PG ED S2-01 (DSC)

TWO YEAR MASTER'S DEGREE COURSE

(CBCS in Accordance with NEP 2020)

SEMESTER - II

HISTORY OF EDUCATION IN INDIA

EDUCATION

Indira Miri School of Education

KRISHNA KANTA HANDIQUI STATE OPEN UNIVERSITY

Subject Experts

1. Prof. Swarnalata Das, Dept. of Education, Gauhati University
2. Prof. Gayatree Goswamee, Dept. of Education, Gauhati University
3. Dr. Sadhana Goswami, Dept. of Education, Cotton University

Course Co-ordinators : **Dr. Devajani Duarah & Dr. Indrani Kalita,** KKHSOU

SLM Preparation Team

UNITS	CONTRIBUTORS
1	**Dr. Dipankar Talukdar, Dept. of Education,**
	R.G. Baruah College, Guwahati
	Dr. Arunima Borah, Dept. of Education, KKHSOU
2-7, 8,9	**Dr. Dipankar Talukdar, Dept. of Education,**
	RG Baruah College, Guwahati
10	**Dr. Utpal Kalita**
	RG Baruah College, Guwahati
	Dr. Dipankar Talukdar, Dept. of Education
11-15	**Dr. Utpal Kalita, Dept. of Education,**
	RG Baruah College, Guwahati

Editorial Team

Content Editor : **Dr. Marami Goswami,** Guwahati College (Units 1-8)
Dr. Purabi Baishya, Gauhati University (Units 9-12)
Dr. Pranab Saikia, KKHSOU (Units 13-15)

Language Editor : **Dr. Pallavi Gogoi,** KKHSOU
Chayanika Roy, KKHSOU

Structure, Format & Graphics : **Dr. Devajani Duarah,** KKHSOU

Printed: January, 2024

This Self Learning Material (SLM) of the Krishna Kanta Handiqui State University is made available under a Creative Commons Attribution-Non Commercial-ShareAlike4.0 License (International): http.//creativecommons.org/licenses/by-nc-sa/4.0.

Printed and published by Registrar on behalf of the Krishna Kanta Handiqui State Open University.

Head Office : Patgaon, Rani Gate, Guwahati-781 017

City Campus: Resham Nagar, Khanapara, Guwahati-781 022; Website: www.kkhsou.in

CONTENTS

		Page No:
UNIT 1:	**Education in Ancient and Medieval India** Education during Vedic Period: Salient Features, The Gurukul System, Aims of Vedic Education System; Education during Buddhist Period: The system of Admission into the Buddhist Education, Aims of Buddhist Education; Education during Muslim or Medieval Period: Main Features, Curriculum, Women Education and Place of the Teacher during the Muslim Period	**7-33**
UNIT 2:	**Education in British India - I** (Charter Act of 1813, Macaulay's Minute and Wood Despatch of 1859) Charter Act of 1813; Controversies between Anglicist and Classicist; Macaulay's Minute: Evaluation of Macaulay's Minute; Wood Despatch of 1854	**34-52**
UNIT 3:	**Education in British India - II** **(Hunter Commission)** Hunter Commission: Major objectives ; recommendations on primary education, assessment of the recommendations on primary education; recommendations on secondary education: assessment of the recommendations on secondary education; other recommendations; impact of Hunter Commission's recommendations on Indian Education	**53-71**
UNIT 4:	**Education in British India - III** **(Educational Policy of Lord Curzon)** Lord Curzon's Educational Policies: on Primary Education, assessment of the policy; on Secondary Education, effects of the Government Policy; on University Education, assessment of the policy; Government of India's Resolution on Educational policy, 1904; Indian University Act, 1904 and its effect on Indian Education	**72-92**
UNIT 5:	**Education in British India-IV** **(Gokhale's Bill-1911)** Gokhale's Resolution-1910; Gokhale's Bill-1911; Impact of Gokhale's attempts; Government Resolution on Educational Policy 1913	**93-104**
UNIT 6:	**Education in British India-V** **(Sadler/Calcutta University Commission)** Sadler or Calcutta University Commission on secondary education, university education and on other educational issues; critcism and evaluation of the Commission	**105-115**
UNIT 7:	**Education in British India-VI** **(Hartog Committee report, Wardha Scheme or Basic Education & Sargent Report)** Hartog Committee's Report on primary, secondary and higher education; Evaluation	**116-138**

features, curriculum, merits and criticism of the scheme; Sargent Report of 1944-45: It's recommendations and effect on Indian Education.

UNIT 8: Development of Education in India Since Independence-I **139-148**

Various Constitutional Provisions Regarding Education in India: on Free and Compulsory Primary Education, on Right of the Minorities on Education, on Principle of Secularism in Education, on Education of the Weaker Section, on Study of Hindi, on Official Language, on the Place of Mother Tongue, on Higher Education and Research

UNIT 9: Development of Education in India Since Independence-II **148-180**

The University Education Commission of 1948: Aims, Recommendations, Evaluation of recommendations of the Commission; Secondary Education Commission of 1952-53: Aims, Recommendations, Evaluation of recommendations of the Commission

UNIT 10: Development of Education in India Since Independence-III **181-208**

Education Commission of 1964-66: Terms and Reference, Major Recommendations, Evaluation of the Commission's Report; National Policy on Education,1968:Main Considerations of National Policy on Education, Assessment of the Policy

UNIT 11: Development of Education in India Since Independence-IV **209-229**

National Policy on Education (NPE): Objectives, Recommendations on Elementary Education, on Secondary Education and on University Education, Assessment of National Policy on Education; Programme of Action, 1992: Recommendations of Programme of Action, 1992

UNIT 12: Development of Education in India Since Independence-V **230-253**

National Knowledge Commission: Terms of Reference and Organisation, Methodology and Recommendations of National Knowledge Commission; Yashpal Committee Report: The Idea of a University, Challenges of the Higher Education Sector, Recovering the idea of the University

UNIT 13: Development of Education in Assam **254-278**

Development of Primary Education in Assam: In Pre-Independence Assam, In Post-Independence Assam; Development of Secondary Education in Assam: In Pre-Independence Assam, In Post-Independence Assam; Development of Higher Education in Assam: In Pre-Independence Assam, In Post-Independence Assam; Current Status of Higher Education in Assam

UNIT 14: New Initiatives for Universalisation of Education **279-302**

Universalisation of Elementary Education: Meaning, Stages of Universalisation, Importance and Problems of Universalisation of Education; SSA and Universalisation of Education; Universalisation of Secondary Education and Role of RMSA; Samagra Shiksha; RUSA and Universalisation of Education

Unit 15: Distance Education in Assam **303-320**

Development of Distance Education for School Education in Assam; Development of Distance Education for Higher Education in Assam

COURSE INTRODUCTION

This is the course in Education for the Second Semester of Two Years Master Degree level. From this course you will be able to learn the historical evaluation of formal education system in India, right from the gurukula system of education to the present-day modern education system. This course mainly acquaints the learners with the history and contemporary issues of education in India by dividing it into two broad parts - Education in Pre-Independent Period and Education in Independent India. In a nutshell, this course will provide the learners a bird's eye view on the development of education in India in a chronological manner.

The First Unit, titled "Education in Ancient and Medieval India" takes into account the education system during the Vedic, the Buddhist and Muslim periods respectively.

The Second Unit, titled "Education in British India-I" deals with the Charter Act, Macaulay's Minute and Wood Despatch.

The Third Unit, titled "Education in British India-II" primarily deals with the objectives and recommendations of Hunter Commission with regard to primary and secondary education in India and its impact on the Indian Education.

The Fourth Unit, titled "Education in British India-III" deals with the educational policy of Lord Curzon and its impact on Indian Education.

The Fifth Unit, titled "Education in British India-IV" discusses Gokhale's Bill or Resolution of 1911 and analyses the impact of Gokhale's attempts towards making primary education compulsory in India.

The Sixth Unit, titled "Education in British India-V" describes the background of appointment of the Sadler or Calcutta University Commission along with its recommendations and tries to identifies its impact on Indian Education.

The Seventh Unit, titled "Education in British India-VI" takes into account with 3 important milestones of education in pre-independence India, viz., Hartog Committee Report, Wardha or Basic Education Scheme and Sargent Report of 1944-45

The Eight unit, titled "Development of Education in India since Independence-I" takes into account the various Constitutional provisions regarding education in India.

The Ninth Unit, titled "Development of Education in India since Independence-II" discusses the aims and recommendations of the University Education Commission of 1948-49 and the Secondary Education Commission of 1952-53 respectively.

The Tenth Unit, titled "Development of Education in India since Independence-III" primarily deals with the objectives and recommendations of the Education Commission of 1964-66 and the National Policy on Education, 1968.

The Eleventh Unit, titled “Development of Education in India since Independence-IV” discusses the recommendations of the National Policy on Education, 1986 on primary, secondary and university education and its Programme of Action, 1992.

The Twelfth Unit, titled “Development of Education in India since Independence-V” deals with the National Knowledge Commission and the Yashpal Committee’s Report.

The Thirteenth Unit, titled “Development of Education in Assam” takes into account the development of primary, secondary and higher stages of education in Assam, both in the pre and the post independent period. The unit also focuses on current status of higher education in the state.

The Fourteenth Unit, titled “New Initiatives for Universalisation of Education” describes certain initiatives, such as SSA, RMSA, RUSA, etc. taken in the country in the field of education.

The Fifteenth Unit, titled, “Distance in Education in Assam” describes the growth and present status of distance education in the state.

While going through this SLM, you will come across some along-side boxes, which are put on the left side or right side of the text. These boxes will explain you meaning of some words and concepts within the text. Apart from this, there will be some broad and short questions which have been included under ‘Activity’ and ‘Check Your Progress’ in every unit. Activities will increase your thinking capacity because qestions put in Activity are not directly derived from text. Hints on the answers to the short questions have been put under section ‘Answers to Check Your Progress’. Besides, a few text-related questions have been put in ‘Possible Questions’. These questions will help to draw your attention on the probable topics for the examination so that you can prepare for the examination with confidence.

UNIT 1: EDUCATION IN ANCIENT AND MEDIEVAL INDIA

UNIT STRUCTURE

1.1 Learning Objectives

1.2 Introduction

1.3 Education During Vedic Period

- 1.3.1 Salient Features of the Vedic System of Education
- 1.3.2 The Gurukul System
- 1.3.3 Aims of Vedic Education System

1.4 Education During Buddhist Period

- 1.4.1 The System of Admission into the Buddhist Education
- 1.4.2 Aims of Education

1.5 Education During Muslim or Medieval Period

- 1.5.1 Main Features of Muslim Education
- 1.5.2 Curriculum of Muslim Education
- 1.5.3 Women Education during Muslim Period
- 1.5.4 Teacher-Pupil Relation

1.6 Let Us Sum Up

1.7 Further Reading

1.8 Answer to Check Your Progress

1.9 Possible Questions

1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the education system in ancient India
- elaborate the education system of Vedic period
- analyse the education system of Buddhist period
- describe the education system of Muslim Period

1.2 INTRODUCTION

Education in Ancient India refers the education system that prevailed

before British rule in our country. Generally, it can be divided as Vedic period, Buddhist period as well as Muslim or Medieval Period. It talks about how the education system focused on all aspects of life and aimed at raising a healthy individual who is not only knowledgeable but also physically fit. The teachings were based on the Vedas as well as Upanishads in the Vedic period, Gautama Buddha's principles in the Buddhist period and on the Quran in the Medieval period. Moreover, the education system has a heritage of being practically accessible and also related with life.

The Indian history is said to have begun with the Indus Valley Civilization which existed 3000 B.C. Ancient Indian Civilization had always been influenced by religious belief. The chief aim of education in Ancient India was to achieve emancipation or liberation. Ancient Indian society was also influenced by its caste system. The Brahmans or the priestly class took care of the spiritual needs of the people of the society and served as teachers in the ancient education system. The Kshatriyas looked after the political affairs of the country. The Vaishyas or the class of traders controlled the trade and economy of the country. The Sudras were the lowest class who did all the other manual work of the society.

The Buddhist era of education came after many problems created by the Vedic system of education. The Vedic system of education was purely based on religion and class structure. Buddhist education was based on the philosophy of Buddhism, mainly consisting the teachings of Buddha.

When Muslims rulers came to India and established their own rule, they imported their own system of education consisting of Maktabs, Madrasas, Mosques etc. The Muslim system of education spread from 10th century A.D. to the middle of the 18th century.

In this unit you will learn about the education system in ancient India. We shall discuss the education system during Vedic, Buddhist and Muslim era in the following subsections.

1.3 EDUCATION DURING VEDIC PERIOD

Vedic system of education is probably the oldest system of education

in entire world. Vedic Rishis were spreading knowledge not only for India, but for the entire world. They brought humanity into the light from darkness of ignorance and spread the light of knowledge among people of our society. Roughly it was from 1500 B.C. to 600 B.C. Education during the Vedic period mainly concentrated on education based on the four Vedas. These were (i) Rig Veda (ii) Sama Veda (iii) Atharva Veda (iv) Yajur Veda.

The word 'Veda' means 'knowledge'. Vedas means wisdom; knowledge or vision and it manifests the language of the Gods in human speech. Vedas are the oldest scriptures of the world. These were composed by the Rishis. The Rishis had composed the Vedas to educate the people. They contain knowledge on the form of hymns or verses necessary for every individual to lead a happy and peaceful life.



CHECK YOUR PROGRESS

Q1. What does the word "Veda" means?

.....

.....

Q 2: Name the four Vedas.

.....

.....

1.3.1 Salient Features of the Vedic System of Education

The system of Vedic education, which is considered as the oldest system in the world has certain peculiarities and constituent characteristics of its own which has drawn attention even to our modern education. The educative principles and methods underlying the system are still found to be inspiring and relevant in the context of reform in our present system of education. Some of the distinguishing features of this education may be described as follows:

- **Aims of Education:** Self- realization was the ultimate aim of

education. In other words we can say that attainment of salvation was the main aim of the Vedic education system. Another aim of education was to prepare the students to lead a happy and prosperous life. They were taught to become socially conscious, responsible, dutiful and morally strong citizens of the country. Main aim of education during this period was all round development of the body, mind and soul of the pupils. However, the immediate aim of education was to prepare the different Varnas to meet their actual needs of daily life.

- **No State Control on Education:** There was a speciality of Vedic education as far as its organisational set up was concerned. The state or the Government or the Royal Authority did not control the education system. It was a private affair of the people which was managed entirely by the Brahmans. The state never imposes any conditions or rule that would affect the teachers in their work. Teachers determined educational policy, framed the curriculum, designed methods of teaching and undertook disciplinary rules and conduct. The Government or the Royal authority provided financial assistance and land grant to Guru from time to time without imposing any control.
- **Curriculum:** Vedic curriculum was based on the principle of utility, practicability, and dynamism. Study of Vedas was made compulsory for realisation of the spiritual need of life. Vedic knowledge was considered as source of all knowledge. In order to make the study of the Vedas more scientific, provision was made for the study of the six Vedangas such as Siksha, Kalpa, Byakarana, Nirukta, Jyotisha and Chanda. Logic was taught with a view to develop the ability of reasoning and to distinguish between right and wrong, truth and untruth. There was the provision in curriculum to study subjects like philosophy, mathematics, history, economics, astrology, politics etc. to serve the intellectual need. The subjects like fine arts, sculpture, medicine, law, archery, commerce, agriculture, animal rearing

etc. were also included in the curriculum. Thus, both theoretical and practical subjects were included in the curriculum to show the variety and elasticity of the curriculum.

- **Method of Teaching:** In Vedic period the methods of teaching generally consisted recitation by the teacher and repetition by the pupil. Three principles were followed in the method of teaching viz. hearing, thinking and meditation. The method of teaching laid down by the Vedic education emphasised not only on how the scriptures were to be studied but also indicated how emotions and sentiments were to be trained. An integral development of all aspects of the human personality was the aim of this education. Therefore, memorisation, repetition, reflection and reasons were methods followed for developing the intellectual, moral, social, cultural, religious aspects of human life. The teachers were very particular about the correct learning of all vowels and consonants and other rules of literature. More importance was given on correct pronunciation of the sounds, words and verses of the original form, as they were to pass on from one generation to the other generations. There was a general belief of the people in that age that incorrect pronunciation of the "Hymns" caused sin and destroyed sanctity and purity of the Vedas.
- **Teacher-Student Relationship:** The relation between teachers and pupils in this period was like that of father and son. As there was no government institution, the pupils used to reside in the Guru's house and education system was quite residential in character. The Gurukula system had provided an ideal situation for development of a cordial relationship between the teachers and the taught. It was the moral responsibility of the pupils as part of their learning to undertake all the household activities of the Guru's house. The pupils collected fire-wood and the necessary materials and equipment for "Jagya" held early mornings. They used to keep Guru's house clean and tidy. The

teacher took care and responsibility of the students, so long they were resided in his house. It was his responsibility to offer medical help to students when required. He used to collect all necessary materials for fooding and lodging of the students. He never let them suffer in anyway as long as they remained as disciples in his house and never allowed the students to feel displeasure or dissatisfaction.

- **Discipline:** There was generally no provision of corporal punishment. Self-discipline was considered to be the best discipline. The life of the students was moulded in such a manner that principles of conduct and discipline were automatically inculcated in them. In that case, there was no problem of maintaining discipline by the teacher. The system made the students self-disciplined. From the Smritis we came to know that there was provision of punishment for delinquent students who violated the prescribed rules and regulations set by the teacher. These punishments were usually spiritual, for example, observing fasts. It is evident that this method of punishment was based on the principle of self-reform and these punishments were more effective and useful than the modern punishment system. Pupils from royal families, who stayed in the Gurukula could not keep pocket money with them. They were to follow the principle of 'simple living and high thinking'.
- **Women Education:** During the Vedic period, women freely pursued knowledge and were given equal status with men. Women also performed religious rituals with men. Women education was at its peak in the Vedic period. There was the proud history of women's education during that period. The women used to receive education with men equally without any restrictions. As a result, a good number of women scholars can be found to exist in the Vedic period. The educated women were called the "Brahmabadinis" or "Rishika". They used to compose the Vedic hymns. Educated women were highly honoured

member in the society and they were called "Devis". The educated women were the source of inspiration to their male counterpart. The parents were also proud of their educated daughters. The renowned women scholars in Vedic period were Apala, Lopamudra, Vishwambara, Urvashi, Sabitri, Devajani, Autrayee, Maitrayee, Gargee and Lilabati. Maitrayee and Gargee were the renowned philosophers and Lilabati was the famous mathematician. The ladies were taught to be better fitted to study music, singing and dancing. They were also given training in the handicraft like spinning and weaving in their own families.

1.3.2 The Gurukula System

Vedic system of education is known as Gurukula system. Although at that time there were other institutions like "Parishad" and "Sanmilan" that used to take responsibility of education, yet Gurukula system was the most popular educational authority run by the Guru.

Gurukula means 'the family of the teacher'. The students stayed in the Gurukula like the member of the Guru's family. The main aim behind sending a student to the Gurukula was to give him an opportunity to mould his life and character on the ideals of teacher by living in close contact with him. The students were admitted here after an initiation ceremony and received education for a period of twelve years as Brahmacharya. The student had to do the household works for the Guru such as tending cows, collecting fire etc. The Guru also treated him like his son. In the Gurukula system the teacher was a very respectable person and any violation of the Guru's instruction was regarded as a sin and subject to punishment. The specific features of the Gurukula system have been discussed below:

- **Admission of the Pupils into the Gurukula system:** In the Gurukula system the students were admitted at the age of twelve. The admission ceremony in the Gurukula system was known

as 'Upanayana' Ceremony which lasted for three days. The term "Upanayana" meant "bringing the child and sitting by the side of the Guru for education and instruction." Through this Upanayana ceremony the students started their spiritual life by taking up "Brahmacharya." They were to live a pure and holy and spiritual life in the Gurukula. It was regarded as the re-birth or 'Dwija' which meant the "Second Birth" of an individual. Also, the life in the Guru's house could not make the students completely cut off from the family life because they were to live in the Guru's house as members of the family and undertake all the household activities of the Guru.

- **Studentship Period:** In Gurukula system the period of studentship was normally twelve years. During this period the student had to live in Guru's house. Sometimes the period of studentship was longer than the fixed period. It is recorded that a student resided as long as for thirty-two years at his Guru's house.
- **Duties and Responsibilities of the Students:** In Gurukula system the student had to perform many duties. The pupils had to tend the sacred fires. In those days, the pupils were usually lived with their teachers as a member of his family. They had to do all types of houseold works at their Guru's house. The students accompanied their teachers wherever he went. They also had to beg food for their guru.

  Till the attainment of proficiency, the students had to live in the Gurukula. During their stay in the Ashrama they were required to perform all the duties necessary for its maintenance. All the students collected water, firewood, kept the Guru's house clean and tidy, washed the utensils, prepared and collected necessary materials for the "Jagya" and so on. The students used to graze the cattle, go for alms twice daily and also attend to the Guru for study of the Vedas.

A student had to offer his prayer thrice a day- morning, mid-day and evening. One had to perform the daily prayer outside his room. To obtain physical purity, which was intimately connected with mental purity, a student had to take regular baths every day.

- **Simple Living and High Thinking:** Student life in the Guru's house was characterised by simple living and high thinking. They were to give up all physical comfort, joy and delight. They used to sleep on the floor, take simple food and used simple garments. They could not use scented things, kept themselves away from music or dancing and attending the public meeting as well as ceremonies. They could not accept or use gold and silver, could not take food at improper time and could not wear shoes. They were to keep themselves away from all sorts of sensory pleasure while in the Guru's house. Thus, they had to lead a very simple life by maintaining strict discipline.
- **Duties and Position of the Teacher:** Teachers in the Gurukula were man of highest calibre and renunciation. The teachers occupied their place in the society next to God. In the Gurukula system the teachers paid much attention to all round development of their pupils.

  Teachers in the Gurukula possessed high moral character. By nature, they were simple, honest, unassuming, upright, bold and active. They lived a life of obscurity voluntarily. They denied all physical comforts or luxuries and enjoyed only spiritual and mental pleasure. Intellectual luxuries such as books, scriptures, discussions etc. were necessary features the life of a teacher during the Vedic age.
- **Farewell to the Pupils:** In the Gurukula system the concluding ceremony of learning was known as "Samabartana". As you know that the student life in Gurukula system began with 'Upanayana' ceremony and ended with 'Samabartana' ceremony. Its meaning was to "go back to one's own house" after completion of

"Brahmacharya" in the Guru's house. After the end of education, the simple ceremony was observed where they used to be honoured by the Guru. They used to take bath in scented water, shave the beard, and wear new garments and ornaments. They were then declared as "Snataka". Guru used to serve the students with ghee and honey in their mouth and called "Modhuporka". Then the students were to attend the convocation addressed by the Guru. This address was highly significant in terms of providing inspiration and guidance to students for their future life as effective members of the society.



CHECK YOUR PROGRESS

Q 3: Mention two aims of education highlighted in Vedic System of Education.

.....

Q 4: What is “Samabartana”?

.....

1.3.3 Aims of Vedic Education System

It is universally accepted that the aims of education derived their inspiration from the philosophy of life. In ancient India, religious requirements greatly influenced all walks of life including education. The main aims of education during Vedic period are discussed below:

- **Obtaining Moksha:** Salvation or freedom from the cycle of birth and death was the most cherished and ultimate aim of every man or women in ancient India and education was considered the most important means of preparing an individual for this.
- **Inculcation of Religious and Spiritual Values:** Another important aim of Vedic education was inculcating into the minds of pupils a spirit of being pious. Studies commenced and ended

with religious rituals.

The life of the pupil was full of ritual acts. Morning started with religious prayers and the night ended with the same. Every pupil was required to perform religious ceremonies. Students had to participate in all religious festivals. Education without religious instruction was not considered as education.

- **Character Development:** In the Vedic period, much stress was laid on character building. Self-discipline was regarded as the chief concern of Vedic education. Control of senses and practice of virtues made one a man of character. Moral excellence could come only through practicing moral values. The teacher and the taught were ideals of morality. Lack of moral values was considered dangerous.
- **Personality Development:** The Guru in the Vedic period realised that the development of personality was the sole aim of education. Human personality was regarded as the supreme work of God. The qualities of self-esteem, self-confidence, self-resistance and self-respect were the personality traits that the educator tried to include in his pupils through example.
- **Development of Civic Responsibilities and Social Values:** Another important aim of Vedic education was the development of civic responsibilities and social values. The Brahmachari after his education in the Gurukula went back to the society to serve the people. He was expected to be hospitable to the guest and charitable to the needy.

1.4 EDUCATION DURING BUDDHIST PERIOD

The sixth century B.C. may be described as the cardinal epoch not only in the history of India but also of the world. During this century religious reformations took place in most of the countries of the world. The movement, which gave the greatest shock to traditional Hinduism, was started by Gautam Buddha. Gautam Buddha established a new religion in our country

called 'Buddhism'. Buddhism has always been considered not just a new religion, but also as a natural development of the Indian mind in its various manifestations, i.e., religious, philosophical, social and political.

We can say that Buddhist education was also a product of the prevailing Brahmanical education system. However, it was not based on Vedic study and its teachers were Brahmans.

It is a historical fact that Buddhist education and learning cantered round monasteries. Buddhist education had no independent existence apart from the monasteries. Educational opportunities were given to those who were in the monasteries only. The Buddhist monks were only the custodians and bearers of the Buddhist culture. The Buddhist monastery was open to all and to those who accepted the Buddhist order. Hence, the system of Buddhist monasteries incorporates in itself the educational system, because the practices and regulations of both were similar. We can determine the form of Buddhist education from these principles and practices.

1.4.1 The System of Admission into the Buddhist Education

The ceremony of admission into the Buddhist system of education was similar to the Vedic system of education which we have already discussed above. The Vinaya Pitaka, a famous Buddhist scripture states with regard to the nature of admission, "Let him who desire to receive ordination first cut off his hair and beard; let him put on yellow robes, adjust his upper robe so as to cover one shoulders, salute the feet of the bhiksus with his head, and sit down squatting, than let him raise his joined hands and tell them to say - take my refuge in the Buddha, I take my refuse in Dharma, I take my refuse in the Sangha." This act of admission was called 'Pabbajja'.

Pabbajja (The First Ordination):

The word Pabbajja means going out of home into the Buddhist order. On completion of Pabbajja ceremony the students had to enter into a strict disciplinary life of the Sangha. An environment of

self-discipline was created in the Sangha by controlling all the ways and means of physical need and instinctive pleasure. The students were to keep themselves from all sorts of excitements and temptations quite voluntarily. Strict rule and disciplined were to be maintained in the Sangha. The student was to take a vow that he will prostrate before the feet of Buddha, seek the shelter of Dharma and enter into the Sangha. He was not to kill any living being, not to accept any bribe, not to tell lies, not to use any drug and not to take food at improper time, not to speak ill of anybody and not to take interest in music and dancing. Teachers used to keep faith in the personality of the students. As such physical punishment to students was quite unknown to them.

For the Pabbajja ceremony the minimum age was eight years. After the Pabbajja ceremony education continued for twelve years. When students attained 20 years of age they received full fledge membership of the monastery.

After getting admission they were given ten advices to follow. These were as follows:

- Practice non-violence
- Speak truth
- Do not steal
- Do not collect
- Observe celibacy
- Give up luxury
- Renounce wealth and do not touch women
- Do not use fragrant things
- Do not eat anything untimely
- Do not use soft and very comfortable bed.

The following classes of persons were excluded from admission into the monastery

- One affected with the five diseases viz. Leprosy, boils, dry leprosy, consumption and fits

- One who was in the royal service
- A proclaimed robber, or one who had broken out of jail, or wore the mark of misdeeds
- One who was punished by scourging or branding
- A debtor
- A slave
- A eunuch
- A physically deformed person or anyone whose limbs were cut off

Upasampada (The Final Ordination)

The Upasampada ceremony was performed in a different manner from that of Pabbajja. The monk after having devoted himself fully to his studies for twelve years and having attained the age of twenty presented himself before an assembly of all the monks of the sangha. The Upasampada ceremony was based on group consideration and only a unanimous decision or the favour of the majority which enabled a monk to become a permanent or life member of the Sangha. After the Upasampada ceremony the students became a full-fledged monk and thereafter had no connection with his family or with the shackles of worldly life.

The Buddhist education system was residential by nature. A group of young Bhikshus or monks living in a Vihar under the guardianship of a common teacher, the Upajjahaya or Acharya, who was responsible for their health, education, manners, morals and spiritual upliftment.

1.4.2 Aims of Education

Buddha urged his followers the four 'Noble truth', concerning sorrow, the cause of sorrow, the remedy or destruction of sorrow. In other words, he pointed out four certainties- there is suffering in life, this suffering has a cause, this suffering could be removed by destroying its cause, the cause of the suffering is desire for material enjoyments

and earthly things. Generally, the aim of Buddhists education was based on Vedic ideals and philosophy of emancipation. Education was to make one free from all worries, desires and temptations of life that captured the soul.

Buddhist education believed in teaching eight noble fold paths to its monk. The aim of education was to make people familiar with these paths and practises in life.

The Eight Noble fold paths are as mentioned:

- **Right views or Faith:** The knowledge of the four truths which Buddha enunciated in his first sermon
- **Right Aspiration:** That requires us to renounce pleasures, to bear no malice and do no harm to others
- **Right Speech:** Signifying that we should abstain from lying, slander, abuse, harsh words and idle talk.
- **Right Action:** Meaning that we should restrain from taking undue amount or abstain from carnal excesses.
- **Right Livelihood:** Requiring us to abstain from any of the forbidden modes of living
- **Right Effort:** Consisting in supressing the rising of evil conditions, in removing those that have arisen and in stimulating good states or conditions.
- **Right Mindfulness:** Requiring us to look at the body and the spirit in such a way as to remain composed and careful, overcoming both hankering and dejection
- **Right Contemplation:** Requires us to take the form of four meditations. It is the end and the crown of the eightfold path.

Another important aim of Buddhist education was to teach the monks the law of 'karma', its working and the transmission of souls; giving moral education was the aim of Buddhist education system.

Another aim of Buddhist education was the teaching of Ahimsa. This philosophy of Buddhism preached that the spirit of love is more important than good deeds. Non-violence towards life is recognised

as an integral part of life.

All round development of child's personality was an important aim of Buddhist education. This all-round development included physical, moral and intellectual development.

Another aim of Buddhist education was formation of character of the students.

Another very important aim of Buddhist education was the propagation of religion and inculcation of religious feelings. Education was considered to be the means of attaining Nirvana.

The Daily Routine of Students

Like Vedic education system in Buddhist education system also the students had to maintain a strict daily routine. You have already come to know the daily life of the students in Vedic education system. Now we will discuss the daily life of students in the Buddhist period.

Like Vedic education, in Buddhist education also one of the important duty of the student was to serve his teacher. In this education system, both the teachers and students were to live in the Sangha together. As such it had provided better opportunity for their coming close to each other. Relation between the teachers and students were very intimate like that of father and son. The number of students being very small, the teacher could give individual attention to them. A teacher would accompany the students to beg for alms, and travelling abroad. The students were responsible for preparation of food and in serving day to day needs of the teacher. They were also to take care of the teacher when he was ill. The teacher was also responsible in providing all forms of help and guidance to students in their intellectual and spiritual pursuit of knowledge. He was to give medical help where the students fell ill. All these indicate the existence of close cordial relationship between the two agencies.

Curriculum:

The major objective of education was the development of spiritual senses. As a result, the study of religion naturally dominated the curriculum. The Bhiksus were to learn the teaching of Lord Buddha. The holy book Tripitaka was the main subject matter of the curriculum. Besides spiritual education, there was provision for secular instruction in the curriculum.

Study of religious books was most important in Buddhist education system. Suttanta, Vinaya and Dharma were the main subjects prescribed for the study. This type of curriculum was mainly for the monks. Besides religious education, spinning, weaving, cloth printing, tailoring, sketching, accountancy, medicine, surgery and coinage were the other areas of Buddhist education.

Education during Buddhist period may be classified into two parts: Primary education and Higher education. In the primary education, importance was given to the teaching of reading, writing and counting. In the higher education, religion, philosophy, military skill, medical science and other higher-level subjects were taught.

Method of Teaching:

In Buddhist education system highest emphasis was given on purity of conduct. In primary education, religious subjects were taught. Students memorised the lessons by hearing them and repeating them to one another. Moral education was also essential. Students acquired knowledge by discussing with one another. Thus, the method of teaching was mostly oral. During this period, the art of writing had developed, but it could not touch the field of education. Lecture and argumentation had a significant place in Buddhism. Mutual argumentation and debate had a particular importance of its own in the scheme education because in argumentation and debate illustration and proofs were essential. During the Buddhist period, efforts were made for the expansion of local languages. Due to the non-availability of writing materials, Buddhist education remained oral.

Women Education

In the earlier days Lord Buddha had not permitted women to join the Sanghas. The rules of the Sangha for women were very hard. The women were tested for two years. They had to live separately from the monks. Although the daily routine for both was the same. The status of women in the Sangha was lower than the monk. Women were educated by one particular monk twice a month in the presence of another monk. Any women who wanted to become a permanent nun had to obtain the agreement of all the members of the Sangha.

Buddhist literature does not say much with regard to the education of women. But it is evident that women showed a strong tendency towards religion. For an instance, Visakha, Supiya, Amrapali etc. were very religious minded. In the propagation of the Buddhist religion and the spirit of service, friendliness and sympathy of these women contributed a great deal towards the mental and moral upliftment of women.

From the above discussion, it can be concluded that Buddhist system of education had developed out of the Vedic system. The basic principles of these two systems of education bore similar elements and characterstics. As such there were many things in common between them. However, the Buddhist system had its own educational principles and its organisational pattern was somewhat different from that of the Vedic system. Some historical evidences mention that Buddhist educational system gained international reputation. Students came from other countries to India to pursue Buddhist education. As a result, international exchange of culture was made possible through it.



LET US KNOW

Buddha's philosophy is described as 'Tripitakas'-

i) Vinayapitaka (Rules of Conduct)

ii) Suttapitaka (Buddha's Sermon)

iii) Abhidhammapitaka (Exposition of philosophical theories)



CHECK YOUR PROGRESS

Q 5: Name one famous Buddhist Scripture.

.....

Q 6: List the main subjects of the Buddhist Curriculum.

.....

1.5 EDUCATION DURING MUSLIM PERIOD (MEDIEVAL SYSTEM)

Muslim system of education which is also known as Medieval System of Education in India had a long history of about 600 years. Muslim rule in the country had started with Mahammad Ghori, who invaded India in 1194. They were originally the invaders of the North, but gradually occupied the Indian Territory and started to rule over it. It was comparatively a long period of time which had not only the influence of political system of the country, but also had its impact on cultural, religious and educational life of the people. Muslim rule gave a new turn to education in India and their system became an indispensable part of Indian culture. Their education was mainly dominated by religion. The people and the community had deep faith in religion. It had also a new organisational pattern of education in India, much different from that of the Hindus and the Buddhists system. Following are the main features of Muslim education.

1.5.1 Main Features of Muslim Education

- **Establishment of New Types of Educational Institutions:** Muslim rulers established different types of educational institutions based on needs and importance of the students. These types of educational institutions included maktabs, madrasas etc. Maktabs were established for primary education which was attached to mosques. Madrassas was established as institution for higher learning. In these Maktabs and Madrasas the students were taught the Quran and other customs associated with Islam. Even at the higher level, instructions in Islamic religion were imparted through the medium of philosophy, history and literature. Another type of institution was known as Karkhans which provided technical training in handicrafts based on the system of apprenticeship. They were, in fact manufacturing centres where apprenticeship would observe and practice craftwork under the guidance of a teacher who had earned reputation in a particular vocation.
- **Initiation Ceremony:** Muslim education had also its initiation ceremony. In Muslim education system the initiation ceremony was quit colourful. It was known as 'Bismillah Khani'. 'Bismillah Khani' means the child is introduced to education after invoking God. Again, the ceremony for girls was called 'zarfishani' which means shrinking of gold.
- **Supremacy of Persian Language:** Persian, which was also the court language of the Muslim kings, was the popular medium of instruction in the Muslim education. Due to the supremacy of Persian, ancient Indian languages like Sanskrit and Pali became obsolete. Persian became the state language during the Muslim period. Only those who knew could secure a hand in the general administration. This provided an incentive to the Indians to study Persian and Arabic languages. As a result of the Muslim rulers and other influential persons the study of Quran and other texts

of Islam were introduced in the educational system.

- **Organisational System of Education:** Organisational set up of the Muslim or medieval education was basically different from that of the Vedic and Buddhist system. Education was controlled and regulated by the royal authority for which autonomy was absent. The king established Maktabs and Madrassa, offered financial assistance, gave scholarship, prizes and recognition to students. The teachers were also under control of the royal authority. They did not have power to organise, control and regulate education on their own. Methods of education was also designed by the king and not by the teacher. The teachers were to obey the orders and instruction of the king.

  Organisational structure of education was divided into primary and higher imparted into Maktabs and Madrassa respectively. Maktabs were attached to Mosque. The Madrassas were established in the urban areas and the renowned scholars were appointed for their administration. The king and the rich people of the locality used to offer financial help to the institutions.

- **Useful Education:** One significant feature of Muslim education was that their education was more practical and need based rather than being religious and spiritual. More importance was given on study of the practical subjects that serve the need of individual and society. These included warfare, use of weapons, singing, dancing, fine-arts, handicraft, sculpture, and architecture. The Muslims rulers had felt the need of military education in order to conquer, expand and defeat their enemy. They were also lovers of music, art, culture and literature for which provision for their training was made. A group of artisans and sculptors were well trained and developed in order to construct building, royal places, mosques and tombs in the kingdom. The Tajmahal, Fatehpur Sikri, Bulland Darwaja, Red Fort of Delhi etc. provide clear evidence of this.

1.5.2 Curriculum of Muslim Education

It should be noted here that Vedic and Buddhist Curriculum did not have any impact on Muslim curriculum. Their religion, language and the culture being basically different, curricular contents were prepared accordingly. Their curriculum may be broadly divided in to primary and higher.

Primary curriculum was meant for the Maktabs. The primary stage was confined to reading, writing and arithmetic and religious education. In Madrassa, curriculum was of high order. Here, the curriculum was comprehensive enough to include in the study of ethics, divinity, astronomy, algebra, geometry, physics, medicine, natural philosophy, law, rituals, accounts agriculture, economics and history. Science started receiving importance over philosophy during the medieval period. Arts and crafts were also taught in separate schools under the patronage of the rulers. King Akbar had modified the curriculum to make it more secular, practical and useful for life. He also included Sanskrit language and culture for study of the Hindu students.

1.5.3 Women Education During Muslim Period

Women education in general was not encouraged during the Muslim or Medieval period. The 'Purdah' system made it a difficulty for Muslim women to receive education. As a result, women education suffered. More particularly, the rural women largely suffered from illiteracy.

The members of the royal families were however given education at home by private tutors. In this connection we may mention the names of Raziya Sultana, Chand Sultana, Gul-Badan, Begam Satina Sultana, Mohan Anaga, Nur Jahan, Jahanara etc. Besides these Muslim women many other royal noble women whose names have not been recorded, also received some education behind the 'Purdah'.

1.5.4 Teacher Pupil Relation

As education was tempered by religious sentiment, relationship between the teachers and the students was based on moral ideals. They were like the father and the son. The teachers were the religious leaders and as such they were responsible persons in society. Their honesty and integrity of personality were beyond doubt. It was thought that education of the students was impossible without the blessings and good wishes of the teacher. Students naturally showed respect to the teacher and their bond of relationship was based on moral and religious sentiment. Although, Muslim education was not residential like that of the Vedic and the Buddhist system. As such cordial relation between them could not reach the height of those system.

Thus from the above discussion, it can be said that the Muslim system of education had established co-ordination between religion and material needs of life. Along with the teaching of Quran, there was the practice of teaching subjects which had practical value and importance.



CHECK YOUR PROGRESS

Q 7: Who was the profounder of Islam Religion?

.....

Q 8: What is 'Bismillah Khani'?

.....



1.6 LET US SUM UP

- Education in Ancient India means the education that prevailed before British rule in our country. It also means education during Vedic, Buddhist and Muslim era.

- Vedic education was one of the earliest education systems of the world. The main objectives of Vedic education were physical, intellectual and spiritual development and acquisition of knowledge.
- Some other objectives were sublimation of instincts, spread of culture, promotion of social efficiency and development of character.
- The curriculum of Vedic education was both theoretical as well as practical. It includes Vedas, Vedangas, art of warfare, agriculture and trade, arts and crafts, logic, philosophy, mathematics, history, economics, astrology, politics etc.
- In Vedic period no provision of corporal punishment existed. Self-discipline was considered to be the best discipline.
- In Vedic period the methods of teaching generally consisted of recitation by the teacher and repetition by the pupil.
- In Vedic period the relation between the teacher and the pupil was very smooth and pleasant.
- During the Vedic period, women freely pursued knowledge and were given equal status with men.
- Vedic education was also famous for its Gurukula system of education. In this system, the students stayed at the Guru's home known as the 'Gurukula'. Gurukula means 'the family of the teacher.
- In the Gurukula system, the students were admitted at the age of twelve. The admission ceremony in the Gurukula system was known as 'Upanayana'.
- In Gurukula system, the period of studentship was normally twelve years. In Gurukula system, students had to lead a very simple life. They had to take pure vegetarian food.
- In the Gurukula system, the concluding ceremony of learning was known as 'Samabartana'.
- The three major points of Buddhist education were discipline, mediation and wisdom.
- The main aims of Buddhist education were all round development of the child's personality, formation of education was considered as a means of attaining 'Nirvana', imparting practical knowledge to prepare

students to earn their livelihood.

- The ceremony of admission into the Buddhist system of education was similar with the Vedic system of education. The act of admission was called 'Pabbajja'.
- The Buddhist education system was residential by nature,
- The curriculum of Buddhist education was mainly spiritual in nature. Besides spiritual education, there was provision for secular instruction in the curriculum.
- The methods of teaching in Buddhist education were verbal method, discussion method, logical explanations, religious tour etc.
- In early Buddhist period women were encouraged to receive education.
- The Muslim invaders destroyed the monasteries and Vihars and killed the monks. The famous centre for learning, Nalanda, was destroyed and gradually Buddhism declined in India. Muslim rulers establish Muslim education system in India.
- Spread of religion was the main aim of Muslim education in India.
- Maktab and Madrasa were the educational institutions of Muslim education.
- Persian was the medium of instruction during Muslim period.
- The main curriculum during Muslim education were religious books, ethics, divinity, natural philosophy, law, agriculture etc.
- The method of teaching, as in the Brahmanical and Buddhist system was mainly oral; in Muslim education also the method of teaching was mainly oral.
- Women education was almost totally neglected in the Muslim period.
- There was individualised instruction during the Muslim period.



1.7 FURTHER READING

1. Chaube,S.P. and Chaube, A.(2005). Education in Ancient and Medieval India. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

1.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: The word 'Veda' means 'knowledge'. It means wisdom; knowledge or vision and it manifest the language of the Gods in human speech.

Ans to Q No 2: Education during the Vedic period mainly concentrated on educating the four Vedas. These are (i) Rig Veda (ii) Sama Veda (iii) Atharva Veda (iv) Yajur Veda.

Ans to Q No 3: Two aims of education highlighted by Vedic System of Education are:

- Self- realization was the ultimate aim of education. In another way we can say that attainment of salvation was the main aim of Vedic education system.
- Another aim of education was to prepare the students to lead a happy and prosperous life. They were taught to become socially conscious, responsible, dutiful and morally strong citizens of the country.

