40 consonants.. Vidyasagar was as one of the pillars of Bengal renaissance who continued the reforms movement that was started by Raja Ram Mohan Roy in the 19th century. Ishwar Chandra Vidyasagar also strongly protested against polygamy, child-marriage and favoured widow remarriage and women's education in India. He rightly viewed education as the primary way for women to achieve emancipation from all the societal oppression they had to face at that time. He opened 35 schools for women throughout Bengal and was successful in enrolling 1300 students and initiated a fund "nari shiksha bhandar" for rendering financial help to the girls' education. He maintained his support to John Elliot Drinkwater Bethune to establish Bethune School, on May 7th, 1849. He challenged the Brahminical authorities and proved that widow remarriage is sanctioned by Vedic scriptures. Because of his contribution towards such issues, the Widow Remarriage Act, or Act XV, 1856, was passed in 1856 making the marriage of widows legal.

Ishwar Chandra Vidyasagar, the great scholar, academician and reformer passed away on 29th July, 1891 at the age of 70 years when he engaged in the worked with tribal community.

3.5 Wood Despatch-1854 and Its Impact of Education

Lord Dalhousie came to India in 1848 and realized that the Government had neglected the education for the masses. At the time for renewal of charter act in 1853, he found that education in India had come to suffer numerous problems. Therefore, it became necessary to make a comprehensive survey of the entire field of education. So, he thought a scheme to make arrangement for the mass education in vernacular languages. He appointed a committee under the chairmanship of Sir Charles Wood who was a British Liberal politician and Member of Parliament. He served as Chancellor of the Exchequer from 1846 to 1852. Later he became the President of the Board of Control of the East India Company. In 1854, he sent the "Wood's despatch" to the Governor General Lord Dalhousie. Sir Wood prepared this scheme on education policy for India and its development will not be in any case harmful to the British Empire. Dalhousie implemented the scheme in the same year.

RECOMMENDATIONS IN THE WOOD'S DESPATCH:

Objectives of educational expansion: The despatch described that the main objectives of the educational expansion in India were-

- It was one of their sacred duties to be the means as far as in their lies of conferring upon the native of India those vast moral and material blessing which flow from the general diffusion of useful knowledge and which India may, under providence, derive from her connection with England.
- This type of education not only produce a higher degree of intellectual fitness but to raise the moral character of those who partake of its advances and supply them with servants to whose probity them may with increased confidence commit offices of trust.
- Their viewed that, at the same time, secure to them large and more certain supply of many articles necessary for their manufactures and exclusively consumed by all classes of their population as well as an almost inexhaustible demand for the labour.

Attitude towards classical subjects: The despatch described the dichotomy between classical and modern school of thought in its own way. It described-

- The system of science and philosophy which forms the learning of the East bounds with grave errors.
- The education which we desire to see extended in India is that which has for its object the diffusion of the improved art, science, philosophy, literature of Europe, in short European knowledge.

Medium of instruction: The medium of instruction of education in India would be English. The Despatch accepted the views of Lord Macaulay. Opined of the despatch was-we look therefore, to English language and to the vernacular language of India together as the media for the diffusion of European knowledge and it is our desire to see them cultivated together in all school in India of a sufficiently high class to maintain a school master possessing the requisite qualification.

Educational administration: The Despatch recommended that the existing Board of Control for Education be abolished and the office of the Director of Public Instructions should be established in each of the five provinces of Bengal, Bombay, Madras, the Punjab and Uttarpradesh.

Establishment of universities: The despatch recommended for the establishment of universities in the three presidency towns, Calcutta, Bombay and Madras. The London University, which was to be taken as their models and these were to have a senate comprising of a Chancellor, a Vice-Chancellor, and fellows who were nominated by the Government. The Universities would confer degrees to the successful candidates after passing the examinations of Science or Arts Streams.

These examinations will be conducted by the Senate. The universities were to

organize departments not only of English but also of Arabic, Sanskrit and Persian, as well as law and civil engineering.

Mass education: The Despatch observed that mass education had totally been neglected and so far the Government devoted its attention exclusively towards providing means of education through the increase of setting up primary, middle and high schools. This despatch opposed the Downward Filtration Theory as proposed earlier.

Grant-in-aid system: The despatch proposed the system of grant-in-aid for the Indian educational institutions in order to encourage the private enterprise for expansion of education among Indians. Grants were given to those schools and colleges which satisfied the conditions given below :

- a) The schools must provide secular education.
- b) The school management should run the school well.
- c) The school should agree to state inspection from time to time.
- d) The schools should follow any rule prescribed by the government for the regulation of the grant.
- e) The school should charge a small amount and tuition fees from the pupils.

Training of teachers: The Wood's Despatch recommended the establishment of teacher training schools (normal school) in each of the provinces. In order to secure properly qualified teachers for schools, the Despatch suggested the training of teachers in those normal schools. To induce persons of better caliber to come to school-service, the Despatch recommended 'sufficient salary' for school teachers and scholarships to the teachers during their training period.

Vocational education: The Despatch gave advice for vocational instruction in order to develop vocational efficiency of people, and suggested the need of establishing vocational colleges and schools of industry. It recommended the establishment of medical, engineering, law and other institutes of professional education.

Women and Muslim education: The British Government did not show any interest in education of females. The wood's Despatch stated, "The importance of female education in India cannot be over rated; and we have observed with pleasure the evidence which is now afforded of an increased desire on the part of many of the natives of India to give a good education to their daughters. By this means a far greater proportional impulse is imparted to the educational and moral tone of the people than by the education of men". It insisted on a policy of strict neutrality in religion through secular education.

IMPACTS OF THE WOOD'S DESPATCH IN INDIAN EDUCATION:

In that time the Government did little to execute the recommendations.

- Knowledge in English was essential for appointment in Government services.
- English medium schools gained popularity.
- Emphasis on English medium also prevented the spread of education to the masses.
- It was not possible to open English Medium schools in rural areas.
- Created wide gap between educated persons and the masses.
- Higher education, being costly, it remained confined to rich classes and urban areas. Though female education drew attention through the Despatch, little was done for the purpose. The Government partly, was unwilling to hurt the orthodox Indians and partly considered female education not useful as women would not join offices.
- The major constraint was the unwillingness of the Government to spend for education of the people.

In spite of certain limitations, Dalhousie brought significant changes in the conditions of education in India by implementing Lord's Despatch.

- Establishment three universities in India on the pattern of University of London. In 1857, the Universities of Calcutta (Kolkata) Bombay (Mumbai) and Madras (Chennai) were established.
- By 1857, three Medical Colleges were functioning in the country one each at Calcutta, Bombay and Madras.
- There was only one Engineering College at Roorkee for technical education.

No doubt, the education policy of the Company Government in India helped in propagating the modern ideas in India and led the country towards modernization and also had a great significance in the history of Indian education because It was for the first time that a comprehensive scheme could be presented by the British Government. H.R. James called the Wood's Despatch "the Magna Carta of Indian education". The term 'Magna Carta' a Latin Term which stands for 'Great Charter', meaning a 'Great Paper'. Through the act of Wood's despatch western education spread in India which initially benefitted the Britishers for creating a workforce of clerks. But after they left, the Indian Education system followed the same pattern but to spread education. That is why it is known as Magna Carta of Indian Education.

Prof. S.N. Mukherjee observed in his book "History of Education in India", "The

Despatch is indeed a very important document. It was considered to be the 'Magna Charta of English Education in India'.

"The Despatch is so comprehensive in nature that Indian educationists have not yet succeeded in fulfilling the tasks, which it had set. It provided a scheme which tried to touch all aspects of Indian education, rightly defined the comparative position of English and Indian languages in a general scheme of education for this country".

3.6 Indian Education Commission (1882-1883) And Its Impact On Education

Between the time periods from publication of Wood Despatch (1854) to appointment of Indian Education Commission (1882) there were some serious defects which grew out of the system of education in India. These were-

- There was no recommendation for the mother-tongue as a medium of instruction.
- Nothing was done to training for the secondary school teachers.
- Education concentrated more on academic courses and unrelated to life mainly because there was no expansion for vocational or technical courses.
- Matriculation examination began to dominate secondary education, but as well as in primary schools.
- Private enterprise was crushed and primary education was neglected.

When Lord Ripon (1880-1884 AD) was appointed as the Viceroy of India, a ~~demutation~~ of the General Council of Education requested him to institute an enquiry into Indian Education. The government appointed the Commission on February 3, 1882 under the chairmanship of William Wilson Hunter, a member of the Executive Council of Viceroy. It was the 'First Education Commission in India' and popularly known as 'Hunter Commission'. There were eight Indian members in this commission. Among the Indian members were Sayed Mahmud, Bhudev Mukherjee, Anand Mohan Bose, K.T.Telang etc. The main objective of the commission was to review the progress made in the field of education by Charles Wood's Declaration ("to enquire particularly into the manner in which effect has been given to the Despatch of 1854 and to suggest measures as it may think desirable in order to further carrying out the policy there in laid down") and also, the Commission was required to suggest ways and means by which the system of grant-in-aid could be extended. 'Hunter Commission' was restricted to the review of primary education and secondary education. The Government desired that "the commission should especially bear in mind the great importance which the Government attaches to the subject of primary education".

Objectives of the Commission:

- To enquire the effect of the Wood's Despatch of 1854.
- To evaluate the condition of primary education in India and to suggest measures for its reform.
- To enquire into the condition of the State institutions and their importance.
- To assess the work of missionaries in the field of education.
- To make report about Government attitude towards private enterprise.
- To enquiry into the conditions of secondary education and to suggest measures for its improvement.
- To assess the utility of the grant-in-aid system.

The commission produced a report of about 700 pages within ten months after hard labour. This report has a historical importance. The Commission made several sittings for the first two months in Calcutta, then for the next eight months it toured round the whole country. The Commission elicited opinion from provincial Governments and formed a number of Committees in various provinces to study the problems of primary education. It obtained more than 300 suggestions from various groups of persons.

RECOMMENDATIONS OF HUNTER COMMISSION ON PRIMARY EDUCATION:

The main purpose of the commission was to study the problem of primary education and to suggest the measures for its reforms. Accordingly, the Commission made valuable recommendations for the development of primary education. The commission made these recommendations on the lines of country council act of England with regard to its policy, objectives, curriculum, methods of teaching, teachers training, finance and administration etc. The responsibility of imparting primary education was fixed on local bodies.

The recommendations can be discussed under six heads:

- (i) Policy
- (ii) Legislation and Administration
- (iii) Encouragement of indigenous schools
- (iv) School Administration
- (v) Training of Teachers
- (vi) Finance

(i) Policy:

- Primary education should be regarded as the instruction of the masses. It should be closely related to the practical aspect of the life of the masses and be not necessarily regarded as a portion of instruction leading up to the University.
- Medium of instruction of Primary education should be mother tongue.
- More concentration should be given by the Government for extension of primary education than before.
- Preference should be given to the candidates who can read and write for appointment to the government post of a lower order.
- Primary education in backward districts, especially in those areas inhabited by aboriginal races.
- Education should be able to train the people for self-dependence.
- The curriculum should include useful subjects like agriculture, elements of natural and physical science and the native method of arithmetic and measurement etc.

(ii) Legislation and Administration:

- The control of primary education should be handed over to District and Municipal Boards. These boards were entrusted with the supervision of primary education as a result of the Local self-Government Act
- The local boards should deal with the whole system for primary education as regards to finance, management, expansion and inspection of primary education of the particular local area.
- Transfer of all government primary schools to the local boards was considered necessary.
- Formation of school districts taking the area of any municipal or rural unit of Local self-Government and establishment of schools placed under their jurisdiction in each district.

(iii) Encouragement of Indigenous Schools:

The Commission defined the indigenous schools "as one established or conducted by natives of India on native methods."

- The indigenous schools should be developed, patronized and admitted into new educational pattern.
- Indigenous schools imparting secular education should be recognized and encouraged.

- Responsibility was more of Districts and Municipal Boards to the indigenous schools than the Education Department.
- The Commission recommended that a system of "Payment by Results" should be adopted in dealing with indigenous schools.
- The same standard of examination should not be maintained throughout the whole state.

(iv) School Administration:

- The upper and lower primary examinations should not be made compulsory and "care should be taken not to interfere with the freedom of the managers of aided schools in the choice of text books"
- The local funds should be utilized exclusively on primary education. Besides local funds, the provincial governments should contribute to local funds and such financial help had not been specified.
- School houses and furniture should be simple.
- School hours and holidays should be adjusted according to local needs.
- Instruction in primary schools should be simplified.
- Various native games and exercises should be introduced for physical development of the students.
- Night schools should be established wherever necessary.

(v) Training of Teachers:

- Normal schools should be established for the training of primary school teachers.
- There should be at least one Normal School in each division.
- The cost of Normal schools should be met from provincial fund.
- Normal schools should be established under a Divisional Inspector.
- Allowed the provinces to adopt a curriculum suiting to their needs and inclusion of certain subjects of practical utility.

(vi) Finance:

- Every District and Municipal Board should maintain a separate fund for primary education.
- The Provincial Government should grant one third of the total expenditure to the local bodies.
- The cost of maintaining, aiding and repairing of primary schools should be met from local fund.
- Fees should be an example to students on the basis of their financial difficulties.

RECOMMENDATIONS ON SECONDARY EDUCATION

Recommendations of Hunter commission regarding the secondary education were -

- "The government should gradually withdraw from the field of direct management of secondary schools and leave the expansion to private bodies through a system of grant-in-aid."
- "The duty of the government was to establish one high school in every district and after that the expansion of secondary education in that district should be left to private enterprise."
- "The government may establish secondary schools in exceptional cases, in place where they may be required in the interests of people, and where the people themselves may not be advanced or wealthy enough to establish such schools for themselves even with a grant-in-aid."
- "With a view to making private institutions popular they should not be required to charge fees as high as those of a neighbouring government institution."
- To remove the defects of secondary education, the Commission suggested improvements in curricula.
- At the secondary stage two types of courses were recommended. 'A' Type courses was to be pursued upto university level and 'B' type for providing vocational education. Thus, the Commission laid special emphasis on the diversification of courses. They said, "We recommend that in the upper classes of High Schools, there should be two divisions: one leading to the Entrance Examination of the universities, the other more practical character intended to fit youths for commercial and non-literary pursuits."
- The commission indirectly supported English as the medium of instruction for secondary education.
- The Commission recommended the establishment of a model Government high school in each District.
- It was felt necessary that the government should maintain some secondary schools, at least one Model High School in those districts where they may be required in the interest of the people.
- The commission did not lay down any definite policy with regard to middle school so far as medium of Instruction is concerned.

OTHERS RECOMMENDATIONS:

- Government institutions were banned for imparting religious education. Private institutions had freedom to manage their affairs in their own way. This lead to a policy of religious neutrality on the part of the government.

- In the field of women education, emphasis was laid on the differentiation of curriculum, award of scholarships and facilities in appointments
- Education for Muslims was given due importance to draw encouragement and attention was paid towards granting proper facilities to them.
- The commission also recommended for the proper arrangements of the education of backward classes.
- Emphasis was laid on the Indianisation of education. The result was that the number of institutions at various levels of education increased enormously.

IMPACT ON EDUCATION OF THE RECOMMENDATIONS:

- Hunter Commission made valuable contribution to the development of mass education by recognising primary education as education of the masses.
- Use of mother tongue as the medium of instruction at primary level was also an important recommendation of the commission.
- Following the method adopted in England, the commission recommended that the control of primary education should be handed over to District and Municipal Boards.
- Realising the importance of indigenous schools the commission recommended for giving grants to encourage these schools.
- To improve the quality of teachers, the commission recommended establishment of Normal schools for the training of teachers.
- The Commission was very liberal in matters of management of the primary schools. Managers should be given freedom in selecting text books, School hours and holidays should be adjusted according to local needs.
- The Commission was in favour of maintaining a fund by the District and Municipal Boards exclusively for maintenance of primary schools.
- The Commission recommended more practical curriculum by inclusion of practical subjects in the curriculum of primary schools.

In spite of all these recommendations the progress of primary education in the subsequent period was very slow. The causes of slow progress of primary education were:

- Transfer of the control of primary education to the inexperienced local bodies.
- Neglect of the indigenous schools as the introduction of the system of giving grants by "Payment by Result" adversely affected the development of indigenous schools.
- Failure to introduce compulsory primary education.

- Inadequate grant from the Provincial government as only one-third of the total expenditure was given as grant to the local bodies.

On the other hand for the secondary education-

- The Commission's recommendations regarding the medium of instruction were frustrating. The Commission actually favoured the use of English but there had no direct recommendation.
- The dominance of English in the secondary schools continued to increase. According to Nurullah and Naik, "The study of Indian languages was consequently neglected".

The Indian Education Commission occupies a unique place in the history of Indian Education. It made far-sighted recommendations on every aspect of education. While in agreement with Wood's Despatch on many questions, it took a step forward in formulating definite policy on various educational aspects of education. The commission report resulted in great educational awakening. During the period 1882-1902, there was a considerable expansion in the field of secondary education, due partly to the enthusiasm of private enterprise and partly to the system of grants-in-aid, "This unwieldy expansion without proper consolidation" - to quote Secondary Education Commission Report (1952-'53) - "led to certain obvious defects".

3.7 Let Us Sum Up

The entire system of education in India was greatly neglected by British East India Company. Their sole motive was to earn profits and not to spend money on education. But Missionaries and their supporters and many humanitarians soon began to exert pressure on the Company to encourage and promote modern secular Westernized education in India. The details aspect of education system during East India Company has been discussed in this unit.

The concept and causes of Bengal Renaissance and the contribution of Raja Rammohan Roy, Derozio and Ishwar Chandra Vidyasagar also have been discussed in this unit.

3.8 Unit End Exercise

1. Short answer type question:
 - i. Describe two main features of Bengal Renaissance,
 - ii. What do you mean by the 'down filtration theory of education'?

- iii. Point out two main features of Indian Education Committee (1882-1883).
2. Objective type question:
- i. Rammohan Roy got the title 'Raja' from was given by Akbar II, in 1833/1831/1813.
 - ii. Iswar Chandra Vidyasagar was a Presedient/Inspector/Principal of Hindu College,
 - iii. The 13 and 43/45/49 number clauses of charter act of 1813 were the most significant for the propagation of modern education in India.

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Unit 4 □ Education in 20th Century In India (1901-1944)

- 4.1 Introduction**
- 4.2 Objectives**
- 4.3 Educational Reformer—Lord Curzon**
- 4.4 Cokhale Bill for Compulsory Primary Education 1910-1912**
- 4.5 Sadler Commission or Calcutta University Commission (1917-1919)**
- 4.6 Hartog Committee Report-1929**
- 4.7 Zakir Hussain Committee Report-1937**
- 4.8 Sergeant Plant-1944-its relevance and contribution in modern Indian Education**
- 4.9 Let Us Sum Up**
- 4.10 Unit End Exercise**
- 4.11 Bibliography**

4.1 Introduction

In the beginning of 19th century the British rulers thought that in order to run the British rule in India peacefully, it is essential to make higher classes blind followers of the Government. This they wanted to achieve though educating the higher classes. The education policy whichever was introduced was only to produce “cheap clerks” who could help them in administration in their pursuit of economic subjugation of India.

The beginning of the 20th century marked a great change in the educational policy in India. The Laissez faire system of education introduced by the Woods Despatch of 1854 and reiterated by the India Education Commission of 1882. In pursuance of the recommendation of Indian Education Commission (1882-83), the Government considered seriously the ways and means to develop primary education, and technical education at high school stage. The progress of education during the period from 1882-83 to 1901-02 was reviewed during the period of Lord Curzon, then Viceroy of India. He planned to reform the educational structure by officialising Indian education through the control of higher authority of the British Government.

4.2 Objectives

From this unit students will be able to -

- i. Understand the contribution of Lord Curzon as an educational reformer at the time of British raj.
- ii. Importance and significance of Gokhale bill for Compulsory Primary Education in 1910-1912.
- iii. Develop idea about the impact of Sadler Commission's recommendations in the field of Indian education.
- iv. Describe the Hartog Committee report and its importance on that time.
- v. Explain the Zakir Hussain committee report and its significance in the field of education.
- vi. Point out the necessity of appointment of Sargent Commission and its valuable recommendations in the field of education.

4.3 Educational Reformer—Lord Curzon

Lord Curzon was Viceroy of India in 1899. During his period he reviewed the educational structure of India very critically and took some valuable steps for improvement of the different levels of education in this country. His different policies on education in India thus influenced in the development of education of our country.

❖ SIMLA EDUCATION CONFERENCE

The first step in the educational reform initiated by Lord Curzon from the 'Simla Conference' (September, 1901). He was the president of the conference and took a very prominent part in drafting the resolution. Participants of the conference were the Provincial Directors of Public Instruction, representatives of the Christian Missionaries and a few selected educationists, but unfortunately there were no representatives of the Indian people. All total 150 resolutions passed unanimously were covered all the stages of Indian education from primary to university level. These resolutions formed the basis of the Government Resolution of 1904 on Education Policy.

❖ PRIMARY EDUCATION

In the government resolution of 1904, Curzon advocated about the role of central and provincial government in the continuation and up gradation of primary education in India. He argued that the condition of the primary education in India was facing

challenges qualitatively and quantitatively. So he introduced some remarkable steps for improvement of this sector of education. These steps are-

- i. **Reform in curriculum** - Lord Curzon reformed the primary school curriculum relating to local environment and therefore, suggested that the curriculum of rural and urban schools should be different,
- ii. **New method of Teaching** - His thought about better and scientific methods of teaching was helpful for improvement of the teaching quality in primary school education,
- iii. **Training of Teachers** - For qualitative improvement of primary education steps were taken to establish training centres for primary teachers and it was directed that the duration of training should not be less than two years.
- iv. **Abolition of the system of payment by results** - He abolished the system of 'Payment by Results' as was introduced by the Hunter Commission 1882 for aiding primary schools .
- v. **Liberal grant-in-aid** - Curzon raised the Government grant to local authorities from one-third to one-half of the total expenditure,
- vi. **Improvement of Teacher's Salary**- Curzon tried to bring the pay scale of teacher to the equal level by restructuring their pay scale in different states.

❖ **SECONDARY EDUCATION**

For the improvisation of secondary education, Curzon introduced some education policies. These policies can be divided into two broad segments. These segments are-

(I) Policy of Control:

Beside the policies of the Hunter commission (1882) regarding withdraws of control over the field of secondary education, the Government Resolution on Education of 1904 established the control of government over secondary school education.

At that time The Government tried to control the private schools in the field of:

- The necessity of establishing any secondary school in a particular area,
- Recognition of the school,
- Managing committee,
- Financial condition,
- Health and recreation facilities of the students,
- Transfer of students from an unrecognised school to a recognised school,
- Number and qualification of the teachers,
- Eligibility about the receiving Government grant-in-aid and scholarships.

(II) Policy of Improvement:

Curzon's views about secondary education not only concentrated on the policy of Control but also his opinions were remarkable for the improvement of the policies. For qualitative improvement of the policies he adopted some measures. These were-

- Contextualization and modification of Curriculum,
- Improving discipline among students and teachers,
- Improvisation of the medium of instruction,
- Model secondary school,
- Financial grants by the Provincial Governments,
- Grants for private schools,
- Increasing the number of teacher training centres,
- Motivating the teachers for received training,
- Professionalization of the duty of the inspectorate.

POLICY ON UNIVERSITY EDUCATION

Before the time period of Curzon there was no commission for the improvement of the University education in British India. On January, 27, 1902 Curzon appointed a commission on improvisation of University education which was known as the 'Indian University Commission'. Sir Thomas Ralley was the chairman of this commission. This commission rejected the idea of setting up new Universities because the commission wanted to improve the education system of university based on some fruitful proposals. The recommendations concentrated on the areas of-

- **Establishment of new Universities** - The jurisdiction of each University should be fixed and new Universities should not be established.
- **Administration of University** - The constitution of the Universities should be changed to make provisions for teaching in the Universities. The syndicates should have about 9-15 members.

Inspection and recommendation- Conditions for recognising colleges should be stern.

- **Curriculum and examination system** - Undergraduate and Post-graduate curricula should be introduced. Importance should be given to the study of classical languages and arrangements should be made for the best possible teaching of English. The standard of the matric examination should be improved.

Teaching and research

- **Students' welfare, etc.**

INDIAN UNIVERSITIES ACT-1904

Based on the recommendations made by the Indian University Commission (1902) and the proposals about education made by the Indian Government, Curzon placed the Indian University bill (1904) to the Imperial Legislative Council. This bill was passed on 21st march 1904 and came to known as 'Indian University Act: 1904'. The main provisions of this Act are -

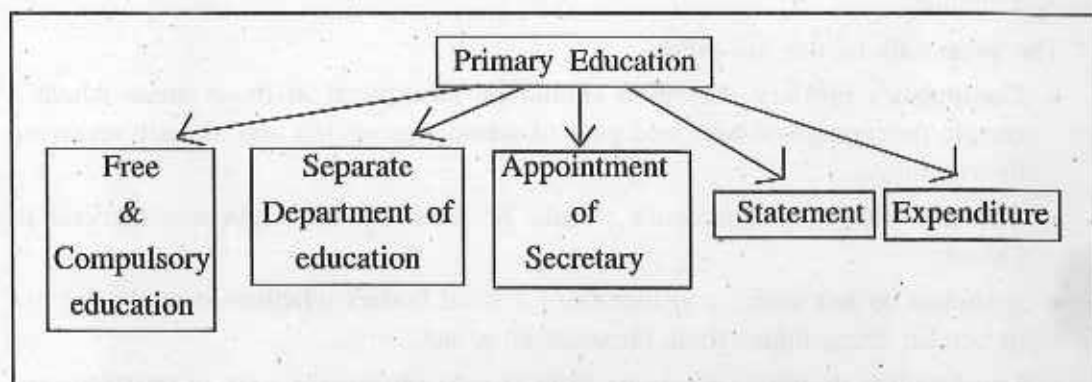
- The roles and responsibilities of universities were enlarged. The right of teaching, conducting examination, appoint teachers to conduct teaching and undertake research, manage their libraries, laboratories and to make out plans to bring about discipline among students were the rights of the University.
- The number of the seats in the Senate was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years.
- Form the 100 members 80 were selected by the government and 20 fellows are to be elected in the Universities of Madras, Calcutta and Bombay and 15 in other Universities.
- The Act gave statutory recognition to Syndicates and made provision for the adequate representation of university teachers in the university Syndicate. Number of members of the Syndicate will be 7 to 15 according with Vice-Chancellor and DPI.
- All affiliated colleges should be periodically inspected by the Syndicate in order to sec that a proper standard of efficiency is being maintained. Affiliation and disaffiliation of colleges now required the approval of government.
- The Govt. reserved the right to make amendments and reforms and give approval to the rules framed by the Senates of the University and also it can frame regulations itself if the Senate fails to frame these regulations in time.
- This Act, made it clear that the Governor General will by his ordinary or extraordinary orders fix the territorial jurisdiction of the Universities and according to this provision the relations between colleges shall be established and maintained.

4.4 Gokhale Bill for Compulsory Primary Education 1910-1912

Based on the viewed of a nationalistic system of education according to the cultural heritage and tradition of the nation, at the Calcutta conference of the Congress

in 1906, Annie Besant declared that throughout the country a national education should be organised. Gopal Krishna Gokhale, elected President of the Indian National Congress in 1905, inspired by the effort had made by Maharaja Sayaji Rao Gaikwad of Boroda within the territories of his State for free and compulsory primary education. As a member of the Legislative Council, Gokhale put forward a proposal for compulsory primary education in 1910. The proposal was — “A beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non officials be appointed at an early date to frame definite proposal.”