Ans to Q No 4: In the Gurukula system, the concluding ceremony of learning was known as 'Samabartana'.

Ans to Q No 5: Vinaya Pitaka is one of the famous Buddhist Scripture.

Ans to Q No 6: Suttanta, Vinaya and Dhamma are the main subjects of the Buddhist Curriculum.

Ans to Q No 7: Prophet Mohammed propounded a new religion which was known as Islam.

Ans to Q No 8: Like Vedic and Buddhist education system, Muslim education also had its initiation ceremony. In Muslim education system the initiation ceremony was quite colourful. It was known as 'Bismillah Khani'. Bismillah Khani means the child is introduced to education after invoking God.

1.9 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: What were the main aims and ideals of the Vedic education system?

Q 2: Write a short note on the admission procedure of the Gurukula System.

Q 3: Write briefly on 'Pabbajja' and 'Upasampada' ceremony during Buddhist period.

Long Questions (Answer each question in around 300-500 words)

Q 1: Discuss the salient features of Vedic System of Education.

Q 2: Give an account of pupil teacher relationship of ancient Indian education system and compare it with the existing system of education.

Q 3: Give an account of the salient features of Buddhist system of education. What was the status of women education during this period?

Q 4: How did the Vedic education system differ from the Buddhist system?

Q 5: Write briefly on the curriculum and method of teaching of the Buddhist education? What type of relationship prevailed between the teacher and the taught?

Q 6: Give an account of the education system prevalent during the Muslim period. What was the status of women education during that period?

*** ***** ***

UNIT 2: EDUCATION IN BRITISH INDIA-I

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Charter Act of 1813

2.4 Controversies between Anglicist and Classicist

2.5 Macaulay's Minute

2.5.1 Evaluation of Macaulay's Minute

2.6 Wood Despatch of 1854

2.7 Let Us Sum Up

2.8 Further Reading

2.9 Answer to Check Your Progress

2.10 Possible Questions

2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the beginning of the British education system in India
- discuss the Charter Act of 1813
- explain the controversies between Anglicist and Classicist
- discuss the famous Macaulay's Minute
- highlight the major recommendations of Wood's Despatch and its effect on Indian education.

2.2 INTRODUCTION

From the first unit we have already come to know that India has a rich and old cultural and educational history. We had ancient education system in our country which included Vedic education, Buddhist education and Muslim education. We have already discussed about these education systems in details.

The establishment of British rule in India introduced western civilization and culture in India. East India Company after its victory at Plassey

in 1757 A.D. began to think of establishing its empire in India. After acquiring Diwani powers its officers began to show that they were really interested in public welfare and began to pay attention to education. They started giving government grants to educational institutions but did not introduce any changes in the educational system. The Director of the company wanted to win the support of influential people to whom they provided higher education. Company started the Calcutta Madrasah in 1780 with the objective to provide education to the Muslims who belonged to upper class and make them supporters of the company. The Madrasah was given full financial support by the East India Company. Arabic and Persian were the medium of instruction. Law, Philosophy, Logic, Mathematics, Astronomy and Grammar were taught there. The company succeeded in its objective of winning the support of upper-class Muslims. Also, to maintain harmonious relationship with the Hindu community, they established the Banaras Sanskrit College. The medium of instruction of this college was Sanskrit. The subjects taught in the college were Hindu Religious Principles, Jurisprudence and other subjects. Despite these efforts the company did not want to take the full responsibility for education.

Towards the end of the 18th century, some Englishmen had begun to feel that East India Company should accept the responsibility of educating the Indian people. Foremost among these was Charles Grant who wrote a paper in which he wrote the dark story of the moral degradation of India and suggested that the country could be reformed through English education with the help of the state.

With several efforts from both British and Indian side the East India Company was compelled to pay attention towards the Indian Education. When the Company's Charter came up for renewal in 1813, a clause for the appropriation of one lakh of rupees for Indian education was also included.

2.3 CHARTER ACT OF 1813

The Charter Act of 1813 is a turning point in the history of Indian

education. The Charter Act of the East India Company was renewed for a further period of twenty years on 21 July 1813. Until that period the Company's interest or concern was only on business in India.

The Charter Act was a written document which was published in 1813 that included a clause related to education of India. As mentioned above it was the continuous effort of Charles Grant that British government compelled to do something for the development of education in India. Thus, Charles Grant has been regarded as the father of modern education in India.

Two important clauses relating to education were incorporated in the Charter Act of 1813. Firstly, the missionaries received full freedom to conduct educational activities in India. It was after 1813 that more missionaries began to arrive in India and establish schools. The other clause number 43 stated that the Company had to accept the responsibility of education in the country. The clause 43 empowered the Governor-General to offer a sum of not less than one lac of rupees' in each year out of 'the surplus territorial revenues' for the revival and improvement of literature and the 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.

Through the Charter Act of 1813 the British Parliament admitted the fact that education was their responsibility and it has a rightful claim on public revenues. However, the appropriation of the sum of one lac of rupees for education was not obligatory but was left to the discretion of the Governor-General-in-Council. Although the objects of educational policy were mentioned in the act unfortunately, they were confusing and admit of many interpretations. Moreover, the section gives no directions about the ways of achieving the objectives. As a result of these shortcomings little or nothing was done for a decade after the passing of the Charter Act of 1813.

As already mentioned above, the British parliament directed the East India Company to accept the responsibility to educate the people of India. East India Company never wanted to involve in educational activities in India. It was the British parliament who compelled the company to accept

the responsibilities of education in India. However, for a large country like India one lac of rupees was not sufficient to spread education in India. As a result, the Charter Act of 1813 provided worse education system that could not be compared to our own indigenous education.



CHECK YOUR PROGRESS

Q 1: Who allowed missionaries to spread the Christianity in India?

.....

Q 2: What does Section 43 of the Charter Act stated?

.....

2.4 CONTROVERSIES BETWEEN ANGLICIST AND CLASSICIST

In 1923, a General Committee of public instruction was set up for implementing the provisions of the Charter Act of 1813. All the schools maintained by the Government were placed in its charge along with one lakh of rupees set apart by the above act. A controversy between the Anglicist and Classist had developed regarding the policy of education, medium of instruction, method of teaching, agency for organisation.

Regarding these issues, the opinion was divided into three groups. Though there were three groups, the real fight was between the two groups. These were the Anglicist and Classicist groups.

Regarding aim of education, the clause of the Charter Act was interpreted by three different groups in three different ways. The first group influenced by the thinking of Warren Hastings and Minto gave importance on the need of preserving and spreading oriental learning and culture. The second group influenced by Charles Grant emphasised the importance of spreading the religion and culture of the west. The third group advocated the need for preparing Indian people for secretarial post under the East India Company.

With regard to the of medium of instruction, controversies were among three different groups, one group favouring English, another Sanskrit and Arabic and third group favouring Modern Indian Language. As the modern Indian languages were in a state of infancy, the advocacy by Munro and Elphinstone for these languages did not attract much attention. However, the controversy of the Classist who supported Sanskrit as well as Arabic and the Anglicists who advocated English was of violent nature. The oriental group was led by H.T. Princep who was then the secretary to the Government of Bengal in the Education department. The Anglicists had no definite leader. This group generally consisted of the younger servants of the Company and the missionaries.

The difference in methods of education between the two groups become prominent. The first view gave importance to the necessity of educating the upper section of the society. According to this group a ruling class should be prepared from the rich and upper-class Indian people. From this ruling class education would automatically come down to the lower-class people. Actually, adopting this policy, the East India Company did not want to spend much money in Education in India.

As we all know that before 1813, the educational policy of the company was in favour of old Indian traditional education system. The Company wanted to maintain the old educational system. It was because of this policy the company established three Sanskrit colleges at Calcutta, Madras and Banaras. Many English officers were supporters of this policy. Warren Hastings, H.T. Princep, Lord Minto, H.H. Wilson were some of the persons who were supporters of the Orientalists or Classists education system.

The Orientalises (Classists) put forward four main arguments in support of their view. First, Section 43 of the Charter Act of 1813, this group claimed that this section was in their favour i.e. they interpreted the various provisions of the section in their favour. They interpreted the term literature which was mentioned in the section as the literature of the Hindus and Muslims. The term 'learned natives of India' was interpreted as 'the Indians were versed in their traditional learning'. On 'the introduction and promotion

of science' the Classists group said that it means introduction and promotion of science in India through the classical languages. Classists group argued that the classical languages of India were very rich and full of potentialities, and if English was adopted in preference to these languages, it would pose a threat to the Indian heritage and culture. This group also felt that English language was so unrelatable to the Indians that they would never be able to learn this language adequately enough.

The other group known as the Anglicist group consisting of young civilians, argued that English should be used instead of the oriental languages for educating the upper sections of the Indian society. This group strongly believed that the expansion of European knowledge and science should be the main objective of the company. For that reason, the Company should spend all funds for the expansion of European knowledge through the medium of English. This group was against the use of Sanskrit and Arabic as the medium of instruction. They also wanted to close all the traditional educational institutions in India.

A group of orientalists believed that the move to introduce the study of English language and literature and European culture was politically motivated. They thought that Anglicist wanted to create a body of Indian people to help them in the administration of the country. Both the Anglicist and the Classists had something in common as well. Both the group did not want to provide mass education in India. Again, both the groups believed that science education was possible only through English language. They said that science could not be taught through Indian languages.

The Anglicist- Classist controversy lasted for about 32 years. Ultimately, it ended when on February 2, 1935 William Bentinck approved the policy advocated by Macaulay.



CHECK YOUR PROGRESS

Q 3: When was the General Committee of public instruction set up and why?

.....

2.5 MACAULAY'S MINUTE

Lord Macaulay came to India as a Law Member of the Council of Governor General of India in June 1834. Lord William Bentinck the then Governor-General of India appointed him as the chairman of the General Committee of Public Instruction. As the chairman of the General Committee of Public Instruction it was his duty to settle the Anglicist-Classist controversy. Macaulay was interested in spreading English language and English culture in India. Initially, he did not take any part in the controversy. When the Anglicist as well as the Classists group approached Bentinck to settle the controversy, then Bentinck entrusted the responsibility to Macaulay. Lord Macaulay who was the Chairman of the committee and also the Law Member of the Governor General's Executive Council wrote his famous minutes on 2 February, 1835 through which an effort was made to settle the main issues involved in this controversy.

Macaulay began his minute by questioning the Orientalist's interpretation of the educational clause which was mentioned in the Charter Act of 1813. He said that 'the revival and improvement of literature' did not necessarily mean Sanskrit and Arabic literature. Macaulay argued that the word 'literature' mentioned in the Act of 1813 meant English literature. He also interpreted that 'learned native of India' means a person who knew the philosophy of Locke and the poetry of Milton and that the object of promoting a knowledge of science could only be possible through English language. Macaulay in his minute also mentioned that a sum of one lakh rupees was set apart, not only for reviving of literature in India but also for the introduction and promotion of knowledge of sciences among the inhabitants of the British India.

With regard to medium of instruction, Macaulay mentioned that the languages spoken in India contain neither literary nor scientific information. These languages were perceived as too inadequate that until they are enriched from some other quarters, it will not be easy to translate any valuable work into them. The choice of the medium of instruction was either Sanskrit and Arabic or English. Macaulay did not have any knowledge of

either Sanskrit or Arabic. As expected, he did not give much importance to Sanskrit and Arabic languages as the medium of instruction. He opined that 'a single self of a good European library was worth the whole native literature of India and Arabia'. He strongly argued that English should be the medium of instruction in India. He gave many arguments in favour of English. He argued that English was the language of the ruling class and was also used by highly placed Indian officials. It was the language of trade and commerce throughout the world. The English language not only helped in the unification of India but also improved the relationship between India and other countries. Indian people were ready to receive education in the English language and the students of English schools were also ready to pay requisite fees. From an economic point of view also, English language would give Indian people better opportunity then Sanskrit and Arabic. In this way he argued in favour of English as the appropriate medium of instruction.

Lord Macaulay said that it was the duty of England to teach Indians what is good for their health, and not what is pleasant to their taste. He further pointed out that the Indians themselves preferred English education. Macaulay suggested that the government should not incur any heavy expenditure on the maintenance of Oriental institutions of learning.

At the end of his Minute, he expressed the intention of British government towards Indian people. He said that 'We must, at present, do our best, to form a class of persons Indian in blood and colour, but English in taste, in opinions, in morals and intellect' for a cultural conquest of India. He then suggested the immediate stopping of the Madrasah and the Sanskrit colleges at Calcutta. He advocated the discontinuation of printing of all Oriental work.

It is evident from various documents that the Orientalists were not given any chance to present their point of view at the council meeting. On 7 March, 1835 the Governor-General had endorsed Macaulay's Minute. William Bentinck approved the Macaulay's Minute with the following words, "I give my entire concurrence to the sentiments expressed in this minute". Bentinck passed the following order for implementation of the minute, "His Lordship in Council is of opinion that the great object of the British

Government ought to be the promotion of the European literature and sciences among the natives of India and that all the funds appropriated for the purpose of education would be best employed in English education alone".

This particular order was a turning point in the history of education in India. This Minute defined the aim and type of education. The objective of education was promotion of English Arts and Sciences. The medium of instruction to be adopted was English. The resolution promised the British government to recruit English educated workers under the Company in India.



CHECK YOUR PROGRESS

Q 4: When did Macaulay write his famous minute on educational policy?

.....

2.5.1 Evaluation of Lord Macaulay's Minute

Macaulay has been greatly appreciated as well as highly criticised for his Minute through which he introduced a new system of education in India. Macaulay is considered as the 'torch bearer in the path of progress'. However, this is not true and rather debatable. Macaulay was criticised for many reasons. Some of the criticisms are given below:

- It is said that Macaulay was responsible for initiating a new educational policy. You know that this new educational policy means European knowledge through the medium of English language. A vast majority of educated Indian were in favour of English education. During that period, those with knowledge of English language were able to get better jobs under the company. For this reason, people were concerned to take up English

education. The Government was also eager to introduce English education in India for their own advantage. What Macaulay did was that he gave his decision in favour of introduction of English education and his decision was accepted by the Government.

- It would be unfair to consider Macaulay as the torch-bearer in the path of progress. He was not the only person to have had awaken the desire for English education in India. The desire was there before he came to India. It had already been stirred and sustained because Indians saw the advantages of English education.
- His absolute disapproval of the classical literature of Sanskrit and Arabic was completely baseless. He himself admits that he had no knowledge of either Sanskrit or Arabic. It was totally unfair on his part to make such remarks. Macaulay did not care to know the fact that a number of Indian languages were in a flourishing state under the Mughals and were well-equipped. He was perhaps misguided by local persons that the adoption of Indian language as the medium of instruction was impossible.

Considering the above, we can conclude that Macaulay's intentions in recommending the introduction of English education in India was not in good taste and if the Indians benefited somewhat from English education, it was much against the wishes of designer of the Minutes of 1835.

2.6 WOOD DESPATCH 1854

You have already come to know how British government started education in India. You have already understood that the British government did not have any interest in spreading education in India. The British government also felt that despite funding from the government Indian education did not develop from 1813 to 1853 as expected. As a result, in 1853 during the renewal time of the Charter Act, the British government felt the necessity to make a comprehensive survey of the education prevailing

in the country. The government also ordered to prescribe a systematic policy in the light of the survey for the future educational development of the country. With this aim a Parliamentary Committee was set-up which heard a large number of people and collection of various documents and data, it formulated the policy of education. The document prepared by the Committee was sent to the Government of British India in the form of a despatch by the President of the Board of Control, Sir Charles Wood in 1854. The Despatch of 1854, popularly known as the 'Wood's Despatch', observed the situation and gave a directive for the promotion of mass education in India.

The Education Despatch of 1854 is divided into 100 paragraphs. This document is of immense historical importance. It was the first official declaration by the Government of its educational policy. The Despatch is said to have laid the foundation on which had developed the modern educational system in India.

Three English scholars namely, Marshman, Parry and Wilson worked hard in preparing the Wood's Despatch. We can say that the despatch was the essence of their ideas. These scholars studied the Indian education system and its literature seriously and made its proper evaluation. They observed that Sanskrit and Arabic literatures were very important for education of Indian people.

The Wood's Despatch gave various recommendations for the development of Indian education. Some important recommendations are discussed below:

- **Aim of Education:** The Wood's Despatch of 1813 mentioned that the aim of education should be to impart useful knowledge to the Indian people in such a way as to raise their intellectual, moral and economic status. They should also be given such an education which might develop in them administrative ability in order that the Government might get sufficient workers.
- **Creation of the Education Department:** The Despatch recommended that the Department of Education should be created in all provinces of the country. During that time the country were

divided into five provinces. These were- Bengal, Madras, Bombay, North-West Provinces and the Punjab. The Director of Public Instruction was the head of the department. The Director was assisted by a number of Inspectors for smooth functioning of the department. The Director was to submit an annual report to the Government on the progress of education in his province.

- **Establishment of Universities:** The Despatch made recommendation to establish Universities in India. The Despatch recommended the establishment of Universities in the Presidency towns of Calcutta, Bombay and Madras for the development of higher education in India. These Universities were to be established on the model of London University. These Universities were to conduct examination for awarding degrees. For the smooth administration of each university a Chancellor, a Vice-Chancellor and Fellows were to be appointed by the Government. A Senate was also to be constituted for framing the rules and the Vice-Chancellor and the Fellows were to be members of the Senate. The functions of the Universities were granting affiliation to colleges, inspecting the affiliated colleges and raising their standards of teaching, examining the students of the colleges and awarding degrees to them and organising departments of Arabic, Persian and Sanskrit.
- **Mass Education:** Wood's Despatch recommended that education should be made available to all the people of India. The Despatch drew attention of the Government to the absolute ignorance of mass education. Before Wood's Despatch the East-India Company had planned to provide education only to the upper classes of the country. The officers of the company wanted to spread education through the 'Downward Filtration Theory'. We have already discussed about this theory. The despatch criticised the policy adopted by Macaulay. Macaulay wanted to educate only the upper and rich classes of the country. In opposition of Macaulay's Minute, this Despatch recommended education to all people of the country. It had also recommended the opening of more and more elementary schools

in every district for improving those indigenous schools that were imparting elementary education to the children.

- **Grant-in-aid System:** The grant-in-aid system was adopted by the Government with a view to withdrawing itself from the responsibility of education. The Despatch proposed the sanction of grant-in-aid to the educational institutions for enhancement of salary of the teachers, scholarship for the students, development of library, construction of building etc.

The task of providing education to the general people was so huge that the Government was unable to take the responsibility of education alone. The Despatch therefore emphasised on building up of a system of grant-in-aid. It propounded that grants-in-aid may be given to those schools and colleges which satisfy the following conditions:

- They should have stable management body and should run very well.
- They should provide secular education.
- Educational institutions should be open to state inspection.
- Institutions must follow the rules and regulations enforced by the Government.
- They should not provide free education but should charge fees from students.

The Despatch did not want all expenditures to be incurred by the state. It may be mentioned that the grant-in-aid system benefitted the missionaries more because they were the main private institutions in the field of education.

Medium of Instruction: The Wood's Despatch did not aim at replacing the language of the country with English. So, the Despatch recommended that due to the shortage of books in Indian languages, the medium of instruction should be English. For teaching of English, the Despatch laid down the criterion of demand. It should be taught those people who have proper knowledge, and taste for English and be able to understand European knowledge through this language. But teaching of English language should be combined with the language of the district. Perhaps the Despatch hinted

at the teaching of the mother-tongue or of the regional language. It clearly stated that Indian languages as well as English should be used as media of instruction.

- **Training of Teachers:** The Wood's Despatch recommended that training schools should be established. The Despatch realised that without proper training teachers would not be able to teach well. The school masters who received training in them should be given sufficient salary or employment. The Despatch, therefore, recommended the need to establish different types of training institutions. The Despatch advised that there should atleast be one training college in each province. The training college for training teachers in engineering, medicine, law should be opened. The pay scale of school masters should be so encouraging that people may aspire to join in teaching profession.
- **Education of Women:** The Wood's Despatch emphasised on the necessity of women education in India. The Despatch said that the government should give support to the education of women. The Despatch recognised the important role of private enterprises in promoting women education. The Despatch recommended that the education would be incomplete without 'women education' and appreciated the work of enlightened Indians engaged in this field.
- **Vocational Education:** The Despatch gave importance on providing vocational education. Wood's Despatch pointed towards the need of starting vocational schools and colleges for imparting instructions in different vocations. Vocational education is essential for preparation of life.

The Wood's Despatch of 1854 is a great historical document for India. Many people described it as the 'Magna Carta of Indian Education'. For the first time, it outlined a complete and systematic organisation of education starting from primary education to University education. The Despatch suggested a coordinated system thereby giving a definite shape and form to the educational organisation.

It is true that the Despatch did not give certain rights and privileges on education to the Indian people. However, some of the recommendations like cultivation of Indian languages, use of the mother tongue as the medium of instruction at the school stage, establishment of universities were some important recommendations of the Despatch for the progress of Indian people. Recommendations to establish an education department in each province, adoption of grant-in-aid system, to provide training to teachers, to give encouragement to indigenous schools, encouragement of women education, establishment of vocational schools were some positive recommendations of the Despatch for the development of Indian education. It is criticised that the Government did not give much attention to implement all the recommendation of Wood's Despatch. It is true that the government did not pay much attention to implement all the recommendation; but the Despatch laid the foundation of the modern education system in India. Therefore, it can be rightly said that the Despatch is 'the Magna Carta of Indian education'.

When we describe the Despatch as the 'Magna Carta of India', we cannot say that the Despatch was free from errors. The Despatch has many loop holes. The aims of education as described by the Despatch were too narrow. The expenses on higher education were not cut down and funds for elementary education could not be systematically provided. Again, the government was very soft towards Missionary Education. The government did not adopt any policy to universalise primary education in the country. The Despatch also failed to emphasise on values like development of character, development of leadership among students. In short, we can say that the good recommendations of the Despatch remained unimplemented. Moreover, we should not forget the fact that the Despatch was formed and formulated by a foreign ruling class for a colony.



CHECK YOUR PROGRESS

Q 5: Why Wood's Despatch is known as the 'Magna Carta of Indian Education'?

.....



2.7 LET US SUM UP

- The Charter Act of 1813 was one of the most important acts in the history of modern education in India.
- Section 43 of the Charter Act stated that a sum of not less than one lakh rupees should be set aside annually by the company and this amount should be spent for the improvement of literature and science among the learned Indians.
- The Charter Act of 1813 was the first official document which sanctioned such a big sum of money for the development of Indian education.
- The General Committee of Public Instruction were divided into two groups. One group supported the spread of native Indian education system. This group is known as the Classicist. The other group known as the Anglicists. This group supported the spread of western literature and science. This led to the famous controversy which was known as the Anglicist- Classicist Controversy.
- The issue which gave rise to this controversy were aim, medium of instruction, agency etc.
- Lord Macaulay came to India on 1834. He solved this controversy through his famous Macaulay's Minute.
- The 'Downward Filtration Theory' was given by Macaulay as a suggestion of method of teaching. According to this theory education should filter from the top to the bottom as the drops of water coming down from the Himalayas and pouring into the Indian Ocean. He suggested that some of the English speaking upper class Indians should

be given education, so that they may in turn educate the mass people of the country.

- The British Government constituted a committee with some prominent members of the British Parliament to review the educational policy adopted and progress of education in the country.
- On the basis of the recommendations made by the committee, a Despatch was submitted by the committee to the British Government. Charles Wood was the president of the Board of Control, who had sent the Despatch. Hence, the Despatch came to be known as Wood's Despatch.
- Some of the main recommendations of the Wood's Despatch were- establishment of the Education Department in the five provinces of the country, establishment of three Universities in three major cities of the country, introduction of Grant-in-Aid system, training of teachers, special provision for women education, expansion of mass education, along with English, Indian languages should be accepted as the media of instruction etc.
- The Wood's Despatch declared that education in India was the responsibility of the British Government.
- Wood's Despatch may be regarded as a revolutionary step taken with regard to education in India. It gave a new direction to education in the country. For this reason, some people considered it as the 'Magna Carta of Indian Education'.
- However, some of the recommendations of the Despatch were not properly implemented.
- The Departments of Education were established in the five provinces. However, despite their existence they could not promote the interest of education.
- The universities established were on the model of the London University. So they were more British in nature and spirit.

2.8 FURTHER READING

1. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

2.9 ANSWERS TO CHECK YOUR PRIOGRESS

Ans to Q No 1: Charter Act of 1813 allowed missionaries to spread the Christianity in India.

Ans to Q No 2: Section 43 of the Charter Act stated that a sum of not less than one lakh rupees should be set aside annually by the company and this amount should be spent for the improvement of literature and science among the learned Indians.

Ans to Q No 3: The General Committee of public instruction was set up in 1923 for implementing the provisions of the Charter Act of 1813.

Ans to Q No 4: Macaulay wrote his famous minute on educational policy on February 2, 1835.

Ans to Q No 5: Wood's Despatch may be regarded as a revolutionary step with regard to education in India. It gave a new direction to education in the country. For this reason, some people considered it as the 'Magna Carta of Indian Education'.

2.10 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: What were the reasons of criticism towards Macaulay's minute?

Q 2: Write a short note on Grant-in-aid system.

Long Questions (Answer each question in around 300-500 words)

Q 1: What is Charter Act of 1813? Why this Act is called as the foundation stone of modern education in India?

Q 2: What was the controversy or clash between the Orientalists and Anglicists? How did these controversies come to an end? What was its effect on the subsequent development of education in India?

Q 3: Show how did Wood's Despatch of 1854 lay the foundation of the present system of education in India? Why it is called the Magna Carta of Indian Education?

Q 4: What were the main recommendations of Wood's Despatch (1854)? Discuss how these recommendations were implemented?

*** ***** ***

UNIT 3: EDUCATION IN BRITISH INDIA-II (HUNTER COMMISSION)

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Major Objectives of Hunter Commission

3.4 Recommendations on Primary Education

3.4.1 Assessment of the Recommendations on Primary Education

3.5 Recommendations on Secondary Education

3.5.1 Assessment of the Recommendations on Secondary Education

3.6 Other Recommendations

3.7 Impact of Hunter Commission's Recommendations on Indian Education

3.8 Let Us Sum Up

3.9 Further Reading

3.10 Answer to Check Your Progress

3.11 Possible Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- highlight the background of appointment of the Hunter Commission
- analyse the recommendation on Primary Education
- discuss the recommendation on Secondary Education

3.2 INTRODUCTION

We have already discussed in the previous unit that through the Wood's Despatch the British Government tried to give some importance on Indian education. In this unit, we are going to discuss the contribution of another Commission i.e., Hunter Commission towards primary and secondary education. As we know that the effort made by the British

Government was not sufficient for mass education in India. After Wood's Despatch, the revolt of 1857 shook the foundation of the British Empire. They thought that Indian people cannot remain neglected for a long time. As a result, the administration of the country was taken away from the Company by the British Crown.

During this period, Lord Ripon was appointed as the Governor General in India. He was one of the most popular Viceroys in India. Lord Ripon was actually interested in the welfare of the people of India. He made significant contribution for the development in various field of the country. He was also interested for the development in the field of education.

Wood's Despatch had already passed twenty-eight years of its existence. As we learnt in the previous units, this Despatch laid down that Government should provide education for those 'who are incapable of obtaining education worthy of the name by their own unaided efforts.' It directed the government to concentrate its energies on primary education. It also asked the state to withdraw itself from the field of higher education and attend to the general education of the masses. But the government neglected primary education altogether.

By 1882, it was considered necessary to assess the development of education in the country. It was also necessary to remove the defects of education which had come out post Wood's Despatch period. For this purpose, Lord Ripon appointed the Indian Education Commission on February 3, 1882. Sir William Hunter, a member of his Executive Council was appointed as the Chairman of this Commission. Besides the Chairman, in the first Education Commission, 20 other members were also appointed. In this commission Indians were represented by Anand Mohan Bose, Bhudev Mukherjee, Syed Mahmud and K.T.Telung etc. From the missionaries' side it was represented by Rev. Dr.Miller of Madras. B.L.Rice, the Mysore Director of Public Instruction was appointed its Secretary.

Hunter Education Commission was a landmark commission appointed by Viceroy Lord Ripon with objectives to look into the complaints of the non-implementation of the Wood's Despatch of 1854; the contemporary status of elementary education in the British territories; and

to suggest means by which this can be extended and improved. This commission, headed by Sir William Wilson Hunter, had submitted its report in 1882. The commission was asked 'to enquire particularly into the manner in which effect had been given to the principles of the Despatch of 1854 and to suggest such measures as it might think desirable with a view to the future carrying out of the policy therein laid down'. The commission was also asked to keep the enquiry into the primary education. The commission was further asked to enquire into the position of the government institutions in a national system of education. The commission was also asked to offer suggestions on secondary education. European Education and Universities were excluded from the preview of the commission.

The commission made several sittings for the first two months in Calcutta and then for the next eight months it travelled the entire country. The commission discussed with the Provincial Governments and formed a number of Committees in various Provinces to study the problem of Primary education. The commission obtained more than 300 suggestions from various groups of persons. After ten months of its formation the commission produced a report of about 700 pages in 1883.

The Hunter Commission report is of historical importance. The report had 222 resolutions. The most significant part of the report was that it freed the government from the responsibilities of mass education. It gave the responsibility to the local bodies and suggested a gradual transfer of government institutions to private bodies. Indian were thus required to raise funds for their own education and their efforts were to be assisted by a liberal grants-in-aid system. Although the commission worked very hard for a stretch of ten months, it failed to give any original suggestions for the development of Indian education. We are discussing below the major recommendations of the commission.



CHECK YOUR PROGRESS

Q 1: Who appointed the Indian Education Commission and when?

.....

Q 2: Who was the chairman of the Indian Education Commission?

.....

Q 3: How many members were there in the Commission?

.....

3.3 MAJOR OBJECTIVES OF HUNTER COMMISSION

In the resolution adopted on the appointment of the Commission it was stated that the duty of the Commission was to enquire particularly into the manner in which effect had been given to the principle of the Despatch of 1854. The specific issues for enquiry of the Commission may be outlined below:

- Whether the government should withdraw from direct educational responsibility in favour of the missionary?
- What was the state of primary education and which measure should be taken for its improvement?
- What should be the policy of the government on giving grant-in-aid?
- What should be the policy of the government on private enterprises in education?
- What policy of the government should be adopted on religious education?

3.4 RECOMMENDATIONS ON PRIMARY EDUCATION

The Government directed the commission to pay special attention to primary education. Accordingly, the commission studied the problem of

primary education deeply. During that period Elementary education was imparted through two agencies: (i) indigenous schools and (ii) new type of primary schools. Recommendations of the Wood's Despatch on primary education were also general in nature and not specific. However, the recommendations given by the Hunter Commission on Primary education were specific and clear. The education policy, the financial system, training of teachers, organisation and curriculum etc. were the areas of recommendation on primary education by the commission. The recommendations on primary education are discussed below in details for your clear understanding.

- **Policy for Primary Education:** The Hunter Commission observed that the Primary education should be related with real life situation. The Commission acknowledged the importance of primary education and laid down the clear-cut policy in this regard. The state should give its effort for the promotion of primary education. The aim of primary education should be the instruction of the larger masses. The commission recommended that primary education should be closely related to the practical needs of the masses. The government should encourage primary education by giving appointments. Instructions should be imparted in such subjects as may best fit the people for their work in life. The students should be given primary education through the mother tongue. The commission believed that primary education will be encouraged through these steps. So, these steps should be taken to promote primary education. The backward and tribal people should also be encouraged to receive primary education.
- **Management of the Primary Education:** The management of primary education was left to the local boards introduced in India by Lord Ripon's Local Self Government Act. In England, the Education Acts of 1870 and 1876 had placed responsibility of primary education on the County Councils, so the commission recommended that the control of primary education should be transferred to District and Municipal Boards. Every district and Municipal Boards were asked

to keep a separate fund for education which should be exclusively for the purpose for which it was meant. The commission also asked the provincial governments to contribute to the local funds by a suitable system of grants-in-aid preferably at the rate of half the local assets or one-third of the total expenditure.

- **Finance:** In the opinion of the commission, finance was the greatest obstacle in the way of primary education. The commission thus pressed the claims of primary education on different types of funds but the funds placed at the disposal of the local boards were insignificant in view of the vast population of the country. The grants to the individual schools were to be made strictly on the basis of results.
- **Training of Primary School Teachers:** The commission felt the necessity of training primary school teachers through a network of normal schools. For this reason, the commission emphasised the need to establish normal schools for the training of teachers. In order to make the normal school functional they were assigned to an Inspector. Cost, direction, provision and inspection of normal Schools was the first charge of the provincial funds and normal schools were to be localised so as to provide for the local requirements of all Primary Schools whether government or aided within the jurisdiction of an inspector.
- **Curriculum:** The commission felt the need for broadening school curriculum by introducing subjects like the native method of arithmetic, accounts, elements of natural and physical sciences and their application to agriculture, health and the individual arts. The commission did not support strict rules in curriculum planning and construction. It opposed uniform curriculum throughout the country. The commission suggested that the Provinces should be provided freedom with regard to the use of text-books and the organisation of the curriculum of primary schools.

3.4.1 Assessment of the Recommendations of Primary Education

Hunter Commission had touched all the major aspects of primary education and made its recommendations which had far reaching effect. It may be recalled that the principle of self-government in primary education was introduced in England at that time by the Foster's Act of 1870. It was imperative that the Commission should adopt the similar principle for Indian Education. It had tried to bring about a radical change in administrative policy of education in favour of mass people. The government involvement could not help to achieve the objective. So, the Commission was in favour of self-administration with regard to primary education.

Although this principle of self-government in our primary education had its harmful effect too. Its major mistake was that of handing over responsibility of education to the inexperienced local authority and that of giving them inadequate money to work. However, without giving into details some of the major achievements and failure of the Commission may be highlighted below:

- **Points of Achievement:**
  - The Commission had fully realised the need of mass education in India and had made all its recommendations in favour of it.
  - It was justified to recommend mother-tongue as the medium of instruction in our primary education.
  - The Commission has rightly discouraged the Missionaries which had its favourable effect on the later development of Indian Primary education.
  - The Spirit of Secularism in our primary Education System was encouraged by the Commission by giving grants.
  - Improvement of Curriculum, training of teachers and provision for inspection of the primary schools had helped in qualitative improvement.

- It was quite reasonable for the Commission to suggest the government for taking educational responsibility of the tribal and backward people.

- **Points of Failure:**
  - The Commission could not perceive the possible harmful effect of relieving the government of its responsibility of primary education.
  - Newly formed local boards and municipalities were inexperienced and incompetent to take charge of primary education.
  - Primary education which aimed at promoting mass education in India should have been entrusted to none other than the government itself. It had therefore tried to evade the responsibility of primary education.
  - The Commission had failed to perceive that sanction of 1/ 3rd of the total expenditure to the local authorities was quite inadequate to meet with the educational cost.
  - It was therefore criticised that the Commission had indirectly wanted the government to evade their primary responsibility of primary education to people.



CHECK YOUR PROGRESS

Q 4: Mention two points of achievements of Hunter Commission on Primary Education.

.....

3.5 RECOMMENDATIONS ON SECONDARY EDUCATION

As we have already discussed that the commission was appointed to provide suggestion for the improvement of secondary education along with primary education. The commission presented following suggestions

for the improvement of secondary education.

- **Expansion of Secondary Education:** The commission recommended that 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 government may establish secondary schools in exceptional cases. Specially, where they may be required in the interest 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. The duty of the government was to establish a secondary school in one district and after that the expansion of secondary education in that district should be left to private enterprise. With a view to make private institutions popular they should not be required to charge fees as high as those of neighbouring government institutions.
- **Bifurcation of Courses at Secondary Level:** To remove the defects of secondary education, the commission suggested improvement in curriculum. In Secondary education, as has been mentioned earlier, the Commission recommended gradual withdrawal of the government from direct enterprise. It however, suggested that the government should maintain some secondary schools, at least one model high school in every poor district. The Commission also recommended bifurcation in the curricula to maintain a high standard in secondary education. It suggested an 'A' course which was meant for the entrance examination of the universities and a 'B' course which was meant for commercial and non-literary studies. The commission was more than a century ahead of its time and looked forward to measure which engaged the attention of the educationists at that time for vocationalising secondary education.
- **Medium of Instruction:** The recommendation on medium of instruction given by the commission was not practical. It recommended that in Middle Schools, the use of vernacular was

preferable to English as medium of instruction and suggested that students should have some elementary knowledge as well. The commission was in favour of English. The most harmful effect of the domination of English as a subject of study and as a medium of instruction had ruined the education system after 1882. In almost all provinces, English remained the medium of instruction at the secondary stage.

- **Training of Secondary School Teachers:** Wood's Despatch of 1854 had already laid foundation of Teachers' Training at secondary level. However, till 182 only two training institutions were established. The commission was not satisfied with the system of teachers training in India. The Commission recommended that students of training colleges should be examined in Principles and Practice of Teaching and the training period for graduates should be shorter than for others. The commission recommended that the success in the examination should be a guarantee for permanent employment as a teacher in any secondary school, government or aided.

3.5.1 Assessment of the Recommendations on Secondary Education

The recommendations of the Commission on Secondary Education had great implication on educational development of the secondary stage. Its main objective was to make administrative changes for effective and qualitative improvement of secondary education. Accordingly, it had rightly pointed out that the government should be relieved of its responsibility of this stage of education. The private enterprises could take better initiative of education than the government. Such policy would also involve the local people in education even further. However, in practice the government did not try to materialise this administrative policy.

The commission had reasonably suggested the government to provide grant-in-aid for its improvement, but such recommendation

were also not properly implemented by the government. As a result, the development of the secondary schools remained limited.

The Commission was also to be criticised for recommending two different categories of secondary curriculum from its practical purposes. It had tried to make secondary education more objective oriented but unfortunately this recommendation did not find favourable response from the people. Consequently, curriculum remain as theoretical and academic as before.

A harmful or undesirable effect of the commission may be observed in respect of medium of instruction at the middle school stage. It had encouraged English medium to be accepted in the high school stage. The Commission had categorically declared English as medium of instruction for secondary stage.

The domination of English medium in secondary education had led to the negligence of the study of Indian languages. It had also not made secondary education easily accessible to the Indian children. Many students were deprived of secondary education owing to this medium.

3.6 OTHER RECOMMENDATIONS

Besides, the recommendations provided by the commission on Primary and Secondary Education, the commission provided various recommendations of different fields of education. As a student of education, you should know all these recommendations given by the commission. The other major recommendations of the commission are discussed below:

- **On Indigenous Education:** The Commission had perceived the need of importance of the indigenous primary education system as means of national education. It had observed that the indigenous schools, if recognised and assisted by the government, may develop as a useful system of education. As such the Commission had given due recognition and status to it as the system of national education to it. Some of the valuable suggestions forwarded for its improvement

may be described below:

- The Government should encourage the indigenous schools which give secular education.
- Discussion should be made with the pandits and the maulavis regarding their development.
- Grants should be given on the basis of results.
- Education should remain open for all children on schools receiving government grants.
- The government should not interfere in curriculum designing of these schools.
- Arrangements should be made for training of teachers in indigenous schools.
- Government scholarships should be given to the poor students studying in these schools.
- The Municipalities and the Local Boards should try to develop these schools in consultation with their managing committees.

- **On Missionary Education:** The missionaries were disappointed by the Commission on their expected supremacy over Indian education. One of the reasons of setting up of the Commission was that of the missionary agitation launched in England. The Commission had not included the missionaries even in the private enterprises in education. It had further maintained the view that India being a vast country, its educational needs were many. Therefore, it was not possible to place the responsibility of higher education to a single body or party.

The above recommendations of the Commission had frustrated the imperialistic design of religious education of the missionaries. These efforts were therefore limited to primary education in the hilly and backward areas of the country. The Indian people were also given to realise that they themselves were to take future responsibility of education. The missionaries could not help them to satisfy their socio-cultural and educational needs, hopes and aspirations.

- **Education of Women:** Hunter Commission gave various suggestions for the improvement of Women's education in India. The commission recommended that more liberal grants should be given to girls' schools and the grant-in-aid rule should be made easier. Money from Local and Municipal Boards and Provincial funds should be spent in an equitable proportion on girl's and boy's school. Men and Women who were interested in female education should be included in the management of schools. Girls should not be charged any fee so that they may be attracted to get education. Meritorious girls should be awarded scholarships so that they may continue their higher education. Girls should be encouraged to get professional training and training schools for female teachers should be started. Female inspectors should be appointed to inspect and guide girls' school. Secondary schools could be opened for girls only when there was a demand for the same.
- **On Muslim Education:** The Commission also felt that the education for Muslims was not adequate. They were very backward in the field of education and there were very few English-speaking Muslims in the country. Hence, the Commission recommended special educational facilities to the Muslims for encouragement of indigenous Muslim schools like the establishment of Muslim High, Middle and Primary schools. Higher education for Muslim people should be encouraged. In all schools a certain proportion of free scholarship was to be reserved for Muslim students. As far as possible, Muslim teachers were to be appointed in Muslim schools. Muslim inspectors were to be appointed for inspection of Muslim primary schools. The standard of teaching of Muslim primary schools was to be raised. In this way the commission wanted to develop education for Muslim people of the country.
- **Education of the Backward Classes:** The Hunter Commission recommended that in Government schools special facilities were be provided for backward classes. The commission further suggested that some government schools were opened for children

of backward classes. The suggestion of the commission regarding development of education of backward classes helped in the progress of the same.

- **Education of Aborigines:** The commission suggested that special provision should be made for education of aborigines. Special types of schools should be opened in their areas keeping in view the geographical and social conditions, traditions and customs of the people.

The Hunter Commission tried to find a new direction to the Indian Education which was in a bad situation. It encouraged private enterprise in the field of education. But some of its recommendations were very harmful. Indian languages were neglected by the Indian people because the Commission supported English as a medium of instruction.



CHECK YOUR PROGRESS

Q 5: Mention two suggestions forwarded by the Commission regarding indigenous education.

.....

3.7 IMPACT OF HUNTER COMMISSION'S RECOMMENDATIONS ON INDIAN EDUCATION

The role of the Hunter Commission in the history of Indian education cannot be ignored. It had a historic contribution towards educational development of the country in the 20th century. Some of the remarkable achievements of the report may be outlined below:

- **Discouraging Missionary Education:** The Commission with its recommendations had minimised the influence of the Christian Missionaries on Indian Education. Even though the British administrators were in support of the missionaries, yet the

Commission did not say anything in support of them. This had a favourable effect on Indian Education System in the country in the later years.

- **Encouraged Indigenous System:** The Commission is to be credited for its sympathetic outlook towards the indigenous primary education system of the country. It had made several effective recommendations for its development and modernisation of this system of education.
- **Sincerity to Indian Education:** The Commission had considered various shortcomings of the Indian Education and had offered suggestions for improvement on a realistic standpoint. It had recommended on improvement of women education, Muslim education and education of the Harijans and backward classes. These recommendations indicate true sincerity of its purpose of education.
- **Secular Policy in Education:** The Commission had a very liberal and sympathetic view on Indian Culture, religion and literature. It had maintained an impartial view in matters of religion and language and did not try to injure the Indian sentiment. The Commission should therefore be appreciated for maintenance of the policy of religious neutrality and cultural integrity.
- **Liberal Grant System:** The System of Grant-in-aid was modified by the Commission for its better efficiency. The Commission had followed a liberal policy of giving grants and had tried to remove the distinction between the government and non-government institutions while giving grants. It had also suggested that government should not interfere in the internal matters of the institutions by giving such grants. This had certainly created a healthy atmosphere of education.