Following were the important points of the resolution:



- **Free and Compulsory Education:** Primary education should be made free and compulsory to the age group of 6-10 years in the area where 35% of boys were receiving education.
- **Expenditure:** The expenditure should be shared in the ration of 2: 1 Provincial government and Local bodies.
- **Department of Education:** A separate Department of education shall be opened under the Central Government to draw up a scheme for the expansion of primary education.
- **Appointment of Secretary:** A secretary should be appointed to organise, supervise and look after the primary education.

Statement: A statement describing the progress of education included in budget statement.

REACTION OF THE RESOLUTION

According to this resolution of Gokhale (1910), Government accepted only -

- Establishment of department of education,

- Appointment of Secretary and
- Statement.

But the main thrust area of the bill of making primary education free and compulsory remained neglected and unattended.

GOKHALE'S BILL OF 1911

On 16th March of 1911, the great nationalist leader, Gokhale presented another Bill in the Legislative Council to make a stronger fight against the Government. The Bill was based on the compulsory Education Acts of England of 1870 and 1876. The main objective of the bill was to make primary education free and compulsory in a phased manner.

The proposals of the bill were-

- Compulsory primary education should be introduced in those areas where a certain percentage of boys and girls of school-age (6-10) was already receiving instructions.
- The percentage of attendance should be fixed by the Governor General in Council.
- It should be left to the consideration of local bodies whether to apply the Act to certain areas under their jurisdiction or not.
- Local bodies should be given the right to levy educational cess to meet the cost of compulsory primary education.
- Expenditure on education was to be shared by the local bodies and Provincial Government in the ratio of 1:2.
- For the introduction of compulsion, the previous sanction of the Viceroy and the Governor respectively were necessary.

REASONS FOR REJECTION OF THE BILL

The bill was debated in the Council for two days, on March 18 and 19, 1912. In spite of the support of eminent persons like Madan Mohan Malviya and Mohammad AH Jinnah, the Bill was defeated by 38 votes to 13, which was expected. The main causes for the rejection of the bill to the Government were -

- There was no popular demand for introducing compulsory primary education in the country.
- As such, the people of the country were not prepared to accept compulsion.
- The local Governments were not in favour of it.
- The local bodies were not willing to levy educational cess.

- A section of the educated Indians were not supporting the Bill.

But based on the Bill of Gokhale, the Government of India passed the resolution on educational policy on February 21, 1913 modified the previous policy and declared a new policy with several reforms.

4.5 Sadler Commission or Calcutta University Commission (1917-1919)

The Resolution on Educational policy (1913) had recommended that a University should be established for each province, the teaching activities of universities should be encouraged and that the colleges located in *mofussil* towns should be developed into teaching universities in due course. But no action could be taken by the Government primarily because of the outbreak of the Great World War. After that the Government of India appointed the 'Calcutta University Commission' in 1917 to study and report on the problems of the Calcutta University. This Commission also reviewed the entire field, from school education to university education. Dr. M.E. Sadler, Vice-Chancellor of the University of Leeds, was appointed as its Chairman. So it was popularly known as the 'Sadler Commission'. The Commission included two Indian members, namely Sir Ashutosh Mukhopadhyaya and Dr. Zia-uddin Ahmad.

The commission visited all university centres and after 17 months submitted its report in 13 volumes, giving a critical and comprehensive survey of educational problems. Although it deals with Calcutta University only, the problem it studied were more or less common to the other Indian universities. So, the report of the Commission is a document of provincial importance and it had far reaching consequences upon the development of University in India as a whole.

- Free the universities from the burden of the secondary education, so that the wholly focus on the Higher education. This resulted in the creation of Board of secondary education in the Provinces; United Provinces was the first to have such board.
- The secondary education was separated from the University education and admission to the university was upgraded from metric level to intermediate level.
- The Saddler Commission also recommended the use of mother tongue as a medium of instruction in the intermediate colleges. The Education was made a 'provincial subject'.
- Creation of Inter University Board for coordination among the universities.

SECONDARY EDUCATION:

According to the commission the secondary and higher education are interlinked and secondary education is the basis of higher education. To this Commission it is not possible to bring about revolutionary changes in the field of higher education without making changes in secondary education. Therefore, some fundamental changes were suggested in the secondary education for the sake of improving the university education.

In this regards the commission made the following recommendations:

- The School course was to be for twelve years.
 - Use of mother-tongue as a medium of instruction.
 - The curriculum of secondary schools should be diversified.
 - The commission recommended sanctioning of 40 lacks of rupees annually for the funding of secondary education.
 - Formation of separate high school Boards.
 - It should be entrusted with the administration and control of secondary education.
- Majority of the members should be non-official. It should represent both the Hindus and the Muslims.

INTERMEDIATE STAGE

Recommendation of the Sadler Commission was opening an intermediate stage which would be separated from both secondary and university education. The recommendations of the commission regarding this stage were—

- Separations of intermediate classes from the universities,
- The intermediate stage would be between the stage of matriculation and the university education,
- Establishment of intermediate colleges,
- Admission to the university should take place after the intermediate stage,
- Formation of separate intermediate school Boards. The function of the Board of Intermediate education was to define curriculum, and grant recognition to intermediate colleges,
- The curriculum of the intermediate colleges should constitute Arts, Science, Engineering, Industrial education etc,
- Classes at the intermediate stage should be small so that the teachers and students may come in close contact with each other,
- The medium of instruction in intermediate colleges should be the mother tongue except in case of English and Mathematics.

UNIVERSITY EDUCATION

The main objective of the Commission was 'to inquire into the condition and prospects of the University of Calcutta and to consider the question of a constructive policy in relation to the question it presented'. So the commission gave importance to improving the quality of university education through its recommendations in the academic and administrative fields.

- More powers should be given to the university.
- A full-time paid Vice-Chancellor should be appointed in the University.
- Provisions should be made to differentiate the Pass Course from the Honours course.
- A residential university should be established at Dhaka.
- A special board of women education should be set up in University.
- An academic council should be set up in each university to deal with all academic questions for example, those connected with the courses of study, examinations, and conferment of degree and research.
- The senate and the syndicate should be replaced by the Court and the Executive Council respectively. This step would improve the administration of the university.
- Teaching work and work connected with research should be organised under different departments and each department should have a head.
- Faculties, boards of studies, and other statutory bodies should be formed. Faculties should serve as Departments of teaching.
- Tutorials and superior kinds of research work should be organised.
- Provisions should be made for imparting instruction in engineering education, medicine, law, agriculture and technology. Thus, university education would cover practical and vocational studies as well as technical and industrial courses.
- There was a need for coordinating agency. Hence an inter-University Board should be set up.
- Autonomous institutions were to be given more encouragement.
- Appointment of a Director of Physical Education to look to the physical welfare of students.
- Expansion of vocational and professional education including Teachers Training.
- Encouragement to the Muslim students and protection of their interest.
- The Commission recommended that the output of trained teacher should be substantially increased.

The Commission thoroughly examined the problems of Calcutta University and reached the conclusion that the size of the university had become abnormally large and that the number of students and colleges affiliated to it had increased too much to be efficiently dealt with under a single university.

The Commission put forth three recommendations in this respect. These recommendations were -

- There should be establishing a teaching and residential University at Dacca;
- The teaching resources should be organized in Calcutta in such a way as to create a real teaching University; and
- The colleges of the *mofussil* areas should be developed in such a way that there may be gradual rise of new university centres by concentrating all possible resources for higher education on them.

4.6 Hartog Committee Report-1929

According to the Government of India Act -1919, a Royal Commission, under the chairmanship of Sir John Simon was appointed in 1927. This Commission appointed an auxiliary Committee on 31st May, 1928. Chairman of that commission was Sir Philip Joseph Hartog. He was a British chemist and educationist. He has served under the Sadler Commission and has also been a Vice-chancellor of Dacca University in 1921. So, this committee was also known as 'Hartog Committee'. The Committee was appointed to make enquiries into the growth of education in British India. The report of the Committee is one of the most important documents in the development of Indian education particularly in elementary education. The auxiliary Committee submitted the report in September 1929. As per this Committee, "They were required to report on the organisation of education, on almost every point that organisation needs reconsideration and strengthening, and the resolutions of the bodies responsible for the organisation of education need readjustment." With these ideas in view, the Committee presented a comprehensive report. The Hartog Committee had concentrated its attention more on primary and secondary education and less on university education and made recommendations in regard to primary secondary, higher and also some other aspects of education.

PRIMARY EDUCATION

Defects of Primary Education:

The Committee pointed out some special difficulties for the expansion of primary education. The main findings of the committee are as follows:

- Concentrated problems on rural area,
- Economically, socially and culturally backward population,
- Lack of administration in primary education,
- Poor attendance of children,
- Unfavourable Physical and climatic conditions of villages,
- Barriers of caste, religion and communal feelings,
- 60% of the primary schools were single teacher school,
- The teachers are not trained,
- Unscientific and stereo typed method of teaching,
- The curriculum was not scientific and upto date,
- Irregular session of certain schools,
- Scanty growth of literacy in the country,
- Problem of 'wastage' and 'stagnation' at the primary level.

Recommendations on Primary Education:

- Primary education should be made compulsory.
- Qualitative development should be made instead of increasing the number of primary schools.
- Fixation of the duration of primary course to four years.
- Adoption of the policy of consolidation in place of multiplication of schools.
- Improvement in the quality, training, status, pay, service condition of teachers.
- Relating the curricula and methods of teaching to the conditions of villages in which children live and read.
- Adjustment of school hours and holidays to seasonal and local requirements.
- Increasing the number of Government inspection staff.
- Special attention should be given to the lowest class in primary schools and determined effort should be made to reduce the large extent of stagnation and wastage that prevail therein.

Primary schools should serve as centres for rural uplift works, medical relief, adult education, mass literacy, sanitation, recreation etc.

SECONDARY EDUCATION:

Defects in the Secondary Education:

- The whole system of secondary education was dominated by the matriculation examination.

- At the secondary education level, there was a great waste of effort, due to the immense number of failures at the matriculation examination.
- Remuneration and conditions of service of the secondary teachers are far from satisfactory.
- There was no security of service for the teachers.

Recommendations on Secondary Education :

- Introduction of diversified course in middle schools meeting the requirements of majority of students.
- Emphasised industrial and commercial careers for boys, at the end of the middle stages.
- Teachers should be provided with better service conditions, higher salary and better social status.
- The training facilities of the teacher should also be improved.

HIGHER EDUCATION:

Defects in Higher Education:

- Low standard of quality of education in the colleges.
- The Universities have failed to produce qualitative and quantitative leaders of society.
- The Universities are over-crowded with disqualified students.
- The Universities have not properly organised the Honours courses.
- Ill equipped Libraries.
- Unsatisfactory Laboratory equipment and teaching aids.
- Unhealthy competition among the universities for increasing the number of students than to raising the standard of education.
- Many Universities were conducting only examinations.
- The Universities had failed to meet the needs of the people.

Recommendations on Higher Education

- Establishment of some affiliating universities keeping in view the great demand for higher education.
- The teachers for affiliated colleges should be appointed by universities.
- The admission, in universities should be controlled on the basis of abilities and aptitudes of students.

- The Honours course should be of more advanced nature than the pass courses and these courses should be instituted only at the universities.
- The universities have to control the problem of unemployment by opening employment opportunities.
- In order to improve the standard of higher education, the standard of the secondary examination should be raised.
- There should be a well equipped central library in each university.
- Make the universities more fruitful agencies in the life of the community.
- Efforts should be concentrated on improving university work culture.
- Inculcate a taste for learning in the students and to prepare the right type of person for the society.

The committee suggested the improvement of women education, education for minorities and backward classes through its recommendations. These recommendations were-

- Equal importance for education of the boys and girls.
- Establishment of more primary schools for the girls in rural areas.
- Curriculum for girls should include home science, hygiene, music etc. in secondary schools.
- Recruitment of trained lady teachers.
- The education of the girls at the primary level should be gradually made compulsory.
- The *Harijans* should receive education along with other castes.
- Provisions for technical and industrial education should be made in the universities.

4.7 Zakir Hussain Committee Report-1937

The Government of India Act, 1935 came into force in 1937. According to the Act, Indian National Congress had been strongly pleading for free, compulsory and universal education. Gandhiji expressed his views on education through a series of articles in 'Harijan' in June 31, 1937. In July 1937, Gandhiji wrote in the Harijan, "By education, I mean an all-round drawing out of the best in child and man - body, mind and spirit... Literacy itself is not education, I would, therefore, begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training. Thus, every school can be made self-supporting, the

condition begin that the state takes over the manufacture of these schools." So his proposal was Free and Compulsory primary education could be given to every child if the process of schooling could be made self supporting by imparting education through a useful and productive craft. Finally, Gandhiji placed his new thought about education system as 'Basic Education' to the nation in the Wardha Conference on 22nd and 23rd October, 1937.

Basic Education Committee under Dr. Zakir Hussain

The Wardha conference then appointed a committee under the Chairmanship of Dr. Zakir Hussain to prepare a detailed education plan and syllabus on the lines of the resolutions of wardha conference. The Committee consisted of nine members. They were Prof. K. G. Saiddain, Prof. K. T. Shah, Arya Nayakam, Kaka Kalelkar, Kishori Lal, J. C. Kumarappa, Vinova Bhave etc.

The Zakir Hussain Committee after analyzing each aspect of the new scheme submitted its report one in December, 1937 and the other in April, 1938. This report has come to be known as the Wardha Scheme of Education. It was approved by Mahatma Gandhi and was placed before the Indian National Congress at its Haripura Session held in March 1938. The Congress accepted the scheme.

The first report included the basic principles of the Wardha Scheme of education, its aims, teachers and their training, organisation of schools, administration, inspection and inclusion of craft centred education regarding handicrafts like spinning, weaving etc.

The second report dealt with Agriculture, Metal work, Wood craft and other basic handicraft. An elaborate curriculum of all those subjects and ways and means to establish their correlation with other subjects was also suggested.

MAIN FEATURES OF THE WARDHA SCHEME

The fundamental features of the scheme were as follows:

Free and compulsory education:

Gandhiji advocated free and compulsory education for all boys and girls between the ages of seven to fourteen. This education to be given for 8 years in two stages, the junior stage cover for 5 years and the senior for 3 years.

Craft Centred Education:

According to Gandhiji this education system will run through some craft or productive work. Craft work helps the child to acquire sensor and motor skill and to appreciate the value of honest labour. This will promote the training of 3Hs.

The advantages of making craft as the centre of education as listed by the Zakir Hussain Committee are as follows—

- “Psychologically, it is desirable, because it relieves the child from the tyranny of a purely academic and theoretical instruction against which its active nature is always making a healthy protest.”
- “Secondly, the introduction of such practical productive work in education, to be participated in by all children of the nation will tend to break down the existing barriers of prejudice between manual and intellectual workers harmful alike for both.”
- “Economically, carried out intelligently and efficiently, the scheme will increase the productive capacity of our workers and will also enable them to utilise their leisure advantageously.”
- “From educational point of view, greater concreteness and reality can be given to the knowledge acquired by children through craft as knowledge will be related to life.”

Self-supporting aspects of the Scheme:

The self-supporting aspects of the scheme may be interpreted in two points of view—

(i) Education itself is self-supporting - Gandhiji's view was that if the craft chosen is taught efficiently or thoroughly, it would enable the school to pay the cost of salaries of teachers,

(ii) Education that will help self-supporting in later life of the students- Gandhiji's aim was to accord dignity of labour and ensure modest and honest and livelihood for the student after leaving school.

Medium of instruction:

The Zakir Hussain Committee's recommendation was that the proper teaching of the mother tongue is the foundation of all education. The capacity to speak effectively and to read and to write correctly and fluently can develop precision of thought or clarity of ideas. It will give the opportunity to the child to the rich heritage of his people's ideas, emotions and aspirations.

Ideal of citizenship:

The Zakir Hussain Committee support this completely new system of education which is necessary to secure the minimum of education for the intelligent exercise of the rights and duties of citizens. This gave the citizens of the future a keen sense of personal growth, dignity and efficiency and social services in a cooperative community.

Flexible Curriculum and free Environment:

This committee proposed a flexible curriculum and free environment for the

children to perform according to their interest and own capacity and they will be capable to interact with teacher freely. The teacher is also free to organise necessary environment for the development of the child.

Construction of the Curriculum:

The basic education is designed for children between seven and fourteen years of age and accordingly curriculum has been suggested. For the boys, general science and for girls, home science have been emphasized. The various subjects in the curriculum will be—

1. Basic Craft (The craft chosen must not be taught mechanically, but systematically and scientifically keeping in view the social significance).

- Spinning and Weaving,
- Carpentry,
- Agriculture,
- Fruit and Flower Cultivation,
- Leather work,
- Culturing Fish,
- Pottery,
- Any handicraft according to the local need,
- Home Science for girls.

2. Mother tongue.

3. Mathematics.

4. Geography, History and Civics to be combined as Social Studies.

5. Painting and Music.

6. Physical Training, Drill and Sports etc.

7. General Science (Physics Chemistry, Botany, Zoology, Hygiene and Nature Study etc).

8. Although the medium of instruction is mother tongue, all students must learn Hindi language.

9. A school hours should be of 5½ hours. Where-

- Physical activities for 20 minutes
- Mother Tongue for 20 minutes
- Social Studies & General Science for 60 minutes
- Art for 40 minutes
- Arithmetic for 20 minutes
- Craft work including study of correlated subjects for 2½ hours.

- 10) External examinations are to be abolished. The day-to-day work of the student is to be the determining factor.
- 11) Text books to be avoided as far as possible.
- 12) Cleanliness and health, citizenship, play and recreation are to be given sufficient importance.

To develop the qualities of the ideal citizenship and more aspect should be give to the Indian culture than the literacy. There should be no place for English in the curriculum and no place for religious education in this scheme. The most important point was the economic goals of the basic education, which would develop by the manual handicraft of the children for a period of 7 years.

4.8 Sergeant Plan-1944-its relevance and contribution in modern Indian Education

After the Second World War, the British Government appointed a Committee in 1944, under the Chairmanship of Mr. John Sargeant, the then educational adviser to the Government of India. The Committee prepared a scheme of post-war educational reconstruction and development. The report was submitted to the Central Advisory Board of Education (CABE) which later approved and published.

The report had maintained that in a period of not less than forty years, the standard of Indian education will be made equivalent to that of England.

PRE-PRIMARY EDUCATION:

Recommendations on pre primary education-

- Children from 3 to 6 years of age should be admitted in these schools for pre-primary education.
- In rural area pre-primary education should be arranged with basic or primary education.
- Provision should be made for pre-primary education in the form of nursery schools for the success of National Scheme of Education.
- Separate Nursery Schools in urban areas.
- Nursery schools should be invariably staffed with women teachers with training for the work.
- Pre-Primary education should in all cases be free.
- The main object of education at this stage is to give young children social experience and education of general behaviour.

Pre-Primary education will require annually Rs. 3, 18,40,000 for ten lakhs pupils.

BASIC OR PRIMARY EDUCATION:

Recommendations on primary education -

- Primary education should be universal, free and compulsory for the age-group 6 to 14.
- Compulsory and free primary or basic education for all - between the ages
 - 6—11 (junior basic) and
 - 11—14 (senior basic).
- Education should be based on the principle of "learning through activity".
- Teacher student ratio in junior basic school should be 1:30 and in senior basic school 1:25.
- The Senior Basic School should offer the widest possible opportunities for those corporate activities including physical training and organised games.
- Teaching of English has not been given any place in junior basic schools. But in the senior basic stage the provincial Governments were authorised to take final decision in this regard.
- Instead of external examination, there should be internal examinations. Certificates should be issued after the completion of the studies.
- The medium of instruction should be the mother tongue of the pupils.
- Basic schools should be started only when suitable trained teachers are available
- Suitable courses for girls such as, cookery, laundry work, needle work, handicraft, child care and first aid should be introduced.
- A standing committee of the Central Advisory Board of Education should be appointed to watch the new education experiments carried on in the provinces.
- A Central Agency should be established in each province for the disposal of marketable articles produced in schools.
- Pay for education through the sale of articles produced by the pupils.
- No teacher should receive less than Rs. 20/- per month.
- On leaving the school, the pupil should be prepared to take his place in the community as a worker and as a future citizen.

HIGH SCHOOL EDUCATION:

Recommendations on high school education-

- High school education - between the years 11—17 years of age.
- Admission of the pupils to the high school level based on abilities, aptitudes, and general promise of the pupils.
- About 20 per cent of the children attending Junior Basic Schools will be admitted to High Schools.
- Students below the age of 11 should not be allowed to enter these schools.
- Every child entering a High School shall remain under compulsion until the age of 14+.
- Steps are to be taken to see that children are not withdrawn from the school before the completion of the Course.
- The High Schools will charge adequate fees. The parents concerned are required to pay the whole cost of the education provided.
- 50 percent of the pupils will be provided with free-studentships or similar concessions and poverty shall not be allowed to be a bar to the education of a deserving child
- The proposed High Schools should be of two main types-the Academic and the Technical.
- The Academic High School will impart instruction in the Arts and pure Sciences.
- The Technical High School will provide training in the applied sciences and industrial and commercial subjects.
- Art and Music should form an integral part of the curriculum in both.
- All girls should take a course in domestic science.
- The curriculum should be flexible so that transfer from one type to the other should be made as easy as possible.
- The curriculum should be diversified as far as practicable in order to provide a wide range of choice.
- The medium of instruction in all High Schools should be the mother- tongue of the pupils. English should be compulsory second language.

Curriculum Construction:

The list of subjects to be taught in both the types of High Schools (Academic and Technical) is suggestive and it is not intended that every pupil should be taught all the subjects. Subjects common to both the types are;

- (1) The mother - tongue,
- (2) English,
- (3) Modern Indians languages,
- (4) History (Indian and World),
- (5) Geography (Indian and World),
- (6) Mathematics,
- (7) Science,
- (8) Economics,
- (9) Accountancy,
- (10) Agriculture,
- (11) Art,
- (12) Music,
- (13) Book - keeping,
- (14) Shorthand
- (15) Type writing
- (16) Physical Training.
- (17) Wood work
- (18) Metal work

In the Academic High Schools classical Languages and civics are added to the common list. In the Technical High Schools the science subjects are to be studied more intensively.

UNIVERSITY EDUCATION:

The Sargeant Committee pointed out the defects of university education in the following way —

- University education has failed to relate their activities to the practical needs of the community.
- There is no systematic attempt on their part to adjust the output to the capacity of the employment market to absorb it.
- A great deal of importance is attached to examinations. The examinations put a premium on rote learning and narrow cramming. They do not help original thinking and real scholarship.
- In the absence of suitable selection machinery, a large number of incapable students get entry into the universities.

- Many poor but really meritorious students are prevented by poverty from seeking admissions to universities.
- Probably nowhere among the universities of the world is there so large a proportion of failures in examinations as in Indian universities.
- Indian universities do not fully satisfy the requirements of a national system of education.

Recommendations on University Education:

The Committee has offered the following suggestions for the improvement of university education—

- The duration of degree course should be of 3 years.
- The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the universities.
- The standard of University education must be raised.
- The conditions of admission must be revised so that only capable students can take full advantage of the University Course.
- Only 10/15 percent of the successful candidates of entrance examinations will get the chance of admission in Universities.
- Adequate financial assistance must be provided for poor students.
- The present Intermediate Course should be abolished. The first year of the course should be transferred to High School and the second to Universities.
- The minimum length of a University Course should be three years.
- The tutorial system should be widely extended for closer personal contacts between teachers and students.
- Emphasis should be given on establishing a high standard in post-graduate studies and in pure and applied research.
- For coordination in the activities of the different Universities an All-India Organisation like the University Grants Committee of England should be set up.
- Competent teachers should be appointed in the university and steps should be taken to improve the conditions of service including remuneration.

Technical and Vocational Education:

The Sargeant Report divided the workers needed by Indian Arts and Industries, trade and commerce into four categories:

i) Chief Executives and Research Workers of the Future (Higher Category of Worker):

According to the Sargeant Report there was a need for higher category of workers for the industrial and vocational fields. They will have their preliminary training in a Technical High School and will then pass to the Technological Department of a University or to a full-time course in a Technical Institution. The admissions to these higher courses should be the outcome of a very strict process of selection. They will not be many. And they will serve as Chief Executive, Research Workers etc.

ii) Minor Executives, Foremen, Charge-Hands, etc. (Lower Category of Workers) :

The Technical High School pupil will be required to continue his technical education on full-time or part-time basis in a Diploma or Certificate Course. This category includes foreman, charge-hand and other ordinary executive and administrative officers.

iii) Skilled Craftsmen:

Skilled craftsman are very much needed for successful execution of industrial and occupational schemes. These may be recruited from Technical High School pupils or Senior Basic Schools or Junior Technical Trade or Industrial Schools.

iv) Semi-Skilled and Unskilled Labour:

This types of labours would be recruited directly from Senior Basic Schools where they will have done some craft work. These persons should get facilities both for continuing their general education and for improving their skill, so that the best of them may ultimately be converted into skilled labour.

Part-time day classes constitute an important factor in any modern scheme for technical education. The paid workers in factories, industrial or commercial concerns should be given due facilities for improving their knowledge and skill in these classes.

Adult Education:

According to the Sargeant Report, it is to make every possible member of a state an effective and efficient citizen through education. So there is a scope to spread of adult education throughout the country. The normal age range of adult education should be 10 plus to 40. Separate classes should be organised; preferably during the daytime, for boys between ten and sixteen years. It would also be preferable to have separate classes for young girls.

In order to make adult education interesting and effective, it is necessary to make fullest possible use of visual and mechanical aids such as pictures, charts, the magic-lantern, the cinema, the gramophone, the radio, folk dancing and music etc.

In this context the state must accept the primary responsibility and special efforts will have to be made to overcome them.

Teacher's Training:

Sargent Committee recommended imparting training to graduate teachers by training colleges and training of undergraduate teachers through pre-primary, basic and high school training institutions. Refresher courses should be started for all the categories of teachers. Free training should be provided in training colleges and schools.

Health Education:

The Sargeant committee suggested establishment of health committee in schools. The responsibility of this committee will look after medical checked up of every student and if any defect is found appropriate follow-up measures should be taken. Minor treatment can be provided in school clinics. Physical training should be compulsory.

Special Education:

Provision for special education should be made for physically handicapped and mentally retarded children. The former group includes the blind, the deaf, the cripples and speech defectives, and the latter includes the feeble-minded, imbecile, dull and backward children. Here, the pupils may engage themselves in such productive activities that may be of use to them in the future life.

Employment Bureaus:

The scheme made the following recommendations in this regard in order to provide the students with requisite employment—

- Under the control of the education department a number of employment bureaus should be established.
- Universities should have their own employment bureaus.
- These bureaus should discharge the following functions —
 1. Contact with educational institutions,
 2. Advise the outgoing students about openings for employment,
 3. Contact with employers and arrangement for trade apprentices.

Administration of Education:

For proper implementation of the new schemes of education at all India level a strong department of education should be set at the centre. The state should also have their department of education. More cooperation and coordination needed between the centre and the states for successful implementation of a National System of Education.