Criticism Against the Commission's Recommendations

As criticism of the Commission's Recommendations, it may be said that it had not given due attention to certain vital issues of Indian education which were very urgent and long overdue. Some major drawbacks and shortcomings which had their relative effect on later educational

development of the country may be outlined below:

- **Discouraged Engineering and Technical Education:** The Commission did not make any suggestions on engineering and technical education which were so much needed at that time. As a result of this growth of technical education and industrial development in the country had lagged behind.
- **Consolidation of English Language:** The Commission had consciously avoided the question of the mother tongue as the medium of instruction in Indian Education. In its place, English language was recommended as the medium of high school education. Consequently, English language had consolidated its position in the field of Indian Education at the cost of local languages.
- **Inadequate Government Grant to Primary Education:** The Commission had given responsibility of primary education to the local authorities but it did not make strong recommendations in respect of their finance. Government grant of 1/3rd of the total expenditure was in fact quite inadequate for educational development. As a result, it was not possible for them to make appropriate reform and development of primary education due to lack of money.
- **Not Making Primary Education Compulsory:** In spite of its various recommendations on improvement of primary education the commission did not suggest making it free and compulsory in the country. It may be recalled here that Compulsory Primary Education Act was passed in England as early as in 1870. However, the necessity to take such a step in our country was ignored.
- **Distinction Between Rural and Urban People:** Owing to the recommendations of the Commission distinction began to grow between the rural and urban people and their way of life. The rural Indian people began to move to the urban areas in search of government jobs. This had adversely affected the social, economic and cultural life of the Indian society.

The above defects and drawbacks of the Commission had their relative effect on Indian education in the later years of their development.

Many of the present ills and educational problems owe their origins to Hunter Commission.



3.8 LET US SUM UP

- The Hunter Commission was appointed to assess the position of education in India and to provide suggestions for reforms.
- Lord Ripon appointed the First Indian Education Commission on February 3, 1882.
- Mr. William Hunter was the chairmen of the commission and for that reason it is popularly known as 'Hunter Commission'.
- The commission was to make the enquiries on the condition of primary education and methods of its expansion, the position of state institution and their importance, position of missionary institution in the general scheme of Indian education, attitude of government towards private enterprise.
- The Commission first started its work at Calcutta for nearly seven weeks and thereafter toured India for eight months examining witnesses and collecting materials, and finally submitted its voluminous report of more than 600 pages and 222 resolutions in 1883.
- It recommended that Primary Education must be related to the practical life of the common people. It should not be treated simply as a step towards reaching university education.
- The system of grant-in-aid should be followed thoughtfully.
- Secondary education curriculum should be divided into two parts. In the first part literary and science subjects should be included and vocational subjects should be included in the other part.
- As per the recommendation of the Hunter Commission the number of colleges increased to a great extent in the country.
- After 1883, secondary education attained a high level of progress and the speed of progress was reasonably fast through the decade.

3.9 FURTHER READING

1. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
2. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
3. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications
4. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

3.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Lord Ripon appointed the Indian Education Commission on February 3, 1882.

Ans to Q No 2: Sir William Hunter, a member of his Executive Council was appointed as the Chairman of this Commission.

Ans to Q No 3: There were 20 members in the Commission.

Ans to Q No 4: Two points of achievements of Hunter Commission on Primary Education are:

- The Commission had fully realised the need of mass education in India and had made all its recommendations in favour of it.
- It was justified to recommend mother-tongue as the medium of instruction in our primary education.

Ans to Q No 5: Two suggestions forwarded by Commission regarding indigenous education are:

- The Government should encourage the indigenous schools which provide secular education.
- Discussion should be made with the pandits and the maulavis regarding their development.

3.11 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write briefly on the background of appointment of Hunter Commission.

Q 2: Mention the major objectives of Hunter Commission.

Q 3: Assess the recommendations of Hunter Commission on primary education.

Q 4: Assess the recommendations of Hunter Commission on secondary education.

Long Questions (Answer each question in around 300-500 words)

Q 1: Outline the recommendations of Hunter Commission on Primary Education and their effects on the trends of development of education in India.

Q 2: What were the recommendations of Hunter Commission on Secondary Education? Write briefly what impact it had on Indian Education?

Q 3: What were the recommendations of Indian Education Commission, 1882? How these recommendations fulfil the demands of Indian Education?

Q 4: Discuss the impact of Hunter Commission's recommendations on Indian Education.

*** ***** ***

UNIT 4: EDUCATION IN BRITISH INDIA-III (EDUCATIONAL POLICY OF LORD CURZON)

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Lord Curzon's Educational Policy on Primary Education

4.3.1 Assessment of the Policy on Primary Education

4.4 Lord Curzon's Educational Policy on Secondary Education

4.4.1 Effects of the Government Policy on Secondary Education

4.5 Lord Curzon's Educational Policy on University Education

4.5.1 Assessment of the Policy on University Education

4.6 Government of India's Resolution on Educational policy, 1904

4.7 Indian University Act, 1904

4.8 Effect of Indian University Act, 1904 on Indian Education

4.9 Let Us Sum Up

4.10 Further Reading

4.11 Answer to Check Your Progress

4.12 Possible Questions

4.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- elaborate the role of Lord Curzon in the development of Education in India
- analyse Lord Curzon's policy on Primary Education
- discuss Lord Curzon's policy on Secondary Education
- explain Lord Curzon's policy on University Education
- identify effects of Curzon's policy on Indian Education

4.2 INTRODUCTION

Lord Curzon became the Governor-General of India on 1899. To understand the role of Curzon in the field of education we should know the

educational development of the country. We have already come to know that after Wood's Despatch in 1882 the first Indian Education Commission report had come into existence. We also learnt in our previous chapter that the report of the Indian Education Commission of 1882 which was also popularly known as the Hunter Commission gave more importance on expansion of collegiate education and secondary education through private initiative and enterprise. However, it cannot be denied that during this period of expansion there was deterioration in the standard of education.

To understand Curzon's policy on education we should have an idea of the political movement in the country and Curzon's political views. We all know that the Indian National Congress (INC) was established in 1885. The establishment of INC brought about a new spirit throughout the nation. The educated section of the public now demanded political rights and privileges. Curzon had a passion for all round improvement in the country and a sincere desire to serve the country well. However, his political views made public opinion hostile towards him. Hence, all his policies and actions were out looked with distrust and suspicion.

When the recommendations of the Indian Education Commission were implemented, a phenomenal growth of secondary and higher education took place. By 1902, there were 191 colleges in the whole country instead of 79 colleges only in 1882. But due to scarcity of fund the standard of college education went down. They did not have proper building, libraries and other necessary equipments. The aim of education was only to pass the examination. Government only wanted to withdraw from direct management of the institutions. During this period two more universities grew up in the Punjab and the North-West Frontier Provinces. Towards the end of the century people started criticising expansion of higher and secondary education. These were the real condition of education when Lord Curzon came to India.

Coming to India, Lord Curzon realised that the education in the country was not in the right track. The first thing he did was to host a conference at Shimla in 1901. In the conference he discussed the problems of education thoroughly with the educated Indian and British people. After

then he appointed a Commission on Education which was known as the Indian University Commission. The Commission submitted its report in 1902. The recommendations of the Indian University Commission were incorporated in the Government of India Resolution 1904. The publication of the Government of India Resolution was followed by the passing of the Indian University Act, 1904.

Lord Curzon made educational policy in all stages of education from Primary to University education. However, he gave more importance on University Education. Curzon's policies on Indian Education are discussed in the next subsection.

4.3 LORD CURZON'S EDUCATIONAL POLICY ON PRIMARY EDUCATION

Lord Curzon was a supporter of primary education. After his arrival in India, he realised that education, specially primary education in India was in a very poor condition. He observed that this was due to paucity of funds. Thus, he declared that spreading of primary education as his main policy on primary education. He also insisted that spreading of primary education was one of the most essential duty of the state. The following were the main points of his policy on primary education.

- Lord Curzon observed that the primary education in India had suffered mainly due to lack of funds. Therefore, he ordered the provincial governments to spend more funds on primary education.
- Lord Curzon suggested the central and provincial governments to give more attention to the spread of primary education, specially in backward areas.
- Curzon discontinued the system of providing funds to the primary schools on the basis of examination results and introduced more scientific methods of providing grant-in-aid.
- Lord Curzon also tried to introduce better methods of teaching in the primary schools so that more children could be attracted to those schools.

- Lord Curzon advised that training facilities for the primary school teachers should be increased.
- Lord Curzon suggested that the curriculum of the rural and urban schools should be different.
- In primary education he adopted the policy of adjusting the education according to the needs of the villagers of the country.

Lord Curzon's idea about primary education was very liberal. Curzon said that the active expansion of primary education was the first duty of the state. The Government of India resolution 1904 laid down a clear-cut financial policy for primary education. Primary education had a claim on provincial revenue and still more predominate claim on the local bodies' fund. Hence, the Government Resolution laid down clearly that Board should spend their education funds for primary education alone. These bodies were to submit their budget to the Director of Public Instruction through their Inspector.

4.3.1 Assessment of the Policy on Primary Education

Lord Curzon was not only an able administrator but also an educational reformer. He touched almost every aspect of Indian education. His educational reform at the beginning of the 20th century had brought about a sense of modernization and a movement for educational re-construction. He fully realised the need of primary education for the Indian people in their socio-economic development. He was an ardent advocate of mass education for removal of illiteracy of the people. His policy on primary education was not merely on improvement of quantity, but also of quality for modernisation. So, he brought about certain modern concepts into our traditional system of primary education.

He had rightly perceived that money was the main hurdle to achieve the objectives of our primary education. Accordingly, he followed the policy of giving liberal grant system to schools. He raised the amount of government grant from 1/3rd to one half of the total expenditure for improvement of the situation. He had liberally

sanctioned the recurring and non-recurring grants to remove the financial difficulties.

Lord Curzon was keen to remove traditionalism of our primary education system. He tried to make it more useful, practical and modern. He made provision for training of teachers and made their pay scale improved and upgraded. He improved the curriculum by introducing agricultural education. He considered the local and environmental needs of primary curriculum inorder to make it more useful and realistic. He tried to introduce improved method of teaching like Kindergarten for modernisation.

Lord Curzon's achievements on primary education may be summarised with the following points:

- His educational reform was comprehensive that comprised of primary, secondary and higher education.
- He attempted the improvement of quality and quantity of primary education at the same time.
- He made liberal grant system to remove the major hurdles of the financial strive in Indian primary education.
- The spirit of modernisation of our primary education had been virtually initiated by him.



CHECK YOUR PROGRESS

Q 1: Lord Curzon became Governor General of India in .....(Fill in the blank)

Q 2: Indian National Congress was established in..... (Fill in the blank)

Q 3: How many colleges were there in the country by 1902 and in 1882?

.....

Q 4: Highlight two points of achievements of Lord Curzon's policy on primary education.

.....

4.4 LORD CURZON'S EDUCATIONAL POLICY ON SECONDARY EDUCATION

Lord Curzon's policy on secondary education was considerably significant. The Government of India resolution 1904 laid down the educational policy of Curzon in clear-cut terms. So far as secondary education was concerned, the Government Resolution said, "The Government is bound in the interest of Community to see that the education provided in the Secondary Schools is sound." To achieve this objective Lord Curzon substituted his policy and in place of the old policy of expansion he adopted the new policy of control and supervision. Stricter rule of recognition of secondary schools were framed. No student from an unrecognised school could appear at the Matriculation Examination after 1904. No unrecognised school could receive government grant. The result was that all the secondary schools came under the control of the government. For improving the quality of instruction the Government resolution made some very good suggestions. The work of improving instruction was to be entrusted to Inspectors, and the neighbouring government high schools were to be made exact models, and the teachers were to be trained.

Following were the main points of Curzon's educational policy on secondary education.

- Every secondary school, whether managed by private or public authority must receive recognition from the Department of Education, provided it fulfilled the conditions laid down by the government.
- Every secondary school besides securing recognition from the Education Department must also obtain recognition of the University for sending candidates to the Matriculation examination.
- Transfer of students from an unrecognised school to a recognised school was not allowed.
- Teacher training institutions were to be established
- For raising the efficiency of government schools large grants were sanctioned to provincial governments.

- Private schools were also given large sums of money for improving the standard of instruction.
- The curriculum of the high school was modified to make it more useful and practical to the students.
- Mother tongue was made the medium of instruction in middle school.
- For maintaining stricter control over secondary schools the Inspectorate was strengthened.

For the first time, it was Lord Curzon's Government that encouraged Vernacular languages as the medium of instruction in Middle Schools and even in high schools pupils were not permitted to leave the study of Vernaculars, and that English should, in no case, be taught before a child attains the age of 13.

4.4.1 Effects of the Government Policy on Secondary Education

Lord Curzon was completely successful in the implementation of his policy on secondary education. His policy of control of secondary education had given good result. The policy of double recognition of secondary education by the government and the university had raised the administrative standard of the institutions. Every non-government institution became very keen to gain recognition from the two authorities and for that they had tried their best to raise their standard. On the other hand the weak institutions failed to get recognition and government grant had to be closed down ultimately. So, the policy of rigid control of the private secondary schools had brought about administrative discipline for this stage of education. It had a favourable effect on raising the quality of education.

Recognition of the secondary schools by the university had again helped to raise their academic standard. Schools had become very particular with respect to their teaching of curriculum. Also, reasonable restrictions were imposed on admission of students, which had ensured better academic atmosphere in schools.

Lord Curzon as the British administrator had encouraged the study of the mother tongue in the secondary stage of education as well. Mother tongue was made the medium of instruction up to the middle school stage. This had enabled many of the Indian students to get secondary education through their mother tongue. It had also helped in development of Indian languages without the sense of bias towards English. It may be observed that the introduction of mother tongue at the middle school stage by Curzon had paved the way for making vernacular language as the medium for high school stages in the subsequent period.



CHECK YOUR PROGRESS

Q 5: State two main points of Curzon's educational policy on secondary education.

.....

4.5 LORD CURZON'S EDUCATIONAL POLICY ON UNIVERSITY EDUCATION

Lord Curzon saw that Indian universities had become outdated. Though, the London University had been reorganised in 1898. As you know that, Indian Universities were established in the lines of London University model. However, the Indian Universities maintained the old structure and pattern of London University. The expansion of higher education was too vast for existing universities to manage. The pressure of work on them was too much that they could not discharge their duties well and no university could work for quality higher education. So, Curzon appointed the Indian University Commission to report upon any proposal that might be made for improving the constitution and working of universities and to recommend to the Governor-General-in-Council such measures may elevate the standard of university reaching and promote advancement of learning.

As we have already discussed, that Lord Curzon organised an All India Education Conference in Shimla in 1901. As a result of the conference Curzon appointed "Indian University Commission' in 27th January,1902. The main purpose of the appointment of the commission was to reform the Universities. Through the commission Curzon actually wanted to investigate into the causes of university inefficiency and to report on proposals which would improve their constitution. The commission included two Indian members, and they were Sir Goorudas Banerjee and Syed Huesain Bilgrami. The commission submitted its report in the same year. As Sir Goorudas could not agree with the other members of the commission on certain matter he submitted a separate report. He mainly differed from the other members in matters relating to measures recommended to restrict the academic freedom of the universities.

The report of the University Education Commission contained many valuable suggestions. The main recommendations of this commission are as follows:

- The rules of affiliation of the colleges should be more rigid.
- Colleges should be inspected on a regular basis.
- The Senate and Syndicate should be re-organised. The members of the Senate and Syndicate should be reduced to 9 and 15 respectively and their term should be of five years.
- Some more facilities for teaching should be provided after amending the constitution of the universities.
- System of appointment of professors and pundits should be introduced.
- There should be a suitable representation of the teachers and the scholars of the affiliated colleges in the university senate.
- The university should keep strict vigilance on the living conditions of students.
- There should be a suitable arrangement for teaching in the colleges affiliated to the universities. The rules for recognition should be strictly observed and enforced.

- Universities should strictly supervise their affiliated colleges.
- Suitable amendments should be made in the curriculum and the examination system of the universities.
- Hostels should be built for the students.
- The standard of matric examination should be raised and intermediate examination should be abolished.
- The degree course should be of three years duration.
- There should be a managing committee for every college. Besides managing the colleges concerned it should also appoint competent teachers. It should pay attention towards the discipline of the students and the construction of buildings and hostels etc.

On the basis of the recommendations of the Indian University Commission, government issued the resolution on Government Education Policy in March, 1904, and passed the Indian University Act on 21st March, 1904.

4.5.1 Assessment of the Policy on Higher Education

Lord Curzon's reform of university education is undoubtedly the most significant achievements as the Governor General of India. Although it was due to this area of reform that he had to face severe criticism from the Nationalist Indians. There were several reasonable grounds for attack on Lord Curzon's Policy. These may be pointed out below:

- He had set up the University Education Commission of 1902 and on the basis of its recommendations he passed necessary act in 1904 in order to strengthen the hands of the government.
- It was through this Act that he reduced the number of elected members of the Senate and limited their working period to 5 years.
- As a result the Indian representatives had become the minority in the University Court who failed to serve the Indian interest.
- He had imposed stringent condition of affiliation to colleges for which many of the private colleges of Indian people had to suffer.

- He had restricted the growth of new Universities in the country inspite of its growing demands of the people at that time.
- He had empowered the government to make laws of the Universities in case the University Court had failed to do so. This had curbed the autonomy of university administration.
- He adopted undemocratic principle of increasing the number of selected members of the University court with a view to reduce the strength of the Indian people in the affairs of the University.
- Nothing had been done to promote higher studies and research in the universities and there was no financial power and assistance given to them.

From the above facts it can be observed that Lord Curzon's acts were quite prejudiced towards the Nationalist Indian people.

However, Lord Curzon's entire attempt cannot and should not be viewed from the negative standpoint alone. His main objective was to bring about administrative reform of the universities and for that the government was to acquire more power of control over the universities. The rules and procedures of the university administration provided by the Act of 1904 were still meant to work successfully in the country. His principle of affiliation and de-affiliation of colleges had brought about discipline in their function and educational management. He decided the jurisdiction of the universities and their areas of function. He re-organised the University Senate by substantially reducing the number of its members and reminded them of being more conscious of their limited term of 5 years.

So, he was completely successful in his own policy of control of the university education. He worked boldly and with conviction which he considered as appropriate. The adverse state and circumstances could not baffle him. The policy of control and discipline might have dissatisfied the Nationalist Indians at that time, but the ultimate result of the policy on Indian Education may be considered quite satisfactory.



CHECK YOUR PROGRESS

Q 6: When was the Indian University Commission appointed?

.....

4.6 GOVERNMENT OF INDIA'S RESOLUTION ON EDUCATIONAL POLICY, 1904

The resolution at the outset acknowledged the substantial benefits that been conferred upon the people through education since its organisation in 1854. It noted the defects that had developed in the system in course for years. The main defects among them were as follows:

- Higher education was pursued with the exclusive view of entering government service
- Excessive importance was given to examinations
- The course of study was too literary in character
- Schools and colleges focussed on developing the intelligence of the students too little and gave more emphasis on memorisation or rote learning
- More importance was given to English language and modern Indian languages were totally ignored
- Primary education was very much neglected

With regard to primary education the resolution stated that the rate of growth of primary schools had not kept pace with that of secondary schools. The backwardness of primary education was due to non receipt of adequate funds and proper attention of the government. Curzon found that four out of five were out of primary school. Three boys out of four grew up without education and only one girl in forty attended any kind of schools.

For the expansion and improvement of primary education the Resolution made the following suggestions:

- Primary education should make leading changes on provincial revenues, and that the District and municipal boards should spend their educational funds exclusively for primary education.
- Curriculum of village primary schools should be different from the urban schools. The aim of the rural school should be to give children a preliminary training which would make them intelligent farmers.
- There should be provision for the training of primary teachers and salaries of the teachers should be increased.
- System of payment according to result should be abolished.

Regarding secondary education, the Government Resolution gave stress on two aspects i.e., Control and Improvement. To check the further growth of insufficient institutions the resolution stated that the Government must satisfy itself that the secondary schools ensure their financial stabilities the managing bodies of the schools were to be properly constituted. The schools were to ensure that the teachers teach a subject up to an appropriate standard, that due provision were made for the instruction, health recreation and discipline of the pupils, that the teachers were qualified in terms of credibility and character. On these conditions alone secondary schools were to be recognised and permitted to present pupils for the university examinations.

The Resolution observed that the Indian Education Commission's recommendation to introduce alternative course in the secondary schools had not met with success. Government felt that there was necessity of diversified courses in order to meet the need of those boys who were detained for industrial or commercial pursuits. So, the resolution stated that it was essential to promote diversified types of secondary education, corresponding to the varying needs of practical life.

The Resolution noted that in the secondary schools, the curriculum and the method of teaching created indiscipline among the students. The Resolution also noted that there was no provision of moral education in the secondary schools. To improve the condition of the secondary education the Resolution suggested that the teachers should be selected

carefully and provided with training. As a remedy to such type of problems, according to the Resolution, in the maintenance of a high standard of discipline, well managed hostels in the institution, proper selection of text books, such as biographies, above all relation of teachers and pupils were the main points where the government was to give stress on improving the conditions of secondary education.

With regard to languages in the schools the Resolution observed:

- In the Primary education English language should not have any place.
- A child should not be allowed to learn English language until he had made some progress in the primary stage of instructions and had received a thorough grounding in his/her mother tongue.
- In the secondary schools when the teaching of English began, it was not to be prematurely employed as the medium of instruction in other subjects. The line of division between the use of vernacular and of English as a medium of instruction was to be drawn at the minimum age of 13.
- In all secondary schools the study of vernacular language was to be continued till the end of the school course.

With regard to training of teachers the Resolution observed that if the teaching in secondary schools was to be raised to higher level, if the pupils were to be raised for their tendency to rely upon learning notes and text books by heart then it was most necessary that the teachers were themselves to be trained in the art of teaching. During the training period care should be taken to maintain a connection between the training college and the school. Regarding agricultural education, the resolution stated that for a country where two thirds of the population were dependent on the produce of the soil for their livelihood, the provision for agriculture education seriously needed expansion and reorganisation.

Referring to the recommendations of the Wood's Despatch and the Indian Education Commission regarding the gradual withdrawal of the government from direct management of secondary schools the

Resolution stated that the Government of India, while accepting the policy, held that in each branch of education the government should maintain a limited number of institutions both as models for private enterprise to follow and in order to uphold a high standard of education.

The resolution also stated government policy as regards technical education, commercial education, art education etc.

4.7 INDIAN UNIVERSITY ACT, 1904

As we have already discussed that Lord Curzon gave more importance on educational reform and specially reforms in university reform. As part of his reform in higher education he appointed the University Commission in 1902. After that the Government issued the Resolution on Education on March 11, 1904 which we have already discussed above. The resolutions were known as the Government of India Resolution on Educational policy. The University act was passed thereafter to incorporate the main recommendation of the University Commission and the Government of India Resolution. The main provisions of the Act are as follows:

- Universities were given the right of teaching along with the right of conducting examinations. Through this provision the act wanted to expand the scope of the universities. Universities had the right to appoint teachers to conduct teaching. It inspired them to carry on research, to manage libraries and laboratories and to make out plans to bring about discipline among the students.
- So far the numbers of the seats of the Senate of the universities were not fixed and the Government could make life-long nominations. According to this Act, the number was fixed. The minimum number was fifty and the maximum number was hundred. Their term was determined for five years.
- According to the Indian Universities Act, the members of the Senate had the right to elect members. Such elected members were not to be more than twenty for the universities of Calcutta, Bombay and

Madras and fifteen for other universities.

- Legal status was given to the syndicates of the universities and in these syndicates proper representation of professors was made compulsory.
- The government secured the right to make amendments and reforms and give approval to rules framed by the Senates of the University. The government also had the right to make laws in this regard by themselves.
- Rules to granting of recognition were made strict. In order to raise the standards of education, the Syndicate could cause the inspection of the colleges imparting higher education.
- During that period, the territorial jurisdiction of universities was not fixed, with the result that in some places certain colleges had secured recognition from two universities. However, in the 27th Article of this Act, it was made clear that the Governor-General would by the ordinary or extraordinary orders, fix the territorial jurisdiction of the universities and according to this provision the relations between the university and the college would be established and maintained.

4.8 EFFECT OF INDIAN UNIVERSITY ACT, 1904 ON INDIAN EDUCATION

There is no doubt that Lord Curzon carried out a number of reforms in various fields including education but his reforms were looked upon with suspicion. He had to face a lot of opposition. Lord Curzon by nature was a compassionate autocrat and by training he was a die-hard imperialist implicit in his strong rule. As soon as he landed in India he took up the programme of administrative reconstruction in education. As we have already discussed he held an educational conference in 1901 at Shimla and appointed the Indian Universities Commission in 1902 for bringing out changes in the university education.

Reforms in University Education: Lord Curzon saw that Indian Universities had become out-dated. Though the London University had been

reorganised in 1898, but Indian Universities maintained the old structure and pattern. The expansion of higher education was too great for existing universities to manage. The pressure of work on the universities was so huge that they could not discharge their duties well and no university attached any importance to its real functions. So, Lord Curzon appointed the Indian Universities Commission to report any proposal that might be made for improving the constitution and working of universities and recommend to the Governor-General-in-Council such measures as may elevate the standard of university teaching and promote advancement of learning.

The commission made valuable recommendations on the reorganised model of London University and wanted to improve the existing system. The main recommendations were embodied in an Act which was known as Indian University Act, 1904. The Act introduced some measures of reform which was overdue for long period. Due to Lord Curzon's policy on higher education, there was an appreciable change in the college education. A grant of 13.5 lacs given to colleges on the basis of their enrolment to improve their teaching standards and provide better facilities in the form of well-equipped libraries and laboratories.

Reforms in Secondary Education: The reforms in secondary education made by Lord Curzon were also significant. The Government of India Resolution 1904 laid down the educational policy of Curzon in clear-cut terms. So far as secondary education was concerned, the Government Resolution said, "The Government is bound in the interest of Community to see that the education provided in the Secondary Schools is sound." For achieving this objective Lord Curzon substituted in place of the old policy of expansion, the new policy of control and supervision. Stricter rule of reorganisation of secondary schools were framed. No student from an unrecognised school could appear at the Matriculation Examination after 1904. No unrecognised school could receive government grant. The result was that all the secondary schools came under the control of the government. For improving the quality of instruction the Government Resolution 1904 made some very good suggestions. The work of improving

instruction was to be entrusted to Inspectors and the neighbouring government high schools were to be made exact models and the teachers were to be trained.

It was Lord Curzon who for the first time said that Vernacular should be the medium of instruction in Middle Schools and even in high schools pupils should not be permitted to leave the study of Vernaculars and that English should, in no case, be taught before a child attains the age of 13.

Reforms in Primary Education: Lord Curzon's idea about primary education was very liberal. He said that the active expansion of primary education was the first duty of the state. The Government of India Resolution 1904 laid down a clear-cut financial policy for primary education. Primary education had a claim on provincial revenue and a still more predominant claim on the local bodies' fund. Hence, the Government Resolution laid down clearly that Board should spend their education funds for primary education alone. These bodies should submit their budget to the Director of Public Instruction through their Inspector.

The Government advised the primary schools to apply simpler methods of teaching and to base instruction on rural needs. A distinction was also made as regard curricula for rural and urban primary schools.

Lord Curzon tried to reform other aspects of education also. It was on account of his boundless enthusiasm for educational reforms he organised several conferences on technical, agricultural, commercial education etc. Professional education in medicine , engineering, forestry, veterinary science and agriculture was expanded and improved grants for professional education were initiated as well as state scholarships for technological subjects were instituted.

Lord Curzon was a real devotee of education. For seven years (1899-1905) Lord Curzon worked hard to reform every aspect of Indian education. He tried to improve University, Secondary and Primary education. He was responsible for launching a vigorous drive for the expansion of primary education. He fought vigorously for the cause of mass education and the vernaculars. There was no sphere in education which he did not enter, no space in which his reforming zeal was not felt. In the sphere of secondary

education he tried his best to raise the standard of efficiency. Agricultural education also received great encouragement during his tenure. He spared no efforts in turning Indian universities real institutions of higher learning.

Unfortunately, his educational suggestions were not accepted by the Indian people. They thought that by the extension of state control over the entire field of Indian education, Lord Curzon wanted to officialise education and hand over the education sector to private enterprises of the country.

Although the Indian people opposed his reforms, or his successors tried to revise his policies, yet it was his education policy that was followed firmly. It was admitted by all that his educational reforms introduced a better system of education. Owing to Lord Curzon's policy, proper control was exercised over private enterprises, universities were reorganised, secondary education was improved and a better organised system of primary education was developed.



4.9 LET US SUM UP

- Lord Curzon organised an All India Education Conference at Shimla in 1901 to discuss the problems of Indian education.
- As a result of this conference Lord Curzon was appointed the Indian University Commission in the year 1902.
- On the basis of the recommendations of the commission, Lord Curzon decided to frame an educational policy for the country.
- As a result, the Government issued the Resolution on Education on March 11, 1904.
- The resolutions contained his policy on primary, secondary, university and vocational education in India.
- The commission had forwarded certain suggestions with regard to the improvement in the administration and standard of education of universities.
- The main objective of the commission was just to reorganise and strengthen the existing system and not to bring about any revolutionary changes in it.

- On the basis of the recommendations of the commission, the Indian Universities Act of 1904 was formed.
- Lord Curzon realised that primary education in India had suffered mainly because of the lack of funds. He therefore, directed the provincial governments to spend more on primary education.
- Curzon tried to use the mother tongue as medium of instruction in middle schools.
- Lord Curzon gave immense importance to the expansion of vocational and agricultural education in India. He established a Central Research Institute at Pusa to give the highest training in agriculture in India.
- Lord Curzon could not win the confidence and faith of the Indian people, despite of his good intention and effort. The general public of the country did not support his idea of state control over education.
- As a result of the Curzon's educational policy, primary education made a satisfactory progress in the country, but this expansion could not meet the growing demand of the Indian people.

4.10 FURTHER READING

1. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
3. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.

4.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1899

Ans to Q No 2: 1885

Ans to Q No 3: By 1902 there were 191 colleges in the whole country instead of 79 colleges only in 1882.

Ans to Q No 4: Two points of achievements of Lord Curzon's policy on primary education are:

- His educational reform was comprehensive that comprised primary, secondary and higher education.
- He attempted on improvement of quality and quantity of primary education at the same time.

Ans to Q No 5: Two main points of Lord Curzon's educational policy on secondary education are:

- All secondary schools, whether managed by private or public authority must receive recognition from the Department of Education, provided it fulfilled the conditions laid down by the government.
- All secondary school besides securing recognition from the Education Department must also obtain recognition of the University for sending candidates to the Matriculation examination.

Ans to Q No 6: Indian University Commission' was appointed in 27th January,1902.



4.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: State the main points of Lord Curzon's policy of Primary Education.

Q 2: Assess the policy of Lord Curzon's on primary education.

Q 3: State the main provisions of the Indian University Act, 1904.

Long Questions (Answer each question in around 300-500 words)

Q 1: "Lord Curzon touched every branch of Indian education and left nothing that he did not reform" - Discuss.

Q 2: Discuss the contribution of Lord Curzon to Indian education.

Q 3: Examine critically the Educational policy of Lord Curzon and its effect on the subsequent development of education in India.

Q 4: What steps were taken by Lord Curzon to control and improve Primary and Secondary Education of the country? What changes have taken place in the Primary and Secondary education as a result of this policy?

Q 5: Discuss the steps taken by Lord Curzon for the improvement of university education in India.

*** ***** ***

UNIT 5: EDUCATION IN BRITISH INDIA-IV (GOKHALE'S BILL, 1911)

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Gokhale's Resolution 1910

5.4 Gokhale's Bill 1911

5.5 Impact of Gokhale's Attempts

5.6 Government Resolution on Educational Policy 1913

5.7 Let Us Sum Up

5.8 Further Reading

5.9 Answer to Check Your Progress

5.10 Possible Questions

5.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the role of Gokhale for Compulsory Primary Education in India
- analyse the Gokhale's Resolution 1910
- explain the Gokhale's Bill 1911
- discuss the Government Resolution on Educational Policy 1913
- identify the impact of Gokhale's Attempts for making Primary Education Compulsory in India

5.2 INTRODUCTION

As you know that the twentieth century was a very important period in the history of Indian education. During this twentieth century the spirit of nationalism was generated. Indian people fought for their freedom. In this freedom struggle many great personalities had emerged in the national scenario. Along, with regard to the history of Indian education this period was highly important.

You have already gained an idea in the previous units that the policy of Lord Curzon on primary education received great momentum for expansion. But even after this expansion, primary education did not meet the Indian expectation. Therefore, the opinion of the Indian people, launched an extensive agitation with regard to the introduction of compulsory primary education in India. Gopal Krishna Gokhale (1866-1915) was one of the great personalities of that period. He was the chief advocator of compulsory primary education in India. He was the principal of Poona Fergusson College for many years. He was also the President of the Indian National Congress. He was also the founder of the Servants of India Society and the member of the Bombay Imperial Legislative Council.

The demand for compulsory education was strengthened by the fact that the Gaekwar of Boroda had introduced compulsory education throughout his state in 1906. Gokhale moved the resolution for compulsory primary education in 1910 but withdrew it on an assurance from the Government that the whole question would be examined more carefully. As nothing was done seriously, Gokhale introduced the bill in the Imperial Legislative Council on March 16, 1911. The bill was debated for two days and was rejected by 38 votes to 13. This did not come as a blow to Gokhale who had anticipated the result correctly and earlier in the debate had already referred to the expected result of the voting. In this unit, a clear picture is drawn to explain the Gokhale Bill and its resolution in detail.

5.3 GOKHALE'S RESOLUTION 1910

As already stated above that in the year 1910, Gopal Krishna Gokhale moved a resolution for making primary education free and compulsory in the Imperial Legislative Council. In the Council, Gokhale moved the resolution thus, " That this Council recommends that 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 proposals."

- Through this resolution Gokhale made some suggestion to the Government for making Primary education compulsory. Important suggestions contained in the Resolution were as follows:
- Free and compulsory education should be introduced for boys between the age of 6-10 years.
- The expenditure of education should be shared by the government and the local bodies in the ratio of 1:2.
- A secretary should be appointed to organise, supervise and look after the primary education.
- There should be a separate Department in the Central Government to draw up a scheme for the expansion of primary education.
- In the budget statement there should be a portion describing the progress of primary education.

The resolution was discussed in the Legislative Council. However, even after discussion the expected progress was not made in the field of primary education. As stated above that on the assurance of the government, Gokhale withdrew the resolution. In 1910 a Department of Education was created in the Central Government and a Secretary was appointed. The record of the progress of primary education also started to be published by the Government. However, the Government did not make primary school education free and compulsory, which was the main mission of Gokhale's resolution.



CHECK YOUR PROGRESS

Q 1: Mention the year and the council in which Gopal Krishna Gokhale moved a resolution for making primary education free and compulsory?

.....

Q 2: In the year 1910, a …….. was created in the Central Government and a Secretary was appointed based on Gokhale's Resolution. (Fill in the blank)

.....

Q 3: State any three suggestions contained in Gokhale's Resolution.

.....

5.4 GOKHALE'S BILL 1911

Gokhale made further attempt to draw the attention of the people of India and the British Government to the state of the education. Therefore, Gokhale again introduced a private Bill on March 16, 1911 in the Imperial Legislative Council. The objective of the Bill was to provide for gradual introduction of free and compulsory primary education in India. This Bill contained the following suggestions:

- Gokhale suggested through his Bill that compulsory primary education should be introduced in the areas where certain percentage was fixed by the Governor-General in Council.
- After securing the sanction of Government, the local body shall enforce the rule. Local Bodies at their end had the right to introduce compulsion in whole or part of the area under their jurisdiction.
- Local bodies were also given the right to levy cess to meet the cost of free and compulsory primary education.
- Expenditure on education was to be spared by the Local Bodies and the Provincial Government in the ratio of 1:2.
- Gokhale also suggested that primary education should be made compulsory for the boys of the age group of 6 to 10.
- The defaulting guardians should be penalised for non-compliance of the provisions of sending their wards to recognised primary schools.
- It was also suggested that primary education would be made compulsory for girls.
- Guardians whose monthly income was less than Rs.10/- were not to be asked to pay any fee.

After presentation of the Bill by Mr. Gokhale, it was circulated among the local governments, universities and some private bodies for opinions. The Bill was taken up for debate in the Legislative Council and it continued

for two days. As we have already discussed above the Bill was rejected as there was 38 votes against the bill and only 13 votes in favour of it.

Gokhale's Bill on making primary education free and compulsory was rejected by the Government of India on the following grounds:

- There was no popular demand raised at that time to make primary education compulsory.
- The people of the country were not ready to accept compulsory education.
- The state government were not in support of the Bill.
- A section of the educated class of Indian people did not support the Bill.
- The local authorities were not willing to levy educational cess.
- While executing the Bill, many administrative difficulties were likely to come up.

While Gokhale's Bill was rejected, however it focused attention of the entire country on compulsory primary education. The British Government reconsidered its policy on education and a new educational policy was launched on 21 February, 1913.

5.5 IMPACT OF GOKHALE'S ATTEMPTS

Although Gokhale failed in his efforts to get the Bill passed, yet his efforts served a great purpose. Gokhale's Bill had a great practical impact on primary education in the following years. He had drawn a very elaborate picture of the educational condition of that time and tried to give concrete suggestions for its reform. It focussed the attention of different sections of population in India on the importance of this issue. Most educated Indians began to realise the need of free and compulsory education. A Department of Education was created under the Central Government. The movement for elementary education advanced rapidly in the country. In the newly created North West Frontier Province, elementary education was made free in 1912.

As a result of Gokhale's Bill, the Government of India sanctioned a recurring grant of 50 lakh and a non-recurring grant of 80 lakh for the

development of primary education. During the period of 1910-1917, there was also considerable progress of primary education in the country. The provincial governments started feeling the need of compulsory primary education. In 1918, Bethal Bhai Patel for the first time raised a Bill for making primary education compulsory in the province of Bombay. Similar acts were passed in Bengal, Punjab, UP, Bihar and Orissa, Madras and Central Province in 1920. You are also aware that in Assam Compulsory Primary Education Act was passed in 1926. We can say that all these were the outcome of Gokhale's attempt made in 1910-1911.The Government was also compelled to reconsider its policy on education and a new educational policy was launched in 1913 with the passing of Government Resolution on education.



CHECK YOUR PROGRESS

Q 4: Fill in the blanks

i. Gokhale again introduced a…….. Bill on March 16, 1911 in the Imperial Legislative Council.

ii. In the newly created North West Frontier Province, elementary education was made free in the year ……

iii. In Assam Compulsory Primary Education Act was passed in……..

Q 5: State any three grounds on which Gokhale's Bill on making primary education free and compulsory was rejected by the Government of India.

.....

5.6 GOVERNMENT RESOLUTION ON EDUCATIONAL POLICY 1913

While Gokhale's Bill on primary education was pending at the Imperial Legislative Council, King George V and his wife Queen Mary visited India.

King George addressed the Delhi Durbar on 12 December 1911; he announced an additional grant of fifty lakh of rupees for primary education. As we know that Gokhale's Bill was rejected in March, 1912. After the rejection of the Bill the Under Secretary of State for India admitted in the House of Commons in course of his discussion on the Indian budget. In order to make comprehensive survey and study in the field of education, the Government of India passed the Resolution on Educational Policy on February 21, 1913. Following are the main suggestions of the Resolution:

- There should be sufficient expansion of lower primary schools, where along with instruction in the three R's, children should be taught drawing, knowledge of the village map, nature study and physical exercises.
- Simultaneously, upper primary schools should be opened at the proper places and if necessary, the lower primary schools should be raised to the status of upper primary schools.
- Local Bodies' schools should be established in place of private-aided schools.
- Maktabs and Pathshalas should be adequately subsidised.
- The inspection and management of private schools should be made more efficient.
- In most of the parts of India, it may not be practicable to prescribe separate curricula for rural and urban, but in the urban schools there is sufficient scope for teaching geography and organising school excursions etc.
- The teachers may be drawn from the same class to which the students belong. They should have passed vernacular middle examination and received one year's training. Provision should be made for refresher courses for the primary school teachers during vacations.
- A trained teacher should get salary not less than Rs.12 per month. Again there should be provision for his/her increment in terms of salary, pension and provident fund.

- The number of students under one teacher should generally range between 30 and 40.
- Improvement should be made in the condition of middle and secondary vernacular schools and their number should be increased.
- Schools should be housed in hygienic, spacious but inexpensive buildings.
- Emphasis was laid on the education of women too. Suggestions were put forth concerning special curriculum of practical utility for girls. It was clearly stated in the resolution that too much importance should not be attached to examination in the education of girls.
- Number of women teachers and inspectors should also be increased.
- The state should not completely withdraw from the field of secondary education.
- Further establishment of state institutions was proposed to be stopped.
- Existing institutions should continue to serve as models and proper grant-in-aid should be sanctioned to private institutions.
- Curriculum and examination system should also be improved.
- The Resolution provided for the expansion in university education. The existence of 5 universities and 185 colleges was considered to be insufficient in view of the vast needs and demands of the country.
- Universities and high schools should be assigned distinct areas of activities.
- The universities should be relieved from the responsibility of granting recognition to high schools and they should be kept under Provincial Governments.
- The Resolution suggested that separate universities should be established for teaching and examination.
- Recommendations were made concerning the inclusion of subjects of industrial importance in the curriculum and provision of facilities to the students desirous of pursuing research work.

From the above provisions of the Resolutions, it is clear that the Government of India Resolution of 1913 agreed with Curzon's policy of stricter control of education for greater efficiency. It summarised the government policy in this respect as "the encouragement of privately managed schools under suitable bodies maintained in efficiency by government inspection, recognition and control, and by the aid of government funds." But unfortunately, the occurrence of the First World War delayed the developments planned in the Resolution and many important items were postponed due to financial stringency.



CHECK YOUR PROGRESS

Q 6: In which date did the Government of India pass the Resolution on Educational Policy in order to make comprehensive survey and study in the field of education?

.....

.....

Q 7: State any three main suggestions of Government Resolution on Education Policy, 1913 Resolution.

.....

.....



5.7 LET US SUM UP

- Gopal Krishna Gokhale, a member of the Imperial Legislative Council, raised the issue on making primary education free and compulsory.
- Gokhale placed a Resolution in the Legislative Council in 1910 for making primary education free and compulsory.
- According to him free and compulsory education should be introduced for boys between the age of 6-10 years.
- The resolution was discussed in the Legislative Council but unfortunately no steps were taken by the Government on the resolution.

- On March 16, 1911 in the Legislative Council, Gokhale waged a stronger fight regarding free and compulsory primary education and it is known as Gokhale's Bill, 1911.
- The Bill was rejected as there were 38 Votes against the Bill and only 13 Votes in favour of it.
- Despite its failure, the Bill had a great practical impact on primary education in the following years. Most of the educated people in India began to realise the need of free and compulsory education.
- The provincial governments started feeling the need of compulsory primary education. In 1918, Bethal Bhai Patel for the first time raised a Bill for making primary education compulsory in the province of Bombay. Similar acts were passed in Bengal, Punjab, U.P. Bihar and Orissa, Madras and Central Province in 1920.
- In Assam, Compulsory Primary Education Act was passed in the year 1926.
- Due to Gokhale's effort, the government reconsidered the policy on education and a new educational policy was passed on February 21, 1913 which was known as the Government of India Resolution, 1913.



5.8 FURTHER READING

1. Aggarwal, J.C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.
2. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.



5.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1910, Imperial Legislative Counsil

Ans to Q No 2: Department of Education

Ans to Q No 3: The three of suggestions contained in Gokhale's Resolution are as follows:

- Free and compulsory education should be introduced for boys between the age of 6-10 years.
- A Secretary should be appointed to organise, supervise and look after primary education.
- There should be a separate Department in the Central Government to draw up scheme for the expansion of primary education

Ans to Q No 4:

- Private
- 1912
- 1926

Ans to Q No 5: The grounds citing which the Government of India rejected Gokhale's Bill on making primary education free and compulsory in the country are as mentioned below:

- There was no popular demand raised at that time to make primary education compulsory.
- A section of the educated class of Indian people did not support the Bill.
- The local authorities were not willing to levy educational cess.

Ans to Q No 6: February 21, 1913.

Ans to Q No 7: Three of the main suggestions of the Government Resolution on Education Policy, 1913 are as follows:

- There should be sufficient expansion of lower primary schools, where along with instruction in the three R's, children should be taught drawing, knowledge of the village map, nature study and physical exercises.
- Simultaneously, upper primary schools be opened at the proper places and if necessary, the lower primary schools should be raised to the status of upper primary schools.
- Local Bodies' schools should be established in place of private-aided schools

5.10 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: In which year did Gokhale introduced his Private Bill on Education? State some of the suggestions contained of the Bill (any five).

Q 2: On what grounds did the Government of India rejected Gokhale's Bill regarding free and compulsory primary education.

Q 3: Write a short note on Impact of Gokhale's attempt with regard to Primary Education in the country.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the Resolution taken by Gopal Krishna Gokhale on Compulsory Primary Education in the year 1910.

Q 2: Discuss the salient features of Gokhale's Bill of 1911. Why was the Bill rejected? Narrate the contribution of Gokhale towards the development of primary education.

Q 3: Give a brief account of Gokhale's attempt to make primary education compulsory in India. Explain how far it helped in the development of primary education in India.

Q 4: Write the major provisions of Government Resolution on Educational Policy, 1913.

*** ***** ***

UNIT 6: EDUCATION IN BRITISH INDIA-V (SADLER/ CALCUTTA UNIVERSITY COMMISSION, 1917)

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Sadler or Calcutta University Commission on Secondary Education

6.4 Sadler Commission on University Education

6.5 Sadler Commission on other Educational Issues

6.6 Criticism and Evaluation of the Sadler Commission

6.7 Let Us Sum Up

6.8 Further Reading

6.9 Answer to Check Your Progress

6.10 Possible Questions

6.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the background of the appointment of Sadler or Calcutta University commission
- explain the recommendations given by the commission on Secondary Education
- analyse the recommendations on University Education given by the Commission
- identify the effect of the recommendations on Indian Education

6.2 INTRODUCTION

We have already learnt that the Government of India had passed a Resolution on Education in the year 1913. While preparing the Resolution on Education in 1913, the Government of India planned to appoint a Commission on University Education. In 1914, a proposal was made to reform the Indian education system under the leadership of Lord Haldane. The proposal was mainly to establish of at least one university in each

province. However, the proposal could not materialise due to the outbreak of the First World War in 1914 and unwillingness from the part of Lord Haldane to accept the assignment.

After the end of the war, in 1917 the Government of India appointed the Calcutta University Commission under the Chairmanship of Michale Sadler, the Vice- Chancellor of Leeds University. The Commission was appointed to enquire into the affairs of the Calcutta University and to suggest measures for reform. The Commission is popularly known as the Sadlar Commission from the name of its Chairman Sir Michale Sadler. The other members of the commission were Dr.Gregory, Sir Philip Hartog, Prof. Ramsay Muir, Sir Ashutosh Mukherjee and Dr. Zia-ud-din Ahmed. In 1916 there were five universities in India out of which the largest was the Calcutta University. A commission was needed for this university as various problems needed reforms.

After hard labour of 17 months during which the Commission visited other universities in British India, it submitted a report in 13 volumes providing a critical account of the working of the Calcutta University and indicating the lines on which higher education in Bengal should develop in the future. The report investigated the problems which were common to the other four universities in India as well, and its recommendations provided the basis for the future development of university education in India.

The Calcutta University commission also studied the problems of the secondary education and made radical recommendations regarding the reorganisation of secondary schools. This commission viewed that the improvement of secondary education was an essential foundation for the improvement of education system.

6.3 SADLER OR CALCUTTA UNIVERSITY COMMISSION ON SECONDARY EDUCATION

The commission wanted to bring drastic changes in the reorganisation of secondary education. The commission observed that "No satisfactory reorganisation of university system of Bengal will be possible

unless and until a radical reorganisation of the system of secondary education upon which university world depend, it carried into effect". The commission first pointed out the defects of the secondary education. According to the commission the main defects of the secondary education were as mentioned below:

- The secondary education was suffering from lack of useful educational tools and equipment.
- Secondary education had become narrow because of being over influenced by public examinations.
- The standard of secondary education had fallen down to a deplorable state.
- The secondary schools were not inspected periodically and they were not given useful suggestions for their improvement.
- Suitable subjects for intermediate classes were not included in the curriculum.

On the basis of the above-mentioned observations regarding the defects of secondary education the commission made the following recommendation for improvement of the secondary education.

- The dividing line between the university and the secondary courses should be at the Intermediate Examination than at Matriculation.
- The commission suggested that the Intermediate classes should be separated from the degree colleges and set-up as a new type of institution called intermediate colleges. The proposal in its best forms was that the two top classes on the present high school course were to be removed from the high schools and combined with two years of intermediate course in the intermediate colleges. These might either be known as independent institutions or might be attached to selected high schools. The intermediate colleges were to provide instruction in arts, science, medicine, engineering, teaching etc.
- The admission qualification for universities was qualification of the intermediate and not the matriculation examination.

- A Board of Secondary and Intermediate Education should be established and entrusted with the administration and control of secondary education. The board should consist the representatives of the Government, the university, the secondary schools and the intermediate colleges. The Board should be independent from the Education Department of the Government. The majority of the members should be non-official and it should represent both Hindus and Muslims.
- The commission also recommended that sufficient funds should be provided for the improvement of secondary education.
- The commission recommended that mother tongue should be the medium of instruction in the secondary schools and intermediate colleges.



CHECK YOUR PROGRESS

Q 1: In which year did the Government of India appointed the Calcutta University Commission?

.....

Q 2: The Calcutta University Commission is popularly known as the ……. Commission from the name of its chairman …… (Fill in the blank)

.....

Q 3: In 1916 there were …….. universities in India out of which the biggest was the …… University. (Fill in the blank)

Q 4: The Calcutta University commission recommended that ……should be the medium of instruction in the secondary schools and intermediate colleges. (Fill in the blank)

Q 5: State any two defects pointed out by the Calcutta University Commission regarding Secondary Education in their report.

.....

6.4 SADLER COMMISSION ON UNIVERSITY EDUCATION

As we have discussed above the commission thoroughly examined the problems of the Calcutta University which was also applicable to other universities. Following a detailed study, the commission found that the university had expanded and the number of students and colleges affiliated to it became too large to be effectively dealt with by a single institution. The commission thus, mentioned that it was not possible for the University to perform its task successfully. Therefore, the Commission gave the following recommendations:

- A unitary teaching university should be established immediately at Dacca.
- The Calcutta University should be made a real teaching university and various colleges within the urban area should be organised into one university.
- The colleges in the rural areas should be so developed as to make it possible to encourage their gradual rise to university centres.
- The university may be relieved of secondary and intermediate education.
- College teachers should be entrusted with more power over academic affairs of the university.
- The regulations of the universities should not be rigid. Representative bodies like 'Court' and 'Executive Council' should be formed instead of the senate and Syndicate.
- An academic council having independent powers in all academic questions affecting courses of study, examination and degrees should be setup.

- Various faculties and boards of studies should be formed.
- To meet the needs of the students, Honours courses should be separated from Pass courses and it should be instituted in the universities.
- Teachers should be properly trained.
- The Department of Education should be started in the universities of Calcutta and Dacca for teacher training. Education should be taught as a subject in M.A. and B.A. courses.
- The duration of the degree course should be of three years after the intermediate stage.
- For organising teaching work there should be a Head in each department.
- A full-time and salaried Vice-Chancellor should be appointed.
- Professors and Readers should be appointed by special selection committees including experts.
- Tutorial work and superior research works should be organised.
- Study of Modern Indian Languages should be encouraged and these should be included among subjects for pass and honours degree.
- The examination system should be radically changed.

6.5 COMMISSION ON OTHER EDUCATIONAL ISSUES

The Commission made some important recommendations on several other educational issues. These were as mentioned below:

- Considering the backwardness of the Muslim community, every reasonable means should be taken to encourage them and safeguard their interest with regard to education.
- Purdah schools should be established to encourage girls of conservative families. A special board of Women's Education should be established in the Calcutta University to safeguard female interests with regard to education.
- A Directorate of physical training should be appointed in each

university whose duty would be to look after the health and physical welfare of students. A Board of Student Welfare should also be established in each university to supervise the general welfare of the students.

- The university should include applied science and technology in its courses, and recognise their practical study with degrees and diplomas.
- Regarding vocational education, the commission observed that the students in India were specially interested in literary subjects. The commissioned observed two reasons for this tendency. Firstly, the students in universities came from rich homes and they were not interested in any particular vocation of life, except in obtaining higher education for procuring good services. Secondly, there was no provision for vocational education and it was not possible for the youth to understand its importance. In view of the above mentioned facts, the commission recommended that vocational education should be started at the intermediate stage. The university must make provision for the efficient training of personnel needed for the industrial development of the country.



CHECK YOUR PROGRESS

Q 6: The Sadler Commission recommended that the duration of the degree course should be …….years after the intermediate stage. (Fill in the blank)

Q 7: The Sadler Commission recommended to establish ……. schools to encourage education of girls from conservative families. (Fill in the blank)

Q 8: State the observations of Sadler's Commission regarding vocational education. (within 100 words)

.....

.....

.....

6.6 CRITICISM AND EVALUATION OF THE SADLER COMMISSION

The recommendations of the Commission though meant only for Calcutta University served as a guidelines for the entire university education in the country. Most of the recommendations of the Calcutta University Commission were influenced by the Haldane Commission which was constituted to enquire into the organisation and functions of the London University. Therefore, some of the recommendations of the Calcutta University Commission were unsuitable to Indian situation at that time. For example, development of rural colleges into future university centres and pooling together of the teaching resources in Calcutta to create a real teaching university on the pattern of Oxford or Cambridge were beset with great difficulties and complications. Creating a separate board of high school and intermediate education was also considered as much ahead the time.

Inspite of the above shortcomings the utility of the recommendations of the Commission cannot be ignored. The recommendations of the Commission brought about many developments in the university education in India. Many new universities were established during 1917-1921. A unitary teaching and residential university was set up in Dacca. Besides this the universities at Patna, Lucknow, Aligarh, Agra, Delhi, Nagpur, Hyderabad and Mysore may be mentioned. The recommendations of the commission revolutionised the status of secondary education.

In conclusion we can say that the report of the commission was an important document in the history of Indian education. It created great passion among the Indian public.



6.7 LET US SUM UP

- On 14 September, 1917 the British India Government appointed the Calcutta University Commission.
- Dr. Michael Sadler, the then Vice-Chancellor of the University of Leeds was appointed as the Chairman of the Commission. That is why the commission is also known as 'Sadler Commission'.

- After a detailed survey for long 17 months, the commission submitted its report in 1919 consisting of 13 parts.
- The commission presented a very comprehensive and constructive account of the secondary, collegiate and university education prevalent in India during that period.
- The commission suggested forming the Secondary Education Board with an aim to free the Universities from the responsibility of secondary education.
- It also suggested to bridging the gap between the universities and the Department of Education.
- The commission suggested that Mother tongue should be used as the medium of instruction in Intermediate colleges.
- The commission also examined thoroughly the problems of the Calcutta University and felt that the university had expanded and the number of students and colleges affiliated to it was huge to be dealt by a single university efficiently.
- The commission suggested that Directorate of Physical training should be established to pay attention to the health and physical welfare of the students.
- The commission recommended that teachers should be trained.
- The commission also suggested that the Department of Education should be established at the Calcutta University.
- After the report of the Sadler Commission a large number of universities were established in India between the period of 1917 to 1922.



6.8 FURTHER READING

1. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
3. Ghosh, Suresh C. (2007). History of Education in India. New Delhi: Rawat Publications.

6.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1917

Ans to Q No 2: Sadler Commission, Sir Michale Sadler

Ans to Q No 3: Five, Calcutta University

Ans to Q No 4: Mother tongue

Ans to Q No 5: Two of the main defects of secondary education pointed out by the Calcutta University Commission were:

- The standard of secondary education has fallen down to a deplorable degree.
- Suitable subjects for intermediate classes are not included in the curriculum.

Ans to Q No 6: Three

Ans to Q No 7: Purdah School

Ans to Q No 8: Regarding vocational education the Sadler commission observed that the students in India were specially interested in literary subjects. The commissioned stated two reasons for this tendency. Firstly, the students in universities came from rich homes and they were not interested in any particular vocation of life, except in obtaining higher education for procuring good services. Secondly, there was no provision for vocational education and it was not possible for youths to understand its importance. In view of the above-mentioned facts the commission recommended that vocational education should be started at the intermediate stage. The university must make provision for the efficient training of personnel needed for the industrial development of the country.

6.10 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: What were the defects of secondary education as pointed out by the Sadler Commission?

Q 2: State any three important recommendations of put forwarded by the Calcutta University Commission for improvement of secondary education.

Q 3: Write any five recommendations of Sadler Commission regarding university education.

Q 4: Write a short note on - Shortcomings of Sadler or Calcutta University Commission.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe briefly the important recommendations of Sadler Commission of 1917.

Q 2: Discuss the effect of Sadler Commission on Indian higher education.

Q 3: Critically discuss the recommendation of the Sadler Commission to solve the problems of Calcutta University.

Q 4: Discuss how the recommendations of the Sadler Commission affect the subsequent developments of university education in India.

*** ***** ***

UNIT 7: EDUCATION IN BRITISH INDIA - VI (HARTOG COMMITTEE REPORT, WARDHA SCHEME OR BASIC EDUCATION & SARGENT REPORT)

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Hartog Committee Report

- 7.3.1 Hartog Committee's Report on Primary Education
- 7.3.2 Hartog Committee's Report on Secondary Education
- 7.3.3 Hartog Committee's Report on Higher Education
- 7.3.4 Evaluation of the Hartog Committee Report

7.4 Wardha or Basic Education Scheme, 1937

- 7.4.1 Salient Features of Basic Education
- 7.4.2 Curriculum of Basic Education
- 7.4.3 Merits of Basic Education
- 7.4.4 Criticism of Basic Education

7.5 Sargent Report of 1944-45

- 7.5.1 Recommendations of the Sargent Report
- 7.5.2 Effect of Sergent Committee Report on Indian Education

7.6 Let Us Sum Up

7.7 Further Reading

7.8 Answer to Check Your Progress

7.9 Possible Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the Hartog Committee Report
- analyse the Wardha or Basic Education Scheme
- explain the Sargent Report of 1944-45

7.2 INTRODUCTION

In the previous unit, we have discussed the background of appointment of Sadler or Calcutta University Commission and learnt the recommendations given by the commission on secondary education, university education and also on various other educational issues. We have also analysed the shortcomings of Sadler Commission. In this unit, we shall gain an idea on Hartog Committee Report and its concerns with primary education. We shall also gain an idea on the Wardha or Basic Education Scheme and analyse its merits and demerits. Thereafter, we shall discuss the Sargent Report of 1944-45 and its effect on Indian Education.

7.3 HARTOG COMMITTEE REPORT

You are aware that the political momentum in India was in high during the period of 1919-1920. On November 8, 1927, the British Government announced the appointment of a Royal Commission to set the terms and conditions of Indian independence. The commission was headed by Sir John Simon. And thus, the commission was also known as Simon Commission. The Simon Commission was asked to submit a report on education. For this purpose, an Auxiliary Committee with Sir Phillip Hartog as president was formed. You have come to know that Sir Phillip Hartog was a member of the Calcutta University Commission which was also known as Sadler commission. He was also the Vice-chancellor of Dacca University which was newly formed as per the recommendation of the Sadler Commission. The auxiliary committee popularly known as the Hartog Committee published its report in September 1929.

The committee studied the qualitative and quantitative development of education in India. The committee admitted in its report that during the decade between 1917 and 1927, education had made considerable progress. The report covered the areas of primary, secondary and higher education.

7.3.1 Hartog Committee's Report on Primary Education

The Committee was not satisfied with the progress of literacy in India. For that reason, the committee focused its attention on mass education and discussed the importance of literacy. The committee observed that Wastage and Stagnation are the two main problems of primary education in India. 'Wastage' refers to premature withdrawal of children from any stage before the completion of primary education. The committee found that out of every one hundred boys admitted in class I in 1922-23, only 19 were found studying in class IV in 1925-26. There was wastage in the case of education of girls also. Only 14 girls were found studying class IV out of 100 during the same period.

As mentioned above, like Wastage, Stagnation was also another problem of primary education during that period. 'Stagnation' refers to the retention of a child in the same class for more than one year. The committee was of the opinion that in urban areas the problem of primary education was not very serious like the schools situated in the rural areas.The report of the committee also criticised the curricula of the rural primary schools which, in its opinion, was related to the conditions of village life. According to the committee, the main problems of primary education were as follows:

- Most of the parents were poor. Due to their ignorance, they were not willing to send their children to school.
- The schools of rural areas were small.
- Large areas were inaccessible and economically backward.
- Another serious problem of primary education was inequality in educational opportunity. Every child did not receive equal educational opportunity.
- Living conditions of teachers, specially women teachers were not attractive in rural areas.
- Poor communication facilities and scattered villages also hampered the primary education in rural areas.

- Single teacher school was also another problem of primary education.
- Poor attendance of the students in primary school due to epidemics and sessional illness. The sowing and harvesting seasons also caused poor attendance.
- Discrimination with regard to caste, religion, language, sex, etc. also created problem in the development of primary education.
- Lack of proper trained teacher was also another problem of primary education according to the Hartog Committee report.
- Unsuitable and impractical curricula in the primary education was also another serious problem of primary education.
- Problem in inspecting the schools due to the lack of inspecting staff was an obstacle in the qualitative improvement of primary education.

Recommendations of the Hartog Committee to improve the condition of primary education:

The Hartog Committee of 1929 had put forward some suggestions to solve the problem of primary education. These were as follows:

- Instead of following a policy of multiplication of schools, the existing schools should be improved.
- The primary course should be of at least four years.
- The curricula and methods of teaching should be related to the conditions in which children live and read.
- Special effort should be made to reduce wastage and stagnation.
- Teachers should be provided proper training. The training course should be sufficiently long, refresher courses and conference should be held at regular basis. There must be an increase in their salaries as well as service conditions for qualitative improvement of primary education.
- Adjustment should be made in the school hours and holidays as per seasonal and local requirements.

- Primary education should be of national concern and the Imperial Government should not withdraw totally from it as the provinces may not be able to provide the necessary funds for primary education.
- The task of rural upliftment must be taken up and it must be associated with the work of the school.
- The inspecting staff of the government should be increased.

7.3.2 Hartog Committee's Report on Secondary Education

The committee observed that the condition of secondary education was slightly better than the primary education. However, the committee found some defects of the secondary education system. These were as follows:

- The entire system of secondary education is dominated by the idea that every boy who enters a secondary school should prepare himself for the university.
- Secondary education system was dominated by examinations.
- Huge number of failures at the matriculation and in the university examinations indicate a great waste of efforts.
- The absence of a responsible selective system of courses which would never have permitted a large number of students to prepare themselves for matriculation examinations with an eye on admission to college.
- Secondary education did not prepare the students for future life.

Recommendations of the Hartog Committee to improve the condition of secondary education:

The Hartog Committee of 1929 had put forward some suggestions to solve the problems of secondary education. These were as follows:

- Introduction of a more diversified curricula in the middle vernacular schools

- Admission of a large number of boys in secondary schools intended for rural pursuits
- Diversion of more pupils to industrial and commercial careers at the end of the middle school stage
- Provision for alternative courses in the high school stage
- The committee remarked that in order to improve the quality of secondary education, the service conditions of teachers must be raised. They must be properly trained and their remunerations should be satisfactory.

7.3.3 Hartog Committee's Report on Higher Education

The committee was satisfied with the growth of university education, but found some defects of higher education. These were as follows:

- The universities were mainly dominated by examinations.
- Universities were overcrowded with students who are not fitted by capacity for university education.
- The standard of the higher education was not satisfactory.
- The universities really failed to transform real knowledge to the students.

Recommendations of the Hartog Committee to improve the condition of higher education:

- Confining the university to its proper function of giving good advanced students who were fit to receive it
- Affiliating universities should be established to meet the demands of higher education.
- The honours courses should be properly organised.
- Universities should organise tutorial and research work for the students.
- College libraries should be enriched.

7.3.4 Evaluation of the Hartog Committee Report

Though the nationalist leaders criticised the report, the report was

warmly welcomed by the bureaucrats and acted as a guide to their activities in education till 1937.The nationalist leaders remarked that quantitative expansion of primary education and that the claim of wastage was exaggerated by the committee. The policy of expansion which was in full swing between 1920 and 1930, allowed the establishment of a large number of inefficient, uneconomic and superfluous schools which proved worse. The policy of expansion had led to a reaction in favour of concentration and elimination, which was partly responsible for the reduction in the number of elementary schools.

Despite its criticisms the suggestions of the Hartog Committee report has historical significance. The report made significant recommendations on primary education. There was qualitative improvement in the areas of secondary and university education. It also gave importance to appointment of qualified persons as teachers, their training, reconstructing the curriculum as per needs of the students and the society. Other recommendations like increase in the salary of the teachers, staff of the inspectorate also contributed in the field of education.



CHECK YOUR PROGRESS

Q 1: Mention the two main problems of primary education in India as observed by the Hartog Committee?

.....

Q 2: Hartog Committee recommended that the primary level education should be of minimum ……years. (Fill in the blank)

Q 3: Hartog Committee observed that one of the main defects of both secondary and university education system was they were mainly dominated by ……(Fill in the blank)

Q 4: State any two problems of primary education in India as reported by the Hartog Committee.

.....

7.4 WARDHA OR BASIC EDUCATION SCHEME, 1937

As you have noted, the Wardha scheme of education is also known as Basic education. In the history of Indian education system, Basic education occupies a very important and unique position. The British government enacted the Government of India Act in 1935. This act introduced some reforms in the Indian political system. Accordingly, the Congress party formed government in seven out of eleven provinces. In the meantime, Mahatma Gandhi who was totally against the British system of education received the opportunity of influencing the ministers in the seven provinces to do something for the education system. Even before the act of 1935 the Congress party was in favour of universalisation of free and compulsory primary education in India.

Universalisation of free and compulsory primary education and a need based practical education system was a complicated issue at that time. However, Mahatma Gandhi came forward to address these issues. He wrote a series of articles in the Harijan (a newspaper) about his ideas on educational reconstruction in India. He also suggested a scheme of universal compulsory education for all children in the age group of 13-16 through the vernacular medium. He also wrote in his articles that his new education system would be self-supporting, leading to all-round development of the pupils. In other words, industrial vocations such as the processing of cotton, wool and silk, paper-making and cutting, book-binding, cabinet-making, etc. would be included. That would help the pupils to pay for their tuition fees i.e., through the product of their labours. The primary education which Gandhi later describes as Basic Education would equip the boys and girls to earn their bread with some support from the state.

Gandhi's idea on basic education created a great stir in his time. With the request of many educationists of the country, he convened a

conference at Wardha on October 22 and 23, 1937. After a series of discussion the conference adopted the following resolutions:

- That in the opinion of this conference free and compulsory education be provided for seven years on a nation-wide scale.
- That the medium of instruction was to be in the the mother tongue.
- That the conference endorses the proposal made by Mahatma Gandhi that the process of education throughout this period should centre round some form of manual productive work, and that all the other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen in keeping with the environment of the child.
- The conference expected that this system of education would gradually be able to cover the remuneration of teachers.

The conference then appointed Dr. Zakir Husain, as Chairman of a Committee entrusted with the task of preparing a detailed syllabus on the lines of the four resolutions mentioned above and requested him to submit a report as early as possible. Within a short period of two months, Zakir Hussain Committee submitted its report. This report also gave a detailed view of the Basic education which was Gandhi's dream scheme for Indian education.

7.4.1 Salient Features of Basic Education

The salient features of Basic education are as discussed:

- **Education through a Craft:** The main aim of Basic education was to provide education through the medium of craft or productive work. The basic craft would be agriculture or spinning and weaving or cardboard wood and metal work, gardening, leather work etc. as suitable to the local conditions. Wardha scheme realised that for a happy life it was necessary for an individual to have an ability to earn his own living. The scheme mentioned that the craft to be chosen should be such that it would permit teaching of the other subjects around it. Mahatma

Gandhi wanted that a craft should be taught in a scientific method and not in a mechanical fashion. By the scientific method he meant that the child should be able to understand the relationship between cause and effect.

- **Mother Tongue:** Gandhiji stressed mother tongue to be the medium of instruction. He realised that education should always be imparted through mother tongue. He thought that, if learning be imparted through the medium of English, it would hinder the development of understanding and precision of thought or clarity of ideas. Mother tongue would enable the children to express themselves effectively, clearly and lucidly. It can acquaint the child with his heritage, ethical and moral values.
- **Child Centred Education:** In the Basic education system, the child was in the centre of education. We can say that in the Basic education emphasised on child centred education. The child's needs, interest, aptitude and aspirations were to be considered. In the Basic education system, the aim of education was to promote the full development of personality and craft was to be used as a powerful means to promote the same.
- **Ideal Citizenship:** Citizenship training was another important feature of Basic education. Gandhiji wanted that Basic education should train the children for future citizen of the country. It was important that the child learn the responsibilities and rights of an ideal citizen. Therefore, under the Basic education scheme provision has been made to educate the child into the responsibilities and rights of an ideal citizen in an organised manner.
- **Flexible Curriculum and Free Atmosphere:** The flexibility of the curriculum and the free atmosphere for the child to perform according to his own ability were other important features of Basic education. As per the Wardha scheme of education the teacher and the students were free to work according to their interest and there was no compulsion for completing a prescribed

portion due to the fear of examination. The teachers were also free to organise the necessary atmosphere for the development of the child. They were not under any compulsion to complete a prescribed course of study.

- **Self- reliance:** Another important feature of Basic education was development of self-reliance among the children. Mahatma Gandhi realised that education was suffering from want of money. So he advised that the articles prepared by children in schools should be sold in market for educational expenditure.
- **Systematic Knowledge:** In the Basic education system knowledge was given in an organised and systematic way. The child was free to learn as per his wishes. Though the Basic education was given through a craft, it was not that only craft was not taught in the Basic education system. This system had tried to give full knowledge through a craft. If a child happened to take up pottery, leather or wood-work or any other craft as the medium he was also taught history, geography, agriculture, mathematics, economics, science and trade in a relevant manner.
- **Method of Teaching:** Different subjects were taught with the help of a craft. The whole scheme was divided into seven classes. In the first class the child was given oral education. After that he was taught reading and writing. After that some craft was introduced to him. Gradually as the child proceeded further in his education, various subjects were to be taught with the help of a craft.
- **Examination System:** In the Basic education scheme, the examination procedure was so patterned as to examine the real knowledge of the student. Gandhiji realised that examination should not dominate the education system. In many cases, it was observed that students would not be able to understand the subject matter due to the fear of examination.

7.4.2 Curriculum of Basic Education

We have already mentioned that the Basic education was designed for the children between seven to fourteen years of age. In this system of education general science for boys and home science for girls have been introduced. Co-education was recommended up to the fifth standard. After fifth standard separate schools for boys and girls have been suggested. The details of the curriculum in the Basic education are as discussed below:

- **Basic Craft:** Such reasonable skill should be attained in the chosen handicraft, as it would enable the pupils to pursue it as an occupation after finishing his/her Basic education course. The following would be chosen as Basic crafts in various stages of Basic education school.
  - Spinning and Weaving
  - Carpentry
  - Agriculture
  - Fruit and flower cultivation
  - Leather work
  - Fishery or Pisciculture
  - Pottery
  - Any handicraft according to the local need
  - Home science (for girls)
- **Mother Tongue:** Wardha scheme of education observed that the proper teaching of the mother tongue was the foundation of all education. Without knowing one's mother language properly no one would develop clarity of ideas.
- **Mathematics:** Another important subject of Basic education was Mathematics. The main objective to introduce Mathematics in the courses of study was to develop in the pupil the capacity to solve ordinary numerical and geometrical problems arising in connection with his craft and with his home and community life. Students were also to gain knowledge of business practice and bookkeeping.

- **Social Studies:** To develop a broad human interest in the progress of mankind in general and of India particular the Wardha scheme of education introduced Social Studies. Besides this the other objectives to introduce Social Studies was to develop in the students a proper understanding of his social and geographical environment, to inculcate the love of the motherland, reverence for its past etc.
- **General Science:** To give students an intelligent and appreciative outlook on nature Basic education introduced General Science as the subject of study.
- **Drawing:** To train the eye in the observation and discrimination of forms and colours Basic education introduced Drawing as a subject in the course.
- **Music:** The main objective of introducing Music as a subject in the Basic education was to teach the pupils a number of beautiful songs and to cultivate in them a love for beautiful music.
- **Hindustani:** Introduction of Hindi in the Devanagari script as the national language in the Basic education was one of the main features of this education system. English has not be given any place in this scheme.

7.4.3 Merits of Basic Education

Despite its failure in the Indian education system Basic education has numbers of positive things. These were as follows:

- **Child Centered Education:** Basic education catered to the needs and abilities of the child. It gave priority to the child, his nature, interest etc. Many educationist mentioned that education should always be child centered.
- **Learning by Doing:** Another merit of Basic education is education through activity. Basic education did not believe in bookish education, it believed in learning by doing. Gandhiji believed that schools were to be a place of doing things. In Basic

education children acquired knowledge of the formal school subjects as a by-product of purposeful activities.

- **Self Sufficiency:** The idea of a self-sufficient basic education was of great significance in a poor country like India. Gandhiji realised that the educational system as introduced by the British in India was expensive. Basic education gave stress on earning while learning.
- **Mother Tongue as Medium of Instruction:** Gandhiji believed that proper education could be imparted only through the mother tongue. Research also proved that young child would learn better in mother tongue.
- **Free and Compulsory Education for Seven Years:** Basic education emphasised on an education which was free for seven years. Free education encourages the poor children to go to school.
- **Training in Citizenship:** Basic education aimed at developing ideas of mutual understanding and habits of cooperation among the students. Basic education system aimed at giving the future citizens an intense sense of personal warmth, dignity and efficiency.
- **Relationship with Life:** Basic education was connected with life. The education system was so designed that it directly connected with life.

7.4.4 Criticism of Basic Education

The Basic education has been criticised by many educated Indian. Though it was a good concept but this education has many disadvantages. These are as discussed below:

- **Inadequate for Children:** Basic education was not psychologically sound. Child's individual development was ignored in the Basic education. Basic education treated the child as a unit of a homogeneous group.

- **Lack of Clarity in Concept:** The concept of the Basic education was not clear. The Wardha committee report also did not mention any clear objectives of Basic education. Thus, people of the country did not take Basic education seriously.
- **Importance on Craft:** Basic education gave more importance to craft work. Education should always base on curriculum. Teaching was to be concrete and based on the child's active experience in the environment.



CHECK YOUR PROGRESS

Q 5: Mahatma Gandhi wrote a series of articles in a newspaper titled ..... regarding his ideas on educational reconstruction in India. (Fill in the blank)

Q 6: Two of the important resolutions adopted in the Wardha's conference were to make provision for providing free and compulsory education .....years and to provide instruction in the medium of ..... the children. (Fill in the blank)

Q 7: Mention the disadvantages of Basic Education.

.....

.....

7.5 SARGENT REPORT OF 1944-45

You have already come to know that the different efforts were taken by the British government for the development of Indian education. Due to these efforts the British government also understood the seriousness of spreading education in India. As British government also tried to win the mind of the Indian people to slow down the freedom struggle movement, it decided to pay attention to do something for the Indian people in the field of

education. To develop Indian education, the British government advised Sir John Sargent, the Educational Advisor to the Government of India, to prepare a scheme of education for Indian people. Accordingly, Sir John Sargent submitted his report to the Central Advisory Board of Education (CABE) in the year 1944. In his report Sir John Sargent covered all the stages of education from primary to higher education. Sargent also gave various suggestions for reforming education in all stages. The scheme is known as the Sargent Report which consists of twelve chapters.

7.5.1 Recommendations of the Sargent Report

As mentioned above the Sargent Report consisting twelve chapters provided various recommendations for the improvement of education in India from primary to university education. These are discussed below:

- Free and compulsory primary education should be provided to all the boys and girls within the range of 6 to 14 years of age. This type of education should be divided into two groups- junior basic and senior basic. The junior basic education should be for the children between 6 to 10 years of age and senior basic for the children between 11 to 14 years of age.
- Pre-primary schools should be opened for children between 3 to 6 years of age. In the pre-primary schools students should be taught social knowledge, good manners etc.
- For bright children between the age of 11 to 17 years high school education should be opened. The duration for high school course should be six years. High school course should also be divided into two parts. These are literary high school and vocational high school. In the literary school the curriculum should be Indian languages, mother tongue, English, History, Geography, Civics, Mathematics, Science, Economics, Agriculture, Music etc. On the other hand, in the vocational schools vocational and commercial subjects and applied sciences should be taught.

Wood work, metal work, engineering subjects, short-hand, type-writing and commerce etc. were included in the vocational group. The Sargent report also suggested that in these schools mother tongue should be the medium of instruction and English should be compulsorily taught as a second language.

- Sargent report recommended abolition of intermediate classes. For this the report recommended that the eleventh class should be added to the high school and the twelfth to the degree courses.
- The report suggested that only 1 of the high school passed student out of 15 students should be selected for university education on the basis of their interests and aptitudes.
- The report recommended establishing a University Grants Commission. The main objective of the establishment of the University Grants Commission was to bring a uniformity in university education across the country.
- The Sargent report gave stress on the cordial relationship between teachers and students for a good academic ambience in the institution.
- The report suggested for opening part-time and full-time schools for teaching technical and professional subjects. By these schools four types of workers should be produced. These were high class, low class, skilled artisans and ordinary craftsman. For high class category high school passed students were to be admitted to the technological department of a university. For low class category, students who had passed vocational high school would be trained for foremanship. For skilled artisan category students who had passed the senior high school would be admitted in this type of training for acquiring skilled craftsmanship. And for the ordinary craftsmanship students after passing the class VIII would be admitted for this training in ordinary craftsmanship. After acquiring reasonable proficiency, they would be absorbed in the group of skilled artisans.

- The Sargent report recommended implementation of general and vocational education for adults. Audio-visual aids were to be adequately used for education them into practical affairs of life.
- The report gave importance on teachers' training. Sargent believed that success of education would depend upon the trained teachers. The report recommended that for every 30 students in pre-basic and junior basic school there should be at least one trained teacher. Similarly, in the senior basic schools there should be at least one trained teacher for 20 students. The report also suggested that the trained teachers should be given high salary to attract bright people into the teaching profession.
- The Sargent report gave importance on health of the students. To maintain a good health of the students the report recommended that periodical medical check-up of students was to be made compulsory. Information about health principles were to be provided to the student from time to time. Free medical treatment were also to be provided.
- The report recommended establishing special schools for mentally and physically challenged children.
- The report recommended appointing some educationist to monitor the educational institutions in maintaining the quality and standard of educational institutions.

7.5.2 Effect of Sargent Committee Report on Indian Education

The British government prepared the Sargent report to make improvement in the education system of India. The government had realised that the Indian education was far behind than the other advanced countries of the world. The Report took within its purview all aspects of education from pre-primary to higher education.

The Government of India accepted the recommendations of the Sargent Report in principle. The British government tried to implement some of them for the improvement of Indian education. As the effect of the Report in the year 1945 an Education department was established at the Centre. During 1947-48 forty crores of rupees were given to the provincial governments for implementing certain aspects of the scheme in their respective areas. The provincial governments were advised to make five years plans for education. In 1946 these plans were made in some provinces. The Government decided that the recommendations of the report should be implemented within 16 years instead of 40 years. One important recommendation of the report i.e., free and compulsory primary education should be provided between 6 to 11 years of age was also accepted. Efforts were also made for improving the economic condition of teachers. The All India Technical Education Committee were established in Delhi. As effect of the Sargent Report Government of India University Grants Commission and Education Bureau were established at Centre.

Despite its many drawbacks, the Report has its historical importance. As we have discussed above that on the basis of the Report a separate Department of Education was established at the Centre, and in 1946 the Educational Bureau and University Grants Commission were established. The Government also started serious interest in primary and adult education and the training of teachers.



CHECK YOUR PROGRESS

Q 8: The Sergent Report consists of …… chapters. (Fill in the blank)

Q 9: Sargent Report suggested to provide free and compulsory primary education to all the boys and girls within the range of …….. to ……..years of age. (Fill in the blanks)



7.6 LET US SUM UP

- The Government of India appointed the Simon Commission in 1927 to make a study of the political and constitutional aspects of constitution of 1919.
- The commission formed an Auxiliary Committee with Sir Phillip Hartog as its President.
- The committee is therefore, also known as the 'Hartog Committee'.
- The committee observed that during the period between 1917 to 1927, considerable progress was made in the field of education, but the committee was not satisfied with the inadequate growth of literacy in the country.
- Hartog Committee observed that 'Wastage' and 'Stagnation' are two main problems of primary education in India.
- Regarding Primary Education the Committee recommended that the schools where there was insufficient enrolment should be closed down. Special effort should be made to reduce Wastage and Stagnation. The minimum duration of primary education should be four years.
- Regarding secondary education the committee recommended to introduced flexible, diversified curriculum. The committee also recommended that the service conditions of teachers must be raised.
- Regarding higher education the committee recommended that more affiliating universities should be established in India.
- Wardha scheme of education is also known as Basic education.
- A conference was convened by Mahatma Gandhi at Wardha on October 22 and 23, 1937. Consequently, a committee was formed by the conference to work put the details of the scheme, under the chairmanship of Dr. Zakir Hussain.
- The main aim of basic education was to make the student self dependent by enabling him/her to use his/her acquired knowledge and skill in practical life.
- In basic education the student should be taught about dignity of labour.

- Some other important features of Basic education were - education system should be centered around some craft, free and compulsory and universal education should be provided for all boys and girls between the age of 6 to 14, in this craft centered education all the subjects to be integrally related to the chosen craft, the curriculum was flexible, practical knowledge was provided through the craft.
- The scheme of the Basic education did not achieve success in India.
- Most of our educationist, administrators, and even teachers are not clear about the concepts and fundamentals of basic education.
- The Sargent Report was the first comprehensive educational plan formulated by the Central Advisory Board of Education.
- Sir John sergeant submitted his scheme to the Central Advisory Board of Education in 1944. The report is popularly known as the Sargent Report after his name.
- This report covered all the stages of education from primary to university education.
- According to the report, in the rural areas pre-primary education was to be arranged with the primary schools but in the urban areas there should be separate schools.
- The report recommended that primary education should be universal, free and compulsory for the age group of 6-14 years.
- High schools should be of two types. These are academic and technical.
- University education should be allowed only for those with special interest and aptitudes.
- A University Grants commission to be established.
- The intermediate course should be abolished.
- The Government of India accepted the recommendations of the report and tried to implement it.



7.7 FURTHER READING

1. Aggarwal, J.C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.

2. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
3. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

7.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Wastage and Stagnation

Ans to Q No 2: Four Years

Ans to Q No 3: Examinations

Ans to Q No 4: Two of the problems of primary education in India as reported by the Hartog Committee were -

- Most of the parents were poor. Due to their ignorance, they are not willing to send their children to school.
- Inequality in educational opportunity. Every child is not getting equal educational opportunity

Ans to Q No 5: Harijan

Ans to Q No 6: Seven, Mother Tongue

Ans to Q No 7: The main disadvantages of basic education were - it was observed to be unfit for children, concept of basic education was not clearly defined and it gave more importance to craft work.

Ans to Q No 8: Twelve

Ans to Q No 9: 6, 14

7.9 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Hartog Committee observed that 'Wastage' and 'Stagnation' were the two major problems of primary education in India. What did the committee meant by the terms wastage and stagnation? Explain briefly.

Q 2: State any five important recommendations of put forwarded by the Hartog Committee to solve the problems of primary education in India.

Q 3: Write in brief the defects of secondary education in India as reported in the Hartog Committee Report.

Q 4: Write a short note on impact of Hartog's Committee Report in the education system of India.

Q 5: Write in brief on the resolutions adopted in Wardha's conference, 1937.

Q 6: Write briefly on the recommendations of Sergent Report with regard to the primary education in India.

Long Questions (Answer each question in around 300-500 words)

Q 1: Why was Hartog Committee constituted? What were the defects in primary education in India as pointed out by the Hartog Committee? What were the suggestions for remedies?

Q 2: What were the recommendations of Hartog Committee regarding Secondary, Women and University education?

Q 3: Discuss the salient features of Basic Education. What are the reasons for the failure of this scheme?

Q 4: Write briefly on Wardha Scheme of Education.

Q 5: Discuss the contribution of the Sargent Report in Indian education system.

Q 6: Write briefly on Sargent Report of 1944.

*** ***** ***

UNIT 8: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-I (CONSTITUTIONAL PROVISIONS REGARDING EDUCATION IN INDIA)

UNIT STRUCTURE

8.1 Learning Objectives

8.2 Introduction

8.3 Various Constitutional Provisions Regarding Education in India

- 8.3.1 On Free and Compulsory Primary Education
- 8.3.2 On Right of the Minorities on Education
- 8.3.3 On Principle of Secularism in Education
- 8.3.4 On Education of the Weaker Section
- 8.3.5 On Study of Hindi
- 8.3.6 On Official Language
- 8.3.7 On the Place of Mother Tongue
- 8.3.8 On Higher Education and Research

8.4 Let Us Sum Up

8.5 Further Reading

8.6 Answer to Check Your Progress

8.7 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- describe the various constitutional provisions of education in India
- recognise the various issues of the Indian Constitution
- explain the significance of the provisions laid down in the Indian Constitution.

8.2 INTRODUCTION

We all know that India received freedom from British rule on 15th August, 1947. We also know that the Constitution of India came into force

on January 26, 1950. The Constitution of India is a unique blueprint of Indian democracy. It is like a mirror of the people of the country. From the study of the history of education during British rule we can easily understand that during that period, education was not developed properly. The British did not pay attention to spreading education. Therefore, education was completely neglected in pre-independent India. For that reason, the makers of the constitution created some vital provisions for the spread of education in the country. The various constitutional provisions regarding education in India are in accordance to our political, economic, social and cultural needs. The main objective of the provisions is to fulfil the need and aspiration of the people of the country.

To understand the spirit of the Indian Constitution we have to understand the Preamble of the Constitution. The preamble of the constitution states, "We the people of India having solemnly resolved to the Constitution of India into a Sovereign, Socialistic, 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 opportunity and to promote among them all.

Fraternity- assuring the dignity of the individual and the unity of the Nation.

The Constituent Assembly adopted our Constitution of 26 November, 1949.