4.9 LET US SUM UP

British Empire wanted to promote education in India for their own necessity. They were in favour of creating educated middle class to serve their system smoothly. They were not the real wellwisher to develop better education system in India. The development of education during British in India has been discussed in this unit Lord Curzon education structural reform to Sergeant plan have been discussed in this unit.

4.10 UNIT END EXERCISE

1. Short-answer type question.
 - i. Point out two important recommendations of Lord Curzon as an educational reformer.
 - ii. What were the different areas of primary education on Gokhale's Bill (1910)?
 - iii. How many Indian members were appointed in the Sadler Commission?
 - iv. Write down two importance of intermediate course as recommended by Sadler Commission.
 - v. What were the bases of appointment of Hartog Committee?
 - vi. What was the significance of basic education according to Zakir Hussain Committee Report?
 - vii. What were the thrusting areas of recommendation of Sergeant Plan?
2. Objective type question.
 - i. The second bill of Gokhale represented on the legislative council on the basis of compulsory Education Acts of England of 1813/1876/ 1913.
 - ii. Sadler Commission wanted to the school course should be 12/8/10 years,
 - iii. According to Hartog Committee report Primary education should be made free and compulsory/ only compulsory/ only free.
 - iv. 1/2/3 report(s) was/were presented by the Zakir Hussain Committee from 1937-1938.
 - v. Sergeant Commission recommended that the teacher student ratio in junior basic school should be 1:30/1:25/1:35.

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Unit 5 □ Education and Indian Constitution

- 5.1 Introduction**
- 5.2 Objectives**
- 5.3 Preamble and Various Articles on Education in the Indian Constitution**
 - 5.3.1 Etymologically speaking**
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- 5.4 RTE Act-2009**
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- 5.5 Development of Education under Plans (Last two plans)**
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- 5.6 Let's Sum up**
- 5.7 Unit End Exercise**
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5.1 Introduction

Regarding constitution, in his work Politics Aristotle said "A constitution may be defined as an organization of offices in a state, by which the method of their distribution is fixed, the sovereign authority is determined, and the nature of the end to be pursued by the association and all its members is prescribed. Laws, as distinct from the frame of the constitution, are the rules by which the magistrates should exercise their powers, and should watch and check transgressors." In fact Constitution is the very basic and fundamental law of any state. The fate of any country largely depends on the Constitution of that country. In the preamble of the Constitution of India it is clearly written about the expected characteristic of every Indian.

Through education we will have to make that type of citizen concerned with their

rights and duties. Right to Education is a major step to provide education to all. Five Years Plan played an important role in spreading education in India. In this module we will discuss about the Preamble of Indian Constitution, its various Articles on education, Right to Education 2009 and development of education under the Five-year Plans with emphasis on the last two plans.

5.2 Objectives

After going through this unit the students will be able to:

- Define a Constitution
- Explain the objectives of the Indian Constitution
- Explain the relationship between the Constitution of India and Education
- Understand and explain specific Articles of the Constitution regarding Education
- Understand and explain Right to Education Act, 2009.
- Explain the development of education under the Five-year Plans with emphasis on the last two plans.

5.3 Preamble and Various Articles on Education in the Indian Constitution

5.3.1 Etymological meaning

The word Constitution comes from the Latin word *constitutio*, which means regulations and orders. Today, Constitution is a set of laws and principals through which any organization or state's whole system is governed. There are many definitions given by different eminent people. According to Aristotle, a constitution is "an organization of offices in a state, by which the method of their distribution is fixed, the sovereign authority is determined, and the nature of the end to be pursued by the association and all its members is prescribed. Laws, as distinct from the frame of the Constitution, are the rules by which the magistrates should exercise their powers, and should watch and check transgressors."

The same tone we find in the ancient writings of Plato, Cicero and in modern days Thomas Hobbes, Jean-Jacques Rousseau, and John Eocke with their own uniqueness.

Indian Constitution: Constitution is the heart of any nation. India is the largest democratic country in the world. WE, Indians accepted our constitution that it came into effect on 26th January, 1950. During the colonial rule, after the Second World

War, the British government sent a Cabinet Mission to India in 1946. The Cabinet Mission plan provided for the formation of a Constituent Assembly to draft a Constitution for independent India. In the Constituent Assembly, the draft of the Constitution was adopted on the 26th of November, 1949.

The constitution is not static; it is very much dynamic in nature. Through proper procedure Constitution can be changed. There are three procedures for the amendment of the Constitution:

- i) Amendment through the process of ordinary law-making,
- ii) Amendment through a special majority of each house of the Parliament and
- iii) Amendment through a special majority of each house of the Parliament and ratification by a majority of State Legislatures.

There are three Lists in the Indian Constitution. As India is a federal state, the Constitution has distributed the powers between the Central government and the State Governments by making provisions for three Lists,

- i) The Central List or Union List
- ii) The State List and
- iii) The Concurrent List.

Only the Central Government can legislate on the subjects that are included in the Central List. Only the State Governments can legislate on the subjects that are included in the State List.

Both the Central Government and the State Governments can legislate on the subjects that are included in Concurrent List. But if the Central Government has already enacted on any subject of this List, then the State Government cannot do any legislator.

The Preamble, is the introductory part or explanatory statement of the constitution; it is also called the introduction to a statute.

The Preamble, in fact does not guarantee any power but it gives a clear direction and purpose and objective to the Constitution. It works like a guiding star. The Preamble of the Constitution contains the basic objectives of the Constitution. The Preamble of Indian constitution is based on Nehru's "*Objective Resolution*" with some modification and alteration.

The Preamble reads:

"WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY, of thought, expression, belief, faith and worship;
EQUALITY of status and of opportunity and to promote among them all;
FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, DO HERE BY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION."

Let us now make an attempt to analyze the objectives stated in the Preamble as far as education is concerned.

The aim of education:

Several scholars have discussed about the aims of education but the aim provided in the preamble is very simple, clear and lucid. The aim of education is to make such individual or citizen or human being those who will be "resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC AND SECURE TO ALL ITS CITIZENS;

JUSTICE, social, economic, and political;

LIBERTY of thought, expression, belief, faith, worship; and to promote among them all-FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation" Education is the only weapon through which we can make individuals who will accept India's sovereignty, socialist and secular outlook and faith on democracy, who will accept other individual's thought, expression, belief, faith, worship, who will accept social, economic and political justice and dignity of other individuals.

5.3.2 Various Articles on Education in the Indian Constitution:

Articles are the foundations by which the government of a country is organized. The Articles of the Constitution explains how the government interacts with the citizens, states, and also the people of the country.

When the Constitution commenced, it was divided into 395 articles in 22 part and 8 schedules. It is the longest constitution in the world, presently it has grown to 448 articles in 25 parts, 12 schedules and 98 amendments. Each part of the Constitution is named on the basis of its articles and with some articles constitutes different Chapters. These Chapters contain articles which explicitly define the functions, election, eligibility and every other aspect pertaining to the heading of the Chapter (or in case the absence of the chapter. The part).

The 12 Schedules are:

First Schedule (Articles 1 and 4) - This lists the states and territories of India, lists any changes to their borders and the laws used to make that change.

Second Schedule (Articles 59(3), 65(3), 75(6), 97, 125, 148(3), 158(3), 164(5), 186 and 221)— This lists the salaries of officials holding public office, judges, and **Comptroller and Auditor General (C&AG) of India**

Third Schedule (Articles 75(4), 99, 124(6), 148(2), 164(3), 188 and 219)— Forms of Oaths—This lists the oaths of offices for elected officials and judges.

Fourth Schedule (Articles 4(1) and 80(2)) - This details the allocation of seats in the Rajya Sabha (the upper house of Parliament) per State or Union Territory.

Fifth Schedule (Article 244(1)) - This provides for the administration and control of Scheduled Areas and Scheduled Tribes.

Sixth Schedule (Articles 244(2) and 275(1))— Provisions for the administration of tribal areas in Assam, Meghalaya, Tripura, and Mizoram.

Seventh Schedule (Article 246) —The union (central government), state, and concurrent lists of responsibilities.

Eighth Schedule (Articles 344(1) and 351)—The official languages.

Ninth Schedule (Article 31-B) - Validation of certain Acts and Regulations

Tenth Schedule (Articles 102(2) and 191(2))—"Anti-defection" provisions for Members of Parliament and Members of the State Legislatures.

Eleventh Schedule (Article 243-D) —Panchayat Raj (rural local government).

Twelfth Schedule (Article 243-W) —Municipalities (urban local government).

Now lets discuss about the provision for education as directed in Indian Constitution.

Some of the major constitutional provisions on education in India are as follows:

1. Free and Compulsory Education:

Under the Article 45 of the Directive Principles, after 86th Constitutional amendment it is said "The state shall endeavor to provide within a period often years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years." Previously elementary education was in article 45 which falls under the directive principles in Indian Constitution. Later in 2002, the then PM Atal Bihari Bajpayee government amended the Constitution by 86th amendment 2002 and shifted the elementary education topic to Fundamental Rights. The Constitutional Amendment of 2002 included the Article 21A in the Indian Constitution making Education a fundamental Right; where it says in "21 A, the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."

The following clause has been added after the 86th amendment of article 51A of the Indian Constitution:

“(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”

2. Education for Minorities:

Article 30 ensured the ‘Right of minorities to establish and administer educational institutions. All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.’

3. Language safeguards:

Indian constitution assures its every citizen that they can save and nurture their unique culture.

Article 29(1) assures every individual including all minorities, whether based on religion or language, have the right to conserve their own distinct language, script and culture. It is clearly stated “Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same”.

4. Education For Weaker Section People:

Weaker section people in India have been deprived throughout the centuries. After freedom, Constitution of India made provision to educate this weaker section people.

Article 29(2), which falls within the ‘Cultural and Educational Rights’, prohibits denial of admission to any citizen ‘into any educational institution maintained by the State or receiving aid out of State funds on the grounds only of religion, race, caste, language or any of them’.”

Throughout the centuries, due to the practice of Untouchability, education was denied to the lower cast people. Article 17 says about the abolition of Untouchability. “*Untouchability* is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of untouchability shall be an offense punishable by law.”

Article 46 says about the “Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation”

5. Secular education:

India is a secular country. We find it in the preamble as well as in many other articles throughout the constitution upholding secularism.

Article 25(1) of the Constitution guarantees all the citizens the right ‘...to freedom of conscience and the right freely to profess, practice and propagate religion’

In article 28(1) it is stated, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."

Again in article 28(2) stated, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."

Article 28 (3) stated, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."

Article 30 says that, "The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

6. Equality of Opportunity in Educational institutes:

Article 29(1) stated "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them".

7. Instructions in Mother tongue:

Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same."

Article 350 A directs, "It shall be endeavor of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups."

8. Promotion of Hindi:

Article 351 directed to develop Hindi language, "It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of the composite culture of India"

9. Higher education and Research:

In the 7th schedule, article 246, we can see the entry of 63, 64, 65, and 66 in the List I, that is Union List. The entries give authority to the Government of India in education is mentioned below:

Entry 63 of the Union List: "The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim and the Delhi

University, and any other institution declared by Parliament by law to be an Institution of National importance.”

Entry 64 of the Union List: Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

Entry 66 of the Union List: “Co-ordination and determination of standards in institution for higher education or research and scientific and technical institutions.”

10. Women Education:

Article 15 is about Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.

Article 15(1) stated that “The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them”

Article 15 (3) reads: “Nothing in this article shall prevent the State from making any special provision for women and children.”

11. Education in the Union Territories and foreign countries:

Article 239 of the Constitution states, “Save as otherwise provided by Parliament by Law, every Union Territory shall be an administrator appointed by the president acting to such extent as he thinks fit through an administrator to be appointed by him with such designation as he may specify.”

Entry 13 in the Union List stated: “Participation in international conferences, associations and other bodies and implementing decisions made there at.”

5.4 RTE Act-2009

5.4.1 Introduction:

In article 45 of the Directive Principles of State Policy, India made a Constitutional commitment to provide free and compulsory education to all children up to the age of 14 that is way back in 1950. There it was said to provide free and compulsory education to all children within a period of ten years.

5.4.2 Brief Background

After Independence it took almost 60 years to make law to provide free and compulsory education to the children between six to fourteen years of age. This 60 years journey was not an idle one. Many things happened during these 60 years. Some of the major happenings regarding education are as follows:

The Government of India had decided that an All-India Council of Elementary Education (AICEE) should be established with effect from July 1, 1957 in order to accelerate the pace of expansion of elementary education and to serve as an advisory body to the Union and State Governments and local bodies on matters relating to elementary education.

The Kothari Commission (1964-66) has recommended for the implementation of the free and compulsory education of good quality to all children up to the age of 14 years.

NPE 1968, The Policy stated "Strenuous efforts should be made for the early fulfillment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. A suitable programme should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course" para.4 (1).

National Policy for Children, 1974: "The State shall take steps to provide free and compulsory education for all children up to the age of 14 for which a time-bound programme will be drawn up consistent with the availability of resources. Special efforts will be made to reduce the prevailing wastage and stagnation in schools, particularly in the case of girls and children of the weaker sections of the society.

Children who are not able to take full advantage of formal school education should be provided other forms of education suited to their requirements" (GOI, 1974:1-2).

National Policy on Education (1986) said that "The new thrust in the elementary education will emphasize two aspects: (i) universal enrolment and universal retention of children up to 14 years of age, and (ii) a substantial improvement in the quality of education" (NPE, 1986:5.5).

It again resolved that "It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory up to 14 years of age" (NPE,1986:5.12).

In, 1990 the Report of the Ramamuti Committee stated: "Now, time has come to recognize 'Right to Education' as one of the fundamental rights of the Indian citizen for which necessary amendments to the Constitution may have to be made and more importantly , conditions be created in society such that right would become available for children of India" (Para 6.1.3).

After 60 years, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 was passed by the Parliament of India in August, 2009 and after receiving Presidential assent it came into force from April 1, 2010.

The passing of the RTE Act, 2009 marks a historic moment for the children of the nation. This Act serves as a building block to ensure that every child gets right to receive quality elementary education.

5.4.3 Duties of the Government as Specified in RTE 2009:

- i. Provide free elementary education to every child of the age of six to fourteen years; and ensure compulsory admission, attendance and completion of elementary education by every child of the age of six to fourteen years;
- ii. Ensure availability of a neighborhood school as specified in section 6;
- iii. Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- iv. Provide infrastructure including school building, teaching staff and learning equipment;
- v. Provide special training facility specified;
- vi. Ensure and monitor admission, attendance and completion of elementary education by every child;
- vii. Ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
- viii. Ensure timely prescribing of curriculum and courses of study for elementary education; and
- ix. Provide training facility for teachers.

5.4.4 Duties of Local Authority as Stated in RTE 2009:

- a. Provide free and compulsory elementary education to every child:
Provided that where a child is admitted by his or her parents or guardian, as the case may be, in a school other than a school established, owned, controlled or substantially financed by funds provided directly or indirectly by the appropriate Government or a local authority, such child or his or her parents or guardian, as the case may be, shall not be entitled to make a claim for reimbursement of expenditure incurred on elementary education of the child in such other school;
- b. Ensure availability of a neighbourhood school as specified in section 6;
- c. Ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- d. Maintain records of children up to the age of fourteen years residing within

- its jurisdiction, in such manner as may be prescribed;
- e. Ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
 - f. Provide infrastructure including school building, teaching staff and learning material;
 - g. Provide special training facility specified in section 4;
 - h. Ensure good quality elementary education conforming to the standards and norms specified in the Schedule;
 - i. Ensure timely prescribing of curriculum and courses of study for elementary education;
 - j. Provide training facility for teachers;
 - k. Ensure admission of children of migrant families;
 - l. Monitor functioning of schools within its jurisdiction; and
 - m. Decide the academic calendar

5.4.5 Duty of Parents and Guardian as Stated in RTE 2009:

It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward, as the case may be, to an elementary education in the neighborhood school.

Responsibility of Schools as Stated in RTE 2009 :

- i. School shall provide free and compulsory elementary education to all children admitted.
- ii. School shall provide free and compulsory elementary education to such proportion of children admitted therein as its annual recurring aid or grants so received bears to its annual recurring expenses, subject to a minimum of twenty five percent.
- iii. School shall admit in class I, to the extent of at least twenty five per cent, of the strength of that class, children belonging to weaker section and disadvantaged group in the neighborhood and provide free and compulsory elementary education till its completion.
- iv. No school or person shall, while admitting a child, collect any capitation fee and subject the child or his or her parents or guardian to any screening procedure.
- v. No child shall be denied admission in a school for lack of age proof.
- vi. No child admitted in a school shall be held back in any class or expelled from school till the completion of elementary education.

vii. No child shall be subjected to physical punishment or mental harassment.

5.4.6 Duties of Teachers as Stated in RTE 2009 :

- i. Maintain regularity and punctuality in attending school.
- ii. Conduct and complete the curriculum in accordance with the provisions
- iii. Complete entire curriculum within the specified time;
- iv. Assess the learning ability of each child and accordingly supplement additional instructions, if any, as required
- v. Hold regular meetings with parents and guardians and apprise them about the regularity in attendance, ability to learn, progress made in learning and any other relevant information about the child; and
- vi. Perform such other duties as may be prescribed.
- vii. No teacher shall engage himself or herself in private tuition or private teaching activity

5.4.7 Others:

No child shall be required to pass any Board examination till completion of elementary education

Teacher-student ratio:

For first class to fifth class	Number of students	Number of teachers
	Upto 60	2
	Between sixty one to ninety	3
	Between Ninety one to one hundred and twenty	4
	Between One hundred and twenty one to two hundred	5
	Above One hundred and fifty children	5 + 1 Head teacher
	Above Two hundred children	Pupil Teacher Ratio (excluding Head teacher) shall not exceed forty.

5.5 Development of Education under Plans (Last two plans)

1.5.1 Five Year Plan

Five Year Plan is about government's plan for the economic and social development over a period of five years. Joseph Stalin implemented the first 'Five Year Plan' in Soviet Union in the late 1920s. Later most of the communist countries and also few capitalist countries adopted this 'Five Year Plan' Model. In the history of Indian social and economic development, 'Five Year Plan' played a crucial role.

After independence the first Five Year Plan started in 1951. Before economic liberalization (1991) most of the Five Year Plans were successful except third Five Year Plan (1961-1966) due to Indo-China war, Fourth Five Year Plan (1969-1974) due to Indo-Pakistan war. The immediate Five Year Plan (Eighth Five Year Plan, 1992-1997) after economic liberalization (1991) was only successful. Remaining all the Eighth Five Year Plan failed to achieve its target. Narendra Modi led new government has dissolved the Planning Commission in 2014 and replaced it with NITI Aayog (an acronym for National Institution for Transforming India). Today we are in the 12th Five Year Plan. The timeline of all the Five Year Plan are as follows:

- First Five Year Plan (1951-1956)
- Second Five Year Plan (1956-1961)
- Third Five Year Plan (1961-1966)
- Plan Holiday (1966-1969)
- Fourth Five Year Plan (1969-1974)
- Fifth Five Year Plan (1974-1978)
- Rolling Plan (1978-1980)
- Sixth Five Year Plan (1980-1985)
- Seventh Five Year Plan (1985-1990)
- Two Annual Plans (1990-1991 & 1991-1992)
- Eighth Five Year Plan (1992-1997)
- Ninth Five Year Plan (1997-2002)
- Tenth Five Year Plan (2002-2007)
- Eleventh Five Year Plan (2007-2012)
- Twelfth Five Year Plan (2012-2017)

For the development of education in India, all the Five Year Plans are very important. Here, we will discuss about Eleventh Five Year Plan (2007-2012) and

Twelfth Five Year Plan (2012-2017) in details in terms of education.

5.5.1 Eleventh Five Year Plan (11th Five Year Plan):

The very first chapter of the second volume of 11th Five Year Plan (2007-2012) deals with Education sector. The opening line of the chapter is 'The role of education in facilitating social and economic progress is well recognized'.

Eleventh Plan Targets for Elementary Education

- Universal enrolment of 6-14 age group children including the hard to reach segment.
- Substantial improvement in quality and standards with the ultimate objective to achieve standards of Kendriya Vidyalayas (KVs) under the Central Board of Secondary Education (CBSE) pattern.
- All gender, social, and regional gaps in enrolments to be eliminated by 2011-12.
- One year pre-school education (PSE) for children entering primary school.
- Dropout at primary level to be eliminated and the dropout rate at the elementary level to be reduced from over 50% to 20% by 2011-12.
- Universalized MDMS at elementary level by 2008-09.
- Universal coverage of ICT at UPS by 2011-12.
- Significant improvement in learning conditions with emphasis on learning basic skills, verbal and quantitative.
- All EGS centers to be converted into regular primary schools.
- All States/UTs to adopt NCERT Quality Monitoring Tools
- Strengthened BRCs/CRCs: 1 CRC for every 10 schools and 5 resource teachers per block. (11th Five Year Plan, Vol-11)
- **Quality Improvement in SSA:**

To improve the quality of education in the elementary level, the 11th plan suggested the following measures:

Restructure SSA with a clear goal of providing a quality of education equivalent to that of KVs under the CBSE pattern.

- Ensure basic learning conditions in all schools and acquisition of basic skills of literacy and numeracy in early primary grades to lay a strong foundation for higher classes.
- Give special focus on Maths, Science, and English (core) where students tend to be weak and universally introduce English in Class III onwards.

- Implement a Common Syllabi, Curriculum, and Pedagogy and carry out the consequent textbook revisions.
- Support more quality-related activities and improve interactive classroom transactions.
- Address fully all teacher-related issues—vacancies, absenteeism, non-teaching assignments, and fix accountability for learning outcomes of pupils.
- Achieve 100% training for teachers including para-teachers. Revise PTR to 30:1 from 40:1.
- Recruit additional teachers to deal with single teacher schools and multi-grade teaching with mandatory two-third new teachers to be female for primary classes.
- National Eligibility Test (NET)/State Eligibility Test (SET) for teacher recruitment by NCERT/State
- Council for Educational Research and Training (SCERT)/CBSE/State Boards to enable decentralized recruitment of high-quality teaching faculty at district/block levels.
- Make District Institutes of Education and Training (DIETs)/SCERTs fully functional and organically linked with BRC/CRC and NCERT.
- Enhance learning levels by at least 50% over baseline estimates (2005-06 District Information System for Education [DISE]).
- 'Improved Quality' to be defined in operational terms through clearly identified outcome indicators, viz. learning levels of students, teacher competence, classroom processes, teaching learning materials, etc.
- The National Curriculum Framework (NCF) 2005 and the syllabi prepared by NCERT to be the guiding documents for States for revising their curricula/syllabi with SCERTs playing a more active role in ensuring common standard.
- Introduce monetary and non-monetary incentives for recognizing good teachers with block/district and State awards. (11th Five year Plan, Vol II, 2008)

Provision for the Disadvantaged Groups in the 11th Five year Plan:

Young learners from socially marginalized sections experience education in a distinctly different form than those who occupy mainstream positions of power and privilege. They face many problems in schooling. The Eleventh Plan will lay special focus on disadvantaged groups and educationally backward areas. Specific measures will include:

- Top priority in pre-primary schooling to habitations of marginalized sections.
- Setting up additional 500 KGBVs in blocks with higher concentration of SC,

ST, OBC, and minority population.

- Special attention to districts with high SCs, STs, and minority population. Innovative funds for SFDs to be doubled.
- Focus on improving the learning levels of SC, ST, minority children through remedial coaching in schools and also in habitations through educated youth of Nehru Yuva Kendra Sangathan (NYKS), NSS, Self-help Groups (SHGs), and local nongovernmental organizations (NGOs).
- Special schools for slum children in 35 cities with million plus population.
- Special intervention for migrating children, deprived children in urban slum areas, single parent's children, physically challenged children, and working children.
- Creation of capacity within the school for dealing with students lagging in studies.
- Setting up 1000 hostels in EBBs with the resident PG teacher as the warden to provide supplementary academic support.
- Sensitizing teachers for special care of weaker sections and CWSN.
- Intensive social mobilization in SCs, STs, OBCs, and predominantly tribal and minority habitations through community support.
- Housing for teachers in tribal and remote habitations.

Apart from all this, special attention was given on Pre-School education. They accepted that 'The PSE component of ICDS-Anganwadi is very weak with repetition high and learning levels low.' The situation should be handled properly.

About Madarasas/Maktabs the Eleventh Plan 'supported for modernization under AIE component and it should be possible to cover all the 12000 odd Madarasas during the Plan period.'

The KGBV and DPEP 'schemes will be subsumed within SSA in the Eleventh Plan. Expansion of 500 KGBVs in district/ blocks with high concentration of SCs, STs, OBCs, and minorities will be taken up.

Mid-Day Meal Scheme:

The scheme has been extended to UPS (government, local body, and government-aided schools, and EGS/AIE centres) in 3479 EBBs from 1 October 2007 to cover 17 million additional children and will be extended to all UPS from April 2008 to cover 54 million children. Thus, MDMS will cover about 18 crore children by 2008-09. The nutritional value of meals for upper primary children will be fixed at 700 calories derived from 150 gm of cereals and 20 gm of protein.

Mid-Day Meal Scheme: ACTION POINTS

- 'MDM to be managed by the local community and PRIs/NGOs, and not contractor-driven: civic quality and safety to be prime considerations.
- Sensitize teachers and others involved in nutrition, hygiene, cleanliness, and safety norms to rectify observed deficiencies.
- Involve nutrition experts in planning low cost nutrition menu and for periodic testing of samples of prepared food.
- Promote locally grown nutritionally rich food items through kitchen gardens in school, etc.
- Revive the School Health Programme; disseminate and replicate best practices adopted by States.
- Provide drinking water facilities in all schools on an urgent basis.
- Display status regarding supplies, funds, norms, weekly menu, and coverage in schools to ensure transparency.
- Central assistance to cooking cost should be based on the actual number of beneficiary children and not on enrolment.
- Promote social audit.
- Online monitoring.

Mahila Samakhyia (MS):

The MS programme will be continued as per the existing pattern and expanded in a phased manner to cover all the EBBs and also in urban/ suburban slums, as it contributes to educational empowerment of poor women.

- To accelerated Female Literacy Programme, Special innovative programmes were taken up in identified districts for improvement of female literacy.

Adult Education:

Target and Strategies For The Eleventh Plan:

- Achieve 80% literacy rate,
- Reduce gender gap in literacy to 10%,
- Reduce regional, social, and gender disparities,
- Extend coverage of NLM programmes to 35+ age group with special focus on backward class people.

SECONDARY EDUCATION:

The Eleventh Plan aims to: (i) raise the minimum level of education up to class X and accordingly universalize access to secondary education;

(ii) ensure good quality secondary education with focus on Science, Mathematics, and English; and

(iii) aim towards major reduction in gender, social, and regional gaps in enrolments, dropouts, and school retention. The norm will be to provide a secondary school within 5 km and a higher secondary school within 7-8 km of every habitation. The GER in secondary education is targeted to increase from 52% in 2004 - 05 to 75% by 2011-12 and the combined secondary and senior secondary GER from 40% to 65% in the same period.