Our Constitution provides us justice and equality in the eyes of law. According to the Constitution of India people should have liberty of thought, expression, and freedom to practice their own faiths and believes and the dignity of each individual should be assured.

8.3 VARIOUS CONSTITUTIONAL PROVISIONS REGARDING EDUCATION IN INDIA

The following sub sections highlight some of the Constitutional provisions regarding Education in India.

8.3.1 On Free and Compulsory Primary Education

The Constitution has made provisions for the Directive Principles of state policy. Article 45 under the Directive principles of state policy states, "The state shall endeavour to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all until they complete the age of fourteen years."

As per **Article 45** of the Indian constitution free and compulsory primary education will be provided by the state. Free and compulsory primary education will be for all the children within the age of 6-14 years. The target will be achieved within a period of ten years.

However, it is very unfortunate that though the target was ten years i.e., 1960, our government have not been able to achieve the target of universalisation of primary education.

8.3.2 On Right of the Minorities on Education

Many articles of the constitution protect the right of the minorities on education. These are Article 29, 30, 350(A), 350 (B). These are discussed below:

Article 29 of the Indian constitution advocated the protection of the minorities on education. The Article states that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of the state funds, on grounds of religion, caste, language or any other such category.

Again, the clause (2) of the Article also provided adequate safeguard for the development of the economically and socially weaker sections of society, including the schedules castes and scheduled tribes.

This Article also states that any section of the citizens residing in the territory of India or part thereof having a distinct

language, script or culture of its own shall have the right to conserve the same.

The main features of Article 29 are:

- All citizens of India have the right to conserve their own language and culture.
- All citizens of the country shall have the right of admission in any educational institution maintained out of the state funds.
- No discrimination shall be made on the basis of religion, caste, language etc.
- It safeguards the development of the economically and socially weaker sections of the society.

Article 30 of the Indian constitution provides right of minorities to establish and administer educational institutions.

This Article states that all minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

Article 30 (1A) states that in making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property as such as would not restrict or abrogate the right guaranteed under that clause.

Article 30 (2) states that the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Article 350 (A) states that every State and every local authority within the State to provides adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the president may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350 (B) states that the President of India shall appoint a special officer for language minority people. The officer will supervise the implementation of the articles for language minority people provided in the Constitution.

8.3.3 On Principle of Secularism in Education

India is a secular country. The Constitution of India states that India is a Sovereign, Socialist, Secular and Democratic Republic. Originally it was Sovereign Democratic Republic. In its 42nd amendment it included the word Socialist and Secular. Constitution of India adopts religious neutral position in all aspects of life.

Article 28 (1) of the Constitution states that no religious instruction shall be provided in any educational institution wholly maintained out of state funds.

Article 28 (2) of the Constitution mentioned that 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 in such institution.

Article 28 (3) says that no person attending any educational institution recognised by the 'state or receiving aid out of state funds shall be required to take part in any religious instruction that may be conducted in such institution on in any premise attached thereto unless such person or, if such person is minor his guardian has given his consent there to.

8.3.4 On Education of the Weaker Section

The makers of the Constitution realised that necessary steps should be taken for education of the weaker section and the scheduled castes. For the development of the nation, it is essential to provide education to all sections of the people of the country. Besides this, for the strengthening of the democracy of our country we should

provide education to all people of the country. To fulfil the above thoughts our Constitution included the article 46 which provides education for the weaker sections of the country.

Article 46 of the Constitution relates to the promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections. This article states, "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 special injustice and all forms of exploitation."

8.3.5 On Study of Hindi

Our national life and our national integration are connected with the development of Hindi language. Hindi language is considered our national language. Thus, promotion of Hindi language is deeply related with the development of our nation. To fulfil these objectives the Constitution of India included article 351 for promotion of Hindi language.

Article 351 of the Constitution of India under special directive states that 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 and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily, on Sanskrit and secondarily on other languages.

8.3.6 On Official Language

Article 345 of the Constitution of India states with regard to the official language or languages of a State that subject to the provisions of Article 346 and 347, the Legislature of a State may by law adopt any

one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State; Provided that, until the Legislature of the State otherwise provides by law, the English language shall continue to be used for those official purposes within the State for which it was being used immediately before the commencement of this Constitution.

8.3.7 On the Place of Mother Tongue

The Constitution makes provision for the development of mother tongue as the medium of Instruction. Simply we can say that the language which we hear and pick up from our mother can be regarded as our mother tongue. Mother tongue is important for the development of basic thinking ability and expression of an individual. The Constitution of India realised the importance of mother tongue and included **Article 350 (A)** for its development.

Article 350 (A) states that, "It shall be the endeavour of every State and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary of proper for securing the provision or such facilities."

8.3.8 On Higher Education and Research

The Constitution of India provides various provisions for the development of higher education and research. **Article 62, 63, 64, 65** and **66** makes various provisions for the development of higher education and research. These articles mentioned that the Parliament can make laws for establishment of autonomous Higher Educational Institutions (HEIs) for the development of higher education and research.



CHECK YOUR PROGRESS

Q 1: As per the ……..of the Indian Constitution, free and compulsory primary education for all children within the age group of 6-14 years will be provided by the state. (Fill in the blank)

Q 2: Which Article of the Indian Constitution advocates protection of the minorities with regard to education?

.....

Q 3: Article 30 of the Indian constitution provides right of ……to establish and administer educational institutions. (Fill in the blank)

Q 4: The Constitution of India says that India is a ……., ……..,…….. and ……. Republic. (Fill in the blanks)

Q 5: Article 62, 63, 64, 65 and 66 makes various provisions for the development of ……education and research.

.....



8.4 LET US SUM UP

- The Constitution of India came into force on January 26, 1950.
- As a sovereign democratic republic, the Constitution of India seeks to secure to its entire citizen's justice- social, economic and political.
- The Constitution of India has given the various guidelines for the development of education in India which are called as constitutional provision.
- Article 45 of the Indian Constitution provides free and compulsory primary education for all the children until they complete the age of fourteen years.
- Article 28 provides maintaining religious neutrality in education

- Article 350 (A), 29 (1) provide us language safeguards in education.
- Article 29 provides equality of opportunity in educational instructions
- Article 30 relates to the rights of minorities to establish and administer educational institutions
- Article 46 mentioned about education of the weaker section and scheduled castes
- Article 350 (A) mentioned about the development of mother tongue as the medium of Instruction
- Article 351 mentioned about the promotion of Hindi language.

8.5 FURTHER READING

1. Aggarwal, J.C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt.Ltd.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

8.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Article 45

Ans to Q No 2: Article 29

Ans to Q No 3: Minorities

Ans to Q No 4: Sovereign, Socialist, Secular and Democratic

Ans to Q No 5: Higher

8.7 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write the main features of Article 29 of the Indian Constitution.

Q 2: What are the provisions stated in the Article 28 of the Indian Constitution?

Q 3: Write briefly on the Constitutional provisions on education of the weaker section of the society in India.

Long Questions (Answer each question in around 300-500 words)

Q 1: Discuss the Constitutional provisions regarding education in India.

Q 2: Describe about the article 28, 46 and 350 (A) of the Indian Constitution.

Q 3: Discuss the significance of Article 45 of the Indian Constitution.

*** ***** ***

UNIT 9: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-II (THE UNIVERSITY EDUCATION COMMISSION, 1948 & THE SECONDARY EDUCATION COMMISSION, 1952-53)

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 The University Education Commission of 1948

- 9.3.1 Aims of University Education
- 9.3.2 Recommendations of the Commission
- 9.3.3 Evaluation of Recommendations of the Commission

9.4 Secondary Education Commission of 1952-53

- 9.4.1 Aims of Secondary Education
- 9.4.2 Recommendations of the Commission
- 9.4.3 Evaluation of Recommendations of the Commission

9.5 Let Us Sum Up

9.6 Further Reading

9.7 Answer to Check Your Progress

9.8 Possible Questions

9.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- analyse the need for the appointment of an Education Commission on University Education in post-independence India
- identify the terms of reference for the Commission
- explain the recommendations of University Education Commission on different aspects of higher education
- evaluate the report critically
- explain the reality to the appointment of Secondary Education Commission in 1952

- identify the terms of reference for the Secondary Education Commission
- analyse the aims of Secondary Education
- analyse the recommendations of the Secondary Education Commission on different aspects of secondary education
- evaluate the impact of the Commission's recommendations on Indian education, especially Secondary education in India

9.2 INTRODUCTION

This unit is the continuation of the previous unit on Development of Education in India since Independence. In the previous unit, we have discussed various Constitutional provisions regarding education in India. We have also gained an idea on the various Articles of the Indian Constitution and grasped the significance of the provisions laid down in the Indian Constitution. This unit focuses on the University Education Commission of 1948 and the Secondary Education Commission of 1952-53. The unit highlight the need for appointment of an Education Commission on University Education in India during post-independence period and the reality of appointment of Secondary Education Commission in 1952. Detailed analysis of the recommendations forwarded by the University Education Commission on various aspects of higher education and by the Secondary Education Commission on different aspects of secondary education are carried out in this unit.

9.3 THE UNIVERSITY EDUCATION COMMISSION OF 1948

As you know that, India got independence in 1947. After independence the first act in the field of education taken by the Indian government was the appointment of a University Education Commission. Government of India realised the necessity to give shape Indian higher education system. As the first step in this direction, the Government of India appointed the University Education Commission in the year 1948.

Eminent scholar and philosopher, Dr. Sarvapalli Radhakrishnan was appointed as the chairman of the commission. Dr. Radhakrishnan was the former vice-chancellor of Banaras Hindu University who later become the second President of India. As Dr. S. Radhakrishnan was the chairman of the commission, for that reason the commission is also popularly known as Radhakrishnan Commission. The commission was appointed by the Government 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. The commission was inaugurated on December 6, 1948. The report of this commission, which was submitted in August, 1949, is a document of great significance and has guided the development of university education in India in the post- Independence period.

Members of the Commission:

Chairman: Dr. Sarvapalli Radhakrishnan

Members:

- Dr. Tara Chand, Secretary and Educational Advisor to the Government of India
- Sir James F. Duff, Vice-Chancellor, University of Durham
- Dr. Zakir Hussain, Vice- Chancellor, Aligarh Muslim University
- Dr. Arthur Morgan, Former President, Antioch College
- Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, University of Madras
- Dr. Megh Nath Saha, Dean, Faculty of Science, University of Calcutta
- Dr. Karm Narayan Bhal, Professor of Zoology, University of Lucknow
- Dr. Jhon J. Tigert, Former Education Commissioner of USA and President Emeritus of the University of Florida
- Shri Nirmal Kumar Sidhanta, Professor of English and Dean, Faculty of Arts, University of Lucknow, Member Secretary

Terms of Reference:

The Commission was to consider and give recommendations on:

- Aims and objectives of University education and research in India.
- Changes considered necessary and desirable in the constitution,

control, functions and jurisdiction of universities in India and their relations with the Government of India and the Provincial Government.

- The finance of Universities
- The maintenance of the highest standard and of teaching and examinations in the universities and colleges under their control
- The course of studies in the universities and their duration
- The standard of admission of university courses of study with reference to the desirability of an independent university entrance examination and the avoidance of unfair discriminations which militate against the fundamental right contained in Article 23 (2)
- The medium of instruction in the universities.
- The provision for advanced study in Indian culture, history, literature, languages, philosophy and finance.
- The need for more universities on a regional or other basis
- The organisation of advanced research in all branches of knowledge in the universities and institutes of higher research in a well co ordinate fashion avoiding waste of efforts and resources.
- Religious instruction in the universities
- The special problem of Delhi University, Aligarh Muslim University and Banaras Hindu University.
- The qualifications, conditions of service, salaries, privileges and functions of teachers and the encouragement of original research by teachers.
- The discipline of students, hostels and the organisation of tutorial work and any other matter which is genuine and essential to a complete and comprehensive enquiry into all aspects of university education and advanced research in India.

9.3.1 Aims of University Education

In the words of Radhakrishnan Commission, the task of universities should be "dissemination of learning, increased search of new

knowledge, unceasing efforts to plumb the meaning of life and provision for professional education to satisfy the needs of society."
To achieve all this, the commission recommended the following aims and objectives of University education.

- **Meaningful Life:** According to Radhakrishnan commission the aim of University education should be to teach about life. To teach that life has a meaning is important for university students. It implies that education must teach the youth the meaning if life and it will help them to find the meaning in whatever they do.
- **Maintenance of Cultural Heritage:** The main source of spiritual nourishment for any people must be its own past perpetually rediscovered and renewed. A society without its own cultural background cannot develop properly. For that reason, higher education should be designed in order to keep cultural heritage of the country so as to regenerate it. It should not be based on western culture, science and literature alone.
- **Social Efficiency:** Development of social efficiency should be the aim of university education. Our education system must find its guiding principle in the aims of the social order for which it prepares. Education should aim at training the youth for democratic living. The university has to make the foundation of a democratic 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.
- **Training for Leadership:** Training for leadership in the professions and in public life is one of the central aims of university education. It is the function of the universities to train men and women for wise leadership. Universities must enable young men and women to read with insight the records of human experience as they are expressed in world's literature, to know the nature and consequences of ethical values, to sense the meaning of the social forces operating in the world today and comprehend the complexities.

- **Character Formation:** The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. Therefore, education should aim at developing such value as fearless of mind, strength of consciousness and integrity of purpose.
- **Awakening the Innate Ability:** Education should be act as an instrument which can awaken the innate ability of youth to live the life by developing wisdom. It has to make new discoveries and innovations in order to make the society strong and powerful.
- **Intellectual Adventure:** We must give up the fatal obsession of the perfection of the past, which greatness is not to be attained in the present, which everything is already worked out and all that remains for the future ages of the world is pedantic imitation of the past. Universities should be the homes of intellectual adventure.
- **An Integrated Way of Life:** It is admitted by all educationists and thinkers of East and West that the purpose of all education is to provide a coherent picture of the universe and an integrated way of life. Man cannot live by a mass of disconnected information. He has a passion for an ordered intellectual vision of the connections of things. The subjects we study must be taught as parts of a connected curriculum.
- **Imparting Vocational and Professional Training:** The aim of University education should impart vocational and professional training to the youth.
- **Self Development:** Education should aim at self development. Self development should be guided by the spirit of excel. Through self development of individuals, the universities should be able to produce efficient administrators and suitable workers in various fields.

In conclusion, we can say that our universities must educate on the right lines and provide proper facilities for education larger number of people. What we need is the awareness of the urgency

of the task, the will and the courage to tackle it and whole hearted commitment.

9.3.2 Recommendations of the Commission

As you know that before giving recommendations on university education, the commission thought it necessary to have first hand assessment of the situation of the country. For this purpose, the Commission conducted an intensive tour of different parts of the country. During the visit of different parts of the country the commission received memorandum from various parts of the country. These memoranda served as feed-back for Commission to make recommendations on various aspects of education. The major recommendations of the commission are discussed below.

- **Duration of the Course:** The commission suggested that the University education should begin after the intermediate stage. It should cover a period of three years. The commission recommended that the school education should be 12 years of duration after that the university education should be of 3 years. However, the recommendation was the same as that made by the Sadler Commission 1917-19.
- **Aims and Objectives of University Education:** In the words of Radhakrishnan Commission, the task of universities should be "dissemination of learning, increased search of new knowledge, unceasing efforts to plumb the meaning of life and provision for professional education to satisfy the needs of the society." To achieve all this, the Commission recommended the following aims and objectives of University education.
  - To teach that life has a meaning
  - To awaken the innate ability to live the life of soul by developing wisdom
  - To acquaint with the social philosophy which should govern all our institutions, educational as well as economic and political

- To train for democracy
- To train for self-development
- To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose
- To acquaint with cultural heritage for its regeneration
- To enable to know that education is a lifelong process
- To develop understanding of the present as well as of the past
- To impart vocational and professional training

- **Teaching Staff:** The commission suggested that there should be four classes of teachers. These are- Professor, Reader, Lecturer and Instructor. It was also suggested that promotion from one category to another should be solely on the grounds of merit.
- **Standard of Teaching:** The University Education Commission made several observations on teaching standards of Indian Universities. The commission made following recommendations for improving the existing standards of higher education:
  - A large number of well-equipped intermediate colleges to be established in each province.
  - In order to switch students to different vocations after 10 and 12 years of schooling a large number of occupational institutions should be opened.
  - Refresher course be organised by the universities for high school and intermediate college teachers.
  - The commission was of the opinion that overcrowding at universities and colleges should be avoided. For this purpose, the maximum in the Arts and science faculties of a teaching study be fixed at 3,000 and in affiliated colleges at 1500.
  - The commission recommended that the number of working days should be substantially increased to ensure a minimum

of 180 days in a year, exclusive of examination days, with three terms, each of about 11 weeks' duration.

- The commission recommended that lectures should be carefully planned and supplemented by tutorials, library work and written exercise.
- The commission also recommended that there should be no prescribed text-books for any course of study.
- Attendance at lectures should be compulsory for undergraduate students as at present. Private candidates of only certain categories be allowed to appear for public examinations.
- Evening colleges should be opened for working people.
- The tutorial instructions should be developed in all institutions imparting university education.
- University libraries should be improved. For this the government should provide large grants to the university libraries introduce open access system, staff training etc.
- The laboratories should be improved in buildings, fittings, equipment, workshops and technicians etc.

- **Admission:** The admission to the university course should be after the completion of 12 years of study at a school and an intermediate college.
- **On Courses of Study:** The Commission was of the view that in the faculties of Arts and Sciences students should be admitted to the colleges and universities after successful completion of twelve years of schooling or after the passing of the present intermediate examinations. Masters' Degrees should be given to honours students after one year's study beyond the bachelor's degree, and to pass students after two years beyond the bachelor's degree. Literature for general education courses should be developed which will give the students an acquaintance with the mastery of the contents and methods of thinking and working in each field. In preparing the contents of general

education the general interests of the student and his special interest should be taken into considerations.

- **Postgraduate Training and Research:** The Commission was of the view that the regulations for M.A. and M.Sc. degree should be uniform in all the universities of India. The training for Ph.D. degrees should extend over two years and admission should be on an all-India basis. D.Litt and D.Sc. Degree should be awarded on published work of outstanding quality. The commission recommended that the Ministry of Education should institute a large number of research scholarships. Fundamental research should be the primary concern of the universities.
- **Professional Education:** The commission took a special note on professional and vocational education in the country. The commission made some concrete recommendations on Agricultural education, Commerce education, Teacher education, Medical education, Technical education, Legal education etc. The commission recommended that the Agricultural education should be recognised as an important national issue and the study of agriculture should receive due attention in primary, secondary and higher education. The existing Agriculture colleges should be improved. Agricultural research centre should be established. On the subject commerce education, the commission recommended that commercial education should be made more practical. At the graduation level, the students should be encouraged to specialise in a particular branch. On teacher education the commission suggested that the teacher-training course should be remodelled to make it more practical and useful. Regarding Engineering and Technology education, the commission recommended that the inclusion of general education and basic physical and engineering sciences in the engineering courses. The number of engineering colleges should be increased. The commission recommended a three year degree course for

special legal subjects. It also recommended that the institutions offering courses in law should be thoroughly re-oriented. Students pursuing degree courses in law should not be permitted to carry on other degree courses simultaneously except in case of the exceptionally brilliant students. Regarding Medical education, the commission recommended that the maximum number of admission to a medical college should be 100, provided the college has adequate staff as well as equipment to match the number. The commission also suggested that all the departments of study which require hospital facilities should be located in a single campus. Post-Graduate training should be offered in certain well-equipped and well-staffed colleges.

- **Religious Education:** Regarding religious education in the colleges, the University Education Commission recommended that all educational institutions should start work with a few minutes of silence meditation. In the first year of the degree course lives of great religious leaders like Gautama the Buddha, Confucious, Zaroaster, Socrates, Jesus, Sankara, Ramanuja, Mahadeva, Mohammad, Kabir, Guru Nanak Dev, Gandhi be taught. In the second year some selections of a Universalist character from the scriptures of the world be studied. In the third year, the central problems of the philosophy of religion be considered.
- **Examination System:** The University Education Commission severely criticised the existing system of examination. The Commission made some far-reaching recommendations to reform the present system.
  - The commission recommended that objective type tests should be introduced in the earliest possible time.
  - Each university should have a Board of Examinations to advise the university or college instructional staff concerning the techniques in devising and constructing objective test for their class examinations and providing criteria and

material for the periodic revision of the curriculum.

- The commission recommended that a University degree should not be required for Government administrative services. Special State examination for recruitment to the various services should be organised.
- Credit should be given for class work and one third of the marks allotted to each subject should be reversed for work done during the course of instruction.
- The standards of success at the various examinations should be uniform in all universities. To get a first class a candidate should get 70% or more marks, 55% to 69% for a second class and at least 40% for a third class. The students should be arranged in alphabetical order in each of the three classes. The system of grace marks should be abolished.
- Viva-voce examination should be employed only for professional and post-graduate degrees.
- The essay type examination should continue with the objective type but the type of questions, method of examination etc. Should be thoroughly changed with a view to making it more valid and reliable.

- **Medium of Instruction:** The commission was of the view that Higher Education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. To develop the federal language and the regional language, a Board of scientists' and linguists should be appointed to prepare a scientific vocabulary of words which will be common to all Indian languages and also for the preparation of books in different sciences to be translated into all Indian languages. All provincial governments should take steps to introduce the teaching of the Federal language in all classes. The commission recommended that for Federal language, one script- Devnagiri should be employed and some of its defects should be removed.

- **Women's Education:** On women education the commission observed that there cannot be an educated people without education of women. To achieve this objective the commission recommended that Girls education be made familiar with the problems of home management. They must be helped to develop skills to meet the necessary requirements. Women should be provided 'laboratory experience' in a baby home and nursery school. They should study courses like Home Economics, Nursing, Teaching, Fine Arts etc. The commission also recommended that women students in general should be helped to see their normal place in a normal society, both as citizen and as women. The commission placed a special responsibility on male students for promotion of women education. In coeducational institutions the male students should maintain desirable standards of courtesy and social responsibility.
- **Constitutional Status, Control and Administration of Universities:** Regarding constitutional status, control and administration of universities, the commission recommended that the University education should be placed on the concurrent list. The concern of the Central Government with the universities be with regard to finance, co-ordination of facilities in subjects, adoption of national policies, ensuring minimum standards of efficient administration and liaison between universities and national research laboratories and scientific survey etc. The commission also recommended that for allocation of grants to the universities, a central grants commission be established. The committee recommended that the government colleges be gradually transformed into constituent colleges of the university. The governing body of the colleges should be properly constituted.
- **Finance of the Universities:** The commission felt concerned about the financial health of universities. In order to help universities get out of the financial difficulties, the commission recommended that a university grants commission should be

set up to allocate grants to the universities. The state government should realise its responsibility for financing higher education.

- **Establishment of Rural Universities:** The Radhakrishnan Commission was in favour of setting up rural universities and colleges. The commission recommended that the general advancement of rural India will call for an ever increasing range and quality of skill and training. To supply these and to meet the requirements of an educated citizenship, a system of rural colleges and universities was necessary. A new beginning was desirable, with freedom to create a distinctive tradition as to purposes, spirit and methods.

9.3.3 Evaluation of Recommendations of the Commission

Naik and Nurullah have commented on the Report of the University Education Commission as, "The Report of this commission, which was submitted in 1949, is a document of great significance and has guided the development of university education in India in the post-independence period." Dr. Rajendra Prasad, the first President of free India said that the value of the University Education Commission Report lies very largely in the fact that it recognises the necessity for a fundamental change in the set-up of things in this country and proceeds to deal with its educational problems on that basis.

In the light of the above observations, we can shortlist the following merits of the commission:

- The commission have suggested the right stage for the university education to begin. It suggested twelve years of education before the university stage. Although it repeated the suggestion made by the Calcutta University Commission of 1917-19, it is worth mentioning that the structure of 10+2+3 was introduced in the country in the beginning of 1975, fifteen years after the Commission's recommendation.

- The commission emphasised the role of universities in encouraging research. The commission felt that such research activity would make teaching sound and inspiring.
- The commission laid stress on both quality and quantity in research and teaching in the right spirit. Uniformity in selection of students and duration and quality of training for post-graduate degree was also rightly stressed.
- The commission categorised the university teaching staff into four cadres, namely, Professor, Reader, Lecturer and Instructor. Besides this, the commission gave various suggestions for the improvement of teachers. These are better facilities of provident fund, provision of housing accommodation on nominal rent, study leave for research, sixty years as the age of retirement.
- The commission was in favour of examination reform. The commission said that just one reform, that is examination system, would change the face if Indian education.
- The commission suggested that scientific thought to be tempered with value education. Though the commission gave importance on scientific knowledge and scientific thought, the commission also warned against over-emphasis on material aspects of education. The commission advised to temper scientific thought with education in moral values.
- The commission realised that the education of women remained neglected during the British rule. The commission rightly stresses the significance of education of women.
- The commission's argument that agricultural education should have a rural bias is quite convincing. To achieve this, the commission rightly said that new universities should be opened in rural areas.
- The commission's suggestion on religious education was a positive step on Indian education. We all know that religion holds a significant place in Indian mind. The commission recognised the significance of introducing some kind of religious education

at the university level. However, the commission warned that religious education should be without any stress on religious dogmas and rituals.

- The commission was strict in case of indiscipline in the educational institutions. Commission's view on indiscipline is quite relevant in present time as well.



CHECK YOUR PROGRESS

Q 1: The University Education Commission was appointed by the Government of India in the year .....under the Chairmanship of..... (Fill in the blanks)

Q 2: : What did the University Education Commission said regarding the maintenance of cultural heritage? (Write your answer around 50 words)

.....

.....

Q 3: The University Education Commission, 1948 recommended that the school education should be .....years duration after that the university education should be of ..... years. (Fill in the blanks)

Q 4: What did the University Education Commission, 1948 recommended regarding the Women's Education? (Write your answer around 100 words)

.....

.....

9.4 SECONDARY EDUCATION COMMISSION OF 1952-53

As you are aware that a number of commissions had been appointed in the past for the improvement of Indian education system. Among them

the prominent were the Indian Education Commission of 1882, the University Commission of 1902, the Sadler Commission of 1917 and the University Education Commission 1948-49. All these commissions covered certain aspects of secondary education. However, no commission had so far been appointed to survey the problems of secondary education.

In order to examine the prevailing conditions of Secondary education and to suggest some measures for its recommendation and improvements, the Central Advisory Board of Education (CABE) had made recommendations to appoint a Commission in their 14th session meeting held in 1948. Accordingly, the Government of India appointed the Secondary Education Commission on 23rd September, 1952 vide their resolution No. F.9-5/52-B-1, dated 23rd September 1952.The commission made an extensive tour throughout the country and tried to examine the educational problems at different places. After making a thorough survey, the commission submitted its report on August 29, 1953. It was discussed by the CABE at Delhi on November 9 and 10, 1953.

- Members of the Commission:
  - Dr. A Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University, Madrad. (Chairman)
  - Principal John Christie, Jesus College, Oxford
  - Dr. Kenneth Rast Williams, Associate Director, Southern Regional Educational Board, Atlanta, U.S.A.
  - Mrs. Hansa Mehta, Vice-Chancellor, Baroda University, Baroda.
  - Shri J.A. Taraporevala, Director of Technical Education, Government of Bombay, Bombay.
  - Dr. K.L. Shrimali, Principal, Vidya Bhavan Teachers' Training College, Udaipur
  - Shri M.T. Vyas, Principal, New Era School, Bombay.
  - Shri K.G. Saiyadain, Join Secretary to the Government of India, Ministry of Education (Ex-officio Member)
  - Principal A.N. Basu, Central Institute of Education, Delhi (Member-Secretary)

Dr. S.M. Chari, Education Officer, Ministry of Education, acted as Assistant Secretary to the Commission.

- Reason for Appointment of the Commission:

Many reasons were there behind the constitution of the commission. Some major reasons are mentioned below:

- Secondary education in the country required an urgent review in the light of existing national requirements.
- Secondary stage was the linking factor between school education and University education. It was felt necessary to revamp secondary education so as to make it a conventional launch pad for university education.
- The position of primary education and university education had been reviewed time and again. Now, it was the secondary education which required transformation.
- Article 45 of the Indian constitution provides free and compulsory primary education. To achieve this objective the elementary school needed efficient teachers whose basic qualification was secondary school pass. It was desirable that secondary school sent teachers with diverse talents. This requires positive change in secondary education in the country.

- Terms of Reference:

Besides reviewing the existing position of Secondary Education in the country, the Commission was required to suggest measures for its reorganisation and improvement with particular reference to the following:

- Enquire into and report on the present position of Secondary Education in India in all its aspects;
- Suggest measures for its reorganisation and improvement of secondary education
- The aims, organisation and content of secondary education
- Its relationship to primary, Basic and Higher Education
- The inter-relation of Secondary School of different types
- 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 entire country.

9.4.1 Aims of Secondary Education

The Secondary Education Commission provided some specific aims of secondary education these are as discussed below:

- **Development of Democratic Citizenship:** Development of good citizenship is an important issue in a democracy. To develop every people into good citizen it is the secondary education that has to train carefully. For the development of democratic citizenship many intellectual, moral and social qualities are needed to be created in the students. It is only through education that such qualities can be developed. The Commission suggested that education should aim at developing the following qualities for inculcating democratic citizenship:
  - Clear Thinking: The aim of secondary education should be the development of the capacity for clear thinking and a receptivity of new ideas.
  - Scientific Outlook: Secondary education should also develop a scientific attitude of mind to enable the individual to think objectively. Students should develop their consciousness based on facts and tested data. It should develop the understanding and the intellectual integrity to distinguish truth from falsehood and facts propaganda and to reject fanaticism and prejudices.
  - Clear and Free Expression: Successful living in democracy is based not on force but on free discussion, persuasions and amicable exchange of ideas. So, it is essential that education must develop the quality of clear and free expression.
  - Social Co-operation: For the development of good citizenship secondary education should try to inculcate in the students

the qualities of discipline, co-operation, social sensitivity and tolerance.

- True Patriotism: It is the duty of the secondary education to inculcate the sense of patriotism among the students. However, patriotism should not be understood in terms of its narrow concept. True patriotism involves three things:
  - A sense of appreciation of social and cultural achievements of one's country.
  - A readiness to recognise its weaknesses and to work hard to overcome them.
  - An earnest resolve to serve one's country to the best of responsibility by subordinating individual interests to broader national interests. It is this kind of patriotism which secondary education must aim at.
- World Citizenship: Secondary education must create a sense of world citizenship among the students because the countries of the world are so intimately inter-connected that no nation can live alone. So, the development of world citizenship has become as important as national citizenship.

- **Improvement of Vocational Efficiency:** Nation's development is always based on productivity of the nation. Secondary education commission gave stressed on the productive or vocational efficiency of the young students. Secondary education must concentrate to improve vocational efficiency among the students.
  - Creating new attitude to work which implies an appreciation of dignity of all work, high or low;
  - Realisation of the fact that national prosperity is possible only through work in which everyone must participate.
  - A longing for perfection and taking pride in doing everything as thoroughly as one can.

The commission suggested that in order to make the academic work a part of the practical work, diversification of course should be

introduced at the secondary stage so that a large number of students may take up agricultural, technical, commercial and other practical courses, which will train their varied aptitude and enable them to take up vocational pursuits at the end of secondary school course.

- **Development of Personality:** According to the Secondary Education Commission development of personality of the students should be one of the objectives of secondary commission. Education at the secondary stage should realise the forces of creative energy in the students so that they may be able:
  - To appreciate their cultural heritage
  - To cultivate rich interests which they can pursue in their leisure
  - To contribute to the development of their heritage.

  For the purpose, a prominent place should given to subjects like art, craft, music and development of similar hobbies in the secondary school curriculum.
- **Education for Leadership:** The role of education in providing us with proper leadership cannot be under estimated. The secondary stage of education is of vital importance in this regard. The secondary education should train the persons to assume the responsibility of leadership in social, political, industrial and cultural life of their country or community. The term leadership which is to be understood in the wider sense and not synonymous with the political leadership calls for social issues and greater technical efficiency.

9.4.2 Recommendations of the Commission

The secondary education commission noted that many of the recommendations of the previous commissions had not been implemented. It wanted to see that its own recommendations were implemented. Thus, it divided them into short-term

recommendations. It also highlighted the point that recommendations required a review, but these had to remain permanent over a definite period of time.

- **On Aims of Secondary Education:**
  - Development of qualities, essential for creative citizenship
  - Formation of vocational efficiency
  - Development of personality
  - The training for leadership
- **New Organizational Pattern:** The commission observed that it was now generally recognised that the period of secondary education covered the age group of about 11 to 17 years. Properly planned education, covering about 7 years, enabled the school to give a thorough training in the course of study taken up by the student and also kept him to attain a reasonable degree of maturity in knowledge, understanding and judgement, which would stand him in good stead in life. The following recommendations were made:
  - Education was to commence after a four or five years period of primary or junior basic education and was to include the middle or senior basic or junior secondary stage of 3 years and the higher secondary stage of 4 years. The existing high school and the higher secondary schools were to function on the lines laid down during transitional stage. The intermediate stage was to be replaced by the higher secondary stage which was to be of four years duration (including one year of intermediate in it).
  - The first degree course in the university was to be of three years duration. Admission to professional colleges was to be opened to those who had completed the higher secondary course or had taken the one year pre-university course in the degree or professional colleges.
  - Multipurpose schools were to be established to provide varied courses of interest to students with diverse aims, aptitude

and abilities. Those who had successfully completed such course were to be given opportunities to take up higher specialised courses in polytechnics or technological institutions.

- All states were to provide special facilities for agriculture education in rural schools. Such courses were to include horticulture, animal husbandry and cottage industry.
- Special criteria were to be established for converting high schools into higher secondary schools related to accommodation, equipment, qualification of the staff, salaries and grades, and the provision of adequate finances.

- **On the Issue of Language:** The Commission recommended a study of group of languages. These are as follows:
  - Mother tongue
  - Regional language when it was not the mother tongue
  - Official of federal language
  - Classical languages- Sanskrit, Arabic, Persian, Latin etc.
  - English as an international language
  - At the secondary stage, the medium of instruction was to be either the mother-tongue or the regional language.
  - As Hindi had been adopted in the Constitution as the official language of the centre, it would become a means of communication of the people and of official correspondence between the central government and the states. Hindi would promote national unity and solidarity.
  - If English was to be removed from the curriculum of secondary schools, its effects would be harmful for the Indian system of education.
- **On Curriculum:** The commission found the curriculum of secondary school as narrow, bookish, lacking in the power to develop the whole personality of the child and much dominated by examination.

- The commission highlighted the principles of curriculum construction as totality of experience: variety and elasticity, core subjects, link with community life, the use of leisure and interrelation of subjects.
- Scheme of curriculum of the middle or senior basic schools was to include English, social studies, general science, mathematics, art and music, craft and physical education.
- Curriculum at the high and higher secondary schools was to include compulsory subjects like mother-tongue or regional language, course of the mother-tongue and of a classical language, one other language to be chosen from Hindi for those whose mother tongue was not Hindi, elementary English for those who had not studied English in the middle stage, advanced English for those who had studied English at an early stage, a modern Indian language other than Hindi, a modern foreign language, other than English and a classical language.
- Social studies were to be for the first two years only.
- General sciences including mathematics were for two years only.
- One craft was to be chosen from ten areas- spinning and weaving, wood work, mental work, clay modelling etc.
- The optional subjects were to be taken from seven groups: humanities, science, technical subjects, commercial subjects, agricultural subjects, fine arts, home science (especially for girls).

- **On Textbooks:** The Secondary Education Commission recommended a high-powered, independent textbook committee with the purpose of improving the quality of textbooks. The committee was to lay down clear criteria for the sale of papers, illustration, printing and format of the book. Textbooks as well as books of general readings were to be of good quality. The amount realised from the sale of publications was to constitute a fund

which could be utilised for awarding scholarships and providing books and other amenities for school children. Frequent changes in textbooks and other books were to be discouraged.

- **Methods of Teaching:** The Commission gave more importance on the method of teaching. Imparting of knowledge in an efficient manner was to be complemented by inculcating desirable values and proper attitudes and habits of work among students. The principles of activity and project methods were to be assimilated in school practice. Teaching methods were to enable students to be trained in the techniques of study and self-study and to apply knowledge. A well equipped library and subject libraries, managed by trained librarians, were considered essential for secondary schools.
- **Examination System:** The Commission recommended that the number of external examinations was to be reduced by introducing objective tests. School records were to be maintained to indicate the progress of each pupil. There should be only one examination at the completion of secondary school course.
- **School Administration:** The Commission recommended the introduction of self-government in all schools. The house system with perfects or monitors was to be introduced. The students were to draw and enforce the code of conduct. Teachers were to provide education of character, keep close contact with students and direct extra-curricular activities. Religious and moral education was to be imparted on the voluntary basis after the regular school hours. A congenial atmosphere in the school could ensure development of character. Cumulative records of the pupil were to be maintained in the school.
- **Guidance and Counselling:** The Commission observed that educational guidance was to receive greater attention. In order to improve pupils' understanding of the scope, nature and significance of various occupations and industries, films were to shown. Trained guidance officers and career masters were

to be appointed in secondary schools. The government was to undertake the responsibility of opening centres for training them.

- **Students' Welfare:** The Commission made various recommendations for the welfare of the students. The Commission recommended that all students were to be thoroughly examined medically every year. Medical services were to be examined in every state. Some teachers were to be trained in the principles of first aid and were to be given physical training. Teachers associated with physical training were to be able to teach subjects like physiology and hygiene. The training facilities were to be increased by expanding seats in the existing colleges and by opening new colleges.
- **Teacher Training:** The Commission recommended that the methods of selection and appointment of the teachers should be uniform throughout the country. Regarding private schools, a committee including the principal was to select teachers. So far as possible, only trained teachers should be appointed with probation of one year. Salaries for the same qualifications should be equal. Teachers' salary for the same qualified teachers' should be equal. High school teachers should be trained graduates and in the higher secondary school with qualifications as required for teaching in the intermediate college. A system of triple benefit fund - pension, provident fund and insurance should be introduced in all states. Physically fit and competent teachers should be allowed to work up to the age of 60. Arbitration board should be established to look into appeals, grievances and disciplinary matters of teachers.
- **Finance:** The Commission realised that for the improvement of secondary education of the country a close cooperation between the central and state governments is essential. An industrial education cess should be levied and utilized for the furtherance of technical and vocational education at the secondary stage. Furthermore, a percentage of revenue of railways,

communications and posts and telegraph etc., should be made available for the promotion of technical education. The state governments should provide lands to the schools for playgrounds, buildings or agricultural farms without any charge.

9.4.3 Evaluation of Recommendations of the Commission

Secondary education is the most important stage in the system of education. The report of the secondary education commission may be described as the Bible of secondary education in India. For this Commission, Government of India had introduced a number of schemes for the improvement of secondary education. The Secondary Education Commission had for the first time denoted itself exclusively to a comprehensive evaluation of the problems pertaining to secondary education. The commission had emphasised the need of the reorientation of the aims and objectives of secondary education. The commission had mentioned some practical education like the aims should include training in democratic citizenship, improvement of vocational efficiency, development of personality had been highly inculcated in the development of modern secondary schools in India.

The new pattern of secondary education as suggested by the secondary education commission was implemented in some states with the change that the duration of the secondary course was reduced to 3 years instead of 4 years as suggested by the commission. The Government of India decided to have a new pattern of education as highlighted below:

- Eight years of integrated elementary (basic) education. This stage would generally cover the period from 6 to 14 years.
- Three years of secondary education where there would be a marked diversification of courses. This would generally cover the period from 14 to 17.

- Three years of university education after the higher secondary school, would lead to the first degree.

The commission also suggested the transfer to control of secondary school examination from the universities to specially constituted Boards of Secondary Education which took over the responsibility of conducting High School Certificate Examination. Another impact of the recommendation of the Commission was the adoption of regional language as a medium of instruction and examination at the secondary education stage.

Some other recommendations like, improvement of teaching standard, training of teachers, introduction of technical education in middle schools and conversion of high schools into higher secondary schools by increasing the duration of secondary stage by one year, provision of Polytechnics, cottage industry, commerce gave a new orientation to secondary education as a whole. As a result of these recommendations, the secondary education in various states began to tale a new shape. The chairman of C.A.B.E. appointed a special Implementation Committee in 1953 to carry on various schemes like- establishment of multipurpose school, training of teachers, improvement of school libraries, improvement of teaching in existing schools etc.

Another significant result of Secondary Education Commission was the formation of All India Council of Secondary Education which was set up in August 1955. Its main function was to review the progress of Secondary Education from time to time. Another function of this council is to give advice the state and central Governments on the improvement and expansion of secondary education.

The Commission had also recommended establishing a Bureau of Educational and Vocational Guidance in every state in view of special needs of the students of the secondary schools. This Bureau was established in October, 1954.

From the above discussion it is clear that the recommendations were in connection with diversified courses, reform of examination and evaluation, expansion of secondary education etc. These were worthwhile and held the promise to serve the needs of a new India.



CHECK YOUR PROGRESS

Q 5: In which year did the Government of India appointed the Secondary Education Commission? Who was the chairman of the Commission?

.....

.....

Q 6: Mention the aims of secondary education as recommended by the Secondary Education Commission, 1952?

.....

.....



9.5 LET US SUM UP

- In 1948, the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan and 9 other members was called upon to study university education in its totality in India and make recommendations.
- The Commission submitted its report in 1949.
- The aims of university education, individual, social, vocational, political, economic, philosophical were defined in a comprehensive way.
- Teachers were recognised as important agents of education; their salaries were to be increased.
- The aims and objectives of the commission arrives at the conclusion that higher education is the corner-stone of the democracy.
- Recommendations were made to improve standard of university education.

- The curriculum- arts, sciences, humanities-was elaborately described.
- Secondary Education Commission was appointed in 1952 and submitted its report in 1953.
- Its Chairman was Dr. A.L. Mudaliar; there were eight other members and secretaries, and 17 members - one for each state-were co-opted.
- It was to enquire into and report on secondary education.
- It recommended primary school of 4 or 5 years, junior secondary school of 3 years and higher secondary school of four years. First degree course was to be of 3 years.
- It recommended study of a group of languages.
- The curriculum was to be constructed on the principle of totality of experience of learners, variety, elasticity and use of leisure.
- The quality of textbooks was to be improved.
- Techniques of study, self-study and application of knowledge were recommended.
- Self-governance was recommended in all secondary schools.
- Guidance and counselling, and medical examination of students were recommended.
- Trained teachers were to be preferred.
- Cooperation between central and state governments in financial matters was recommended.

9.6 FURTHER READING

1. Aggarwal, J.C. (2005). History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
3. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects. Agra: Agarwal Publications.

9.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1948, Dr. Sarvapalli Radhakrishnan

Ans to Q No 2: With regard to the maintenance of cultural heritage, the University Education Commission stated that a society without its own cultural background cannot develop properly. As such, the Commission recommended that higher education should be designed in order to keep cultural heritage of the country and also said that it should not be based on western culture, science and literature alone.

Ans to Q No 3: 12 years, 3 years

Ans to Q No 4: With regard to the Women Education, the University Education Commission observed that there cannot be an educated people without education of women. To achieve this objective the commission recommended that Girl's education be made familiar with the problems of home management. They must be helped to develop skills to meet the necessary requirements. Women should be provided 'laboratory experience' in a baby home and nursery school. They should study courses like Home Economics, Nursing, Teaching, Fine Arts etc. The commission also recommended that women students in general should be helped to see their normal place in a normal society, both as citizen and as women.

Ans to Q No 5: 1952, Dr. A Lakshmanaswami Mudaliar

Ans to Q No 6: According the Secondary Education Commission, the aims of secondary stage of education should be

- Development of qualities essential for creative citizenship
- Formation of vocational efficiency
- Development of personality and
- The training of leadership



9.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: State any six of the terms of references for the University Education Commission, 1948.

Q 2: Write in brief the recommendations of University Education Commission, 1948 with regard to Aims and Objectives of University Education.

Q 3: What were the recommendations of University Education Commission regarding Professional and Vocational Education?

Q 4: State some of the major reasons behind the constitution of the Secondary Education Commission by the Government of India?

Q 5: Explain the aims put forwarded by the Secondary Education Commission in connection with development of democratic citizenship and world citizenship.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the aims and objectives of University Education Commission of 1948.

Q 2: What recommendations did the Radhakrishnan Commission make with regard to Higher Education?

Q 3: Evaluate the impact of the commission on the development of University Education.

Q 4: What recommendations did the Secondary Education Commission make with regard to the aims of secondary education?

Q 5: Discuss the recommendations of the Mudaliar Commission regarding the reorganization of secondary education.

Q 6: Evaluate the impact of the Mudaliar commission on the development of Secondary Education.

*** ***** ***

UNIT 10: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-III (EDUCATION COMMISSION OF 1964-66 AND NATIONAL POLICY ON EDUCATION, 1968)

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Education Commission of 1964-66

10.3.1 Terms and Reference

10.3.2 Major Recommendations of Education Commission

10.3.3 Evaluation of the Commission's Report

10.4 National Policy on Education,1968

10.4.1 Main Considerations of National Policy on Education

10.4.2 Assessment of the Policy

10.5 Let Us Sum Up

10.6 Further Reading

10.7 Answer to Check Your Progress

10.8 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the circumstance leading to the appointment of Inference for the Commission in 1964
- state the terms of reference for the Commission
- gain a reasonable view of the chief recommendations made by the commission
- critically assess the impact of the Commission`s recommendations on Indian education
- explain the background of National Policy on Education 1968
- enlist the main provisions of National Policy on Education 1968

10.2 INTRODUCTION

After having considered the views of two Commissions on University Education and Secondary Education, the government of India appointed another Commission in 1964 to cover all aspects and stages of education, with Dr. D. S. Kothari, the then chairman U. G. C., as its chairman. It was entitled Education Commission, but has been popularly known the Kothari Commission. The Commission had 16 members, including the Chairman Shri J. P. Naik, Head of the Department of Educational Planning, Administration and Finance, Gokhale Institute of Politics and Economics, Poona was the Member-Secretary of the Commission. The Commission had an associate secretary and there were 14 members. The membership included distinguished personalities both Indians and foreigners. Among the foreigners were S. A. Shumovesky (USSR), M. Jean Thomas (UNESCO), Roger Revelle (USA) etc. We shall discuss about Education Commission of 1964-66 and National Policy on Education 1968 in this unit.

10.3 EDUCATION COMMISSION OF 1964-66

Kothari Education Commission was the sixth Commission which was appointed in the history of Indian education while it was the third Education Commission after India attained independence in 1947. As we have already discussed, the other two commissions were University Education Commission 1948, and Secondary Education Commission 1952. All the five earlier commissions dealt, not with education as a whole but with some of its aspects. It dealt with all aspects and sectors of education and was required to advise Government on the evolution of a national system of education for the country. Another unique feature of the commission was its international composition. It included eleven Indian members and five others- one each from France, Japan, the U.K., the U.S.A., and the USSR.

The Commission went round all the states and selected union territories for about hundred days and visited universities, colleges and schools. It discussed matters concerning education with educationists, administrators, teachers and students. Two conferences of the

representatives of university students were convened with a view to obtaining information about the problems in academic and welfare areas. Persons related with industry, science, research and persons related with education were interviewed. As many as 9000 people were interviewed. In addition, memoranda written reports and replies to the questionnaires were collected. There were over 2400 memoranda and notes. Seminar, conferences and special studies were conducted. The commission called on the President, Vice-President, Prime Minister and Minister for Education and benefited from discussion with them. Task forces and working groups were appointed on various aspects of education.

The commission started work on October 1, 1964 and submitted its report on June 29, 1966. The total expenditure on the Commission was Rs.15,09,185.16.

10.3.1 Terms and Reference

Kothari Education Commission was appointed with the following terms of reference:

- **To Evolve a National System of Education:** The commission was required to assess itself to evolving a national system of education keeping in view the values and traditions of the country with reference to the needs and aspirations of the people.
- **Making Education as the Key to National Prosperity and Welfare:** The commission was required to address itself to the need for making education as the key-factor in national prosperity and welfare.
- **Qualitative Improvement in Education at All Levels:** The commission was required to examine why qualitative improvements in education failed to keep pace with quantitative expansion and national policies and programmes concerning quality improvement in education at all levels.
- **Survey of Education as A Whole:** The commission was called upon to have a synoptic survey and not an imaginative view of

education considered as a whole and not fragmented into parts and stages. It is not proposed to have a comprehensive review of the entire system of education.

The Commission advised Government on national pattern of education and on the general principles and policies for the development of education at all stages and all its aspects. However, it had not examined problems of medical and legal education, but such aspects of their problems as necessary for its comprehensive enquiry may be looked into.

10.3.2 Major Recommendations of Education Commission

As we have discussed above, the Kothari Commission had studied the various problems of Indian education system. The Commission submitted its elaborative report, consisting of 1600 pages to the Education Minister of India on 29th June, 1966.

The report was divided into four parts. The first part dealt with educational and national objectives, the education system - structure, the standards, teacher's status, teacher's education, enrolment and manpower and equalisation of educational opportunities. The second part discussed school education-problem of expansion, school curriculum, teaching methods, guidance and evaluation, administration and supervision, higher educational objectives and improvement, the governance of universities, education for agriculture, vocational, technical and engineering education, science education and research, and adult education. The third part concerned the implementation of the recommendations-educational planning and administration and educational finance. The fourth part contained supplementary papers and other relevant information of educational interest.

Major recommendations of the Commission have been discussed below:

- **On National Objectives of Education:** The Kothari Commission observed that the present system of education, designed to meet the needs of an imperial administration within the limitations set by a feudal and traditional society. This system needs radical changes. For this the commission recommended that education must be related to the life, needs and aspirations of the people. The aims of education according to the Commission should be as discussed below:
- **Education and Productivity:** Kothari Commission realised that education must be related to productivity to secure rapid economic development so that an expansion must lead to an increase in national income. For this purpose:
  - Science education should be made an integral part of school education because in a modern society production is based on science. Knowledge of science is essential to promote understanding of basic principles, analytic skills and the ability to apply them to the problems of material environment.
  - Work-experience should be introduced as an integral part of all education, general or vocational.
  - Vocationalisation of education should be brought into effect. The youth should be diverted to different walks of life by the introduction of practical subjects in secondary schools.
  - Application of science should be utilised in the development of productivity.
- **Social and National Integration:** The commission observed that it was to strengthen social integration and consolidate democracy as a form of government while also enabling the country to adopt it as a way of life. Education must aim at social and national integration to make India strong and united. To achieve this aim, the Commission has recommended the following programmes:
  - Adoption of a common school system and these schools will be open to all children irrespective of caste, creed, community, religion, economic order etc.

- Social and national service should be made compulsory for all students so that it will help in building character, improving discipline, inculcating faith in the dignity of manual labours and developing a sense of social responsibility.
- Suitable arrangements should be made for developing appropriate language and efforts should be made to promote regional languages.
- Promotion of national consciousness should be made an important objective of school education system. The student should be able to understand and evaluate their cultural heritage and should have a strong faith in the future.
- Participation of programmes of community development and national reconstruction should be an integral part of all education from the primary to the undergraduate stage.

- **Education and Modernisation:** Due to the progress of science and technology, India has been on the way to modernisation. Education should help in accelerating the process of modernisation. Therefore, in the educational reconstruction, the following points should be kept in mind:
  - There is a great explosion of knowledge in the modern world and it is essential that education should keep pace with it; otherwise India will be lagging behind in the process of modernisation.
  - Education should be concerned with awakening the curiosity, the developments of the proper interests, attitudes and values and the building up of such study and capacity to think and judge accurately.
  - Process of modernisation involves creation of new social order. Education must be oriented to meet the social, economic, cultural and political problems of new social order.
  - Education must try to create an intelligentsia of adequate size and competence, which comes from all strata of society

and whose loyalties and aspirations are rooted in the Indian soil.

- **Cultivating Social, Moral and Spiritual Values:** According to the Commission education must cultivate social, moral and spiritual values among the students. For this purpose the commission has made for following recommendations:
  - In all government institutions and privately managed institutions, education in social, moral and spiritual values should be introduced.
  - Education in social, moral and spiritual values should be made an integral part of education. Some periods should be set apart in the time-table for this purpose.
  - Well-chosen information about each of the major religions should be imparted to the students through a well organised syllabus. This syllabus should highlight the fundamental similarities in the great religions of the world.
  - It would be of great advantage to make a common course of this subject in all parts of the country and common text books should be prepared at the national level.
- **Education for Democracy:** The Commission realised that education should prepare our students for democracy. For this the following programme has been suggested for consolidation of democracy:
  - Provision of free and compulsory education of good quality for all children up to age of 14 years as envisaged in Article 45 of the constitution.
  - Promotion of programmes of adult education aiming not only at liquidation of illiteracy, but also at raising the civic and vocational efficiency and general cultural level of the citizens.
  - Training of efficient leadership at all levels by expanding secondary and higher education and providing equal opportunities for all children of merit and promise, irrespective of economic status, caste, religion, sex or place of residence.

- Development of a scientific mind and outlook, tolerance, concern for public interest and public service, self-discipline, self reliance, initiative and a positive attitude to work.

It is clear from the above points that as per the commission education should aim at development of democratic citizenship, development of vocational and productive efficiency, development of personality, development of leadership, development of process of modernisation and inculcation of social, moral and spiritual values. However, it should be always kept in mind that needs of society and nation are ever changing and education should always be alert to keep with these changes.

- **Structure and Standard of Educational System:** The commission recommended that the educational pyramid required division into stages and their interrelationship, the duration of different stages, the quality of teachers, curricula, methods of teaching and evaluation, equipment and building and the utilisation of available facilities.
- The new structure of primary education was to consist of:
  - Pre-primary Education- Pre-primary, Pre-basic, Kindergarten, Montessori.
  - Primary Education- Class I to VII or I to VIII which included lower primary classes (I-IV) or (I to V) in some states and lower elementary in some other states.
  - Higher Primary Education- Classes-V- VII or VI - VIII, middle in some states like Punjab, junior higher school in U.P., upper primary in Gujarat, senior basic, and higher elementary in Madras.
- For secondary education, the structure consisted of classes VIII-X or IX -X and named as:
  - Lower Secondary Education- Classes VIII-X or IX-X: high school.
  - Higher Secondary Education- Classes XI-XII- to include class XI or PUC in Rajasthan, junior colleges in Kerala,

intermediate classes in U.P. and courses like pre-medical and pre-engineering in some other states

- Higher Education
  - Professional Degree: M.A., M.Sc., B.E., M.B.S.S., LL.B. etc.
  - General Degree: All degree other than professional ones.
  - Under-Graduate: All courses leading to the first degree.
  - Post-graduate: All courses beyond the first degree (excluding certain degree given after the first degree, e.g. B.Ed.)

The Commission recommended that universities and affiliated colleges should have administrative autonomy.

- **On National Pattern of Education:** As you know that Secondary education commission recommended to develop a national pattern of school education covering eleven years out of which five years of primary education, three years of Middle School education and three years of High/Secondary education. Specialisation was to begin in 9th standard and three years integrated course was to be introduced at Higher Secondary stage. But Kothari Commission has rejected this pattern because in its view the specialisation in 9th standard is too early and three years integrated course at higher secondary stage is educationally unsound.

Regarding pattern of education, the Kothari Commission had made the following recommendations:

- **Duration:** As per the Commission the total duration of schooling should be lengthened by adding a year to higher secondary course. The structure of school education should be as under:
  - A pre-school stage of one to three years.
  - A primary stage of seven or eight years divided into two sub-stages
  - A lower primary stage of four or five years
  - An upper primary stage of three years
  - A lower secondary or High school stage of 2 to three years in general education or of one to three years in vocational education

- A higher secondary stage of two years general education or one to three years of vocational education.

- **General Education for Ten Years:** The first ten years of schooling, which include seven or eight years of primary stage and three or two years of lower secondary stage should provide a course of general education without any specialisation.
- **Provision for Vocational Course:** At the end of ten years of general education at school about 40% of students should be made to enter working life; about 30% should join vocational courses of one to three years duration and remaining 30% should receive two years general education.
- **Two Types of Secondary School:** There should be provision of two types of secondary schools. One is high schools providing the ten-year course and higher secondary schools which in due course would offer a twelve years' course of education.
- **Upgrading Only Bigger High School:** Only bigger and better high schools should be upgraded to higher secondary schools. The number of higher secondary schools should be one-fourth of the total number of secondary schools.
- **To abolish Pre-University course:** Pre-university course should be transferred from the college and the universities to the higher secondary schools. And the duration of higher secondary course should be lengthened by adding to it one more year. The programme of lengthening the course of higher secondary should start in the Fifth Five Year Plan and it should be completed by the end of the Seventh Five-year plan i.e., 1985-86.

It is worthy to mention that the Central government has accepted the recommendations of the Kothari Commission regarding pattern of education. On the basis of these recommendations, 10+2+3 pattern of education is being tried. Many states have adopted this pattern. Though a controversy has started over the utility of 10+2+3 system, yet there is no denying the fact that duration of school course

should be 12 years and not 11 years as it is advisable and desirable that mature students should go to the universities.

- **On Teaching Force:** The Kothari commission considered the professional preparation of teachers as crucial to the qualitative improvement of education. They were to be brought into the mainstream of the academic life of the universities. Extension services departments were to be established in each institution. Comprehensive colleges of education were to be established in each state for teachers of different stages and fields. A State Board of Teacher Education was to be established in each state for making proper provision of teachers education at all stage.

Pay scales for teachers at various levels were fixed. Teachers who had completed secondary courses and had received two years professional training were to start at Rs.150 per month and reach Rs.300 as selection grade. Graduates who had received one year's professional training were to start at Rs. 220 and receive Rs. 500 in selection grade. Teachers of secondary school having post graduate qualification were to start at Rs. 300 and reach Rs.600. Teachers in approved affiliated colleges started at Rs. 300 as junior scale and reached Rs.600. Senior scale started at Rs.400 and reached Rs.800. Senior Lecturers, Readers and Principal-I started at Rs.700 and reached Rs.1100, whereas Principal-II ranged between Rs.800 and 1250 and Principal-II I received Rs.1000 and reached Rs.1500. Lecturers in the approved university departments ranged between Rs. 1100 and 1600. It was recommended to revise the pay scales, at least, once in five years.

- **On National Curriculum:** According to the view of Kothari Education Commission, the explosion of knowledge and the reformation of the basic concepts in the physical, biological and social sciences have made it essential that a radical change should be made in school curriculum. Criticising the present school curriculum, the commission remarked that it is narrowly conceived, out-of-date, bookish, examination ridden, lacking in

practical activities and experiences, not related with the life of the people and unable to inculcate right kind of interests, attitudes and values.

For the development of a better curriculum the commission has suggested the following measures:

- Curriculum should be upgraded through research in curriculum development.
- Periodical revision of text books and other teaching aids should be made according to the revised curricula.
- Teachers should be oriented to the revised curricula through in-service education.
- Freedom should be given to schools to devise and experiment with new curricula suited to their needs and available facilities. Training colleges and universities should lead in this respect through their demonstration and experimental schools.
- Ordinary and advanced curricula in all subjects should be introduced in a phased manner in schools which have desired staff and facilities. The teachers should be trained for handling the advanced courses.
- Subject teachers Associations should be formed to stimulate experimentation and help in the upgrading of curricula.
- In non-vocational schools there should be a common curriculum for the first ten years of school education. Diversification of studies and specialisation should be introduced at the higher secondary stage.
- At the end of each sub-stage, the standards of achievement should be clearly indicated. These standards should be defined in accordance with the knowledge, skills, abilities and attitudes to be developed through school education.

The Commission recommended fewer holidays, increase in working hours, decrease in examination days, home work in long holidays and self study by using libraries, reading rooms, laboratories and workshops etc.

- **On Text- Books:** Regarding text-book the Kothari Commission has made the following recommendations:
- **Programmes at the National Level:**
  - Best talent of the country should be mobilised for preparing text-books at national level. Such books will clearly indicate the expected standard and will also help in creating national integration
  - An organisation at the National level should be established for the production of text-books
  - Specially scientific and technical books should be produced at national level.
  - The cost of the books produced at national level should be less and their quality should be improved from time to time.
- **At the State Level:**
  - The responsibility of preparation and evaluation of the text-books should be on the State Education Department. Manuscripts should be invited from different sources and a high-level committee of professional persons should be invited to select manuscripts.
  - For every subject, four text-books should be provided and freedom of choice should be given to the schools.
  - Liberal policy of giving remuneration to authors should be adopted.
  - The supplement text-books, Teachers' Guides and other instructional material should be prepared.
  - The seal and distribution of text-books should be on Students Co-operatives. The production and sale of text-books should be on a 'no profit, no loss' basis.
  - Text-books should be continuously revised and improved.
  - Teachers should be especially encouraged to write text-books.
  - An expert committee should be appointed in every state for the production of text books. These Committees should

function in close collaboration with the national committee.

Form the above recommendation it can be concluded that constant vigilance is needed in text-book production because text-books provide the necessary foundation for raising educational standard. The recommendations should be implemented and quality of text-books must be improved. Text-books should also be easily available to the students.

- **On Teaching Methods, Guidance and Evaluation:** In a dynamic, flexible and discriminating education system, the educational administration was to encourage and hasten the diffusion of new teaching methods by combining permissiveness with persuasion, suggesting the employment of new methods, giving in-service training to teachers and providing adequate guide material, update constantly.

Kothari Education Commission made the following recommendations on teaching methods:

- **Obstacles in the Use of New Teaching Method:** The following are the obstacles in the use of new techniques of instruction:
  - Weakness of the average teachers
  - Lack of proper educational research in teaching methods
  - Rigidity of the present examination system
  - Failure of the administrative machinery in bringing about a diffusion of new and dynamic methods of teaching

Without removing these obstacles, no improvement in teaching methods will be effective.

- **Experimental Teaching:** Experimental teaching should be encouraged by the administrative authorities. There should be general atmosphere of reform in schools under the encouraging guidance of the heads. Training institutions should provide leadership in experimental teaching.
- **Provision of Skilled Help:** Skilled help should be provided to the teachers for trying out new methods of teaching which should be adopted according to the ability of schools. It is also essential

that in service training should be imparted to teachers for the effective use of new teaching method.

- **Materials for Teacher's Guidance:** The teachers should be provided with necessary guide materials which should be constantly revised and improvised.
- Minimum teaching aids and equipment should be provided to every school on a higher priority basis.
- The teachers should be trained in using locality available and improvised teaching aids. Expensive equipment and aids should be shared by school in the neighbourhood.
- Radio-lessons should be planned with the co-ordination between the education department and All India Radio. To help the teachers in lesson planning, special radio talks for teachers should be designed.
- Over-crowded class also hampers effective teaching. The number of students in a class at Lower secondary level should not be more than 45 and it should not be more than 40 at higher secondary level.
- **Equalisation of Educational Opportunity:** The Commission found two types of inequality in the field of education. One was in the education of boys and girls; the second was in the education of developed and backward classes.

In order to remove these inequalities, the Commission recommended that tuition fees at the primary level were to be abolished in all governments, local authority and aided private schools before the end of fourth five-year plan. Lower secondary education was to be free before the end of fifth five years plan. For the following ten years, tuition fees at the higher secondary level and universities were to be free for the deserving and needy students.

At primary level, free textbooks and working materials were to be provided. Secondary schools and universities were to develop book-banks and libraries were to include sets of text books for use of the students.

At the primary stage scholarship were to be awarded to the needy child. At the secondary stage, top 15% of the children were to get scholarships, at the university stage, scholarships were to be made available to at least 25% of the enrolments, at the post graduate stage, and the scholarships were to increase from 25% by 1970 to 50% by 1986. Scholarships were also recommended at the national level for vocational education and for study abroad. Loan scholarships were to supplement other scholarships.

Bold and determined efforts were to be made for the education of women. Special schemes and machinery were to look after girls' education at the state and central levels. Special financial help was to be given for developing education of the women.

- **Work Experience:** An emphasis on work experience might be considered an innovative idea of the Commission. The programme of action was to begin with simple hand work, which was to develop emotionally and intellectually children of lower classes of the primary school. In the senior classes, a craft could be taught to develop technical thinking and creative capacities. Work on the farm and in the family could provide some work experience. Work experience of the lower secondary level was to take the form of workshop training - a workshop was proposed to be attached to every school or a group of schools over a ten-year period. At the higher secondary stage, students were to get experience in the school workshop, or on farms or in the industrial and commercial establishments.
- **On Examination and Evaluation:** Indian Education Commission had fully realised that examination and evaluation occupied an important place for all concerned. Indian Education Commission has observed that evaluation is a continuous process and it should be made an integral part of education. It should also be closely related to educational objectives. Regarding improvement in evaluation, the Commission has made the following recommendations.

- For improvement in external examination, it is essential to raise the technical competence of paper-setters, to set question papers not to test only acquisition of knowledge but keeping in view the educational objectives, to improve the nature of questions, to adopt scientific scoring procedures and to mechanise the scoring of scripts and processing of results.

10.3.3 Evaluation of the Commission's Report

There are certain merits of Education Commission of 1964-66. These are:

- Kothari Commission provided a comprehensive approach to educational problems in the context of national development.
- This commission made a link between education and economic growth and a rapid social and cultural transformation.
- This commission become the foundation of our national policy on education with a futuristic vision.
- This commission provided special care for education of people of different disadvantage groups.
- This commission provided recommendation for developing the status of teachers by increasing their pay.
- This commission provided a unique educational structure of education for the whole nation.

This education has some demerits as well. These may be highlighted below:

- This commission ignored the position of school heads.
- Regarding language, this commission expressed conflicting and confusing views.
- Mahatma Gandhi's basic education was totally ignored in this commission which was essential for personality development and economic growth.
- This education provided an inadequate explanation of division of primary education.

- If major universities were established as recommended by Kothari Commission then it would also create a disparity among the universities.

After assessing this commission, it is said that this commission rightly emphasised that education should be science and technology oriented.



CHECK YOUR PROGRESS

Q 1: What is the popular name of Education Commission, 1964-66?

.....

Q 2: Who is the chairman of Education Commission of 1964-66?

.....

Q 3: How many chapters are there in Kothari Commission?

.....

Q 4: Write about the terms and reference of Education Commission of 1964-66.

.....

10.4 NATIONAL POLICY ON EDUCATION 1968

The Education Commission of 1964-66 recommended that Government of India constituted a national policy on education to develop the general principles and policies of education. A general consensus on the national policy on education emerged in the course of these discussions. Accordingly, the resolution of national policy on education was presented in the Parliament on July 24, 1968.

10.4.1 Main Considerations of National Policy on Education

The following main considerations were kept in view while formulating the policy:

- In Indian society, education has always occupied an honoured place.
- The Report of the education commission was widely discussed and commented upon. Government was convinced to note that a general consensus on the national policy on education had emerged in the course of these discussions.
- The Government of India was convinced that a radical reconstruction of education on the broad lines recommended by the education commission was essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialistic pattern of society. This would involve a transformation of the system to relate it more closely to the life of the people; a continuous effort to expand educational opportunity, a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and social values.
- The Government of India accordingly resolves to promote the development of education in the country in accordance with the following principles:
- **Free and Compulsory Education:**
  - Effort should be made for the early fulfilment 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.
  - Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

- **Status, Emoluments and Education of Teachers:**
  - The teacher is undoubtedly one of the most important factors in determining the quality of education and its contribution to national development. It is on his/her personal qualities and character, his/her educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory, having regard to their qualifications and responsibilities.
  - The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.
  - Teacher education, particularly in-service education, should receive due emphasis.
- **Development of Languages:**
  - Regional Languages: The energetic development of Indian languages and literature is a sine qua non for educational and cultural development. At the primary and secondary stages, the regional languages has been already in use as medium of instruction and urgent steps should now be taken to adopt them as medium of instruction at the university stage.
  - Three-language Formula: At the secondary stage, the state Governments should adopt, and vigorously implement the three-language formula which includes the study of the modern Indian language, preferably one of the southern languages apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi-speaking states. Suitable courses in Hindi and/or English should also be available in universities

and colleges with a view to improving the proficiency of student in these languages.

- Hindi: Effort should be made to promote the development in Hindi. Due care should be taken to ensure that it will serve as provided for in article 351 of the Constitution, as a medium of expression for all elements of the composite culture of India.
- Sanskrit: Considering the 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 its teaching at the school and university stages should be offered on a more liberal scale.
- International Languages: Special emphasis needs to be laid on the study of English and other international languages.

- **Equalisation of Educational Opportunity:** Strenuous efforts should be made to equalise educational opportunity.
  - Regional imbalances in case of educational facilities should be modified and good educational facilities should be provided in rural and other backward areas.
  - The common school system is recommended to promote social cohesion and national integration. All special schools like public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free scholarships to prevent segregation of social classes.
  - The education of girls should receive due importance, not only on grounds of social justice, but also because it accelerates social transformation.
  - More intensive efforts were needed to develop education among the backward classes and especially among the tribal people.
  - Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

- **Identification of Talent:** It is necessary to identify the talent in diverse fields for the cultivation of excellence. As early an age as possible it should be identified and every stimulus and opportunity given for its full development.
- **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.
- **Science Education and Research:** For the growth of the national economy, science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.
- **Education for Agriculture and Industry:**
  - There should be at least one agricultural university in every state. Other universities also develop strong departments for the study of one or more aspects of agriculture.
  - Practical training in industry should form an integral part of technical education.
  - There should be a continuous review of the agricultural, industrial and other technical man-power needs of the country and efforts should be made continuously to maintain a proper balance between the output of the educational institution and employment opportunities.
- **Production of Books:** There should be a provision to improve the quality of books by attracting the best writing talent through a liberal policy of incentives and remuneration. The possibility of establishing autonomous book corporations on commercial lines should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages.

- **Examinations:** A major goal of examination reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his/her level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.
- **Secondary Education:**
  - One major instrument of social change and transformation is educational opportunity at the secondary (and higher) level. So, proper facilities for secondary education should accordingly be extended expeditiously to areas and classes which have been denied in the past.
  - There is need to increase facilities for secondary and vocational education. It should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal.
- **University Education:**
  - The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.
  - Proper care should be taken while establishing new universities. These should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.
  - Special attention should be given to the organisation of the post-graduate courses and to the improvement of standards of training and research at university level.
  - Centres of advanced study should be strengthened and a small number of 'clusters of centres' aiming at the higher possible standards in research and training should be established.

- In universities, support for research should be increased.

- **Part-time Education and Correspondence Courses:** Part-time education and correspondence courses should be developed widely for university level, for secondary school students, for teachers and for agricultural, industrial and other workers. Education through part-time and correspondence courses should be given the same status as full-time education.
- **Spread of Literacy and Adult Education:**
  - The minimisation mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible.
  - Special emphasis should be given to the education of young practising farmers and to the training of youth for self-employment.
- **Games and Sports:** Games and sports should be developed on a large scale to improve the physical fitness and sportsmanship of the averaged student as well as of those who excel in this department.
- **Education of Minorities:** Effort should be made to protect the rights and promote educational interests of minorities.
- **The Educational Structure:** A uniform educational structure (10+2+3) should be followed in all parts of the country. The objective should be to adopt the 10+2+3 pattern, the higher secondary stages of two year being located in schools, colleges or both according to local condition.

10.4.2 Assessment of the Commission

Following are some of the merits of National Policy on Education:

- It has rightly put emphasis on equalisation of educational opportunity and provision of educational facilities in rural and backward areas.
- The decision to raise the investment in education from the present level of about 2.7 per cent to 6 per cent of the national income is a praiseworthy one.
- Its recommendation for a uniform educational structure in all parts of the country, with the ultimate objective of having a 10-year schooling period up to the high school, a two-year higher secondary course, and a three-year period for the degree course is to be commended.
- Its stress on academic freedom of teachers to purse and publish independent studies and researchers and to speak and write about significant national and international issues is another redeeming feature.
- This policy emphasised on educational facilities of minorities.

Though this commission contains relevant points but implementation of this policy is not encouraging.



CHECK YOUR PROGRESS

Q 5: In _____, National Policy on Education was constituted. (Fill in the blank)

Q 6: What is the educational structure according to National Policy of Education?

.....

Q 7: Write about the provision of compulsory education as recommended by National Policy on Education.

.....



10.5 LET US SUM UP

In this unit we have discussed the following matters:

- The government of India appointed Education Commission of 1964-66 to cover all aspects and stages of education under the chairmanship of Dr. D. S. Kothari.
- The report was divided into four parts. The first part dealt with educational and national objectives, the education system -structure, the standards, teacher's status, teacher's education, enrolment and manpower and equalisation of educational opportunities. The second part discussed school education-problem of expansion, school curriculum, teaching methods, guidance and evaluation, administration and supervision, higher educational objectives and improvement, the governance of universities, education for agriculture, vocational, technical and engineering education, science education and research, and adult education. The third part concerned the implementation of the recommendations-educational planning and administration and educational finance. The fourth part contained supplementary papers and other relevant information of educational interest.
- The Education Commission of 1964-66 recommended that Govt. of India constituted a national policy on education to develop the general principles and policies of education. Accordingly, the resolution of national policy on education was presented in the parliament on July 24, 1968.
- The Government of India accordingly resolves to promote the development of education in the country in accordance with the following principles:
  - Free and compulsory education
  - Status, Emoluments and Education of teachers
  - Development of languages
  - Equalisation of Educational Opportunity
  - Identification of talent: Work Experience and National Service
  - Science Education and Research
  - Education for Agriculture and Industry

- Production of Books
- Examinations
- Secondary Education
- University Education
- Part-time Education and Correspondence Courses
- Spread of Literacy and Adult Education
- Games and Sports: Education of Minorities
- The Educational Structure



10.6 FURTHER READING

1. Aggarwal, J.C. (2004). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
2. Ghosh, S. C. (2007). History of Education in India. Delhi: Rawat Publications.
3. Nurullah and Naik. (1951). A History of Education in India. Bombay: Macmillan Publishers.
4. Saikia, S. (1998). History of Education in India. Guwahati: Mani Manik Prakash.
5. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
6. Thakur & Thakur (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.



10.7 ANSWER TO CHECK YOUR PROGRESS

Ans to Q No 1: Kothari Education Commission

Ans to Q No 2: Dr. D. S. Kothari

Ans to Q No 3: Four

Ans to Q No 4:

- To evolve a national system of education: The commission was required to assess itself to evolving a national system of education keeping in view the values and traditions of the country with reference to the needs and aspirations of the people.

- Making education as the key to national prosperity and welfare: The commission was required to address itself to the need for making education as the key-factor in national prosperity and welfare.
- Qualitative improvement in education at all levels: The commission was required to examine why qualitative improvements in education failed to keep pace with quantitative expansion and national policies and programmes concerning quality improvement in education at all levels.

Ans to Q No 5: 1968

Ans to Q No 6: 10+2+3 pattern

Ans to Q No 7:

- Effort should be made for the early fulfilment 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.
- Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribe course.



10.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write about the educational structure of Kothari Commission.

Q 2: Briefly write about the national pattern of education as suggested by Kothari Commission.

Q 3: Write the merits of National Policy on Education, 1968.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the aims of education as suggested by Kothari Commission.

Q 2: Discuss the suggestions of Kothari Commission on teaching method and curriculum.

Q 3: Critically assess the recommendations of Kothari Commission.

Q 4: Discuss the important principles adopted by National Policy of Education, 1968.

*** ***** ***

UNIT 11: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-IV (NATIONAL POLICY OF EDUCATION, 1986 & PROGRAMME OF ACTION, 1992)

UNIT STRUCTURE

11.1 Learning Objectives

11.2 Introduction

11.3 Objectives of National Policy on Education (NPE)

11.4 Recommendations on Elementary Education

11.5 Recommendations on Secondary Education

11.6 Recommendations on University Education

11.7 Assessment of National Policy on Education

11.8 Programme of Action, 1992

11.8.1 Recommendations of Programme of Action, 1992

11.9 Let Us Sum Up

11.10 Further Reading

11.11 Answer to Check Your Progress

11.12 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- highlight the objectives of national policy on education, 1986
- list the main recommendations on elementary education recommended by NPE
- list the main recommendations on secondary education recommended by NPE
- list the main recommendations on university education recommended by NPE
- assess the national policy on education, 1986
- explain the main suggestions of Programme of Action, 1992

11.2 INTRODUCTION

In independent India, a new thinking is seen to have emerged that desired to reform and recast a system of education which may meet the new challenges, new aspirations and new needs of Free India. And for this, University Education Commission of 1948, Secondary Education Commission of 1952-53 and Education Commission of1964-66 were constituted with a view to consider changes required in the total system of education. All these three commissions gave very pertinent, meaningful and relevant recommendations to provide new directions to the prevailing system of education in order to meet changing needs and aspirations of the society. Apart from bringing minor patches of change here and there, the structure and system of education remained where it was. The target of compulsory universal education remained a dream. Vocationalisation of secondary education was only on papers. Revitalising the standards of education continued to be a slogan. Nothing was done to make education job oriented. The aims of higher education were never defined or concretised. The students of universities and colleges after completion of their education, continued to be unsuccessful job-hunters.

In this circumstance, in August 1985, Prime Minister Rajiv Gandhi came out with a document 'Challenge of Education: A Policy Perspective'. The emergence of this document was an important stage in the process of reviewing and reshaping the education system to enable it to meet the challenges of the future and also to improve its efficiency and quality. As was expected, the National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. The document contains nearly 10,000 words spread over 29 pages and is divided into 12 parts with 157 articles, each article conceived in the context of human resource development keeping in view the challenge of the 21st century.

11.3 OBJECTIVES OF NATIONAL POLICY ON EDUCATION

The main aim of National Policy on Education was to promote individual well-being, development of skills, promoting equity and social justice, inculcation of moral values and establishment of a participative social order. The National Policy on Education is based on certain objectives to be achieved. The objectives of National Policy on Education are mentioned below:

- The concept of National System of Education implies that, up to a given level, all students, irrespective of caste, creed, location or sex, have access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School System recommended in the 1968 Policy.
- The National System of Education 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, the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School.
- The National System of Education will be based on a national curricular frame work which contains a common core along with other components that are flexible.
- To create an environment of international co-operation and understanding, world peace etc. and to inspire the future generation for equality and success in such environment.
- Education should help to establish social equality and to remove social narrowness and complexity from the mind of the people.
- Education should provide knowledge about different cultural and social heritage, rules and regulations of people living in different places of the country.

- There should be mutual relationships among higher educational institutions in general and technical educational institutions in particular.
- Universities and institutions of higher education also follow the attitude and features of universalisation.
- There should be an interrelation among educational institutions for research and development in science and technology. Through these programmes, the students would be able to participate in the national projects and thereby be able to contribute in the proper utilisation of resources.
- For reducing disparities, the Nation as a whole should assume the responsibility of providing resource support for implementing programmes of educational transformation, universalisation of elementary education and adult literacy.
- Opportunities should be provided to the youth, housewives, agricultural and industrial workers and professional to continue the education through 'Life-Long education'.
- Educational policy should be prepared in such a way that Central as well as State Government would take the responsibility of it.



CHECK YOUR PROGRESS

Q 1: ……..is the educational structure for whole country as suggested by National Policy on Education (fill in the blank)

Q 2: In which year National Policy on Education was formed?

.....

11.4 RECOMMENDATIONS ON ELEMENTARY EDUCATION

The new National Policy on Education mainly emphasis on two

aspects regarding elementary education. These two aspects are:

- Universal enrolment and universal retention of children up to the age of 14 years.
- A substantial improvement in the quality of education.

- **Child Centred Approach:** The framers of the policy believed that a warm welcoming and encouraging approach is the best motivation for a child to attend school and learn. At the primary stage of education, a child centred and activity-based approach of learning should be adopted. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organised through practice. The policy of non-detention at the primary stage would be retained, making evaluation as disaggregated as feasible. Corporal punishment would be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.
- **Facilities in School:** The new NPE suggested that there should be a provision of essential facilities in primary schools, including at least two reasonably large rooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class. This programme is symbolically called 'Operation Blackboard' (OBB) which was undertaken with immediate effect to improve Primary Schools all over the country. For this OBB programme, Government, local bodies, voluntary agencies and individuals are fully involved.
- **Non-Formal Education:** According to the suggestion of new NPE, a large and systematic programme of Non-Formal Education (NFE) was launched for school drop-outs, for children from habitations without schools, working children and girls who cannot attend whole-day schools. Modern technological aids were used to improve the learning environment of NFE centres. Talented and dedicated young

men and women from the local community were chosen to serve as instructors, and particular attention were paid to their training. Steps were taken to facilitate their entry into the formal system in deserving cases. All necessary measures were taken to ensure that the quality of non-formal education is comparable with formal education.

Effective steps were taken to provide a framework for the curriculum on the lines of the national core curriculum but based on the needs of the learners and related to the local environment. Learning material of high quality were developed and provided free of charge to all pupils. NFE programmes provide participatory learning environment and activities such as games and sports, cultural programmes, excursions, etc.

Through these suggestions, the new National Policy on Education states the goals of universalisation of elementary education and eradication of illiteracy in the following terms:

- It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling. Likewise, by 1995 all children would be provided free and compulsory education up to 14 years of age.
- The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age groups.

11.5 RECOMMENDATIONS ON SECONDARY EDUCATION

Secondary stage education should expose the students to the differentiated roles of humanities, science and social sciences. This is the appropriate stage to provide children a sense of national perspective from history and give opportunities to understand their constitutional duties and rights as citizens. Through appropriate curriculum of this stage, a sense of healthy work ethos and of the values of a human and composite culture would be brought. Education at this stage should be vocationalised through specialised institutions and through the refashioning of secondary education

that can provide valuable manpower for economic growth. For widening secondary education, it should be easily accessible for all. Main suggestions of NPE regarding secondary education are as mentioned below:

- **Pace Setting School or Navodaya Vidyalaya:** It is realised by the experts of new NPE members that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it. For that Pace-setting Schools or Navodaya Vidyalayas will be established in different parts of the country on a given pattern to serve the above-mentioned mentioned purpose. These schools would be residential and schools would have full scope for innovation and experimentation. The main aims of this school would be:
  - To serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs).
  - To promote national integration by providing opportunities to talented children, largely rural, from different parts of the country to live and learn together.
  - To develop their full potential.
  - To become catalysts of a nation-wide programme of school improvement.
- **Vocationalisation of Education:** Vocationalisation of secondary education should develop the man-power of country. The following suggestions were made by NPE in this regard:
  - Vocational Education would be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses would ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.
  - Health education at primary and middle levels would ensure the commitment of the individuals to family and community health, and lead to health-related vocational courses at +2 stage of higher secondary education.

- Efforts would be made to devise similar vocational courses based on agriculture, social services, industry etc. and these would lead to development of attitudes, knowledge and skills for entrepreneurship and self-employment.
- Government as well as employers in the public and private sectors would take responsibility for establishment of vocational courses.
- Non-formal, flexible and need-based vocational programmes would be made available to neo-literate youths who have completed primary education, school drop-outs, person engaged in work and unemployed or partially employed.
- It is proposed that vocational courses cover 10% of higher secondary students by 1990 and 25% by 1995.



CHECK YOUR PROGRESS

Q 3: Mention one aim of pace setting schools.

.....

Q 4: Mention one suggestion for vocational education in secondary stage of education.

.....

Q 5: Vocational Education will be a _____ stream. (Fill in the blank)

11.6 RECOMMENDATIONS ON UNIVERSITY EDUCATION

Higher education provides the opportunity to know the critical social, economic, cultural, moral and spiritual problems faced by human society. It contributes to national development through dissemination of specialised knowledge and skills. This education also plays important role in development of teacher as well. Some of the suggestions specially made for university education are described below:

- **Autonomy of Higher Education:** In the period of 1985-86, there are about 150 universities and about 5000 colleges in India. There would be consolidation and expansion of the facilities in the existing institutions. Autonomous colleges would be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Courses and programmes would be redesigned to meet the demands of specialisation better.
- **Change in the Teaching Methods:** A major effort would be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipment will be introduced to streamline the development of science and technology, curricula and material, research and teacher orientation. This would require preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers' performance would be systematically assessed. Again, steps will be taken to ensure high quality research in the universities. To fulfil the need for the synthesis of knowledge, inter-disciplinary research would be encouraged.
- **Open University and Distance Learning:** The Open University system has been initiated in order to augment opportunities for higher education and as an instrument of democratising education. The Indira Gandhi National Open University established in 1985 in fulfilment of these objectives, would be strengthened. This powerful instrument will have to be developed with care and extended with caution.
- **Delinking Degrees from Jobs:** In selected areas, de-linking degrees from jobs would begin in selected areas. However, this proposal cannot be applied to professional specific courses like Engineering, Medicine, Law, Teaching etc. De-linking would be applied in services for which a university degree need not be a necessary qualification. Its implementation would lead to a re-fashioning of job specific courses and afford greater justice to those candidates who, despite being equipped for a given job, were unable

to get it because of an unnecessary preference for graduate candidates. To determine the suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation, National Testing Service (NTS) would be established in appropriate phases.

- **Rural University:** The new pattern of the Rural University would be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro planning at grass-root levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education would be supported.

11.7 ASSESSMENT OF NATIONAL POLICY ON EDUCATION

There are certain strong points as well as weak points of National Policy on Education, 1986. These are discussed below:

- **Merits:**
  - The policy emphasised on universalisation of elementary education to remove the ignorance and illiteracy of the people of our country.
  - This policy stressed the need for operation blackboard to bring about qualitative improvement in elementary education.
  - This policy stressed on established of pace setting schools for children with special talent or aptitude which is free for the students.
  - This policy emphasised on vocationalisation of secondary education. This will develop the man-power of country.
  - Considering explosion of knowledge, a new democratic educational policy is introduced by accepting autonomy and flexibility in university education.
  - On the basis of de-linking degrees from jobs, candidates were considered for appointment to their skills.

- This policy also stressed on changing the method of teaching in university education.
- By establishing rural university provides a scope for development of rural areas of the nation.

- **Demerits:**
  - The explosion in population was such that it did not make it easy to cope with the formulations of the policy document.
  - There is no mention about 'public school' in this policy.
  - Basic education is also neglected at the school stage.
  - No suggestion on reservation policy for admission in university education.
  - No mention of increasing working hours in school for optimum utilisation of human resources.



CHECK YOUR PROGRESS

Q 6: What is the base of establishing rural university in India?

.....

Q 7: Mention one merit and one demerit of national policy on education, 1986.

.....

Q 8: In the period of 1985-86, there are about _____ colleges in India. (Fill in the blank)

11.8 PROGRAMME OF ACTION, 1992

In December 1989, the National Front Government came to power at the Centre and formed a review committee under the chairmanship of Prof. Ram Murti to review and revise the National Policy on Education, 1986 implemented by the central Government. Ram Murti Committee, on its report, had suggested related to administration and finance of education, pre-primary

to higher education, vocational and technical education, teacher education, adult education and other matters, but nothing novel was proposed.