Scheme for Universal Access and Quality at the Secondary Stage (SUCCESS):

The Eleventh Plan suggested the following things for universal access to quality secondary education:

- Setting up 6000 high quality Model Schools at block level to serve as benchmark for excellence in secondary schooling.
- Upgrading 15000 existing primary schools to secondary schools.
- Increasing the intake capacity of about 44000 existing secondary schools.
- Strengthening infrastructure in existing schools with 3.43 lakh additional classrooms and additional 5.14 lakh teachers.
- Encouraging establishment of good quality schools in deficient areas in both public and more in PPP mode.
- Expansion of KVs and NVs in underserved areas.
- 100% trained teachers in all schools and reaching PTR of 25:1 by 2011-12.
- Revamped ICT in secondary and higher secondary schools.' **Education for Girls:**

'Most of the States have implemented incentive schemes for education of girls, but generally with very limited coverage. Measures will be undertaken to overcome obstacles to girls' education posed by factors such as poverty, domestic/sibling responsibilities, girl child labour, low preference to girls' education, preference to marriage over the education of girls, etc. A Girl Child Incentive Scheme will be launched on a pilot basis in the selected EBBs. On the basis of quick evaluation, its expansion will be considered in the Eleventh Plan period. The merger of all girl child incentives schemes will be ensured.'

National Institute of Open Schooling (NIOS):

Emphasis is given on (i) developing NIOS as a potential Resource Organization in Open Schooling at the national and international level, besides offering courses of study,

(ii) up-scaling programmes of the existing 10 State Open Schools (SOSs), and

(iii) setting up SOSs in the remaining 19 States. In order to ensure quality in Open Schooling, there will be a full-time coordinator with ancillary staff on contract basis in each Study Centre under the Open Schooling system. During the Eleventh Plan, 1000 A VIs will be set up as a part of the Skill Development Mission (SDM). All A VIs will be rated for their performance before continuation.

Teacher Education:

The following specific programmes are proposed to be taken up in teacher education during the Eleventh Plan.

- Strengthening Teacher Education by
 - i. Developing Teacher Education Information Base in Public Domain,
 - ii. Creating additional support systems in the field, and
 - iii. Strengthening academic capacity.
 - iv. Continuation of existing scheme relating to SCERTs.
 - v. Continuation of support to IASEs and CTEs.
 - vi. Conducting training of Educational Administrators including Head Teachers.
 - vii. Introducing substitute/stipend scheme for enabling teachers and educational administrators to enhance their academic qualifications.
 - viii. Continuation of support to DIETs.
 - ix. Augmenting Teacher Education capacity in SC/ST and minority areas.
 - x. Professional Development of teacher through training programmes.
 - xi. Professional Development of Teacher Educators through Refresher Courses and Fellowship programmes.
 - xii. Support to NGOs.
 - xiii. Technology in Teacher Education.
 - xiv. Integrating Elementary Teacher Education with Higher Education.

VOCATIONAL EDUCATION:

Strategies:

The National SDM is on the anvil. It is envisaged to evolve a comprehensive scheme for creating a diverse and wide range of skills for our youth that would enable the country to reap the scientific and demographic dividend. The emphasis will be on demand-driven VE programmes in partnership with employers. The current programmes will be restructured with emphasis on hands-on training/exposure, vertical mobility, and flexibility.

Greater emphasis will be placed on the services sector and, therefore, on soft

skills, computer literacy, and flexi-time. There will also be emphasis on development of generic and multiple skills so that persons may respond to changes in technology and market demands. Generic skills that cut across a number of occupations would enable an individual to transfer from one field to another during his/her working life.

Other features will include compulsory partnership with employers who could provide trainers and arrange for internships, give advice on curricula, and participate in assessment and certification.

Only 5% of the population can receive skill training through the formal system. The remaining about 4.0 crore unskilled and semi-skilled persons, who are already working, will be given continuous or further training for upgradation of their skills through a variety of delivery systems, including part-time, sandwich system, day release system, block release system, open and distance learning system, etc.

Vocational Education programmes preparing for occupations in Farming, Artisan Trades, Crafts, Small and Medium Enterprises, particularly for self-employment, will include entrepreneurship development and elementary training in ICT to enable persons to take responsibility for production, marketing, management, and rational organization of enterprise.

Vocational Education (VE) could be offered in flexible mode through modular courses of varying durations, with credit transfer facility. Clear strategies for encouraging access to Vocational Education and Training (VET) for marginalized groups, including SCs, STs, OBCs, minorities, girls, street children, working children and differently abled children will be adopted.

A National Vocational Qualification (NVQ) system, in which public and private systems of VE collaboratively meet the needs of industry and individuals, will be developed. Under this, modular competency based vocational courses will be offered along with a mechanism of testing skills. Bridge courses to facilitate people without any formal education to get enrolled in the regular system of courses will also be developed through NVQ system.

The functioning of the Central Institute of Vocational Education, Bhopal, will be reviewed and the institute restructured to serve as a national resource institution for policy, planning, and monitoring of VE programmes and for developing a NVQ system in the country.

HIGHER AND TECHNICAL EDUCATION:

Despite the enormous increasing of higher education institute, the higher education failed to provide sufficient skilled human resource. The following strategies are adopted in higher education:

- Common calibration and admission based on Common Entrance Test and/or

other relevant criteria for at least professional and PG courses.

- Universalizing the semester system.
- Continuous internal evaluation and assessment to eventually replace annual examinations.
- Introducing Credit System to provide students with the possibility of spatial and temporal flexibility/ mobility.
- Curriculum revision at least once in every three years or earlier to keep syllabi in tune with job market dynamics and advancement in research.
- Introduction of a mandatory accreditation system for all educational institutions;
- Creation of multiple rating agencies with a body to rate these rating agencies.
- Department-wise ratings in addition to institutional rating.
- Restructuring of NET/SET with greater emphasis on recruitment of adequate and good quality teachers.
- Revamping ASCs and upgrading teachers capabilities through short and long term courses.
- Expansion of research programmes/projects and incentivizing research faculty through funded projects/research.
- UGC in consultation with stakeholders to arrive at optimum size of universities and the number of college affiliations.
- Setting up of a new Inter-university Centre on higher education to undertake specialized research for policy formulation.
- Autonomy is the sine qua non of excellence. Erosion of autonomy adversely impacts quality. Autonomy must, however, be linked to accountability.

Inclusiveness in Higher Education:

The objective of inclusiveness will be achieved through the following:

- Reduction of regional imbalances;
- Support to institutions located in border, hilly, remote, small towns, and educationally backward areas;
- Support to institutions with larger student population of SCs, STs, OBCs, minorities, and physically challenged;
- Support to the SCs, STs, OBCs, minorities, physically challenged, and girl students with special scholarships/ fellowships, hostel facilities, remedial coaching, and other measures;
- Setting up of an 'Equal Opportunity Office' in all universities to bring all schemes relating to this group under one umbrella for effective implementation.

Quality Improvement in Higher education:

“Quality improvement in higher education will be brought about through restructuring academic programmes to ensure their relevance to modern market demands; domestic and global linkages with employers and external advisory resource support groups and tracer studies; greater emphasis on recruitment of adequate and good quality teachers; compulsory interactive seminar-tutorials, broadening the content of Science and engineering programmes to strengthen fundamental concepts, improving learning opportunities and conditions by updating text books and learning material; and improving self-directed learning with modern aids and development of IT network.”

DISTANCE LEARNING:

Access to education through the open and distance learning (ODL) system is expanding rapidly. The Distance Education Council, an authority of IGNOU is coordinating the activities of 13 State Open Universities (SOUs) and 119 Institutes of Correspondence Courses in the conventional universities.

The Eleventh Plan will support IGNOU, existing State Open University (SOUs) and the States setting up new SOUs. Considering the dismal performance of some of the statutory bodies, in-depth and independent evaluation of these statutory bodies will be undertaken urgently.

Consortium for Educational Communication Centre (CEC) will set up a technology enabled system of mass higher education by taking advantage of Vyas 24-hours Education Channel for one way communication, EDUSAT network for two-way communication and Internet for ‘any time anywhere’ education. The thrust areas will include strengthening of the existing media centres, setting up of new media centres in those States where no centres exist, strengthening of the concepts of packaging knowledge in video and e-content form in need-based subject areas, transforming the CEC and media centre into a virtual university system.

5.5.2 Twelfth Five Year Plan (12th plan):

The Eleventh Five Year Plan ended in 2012 and the Twelfth Five Year Plan started in 2012. In the year 2014 Planning Commission was dissolved and replaced by NITI Aayog. In spite of dissolving Planning Commission, all the works as targeted in the beginning of Twelfth Five Year Plan, are all in progress and the Twelfth Five Year Plan was ended in March, 2017.

Twelfth Plan Strategy for Elementary Education:

To strengthen and expand elementary education Twelfth Plan suggested the following Strategy:

1. Shift from a project-based approach of SSA to a unified RTE-based governance system for UEE;

2. Address residual access and equity gaps in elementary education by adopting special measures to ensure regular attendance of children in schools and devising special strategy to tackle the problem of dropping out before completing the full cycle of elementary schooling;

3. Integrate pre-school education with primary schooling in order to lay a strong foundation for learning during primary school;

4. Priorities education quality with a system-wide focus on learning outcomes that are assessed through classroom based CCE independently measured, monitored and reported at the block/district/State levels;

5. Focus on early grade supplemental instruction to ensure that all children achieve the defined age-/class-specific learning levels by the end of class 2;

6. Articulate clear learning goals that have to be achieved by the end of each class or set of classes. These goals should be understood by parents and teachers;

7. Improve teacher training with an emphasis on effective pedagogy given the realities of Indian classrooms such as multiage, multi-grade and multi level contexts. Also, make teachers' professional development a need-driven process as opposed to top-down decision wherein curriculum design and delivery is centrally driven;

8. Invest in both top-down administrative oversight and bottom-up community-driven monitoring of schools;

9. Focus on strengthening practices of good governance in all schools and related institutions that ensure performance based internal and external accountability for teachers and administrators at all levels and also ensure holistic assessment driven development of schools;

10. Invest in strengthening ongoing and continuous field-based systems of academic support to schools and teachers and in strengthening district and block-level capacity for better management and leadership;

11. Support States to set learning goals and invest in independent monitoring of outcomes, but provide States with substantial autonomy in how to achieve these goals, and provide additional results-based financing to States who show the most improvement in educational outcomes;

12. Provide a supportive environment for evaluation of innovative practices, and sharing of best practices across States and districts;

13. Support States towards motivation, capacity development and accountability of community and parents for ensuring regular attendance and quality education; and

14. Ensure convergence with panchayats, Community-Based Organizations (CBOs) and other sectors at school level.' (Twelfth Five Year Plan (2012-17). Social Sector. Vol-III) In the Twelfth Plan special focus has been given on:

- Early years in school, where it is said that class I is very important and the most experienced and best teacher should be assigned to that class. Special training needs to be provided each year to the teachers who will work with class I.
- School textbooks should be reviewed by NCERT/State Council of Educational Research and Training (SCERT) to be made more engaging yet simple and interesting.
- Priority will be given to research projects concerned with quality-related issues, including students' learning outcomes, students' and teachers' attendance rates, effectiveness of teacher training, efficacy of textbooks and other TLMs, quality of academic supervision provided by Block Resource Centers (BRCs)/Cluster Resource Centers (CRCs)/District Institutes of Education and Training (DIETs).
- A programme for Information and Communication Technology (ICT) in elementary schools will replace the erstwhile Computer-Aided Learning (CAL) under SSA. This would include provision of networked computers, accessories and an Internet connection in a phased manner. A variety of software tools and pedagogically appropriate e-content in local languages will be sourced or developed to serve the school curriculum. The focus will be to enable students and teachers to access wide variety of resources available in the digital format, and digital resources that are seamlessly integrated in classroom processes.
- Every primary school would be facilitated to have a pre-primary section to provide pre-primary education with a school readiness programme for at least one year for children in the age group of four to six years.
- Activity-based learning (ABL) or multi-grade multi-level learning (MGML) must be given proper emphasis.
- Across the country, there are several promising approaches to improve teaching-learning at the elementary stage. These need to be explored in greater depth to understand the basic elements of their functioning and their impact on learning outcomes. This will *Promote State-Level/Local-Level Innovation*.
- A system of Continuous and Comprehensive Evaluation should be put in place to enable the teacher to be continuously guided by the child's response and participation in classroom activities.
- Special focus also be given to the out of school students and SC/ST students as that they can be brought to school campus.

- Residential schools are particularly useful to reach out to children from vulnerable sections of society. For this reason provision of residential schools are also given more importance.
- For Child with Special Needs (CWSN), emphasis is given on educational placement in general schools, school readiness programmes, provision of aids and appliances, development and production of Braille books and construction of ramps and disabled-friendly toilets.
- Promoting girl's education is a critical issue. During the Twelfth Plan not only efforts will be made to enable girls to keep pace with boys, but girls' education will be viewed from the perspective spelt out in the National Policy on Education 1986/92 which states that education should be a transformative force, build women's self-confidence and improve their position in society.
- Even though there has been significant improvement in enrolment and retention of Muslim children in elementary education, the gap between Muslims and non-Muslims continues to be high. That is why attention was given on *Educationally Backward Minorities*.

MID-DAY MEAL SCHEME (MDMS):

MDMS covered 7.18 crore primary school children and 3.36 crore upper primary school children in 2010-11. During the Twelfth Plan, MDMS will be expanded to cover pre-primary schooling in a progressive manner, private unaided schools, particularly in the SC/ST and minority-concentrated areas, and poor children admitted in neighbourhood private schools against the 25 per cent earmarked seats as per provisions of the RTE Act.

MAHILA SAMAKHYA (MS)

Continuance of Mahila Samakhya during the Twelfth Plan is crucial due to current thrust on inclusive education through the RTE-SSA. The large pool of trained women associated with MS would be used to achieve goals of the RTE, namely, equity and equality in and through education.

SECONDARY AND HIGHER SECONDARY EDUCATION:

1. Achieve near-universal enrolment in secondary education, with the GER exceeding 90 per cent by 2017;
2. Raise the GER at the higher secondary level to 65 per cent by 2017;
3. Reduce Dropout rate to less than 25 per cent by 2017;
4. Ensure quality secondary education with relevant skills including basic competency in mathematics, science, languages and communication;
5. Implement common curricula and syllabi of nationally acceptable standards for Science, Maths and English in all schools in the country.

6. Develop life skills including skills of critical and constructive thinking, use of ICT,

Improving Quality:

To improve the quality of secondary education, the twelfth plan clearly suggested to change the curriculum after a certain period regularly. This plan also suggested to reform examination pattern. Examination reforms that would focus on problem-solving, critical thinking and reasoning skills and decrease the emphasis on rote memorization are critical to improving quality at the secondary level.

Development of school leadership:

Programme of Leadership Development in School Education will act as the vehicle to empower and drive critical education reforms through intensive and interdisciplinary curricular experiences, active exchange of ideas, adoption of an interactive pedagogical approach that promotes team work and collaboration

School Quality Assessment and Accreditation:

A School Quality Assessment and Accreditation System would be established to cover all aspects of school functioning, including scholastic and co-scholastic domains, physical infrastructure, faculty management, school leadership, learning outcomes and satisfaction of pupils and their parents/ guardians.

Teacher Education and Training:

Teacher training for secondary education was launched in the Eleventh Plan but the approach so far has been mechanical and limited to training teachers to help students score high marks in national board exams so as to raise school averages with very little focus on developing thinking, application skills, attitudes and values. The Twelfth Plan will promote professional cadre development in education and will empower educators to develop effective tools for promoting and gauging creative problem solving and ideation in the classroom setting

Shortage of secondary school teachers are terrible. A major recruitment effort is needed. Curricular reform can also promote more efficient use of teachers.

Upward career mobility options for teachers should be developed within each stage of education.

Distance-cum-contact degree programmes, increased use of ICT in regular programmes and adopting learn-work-learn cycles as an alternative to one-shot training would also be promoted. Availability of well qualified teacher educator is very low. New programmes would be conceptualized for teacher educators. Curriculum, duration and structure of the M.Ed, programme would be revamped based on NCFTE 2009 and the new model curricula proposed by NCTE for the development of teacher educators.

Vocational Education:

For high-quality vocational education at school level to evolve and grow in the country, there is a need to train and equip teachers on a continuous basis with the latest skills and pedagogy techniques in vocational education. The vocational curriculum needs to be integrated and closely aligned with the academic curriculum and should contain modules on various generic and specific vocational skills for which industry should be involved. There should be an emphasis on development of generic and multiple skills so that trainees/students may respond to changes in technology and market demands.

Vocational education at the secondary level would be aligned with skills training under the Ministry of Labour through Industrial Training Centres and modular training programmes as well as short-term training provided through National Skills Development Corporation (NSDC).

TWELFTH PLAN INITIATIVES:

During the Twelfth Plan, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) will be made a single comprehensive scheme to address issues of coverage and quality in secondary education. This should be gradually extended to the higher secondary stage and should cover all government and government-aided schools.

The RMSA should continue with the current funding pattern in the Twelfth Plan period.

The RMSA will make provisions for residential schools/hostels for boys and girls in existing schools to enhance access and participation of children from hilly and other areas.

Science and Maths education would need special attention during the Twelfth Plan.

Model Schools:

During the first three years of the Twelfth Plan, 2,500 Model Schools in PPP mode would be rolled out in non-EBBs in a phased manner. Instead of setting up of a new organisation to oversee implementation of Model Schools, it is preferable that the additional responsibility is given to KV Sangathan so that the new schools can benchmark the format of KVs.

Use of Technology in Education:

Most of the secondary schools have limited availability of computer facilities. The National Policy of ICT in School Education envisions and provides for the development of a holistic framework of ICT support in the school system. Mission Mode Project (MMP) on School Education is now under the National e-Governance Plan (NeGP). This would enable comprehensive technology enablement of the school education sector. More specifically, this would cover:

1. Developing ICT skills of all heads of schools, teachers, non-teaching staff and students;
2. Creating a repository of quality-assured digital contents in English, Hindi and regional languages in all subjects especially in science and mathematics;
3. Training and encouraging teachers to develop and use e-content;
4. Creating provisions for ICT in classrooms or portable facilities like a netbook/laptop/iPad and a projector with rechargeable battery, and implement ICT-integrated education;
5. Enabling provision of ICT-integrated examination and e-governance at the institutional and systemic level including setting up of education portal(s).

Adult Education:

Saakshar Bharat would be revamped during the Twelfth Plan and aligned to the new paradigm of lifelong learning. The key features of this programme would be:

It would provide opportunities to meet all types of learning needs including functional literacy, basic education, vocational education, physical and emotional development, arts, culture, sports and recreation.

Saakshar Bharat would be a continuing programme as a lifelong learning and literacy support system for the country.

At the Gram Panchayat level and at the equivalent levels in the urban areas, the existing well-equipped ICT-enabled multi-purpose Adult Education and Skill Development Centres (AESDCs) would be strengthened (or set up where these do not exist) to offer a range of adult learning and education programmes.

Higher education:

The strategic framework for the Twelfth Plan for higher education identifies such a paradigmatic shift in the following critical areas related to expansion, equity, excellence, governance and financing.

Initiatives in higher education:

- Develop Central Institutions as Quality-Leading Institutions Enrolment in Central institutions will be increased from 6 lakh to 12 lakh students mainly within existing Central institutions.
- Strategic Support for State Higher Education: Central funding for State higher education is small; its reach is limited, and its impact insignificant. It is poorly coordinated and plagued by excessive bureaucracy, inefficiencies, and low levels of monitoring and poor quality of outcomes. It therefore, provides little value for money. During the Twelfth Plan, State higher education would be provided significantly more central funding. There will be a strategic shift in the manner

in which State higher education systems are supported by the Central Government.

- Expansion of Skill-Based Programmes: Special emphasis will be placed on expansion of skill-based programmes in higher education during the Twelfth Plan.
- Open and Distance Learning Initiatives: Open and Distance Learning (ODL) will be used to widen access and significantly expand capacity in a cost-effective and flexible manner. During the Twelfth Plan, support to IGNOU, State open universities and other institutions of distance education will be increased to expand access particularly for those beyond the normal schooling age.
- Focus on Muslims, SC, ST and OBCs: Schemes for establishing model degree colleges, community colleges and new polytechnics in the low GER districts would be modified to cover districts that have concentration of Muslims. Setting up of Women's Colleges in small towns and quantum jump in the capacity as also number of hostels for women would be given high priority.

Targeted schemes will be launched to draw students from Muslims that have low participation in higher education.

A targeted approach with focus on SC and ST dominated regions and convergence of various equity schemes in a composite manner to address the educational needs of the disadvantaged sections including the OBCs will be critical to enhancing their inclusion in the mainstream of higher education.

- Reforming Institutional Organisation: During the Twelfth Plan, a five-pronged strategy will be adopted to reform the affiliating college system.

First, large and reputed colleges with necessary capabilities and diverse learning streams will be converted into full-fledged universities.

Second, college-cluster universities, under a new name, with each college working as a campus of the university or its constituent unit will be created.

Third, some of the large and unwieldy affiliating universities will be bifurcated or trifurcated into manageable units.

Fourth, colleges desiring to scale up to leverage existing infrastructure and to offer new programmes would be allowed to consolidate through merger under an autonomous framework.

Finally, affiliating universities will be required to revamp their college development councils and give greater autonomy to their colleges in all academic, administrative and financial matters.

- **Fostering Social Responsibility in Higher Education:**

In the face of growing isolation of Higher Education Institutes (HEIs) from society, there is a need for renewed effort for HEIs for genuinely engaging with community, conduct socially relevant research and education and foster social responsibility amongst students as part of their core mission. For this purpose, a National Initiative to Foster Social Responsibility in Higher Education would be launched. (Twelfth Five Year Plan (2012-17). Social Sector. Vol-III)

5.6 Let's Sum up

So, in this chapter we have discussed about the definition of constitution explained the objectives of the Indian Constitution, the relationship between the Constitution of India and Education. We have also explained specific Articles of the Constitution regarding Education. Detail description of Right to Education Act, 2009 has been discussed.

The present module describes in details about the development of education under different five year plans with emphasis on the last two plans.

5.7 Unit End Exercise

Short answer type question:

1. What are the constitutional provisions in India regarding Secular and socially backward class education?
2. What are the constitutional provisions regarding Higher education and Research?
3. What the duties of the government are as specified in RTE 2009?
4. What are the duties of the teachers as stated in RTE 2009?
5. What are the suggestions of the Eleventh Plan to improve the quality of education in the elementary level?
6. What are the initiatives taken in twelfth plan for the development of higher education?

Objective type question:

Mark the correct answer:

1. When the Constitution commenced, it was divided into 392/393/394/395 articles.

2. There are 20/ 21/ 22/ 23 parts in the constitution, when it was commenced.
3. Right to Education 2009 act came into force on 1 April 2009/ 1 April 2010/ 1 July 2009/ 1 July 2010.
4. Twelfth Five Year Plan started in the year 2010/ 2011/ 2012/ 2013.
5. Revise PTR to 30:1 from 40:1 is the aim of 9th/ 10th/ 11th/ 12th Five Year Plan.

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Unit 6 □ Education Commission in Post-Independent India

- 6.1 Introduction**
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- 6.3 University Education Commission (1948-49)**
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6.1 Introduction

A new beginning in the history of Indian Education begins with the attainment of Independence in 1947. Hopes for national education once again aroused in the mind of the countrymen. Unfortunately, for various reasons, the premise of revolution in

education have not materialized till today. Many commissions have been formed, many recommendations were given, many good things were done, but huge things remained undone. The post-independent education commission is not obviously the basis of educational development in India. It is a continuous process that has started earlier time. The principal object of this unit is to trace the aim and growth of education in post independent India through two major early education commissions, a) University Education Commission (1948-49) and Secondary Education Commission (1952-53) will also discuss about an important education commission that is Ashok Mitra Commission (1991-92), to have some glimpse of education scenario in West Bengal.

6.2 Objectives

After going through this unit the learners will be able to:

- Explain the background of the formation of University Education Commission (1948-49)
- Know the recommendations of University Education Commission (1948-49) on the aims and objectives of Higher Education
- Explain the Specific Recommendations of University Education Commission (1948-49) regarding the University System of Education.
- Explain the background of the formation of Secondary Education Commission (1952-53)
- Know the defects of education system pointed out by Secondary Education Commission (1952-53)
- Explain the recommendations of Secondary Education Commission on secondary education
- Explain the background of the formation of Ashok Mitra Commission (1991-92)
- Explain the recommendations of Ashok Mitra Commission (1991-92) in different fields of education in West Bengal.

6.3 University Education Commission (1948-49)

1.3.1 Introduction:

Universities are the centre of higher learning from where the society expects to get leaders in every fields of national life. It is a centre for higher branches of

learning. There are various functions of the university. It provides instruction, conduct research and post-graduate studies, and gives affiliation and extension to different colleges under it. A university's scope is national in character. The main aim of establishing a university is to make higher education available and accessible to all sections of the population within its territorial jurisdiction.

With the changing time it becomes necessary to reform the education system in all aspect. Reformation in education system was felt by the patriots during the colonial era. Just after achieving the Independence, the Government of India took step to revamp the whole education system.

The first commission for the reformation in education, after independence, was set up in the year 1948 under the chairmanship of honourable Dr. S. Radhakrishnan, the noted philosopher, educationist and later the President of India, to report on "Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country". While preparing the report, the members of the commission visited Delhi University, Madras University, Osmania University, Nagpur University, Calcutta University (also Viswabharati and Shanti-Niketan), Allahabad University, Lucknow University, Aligarh Muslim University, again Calcutta University, Gauhati University, Patna University, Benaras Hindu University, Agra v Rajputana University, Ahmedabad, Bombay University, Utkal University, Andhra University, Annamalai University, again Madras University, Travancore University, Mysore University, Saugor University, Jamia Milia Islamia, East Punjab University, Baroda University and Poona University from 13th december 1948 to 19th July 1949.

The University Education Commission made a number of significant recommendations on various aspects of higher education. In the rapidly changing contemporary world, universities also going through profound changes in their scope, function and organisation. At the same time, the duties and responsibilities of the universities have also become wider and it was expected that they have to provide leadership in politics, administration, profession, industry, commerce and every sector. With the development and application of technical and scientific knowledge, the country will be able to attain freedom from poverty, superstition, disease and ignorance. So, in such changing scenario it became mandatory for the universities to go for the rapid change.

6.3.2 Background and Appointment of the Commission:

The Government of India appointed this University Education Commission to go into the details of the problems and prospects of Indian University Education and to suggest ways of improvements that might be considered desirable to suit the present

and future requirements of the country. The Commission was appointed in November, 1948 and it submitted its report in August, 1949.

The Report of the Commission is an important document because it has guided the development of university education in India since independence. As Dr. Radhakrishnan was the Chairman of the Commission it is also known as 'Radhakrishnan Commission'. There were 10 members in the commission including Dr. Zakir Hussain, Dr. A. Lakshmanaswami Mudaliar and Dr. Meghnad Saha.

6.3.3 Terms of Reference:

The terms of reference of the Commission were to consider and make recommendations in regard to:

- The aims and objectives of university education and research in India.
- The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
- The financial aspects of the universities.
- The maintenance of the highest standards of teaching and examinations in the universities and colleges under their control.
- The courses of study in the universities. ^
- The standards of admission to the university courses of study.
- The medium of instruction in the universities.
- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.
- The need for more universities on the regional or other bases.
- The organisations of advanced research in all branches of knowledge in the universities and institutes of higher research.
- Religious instruction in the universities.
- The special problems of all the universities in India.
- The qualification, conditions of service, salaries, privileges and functions of teachers and the encouragement for original research by teachers.
- The discipline of students, hostels and the organisation of tutorial work and any other student related matters.