In July 1991, the Central Advisory Board on Education (CABE) Government of India formed a new committee under the chairmanship of Shri N. Janardhan Reddy to review the National Policy on Education, 1986. The committee submitted its report in January 1992. Janardhan Reddy Committee, in its report, came to the conclusion that while NPE 1986 required very little reformation, the Programme of Action 1986 required considerable revision. The CABE considered the report of the committee as the Revised National Policy or Programme of Action on May 5 & 6, 1992.

11.8.1 Recommendations of Programme of Action, 1992

- **Common School System:** Regarding common school system, following suggestions are made by the committee:
  - The common school system is developed to provide required facilities to the backward class people neglected so far.
  - The State Governments in cooperation with the Central Governments should allocate separate funds from their own sources.
- **Navodaya Vidyalayas:** The committee gave the following recommendations for the development of Navodaya Vidyalayas.
  - In all the districts of each state, Navodaya Vidyalaya should be established. It was aimed to cover all districts by the end of 8th plan.
  - State Government with partial help of Central Government should arrange its expenses.
  - Recruitment of talented teachers, holding of in-service training courses, national integration to be promoted.
  - Navodaya Vidyalayas should critically examine the appointment of teachers as well as admission of students.
  - The nature of the various Navodaya Vidyalayas should be determined by a central committee appointed by the Government of India.

- The outgoing students of Navodaya Vidyalayas should be given admission in special schools and institutions for further higher studies.

- **Universal Education:** Regarding universal education for the children, the committee provided the following suggestions.
  - Education for all should be encouraged. A provision for universal free education for all children should be included in our constitution.
  - The drop-out level of 60% of the classes should be brought to about 40%-45%.
  - Girls of Scheduled Castes and Scheduled Tribes should be compulsorily sent to school.
  - At least one primary school should be established within the radius of one kilometre.
  - Load of school bag and academic burden should be decreased.
  - For increasing enrolment of children in primary schools, physical support such as transport etc. should be adopted.
  - The operation blackboard policy should be adopted and small committees should be formed for looking after the progress of education
- **Secondary Education:** The committee gave following suggestions for development of secondary education.
  - Common school system i.e. 10+2+3 was suggested.
  - There should be a secondary provision of qualitative improvement, modernisation and diversification of education.
  - Different roles of secondary education boards should be strengthened.
  - For making secondary education job oriented, National Policy on Education should be revised.
  - There should be a special provision of computer operation training in each and every school.

- **University Education:**
  - Higher educational institutions should be expanded and curriculum should be re-designed.
  - Establishment of Accreditation and Assessment council was proposed.
  - Establishments of State Councils of higher education to minimise the expenditure on establishment of new colleges.
  - Autonomous colleges and departments were to be established.
  - In universities, science education and research should be promoted and NCC programmes should be encouraged.
- **Open Education:**
  - It is suggested that Open University should be established by each and every state.
  - Electronic media progressively involved in expansion of open learning.
  - A Distance Education Council should be set up by Indira Gandhi National Open University.
- **Teacher's Training:**
  - Department of Education should be established and strengthened in the universities.
  - An Indian education system should be started in consultation with the State Government.
  - The Teacher Education degree should be of one year duration. It should not be imparted through correspondence mode of education. It should be started as a course in a college or university.
- **Women Education:**
  - Education should be made as an effective tool for empowerment of women.
  - There should be a provision of Literacy Campaigns with special attention to women in 15-35 age groups of women.
  - Programmes of continuing education will be undertaken.

- Girls' access to technical, vocational and technical education would be improved in educational institutions.

- **Education of SC/ST:**
  - All schools of tribal areas will be covered by operation blackboard programme.
  - Adequate incentives will be given for SC/ST children.
  - Medium of instruction for the children of tribal areas was their mother tongue.
  - There should be provision of adult education to the tribal adults.
- **Education of Handicapped:**
  - There should be provision of integrated education for the disabled children.
  - There should be provision of special schools and vocational training for the special students.
  - There should be provision of appointment of special teachers and educational and vocational guidance personnel.
  - Mass-media and learning material in Braille should be used for education of disabled children.
- **Early Childhood Care and Education:**
  - There should be provision to established Balwadis, Day-Care Centres and Pre-Primary Schools to take care of children and provide them education.
  - Adequate number of workers should be appointed in these institutions and their working conditions should be discussed.
- **Vocational Education:**
  - There should be a provision of vocational guidance and apprenticeship training.
  - Vocational education for girls should be provided at different levels.
- **Technical Education:**
  - To look after the needs of technical education, Central as well as State Governments would appoint All India Council of Technical Education in their areas.

- The approval of technical courses would be compulsory before opening courses of technical education.

- **Physical Education:**
  - Physical education and yoga should be introduced for at least for at least 45 minutes per day.
  - Special incentives should be given for yoga, sports and games.
  - Service of National Services Scheme, Nehru Yuva Kendra, Bharat Scouts, and Guides and National Cadet Corps should be expanded.
- **Examination:**
  - In admission for university courses, selection test should be conducted. Again semester system should be followed in higher education.
  - The Central and State Government should make joint effort to reform examination.
  - Regarding reform of examination system, educational institutions should inform the government about the steps and measures that they have taken in this regard.
- **Rural Institution:**
  - In each state, there should be provision to establish a central council of rural institutions.
  - This institution should look after the educational needs of the rural people.
- **De-linking Degrees from Jobs:**
  - De-linking degrees from jobs in selected areas, especially in services, for which a university degree was not required as a necessary qualification.
- **Financial Provision:**
  - At least 6% of the National Budget should be given to the provision of education.
  - The educational budget should be directed towards the help of universal education and adult education programme.

- Financial help should be provided according to the need of local areas. 'Need oriented' is the basis of financial help.
- The technical and management education should be self-financing enterprises. The standard of fees to be charged must be regulated by the government for these self-financing technical education centres.

The above-mentioned programmes and recommendations were announced in the Indian Parliament in May, 1992. The Central Advisory Board of Education considered the report of Janardhan Reddy Committee as revised National Policy on Education on May 5, 1992. It reiterated the recommendations made In National Policy on Education 1986 with little changes.



CHECK YOUR PROGRESS

Q 9: In which year Janardhan Reddy Committee submitted the report of revised National Policy on Education.

.....

Q 10: At least …….of the National Budget should be given to the provision of education. (Fill in the blank)

.....



11.9 LET US SM UP

- The National Policy on Education was adopted by the Lok Sabha on May 8, 1986 and the Rajya Sabha on May 13, 1986. Each article of this policy conceived in the context of human resource development keeping in view the challenge of the 21st century.
- The main aim of National Policy on Education was to promote individual well-being, development of skills, promoting equity and social justice, inculcation of moral values and establishment of an active and participatory social order.

- The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country.
- At the primary stage of education, a child centred and activity-based approach of learning should be adopted.
- There should a provision of essential facilities in primary schools, including atleast two reasonably large rooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning material. This programme is symbolically called 'Operation Blackboard' (OBB).
- Pace-setting Schools or Navodaya Vidyalayas were to be established in different parts of the country for the children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.
- Vocational Education would be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity.
- Government as well as employers in the public and private sectors were to take responsibility for establishment of vocational courses.
- It is proposed that vocational courses cover 10% of higher secondary students by 1990 and 25% by 1995.
- Higher education provided the opportunity to know the critical social, economic, cultural, moral and spiritual problems faced by human society. Autonomous colleges would be helped to develop in large numbers until the affiliating system was replaced by a freer and more creative association of universities with colleges.
- In selected areas, de-linking degrees from jobs had begun in certain areas. However, this proposal could not be applied to professional courses like engineering, medicine, law, teaching, etc.
- The new pattern of the Rural University would be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro planning at grass-root levels for the transformation of rural areas.

Janardhan Reddy Committee suggested that in each state, there should be provision to establish a central council of rural institutions.

Janardhan Reddy Committee suggested that

- Medium of instruction for the children of tribal areas would be their mother tongue.
- There should be provision of integrated education for disabled children.
- There should be provision to established Balwadis, Day-Care Centres and Pre-Primary Schools to take care of children and provide them education.

The Central Advisory Board of Education considered the report of Janardhan Reddy Committee as revised National Policy on Education on 5 May, 1992.

0 FURTHER READING

1. Nurullah and Naik. (1951). A History of Education in India. Bombay: Macmillan Publishers.
2. Saikia, S. (1998). History of Education in India. Guwahati: Mani Manik Prakash.
3. Aggarwal, J.C. (2004). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
4. Ghosh, S. C. (2007). History of Education in India. Delhi: Rawat Publications.
5. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
6. Thakur & Thakur (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

11.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 10+2+3.

Ans to Q No 2: 1986.

Ans to Q No 3: To serve the objective of excellence, coupled with equity and social justice (with reservation for SCs and STs).

Ans to Q No 4: Vocational Education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after Class VIII.

Ans to Q No 5: distinct.

Ans to Q No 6: Mahatma Gandhi's revolutionary ideas on education.

Ans to Q No 7: One merit is this policy stressed the need for operation blackboard to bring about qualitative improvement in elementary education. And demerit is there is no mention about 'public school' in this policy.

Ans to Q No 8: 5000.

Ans to Q No 9: 1992

Ans to Q No 10: 6%



11.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write two objectives of National Policy on Education, 1986.

Q 2: Write four suggestions about universalisation of education according to National Policy on Education, 1986.

Q 3: Write the merits of National Policy on Education, 1986.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the different objectives of National Policy on Education, 1986.

Q 2: Discuss the suggestions of National Policy on Education, 1986 on school education.

Q 3: Critically discuss the suggestions made by National Policy on Education, 1986.

Q 4: Discuss the suggestions of revised National Policy on Education, 1986 or Janardhan Reddy Committee.

Q 5: Point out the recommendations made by Janardhan Reddy Committee.

*** ***** ***

UNIT 12: DEVELOPMENT OF EDUCATION IN INDIA SINCE INDEPENDENCE-V (NATIONAL KNOWLEDGE COMMISSION AND YASHPAL COMMITTEE REPORT)

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 National Knowledge Commission

- 12.3.1 Terms of Reference and Organisation
- 12.3.2 Methodology of National Knowledge Commission
- 12.3.3 Recommendations of National Knowledge Commission

12.4 Yashpal Committee Report

- 12.4.1 The Idea of a University
- 12.4.2 Challenges of the Higher Education Sector
- 12.4.3 Recovering the idea of the University

12.5 Let Us Sum Up

12.6 Further Reading

12.7 Answer to Check Your Progress

12.8 Possible Questions

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- state the terms of reference and organisation of National Knowledge Commission
- describe the recommendations of National Knowledge Commission
- explain the idea of a university according to Yashpal Committee Report
- discuss the different challenges of the higher education sector according to Yashpal Committee Report
- explain how the idea of the university should be recovered

12.2 INTRODUCTION

Education in India today is nothing like it was in Pre-Independence and Post-Independence Era. Education System in India today had gone through a lot of changes before emerging in its present form. Present education system in India is also guided by different objectives and goals as compared to earlier time. Present system of education in India, however is based around the policies of yesteryears. There are three types of explosion in 21st century. These are: population explosion, explosion of hopes and aspirations and explosion of knowledge. To meet the demand of explosion of knowledge, different initiatives were taken by the Central Government of India. Different new policies and programmes were implemented in this era to cope up with this explosion. In this unit, we shall discuss two major programmes launched by Government of India. These are National Knowledge Commission and Yashpal Committee Report.

12.3 NATIONAL KNOWLEDGE COMMISSION

Man is the only being that can take advantages of knowledge. Knowledge has been recognised as the key driving force in the 21st century and India's ability to emerge as a globally competitive player will substantially depend on its knowledge resources. Keeping this view in mind, the National Knowledge Commission (NKC) was constituted in June, 2005 by the Prime Minister Dr. Manmohan Singh. Chairman of this Commission was Mr. Sam Pitroda. Particularly, the commission was to advise the Prime Minister's Office on policy related to education, research institutions and reforms needed to make India competitive in the knowledge economy. The commission was recommended to reform of the education sector, research laboratories and institutional property legislation as well as to consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The National Knowledge Commission was launched in February, 2006.

NKC consists of the following members:

- Mr. Sam Pitroda, Chairman
- Dr. Ashok Ganguly, Corporate Leader
- Dr. P. Balaram, Director of Indian Institute of Science
- Dr. Jayati Ghosh, Professor of Economics
- Dr. Deepak Nayyar, Former VC, University of Delhi
- Mr. Nandan Nilekani, Chairman of Unique Identification Authority of India
- Dr. Sujatha Ramdorai, Professor of Mathematics
- Dr. Amitabh Mattoo, Former VC, University of Jammu.

12.3.1 Terms of Reference and Organisation

In the words of Dr. Manmohan Singh, "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capacity building." Through this statement, the vision of NKC was clearly reflected. The terms of Reference of NKC are as follows:

- Building excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promoting creation of knowledge in science and technology laboratories.
- Improving the management of institutions engaged in Intellectual Property Rights.
- Promoting knowledge application in Agriculture and Industry.
- Promoting the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promoting widespread sharing of knowledge to maximise public benefit.

  This commission has a time frame of three years from 2 October, 2005 to 2 October, 2008 which was extended to 31 March, 2009.

12.3.2 Methodology of National Knowledge Commission

National Knowledge Commission follows a methodology which includes the following key steps:

- Identification of key focus areas.
- Identification of diverse stakeholders and understanding major issues.
- Constitution of Working Groups and organising of workshops/ seminars, extensive consultations with concerned experts and stakeholders.
- Consultation with administrative Ministries and the Planning Commission.
- Discussion in NKC to finalise recommendations in the form of letter to the PM from the Chairman.
- Letter to PM containing key recommendations, first steps, financial implications etc. supported by the relevant explanatory documents by NKC.
- Dissemination of recommendations to State Governments, civil society and other stakeholders.
- Initiating the implementation of the recommendation under the aegis of the PM's Office.
- Coordinating and following up implementation of proposals.



CHECK YOUR PROGRESS

Q 1: National Knowledge Commission was constituted in June, ...(Fill in the blank)

Q 2: Who was the chairman of National Knowledge Commission?

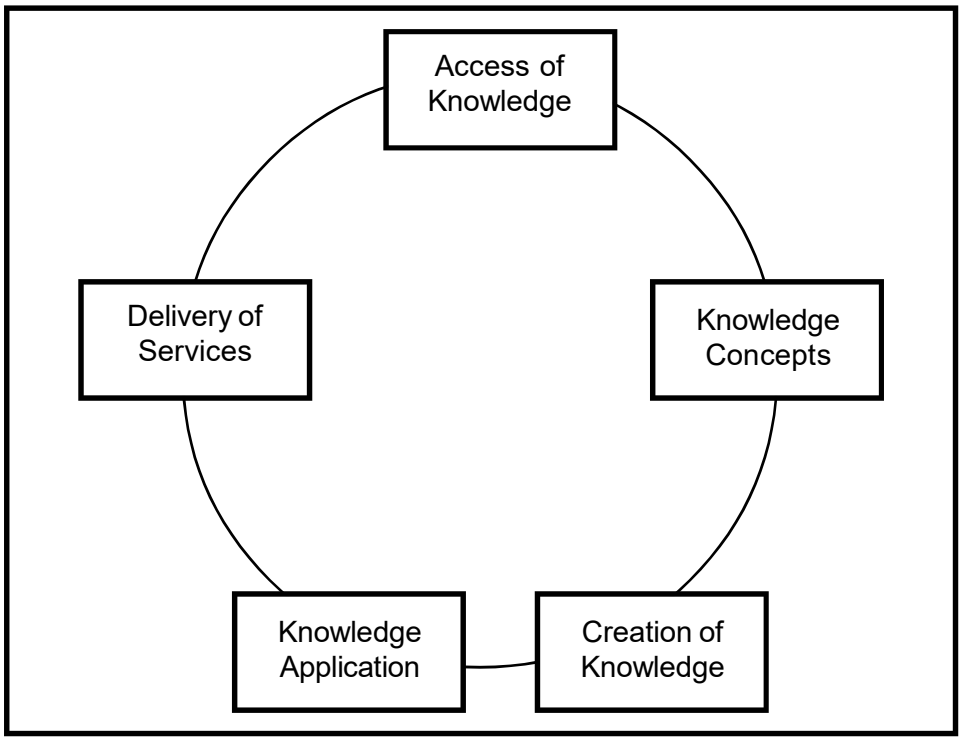
.....

Q 3: Write about the terms of reference of National Knowledge Commission.

.....

12.3.3 Recommendations of National Knowledge Commission

Suggestions provided by National Knowledge Commission can broadly divide into following parts.



These are discussed below:

- **Access:** The most fundamental way of increasing the opportunities of individuals and groups is providing access to knowledge. Hence, it is essential to revitalise and expand the reach of knowledge in society. Regarding access of knowledge, following suggestions are made by NKC.
  - Right to Education: Education is a fundamental right as developed by the 86th Constitutional amendment act. To enhance universal access to quality education, NKC had recommended the following:
  - There is a need for a central legislation affirming the right to education.
  - For realising the need of right to education, Central government must provide additional funds.

- The legislation should lay down minimum standards of quality in school education.
- The responsibility of the Government at different levels must be recognised and made justifiable for its effective implementation.

- **Language:** In present scenario, English language is a most important determinant of access to higher education. In this regard, NKC had recommended that:
  - Teaching of English should be introduced as a language along with first language (either mother tongue or regional language) from standard I.
  - There is a need to reform the pedagogy of English language teaching and use of all available media to supplement traditional teaching methods.
- **Translation:** Translation plays an important role in making knowledge available to different linguistic group in a multilingual country like India. NKC provided the following recommendations in this regard:
  - Developing translation as an industry and set up a National Translation Mission with a focus on promoting translation activities across the country.
  - Setting up a storehouse of information on all aspects of translation, providing quality training and education for translators, and creating and maintaining various tools for translation.
- **Libraries:** To revamp Library and Information Services (LIS), NKC provided following suggestions:
  - Comprehensive census of libraries to modernise the management of libraries to ensure greater community participation, including models for Public Private Partnerships in LIS development and leveraging ICT for various application.

- Setting up of an independent National Commission on Libraries which would streamline all development initiatives in this sector.

- **National Knowledge Network:** Data and resource sharing is the key to successful research today that demand live consultations. NKC had suggested the following recommendations in this regard:
  - To establish of a high-end National Knowledge Network connecting all our knowledge institutions in various fields and various locations throughout the country.
  - It should be through an electronic digital broadband network with gigabit capacity.
- **Portal:** NKC had suggested following recommendations in regard to portal:
  - Creating a national web based portals on certain key sectors like water, energy, environment, teachers, biodiversity, health, agriculture, employment, citizens right, etc.
  - It would serve a single window of information on the given sector for all stakeholders and would manage by a wide range of stakeholders to ensure that they have a national character.
- **Health Information Network:** NKC had suggested following recommendations in this regard:
  - To develop a web-based network, connecting all health care establishments, in both private and public sectors.
  - A common Electronic Health Record (EHR) should be created and disseminated widely for record the information electronically.
- **Concept:** Knowledge concepts are organised and disseminated through the education system. Therefore, NKC has focused on revamping the education sector in the following way:
  - School Education: Expansion of elementary and secondary education is needed to provide access to good school

education. In this regard, NKC had suggested the following:

- It proposed to change the school system which would encourage decentralisation, local autonomy in management schools and flexibility in disbursal of funds.
- Improve school infrastructure and revamp school inspection with a greater role for local stakeholders and greater transparency in the system.
- ICT should be made accessible to teachers, students and the administration.
- Reform the curriculum and examination system moving away from rote learning to critical understanding of concepts.

- **Vocational Education and Training (VET):** To improve vocational education and training, following suggestions were made by the NKC:
  - Increasing the flexibility of VET within the mainstream education system.
  - Expanding capacity through innovative delivery models, including robust public private partnerships.
  - Ensuring a robust regulatory and accreditation framework, along with proper certification of vocational education and training.
- **Higher Education:** Following recommendations were made by the NKC regarding Higher Education:
  - Increasing GER in higher education to 15 and above by 2015 and for this create 1500 universities by 2015 and partly by restructuring the existing ones.
  - Setting up an Independent Regulatory Authority for Higher Education (IRAHE) which would be at an arm's length from all stakeholders.
  - Reforming the existing universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research and reforming governance of institutions.

- Restructure the system of affiliated undergraduate colleges.
- Creating models for community colleges that provide credit and non-credit courses leading to two-year associate degrees.
- Providing scholarships to the deserving students to receive higher education.

- **More Talented Students in Maths and Science:** To improve science education and research, following suggestions were made by NKC.
  - Launching a massive science outreach programme.
  - Upgrading available infrastructure, revitalising the teaching profession and revamping teacher training at all levels.
- **Professional Education:** To improve professional education, following suggestions were made by the NKC.
  - Present professional education streams like medical, legal, management and engineering education should be replaced by sub groups on different streams under the proposed independent regulator.
  - Allowing greater autonomy to institutions, reforming the current examination systems, developing existing curriculum and encouraging research.
- **More Quality Ph.Ds:** To improve the quality of research, NKC suggested following recommendations:
  - Massive investment in education and research at all levels, together with renovation and reform of the university system.
  - Rejuvenating the doctoral programme across the disciplines and developing vigorous industry-academia interaction.
  - Set up National Research Mission which will create the required research ecosystem.
- **Open and Distance Education and Open Educational Resources:** Following recommendations were made by the NKC regarding open and distance education:

- Creating a national ICT infrastructure, improving regulatory structures, developing web based common open resources, establishing a credit bank and providing a national testing service.
- Production of quality content and leveraging global open educational resources.

- **Creation:** Creating new knowledge and protecting existing resources is important for global knowledge economy. Following recommendations are made by the NKC regarding creation of knowledge.
- **Intellectual Property Rights (IPR):** In order to facilitate the creation of knowledge, following recommendations were made:
  - Building a world class IPR infrastructure, including steps to modernise the patent offices and building global standards.
  - IPR training in IP offices and in educational institutions needs to be intensified and IPR Cells need to be developed.
  - The need to protect traditional knowledge, creating incentives for it and exploring mechanisms for identification of key IPR issues in new technology areas.
- **Legal Framework for Public Funded Research:** To revitalise research in universities, following suggestions were made by the NKC:
  - The requirement of a legislation that would give universities and research institutions ownership and patent rights over inventions arising out of government funded research.
  - Creating an enabling environment for commercialisation of such inventions through licensing arrangements.
- **National Science and Social Science Foundation:** To look at all knowledge as one seamless entity, a National Science and Social Science Foundation (NSSSF) should be established. This foundation should 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.

- **Innovation:** Regarding innovation, NKC provided following recommendations:
  - Both large firms and SMEs have increased innovation related revenues. Therefore, initiative should be taken in this regard.
  - Emphasis should be given on innovation and experimentation/problem solving.
- **Entrepreneurship:** It is a key driving force in creation of knowledge. In this regard, NKC suggested:
  - Exploring factors that have promoted entrepreneurship which could facilitate greater growth of entrepreneurship.
  - Facilitating information flows by creating one-stop shops, web based portals and information handbooks for entrepreneurs.
- **Applications:** Application of knowledge is an important pillar of NKC. In this regard, following suggestions were made by NKC.
- Traditional Health Systems: Traditional medical heritage is rich in India. NKC made following suggestions in this regard:
  - Providing quality education in traditional medicine.
  - Evidence based approaches should be introduced into the current educational framework.
  - Strengthen research through concerted higher investments and more rigorous methodologies, ensuring internationally acceptable standardisation and documentation of herbal medicines.
- **Agriculture:** Agriculture is the heart of India. Following suggestions were made by the NKC regarding development of agriculture.
  - Concrete steps should be taken to modernise and stimulate agricultural research institutions, coordinate research and make research support more flexible.
  - Improving the organisation of agricultural research, directing more research to neglected areas, providing more effective incentives for researchers and forming curricula in agricultural universities.

- **Enhancing Quality of Life:** For enhancing quality of life, NKC suggested:
  - Set up Panchayat Gyan Kendras (PGKs) throughout the country.
  - Conceptualising fresh perspectives in tool design to improve dignity of labour and ensure skilful engagement and enhanced productivity.
- **Services:** Availability of efficient knowledge service is important for creation of true knowledge society. E-governance is one of the ways in this regard.
- **E-governance:** To enhance the efficacy of delivery of services by the government, NKC had suggested:
  - E-governance should be an opportunity for computerisation of age old processes and re-thinking our systems.
  - Focusing on re-engineering government process to change the basic pattern of governance for simplicity, transparency, productivity and efficiency.

Since its inception, this commission has been surrounded by different controversies. However, till today, the recommendations of this commission are in operational level.



CHECK YOUR PROGRESS

Q 4: What is access of knowledge?

.....

.....

Q 5: Mention the suggestions made by National Knowledge Commission regarding higher education.

.....

.....

12.4 YASHPAL COMMITTEE REPORT

The Government of India constituted a Committee through a notification issued by Ministry of Human Resource Development in February 2008 under the Chairmanship of Prof. Yashpal, former Chairman of UGC. The committee submitted its report in July, 2009. The Committee was named as, "The Committee to Advise on Renovation and Rejuvenation of Higher Education in India". All total 22 members in this committee including chairman. The committee is popularly known as Yashpal Committee after the name of its chairman.

The Terms of Reference of this Committee are mentioned below:

- To review the functioning of the UGC/AICTE and to critically assess the role of the UGC/AICTE and their preparedness to provide institutional leadership to meet the demands of access, equity, relevance and quality of higher education/technical education and the University system.
- To review the provisions of the University Grants Commission Act, 1956 and the All India Council for Technical Education Act 1987 and various suggestions for amendments to the said Acts by earlier Committees such as the Prof. Amreek Singh Committee.
- The role of the UGC in coordinating standards of higher education vis-a-vis the functional role of other statutory bodies such as AICTE, MCI, DCI, NCI, NCTE, DEC, etc.
- An assessment of the requirements of autonomy of the UGC vis-a-vis the Central Government and that of the university system vis-a-vis the UGC.
- The role of the UGC/AICTE in determining and enforcing standards of higher education/technical education in State Universities and the possibility of introducing a system of incentives and disincentives so that national standards of higher education/technical education are not compromised or diluted.
- Recommendations in regard to an effective and efficient mechanism for flow of resources from the UGC to the universities for their timely

utilisation including a mechanism of feedback thereto.

- The requirement of transparency and efficiency in the functioning of the UGC/AICTE.
- The role of the UGC vis-a-vis declaration of institutions to be deemed universities and recommendations for streamlining the process adopted by the UGC.
- Recommendations on the need of change the eligibility criteria for becoming eligible to receive grants under section 12B of the UGC Act 1956.
- Any other issue arising out of or relating to the above terms of reference and, the functioning of the UGC/AICTE which the Government or the Committee on its own, may desire to look into.

12.4.1 The Idea of a University

A university is a place where new ideas germinate, strike roots and grow tall. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities. Established notions of truth are challenged in the pursuit of knowledge. To be able to do all this, universities have to be autonomous spaces. They are diverse in their design and organisation, reflecting the unique historical and socio-cultural settings in which they have grown. The university has also been regarded as the trustee of the humanist traditions of the world and it constantly endeavours to fulfil its mission by attaining universal knowledge, which can be done only by transcending geographical, cultural and political boundaries.

12.4.2 Challenges of the Higher Education Sector

It is important that we develop an understanding of different issues before suggesting strategies to renovate and rejuvenate Higher Education in India. These issues or challenges are:

- **Distances and Disconnects:**
  - Our undergraduate and graduate programmes are too 'theoretical', the implication being that they are devoid of 'practical' experiences.
  - There is a division between Research Bodies and Universities. It treats teaching and research as separate activities.
  - There is an isolation of IITs and IIMs from other higher educational institutions.
  - Institutions of higher learning succeed in providing a space where dialogue between rival social forces and ideologies could take place in a peaceful atmosphere. However quite often, certain signs of intrusion of this space have surfaced in different parts of the country.
- **Structures, Expansion and Access:**
  - At present, the design of curriculum and syllabi is reflective of the entrenched examination system under which the student is asked to face a question paper at the end of the year, or in some universities, at the end of the semester. This archaic examination system, ostensibly used as a means of certifying the ability of students, unfortunately does not really test the kind of skills they require to be successful in either the pursuit of pure theoretical knowledge or in practical real world situations.
  - At present, much of our higher education is uni-disciplinary or within a narrow spread.
  - The involvement of universities in school-level teacher education has been confined to secondary and senior secondary-level school teachers' pre-service training under the B.Ed. degree programme and there is no involvement of universities in preparation of teachers for the primary and pre-primary levels.

- Substantial damage has been done to universities and institutions of professional education by their separation from each other. The pursuit of engineering and medicine, particularly, in colleges or institutes, which exist like islands, has come at an incalculable social and cultural cost.
- In our country, the undergraduate years have mostly remained in the precinct of affiliated colleges, i.e., not as part of mainstream university life. This arrangement illustrates the perceived hierarchy of the UG and PG stages of higher education. In treating UG education as a 'lower' level of learning, the Indian university system has perpetuated a source of its own intellectual malnourishment.
- Setting up of certain performance criteria is a common device for infusing accountability in an organisation.

- **Governance and Autonomy:**
  - The current structure of the Indian university system has a large number of affiliated colleges associated with either a Central or State university, where bulk of the enrolment takes place. This structure has burdened many universities with the management of academic content, examination, and quality of these colleges.
  - There has been no policy or guidelines to measure the competence of private investors in starting and managing a technical institution other than the requirement that it should be registered as a non-profit or charitable trust or society.
  - The sudden spurt in the number of newly established educational institutes as deemed universities is another area of concern.
  - Many private institutions charge exorbitant fees (beyond the prescribed norms) in the form of many kinds of levy (not accounted for by vouchers and receipts) and are unable to provide even minimum competent faculty strength.

- Universities face different problems regarding resource management and financing.

- **Governance and Autonomy:**
  - Universities remain one of the most under-managed organisations in our society. The governance structures are archaic and have not changed with changing environment to meet the expectations of its various stakeholders.
  - Interference, from various political or commercial vested interests, in the functioning and priorities of the universities comes in many different forms and intensities. It touches all aspects of higher education and involves improper admission of students, pressures in selection of teachers, manipulation in appointment of senior functionaries like vice-chancellors, registrars and deans, purchase of equipment and allotment of construction contracts and so on.
- **Multiplicity of Regulatory Systems:**
  - The responsibility for the establishment and monitoring of the performance of this large variety of institutions has been exercised by many different statutory regulatory bodies as well as governments and universities, often leading to multiplicity of authorities and duplication of inspection and control.

12.4.3 Recovering the idea of the University

The Committee tried to recover the idea of the university by concentrating on the following issues:

- Minimisation of the gap between theory and practice.
- Institutions of higher learning should try to evolve their academic programmes with reference to the problems of everyday life.
- Issues relating to curriculum and syllabus making.
- Work experience to the students should be included as an aspect of learning.

- Multidisciplinary learning.
- Rehabilitation of professional education in the university.
- Recognition and preparation of teacher education for all stages of school education as a sector of higher education.
- Issues relating to the autonomy of universities.

The following recommendations were made by the Yashpal Committee:

- Creation of an all-encompassing Constitutional body named National Commission for Higher Education and Research (NCHER). It should replace the existing regulatory bodies including the UGC, AICTE, NCTE and DEC and to follow up the Constitutional amendment with an appropriate law for the Commission's functioning.
- Universities should be responsible regarding the academic content of all courses and programmes of study including professional courses. Professional bodies like the AICTE, NCTE, MCI, BCI, COA, INC, PCI etc. to be divested of their academic functions, which would be restored to the universities.
- The topmost priority of the newly created NCHER is reformation of curriculum. It should create a curricular framework based on the principles of mobility within a full range of curricular areas and integration of skills with academic depth.
- It should be mandatory for all universities to have a rich undergraduate programme and undergraduate students must get opportunities to interact with the best faculty. While appointing teachers to the universities their affiliation to a particular college should also be specified to emphasise the need for their exposure to undergraduate students.
- Undergraduate programmes to be restructured to enable students to have opportunities to access all curricular areas with fair degree of mobility.
- The vocational education sector should be under the purview of universities and by providing necessary accreditation to the

courses available in polytechnics, industrial training institutions, and so on. Additionally, the barriers to entry into universities for students going through vocational training should be lowered to enable them to upgrade their knowledge base at any stage of their careers.

- The NCHER should also galvanise research in the university system through the creation of a National Research Foundation.
- New governing structures to be evolved to enable the universities to preserve their autonomy in a transparent and accountable manner.
- Practice of according status of deemed university be stopped till the NCHER takes a considered view on it. It would be mandatory for all existing deemed universities to submit to the new accreditation norms to be framed on the lines proposed in this report within a period of three years failing which the status of university should be withdrawn. However, unique educational initiatives which have over a period of time enriched higher education by their innovations to be given recognition and supported appropriately.
- Modern higher education system requires extension facilities, sophisticated equipment and highly specialised knowledge and competent teachers. It would not be possible for every university to possess the best of these infrastructures. Hence, one of the primary tasks of the NCHER to create several inter-university centres (IUCs) in diverse fields to create the best of these possibilities and attract the participation of several institutions of higher learning to avail them.
- Institutions of excellence like the IITs and IIMs to be encouraged to diversify and expand their scope to work as full-fledged universities, while keeping intact their unique features, which shall act as pace-setting and model governance systems for all universities.

- NCHER should identify the best 1,500 colleges across India to upgrade them as universities, and create clusters of other potentially good colleges to evolve as universities.
- Universities to establish live relationship with the real world outside and develop capacities to respond to the challenges faced by rural and urban economies and culture.
- All levels of teacher education to be brought under the purview of higher education.
- Quantum of Central financial support to State-funded universities be enhanced substantially on an incentive pattern, keeping in view the needs for their growth.
- Expansion of the higher education system to be evaluated and assessed continuously to excel and to respond to the needs of different regions in India in order to ensure not only equity and access but also quality and opportunity of growth along the academic vertical. The NCHER too should be subject to external review once in five years.
- Establish a National Education Tribunal with powers to adjudicate on disputes among stake-holders within institutions and between institutions so as to reduce litigation in courts involving universities and Higher Education Institutions.
- Set up a Task Force to follow up on the implementation of this Agenda for Action within a definite time-frame.

Some of these recommendations may be implemented immediately while others may take some evolutionary steps and procedures. Even so, it is hoped that the ideas behind them would be kept alive by keeping them under active and wide-ranging discussions



CHECK YOUR PROGRESS

Q 6: Mention the name of the committee chaired by Prof. Yashpal.

.....

Q 7: Mention two challenges in higher education sector according to Yashpal Committee.

.....

Q 8: Write shortly about the idea of university.

.....



12.5 LET US SUM UP

- The National Knowledge Commission (NKC) was constituted in June, 2005 by the Prime Minister Dr. Manmohan Singh. Chairman of this Commission was Mr. Sam Pitroda.
- This commission was recommended to reform of the education sector, research labs and institutional property legislation as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent.
- In the words of Dr. Manmohan Singh, "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capacity building."
- This commission has a time frame of three years from 2 October, 2005 to 2 October, 2008 which was extended to 31 March, 2009.
- Recommendations of NKC are mainly divided into five parts. These are: Knowledge access (Right to Education, Language, Translation, Libraries, National Knowledge Network, Portal and Health Information Network), Knowledge concept (School Education, Vocational Education and Training, Higher Education, More Talented Students in Maths and Science, Professional Education, More Quality PH.Ds and Open and Distance Education and Open Educational Resources), Knowledge

Creation (Intellectual Property Rights, Legal Framework for Public Funded Research, National Science and Social Science Foundation, Innovation and Entrepreneurship), Knowledge Applications (Traditional Health Systems, Agriculture and Enhancing Quality of Life) and Services (E-governance).

- The Government of India constituted a Committee through a notification issued by Ministry of Human Resource Development in February 2008 under the Chairmanship of Prof. Yash Pal, former Chairman of UGC. The committee submitted its report in July, 2009. The Committee was named as, "The Committee to Advise on Renovation and Rejuvenation of Higher Education in India".

12.6 FURTHER READING

1. Aggarwal, J.C. (2013). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Das, Sonmoni Kalita (2014). Contemporary Concerns and Issues in Education. Guwahati: Shanti Prakashan.
3. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
4. Thakur & Thakur (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

12.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 2005

Ans to Q No 2: Sam Pitroda.

Ans to Q No 3: The terms of Reference of NKC are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in science and technology laboratories.

- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge application in Agriculture and Industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximise public benefit.

Ans to Q No 4: The most fundamental way of increasing the opportunities of individuals and groups is providing access to knowledge. Hence, it is essential to revitalise and expand the reach of knowledge in society.

Ans to Q No 5: Following recommendations are made by the NKC regarding higher education:

- Increasing GER in higher education to 15 and above by 2015 and for this create 1500 universities by 2015 and partly by restructuring the existing ones.
- Setting up an Independent Regulatory Authority for Higher Education (IRAHE) which would be at an arm's length from all stakeholders.
- Reforming the existing universities to ensure frequent curricula revisions, introduction of course credit system, enhancing reliance on internal assessment, encouraging research and reforming governance of institutions.
- Restructuring the system of affiliated undergraduate colleges.
- Creating models for community colleges that provide credit and non-credit courses leading to two-year associate degrees.
- Providing scholarships to the deserving students to receive higher education.

Ans to Q No 6: The Committee to Advise on Renovation and Rejuvenation of Higher Education in India

Ans to Q No 7: Two challenges in higher education sector according to Yashpal Committee are:

- Our undergraduate and graduate programmes are too 'theoretical', the implication being that they are devoid of 'practical' experiences.

- There is a division between Research Bodies and Universities. It treated teaching and research as separate activities.

Ans to Q No 8: A university is a place where new ideas germinate, strike roots and grow tall and sturdy. It is a unique space, which covers the entire universe of knowledge. It is a place where creative minds converge, interact with each other and construct visions of new realities.

12.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write the suggestions of National Knowledge Commission regarding school education.

Q 2: Write the suggestions of National Knowledge Commission regarding vocational education.

Q 3: Write the challenges suggested by Yashpal Committee regarding structure of higher education.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the suggestions made by National Knowledge Commission regarding knowledge access.

Q 2: Describe the suggestions made by National Knowledge Commission regarding knowledge concept.

Q 3: Describe the suggestions made by National Knowledge Commission regarding knowledge creation.

Q 4: Discuss the challenges of higher education as suggested by Yashpal Committee.

Q 5: Write about the suggestions made by Yashpal Committee regarding higher education.

*** ***** ***

UNIT 13: DEVELOPMENT OF EDUCATION IN ASSAM

UNIT STRUCTURE

13.1 Learning Objectives

13.2 Introduction

13.3 Development of Primary Education in Assam

- 13.3.1 Development of Primary Education in Pre-Independence Assam
- 13.3.2 Development of Primary Education in Post-Independence Assam

13.4 Development of Secondary Education in Assam

- 13.4.1 Development of Secondary Education in Pre-Independence Assam
- 13.4.1 Development of Secondary Education in Post-Independence Assam

13.5 Development of Higher Education in Assam

- 13.5.1 Development of Higher Education in Pre-Independence Assam
- 13.5.2 Development of Higher Education in Post-Independence Assam
- 13.5.3 Current Status of Higher Education in Assam

13.6 Let Us Sum Up

13.7 Further Reading

13.8 Answer to Check Your Progress

13.9 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- discuss the development of primary education in pre- and post-independence period in Assam
- explain the development of secondary education in pre- and post-independence period in Assam

- explain the development of higher education pre- and post-independence period in Assam

13.2 INTRODUCTION

You might be aware of the fact that Assam has had her indigenous system of imparting education through formal institutions like Pathsalas, Tols, Muktabs, and Satras. Though this system was not very well-organised, it played a crucial role in imparting education to the masses. If you go through the famous accounts of the Chinese pilgrim Hiuen-Tsung, then you will find that King Bhaskar Varmana took keen interest in spreading education among the people during the 7th century. In ancient Assam, major part of the teaching and learning took place via the "Gurukula" system where students learnt about Vedas, Vedangas, Smritis or other religious scriptures. Education was basically imparted orally before the introduction of the system of writing books in Sanchipat. When Assam was invaded and ruled by Ahom kings for 600 years from 1228 AD, 'education' was given due importance. You all know the fact that Assam came under the control of East India Company after the "Treaty of Yandabo" in 1826. After that the British gradually introduced the modern and secular education system in Assam.

In this unit, we will discuss the development of the modern education system in Assam both in the pre-independence and post-independence period. The unit focuses in discussing the development of primary, secondary, higher and women education in Assam so that you get an understanding of the Assam Education System tracing the evolution pattern from pre-colonial period to the present times.

13.3 DEVELOPMENT OF PRIMARY EDUCATION IN ASSSAM

The history of education of Assam is as old as the land itself. The education system of ancient Assam was closely linked with its tradition, culture and religion. Education was basically arranged by the local kings

and the village priests. This tradition of patronage teaching and learning from local kings was continued up to the end of Ahom dynasty in Assam. So far as education in medieval Assam is concerned, S.N. Sarma (2001) in his book A Socio-Economic and Cultural History of Medieval Assam writes, "Education was mainly manned by private individuals and concerns, but royal patronage was occasionally extended to scholars for their erudition and contribution towards dissemination of learning". The indigenous institutions like Pathsalas, Tols, Muktabs, and Satras were found in this period. The Pathsalas were just like the elementary schools in the medieval period. There were no books and buildings. The days of working were adjusted to the local needs of society. The size of the school and number of students were generally small. There were also professional or craft education which were family tradition and skill. In this education system, a son of an artisan automatically became an artisan and this tradition had been continued generation after generation. There were also a limited number of institutions for imparting Muslim education. But the education for women remained neglected like other parts of India in the medieval period of Assam. On Pre-British education of Assam, Hem Barua writes, "Education in the Pre-British days was a concern of the Vaishnava monasteries, Sanskrit tolas and guru-grihas. As a natural fact the education of this period was mostly ritualistic; the masses were far beyond the pale of it. The strictly vocational or scientific character of education did not and could not develop then".

In the development of education in Assam, the contribution of two great religious leaders is worth mentioning here. The Vaishnav Guru Sri Sri Sankardeva and Sri Sri Madhavdeva made immense contributions towards the development of education and culture in Assam. The 'Satras' and 'Namghars' established by Sankardeva and Madhavdeva became the centre of learning of mass people.

From the above discussion, we have come to know that primary education was given in ancient and medieval Assam through some indigenous institutions. Of course, its coverage was very limited and education was mostly ritualistic. Mass people received education mostly in

informal mode. The status of education of women was not encouraging one. So, the modern primary education in Assam was started only after the British took over the reign of Assam in 1826.

13.3.1 Development of Primary Education in Pre-Independence Assam

After the 'Treaty of Yandabo' Mr. David Scott as a first Agent of the East India Company came to Assam. Soon after his arrival he took interest in the promotion of indigenous system of education in Assam. To win over the confidence of the Assamese people he started eleven (11) schools, mostly in lower Assam. He also opened a school in Garo Hills for the expansion of primary education among the hill tribes. Students passing out of these schools were offered jobs by the government.