Method of study:

The commission made a thorough study of the problems of Higher Education in India. The members of the Commission visited the country extensively in order to acquaint itself with the problems.

It prepared a questionnaire which was sent over to about 600 persons who mattered in the field of education. It interviewed administrators, organisations of the students and educationists. Thus, it tried to gather information in regard to almost all the aspects of university education. Its report runs into two volumes. The first part of the report contains 18 chapters and about 747 pages. The second volume contains the statistics in regard to institutions and other educational problems and the evidence tendered by the witnesses examined by the commission,

6.3.4 Aims and Objectives of Higher Education

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. Below the aims of university education are given as laid down by the Commission:

- **Education to make Leaders:** The Commission acknowledged 'wider conception of the duties and responsibilities of universities'. The report is in the opinion that the Universities 'have to provide leadership in politics and administration, the professions, industry and commerce. They have to meet the increasing demand for every type of higher education, literary and scientific, technical and professional. They must enable the country to attain, in as short a time as possible, freedom from want, disease and ignorance, by the application and development of scientific and technical knowledge'.
- **Education to build Character:** The Report advocates that 'If India is to confront the confusion of our time, she must turn for guidance, not to those who are lost in the mere exigencies of the passing hour, but to her men of letters, and men of science, to her poets and artists, to her discoverers and inventors. These intellectual pioneers of civilization are to be found and trained in the universities, which are the sanctuaries of the inner life of the nation'.
- Universities should be the homes of intellectual adventure.
- The purpose of all education is to provide a coherent picture of the universe and an integrated way of life. No amount of factual information would make ordinary men into educated or 'virtuous' men unless something awakened in them an innate ability to live the life of the soul.
- The youths must have a conception of the social order. Our educational system must find its guiding principle in the aims of the social order for which it prepares, in the nature of the civilisation it hopes to build.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathise with the poor, respect women, love, peace and

independence, and hate tyranny, corruption and injustice. The university education should infuse these ideals into the youths.

- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- One of the important functions of the universities is to bring about the spiritual development among the students.
- Universities should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to fulfil the mission of life.
- It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- The basis of democracy is the belief in the inherent worth of the individual, in the dignity and value of human life. Democracy affirms that each individual is a unique adventure of life.
- The function of education is the guidance of the adventure to the realisation of the potentialities of each individual in the face of the actual world of men and things, It aims at the development of the individual, the discovery, training and utilisation of his special talents.
- *The Human Body* must be kept in a state of health and physical fitness. Educational programmes to develop body through physical exercises, sports and athletic activities helps to develop qualities of initiative, courage, discipline, fair play and team spirit.
- *Nature, Society and Spirit*-There are three types of existence, which are inter-related, the natural, the social and the spiritual.

The content of teaching may be classified under three heads, our relation to things or nature; our relation to men or society; our relation to values or the world of spirit. Every pupil should have knowledge of the physical world in which he lives. *Every* one should know something of the society in which he lives, the great forces that mould contemporary civilisation. *The* purpose of humanities is to enable man to understand his inner aspirations and ideals. Any course of education intended to prepare men and women for the business of living should include philosophical studies, which deal with conduct and the ends of life,

- The university has to instil moral values in the students while making them well disciplined.

- The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- Social Justice is the foundation of States and it demands that we create a society which is freed from the evils which it is within human power to banish.
- *Agricultural Education.*- 'The vast majority of our people are engaged in agriculture and 01 position in regard to food production is pathetic. While Great Britain which is highly industrialised has attempted progressively to reduce her imports of food from overseas and increase her own food production, India where 70 percent of the people are engaged in agriculture imported 1 1/2 million tons of food grains in 1946, 2 million tons in 1947, 3 million tons in 1948 and threatens to import 4 1/2 million tons in 1949 at a cost of 200 crores of rupees. While we with 70 per cent of our population working on farms are unable to produce enough food even at the subsistence level for our population, the United States of America of whose working population only 13 percent work on farms, provides food as a high level not only for her entire population but for a large part of the rest of the world. The output of rice per acre in India is about 1,000 lbs. only as against 2,500 lbs. in China and 3,000 lbs. in Japan. What is possible in China and Japan must be possible in India. We have neglected the country-side, disrupted the village communities and destroyed rural initiative. If we wish to increase our food production, we must train the farmers and utilise the results of scientific research in agriculture in the fields'.
- *Technological Education.*-The Commission stated 'Our leaders have drawn up ambitious plans for the industrialisation of our country involving expenditure of crores of rupees. They wish to improve communications, develop systems of irrigation, and distribute electricity to the villages. They have large schemes for the improvement of health and sanitation. If these schemes are to be realised, we have to increase the number of professional colleges, agricultural, medical and engineering to produce the requisite number of graduates and set up throughout the country technical schools which will suppl the much larger number of technicians needed for the purpose. For a fuller realisation of the democratic principles of justice and freedom for all, we need growth in science and technology. The presence of the suffering millions, tired, discontented, mentally inefficient is a challenge to us. Where human action can remove the evils, inaction has the guilt of vice'.
- *Rural Development:* About Rural development the Commission stated, 'the industrialisation of the country should take into account the fact that the large

majority of our people live in villages. As far back as 1830 Sir Charles Metcalfe wrote about the village communities in these words: "They seem to last where nothing else lasts. The union of the village communities, each one forming a separate little state in itself, has, I conceive, contributed more than any other cause to the preservation of the people of India through all revolutions and changes which they have suffered, and it is in a high degree conducive to their happiness and to the enjoyment of a great portion of freedom and independence. I wish, therefore, that village constitutions may never be disturbed and I dread everything that has a tendency to break them up". They have been broken up. We have to revive them to-day and make them, as far as possible, self-sustaining. Cottage industries and small cooperatives require to be developed and machines to lighten the labours of men living in cottages. "If we could have electricity in every village home, I shall not mind villagers plying their implements and tools with electricity" said Gandhi. We need heavy large scale industries for power, mining, metallurgy, oil, machinery and machine tools, automobiles, locomotives, ship-building, aircraft, heavy chemicals, pharmaceuticals. These are to be located by the State in centres selected for the availability of raw materials and local labour conditions. Our economy must be a decentralised one supported by agriculture and village industries, supplemented by the necessary large-scale industries which are worked, not for the profit of a few industrialists but for the general welfare'.

6.3.5 Recommendations of University Education Commission:

Now we are going to discuss in detail the specific recommendations on the various aspects of the university education system in India.

• Recommendations regarding the teaching staff of colleges and Universities:

- (1) The importance of the teacher and his/her responsibility should be recognised
- (2) The conditions in universities are mostly suffering from lack of finances and consequent demoralization, must be greatly improved;
- (3) There should be four classes of teachers/Professors, Readers, Lecturers and Instructors ;
- (4) Each university should have some Research Fellows;
- (5) The promotions from one category to another be solely on grounds of merit;
- (6) The scales of salaries for university teachers be :-

Professors Rs.900-50-1, 350

Readers Rs. 600-30-900.

Lecturers.. Rs. 300-25-600.

Instructors or Fellows .. Rs.250.

Research Fellows. .. Rs. 250-25-500.

(7) The scales of salaries for affiliated colleges with no post-graduate classes may be-

Lecturers- Rs. 200-15-320-20-400

Senior posts .. Rs.400-25— 600 (two in each college).

Principals .. Rs. 600-40-800.

• that for colleges which have post-graduate classes, the grades be-

Lecturers .. Rs. 200-15-320-20-400-25-500

Senior posts 500- 25-800 (two in each college)

Principals .. Re. 800-40-1,000.

(8) that care be taken for the selection of proper teachers;

(9) The proportion of junior posts (Lecturers and Instructors) to senior ones (Professors and Readers) be roughly 2:1;

(10) The age of retirement should be ordinarily 60 but extensions be allowed up to 64 in the case of a Professor;

(11) The conditions regarding Provident Fund, leave and hours of work should be definitely laid down.'

• **Recommendations regarding the Standards of Teaching:**

(1) The standard of admission to the university courses should correspond to that of the present intermediate examination, *i.e.*, after the completion of 12 years of study at a school and an intermediate college

(2) In each province a large number of well-equipped and well-staffed intermediate colleges (with classes IX to XII or VI to XII) should be established;

(3) In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes should be opened;

(4) Refresher courses should be organized by the universities for high school and intermediate college teachers';

(5) To avoid overcrowding at universities and colleges, the maximum number of the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1,500;

(6) The number of working days be substantially increased to ensure a minimum of 180 in the year; exclusive of examination days; with three terms, each of about 11 weeks duration;

- (7) Lectures must be carefully planned and supplemented by tutorials, library work and Written exercises; -
- (8) There should be no *prescribed* text-books for any courses of study;
- (9) The attendance at lectures must be compulsory for Undergraduate students as at present, and that private candidates of only certain categories be allowed to appear for public examinations. An experiment should, however, be made with evening colleges for working people;
- (10) Tutorial instruction should be developed in all institutions imparting university education in the following manner:-
 - (a) students should report to tutors in groups not exceeding 6 in number;
 - (b) tutorials should be made available to all under-graduates, both pass and honours;
 - (c) tutorials should stimulate the mental development of students and should not become mere coaching for examinations;
 - (d) if tutorials are to succeed, the teaching staff should be improved in quality and quantity.
- (11) that university libraries be greatly improved by :
 - (a) larger annual grants;
 - (b) the introduction of the open access system;
 - (c) longer hours of work;
 - (d) better organization; and
 - (e) a well-trained staff which should include reference assistants.
- (12) that the laboratories be improved in buildings, fittings, equipment, workshops and technicians.'

• **Recomendations on Arts and Science Course of Study:**

- (1) 'students may be admitted to colleges and universities in the faculties of arts and sciences, and to such professional schools as do not require more advanced preparation, after successful completion of twelve years of schooling or its equivalent; that is, after they have passed the qualifying test which will correspond to the present intermediate standard;
- (2) The Master's degree should be given to honours students after one year of study beyond the bachelor's degree, and to pass students after two years beyond the bachelor's degree;
- (3) Both universities and secondary schools begin study of the theory and practice of general education, and undertake preparation of syllabuses and reading

matter somewhat after the manner outlined in this section; that studies be made by individuals and by educational groups in various fields; and that literature for general education courses be developed which will give the student the best possible acquaintance with and mastery of the contents and methods of thinking and working in each field, and with the relations of related fields - this without requiring more than a fair share of the students' time;

- (4) Without unnecessary delay the principles and practice of general education be introduced, so as to correct the extreme specialization which now is common in our intermediate and degree programmes;
- (5) The relations of general and special education be worked out for each field, keeping in mind the general interests of the student' as a personality and a citizen, and his special occupational interest'.

• **Recommendations on Post-graduate training and Research:**

1. There should be uniformity in the regulations. For the M.A. and M.Sc. degrees. A pass graduate should study for at least two years and an honours graduate for at least one year.
2. The training for the Ph.D. degree should extend over a period of at least two years. A Ph.D. student should not become a narrow specialist, but his grasp of his subject should be characterized both by breadth and depth. The examination should include a thesis and a *viva voce* examination to test the candidate's general knowledge of the whole field of the subject.
3. There should be a certain number of Research Fellowships in each university for students who have taken the Ph.D. degree and wish to pursue a career of scholarship and research based on the quality and ability of the scholar.
4. The D.Litt and D.Sc. degrees should be awarded on published work of outstanding quality and conspicuous originality.
5. It is expected to train a large number of scientists in the hope that we may get a few men of outstanding calibre.
6. The teaching personnel of the scientific departments of universities should be strengthened by the creation of additional professorships, readerships and lecturerships. In selecting the personnel, emphasis should be on *quality* rather than on numbers.
7. The fundamental research should be the primary concern of the universities.
8. In order to make up the serious deficiency in biological teaching and research in our universities, we should *have five* marine biological stations.

9. The greater facilities should be provided for study and research in border line sciences, like Biochemistry, Biophysics, Geochemistry, Geophysics, etc.

• **Recommendations regarding engineering and Technology:**

1. That the existing engineering and technological institutes of the country should be regarded as national assets, and steps should be taken to improve their usefulness according to the recommendations of the Advisory Panel of Engineers and Technologists to be set up;
2. The number of engineering schools of different grades be increased particularly for training of grades 4 and 5 (foremen, craftsmen, draftsmen, overseers, etc.)
3. The engineering schools cover a larger number of fields and , branches of engineering to meet the increasingly varied needs of the country.
4. As effective engineering education requires works practice along with academic study, this be secured as work during vacations or as post-graduate works training, or as participation in work and study programme during the under graduate years.
5. wherever possible, the existing engineering and technological colleges be upgraded for post-graduate training and research in selected subjects.
6. Steps should be taken to start without delay the higher technological institutes as recommended by the Higher Technological Education Committee, for training much need engineer-scientists and design and development engineers.
7. Engineering colleges be not controlled or dominated in their administration by ministries or other government departments. They should be closely associated with universities'.

• **Recommendations regarding Law and Medicine:**

1. The law colleges must be thoroughly re-organised
2. The staff of the law Faculties be recruited and controlled by the universities in a fashion similar to Arts and Science Faculties
3. A three-year degree course in pre-legal and general studies be required for admission to law courses
4. A three-year degree course be offered in special legal subjects, the last year to be given over largely to practical work, such as apprenticeship in advocates' chambers
5. The staff shall be whole-time and part-time. The whole-time staff should teach largely in the fields of fundamental subjects and the part-time staff more largely in the fields of practical application and procedures.

6. Law classes be scheduled only during the regular hours of teaching
7. Opportunities for research be available in every law faculty, particularly in Constitutional Law, International Law, Administrative Law, Jurisprudence and our systems of Hindu and Muslim Law.
8. Progress tests be introduced and examinations be by compartments both time and subject-wise.
9. The maximum number of admissions to a medical college be 100, provided the staff and equipment for that number are available
10. There should be 10 beds per student admitted to a college
11. Public Health Engineering and Nursing be given greater importance
12. Facilities for research in indigenous systems be provided'.

• **Recommendations regarding religious education:**

- All educational institution should start work with a few minutes for silent meditation.
- That in the first year of the degree course the lives of great religious leaders like Gautama the Buddha, Confucius Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Naik, Gandhi be taught.
- That in the second year some selections of a universalistic character from the scriptures of the world be studied.
- That in the third year, the central problems of the philosophy of religion be considered'.

• **Recommendations regarding Medium of Instruction:**

1. The Federal Language should be developed through the assimilation of words from various sources and the retention of words which have already entered into Indian languages from different sources, thereby avoiding the dangers of exclusiveness.
2. International technical and scientific terminology be adopted, the borrowed words be properly assimilated, their pronunciation be adapted to the phonetic system of the Indian language and their spelling fixed in accordance with the sound symbols of Indian scripts
3. For the medium of instruction for higher education English be replaced as early as practicable by an Indian language which cannot be Sanskrit on account of vital difficulties.
4. Pupils at the Higher Secondary and University stages be made conversant with three languages,-the regional language, the Federal language and English (the last one in order to acquire the ability to read books in English) Higher

education be imparted through the instrumentality of the regional language with the option to use the Federal language as the medium of instruction either for some subjects or for all subjects.

5. English should be studied in High Schools and in the Universities in order that we may keep in touch with the living stream of ever-growing knowledge.

• **Recommendations regarding Examination or Evaluation System:** The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas as suggested by the University Education Commission in 1948-49: .

- 'The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.
- The Government should not insist on university degrees for the administrative services.
- According to the University Education Commission, Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work done during the course of instruction.
- The standard of success at the various examinations should be uniform in all universities.
- The Commission divided the rank after passing the examination as getting 70% or more marks should be given the rank of first class, 55% to 69% for the rank of second class and at least 40% for a the rank of third class.
- The system of grace marks should be abolished.
- Viva-voce examination should be employed only for professional and post graduate degrees.
- The essay type of questions should continue with the objective type questions but the type of question, method of examination should be thoroughly changed with a view to making it more valid and reliable'
- **Recommendations on Women Education:**
 1. The ordinary amenities and decencies of life should be provided for women in colleges.
 2. There should be no curtailment *in* educational opportunites for women, but rather a great increase
 3. Women students in general should be helped to see their normal places in a normal society, both as citizens and as women, and to prepare for it, and

college programmes should be so designed that it will be possible for them to do so

4. Through educational counsel and by example the prevailing prejudice against study of home economics and home management should be overcome. Women teachers should be paid the same salaries as men teachers for equal work.

• **Recommendations regarding Students' Activities and Welfare:** 'Regarding the students' activities and their part in the wellbeing of the nation, the Commission suggested the following recommendations:

1. The students should undergo thorough physical examination at the time of admission and at least once a year thereafter.
2. All universities must have hospital and health service,
3. Sanitary inspection of the campus buildings, hostels, dining rooms, kitchens and off-campus residences must be undertaken in a university.
4. Competent staff should be provided for compulsory physical training and a regular time should be assigned for the purpose.
5. Social service should be encouraged and it should remain on a completely voluntary basis.
6. All students should receive N.C.C. training.
7. Students union should be free from the political motives and activities.
8. An office of the Dean of Students should be set up in colleges and universities'.

6.4 Main Body Second sub-unit: Secondary Education Commission (1952-53)

6.4.1 Introduction:

Secondary education is the backbone of the country's entire educational system. It is also the basis of higher education which gives the desired direction to the youth of the country.

After independence The Tara Chand Committee report and the Central Advisory Board of Education (CABE) in January 1948 recommended the appointment of a commission to examine the contemporary system of Secondary Education in the country and to suggest measures for its reorganization and improvement. Then the Government of India set up, the Secondary Education Commission by Resolution

dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. So, this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. The Commission submitted its Report on June 1953.

The Commission thoroughly examined the then prevailing secondary education system and gave a number of suggestions for reforms. The recommendations of the commission are very important in the history and development of Indian Education.

6.4.2 The terms of reference:

The terms of reference of this Commission were as follows:

- a) To enquire into and report on the present position of Secondary Education in India in all aspects.
 - b) To suggest measures for its re-organisation and improvement with particular reference to
 - i) the aims, organisation and content of secondary education.
 - ii) Its relationship to primary, basic and higher education.
 - iii) The inter-relation of secondary schools of different types.
 - iv) Other allied problems, so that a sound and reasonable uniform system of secondary education suited to our needs and resources may be provided for the whole country.
- The Commission pointed out the following defects of the existing system -
- First, Isolation of the institute from the life is one of the major defects in the education system. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.
 - Secondly, due to the effect of colonialism, too much importance has been given to English. Students who did not possess special linguistic ability were, therefore, greatly handicapped in their studies.
 - Thirdly, the methodology of teaching generally practised, failed to develop in the students their independence of thought and initiative in action.
 - Fourthly, the evaluation system was not upto the mark at all. The examination pattern has tended to curb the teachers initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong, or unimportant things on education.

- Fifthly, it is narrow and one sided and it fails to train the whole personality of the student.

Finally, the increasing number of students in the classes has considerably reduced personal contact between the teachers and the pupils. Thus, the training of character and inculcation of proper discipline have been seriously undermined.

6.4.3 Recommendations in regard to Aims of Secondary Education:

- **Improvement of Vocational efficiency:**

The urgent needs of the country are to increase the productive efficiency of its people and to increase the national income. For this, education must aim at increasing the productivity or vocational efficiency of the young students. To achieve this goal, the Secondary Education Commission recommended for fostering the dignity of manual labour and for the promotion of technical skills for the advancement of industry and technology through secondary education. So, secondary education must be freed from purely theoretical education system and emphasis is to be given on agricultural, technical, commercial and other practical courses.

- **Development of democratic citizenship**

Since India has decided to make itself a democratic republic, the citizens have to be trained to uphold and practice the values of the democratic social order. This can be possible only when the qualities of discipline, tolerance, patriotism, co-operation, equal opportunities for thought, speech and writing, the essence of the world citizenship are inculcated and developed in the students. Secondary education, according to the Mudaliar Commission, should develop all these qualities in the students. Citizens with these qualities can grow into ideal - citizens capable of making Indian democracy a success. In short, the aim of secondary education should be to develop ideal democratic citizens in the country.

- **Development of personality:**

The secondary education must aim at the development of the personality of the students. It should be so organised that the creative energy in the students should find proper expression. They should also be trained to appreciate their cultural heritage and acquire constructive and valuable interest. They should also be trained to preserve and conserve their cultural heritage. An all-round development of the personality of the student is an essential aim of secondary education.

- Recommendation Regarding the Organizational Pattern of the secondary Education:

The Secondary Education Commission recommended that secondary education should be a complete stage by itself. This stage of education is most important for the students in their preparation for life. To raise the standard of school education the Commission proposed the following organizational pattern:

- The duration of secondary education should be 7 years. It should cover the age of group of 11-17.
- Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The higher secondary stage should cover 3 years.
- The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school. Thus it pleaded for one year pre-university and 3 year degree courses.
- The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities. Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of these institutions was to direct students into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

6.4.4 Curriculum:

- Defects in the Present Curriculum as pointed out by Secondary Education Commission:

- The present curriculum is narrow.
- It is bookish and theoretical.
- It is overcrowded and does not provide rich and significant contents.
- There is no adequate provision for practical and other kinds of activities that should find place in any curriculum at this stage of education. Hence, the curriculum is not able to bring about the education of the whole personality of the child.

- It does not cater to the various needs and capacities of the adolescents.
- Technical and vocational subjects are very much needed for India today, but the curriculum does not find room for these subjects.
- Curriculum is too much dominated by the examination.
- Recommendations regarding Curriculum Construction:

- **Principles of totality of experience-**

According to the Secondary Education Commission, "The curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through manifold activities that go in the school, in the classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils." All types of experiences in the school or planned by the school should be included in the curriculum.

- **Principles of variety and elasticity -**

The Curriculum should be elastic and include varieties of subjects and activities to meet the needs of the various types of pupils. The curriculum should be adaptable to meet the needs and interests of the students.

- **Principles relating to community -** The curriculum should be related to the community. There should be community - oriented programmes in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.
- **Principle of training for leisure -** The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose, there should be a number of activities - social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.
- **Principle of integration and correlation -** The curriculum should not be merely a bundle of subjects and activities. The activities and subjects should be integrated and wellcorrelated. The curriculum should provide a 'broad field' units having direct bearing on

The Commission has laid down the following different curriculum for these two stages in the secondary education.

1) **Curriculum for the Middle Schools -**

The Commission has recommended the inclusion of the following subjects.

- a) English
- b) Social Studies

- c) General Science
- d) Mathematics
- e) Art and Music
- f) Craft and
- g) Physical Education.

2) The Curriculum for High and Higher Secondary Schools-

For this stage of education, the commission has suggested that there should be a diversified course.

- (a) Compulsory subjects or main subjects; and
- (b) Optional subjects.

a) Compulsory Subjects :

The Compulsory subjects shall include the following:

1. Mother tongue or regional language or composite course of the mother tongue and a classical language.
2. One other language to be chosen from among the following:
 - i) Hindi for those whose mother tongue is not Hindi.
 - ii) Elementary English (for those who have not studied English in the middle stage).
 - iii) Advanced English (for those who have studied English at the earlier stage).
 - iv) A Modern Indian Language (other than Hindi).
 - v) A modern foreign language (other than English).
 - vi) A classical language.
3. Social studies - General course (for the first two years only).
4. General science, Including Mathematics - General course (for the first two years only).
5. One Craft to be chosen out of the list given below :
 - i) Spinning and weaving
 - ii) Wood Work
 - iii) Metal Work
 - iv) Gardening
 - v) Tailoring
 - vi) Typography
 - vii) Workshop Practice

viii) Sewing, Needle Work and Embroidery

ix) Modeling

b) Optional Subjects:

Three subjects from one of the following groups -

Group -1 (Humanities) :

(a) A classical language or a third language from A (2) not already taken; (b) History; (c) Geography; (d) Elements of Economics and Civics; (e) Elements of Psychology and Logic; (f) Mathematics; (g) Music; (h) Domestic Science.

Group -2 (Sciences) :

(a) Physics; (b) Chemistry; (c) Biology; (d) Geography; (e) Mathematics; (f) Elements of Physiology and Hygiene; (not to be taken with Biology).

Group -3 (Technical) :

(a) Applied Mathematics and Geometrical Engineering; (b) Applied Science; (c) Elements of Mechanical Engineering; (d) Elements of Electrical Engineering.

Group - 4 (Commercial) :

(a) Commercial Practice; (b) Book-Keeping; (c) Commercial Geography or Elements of Economics and Civics; (d) Shorthand and Typewriting.

Group - 5 (Agriculture) ;

(a) General Agriculture; (b) Animal Husbandry; (c) Horticulture and Gardening; (H) Agricultural Chemistry and Botany

Group - 6 (Fine Arts) :

(a) History of Art; (b) Drawing and Designing; (c) Painting; (d) Modelling; (e) Music; (f) Dancing.

Group - 7 (Home Science) :

(a) Home Economics; (b) Nutrition and Cookery; (c) Mother Craft and Child Care; (d) Household Management and Home Nursing.

• Apart from the above mentioned subjects, students are free to take as his option one additional subject from any of the above groups irrespective of whether or not he has chosen his other options from the particular group.

6.5 Kothari Commission (1964-66)

Education commission (1964-66) popularly known as Kothari Commission under the name of its Chairman Prof D. S. Kothari was appointed by a Govt. Resolution in July 1964 to advise the Govt of India on the national pattern of education and on the general principles and policies for development of education at all stages and in all aspects. The commission began its work on Oct 2, 1964 and submitted its report and June 26, 1966.

In the past, several commission and committees have examined limited sectors and specific aspects of education. It is now proposed to have a comprehensive review of the entire educational system. The unique feature of this commission is its firm belief that education is the most powerful instrument of national development.

Need for Appointment of Commission—

1. Indian got freedom in 1947 and other this it hoped that the traditional system of education would undergo a great change. So, a comprehensive policy of education was needed because in spite of a number of committees after independence, satisfactory progress would not be achieved.
2. After independence, a good deal of expansion had been taken place in the field of education, it was at the expanse of quality this needed a detailed study.
3. In the past, the commission and committees had examined specific aspects of education. The new commission was to survey the entire field of educational development and to create more integration between various parts of educational sector and consider it was a whole not as fragments.
4. The new commission gave an emphasise of the role of people in national development. To make people aware that they have a share in the national development along with the Govt.
5. The system of education could not be strengthened with out eliciting the co-operation of teachers. The teacher community had been neglected sufering many hardsheps requiring a positive approach to the problems.

6.5.1 Objective of Education According to Education Commission (1964-66)

According to Kothari Commission the objectives of Commission is as follows:

- **Education for promoting social and National Integration**—After a long period a foreign rule India has emerged into freedom. So promoting of National intregation through education is very urgent.

- **Education for increasing productivity:** Politically India a free from foreign rule but economically this had a long way to go. The programme which can bring education into closer relationship with productivity is necessary.
- **Education for accelarating the process of modernisaton:** In the process of modernisation, the most powerful weapen is education which is based on science and technology. Commission gave a stress on science education as an integral part of school education and developing scientific research.
- **Education for inculcation of Social Moral and Spiritual values:** The expanding knowledge and the growing power which it places at the disposal of modern society must, therefore, be combined with streng the king and deepening of the sense of social responsibility and keener appreciation of moral and spiritual values.

6.5.2 Education Structure Proposed by the Kothari Commission

1. The new educational structure will consist of :
 - (a) One to three years of pre-school education.
 - (b) A primary upper of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a upper primary stage of 3 or 2 years.
 - (c) A lower secondary stage of 3 or 2 years.
 - (d) A higher secondary stage of two years of general education or one to three years of vocational education.
 - (e) A higher education stage having a course of 3 years or more for the first degree and followed by a course for the second or research degree of varying durations.
2. Age of Admission to class I ordinarily not to be less than 6.
3. First public examination to come at the end of first 10 years of schooling.
4. The system of streaming in school of general education to be made beyond class X.
5. Two types of secondary schools, high schools providing a 10 years course and higher secondary schools providing a course of 11 on 12 years.
6. Bigger schols and more efficient schools about 1/4 of the total number to be upgraded and attempts to upgrade every secondary school to the higher secondary stage to be adandoned.
7. New higher secondary course beginning in class XI, to be instituted and classes XI and XII to provide specialised studies in different subject, existing higher secondary schools with integrated courses in classes IX, X and XI

and running satisfactorily to continue until class XII is added.

8. Transfer of the pre-university course from the universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86, UGC being responsible for effecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.
9. Starting of Higher secondary class or classes in selected schools by State Education Departments, or self-Contained units, and assisted with adequate recurring grants.
10. Reconstituting Boards of Secondary Education to accept the responsibility for the higher secondary stage too.
11. Vocationalisation at the secondary stage at two points at the end of class VII (VIII) and at the end of class X and provision to be made for the introduction of different types of vocational courses at the lower and higher secondary stages, the duration of these courses to vary from one to three years which would prepare young persons for employment.

6.5.3 Major Recommendations of the Kothari Commission :

1. **Education and national objectives**—The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic, and cultural transformation necessary for the realisation of the national goals. For this purpose, education should be developed so or to increase productivity, achieve social and national integration, accelerate the process of modernisation and cultivate social moral and spiritual values.
2. **Stress on Science Education**—Science must be an integral part of school education and ultimately some study of science should become a part of all courses in the humanities and social science at the university stage, even or the teaching of science can be enriched by the inclusion of some elements of humanities and social sciences. In respect of education and research in science international standard should be maintained. The commission has pleaded for a national science policy and the establishment of a Science Academy.
3. **Work Experience**—Work experience means to relate education with life and productivity. It implies work oriented education and education oriented work. Work experience is defined as participation in productive work in the school, in the home, in a workshop on a farm in a factory or in any other productive situation.

4. **Vocationalisation**—In order to related education with productivity secondary particularly Higher Secondary Education should be given strong vocational bias. At the university stage more emphasis should be laid on agricultural and technological and engineering education. Boys and girls should be encouraged to follow vocational and technical courses. Education is preparation for life. It must meet the needs of life. Education must be practical instead of theoretical and bookish. At the school level education pre-dominantly be vocational.
5. **Common school system**—In a situation of the type we have in Indian it is the responsibility of the education system to bring the different social classes and groups together and thus promote the emergence of an egalitarian integrated society. A common school system of public education should be introduced.
6. **Education and social and National Integration**—Social and national service should be made an integral part of education at all stages. Social and national integration is essential pre-condition for all national progress. Students should be encouraged to participate in community living in schools and colleges and community development programmes and national service. 10 days in a year in schools and 20 days in a year in colleges should be fixed on compulsory basis for social and national service.
7. **Equal opportunities of education**—The commission strongly recommended the idea of providing equal opportunities of education to all sections of society irrespective of caste, cred, sex, social and economic status. Education should not be a privilege in the hands an economically better section of the society.
8. **School Complex**—The school complex should be established. Each higher primary school should be integrally related to ten lower primary schools that exist in the neighbourhood so that they form one complex of educational facilities.
9. **Teh neighbourhood School**—The present social segregation in schools should be eliminated by the adoption of the neighbourhood school concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality. This plan should be implemented in a period of 20 years.
10. **Guidance and counselling**—Guidance and counselling should be regarded or an integral part of education, meant for all students and aimed at assisting the individual to make decission and adjustments from time to time.
11. **Radial reform of School Curriculum**—The school curricula have to be up-

graded through research in curricula development, periodical revision of the same, preparation of text-books and other material, school should be given adequate freedom to devise and experiment with new curricula suited to these needs.

12. **Residential facilities in schools**—one good secondary school with adequate residential facilities should be developed in each community development block and about 10 percent of urban schools should also be similarly covered.
13. **Identification of gifted students**—Steps should be taken immediately to devise suitable techniques for identifying talented students. Each state should organise a testing service at the end of the primary stage and also at the end of the lower secondary stage and make the assistance available to all the students.
14. **Provision of day-study centres**—For students who do not have adequate facilities for study at home, it is necessary to provide a large number of day study centres at the secondary and university stages.
15. **Book-bank**—A programme of book-banks should be introduced in secondary and in institutions of higher education.
16. **Co-curricular activities**—Every school should organise a variety of such programmes that every child in it may be able to take up something suited to his tastes and interests.
17. **Moral and religious education**—Conscious and organised attempts be made for imparting education in social, moral and spiritual values with the help wherever possible of the ethical teaching of great religions.
18. **Specialisation in classes XI and XII**—Classes XI and XII should provide for specialised studies in different subjects at the higher secondary stages.
19. **Evaluation**—Evaluation is a continuous process, forms as integral part of the total system of educational and is intimately related to educational objectives. It exercises a great influence related to educational objectives. It also exercises a great influence on the pupils study habits and the teacher's methods of instruction and thus helps not only to measure educational achievement but also to improve it.
20. **Correspondence courses**—An immediate beginning should be made to develop a wide range of vocational and technical courses through correspondence. However, before this medium could be adopted extensively, very careful preparation and testing would be required.
21. **Quality of Teachers**—Quality of education depends to a large extent on the quality of teachers who actually implement the curriculum and occupy a key

position in evaluation. The commission has made memorable recommendations for the improvement of status, service conditions and quality and competence of teachers at different levels. To attract the best talent in the teaching profession attractive remuneration and service conditions should be offered.

22. **Enrolment in Secondary School**—In order to be well-equipped and efficient a secondary school should have at least three divisions in each of the three classes of the secondary stage i.e. a total of nine divisions and an enrolment between 360 and 450.
23. **Adequate numbers of Scholarships**—The top 10 percent of the students in educational institutions should be given small grants annually for the purchase of books which need not necessarily be textbooks.
24. **Education of the Backward classes**—The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.
25. **Education of the handicapped**—It should be possible to have at least one good institution for the education of handicapped children in each district. The NCERT should have a cell for the study of the handicapped.
26. **Administration and supervision**—Good administration and supervision is a pre-condition for efficient working of the educational system and maintain proper standard. The common school system of public education should be introduced in all schools and within 20 years. The management of private schools must be improved to maintain good standards. Good schools should be encouraged by discriminatory grants.
27. **Agricultural Education**—The Kothari Commission laid stress on agricultural education. Industrial growth depends on agricultural development. Agricultural education is highly needed for the purpose. Each state should have at least one agricultural university with an effective link between teaching, research and extension.
28. **Learning while earning**—Facilities for students to earn and pay a part of the expenses should be developed as far as possible or large scale or possible or supplement to the programme of scholarships.
29. **Experimental schools and universities**—The universities can conduct experimental. Secondary or primary schools to evolve improved techniques of teaching and organisation.
30. **Same pay in different managements**—The scales of pay of school teachers.

belonging to the same category but working under different managements such or Govt. local bodies or private organisations should be the same.

31. **Education Acts**—Education should be given a statutory basis everywhere and in all sectors and that an Education Act should be passed in all the state and Union Territories.
32. **The Indian education Service**—The creation of the Indian Education Service is a step in the right direction and if organised on proper lines, such a service would help the progress of education.
33. **Retirement Age**—Normal retirement age for teachers be 60 years and there should be a provision for extension up to 65 years provided the person is physically fit and mentally alert to discharge his duties efficiently.
34. **Duration of degree courses**—The duration of the first degree course should not be less than 3 years. A part from this there should be no rigidity about the duration of courses in higher education. These may vary from university to university and even in the same university from subject to subject.
35. **Problem of mass illiteracy**—The commission has suggested a two-fold strategy for the liquidation of illiteracy-comprising the selective approach and the mass approach. The selective approach is one under which programmes are adopted for specified groups of adults which could easily be identified, controlled and motivated for intensive literacy work. Under mass approach, all available men and women in the country should be mobilised for raising a force to combat illiteracy and utilise it in a well-planned literacy campaign.
36. **Objectives of higher education**—The objectives of higher education is not only to preserve the old knowledge but also to create new truth and knowledge, to provide right kind of leadership in all walks of life, to bring cultural resurgence, to promote national integration and international understanding.
37. **Libral Assistance to States**—Liberal Central assistance should be given to State Govts for improving the salaries of school teachers.
38. **State level centres for pre-primary education.** There should be a state level centres for the development of pre-primary education located in the State Institutes of Education.
39. **Development plan for each District**—A developmental plan for secondary education should be prepared separately for each district after taking into consideration the existing and prospective needs of expansion.
40. **Holidays to be minimised**—There is no need to close an educational institution

on a religious holiday. Nor is it necessary for instance to close it on birthdays or death anniversaries of great Indians, the time could be better utilised and observe those day for national development.

6.6 National Knowledge Commission (NKC, 2006-09)

The 21st century has been acknowledge worldwide or the 'knowledge century'. Every nation now finds itself operating in an increasingly competitive and globalised international environemnt where the information infrastructure, research and innovation system, education and lifelong learning, and regulatory frameworks are crucial variables. It is with this broad task in mind that the National Knowledge Commission (NKC) was established on 13th June 2005 and given a timeframe of three years from 2005 to 2008 to achieve its objectives.

6.6.1 Terms of Reference

The following are the terms of reference of the NKC :-

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competition advantage in fields of knowledge.
- Promote creation of knowledge in S & T Laboratories.
- Improve the management of institutions engaged in intellectual property rights.
- Promote knowledge applications in agriculture and industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accoutable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

6.6.2 Objectives

The over all task before the NKC is to take steps that will give Indian the 'knowledge edge' in the coming decades i.e., to ensure that our country becomes a leader in the creation, application and dissemination.

Creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.

Application of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves diverse priorities like using traditional

knowledge in agriculture and encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.

Dissemination of knowledge focuss on ensuring universal elementary education especially for girls and other traditionally disadvantaged groups, creating a culture of lifelong learning, especially for skilled workers, taking steps to boost literacy levels and using information and communication technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public.

6.6.3 Focus Areas

Access to knowledge—Access is one of the most fundamental issues in a knowledge society. Even if universities, research institutions and laboratories produce large amounts of knowledge, it will be of little use until the majority of the population actually possesses adequate means to acquire, absorb and communicate this knowledge.

Knowledge Concepts—Advances in knowledge and its applications are products of human endeavours, therefore it is of utmost importance that we nurture the skills and intellectual capacities of our largely youthful population in order to build a strong base of human capital that can transform India into a strong knowledge economy.

Knowledge Creation—Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in science and technology. S & T has the ability to accelerate the processes of other parallel knowledge objectives leading to economic growth and security.

Knowledge Application—The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in fields like agriculture, industry, health, education etc. where productivity can be enhanced. Knowledge application is both of goal in itself and a facilitator of progress in these important sectors.

Knowledge Services—Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable transparent and efficient. E-governance can change the way in which the citizens, of India perceive and interact with the government Organisation.

NKC consists of six members including the chairman. All members perform their duties on a part-time basis and do not claim any remuneration.

The Planning Commission is the nodal agency for the NKC for planning and

budgeting purposes as well as for handling Parliament submission or responses.

The National steering Group for NKC is headed by the Prime Minister and includes the Ministers of Agriculture, Human Resources Development, Science and Technology, commerce and Information Technology.

6.6.4 Recommendations

(1) **Libraries**—Public Libraries play a pivotal role in dissemination of knowledge and are an extremely important element of the foundation of a knowledge economy. There is widespread agreement that there is an urgent need for reform in the Libraries and Information Services (LIS) sector. NKC has consulted extensively with diverse stakeholders, including a working group of experts and professionals. NKC's recommendations for formulation strategies in the LIS sector are as follows:—

1. Set up a National Commission on Libraries.
2. Prepare a national census of all libraries.
3. Revamp LIS education, training and research facilities.
4. Re-assess staffing of libraries.
5. Set-up a Central Library fund.
6. Modernise Library management.
7. Encourage greater community participation in Library management.
8. Promote Information Communication Technology (ICT) applications in all libraries.
9. Facilitate donation and maintenance of private collections.
10. Encourage Public-Private partnerships in LIS development.

(2) Translations

There is an urgent need to expand the quantity and improve the quality of translation of different types (human, machine-aided, or instant) and in different domains (Literary, scientific, technical, business) that would provide greater access to knowledge across the country. The current facilities available are inadequate and less than what is socially required. There is latent unrecognised demand which is not being met because of incomplete and asymmetric information. Inadequacy of information compounded by the lack of coordination between potential users, also leads to market failures. The direct and indirect employment generation potential of translation activities is very high, and could absorb a substantial part of educated unemployed youth.

NKC's recommendation in this regards as follows—

- i. Provide impetus for developing translation as an industry in the country.

- ii. Establish a store-house of information on all aspects of translation involving Indian Languages.
- iii. Promote printed as well as virtual publication of works on translation studies.
- iv. Create and maintain various tools for translation.
- v. Provide quality training and education for translators.
- vi. Translate pedagogic materials at all levels specifically in natural and social sciences.
- vii. Project Indian languages and literatures within South Asia and outside through high-quality translation.
- viii. Set up a national web portal on translation as a one-stop shop for all information on translation
- ix. Organise annual national conferences on translation.
- x. Promote book launches, festivals, fellowships and prizes

NKC feels that in order to achieve those goals as rapidly and efficiently as possible, the Govt of India may establish a National translation Mission (NTM) which would take up these tasks in a systematic way.

3. Language

The NKC has emphasised the importance of an inclusive society as the foundation for a knowledge society. NKC has also recognised the significance of language, not only as a medium of instruction or a means of communication but also as a determinant of access. An understanding and command of over the English language is a most important determinant of access to higher education, employment possibilities and social opportunities. English has been part of our education system for more than a century. Yet English is beyond the reach of most of our young people, which makes for highly unequal access. Indeed, even now, no more than one percent of our people use it as a second language, let alone a first language.

These realities cannot be changed overnight. But NKC believes that the time has come for us to teach our people ordinary people, English as a language in schools. Early action in this sphere, would help us build an inclusive society and transform India into a knowledge society.

NKC recommends that—

- i. Teaching of English as a language should be introduced, along with the 1st language of the child, starting from class 1 in school.
- ii. This is not meant to be a stand-alone, add on subject, but is meant to be integrated into the school curriculum.
- iii. Multimedial school should be created. It would help to reduce the divided

- between English medium schools and regional language-medium schools.
- iv. The pedagogy of language learning as well as teaching should suitably be contextualised, to lend meaning to real situations and daily lives.
 - v. In order to meet the requirement for a large pool of English Language teachers, graduates with high, proficiency in English and good communication skills should be inducted without formal teacher training qualifications.
 - vi. An expert group should be set up to develop pedagogically sound English textbooks for every level, from class I to XII.
 - vii. Resource libraries could be set up in every class room, comprising of a collection of books, magazines, newspaper, audio-visual material and posters, appropriate to the age of the students, on a variety of subjects.

4. Knowledge Network

NKC strongly feels that to optimally utilise the potential of institutions engaged in generation and dissemination of knowledge in various areas, such as research laboratories, universities and other institutions of higher learning, including professional institutions, it is important to connect them through a high speed broadband network. The purpose of such a knowledge network goes to the very heart of the country's quest to build quality institutions with requisite research facilities and to create a pool of highly trained persons.

The primary objective is to interconnect all our knowledge institutions in various fields, and at various locations throughout the country, through an electronic digital broadband network with adequate capabilities and access speed to encourage sharing of resources and collaborative research.

The recommendation of NKC as follows:

- i. Build a national knowledge network.
- ii. The existing commercial network be utilised.
- iii. The network should be implemented in phases. The first phase should cover about 1000 institutions and should be commissioned in three to six months.
- iv. Congruence with E-Governance
- v. Security and Privacy
- vi. One time support of LANS
- vii. The cost of knowledge network should be maintained.
- viii. Establishing a special purpose vehicle (SPV) consisting of major stakeholders for day-to-day coordination, operation and efficient utilisation.
- ix. The knowledge Network should be owned by the SPV consisting of major stakeholders.

- x. A special Group of experts will be engaged to finalise specifications, implementation plans, cost estimates and network plans.

5. Right to Education Bill

NKC believes that providing universal access to quality school education is the cornerstone of development and minimum necessary condition for any progress towards making India a knowledge society.

NKC recognise that there may be concerns about federalism, since school education is dominantly the responsibility of the state Govts at present. However, it feels that this matter can be resolved through an appropriate central legislation which takes into account the following proposals:

- i. Legislation at the national level is required to affirm the Right to Education, which is a fundamental right mandated by Article 21A.
- ii. The Central Govt. must provide the bulk of the additional funds required to ensure the Right to Education.
- iii. The State Level Legislation should specify the period within which universal education of reasonable quality is sought to be achieved, preferably within three years.
- iv. To ensure a minimum quality of education, it is important to have a schedule of norms for all schools to follow.
- v. It is important to ensuring the quality of education, to lay down well-defined but flexible norms for the minimum qualifications of teachers.
- vi. Any right, including the Right to Education is only meaningful if it is justiciable. However, in the model bill sent to state Govts, the onus is placed on parents or guardians of the child.
- vii. To ensure justiciability, a redressal mechanism should be outlined and an appropriate procedure must be set in place for students or parents in case the right is not upheld.
- ix. School education must be provided to all.

NKC will make broader set of recommendations on school education in the near future.

6. Vocational Education and Training

NKC considers vocational Education and Training (VET) to be an important element of the nation's education initiative. The Govt. is well aware of the important role of VET and has already taken a number of important initiatives. NKC has deliberated on ways and means to strengthen these initiatives and recommends the following long and short term strategies:

- i. Place Vocational Education entirely under the Ministry of Human Resource Development (MHRD).
- ii. Increase the flexibility of VET within the mainstream education system.
- iii. Quantify and monitor the impact of vocational education and training on employability.
- iv. Increase resource allocation to vocational education.
- v. Expand capacity through innovative delivery.
- vi. Enhance the training options available for the unorganised and informal sector.
- vii. Strengthen the current institutional structure
- viii. Ensure a robust regulatory and accreditation framework.
- ix. Ensure proper certificate.
- x. Undertake a re-branding exercises.

Most importantly, the quality as well as the image of VET needs to be actively promoted in order for it to be viewed as comparable to general secondary education and as relevant.

7. Higher Education

Higher education has made a significant contribution to economic development, social progress and political democracy in independent India. But there is serious cause for concern at this juncture. The proportion of our population, in the relevant age group, that enters the world of higher education is about 7 percent. The opportunities for higher education in term of the number of places in universities are simply not adequate in relation to our needs. Large segments of our population just do not have access to higher education.

The objective fo reforms and change in our higher education system must be expansion, excellence and inclusion. The recommendation of NKC as follows:

I. Expansion—

- (a) Create many more universities.
- (b) Change the system of regulation for higher education.
- (c) Increase public spending and deversify sources of financing
- (d) Establish 50 National Universities.

II. Excellence—

- (e) Reform existing universities
- (f) Restructure undergraduate colleges
- (g) Promote enhanced quality.

III. Inclusion-

- (h) Ensure access for all deserving student
- (i) Affirmative action

It is important to recognise that there is a quite crisis in higher education in Indian which runs deep. The time has come to address this crisis in a systematic and forthright manners. NKC's recommendations constitute an important beginning, the changes suggested would make a real difference. of course, the process of reform and change is continuous. There is more to be done, and NKC will continue to think about next steps, but it emphasised the urgency of the situation, because India's future depends on it. It is important to act here and now.

8. Note on Higher Education

The spread of education in society is at the foundation of success in countries that are latecomers to development. In the quest for development primary education is absolutely essential because it creates the base. But higher education is just as important, for it provides the cutting edge.

The purpose of meaningful reform of the higher education as follows

1. It is essential to reform existing public universities and undergraduate colleges.
2. It is necessary to overhaul the entire regulatory structure governing higher education.
3. Every possible source of financing investment in higher education needs to be explored.
4. It is important to think about pro-active strategies for enhancement of quality in higher education.
5. The time has come to create new institutions in the form of National Universities that would become role models as centres of academic excellence.
6. The higher education system must be so designed that it provides access to marginalised and excluded groups.

I. Universities.

- i) Number & Size
- ii) Curriculum
- iii) Assessment
- iv) Course Credits
- v) Research
- vi) Faculty
- vii) Finance

viii) Infrastructure

ix) Governance

II. Undergraduate Colleges

i) Individual Colleges

ii) College Clusters

III. Regulation

i) Act of Legislature Parliament

ii) Independent Regulatory Authority for Higher Education (IRAHE)

iii) UGC Act

IV. Financing

i) Government Support

ii) Better asset Management

iii) Rationalisation of Fees

iv) Philanthropic Contributions

v) Private Investment

vi) Public-Private Partnerships

vii) International Students

viii) Other sources

V. Quality

i) Accountability

ii) Competition

iii) Accreditation

iv) Internal System

v) Information

vi) Incentives

vii) Differentiation

VI. National Universities

i) Creation of National Universities

ii) Needs-blind Admission.

iii) Framework of syllabi

iv) Research.

VII. Access

- i) Creation of Social opportunities
- ii) National Scholarship scheme
- iii) Inclusion of Marginal and Excluded groups.

9. National Science and Social Science Foundation.

Indian Scientists made significant contributions to the advancement of science and technology in the 1950s and 60s. This is possible because of the support successive governments extended to science education and research. In spite of continuing government support, both the quality and quantity of the research output from India has been on the decline. The following major causes for the current crisis in Indian research deserve attention—

- Lack of interaction
- Lack of long term vision
- Lack of differential remuneration
- Lack of Scientific methods.

NKC feels that in view of the disappearing boundaries between various disciplines of knowledge and knowledge emerging as a continuum, India should set up a National Science and Social Science Foundation (NSSSF) which look at all knowledge as one seamless entity.

The objectives of the proposed NSSSF will be to—

- a) Suggest policy initiatives to make India a leader in the creation and use of new knowledge in all areas of natural, physical, agricultural, health, and social sciences, with emphasis on those areas which cut across traditional disciplines
- b) Ensure that science and technology are maximally used for betterment of the lives of our people.
- c) Development a scientific temper

10. E-Governance

The use of knowledge service more popularly known or e-governance, has the potential to simplify many different points at which citizens interact with the state. Traditionally these points of interaction have been vulnerable to unscrupulous activities and rent-seeking.

The Benefits of E-governance consist of—

- Reducing the cost and improving the reach and quality of public services.
- Reducing transaction costs and transaction times.

- Empowering citizens and increasing transparency of government functioning.
- Re-engineering of processes that results in greater efficiency and productivity.

NKC's recommendations on E-governance which broadly relate to processes and standards. Infrastructure and Organisation are as follows—

- Govt. process re-engineering before any computerization.
- Ten to 20 important processes and services.
- Common standards
- Best practices and lessons from the past
- National infrastructure
- Web-based services
- Open source software
- Specialist CITO (Chief Information Technology officer)
- New national programmes
- Focused organisation.

E-governance strategies need to be deployed to standardise public records like the licenses, driving licences, voter identification, birth certificates etc. It is entirely possible today to envisage the simplification of at least ten public services or processes through e-governance.

The recommendation of the National knowledge commission are really a call to action. It is time to act here and now.

6.7 Let Us Sum Up

The entire system of education was in worse indegenous shape during the first phase of achieved independence. With the formulation of new recommendation and policies in education, India saw a galore of new policies for the upliftment of indegenous education system. National commessions creating landmark history in shaping the Youth of Independent India. The unit delineates the various commissions like, Radhakrishnan Commission, Mudalia Commission, Kothari Commission, and N.K.C in the very recent past. The policies adopted revamped the education system as a whole.

6.8 Unit End Exercise

Short answer type question:

1. What are the major recommendations of the secondary Education Commission (1952-53)?
2. Discuss the problems of secondary education in India.
3. What are the recommendations of the secondary Education Commission on

the principle of curriculum construction?

4. What are the Terms of Reference of the University Education Commission?
5. What are the specific recommendations of the University Education Commission regarding the University Education System?
6. Kothari and knowledge commission related question will come.

Objective type question:

1. In which year University Education Commission submitted its report?
2. Who was the chairman of Secondary Education Commission (1952-53)?
3. In which year Ashok Mitra Committee was set up?
4. What were the scales of salaries for affiliated colleges with no post-graduate classes according to University Education Commission (1948)?

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Unit 7 □ National Policies on Education

- 7.1 Introduction**
- 7.2 Objectives**
- 7.3 Effect of Indian Education Commission (1964-66) on National Policy of Education**
- 7.4 Principles of National Education Policy 1968**
- 7.5 Provision of the National Policy of Education (1986)**
- 7.6 Programme of Action (POA)-1992**
- 7.7 Let Us Sum up**
- 7.8 Unit-End Exercises**
- 7.9 Bibliography**

7.1 Introduction

The National Policy on Education (NPE) is a policy formulated by the Govt of India to promote education amongst India's people. These policies cover elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. Besides these, after country's independence, many committees and commissions were appointed by the Govt. of India to develop and modernise India's education system. In this chapter we are going to study different commissions and national policies on education.

7.2 Objectives

After studying this unit you will be able to

1. Explain the recommendations of Indian Education Commission;
2. Differentiate between National Policy on Education 1968 and 1986;
3. State the recommendations of POA (1992);
4. Explain the Objectives of National Knowledge Commission. (2006);
5. Mention the recommendations of Ramamurti Knowledge Commission (1990-91);

7.3 Effect of Indian Education Commission (1964-66) on National Policy of Education

Since pre independence era the Indian education system has been dependent on the recommendations made by the various Education Commissions for its guidance and overall development. Be it the Hunter Commission or the Kothari Commission, everyone has their indelible impact on the process how education is and will be imparted in India. Actually the decision makers or the policy makers take their decision on the basis of the recommendations suggested by these commissions time to time.

There are three basic processes by which the Policies are formulated and implemented based on the recommendations provided by the various commissions. They are :

- Implementability of the recommendations made by the commissions.
- Future social and political implications of the recommendations made by the commissions. And
- The far-sightedness, Judiciousness and the Prudence shown by the commissions in their recommendations and suggestions.

Here we will discuss about the effect of the 'Indian Education Commission' or The 'Kothari Commission' on the national Policies of Education in India.

The India Education Commission (1964-66) under the chairmanship of Dr. D. S. Kothari was appointed by the Govt. of India to advise on the national pattern of education and on the general policies for the development of education at all stages, beginning from the pre-primary stage to the Post-Graduate stage, in all its aspects considering the socio-economic conIndia. The main recommendations of the commission were-

- a. Early fulfillment of the Directive Principle under Article 45 of the Constitution to provide free and compulsory education for all children up to the age of 14 and to reduce the wastages and stagnations.
- b. Three language formula with great emphasis on mother tongue and English.
- c. Education for Democracy
- d. Education for Social. Moral and Spiritual Values with emphasis on maintaining Traditional values.
- e. Education for Social and National Integrations.
- f. Education for International Understanding
- g. Common school system
- h. School education System(10 i 2 i 3 system)

- i. Vocationalization of secondary education with emphasis on work experience.
- j. Reorganization of The University with 3 years first degree and 2 years second degree.
- k. Stressed on proper Teacher Education and developing Teachers' Status.
- l. Equalization of educational Opportunities.
- m. Scientific development of the School Curriculum.

Now, if we analyze these recommendations we will find the following basic principles:

Firstly, most of the recommendations were woven in such a manner keeping in mind the socio-economic conditions of the then India, we find that most of the recommendations were quite easy to adapt and were immediately implementable.

Secondly, as the Political dispensation at that time was of socialistic view the most recommendations were socialistic in nature and give the impression of a welfare state.

Thirdly, the commission was far-sighted and judicious enough to guess and estimate the future needs of India in the education sector. Therefore almost all its recommendations were accommodated in the Indian education policy. The recommendations are relevant till today as the basic structure of the backbone of the Indian education system is built upon the suggestions provided by the commission.

Thus, it is quite clear from the above discussion that the Indian policy on education was fully inspired by the Kothari Commission and until today it revolves around those recommendations with some modifications here and there. Even the next National educational Policy in 1986 and Programme of Action in 1992 are also based upon those recommendations and they did not touch the basic structure of the education system in India and maintains the core essence of the suggestions of the Kothari Commission.

The well conceived suggestions and recommendations of the commission are still relevant and followed in all over India as we are still continuing the 10+2 + 3 system of education here. There is a rational vocationalization of secondary and senior secondary education. The curriculums are developed keeping in mind the commission's recommendations of social, moral, democratic and spiritual values of Indian traditions. And we are yet to fulfill the target of free and compulsory education for all under the directive principle of our constitution. Hence it shows the importance of the Indian Education Commission and its intense and profound impact on the succeeding educational policy making process in India.

7.4 Principles of National Education Policy 1968

The National Policy in Education (NPE) is a policy formulated by the Govt of India to promote education amongst India's people. The policy covers elementary education to college level education in both rural and urban India. The first NPE was promulgated in 1968 by the Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

In 1967, the central Govt appointed a Parliamentary Committee for formulation of a National Policy of Education. On the basis of the recommendations of this committee, NPE was formulated and formally declared in 1968. In this policy following principles have been included.

Principles of National Education Policy 1968 :

- (1) **Free and Compulsory Education**—The primary education should be made free and compulsory for all children within 14 years of age for the fulfilment of Directive Principle under Article 45 of the Constitution. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in school at this stage.
- (2) **Status, Emoluments and Education of Teachers**—For development of quality education, the teachers plays a vital and important role. It is on his personal quality and character, the educated qualification and professional competence that the success of all educational endeavour must ultimately depend. Due recognition should be accorded to teachers in the society. Their salary should be according to their capability and level of training. Facilities should be provided to teachers for free thinking, further study and research. Teacher education, in service training should be organised for them.
- (3) **Development of Languages**—Regional languages should be developed. The regional languages are already in use or media of education at the primary and secondary stages. It is urgent that steps should now be taken to adopt them as media of education at the university stages. The gulf between the general masses and intellectuals should be bridged through development of regional languages.

At the secondary stages, the State Govt should adopt and vigorously implement, the three-language formula which includes the study of a modern Indian language, apart from Hindi and English in the Hindi-speaking state, and of Hindi along with the regional language and English in the Non-Hindi Speaking State.

Every effort should be made to promote the development of Hindi as a link

language. Considering the special languages of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country. Special emphasis needs to be laid on the study of English and other international languages.

- (4) **Equalisation of Educational Opportunity**—All the classes of people should be given equal educational opportunity. Common school system should be adopted. Efforts should be made to improve the standard of education in general schools. The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation. More intensive efforts are needed to develop education among the backward classes specially among the tribal people. Educational facilities should be given for the physically and mentally handicapped children.
- (5) **Identification of Gifted Children**—It is necessary to identify gifted persons in different walks of life. Special provision should be made for education of gifted children.
- (6) **Work Experience and National Service**—The school and the community should be brought closer through suitable programmes of mutual service and support. Work experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in these programmes should be on self-help, character formation and on developing a sense of social commitment.
- (7) **Science Education and Research**—For the development of the country and growth of the national economy, science education and research should be duly encouraged. Science and mathematics should be an integral part of general education till the end of the school stage.
- (8) **Education for Agriculture and Industry**—Priority should be given to these items. For this, at least one agricultural university should be established in each state. A survey of manpower and technological and industrial needs should be made from time-to-time. In technical education, practical training in industry should form an integral part of such education.
- (9) **Production of Books**—Immediate steps should be taken for the production of high quality textbooks for schools and universities. Textbooks shouldn't be changed very often and prices should be low for students of ordinary means. Special attention should be given to books for children and to university level books in regional languages.
- (10) **Examination**—A major goal of examination reforms should be to improve the

reliability and validity of examinations and to make evaluation a continuous process.

- (11) **Secondary Education**—Education opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facility of secondary education should be made available to the children of all categories poor and rich, boys and girls, SC and ST. Some technical and industrial education should be given even at the secondary stages according to the needs of the country.
- (12) **Education at University Stage**—Admission to university and degree college should be made according to the available library and laboratory and reserach facilities. Centres of advanced study should be strengthened and a small number of 'cluster of centres' aiming at the highest possible standards in research and training should be established. New universities should be opened only when the required provision for the same, are duly made in advance.
- (13) **Part-time Education and Correspondence Courses**—Part time education and correspondence courses should be developed on a large scale at the university stage. This facilities may be provided to high school passed students, teachers interested in further studies and to the interested workers in various fields. Education through part-time and correspondence courses should be given the same status as full-time education.
- (14) **Expansion of Literacy and Adult Education**—The expansion of mass literacy is necessary for national development and for speeding up production. Library services, TV, and Radio programmes should suitably be modified for this purpose. Employees in large commercial, industrial and other concerns should be made functionally literate as early or possible. Special emphasis should be given to the education of young practicing farmers and to the training of youth for self-employment.
- (15) **Games and spors**—Attention to be given on physical education. Physical fitness and sportsmansip of the average student should be improved. Sports and games should be encouraged special encouragement should be given to good players.
- (16) **Education of Minorities**—Every effort should be made not only to protect the rights of minorities but to promate their education interests or suggested in the statement issued by the conference of the Chief Ministers of States and Central Ministers held in August, 1961.
- (17) **The Educational Structure**—It will be advantagous to have a broadly uniform

educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 patterns, the higher secondary stage of 2 years being located in schools, colleges or both according to local conditions.

7.5 Provision of the National Policy of Education (1986)

Since the adoption of the policy on education in 1968 there has been considerable expansion in educational facilities all over the country at all levels. However, the general formulations incorporated in the 1968 policy were not translated into a detailed study of implementation. In January, 1985, the Government of India announced a new dynamic educational policy of India for national reconstruction and development by maximum utilisation of the human and natural resources. A status Paper 'Challenge of Education—A Policy Perspective' was issued by the Ministry of Education, Govt of India. This document included a comprehensive appraisal of the existing system of Education. There was a country-wide debate on educational reforms in the country. The Govt. of India considered sympathetically the different views in the academic circle and finally approved the National Education policy with modifications. It was placed in the parliament in the current session and implemented from the next academic session of 1986.

Provisions of the National Policy of Education

- (i) The Essence and Role of Education—Education is the key of our all-round development, material and spiritual.
- (ii) National system of Education—The national system of education envisages common educational structure.
- (iii) A meaningful partnership—There will be a meaningful partnership between the centre and the state.
- (iv) Education for Equality—All possible efforts will be made on the removal of disparities and to equalise educational opportunity by attending to the special needs of the women, SC, ST, the minorities and the handicapped.

Salient Features of National Policy on Education 1986

1. **Based on Educational Principles**—It derives its inspiration from the ideals and values of democracy, secularism and socialism enshrined in our constitution.
2. **Access to Education**—It implies that up to a given level all students, irrespective of caste, location, sex, have access to education of a comparable quality. To achieve this, the Govt will initiate appropriately funded programmes.

3. **Common Educational Structure**—It envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education, 3 years of upper primary followed by two years of High school.
4. **Equality of opportunity in Education**—The new policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far. To promote equality it will be necessary to provide for equal opportunity to all such as woman, SC, ST, other backward classes, minorities, not only in access, but also in the conditions for success. The purpose is to remove prejudices and complexes transmitted through the social environment and accident to birth.
5. **Minimum Levels of Learning**—Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students on understanding of the diverse cultural and social systems of the people living in different parts of the country.
6. **Open and Distance Learning**—The open learning system has been initiated in order to augment opportunities for higher education, or an instrument of democratising and to make it a lifelong process. This presupposes universal literacy. Opportunities will be provided to the youth, house-wives, agricultural and industrial workers and professionals to continue education to their choice and suited to them. The further thrust will be in the direction of open and distance learning.
7. **National Curricular Framework with a Common core**—It will be based on a national curricular framework which contain a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other contents essential to nurture national identity. These elements cut across subject areas and will be designed to promote value of India's common cultural heritage, removal of social barriers and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.
8. **Media and Educational Technology**—Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. Educational technology will be employed in the spread of useful information, the training and retraining of

teachers to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc. both in the formal and non-formal sectors.

9. **Re-orientation of the Process of Education**—Special attention will be paid to the production of quality books for education including text books and workbooks. Provision will be made in all educational institutions for library facilities.
10. **The Teacher**—The status of the teacher reflects the socio-cultural ethos of the society. The pupils cannot raise the levels of their teachers. The Govt and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. The methods of recruiting teachers will be reorganised to ensure merit, objectivity, and conformity with spatial and functional requirements. Teachers' organisations must play a significant role in upholding professional integrity and enhancing the dignity of teacher.
11. **Teacher Education**—Teacher Education is a continuous process and its pre-service and in-service components are inseparable. District Institutes of Education and Training (DIET) will be established to organise pre-service and in service courses for elementary school teachers and for the personal working in non-formal and adult education.
12. **The Management of Education**—More stress will be laid on the decentralisation of educational institutions. C.A.B.E. will play a pivotal role in revivifying educational development. State Govt may establish S.A.B.E. on the lines of C.A.B.E. District Board of Education will be created to manage education up to the higher secondary level.
13. **Depoliticisation of Education**—Depoliticisation does not mean absence of political education. It is surely needed for preparing future citizens for participating in the process of democracy. Political issues might be debated within the precincts of colleges and universities. But the administrative machinery should not be used for the ends of any political party.
14. **Value-oriented Education**—An important principle of the national education policy is to bring about a comprehensive value-orientation of the entire education system. Inculcation of values in the hearts of younger generations is a major objective of education particularly in these days of crisis of character and progressive erosion of values in every walk of life.
15. **Operation Black-Board**—All primary schools (Class I to V) with about five sections each should be supplied with black-board, charts, maps and other essential material equipment. All single teacher schools should be provided with at least one black board. In this scheme the co-operations of NGO's,

local bodies and voluntary organisations will be enlisted.

16. **Navodaya Vidyalayas**—It is a right step towards egalitarianism. In rural areas have been given adequate attention in providing quality education. The Policy (NEP) proposes to set up model schools in all over the country. In the proposed schools the most gifted and talented students would be provided with maximum opportunity and facilities to develop their intrinsic abilities. By this both the national as well as the individual will be benefited. Enrolment of these schools will be highly selective and competitive. Every district will be provided with a model school centrally sponsored, managed and financed.

Eight Major steps of NEP, 1986

1. **National System of Education**—National system of education to provide access to education of a comparable quality to all students, to have a common educational structure with national curriculum framework containing a common core.
2. **Navodaya Schools**—Pace setting Navodaya Schools to be started which will be residential and free of charge.
3. **Vocational Targets**—Vocational courses to cover 10 percent of higher secondary students by 1990 and 25 percent by 1995.
4. **Delinking Degree from Jobs**—Beginning to be made in delinking degree from jobs in selected areas.
5. **Performance and Accountability**—To ensure that all teachers should teach and all students study.
6. **The Management of Education**—Evolving a strategy of decentralisation and the creation of a spirit of autonomy for educational institutions.
7. **Indian Education Service**—Constitution of this service is likely to bring a national perspective in education.
8. **Raising Resources**—Resources to be raised through (i) asking beneficiary communities to maintain school building (ii) raising fees at the higher levels of education, and (iii) levying less or charge on the user agencies.

7.6 Programme of Action (POA)—1992

The programme of Action (1992) is an important policy document adopted by Govt of India to bring some modification of National Policy of Education 1986. A POA was chalked out for the implementation of National Policy of Education. The basic formulations are as follows.

- (a) The programme of Action (POA) aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 yrs.
- (b) POA suggested decentralised planning and good management of primary education.
- (c) POA suggested decentralised planing and good management of primary education.
- (d) POA stressed on the important on non-formal and distance education modes to achieve the goal of universal education.
- (e) Vocational education was given importance by the POA to increase individual competency and national productivity.
- (f) POA laid considerable strees oon the need of value education and inculcation of proper perspective about the coutry's cultural traditions.
- (g) POA laid importance in higher education and reasearch work.
- (h) In emphasised that teacher Training facilities should be provided to eligible condidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.

Ramamurti Committe (1990-91)

The Natinal Front/Janata Dal that came into power in Dec, 1989 had mentioned in its election manifesto that the New Education Policy of 1986 as being implemented by the Central Govt run by the Congress Party would be reviewed and revised. A review committee headed by Acharya Ramamurti was appointed in May 1990. The Committee submitted its report to the Minister of State in the Ministry of Human Resource Development on 26th Dec, 1990. The report was tabled in the parliament 1990. The report was tabled in the parliament on 9th Jan, 1991. The report is entitled 'Towards an Enlightened and Human Society.'

Main Concerns of the Review Committee-

The review committee was guided by the following main concerns:-

- (1) Education for equity and social Justice.
- (2) Decentralisation of educational management at all levels.
- (3) Establishment of a participative educational order.
- (4) Empowerment of work.
- (5) Inculcation of values indispensable for the creation of an enlightened and human society.

Major Recommendations of the Ramamurty Committee:

1. **Development of Common School System**—A very vital component of the overall strategy for securing equity and social justice in education is the development of the Common School System. In order to achieve this objective, the existing Govt., Local Body and Govt-aided schools have to be transformed through quality improvement into genuine neighbourhood schools.
2. **Universal Elementary Education**—Education is one of the fundamental necessities of man. It has been noted that primary or elementary education is the foundation of the entire educational system. All children between the age group of 6 to 14 years must be enrolled. To promote relationship between school and community must in encouraged
3. **Removing Disparities in Education**—In the areas where the population of the SC and tribal people is dense arrangements should be made for informal education. This phenomenon of regional disparities in educational development has acquired a major political dimension in the current Indian scene. So programmes being established for these disadvantage groups with appropriate measure for equal educational opportunity. Remedial educational provisions should be introduced.
4. **Vocationalisation of Education**—The modification suggested in the case of vocationalisation of school education have been construed in the context of equity and social justice as well. Some course are introduced such as general core, vocational core for the students of class IX-XII. The students should be given freedom to choose any one group. The children who not obtained vocational education through formal should be given vocational courses through informal methods.
5. **Promotion of Women Education**—In order to promote participation of the girls and women education at all levels, there is need for an integrated approach indesigning and implementing the schemes that would address all the factors that inhibit their education. Education of women is not to be construed of a question of mere access but of empowering them through education of all on equality of sexes.
6. **Higher Education**—Autonomous colleges should be established according to the UGC directives. The state should established agricultural universities for rural development. For promoting qualitatives improvement of teachers the universities should organise Faculty Improvement Programmes. Educational complexes recommended by the committee are construed or an instrument of bringing about decentralisation.

7. **Teacher Education**—The traditional programme of Teacher education is theoretical, it must be practical based on training programme. It should be experience oriented and based on real situation. More attention should be paid on development of teaching skills.
8. **Adult Education**—The purpose of adult education should be developed among the adult. Adults are encouraged to receive education. This education should be non-formal mode. The aims of adult education are to transform the society and remove illiteracy.
9. **Value Education**—In view of the Committee value education is to be construed or a continuous process which is to be sustained through out the process of growth of the individual from childhood to adolescence, then to adulthood and so on. The role of value education is to bring national integration and welfare of country is very important.
10. **Technical and Management Education**—In technical education special attention should be given to labwork. For quality improvement of Teaching Faculty provision should be made for study leave and training. Residential accommodation at the time of training both student and teacher should be provide learning resource centres should be established.
11. **Examination Reform**—Examination reforms also have their justification from the point of view of equity and social justice. The examination system is in favor of the previladged who have access to certain facilities such or special teaching learning material, special coaching etc. It is to rectify this inequitable till that examination reforms have been suggested.

7.7 Let Us Sum up

In view of the important role of education in the national development and in building up a truely democratic society the Govt set up Indian Education Commission (1964-66). The commission tried to cover every field and aspect of education. The commission introduced for the first time, the concept of work experience from which. The subject, work education in secondary curriculum.

The Eduction Commission (1964-66) has recommended that the Govt of India should issue a statement on the National Policy of Eduction which should provide guidance to the State Govts and local authorities in preparing and implementing education plans. Accordingly, the Govt. of India issued a Resolution on National Policy on Eduction in 1968.

A variety of new challenges and social needs make it imperative for the Govt of India to formulate and implement a new education policy of the country in 1986.

The programme of Action (1992) was an important policy document adopted by Govt of India to bring some modifications of National Policy of Education, 1986. POA was chalked out for the implementation of NPE.

A Review Committee namely Ramamurti Committee was appointed by The Govt. of Indian (1990-91).

The 21st century has been acknowledge worldwide as the 'Knowledge Century'. To promote creation and application of knowledge, the National Knowledge Commission ws established. The overall task before the NKC is to take steps that will give India the 'Knowledge edge' in the coming decades i.e., to ensure that our country becomes a leader in the creation, application and dissemination.

7.8 Unit-End Exercises

1. Discuss the functions of SCERT.
2. Explain the objectives of DIET.
3. Explain the functions of WBBPE.
4. State the roles of WBSCHE in Higher Eduation.
5. Mention of functions of WBBSE.
6. Discuss the fucnctions of WBBSE.

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Unit 8 □ Some Recent Development in Education

Structure

- 8.1 Introduction**
- 8.2 Objectives**
- 8.3 National Advisory Committee (Yashpal Committee-1993)**
- 8.4 National Curriculum Framework-2005**
- 8.5 National Policy on Education 2016**
- 8.6 Let us Sumup**
- 8.7 Unit End Exercise**
- 8.8 Bibliography**

8.1 Introduction

India's population is now increasing enormously. India is one of the largest markets for higher education. In the last few years education sector of this country has been expanding sharply. With such a scenario, the education trend in India has evolved a lot from the traditional one. While some aspects of the conventional education evolved for better, the other attributes remained as rigid as before. In this context it is said that it is very much important to know the learners what are the changes has been came into the Indian education system. In respect to various problems of school education in India, educationists and the members of the higher education committee are trying to change the previous policy decisions. In this regard some discussions are mentioned here.

8.2 Objectives

In this unit the learners will be able to know:

- the Recommendation of Yashpal Committee
- about the National Curriculum Framework-2005
- about the National Policy on Education 2016

8.3 National Advisory Committee (Yashpal Committee-1993)

In March 1992, the Ministry of Human Resource Development, Govt. of India, set

up a National Advisory Committee for facing the various problems of school education in India, mainly the continuous increasing burden of curriculum on school children. For setting this committee the main motto was,

“To advise on the ways and means to reduce the load on school students at all levels particularly the young students, while improving quality of learning including capability for life- long self-learning and skill formulation.”

So, the Human Resource Development Minister, constituted an eight-member committee under the chairmanship of Prof. Yashpal, called National Advisory Committee, popularly called after the name of its chairman as Yashpal committee.

There are five segments in Yashpal Committee report:

First segment -Introduction,

Second Segment—Problems of Curriculum Load,

Third segment- Roots of Problems,

Fourth segment— Recommendations and

Fifth segment-Appendix

First segment -Introduction

As first the committee went through the NCERT (National Council of Educational Research and Training) and CBSE (Central Board of Secondary Education) prepared widespread curricula and textbooks. In this process the committee also took the views of school teachers, principals, chairman of educational boards and renowned educationist of the country apart from the curricula and textbooks of different states. The Commission submitted its report—“**Learning Without Burden**” to the Govt. on 15th July, 1993.

Initially the committee finalise the parameters and methodology of this work for completing the task. For maintaining a national perspective in view, the committee considered the followings—

- i) To take the help of the textbooks used in different states and union territories along with CBSE and NCERT syllabi and text books.
- ii) The recommendations will be on the basis of perception surveys, wide-ranging consultations with teachers and analysis of textbooks and other instructional materials.
- iii) The work of agencies/organisations doing innovative programmes is also to be considered.

The consultation process was started the meeting with few faculty members of NCERT and then meeting at Delhi, Thiruvananthapuram, Pune and Calcutta with teachers and principals working in different states. The views of voluntary organisations engaged in innovative programmes, syllabus and textbook writers, private publishers, and Chairpersons of Board of Secondary Education, parents, teachers and students

at some places in the country where also taken into consideration for finalising the recommendations.

Second segment - Problems of Curriculum Load

The committee observed the following problems of curriculum load and their nature-

- a) Academic burden verses educational level-Load of study on student is very much while they learn less.
- b) Load of school bag- Too much load of school bag is there in the primary classes of public school.
- c) Study time verses recreation time- Children are engaged for more time on home-work, tuition and coaching classes due to which they get very less time for playing and other recreation purpose.
- d) Completion of curriculum verses teacher's role—More stress is given to complete the curriculum and the teachers are advised to do the same only. Moreover, teachers get less time for paying attention to other aspects due to large classes, heavy curriculum and difficult text books.
- e) School education verses student's feeling—Students do not get interest in this type of school education which has made the system burdensome, boring and bitter to them.
- f) Curriculum verses real life—Real life conditions of the students have not been taken into consideration while preparing curriculum and textbook materials.
- g) Examination fears verses teacher/guardian's role—Lot of pressure is being put on the children for doing better results in the examinations by both teachers and guardians.
- h) Promotion verses understanding—Students are promoted to the next higher classes on the basis of marks obtained in the examination due to which they pay their attention on copy to memory rather than understanding.
- i) Text books- Information and data oriented text books are prepared with the target of examination only'.

Third segment - Roots of the Problems

According to the Report the following points constitute the 'roots of the problem':

- (i) Knowledge vs Information;
- (ii) Isolation of experts from classroom realities;
- (iii) Centralised character of curriculum construction;
- (iv) Convention of teaching the text;
- (v) Competition-based social ethos;
- (vi) Absence of academic ethos.

(i) Knowledge vs Information

Generally people feel that knowledge (Learning) and information are same and accordingly put lot of pressure more and more knowledge from the very beginning so as to reach to the level of developed countries.

(ii) Isolation of experts from classroom realities

The University's teachers, who are preparing the school curriculum, are having very little knowledge of schools and students due to which subject curriculum is not matching with the time provided for it. Moreover, full-time teacher education is isolated from the main stream of school education.

(iii) Centralized character of curriculum construction

Since the regional environment and needs are not being considered while preparing the text books and curriculum on centralized basis, children become less interested in them.

(iv) Convention of teaching the text

As per the teachers, the final limit are the subject matter given in the text books which makes the situation worst.

(v) Competition-based social ethos

The main cause of the problem is the competition-based social environment in the country. The general concept of people is that knowledge of English language is a must for the social progress for which parents are putting their children in English Medium School. In this system the students are forced to learn it.

(vi) Absence of academic ethos

Infrastructures of most of the schools are not up to the mark. Lower classes subject matter is prepared with high-level subjects. Moreover, examinations are question oriented.

Fourth segment—Recommendations

On the basis of following two vital points committee's recommendations were prepared:

- Notion of 'knowledge explosion' and 'catching up syndrome'
- Vernacular knowledge of the children.

To overcome the academic burden and releasing the standard of school education, the committee has given the following recommendations—

- i) At primary level the medium of instructions should be the mother language.
- ii) For joyful learning of total children competition where individual achievement is rewarded need to be stopped. Importance to be given for the group activities and achievements and rewarded to boost up the cooperative learning in school.

- iii) Decentralization of the process of construction of curriculum and textbooks should be done to encourage the participation of regional teachers in this process.
- iv) Freedom for curriculum and textbook constructions and teachers training development should be provided to the voluntary organizations involved in this process. Proper mechanism to be developed for total use of experience of such organisations.
- v) Planning and supervision of the schools at village, block and district level should be done by the education committees engaged for this field.
- vi) For purchase, repair and placement of pedagogical equipment, head of the institutions should be provided sufficient fund which should not be less than 10 per cent of the total salary bill of the school.
- vii) Change is required to be done in the process of writing text books so as to involve a much large number of teachers in the preparation of textbooks. Consultancy of the scientists and experts in various disciplines to be taken as per the requirement. Proper training arrangement to be done for the groups of enlightened and innovative teachers who are involved in writing books,
- viii) CBSC affiliated schools in the country are considered to be the prestigious schools due to which it becomes a trend setter for the State Boards which leads to a very tough curriculum for maximum children. So, the committee recommended that the CBSE school have only Central and Navodaya Schools under it; the remaining school should be affiliated to the state education boards.
- ix) For according recognition to Nursery Schools, rules should be made regarding structure and levels which should be followed strictly. There should be no admission test and interview for admission to nursery Schools.
- x) Strict norms should be made for according recognition to private school and proper care should be taken to follow the norms during recognition process.
- xi) Children should not be forced to carry heavy bags of books. Text books should be provided by the schools and students need not carry it daily to home, the assignment of home work and use of textbooks and notebooks should be regulated by the separate time-table prepared by the school which should be circulated to the children in advance.
- xii) Home work system should be changed. For primary classes there should be no home work. Non-textual home work to be given to the upper primary and secondary classes, if necessary.
- xiii) Upgrading of teacher's knowledge regarding day to day change in this field should be done on regular basis and systematic programme should be made

and implemented properly.

- xiv) To understand the basic mathematical concepts easily by the primary level students, mathematics curriculum should be reframed with a view to slow down the pace.

Spoken idiom should be reflected adequately in the language text books for which actions should be taken to include children's life experiences, imaginary stories and poems etc. in the text books.

Science syllabi and text books in the primary classes are also required to be reviewed with a target to include the real life situations in it.

Apart from imparting knowledge of history and geography, the social science curriculum for classes vi to x is required to be reviewed to include the philosophy and methodology of the functions of our socio-political and economic system.

Evaluation of Yashpal Committee, 1992-93

Without any experience of teaching at school level, the Yashpal Committee members were involved in this process. Due to this, they could not understand the nature of the problem, causes etc. properly which resulted in inappropriate suggestions/ solutions to rectify the problems. Clarity and logical sequences were not available in the report. During the course of discussing the nature of the problems, it included the causes or solutions and while discussing the causes, it discussed the nature as well as solutions of the problems. At the end, it may be concluded that the report of the committee is not a fruitful one. (Yashpal Committee, 1992-93)

8.4 National Curriculum Framework-2005

Power to take decision on every matter related to school education including curriculum was entrusted to state governments by Indian constitution until 1976. Formulation of National Educational Policy, 1968 and the Curriculum Framework (NCF) designed by NCERT in 1975 were the result of action was taken by the government. In line with the recommendations of Education Policy, 1968, National Curriculum Framework was created by NCERT in 1975. To include the concurrent list amendment of constitution was done in 1976. National Policy on Education (NPE) was declared in 1986 for the whole country where NCF was marked as a means of modernising education. NPE-1986 emphasised a relevant, flexible and learner centred education.

It recommended a common core component in school education throughout the country. The Policy also entrusted the NCERT with the responsibility of developing the National Curriculum Framework at frequent intervals.

First NCF-1975- Following recommendation of Education Policy in 1968

Second NCF-1988- Following recommendation of Education Policy in 1986
Third NCF-2000- Revised NCF-1988
Fourth NCF-2005- Revised NCF-2000

Introduction

Learning has become a source of burden and stress on children and their parents as per the observation of Yash Pal Committee Report, 'Learning without Burden' (1993). On the basis of this report, decision for revision of NCF was taken by NCERT at its meeting, dated 14th July 2004. National Steering Committee under the chairmanship of Prof. Yash Pal and twenty-one National Focus Groups on themes of curricular areas, systemic reforms and national concerns were created during the course of implementing NCF guidelines in November, 2004. During the preparation of NCF draft inputs from multiple sources were used. In line with the VIII Schedule of Constitution, the draft of NCF was translated into 22 languages which were distributed to the stakeholders at district and local levels. The final draft was prepared in consultation with the stakeholders. The Central Advisory Board of Education approved NCF in September, 2005.

Objectives

The main purposes of this framework were-

- To shift learning from rote method.
- Connecting knowledge to life outside the school.
- To integrate examination into classroom learning and make it more flexible.
- To enriching the curriculum so that it goes beyond textbooks.
- Nurturing an over-riding identity informed by caring concerns within the democratic policy of the country. (Wikipedia)

NCF focused on

- To remove stress from the children so that their learning is no burden on the children during learning and it becomes a joyful experience for them. Text book should not be the only criteria for their examination.
- To develop a child oriented approach and to promote universal enrolment and retention up to the age of 14.
- To create a sense of feeling of oneness, democracy and unity in the students which will further strengthen our National identity and integrity.
- To ensure that sex, caste, creed and religion should not be a constraint for the children and all are provided with a standard curriculum.
- To change the perception of parents regarding their children as passive receiver of knowledge.
- To give value to the children's experience, their voices and participation.

- To build up commitment to democratic values of equality, justice, secularism and freedom.

Curricular areas, school stages and Assessment

The committee recommends significant changes in Languages, Maths, Natural Sciences, Social Sciences and overall view to reduce stress to make education more relevant and meaningful.

The State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET] have been a part of process for implementing the recommendations

1. Languages

- Three language formula to be implemented.

The First language to be studied, must be the mother tongue or the regional language.

The Second language - In Hindi speaking States, the second language will be some other modern Indian language or English, and - In non-Hindi speaking States, the second language will be Hindi or English.

The Third language - In Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language, and - In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

However, the medium of communication should be the home language.

- Focus on all skills

2. Mathematics

The emphasis for learning mathematics is that all students can learn the need to learn mathematics. Pedagogy and learning environment have to be made favourable for students to develop interest by going far beyond basic skills and include variety of mathematics loving models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning.

3. Computers

Introduction of computers in schools is to move from a predetermined set of outcomes and skill sets to one that enables students to develop 16 explanatory reasoning and other higher-order skills.

- Enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users.
- Promote flexible models of curriculum transaction.
- Promote individual learning styles.
- Encourage use of flexible curriculum content, at least in primary education, and flexible models of evaluation.

4. Sciences

- Teaching of science to focus on methods and processes that will nurture thinking process, curiosity and creativity.
- To imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment and to cultivate 'scientific temper'-objectivity, critical thinking and freedom from fear and prejudice.

5. Social Science

Social science is included in schools to assist students-

- To explore their interests and aptitudes in order to choose appropriate university courses and careers.
- To encourage them to explore higher levels of knowledge in different disciplines.
- To promote problem-solving abilities and creative thinking in the citizens of tomorrow,
- To introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and
- To generate new insights and knowledge in the process.

5. Draws attention on four other areas

a. Art Education:

The objectives of including art education in schools is to bring about the complete development of the students personality and mental health, to appreciate cultural heritage and develop respect for each other's work and connect to environment.

b. Health and Physical Education:

Health depends upon nutrition and planned physical activities. The Committee has recommended the followings in this area.

- To provide theoretical and practical inputs regarding health and physical education
- To provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children.
- To provide skills for dealing with psycho-social issues in the school, home and the community.
- To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc.

c. Study of Peace:

The Committee recommends for the Skills that are developed as part of curriculum activity such as -

- to listening with patience and endurance, purity of mind
- to develop concentration, aptitude for cooperation and teamwork,

- to reach out to get answers (curiosity and rational inquiry), acceptance of discipline, and a positive attitude
- to study/work which are the trademarks of a good student which in turn are also the skills of a peace-oriented person. Thus, the curriculum also inculcates peace and democracy into students.

d. Work and Education:

Work related education is made as an integral component of the school curriculum, in the form of-work experience, work education, SUPW, craft education, life oriented education, pre-vocational education and generic education. Work based education aims at involving children in a variety of production or service oriented activities to develop skills, positive attitudes and values through work and also to develop work related competencies.

As it can create a social temper and agencies offering work opportunities outside the school should be formally recognized.

School and Classroom environment

- Physical environment has to be maintained favourable to students in terms of infrastructure, adequate light and ventilation, student teacher ratio, hygiene and safe environment.
- Schools should also treat students with equality, justice respect, dignity and right of the students.
- Give equal opportunities for all students to participate in all activities without any bias. Policy of inclusion has to be part of the school where differently abled and children from marginalized section get equal opportunities.
- Revisits tradition notions of discipline
- Discuss needs for providing space to parents and community
- Discuss other learning sites and resources like Texts and Books, Libraries and laboratories and media and ICT
- Addresses the need for plurality of material and Teacher autonomy/professional independence to use such material.

Systemic Reforms

The NCF has aimed at bringing about reforms in the education system—

- To cover needs for academic planning for monitoring quality
- To bring about a curriculum that is learner centric, has a flexible process, provide learner autonomy,
- Teacher plays a role of a facilitator, supports and encourages learning, involves

active participation of learners, develops multidisciplinary curriculum, focuses on education, brings about multiple and divergent exposure, multifarious, continuous appraisal in educational system.

- Examination reforms to reduce psychological stress particularly on children in class X and XII. (wik'p'dia)

The NCF for school curriculum has been prepared with the target of education with a social conscience, focusing on the learners active engagement in constructive rather than receiving knowledge from the text books only. Such a programme needs the support with systematic reforms of structures and institutions that are engaged in this process.

The importance of school-level planning was emphasised by Kothari commission who felt that every school should prepare an 'Institutional Plan' and evolve a development Programme' spread over a period of time. Academic planning has to be done in a participative manner by the Head and Teachers of the school. Physical resources of the school and the diverse needs of the students and necessary support required to complete the job by the school are to be taken into account while preparing the plan. To important the plan, it is necessary that financial allocations permit greater transparency and accountability of budget allocations expenditures. NCF has emphasised on teacher education which must comprised the following features:

- Care for children and should love to be with them.
- Understand children within social, cultural and political contexts.
- Be receptive and be constantly learning.
- View learning as a search for meaning out of personal experience, and knowledge generation as a continuously evolving process of reflecting learning.
- Own responsibility towards society, and work to build a better world.
- Appreciate the potential of productive work and hands-on experience as a pedagogic medium both inside and outside the classroom.
- Analyse the curricular framework, policy implications and texts.

NCF also recommends that thrust must be given to enable a teacher to create a classroom culture that might and provide an inclusive environment for children, specially girls from oppressed or marginalised children.

Following shifts have been recommended by NCF for the teachers education programme

MAJOR SHIFTS	
From	To
• Teacher centric, stable designs	• Learner centric, flexible proces
• Teacher direction and decisions	• Learner autonomy
• Teacher guidance and monitoring	• Facilitates, supports and encourages learning
• Passive reception in learning	• Active participation in learning
• Learning within the four walls of the class room	• Learning in the wider social context
• Knowledge as "given" and fixed	• Knowledge as it evolves and is created
• Disciplinary focus	• Multidisciplinary, educational focus
• Linear exposure	• Multiple and divergent exposure
• Appraisal, short, few	• Multifarious, continuous

NATIONAL CURRICULUM FRAMEWORK 2005, NCTE

Reducing Stress and Enhancing Success in the X and XII Public Examinations

Shift from content based testing to problem solving and competency based testing. Basic tables and formula could be provided to reduce emphasis on memory and focus on analysis, evaluation and application. Shift towards examinations of shorter duration with flexible time in which 25 to 40 per cent is for short answer type questions and the remaining for well designed multiple choice questions. 90 per cent of all students taking the examination should be able to complete the paper and review/revise the same.

- Better conduct examinations in student's own school or nearby school.
- Malpractices could be minimized by having invigilation teams from other schools.
- Postponement of examination should be avoided under all circumstances.
- Permit students to appear in as many subjects as they are prepared for and complete the board certification requirements within a three-year window. The boards could work towards 'on-demand' examinations, in which students can take as and when they feel prepared.
- Eliminate the terminology of 'pass-fail'; indicate lack of adequate proficiency through re-examination or reappear or retake recommended'
- Board should conduct re-examination immediately after announcement of results

to enable students needing retake in one or two subjects to move to the next stage without losing a year.

- Subjects such as Mathematics and English could be examined at two levels; standard and higher level. In the long term all subjects could be offered at two levels with students doing at least three/two of the six at standard level and the remaining three/ four at higher level.
- Examination with a 'flexible time limit' can be an effective way to reduce stress among children.
- Guidance and Counseling be made available in schools to deal with stress related problems and to guide students, parents and teachers to lessen the students stress. Help lines in boards can also help students and parents.

Overall Evaluation

NCF 2005 highlights the following aspects:

- The value of Interaction with environment, peers and older people to enhance learning.
- That learning task must be designed to enable children to seek knowledge other than text books.
- The need to move away from "Herbartian" lesson plan to prepare plans and activities that challenge children to think and try out what they are learning. (NCF2005:NCERT)

8.5 National Policy on Education 2016

"The most important and urgent reform needed in education is to transform it, to endeavour to relate it to the life, needs and aspirations of the people and thereby make it the powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. For this purpose, education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values."

Report of the University Education Commission (Dr. S. Radhakrishnan Commission), 1948-49

The National Policy on Education (NPE) is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NPE was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986.

The 1986 "National Policy on Education was modified in 1992 by the P.V. Narasimha Rao government.^ In 2005, Former Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government. Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.^(Wikipedia) [https://en.wikipedia.org/wiki/National_Policy_on_Education]

The 2016 National Policy on Education, which is being formulated nearly three decades since the last Policy, recognizes the criticality of Education as the most important vehicle for social, economic and political transformation. It reiterates the role of education in inculcating values, and to provide skills and competencies for the citizens, and in enabling him to contribute to the nation's well-being; strengthens democracy by empowering citizens; acts as an integrative force in society, and fosters social cohesion and national identity. One cannot over-emphasize the role of Education as the key catalyst for promoting socio-economic mobility in building an equitable and just society. It is an established fact that an education system built on the premises of quality and equity is central to sustainable success in the emerging knowledge economy. Education is a powerful tool for preparing our citizens in the knowledge society. Education will amalgamate globalization with localization, enabling our children and youth to become world citizens, with their roots deeply embedded in Indian culture and traditions. ^(MHRD Report)

The Education System which was evolved first in ancient India is known as the Vedic system. The importance of education was well recognized in India, '*Swadeshe pujyate raja, vidwan sarvatra pujyate*' "*A king is honoured only in his own country, but one who is learned is honoured throughout the world.*" The ultimate aim of education in ancient India was not knowledge, as preparation for life in this world or for life beyond, but for complete realization of self. The Gurukul system fostered a bond between the Guru & the Shishya and established a teacher centric system in which the pupil was subjected to a rigid discipline and was under certain obligations towards his teacher. ^(MHRD Report)

In the last twenty years, the educational scenario has seen major changes and new concepts such as rights-based approach to elementary education, student entitlement, shift in emphasis from literacy and basic education to secondary, higher, technical and professional education, the endeavour to extend universalization to secondary education, reshape the higher education scenario. Recent developments include a new impetus to skill development through vocational education in the context of the emergence of new technologies in a rapidly expanding economy in a globalised environment, need for innovative ways of student financing, addressing challenges of

globalization and liberalization, recognition of multi-disciplinary and interdisciplinary nature of learning and knowledge, efficient use of public resources and encouraging ways of enhancing private investment and funding. (MHRD Report)

Today, we find that as a result of efforts made during the last few decades, while accessibility, infrastructure and literacy levels have improved significantly, there remains much to be disturbed about when one reflects on the continuing inequity, and the poor quality of education. (MHRD Report)

Salient features of Draft National Education Policy 2016:

The draft of New Education Policy 2016 was made public on Wednesday on www.mygov.in website. The 43-page document focuses on addressing gender discrimination, the creation of educational tribunals, and a common curriculum for science, mathematics and English.

Revision of no-detention policy, promotion of Sanskrit, and bringing back Class 10 board examinations are some of the key changes that the policy talks about. We take a look at the policy's 20 salient features:

1) Pre-school Education:

Pre-school education has not received the necessary attention in the past as Government schools do not provide pre-primary education, according to the draft National Education Policy. The following policy initiatives will be taken:

- a) Pre-school education for children in the age group of 4 to 5 years will be implemented.
- b) To strengthen the pre-school education in Anganwadis, steps will be taken in consultation with states to frame curricula and develop learning materials.
- c) State Governments will prepare cadres of pre-primary teachers
- d) All primary schools will cover pre-primary education.
- e) Appropriate regulatory and monitoring rules and mechanisms will be designed for private pre-schools.

2) Curriculum Renewal and Examination Reforms:

- a) Curricular reforms will be carried out to meet the emerging aspirations and align to national goals of social cohesion, religious amity and national integration.
- b) NCERT will undergo a re-orientation to address issues of deteriorating quality of school education and periodic renewal of curricula and pedagogy to move from rote learning to facilitate understanding and encourage a spirit of enquiry.
- c) For science, mathematics and english subjects, a common national curriculum will be designed.
- d) High failure rate in class-X examination is attributed to a large extent to poor performance in three subjects: Mathematics, Science and English. In order to

reduce the failure rates, class X examination in Mathematics, Science and English will be at two levels: Part-A at a higher level and Part-B at a lower level.

- e) Procedural reforms will be undertaken, such as, doing away with migration certificate, school leaving certificate, etc. in order to encourage mobility of students from one institution to another.
- f) It will be mandatory for the students to take class X board examination conducted by the Board to which their school is affiliated. Class X Board examination will cover the entire syllabus of class X.

3) Learning outcomes in School Education:

- a) Norms for learning outcomes will be developed and applied uniformly to both private and government schools.
- b) Within the parameters prescribed by the RTE Act, States will have the flexibility to design and plan for the infrastructure keeping in view the local conditions.
- c) The present provisions of no-detention policy will be amended, as it has seriously affected the academic performance of students. The no detention policy will be limited up to class V and the system of detention will be restored at the upper primary stage.
- d) Effective steps will be taken to improve teaching standards in schools

4) School Education

- a) Each State will undertake a detailed exercise of school mapping to identify schools with low enrolment and inadequate infrastructure.
- b) Minimum standards for provision of facilities and student outcomes across all levels in school education will be laid down.
- c) Kendriya Vidyalayas (KVs) and Jawahar Navodaya Vidyalayas (JNVs) will be expanded and Kasturba Gandhi Balika Vidyalayas (KGBVs) will be expanded and upgraded

5) Protection of Rights of the Child & Adolescent Education

- a) Framework and guidelines for ensuring school safety and security of children will be developed.
- b) Every Principal and teacher will be made aware of the provisions of the relevant Acts, Rules, Regulations, etc.
- c) The Adolescent Education Programme and National Population Education Programme will be integrated into the curriculum of schools in a phased manner.
- d) Adolescent Education will be included in pre- and in-service training programmes of secondary school teachers.
- e) Self-learning online programmes on child rights will be developed for the

benefit of students, teachers and parents.

- f) Schools will engage trained counsellors to confidentially advise parents and teachers on adolescence problems faced by growing boys and girls.

6) Inclusive Education and Student Support

- a) Curriculum will cover the issues of social justice and harmony and legal measures in order to avoid social discrimination.
- b) With the objective of encouraging merit and promoting equity, a National Fellowship Fund, primarily designed to support the tuition fees, learning materials and living expenses for about 10 lakh students will be created.
- c) A zero tolerance approach on gender discrimination and violence will be adopted.
- d) There will be dedicated funds for R&D to strengthen disability studies in higher education.

7) Literacy and Lifelong Learning

- a) Existing initiatives will be strengthened and curricula revamped with multi-pronged strategies involving Self Help Groups, NGOs, Government etc.
- b) The Government will set up an apex body of experts to look into remodelling and strengthening of AE programmes and develop scientific criteria for assessing the learning outcomes of adults in literacy, skill development, prior learning and equivalency for certification which may also facilitate entry into the formal education system.
- c) Adult literacy programme will incorporate skill development and digital, financial and legal literacy.

8) Skills in Education and Employability

- a) Skill development programmes in school and higher education system will be reoriented
- b) A detailed plan for the creation of skill schools for improving employment opportunities for secondary school students in special focus districts will be prepared.
- c) Joint certificates by the Sector Skill Council and the School/College authorities to help students take up wage-employment or start their own enterprise.

9) Use of ICT in Education

- a) A concerted effort will be made to make ICT an integral part of education across all levels and domains of learning.
- b) Online maintenance of all records of a child from the time of admission till the time of leaving the school will be made mandatory.
- c) IT reporting systems will be a powerful tool to better school management and performance.

10) Teacher Development and Management

- a) A transparent and merit based norms and guidelines for recruitment of teachers will be formulated in consultation with the state governments.
- b) All vacancies in teacher education institutions and all positions of head teachers and principals will be filled up.
- c) At the National level, a Teacher Education University will be set up covering various aspects of teacher education and faculty development.
- d) A separate cadre for teacher educators will be established in every state.

11) Language and Culture in Education

- a) All states and UTs, if they so desire, may provide education in schools, upto Class V, in mother tongue, local or regional language as the medium of instruction.
- b) Indian culture, local and traditional knowledge will be given adequate space in the school education.
- c) Educational institutions will instil among students civic sense, discipline, punctuality, cleanliness, good conduct, empathy towards elderly.
- d) Keeping in view special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for teaching Sanskrit at the school and university stages will be offered on a more liberal scale.

12) Self-Development through Comprehensive Education

- a) Physical education, yoga, games and sports, NCC, NSS, art education, Bal Sansad, covering local art, craft, literature and skills, and other co- scholastic activities will be made an integral part of the curriculum and daily routine in schools for the holistic development of children. Facilities for the above will be a pre-requisite to the recognition of schools.
- b) Funds will be earmarked by the government/ school management for all co- scholastic activities in schools.

13) School Assessment and Governance

- a) The framework of school standards with various parameters and indicators to measure school quality, professional competence of teachers, school leadership and the school management, as well as, self-appraisal and performance assessment will be used throughout the country
- b) A mechanism will be put in place for accreditation of school boards.
- c) Principals/head teachers will be held accountable for the academic performance of the schools and its improvement.

14) Regulation in Higher Education

- a) An independent mechanism for administering the National Higher Education Fellowship Programme will be put in place,
- b) A Central Educational Statistics Agency (CESA) will be established as the central data collection, compilation and consolidation agency with high quality statistical expertise and management information system which will be used for predictive analysis, manpower planning and future course corrections.

15) Quality Assurance in Higher Education

- a) An expert committee will be constituted to study the systems of accreditation in place internationally. It will draw from the experiences of some of the best practices followed by countries having well performing systems and will suggest restructuring of NAAC and NAB as well as redefining methodologies, parameters and criteria. .
- b) Evaluation/ Accreditation details of each institution will be available to the general public through a dedicated website, to enable students and other stakeholders to make informed choices.

16) Open and Distance Learning & MOOCs

- a) The National Institute of Open Schooling (NIOS), in collaboration with Ministry of Skill Development & Entrepreneurship, will redefine itself to address the large potential demand for vocational education. The issues of management, monitoring and oversight of NIOS will be addressed appropriately.
- b) A quality assurance mechanism for accreditation of all universities/institutions offering ODL / MOOCs will be put in place to ensure quality, promote, innovation and reshape and modernise the ODL / MOOCs courses and programmes.

17) Internationalisation of Education

- a) Selected foreign universities, from the top 200 in the world, will be encouraged to establish their presence in India through collaboration with Indian universities.
- b) In order to increase acceptability of Indian students abroad and to attract international students, Indian HEIs will be encouraged to work towards internationalization of curricula aligned with international levels so as to make it globally compatible with best ranked institutions of the world.
- c) Intel-nationalisation will be included as one of the components for allocating additional financial resources to government-funded HEIs.

18) Faculty Development in Higher Education

- a) A task force of experts will be set up to study the recruitment, promotion and retention procedures, followed by internationally renowned universities and institutions and suggest measures to promote intellectual and academic excellence in HEIs.
- b) A national campaign will be launched to attract young talent into the teaching profession. In order to attract young talent into teaching profession, a career growth of research students, such as M.Phil & Ph.D scholars, will be created.
- c) A mechanism of assessment of academic performance of faculty including peer review will be put in place so as to ensure academic accountability of public-funded institutions.

19) Research, Innovation and New Knowledge

- a) A clear reorientation of research agenda of National University of Educational Planning and Administration (NUEPA) will be undertaken to reflect actual issues on the ground.
- b) Steps will be taken to promote generation of new knowledge and their applications and introduction of these new domains into the curricula of higher education to consolidate and strengthen India's position as a soft power.
- c) In order to promote innovation, creativity and entrepreneurship, 100 more incubation centres will be established in HEIs over a period of next 5 years,
- d) International collaborations and networks will be promoted for developing human resources required to sustain new knowledge with special focus on inter-disciplinary research and studies.

20) Financing Education

- a) The government will take steps for reaching the long pending goal of raising the investment in education sector to at least 6% of GDP as a priority.
- b) Instead of setting up new institutions, which require huge investments, priority of the Government will be to expand the capacity of existing institutions.
- c) In order to encourage excellence and efficiency, performance-linked funding of higher education institutions will be implemented.

[Draft National Education Policy 2016: 20 Salient features, By: [FE Online](#) | Updated: June 30, 2016]

Education is a great leveller, and provides the only sustainable route to reduce disparities. In the past a small proportion of Indians had access to quality education, but even so a large number of Indians managed to distinguish themselves in academics. The country has tremendous potential to become a world leader in several fields if there is a resolve to provide high quality education and health care to its children.

Fortunately, India is at the cusp of major transformation. Due to measures taken over the last few decades, the disparities between urban and rural areas in terms of infrastructure and facilities have reduced. Even more significantly, Digital India is being rolled out, and could be soon a reality - every Village Panchayat will be digitally connected and the phenomenon of 'remote' schools will diminish rapidly. This is an unparalleled opportunity which needs to be fully harnessed. The education sector, both school and higher education, can greatly benefit by judicious use of Information Communication Technology (ICT). (MHRD Report, 2016)

To quote Swami Vivekananda, *"Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life-building, man-making, character-making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library..... If education is identical with information, the libraries are the greatest sages of*

the world and encyclopaedia are the greatest Rishis" The statement of Swami Vivekananda assumes much greater significance with the advent of internet and ever expanding digital connectivity. (MHRD Report, 2016)

For two-thirds of mankind's history, India as one of the oldest and most glorious living civilizations in the world dominated the world scene in every respect -in philosophy, economics, trade, culture as well as in education. If India does the things now required to be done, in 15 to 20 years Indian Education can be transformed. The rest of the 21st century could then belong to India (MHRD Report 2016)

8.6 Let us Sumup

India is now one of the greatest place for higher education due to highly expansion of education sector. But there are various problems of school education in India are found, so Educationists and the members of the higher education committee decided to change the previous policy. In March 1992, the Ministry of Human Resource Development, Govt. of India, set up a National Advisory Committee for facing the various problems of school education in India, mainly the continuous increasing burden of curriculum on school children which is named Yashpal committee. This committee made a report on basis of five segments. The committee had gone through the NCERT (National Council of Educational Research and Training) and CBSE (Central Board of Secondary Education) and prepared widespread curricula and textbooks. In this process the committee also took the views of school teachers, principals, chairman of educational boards and renowned educationist of the country apart from the curricula and textbooks of different states. The Commission submitted its report by name **"Learning Without Burden"** to the Govt. on 15th July, 1993. The Yashpal Committee members were involved in this process without any experience

of teaching at school level. And for this reason they could not understand properly the nature of the problem, causes etc. which resulted in inappropriate suggestions/solutions to rectify the problems. National Policy on Education (NPE) was declared in 1986 for the whole country where NCF was marked as a means of modernising education. NPE-1986 emphasized a relevant, flexible and learner centred education. It recommended a common core component in school education throughout the country. The Policy also entrusted the NCERT with the responsibility of developing the National Curriculum Framework at frequent intervals. The 2016 National Policy on Education, which was being formulated nearly three decades since the last Policy, recognized the criticality of Education as the most important vehicle for social, economic and political transformation. The 43-page document in the draft of New Education Policy 2016 focused on addressing gender discrimination, the creation of educational tribunals, and a common curriculum for science, mathematics and English. Revision of no-detention policy, promotion of Sanskrit, and bringing back Class 10 board examinations are some of the key changes that the policy talks about.

8.7 Unit End Exercise

1. How many segments are in Yashpal Committee?
2. In curriculum load which problems are the Yashpal Committee observed?
3. According to Yashpal Committee report what do you understand by Knowledge vs Information?
4. Shortly discussed the evaluation report of the Yashpal Committee.
5. Discuss briefly the objectives of the National Curriculum Framework-2005.
6. According to NCF 2005 for reducing the stress which areas changes are necessary?
7. Which shifts have been recommended by NCF 2005 for the teachers education programme?
8. Write any five salient features of the draft of National Policy of Education 2016.

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মানুষের জ্ঞান ও ভাবকে বইয়ের মধ্যে সঞ্চিত করিবার যে একটা প্রচুর সুবিধা আছে, সে কথা কেহই অস্বীকার করিতে পারে না। কিন্তু সেই সুবিধার দ্বারা মনের স্বাভাবিক শক্তিকে একেবারে আচ্ছন্ন করিয়া ফেলিলে বুদ্ধিকে বাবু করিয়া তোলা হয়।

—রবীন্দ্রনাথ ঠাকুর

ভারতের একটা mission আছে, একটা গৌরবময় ভবিষ্যৎ আছে, সেই ভবিষ্যৎ ভারতের উত্তরাধিকারী আমরাই। নতুন ভারতের মুক্তির ইতিহাস আমরাই রচনা করছি এবং করব। এই বিশ্বাস আছে বলেই আমরা সব দুঃখ কষ্ট সহ্য করতে পারি, অন্ধকারময় বর্তমানকে অগ্রাহ্য করতে পারি, বাস্তবের নিষ্ঠুর সত্যগুলি আদর্শের কঠিন আঘাতে ধূলিসাৎ করতে পারি।

—সুভাষচন্দ্র বসু

Any system of education which ignores Indian conditions, requirements, history and sociology is too unscientific to commend itself to any rational support.

—*Subhas Chandra Bose*

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