After the recommendations of the Wood's Despatch of 1854, indigenous primary schools received grants-in-aid. This grant-in-aid system helped the development of primary education in Assam. The number of pupils receiving instruction in primary schools was 750 in Sivasagar and 600 in Kamrup in 1857-58. After the revolt of 1857, the power of administration was transferred from the East India Company to the British Crown. Change in administration had its impact in the system of education. In 1882, Hunter Commission entrusted the responsibility of primary education to the local boards. The commission also recommended the system of 'Payment by Result'. The provincial government had to grant only one third of the total expenditure of the local boards. These policies adversely affected the growth of primary education in Assam. In spite of that, the number of primary schools increased from 2800 to 3534 with a corresponding increase in the number of students from 8300 to 103541 during the period of 1897 to 1902 in Assam.

Side by side, the Christian Missionaries also started primary schools in their religious interests. The American Baptist

Missionaries Nathan Brown and Oliver Cutter established a school at Sadiya in 1837. The Missionaries opened nearly 14 schools in Sivasagar, 3 in Nowgong and 5 in Kamrup in 1845. They encouraged students to the study of both English and Assamese in their educational institutions. The Missionaries also encouraged female education in both hills and plains.

During the early part of 20th century primary education received great impetus and made considerable progress due to the liberal policy of Lord Curzon. The untiring efforts made by Gopal Krishna Gokhale for introduction of compulsory primary education during 1910-1911 made the provincial governments conscious about the necessity of universal education and they passed Compulsory Primary Education Act during 1918-1920.The Government of India passed its Resolution on Education Policy in 1913. But these policies had little impact in Assam.

In Assam, the first Compulsory Primary Education Act was passed in 1926. The provisions of Assam Primary Education Act, 1926 are:

- It extends to the whole of Assam.
- Any local authority with a majority of two-thirds of the members present in a meeting may resolve to introduce compulsory primary education within its jurisdiction for children between 6-11 years of age.
- The local authority shall submit the resolution to the Government for consideration.
- The local authority shall submit the government a statement showing all particulars concerning the total existing expenditure incurred by the local authority and by the government and the additional cost required for introduction of compulsory primary education.
- Local authority of any area shall provide one-third of the additional cost without diminishing the current expenditure.

- In the event of the proposal being sanctioned the government shall provide the local authority the remaining two-third of the additional cost.
- If any local authority fails to submit a scheme, the government may call upon to do so.
- The government may by notification make rules regarding the educational process, the manner in which the education funds shall be maintained.
- No fees shall be charged from any students. Poor children will be provided books and other writing materials, if education committee recommended.
- The local authority and the education committee concerned shall be responsible for enforcement of the provisions of the Act.

Thus in Assam, the first Compulsory Primary Education Act was passed in 1926. In spite of the legislative provisions the progress of primary education in Assam was not satisfactory.

13.3.2 Development of Primary Education in Post-Independence Assam

In 1947, the Assam legislature passed 'The Assam Primary Education Act' for the development of primary education in the state. This Act was repealed by the Assam Basic Education Act 1954 which was enacted for the development, expansion, management and control of basic education and with a view to introduce gradually universal, free and compulsory primary education in the state. The major recommendations of this Act were:

- It extends to the whole of Assam.
- The Act comes into effect from the date on which the government notified it in the Assam Gazette.
- The government shall constitute a State Board of Basic Education with 10 members.
- The State Board shall advise the government on giving grants,

its administration, training of teachers, curriculum, text books, duration of the course, etc.

- The State Board shall maintain a fund in charge of the DPI.
- The State Board shall constitute the Regional Board of Basic Education in different regions under the DPIs.
- The state government may impose an educational tax in any area for the purpose of this Act and can make rules regarding the age of a child, the curriculum, duration and standard, etc.

This Act had tried to change certain things in the administration by entrusting more power on the Government. In spite of all these measures the system of basic education failed in Assam as in other parts of the country. It was considered to be impractical and insufficient to meet the demands of the modern society.

Assam Panchayat Act was passed in 1959 as a local self-government and this Act was later modified in the years 1972, 1986 and 1994 respectively. They were given certain cultural and educational responsibilities to be performed in their respective locality.

The Assam Basic Education Act, 1954 was repealed by the Assam Elementary Education Act 1962. This Act was passed to make provisions for the management and control of elementary education and to provide for free and compulsory education in Assam in gradual stages. The major provisions of the Act were as follows:

- It extends to the whole of Assam with exception to the autonomous districts.
- The state government shall constitute the State Board of Elementary Education.
- The members of the Board will hold office for five years.
- The State Board shall form an education fund for payment of grants to local authorities.
- The state government by notification shall make primary education compulsory in certain area.

- The state government shall take the responsibility of administration, supervision and training of teachers for primary school.

This Act is an improvement on the earlier Acts as it makes the State Government responsible on certain matters relating to elementary education. This Act entrusted the responsibilities for management of elementary education on the local authorities of the area concerned.

After that Kothari Commission (1964-66) recommended to make primary education compulsory within 10 years (1966-1976). For that, they suggested free education, free text book and control wastage of primary education. And primary education system was provincialised by the Primary Education Act 1974 in Assam.

National Policy on Education (NPE) of 1986 gave importance to universalisation of elementary education up to 14 years of age and qualitative improvement of education. Operation blackboard scheme was also suggested by NPE. This Operation Black Board was implemented in Assam from 1987-88. This scheme facilitated at least two reasonably large classrooms that are usable in all weather, and the necessary toys, black-boards, maps, charts and other learning materials. During this period, DIETs were established to give training to the primary school teachers.

In the year 1994, District Primary Education Programme (DPEP) was launched to revitalise the primary education system and to achieve the objective of universalisation of primary education. It aimed that the primary education becomes accessible to each and every child of school going age; once a child is enrolled in school, s/he should be retained there. This programme was initially prepared for eight states and Assam is one of them.

In Assam, the scheme of Sarva Siksha Abhijan was adopted in the year 2001-2002. The main aims of this programme are:

- To include all the children schools by 2003.

- All children will complete 5-year primary education by 2007.
- All children will complete 8-year primary education by 2010.
- To remove social and sex related disparities in the field of primary education by 2010.

Sarva Siksha Abhijan made a drastic change in the overall scenario of primary education of Assam. 90% of children within the age group 5-6 years are enrolled under Sarva Siksha Abhijan in Assam.

According to article 21A of 86th Amendment Act of Constitution, every child of 6-14 year age group has the right to get free and compulsory primary education. And for that in the year 2010, the Right to Children to Free and Compulsory Education Act has come to force. The main provisions of this act are:

- The act makes it mandatory for every child between the age group 6-14 years to be provided education by the state. Children should not have to pay any money as regards to books, uniforms, etc.
- At any time of the academic year, a child can go to school and demand that this right be respected.
- The schools need to have certain minimum facilities like adequate teachers, play ground and infrastructure.

From the above discussion, we have come to know that since independence both the central and state governments adopted various measures from time to time to develop primary education in Assam. In spite of all efforts, due to numerous problems and issues, Universalisation of Elementary Education (UEE) has remained an unrealised dream in Assam. But, there is still a ray of hope. The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha- an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with the broader goal of improving school

effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

The major objectives of the Scheme are provision of quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting vocationalisation of education; support states in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.

So, there is hope that this new integrated effort brings the distant dream of universalisation of school education into a reality soon.



CHECK YOUR PROGRESS

Q 1: In which year was Compulsory Primary Education Act of Assam first passed?

.....

Q 2: What is the full form of DPEP?

.....

Q 3: Mention one provision of Right to Education Act, 2009.

.....

13.4 DEVELOPMENT OF SECONDARY EDUCATION IN ASSAM

Secondary education occupies a very strategic position in the modern age. It comes in between primary and higher education and extends

into the spheres of both. As an intermediate link, it sets the pace for the lower stage and provides the foundation for the higher. Secondary education is divided into two parts namely high school and higher secondary stage of education.

13.4.1 Development of Secondary Education in Pre-Independence Assam

In Assam, when it came under the British rule with its occupation on 24th February 1826, it was difficult to find a person who could read and write. David Scott, the first Agent to the Governor-General, North-East Frontier, realised that situation and tried to establish English School. After Scott, Captain Jenkins started one English school at Gauhati on 15th June, 1835. The name of the school was 'Gauhati Seminary'. At present this school is known as 'Cotton Collegiate High School'. This school also opened the path of higher education in the state of Assam. Again in the year 1841, the 2nd (second) High school of Assam was established in Sibsagar. Present name of this school is 'Sibsagar Government Higher Secondary School'. Total six high schools were established in Assam by the Government during the period 1873-74.

Like other states of India, recommendations of Wood's Despatch affected the secondary education scenario of Assam also. On the basis of the recommendations of Despatch, a Department of Education was established in Assam in the year 1874 and a Director of Public Administrator was also appointed. School inspectors were also appointed to inspect the schools.

Secondary education of Assam was also developed on the basis of the recommendations suggested by Hunter Commission, 1882. According to this commission, the government should withdraw the responsibility of secondary education and it will be given to private enterprise. In each district, one Government school should be there as a model of private school. Grant-in-aids were

also provided to the private schools. But practically in Assam, these suggestions were not implemented. As a result of this, the number of high school did not increase. In the year 1900, only 20 high schools were there in Assam out of which 10 were government and 10 were private schools. For the management of private schools, school management committees were also formed.

In the year 1904, Lord Curzon's Education Policy clearly laid down that whether these schools are managed by public authority or any private person and whether they received funds from public funds or not, the Government is bound in the interests of the community to see that the education provided in them is sound. The immediate effect of the implementation of the resolution in Assam was the closure of a number of secondary schools. In the year 1905, Curzon attached the administration of Assam with East Bengal and controlled the education from Dhaka. At that time some schools were established in Dhubri, Nowgong, Tezpur, Sibsagar, Dibrugarh and Guwahati. In the year 1912, Assam was given the status of a separate state and then secondary education was gaining a good ground.

In the year 1919, the government of India had adopted the Policy of Diarchy in the administration process and as a result, state governments were given freedom regarding the matters of education. During the period of 1912-1947, development of secondary education in Assam was worth mentioning.

In pre-independent India, secondary education was categorised as:

- Middle English Schools (class IV to VI)
- Middle Vernacular Schools (class IV to VI)
- High Schools (class VII to X)

At that time, high schools of Assam were affiliated to Calcutta University as no university was established in Assam before independence. So, the Matriculation examination was conducted by Calcutta University. The following Table - 13.1 shows the

expansion of High Schools and Middle English Schools in Assam from 1919-20 till the Independence.

Table 13.1: Expansion of High Schools and Middle English Schools in Assam from 1919-20 to 1946-47.

Year	High Schools	Middle-English Schools
1919-20	38	258
1936-37	84	466
1946-47	191	742

Source: "Education in Assam 1947-48," Govt. of Assam.

13.4.2 Development of Secondary Education in Post-Independence Assam

After the independence in India, the Central as well as State Government adopted different steps to modernise secondary education. The initiatives taken for progress of secondary education in Assam in post-independence period are discussed below:

- **Establishment of Gauhati University:** In 1948, Gauhati University was established and took the responsibility of management and administration of secondary education from Calcutta University. It resulted in rapid progress of secondary education. In the year 1953-54, the number of high schools of Assam was 338.
- **Recommendations of Secondary Education Commission:** According to the recommendations of this commission, 11-year school education was introduced in Assam. Separating the earlier two-year intermediate stage, the first year was added to secondary school and second year was added to college. Schools were upgraded to 10-year high school education to 11 year higher secondary education.
- **Assam Secondary Education Act, 1961:** Before 1962, Gauhati University and Govt. of Assam was the controlling authority of secondary education of Assam. The University had control over academic matters while the Government had control over the

administrative matters. It created lots of problem in secondary education. Hence, the Govt. of Assam passed the Secondary Education Act in 1961. The main provisions of this act are:

- This act extends to the whole of Assam.
- The university or any board will have no controlling authority over secondary schools recognised by the government.
- A Board of Secondary Education will be constituted for administration, control and development of secondary education. The Director of Public Instruction will be the Chairman of the Board.
- Duties and responsibilities of the Board will be:
- Preparation of curriculum.
- Conduct of examination.
- Awarding certificate.
- Selection of textbooks.
- Preparation of rules and regulations for recognition of school.
- Determination of qualification of teachers, etc.

- **Establishment of Secondary Education Board of Assam (SEBA), 1962:** As a result of this act, a state board of education was established for the administration and controlling of secondary education. The administrative power was transferred from Gauhati University to this board. The board was given the responsibility to conduct 10 years Matriculation Examination (Present High School Leaving Certificate Examination) and 11 years Higher Secondary Examination. The Education Commissioner of Assam is the chairman of this board. The office of the board is located at Guwahati.
- **Recommendations of the Kothari Commission:** The Indian Education Commission (1964-66) Report was rightfully considered to be the beginning of a new era in modem Indian school education. Since then the growth of high schools in Assam has been remarkable. As recommended by this commission, the State Board of Education implemented the

10+2+3 structure. The number of secondary schools has rapidly increased in Assam from the formation of SEBA and from the introduction of 12-year school education in Assam. Again in the year 1984, Assam Higher Secondary Education Council (AHSEC) was formed on the basis of the recommendations of Kothari Commission. It looks after the administrative and educational aspects of higher secondary level of education.

- **Influence of National Policy on Education, 1986:** The National Policy on Education (NPE) of 1986 suggested implementing the 10+2+3 pattern of education. According to the NPE, secondary education should be imparted on the basis of Science, Arts, Social Science and Commerce Streams. Vocational education was also to become a compulsory part of high school education. There was also provision for establishment of 'Novodaya Vidyalayas' in remote areas of the country, in order to provide opportunities of education to the backward communities of the society. In view of this, the NPE-1986 (as modified in 1992) had stated that the National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years, efforts were made to move forward an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of high school. Efforts were made to have the +2 stage accepted as a part of school education throughout the country. The Government of Assam too, implemented the new educational policy and both the quantity as well as quality of secondary schools (rural and urban both) increased to a great extent.
- **Rashtriya Madhyamik Siksha Abhijan (RMSA):** This scheme was launched in March, 2009 with an objective to enhance access to secondary education and improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrollment rate of 75% from 52.26% in

2005-06 at secondary stage of implementation of the scheme by providing a secondary school within a reasonable distance of any habitation. The other objectives include improving the quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020. This scheme is also implemented in Assam and still continuing.

- **Samagra Shiksha:** Please see the Primary Education Section for it.



CHECK YOUR PROGRESS

Q 4: In which year was the first high school in Assam established?

.....

Q 5: What is the full form of SEBA?

.....

13.5 DEVELOPMENT OF HIGHER EDUCATION IN ASSAM

Concept of higher education is generally described by education in colleges, universities, technological institutions, which deals mostly with adults and is a 'higher' level of knowledge in terms of its complexity and understanding. Higher Education is seen as something which civilises and enlightens, by heightening awareness, broadening horizon, widening understanding, sharpening perceptions and intensifying sensitivities. It makes individual free from ignorance and superstitions. Higher education plays a crucial role in working towards economic growth, self-reliance in

the scientific and technological know-how that is basic to it, development and mobilisation of human resources and also in providing leadership and social criticism.

13.5.1 Development of Higher Education in Pre-Independence Assam

In the year 1866, the introduction of Arts classes in Gauhati Seminary opened a new chapter for the development of higher education in Assam. The classes were known as First Arts Classes (F.A. Classes). Management, administration and examination of this class were affiliated to Calcutta University. But later in the year 1876, due to certain problems, the F.A. Classes were abolished.

In 1892, the Murarichand College was started in Sylhet of Assam which is now in Bangladesh. The college developed fast and was recognised by the Calcutta University as a first-grade college in 1915-16.

Manik Chandra Barooah took major initiatives to establish one college in Assam in the year 1899. And due to this effort, Cotton College was established in 1901 and it is the full-fledged first higher educational institution of Assam. At present, Cotton College is converted to University and it is known as 'Cotton University'.

In 1930, Late Murulidhar Barooah, famous tea planter of Assam, donated a large building and a big plot of land in the heart of Jorhat town for a college in the memory of his grandfather Late Jagannath Barooah, a leading citizen of that time. This college is known as J.B. College and is offering opportunities for Arts, Science and Commerce at degree level. Today in this college, post graduate classes have been opened in different subjects in Arts and Commerce.

In 1935, several new colleges came up. St. Anthony's College, Lady Keane College and St. Edmund's College at Shillong, the Gurucharan College at Silchar and Handique Girls' College in

Guwahati were established in that year. The first three colleges were then in the territorial jurisdiction of Assam and now they are in Meghalaya.

In 1947, the total number of colleges in Assam was 16 and Cotton College was the only Government College.

13.5.2 Development of Higher Education in Post-Independence Assam

After 1947, development of higher education in Assam actually found a real track as Gauhati University, the first university of Assam was established in the year 1948. And for that, the number of colleges steadily increased in Assam from 18 in 1947-48 to 77 in 1964-65. Subsequently, Dibrugarh University was established in 1965. As a result of that the expansion of higher education in Assam got a good momentum. The number of higher educational institutions and number of enrolled learners had rapidly increased and in 2012 the total number of colleges and universities in Assam was 638 and 8 respectively.

Pursuant to National Policy on Education 1986, the UGC decentralised its working by opening 7 regional offices catering to the diverse needs of the states under it. Accordingly, the UGC-NER office was established in 1995 at Guwahati. The schemes that are operated at the UGC-NERO cater to the diverse needs of the Colleges of NE states and includes: Women's Hostel, Sports Infrastructure, FDP, MRP, Seminar/Conference/Workshop, GDA/ College Development, IQAC, Autonomous Colleges and General Development Grant to state colleges. As a result of that, the colleges and universities of Assam have started receiving UGC funds on a regular basis for infrastructure, research and other development purposes.

Assam had been witnessing a new era in the field of higher education in the last decade of the twentieth century. Two central universities were established at Tezpur and Silchar in 1993. Indian

Institute of Technology, Guwahati was also established in 1994. Following the emergence of liberalisation, privatisation and globalisation in the 1990s, there has been a significant change in the education system in India. With the help of the Govt. of India, the University Grant Commission (UGC) and the All India Council of Technical Education (AICTE) are promoting private parties to invest in the educational sector without compromising its quality. Consequently, the gradual growth of private higher educational institutions in Assam along with the country has been noticed since last decades of the 21st century.

The Open and Distance Learning (ODL) has been initiated in Assam in order to augment opportunities for higher education and as an instrument of democratising education. The Institute of Distance and Open Learning (IDOL), formerly known as Post Graduate Correspondence School (PGCS) was established in May 1998 at Gauhati University. In the first decade of 21st century, Krishna Kanta Handiqui State Open University-a full-fledged ODL University was established in Assam under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam. The University started its operation on December 11, 2006. Gradually, some other central and state universities of Assam have also started their directorate of distance education.

In the field of women education also, separate Girls' colleges and a Women University were established in Assam for the growth and development of women education. The first Women University of the state was established at Jorhat by an act XXII of 2013 of the State Legislature of Assam. Presently, the numbers of girls enrolled in higher education in Assam is greater than the enrolment of boys. As per the All India Survey for Higher Education Final Report 2018-19, the total enrollment in higher education in Assam is 7,00,163 out of which 3,47,484 are boys and 3,52,679 are girls. So, it is a very encouraging picture in the field of women participation in higher education.

Rashtriya Uchchatar Shiksha Abhiyan (RUSA), a centrally sponsored scheme launched in 2013, aims at providing strategic funding to eligible state higher educational institutions. At present, a good number of colleges of Assam are benefited by the fundings under RUSA. Many colleges received grants for infrastructure development, equity initiative grants, upgradation of college to Model College and so on.

Recently, to promote higher education in rural areas, the government of Assam has established many 'Government Model College' in rural areas across Assam.

13.5.3 Current Status of Higher Education in Assam

The current status of higher education of Assam may be perceived quantitatively with the help of the All India Survey for Higher Education (AISHE) Final Report 2018-19, which is presented in the following tables:

Table 13.2: Type and specialisation-wise number of Universities in Assam (2018-19)

Type of University	Number		Specialisation of the University	Number
Central University	02		General	13
Institute of National Importance	03		Agriculture	01
			Cultural Studies	01
State Public University	10		Law	01
State Open University	01		Medical	01
State Private University	06		Technical	04
			Others	01
Type-wise Total University of Assam	22		Total	22

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.3: Number of College per lakh population (18-23 Years) and average enrollment per College (2018-19)

No. of College	College per lakh population	Average Enrolment per College
544	15	971

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.4: Specialisation-wise number of colleges in Assam (2018-19)

Specialisation of the College	Number	Specialisation of the College	Number
General	359	Social Work	01
Agriculture	02	Sports/Yoga/Physical Education	01
Architecture	01	Veterinary	02
Arts	37	Hotel & Tourism Management	01
Commerce	11	Laws	18
Education/Teacher Education	42	Management	02
Engineer & Technology	06	Medical-Allopathic	05
Fine Arts	03	Medical-Ayurveda	01
Fisheries	01	Medical-Dental	01
Para Medical	02	Medical Homeopathy	01
Pharmacy	05	Medical-Others	03
Physiotherapy	01	Nursing	10
Sanskrit	01	Others	02
Science	05	-	-

Source: AISHE Final Report 2018-19, Ministry of Education, GoI

Table 13.5: Programme-wise enrolment at various levels of higher education (2018-19)

Sl. No.	Programme & Level	Male	Female	Total Number of enrolled students
1.	Ph. D.	2970	1970	4940
2.	M.Phil.	192	272	464
3.	Post Graduate	26709	38720	65429
4.	Under Graduate	300082	296037	596119
5.	PG Diploma	1694	1564	3258
6.	Diploma	12704	10910	23614
7.	Certificate	756	1034	1790
8.	Integrated	2377	2172	4549
Grand Total		3,47,484	3,52,679	7,00,163

Source: AISHE Final Report 2018-19, Ministry of Education, GoI



CHECK YOUR PROGRESS

Q 6: In which year was Gauhati University established?

.....

Q 7: Mention the main aim of RUSA.

.....

Q 8: In 1947-48, the total number of colleges in Assam was .....(Fill in the blank)



13.6 LET US SUM UP

- Some of the educational institutions imparting education during the ancient period are- Pathsalas, Tols, Maktabs, Madrasas, Satras and Namghars.

- Christian Missionary established schools in different parts of Assam as well as they published and translated different books and dictionaries in Assamese language.
- In Assam the first Compulsory Primary Education Act was passed in 1926.
- Assam Panchayat Act was passed in 1959 as a local self-government and this act was later modified in the years 1972, 1986 and 1994 respectively. They were given certain cultural and educational responsibility to be performed in their respective locality.
- Captain Jenkins started one English school at Gauhati on 15th June, 1835. The name of the school was 'Gauhati Seminary'. At present this school is known as 'Cotton Collegiate High School'.
- In the year 1900, only 20 high schools were there in Assam out of which 10 were government and 10 were private schools. For management of private schools, school management committee was also formed.
- At that time, high schools of Assam were affiliated to Calcutta University as no university was established in Assam before independent period so Matriculation examination was conducted by Calcutta University.
- In the year 1948 Gauhati University was established and took the responsibility of management and administration of secondary education from Calcutta University.
- In the year 1866, the introduction of Arts classes in Gauhati Seminary has opened a new chapter for the development of higher education in Assam.
- Cotton College was established in 1901 and it is the full-fledged first higher educational institution of Assam. At present, Cotton College is converted to University and it is known as 'Cotton University'.
- Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is a centrally sponsored scheme launched in 2013 which aims at providing strategic funding to eligible state higher educational institutions.

13.7 FURTHER READING

1. Borua, Jatin. (2013). Bharatar Shiksha Itihasor Adhyayan. Guwahati: Lawyer's Book Stall.
2. Goswami & Sarma. (2012). Development of Education in India. Guwahati: Shanti Prakashan.
3. Nurullah and Naik. (1951). A History of Education in India. Bombay: Macmillan Publishers.
4. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
5. Saikia, S. (1998). History of Education in India. Guwahati: Mani Manik Prakash.
6. Sarma, S.N. (2001): A Socio-Economic and Cultural History of Medieval Assam. Guwahati: Bina Library.
7. Thakur & Thakur. (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

13.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 1926.

Ans to Q No 2: District Primary Education Programme.

Ans to Q No 3: At any time of the academic year, a child can go to school and demand that this right be respected.

Ans to Q No 4: 1835.

Ans to Q No 5: Secondary Education Board of Assam.

Ans to Q No 6: 1948.

Ans to Q No 7: Providing strategic funding to eligible state higher educational institutions.

Ans to Q No 8: 16.

13.9 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Briefly describe the indigenous primary education of Assam.

Q 2: Mention four provisions of Assam Primary Education Act, 1926.

Q 3: Write short note on Rashtriya Madhyamik Siksha Abhijan.

Q 4: Give an idea of the current status of higher education in Assam.

Long Questions (Answer each question in around 300-500 words)

Q 1: Discuss the development of primary education in Assam during pre-independence period.

Q 2: Discuss the development of secondary education in Assam during post-independence period.

Q 3: Discuss the development of higher education in Assam during post-independence period.

Q 4: Discuss the development of women education in Assam during post-independence period.

*** ***** ***

UNIT 14: NEW INITIATIVES FOR UNIVERSALISATION OF EDUCATION

UNIT STRUCTURE

14.1 Learning Objectives

14.2 Introduction

14.3 Meaning of Universalisation of Elementary Education

14.3.1 Stages of Universalisation of Elementary Education

14.3.2 Importance of Universalisation of Education

14.4 Problems of Universalisation of Education

14.5 SSA and Universalisation of Education

14.6 Universalisation of Secondary Education and Role of RMSA

14.7 Samagra Shiksha

14.8 RUSA and Universalisation of Education

14.9 Let Us Sum Up

14.10 Further Reading

14.11 Answer to Check Your Progress

14.12 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the meaning of universalisation of elementary education
- identify the stages of universalisation of elementary education
- describe the importance of universalisation of education
- identify and find solutions to the problems of universalisation of education
- explain the role of SSA, RMSA and RUSA in universalisation of education
- apprise the role of Samagra Shiksha in universalisation of education

14.2 INTRODUCTION

Education is a birth right of every individual. All people irrespective

of class, caste, language and gender have the right to acquire education from any formal institutions at their proper age. For the development of any nation, education is always a powerful tool without which the dream for development cannot be fulfilled. So, education should be provided to all and for which the Central as well as State governments should take special measures. In this unit, we shall discuss the concept of universalisation of education and the role played by SSA, RMSA and RUSA in this regard.

14.3 MEANING OF UNIVERSALISATION OF ELEMENTARY EDUCATION

Universalisation of elementary education means providing quality education to all children up to the age 14 years without any restriction. It also means free education. According to Article 45 of the Indian Constitution, free and compulsory primary education should be provided to all children of age group 6-14 years without any discrimination.

Since education is a birth right of every individual, no one should be excluded from receiving it. For that the state should provide free and compulsory education to all children irrespective of class, caste, creed, colour, sex, language, religion, socio-economic status and place of birth or living.

14.3.1 Stages of Universalisation of Elementary Education

There are mainly three main stages of universalisation of elementary education. These are:

- **Universalisation of Provision:** This stage means that elementary education should be provided in every area within a walking distance (1 kilometre) of the child's home so that all children in the age group of 6-14 years are provided facilities for school. The nearest distance enables and encourages the parents to send their children to the school.
- **Universalisation of Enrollment:** This means that all children between the age group 6-14 must be enrolled by the primary

schools. It is very important that all the eligible children should be enrolled compulsorily by the school. Different commissions and policies on education gave special emphasis on this issue. But till now, it is not cent percent successful because of ignorance of parents, mass ignorance and so on.

- **Universal Retention:** Universal retention means that after joining school, the child should remain there till s/he completes his/her primary school course. If the child leaves the primary school without completion of his/her course, the ideal of universalisation of primary education stands defeated. Universal retention also means to ensure that every child progresses regularly from year to year, so that there is no stagnation and that a child does not leave the school before the completion of the prescribed age and class. But it is found that most of the children leave schools at any stage before completion of their courses.

14.3.2 Importance of Universalisation of Education

Elementary education plays an important role for the all round development of a child. Following points clearly reflect the importance of universalisation of elementary education.

- Elementary education is the birth right of every child in our country. In a historic judgement in July, 1992 which was modified in 1993, the Supreme Court of India declared, "The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years."
- India is not a fully developed country and one main reason is ignorance of the people towards education. If universalisation of education is properly implemented, then it will help in:
- eradication of poverty
- fostering economic growth

- managing the growth of population, and
- creating a clean and healthy environment.
  - Universalisation of primary education is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.
  - It is intimately connected with the development of living conditions of the people. When a significant number of citizens are below the poverty line, it attempts to provide free and compulsory education to the children.
  - It will accelerate the development of the country by providing equal benefit to all the sections of the society.

14.4 PROBLEMS OF UNIVERSALISATION OF EDUCATION

In spite of the provisions laid down in the Constitution and the efforts made by the government, universalisation of elementary education is still a distant dream. It remains in paper and pen only. The main problems for failure of universalisation of elementary education are:

- **Social Problems:**
  - Apathy of parents.
  - Conservative attitude of parents towards co-education.
  - Over population.
  - Early marriage of girls.
- **Economic Problems:**
  - Poverty of parents.
  - Poor nutrition of children.
  - Meagre financial provision in the budget.
- **Political Problems:**
  - Low priority to primary education.
  - Group rivalries of local bodies.
  - Vested interests of local politicians.

- **Educational Problems:**
  - Low enrollment of SC, ST and other backward sections of the society.
  - Low enrollment of girls.
  - Low enrollment of disabled children.
  - High rate of stagnation.
  - High rate of wastage.
  - Defective curriculum.
  - Uninspiring methods of teaching.
  - Lack of competent teachers.
- **Geographical Problems:**
  - Inaccessible areas.
  - Small and scattered habitations particularly tribal and hilly areas.
- **Administrative Problems:**
  - Inequality of educational opportunities.
  - Lack of proper supervision.
  - Lack of women teachers.
  - Failure to enforce compulsory education.
  - Lack of suitable reading and writing materials.
  - Lack of effective admission policy.
  - Unattractive school building.
  - Scarcity of teachers.
  - Lack of teaching-learning materials.
  - Existence of large number of incomplete primary schools.
  - Lack of non-formal and adult education facilities.



CHECK YOUR PROGRESS

Q 1: .....is the target age group of students for universalisation of elementary education. (Fill in the blank)

Q 2: Mention the statement made by the Supreme Court of India in 1993 for universalisation of elementary education.

.....

14.5 SSA AND UNIVERSALISATION OF EDUCATION

As discussed earlier, there are lots of problem with regard to universalisation of elementary education. For minimising the problems of universalisation of elementary education, the Central and State Governments have taken different efforts. One such effort is **Sarva Siksha Abhiyan** (SSA).

Sarva Siksha Abhiyan is a response to the demand made by the public of India for basic education all over the country. In 2000, the District Primary Education Programme (DPEP) was extended to Sarva Siksha Abhiyan. The Sarva Siksha Abhiyan is a historic stride and the comprehensive and integrated flagship programme of the Govt. of India towards achieving the long cherished goal of universalisation of elementary education through a time bound integrated approach, in partnership with the states. During the year 2000, there was a conscious effort towards convergence of programmes and approaches concerning realising the goal of 'education for all'. And for that the country has launched the Sarva Siksha Abhiyan. SSA promises to change the face of the elementary education sector of the country, and aims to provide useful and quality elementary education to all children of age group 6-14 years by 2010. The SSA is an effort to recognise the need for improving the performance of the school system and to provide community owned quality elementary education in a mission mode.

- **Main Features of SSA:**
  - SSA is a programme with a clear time frame for universal elementary education.
  - It is nothing but a response to the demand for quality basic education all over the country.
  - SSS believes that for educational development of all people, Centre and State governments can adopt the policy of decentralisation.

- SSA provides an opportunity for promoting social justice through basic education.
- SSA helps to develop the educational condition of different categories of people, such as: women, SCs, STs, physically and mentally disabled, people below poverty line, etc.
- SSA gives more importance to modern child-centric methods of teaching, such as joyful learning, learning through observation, etc.
- It is an effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Slum Level Education Committees, Teachers Association, etc.

- **Aims of SSA:**
  - To provide useful and relevant elementary education for all children in the age group of 6-14 year by 2010.
  - To bridge social, regional and gender gaps, with the active participation of the community in the management of schools.
  - To allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.
  - To provide value based learning that allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.
- **Objectives of SSA:**
  - To get all children in School, Education Guarantee Centres, Alternative School, Back to School Campus by 2003.
  - To provide all children complete five years of primary education by 2007.
  - To provide all children complete eight years of schooling by 2010.
  - To focus on elementary education of satisfactory quality with emphasis on education for life.
  - To bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

- To aim for universal retention by 2010.

- **Broad Strategies of the SSA Programme:**It is not an easy task to implement the SSA programme in the whole of India. For that this programme adopted broad strategies to be implemented. These are mentioned below.
- **Institutional Reform:** The Central and the State governments will undertake reforms in order to improve efficiency of the delivery system as part of the SSA. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalisation of teacher employment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- **Sustainable Financing:** The SSA is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.
- **Community Ownership:** The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- **Institutional Capacity Building:** The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA, NCERT, NCTE, SCERT, SIEMAT and DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.
- **Improving Mainstream Educational Administration:** It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost-effective and efficient methods.

- **Community Based Monitoring with Full Transparency:** The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received.
- **Habitation as a Unit of Planning:** The SSA works on a community-based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- **Accountability to Community:** SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- **Priority to Education of Girls:** Education of girls, especially those belonging to the Scheduled Castes and Scheduled Tribes and minorities will be one of the principal concerns of SSA.
- **Focus on Special Groups:** There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, disadvantaged groups and the children with special needs in the educational process.
- **Thrust on Quality:** SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centred activities and effective teaching-learning strategies.
- **Role of teachers:** SSA recognises the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.

- **District Elementary Education Plans:** As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritised activities to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of programme implementation.
- **Public-Private Partnership in SSA:** SSA takes note of the fact that apart from government and government-aided schools, provision of elementary education is largely made by the private bodies. Poorer households are not able to afford the fees charged in private schools in many parts of the country. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made.
- **Financial Norms under SSA:** The assistance under the programme of SSA will be on an 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitment regarding sharing of costs would be taken from State Governments in writing.



CHECK YOUR PROGRESS

Q 3: Mention one aim of SSA.

.....

Q 4: Mention one objective of SSA.

.....

Q 5: According to SSA, all children will complete five years of primary education by .....(Fill in the blank)

14.6 UNIVERSALISATION OF SECONDARY EDUCATION AND ROLE OF RMSA

Universal secondary education means creating universal access and opportunity for all children to receive secondary education. It is evident from the international experiences that secondary education becomes naturally universal once universal elementary education has been achieved. With the universalisation of elementary education through SSA, there will be universal demand for secondary education. The CABE committee on Universalisation of Secondary Education (2005) recommends universal secondary education by 2015; as per the report, the projection of enrollment and transition rate indicates full possibility of universal enrollment in secondary education by 2015. By 2020, the target should be universal enrollment, full retention and mastery learning in all kinds of learning tasks by more than 60% learners. Also, by 2020, there would be provision for universal senior secondary education and universal retention. This may be possible because of the high transition rate from 10th to 11th standard and high retention rate in the senior secondary grades even now. Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored programme for universal secondary education.

RMSA is a programme of the Government of India, implemented in partnership with the State Governments with the main objective to make secondary education of good quality available, accessible and affordable to all young persons. The scheme seeks to enhance enrollment in classes IX and X by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by ensuring all secondary schools conform to prescribed/ standard norms, to remove gender disparity, socio-economic and disability barriers and to achieve universal access to secondary level education by 2017, that is, by the end of the 12th Five Year Plan. The programme was launched in 2009.

RMSA at present aims to make secondary education accessible and affordable to all young persons in the age group of 14-18 years. The scheme also aims to achieve a General Enrollment Ratio (GER) of 75% for

classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level by making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017 and universal retention by 2020.

- **Objectives of RMSA:**

The main objectives of RMSA are mentioned below:

- To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Govt. /local bodies and Govt. aided schools, and appropriate regulatory mechanism in the case of other schools.
- To improve access to secondary schooling to all young person according to norms-
  - Through proximate location (secondary schools within 5 km and higher secondary schools within 7 km).
  - Efficient and safe transport arrangements.
  - Residential facilities.
  - Open schooling depending on local circumstances.

  These norms can be relaxed in hilly and difficult areas.
- To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socio-economic status, disability and other barriers.
- To improve quality of secondary education resulting in enhanced intellectual, social and cultural learning.
- To ensure that all students pursuing secondary education receive education of good quality.
- **Vision of RMSA:**

Visions of RMSA for universalisation of secondary education are mentioned below:

- To provide a secondary school within a reasonable distance of any habitation.

- To ensure universal access to secondary education by 2017 (GER of 100%).
- To achieve universal retention by 2020.
- To provide access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children, children residing in rural areas and other marginalised categories like SC, ST, OBC and Educationally Backward Minorities (EBM).

- **Action Plan of RMSA:**

To promote secondary education, RMSA planned to develop secondary schools with the infrastructures mentioned below:

- Additional class rooms,
- Laboratories,
- Libraries,
- Art and crafts room,
- Toilet blocks,
- Drinking water provisions and
- Residential Hostels for Teachers in remote areas.

Important Quality Interventions provided under the scheme are:

- Appointment of additional teachers to reduce PTR to 30:1,
- Focus on Science, Math and English education,
- In-service training of teachers,
- Science laboratories,
- ICT-enabled education,
- Curriculum reforms; and
- Teaching-learning reforms.

Important Equity Interventions provided in this scheme are:

- Special focus in micro planning
- Preference to Ashram schools for upgradation
- Preference to areas with concentration of SC/ST/Minority for opening of schools
- Special enrollment drive for the weaker section
- More female teachers in schools

- Separate toilet blocks for girls.

- **Major Heads of RMSA:**
- **Quality Improvement:** In school, there was promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science Olympiads. The state governments provide in-service training to the teachers and also provide infrastructure and research inputs.
- **Information and Communication Technologies (ICT):** ICT comprises the centrally sponsored schemes like the Computer Literacy and Studies in Schools (CLASS), Project and Educational Technology (ET) which familiarises the student with Information technology (IT). Due to the rise in IT's demand in the present times, a major importance is given to it. Components of a merged scheme ICT in school include:
  - Funding support towards computer education plans;
  - Strengthening and reorientation of the staffs of SIETs - State Institute of Educational Technology;
  - There is digitalisation of SIETs audio and video cassettes with the partnership of NGOs; and
  - Management of internet-based education by SIETs.
- **Access and Equity:** RMSA gives importance on removing the existing disparities in socio-economic and gender background in the secondary level of education. They are termed as the vulnerable/ disadvantaged group. Certain strategies are implemented to provide free access to secondary education which are as follows:
  - Identification of the disadvantaged groups: For this purpose, educational indicators like gross enrollment ratio (GER), net enrollment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.
  - Need assessment: This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.

- Strategising for addressing gaps: Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
- Project-based proposal: Development of a project-based strategy enables the RMSA to call for an evidence-based and outcome-oriented strategy.

- **Integrated Education for Disabled Children (IEDC):** Inclusive education has been highlighted to bring about expansion in terms of meeting/catering to the needs of the mentally and physically disadvantaged children. This scheme continues to be a separate centrally sponsored scheme. It includes several components for convergence with integrated child development services for early interventions, SSA for the particular group at the elementary level, and special schools.



CHECK YOUR PROGRESS

Q 6: What is the full form of RMSA?

.....

Q 7: Mention the major heads of RMSA.

.....

Q 8: RMSA is affordable to all young persons in the age group of .....(Fill in the blank)

14.7 SAMAGRA SHIKSHA

The Union Budget, 2018-19, has proposed to treat school education holistically without segmentation from pre-nursery to Class 12. Samagra Shiksha- an overarching programme for the school education sector extending from pre-school to class 12 has been, therefore, prepared with

the broader goal of improving school effectiveness measured in terms of equal opportunities for schooling and equitable learning outcomes. It subsumes the three erstwhile Schemes of Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Teacher Education (TE).

This sector-wide development programme/scheme would also help harmonise the implementation mechanisms and transaction costs at all levels, particularly in using state, district and sub-district level systems and resources, besides envisaging one comprehensive strategic plan for development of school education at the district level. The shift in the focus is from project objectives to improving systems level performance and schooling outcomes which will be the emphasis of the combined Scheme along-with incentivising States towards improving quality of education.

The scheme envisages the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage in accordance with the Sustainable Development Goal (SDG) for Education.

- **Major objectives of the scheme:** The major objectives of the scheme are provision of quality education and enhancing learning outcomes of students; bridging social and gender gaps in school education; ensuring equity and inclusion at all levels of school education; ensuring minimum standards in schooling provisions; promoting vocationalisation of education; support States in implementation of Right of Children to Free and Compulsory Education (RTE) Act, 2009; and strengthening and up-gradation of SCERTs/State Institutes of Education and DIET as nodal agencies for teacher training.
- **Main outcomes of the Scheme:** The main outcomes of the scheme are envisaged as universal access, equity and quality, promoting vocationalisation of education and strengthening of Teacher Education Institutions (TEIs).
- **Implementation of the Scheme:**The Scheme has been implemented as a Centrally Sponsored Scheme by the Central Government through

a single State Implementation Society (SIS) at the State/UT level. At the National level, there would be a Governing Council headed by Minister of Education (formerly known as HRD Minister) and a Project Approval Board (PAB) headed by Secretary, Department of School Education and Literacy. The Governing Council will be empowered to modify financial and programmatic norms and approve the detailed guidelines for implementation within the overall Framework of the scheme. Such modifications will include innovations and interventions to improve the quality of school education. The department will be assisted by a Technical Support Group (TSG) at Educational Consultants of India Limited (EdCIL) to provide technical support in functional areas pertaining to access, equity and quality education by merging the TSGs of the schemes of SSA, RMSA and TE. States would be expected to bring a single plan for the entire school education sector.

- **Financing:** The fund sharing pattern for the scheme between Centre and States is at present in the ratio of 90:10 for the eight North-Eastern States viz. Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura and three Himalayan States viz. Jammu & Kashmir, Himachal Pradesh and Uttarakhand and 60:40 for all other States and Union Territories with Legislature. It is 100% centrally sponsored for Union Territories without Legislature. This is in accordance with the recommendations of the sub-group of Chief Ministers on Rationalization of Centrally Sponsored Schemes received in October, 2015.
- **Major Interventions of the Scheme:** The major interventions, across all levels of school education, proposed under the scheme are: (i) Universal Access including Infrastructure Development and Retention; (ii) Gender and Equity; (iii) Inclusive Education; (iv) Quality; (v) Financial support for Teacher Salary; (vi) Digital Initiatives; (vii) RTE Entitlements including uniforms, textbooks etc.; (viii) Pre-school Education; (ix) Vocational Education; (x) Sports and Physical Education; (xi) Strengthening of Teacher Education and Training; (xii) Monitoring; (xiii) Programme Management; and (xiii) National Component.

It is proposed that preference in the interventions would be given to Educationally Backward Blocks (EBBs), LWEs affected districts, Special Focus Districts (SFDs), Border areas and the 117 aspirational districts.

The main emphasis of the scheme is on improving quality of school education by focusing on the two T's - Teacher and Technology. The strategy for all interventions under the scheme would be to enhance the learning outcome at all levels of schooling. The scheme proposes to give flexibility to the States and UTs to plan and prioritise their interventions within the scheme norms and the overall resource envelope available to them. Funds are proposed to be allocated based on an objective criteria based on enrollment of students, committed liabilities, learning outcomes and various performance indicators.

The scheme will help improve the transition rates across the various levels of school education and aid in promoting universal access to children to complete school education. The integration of Teacher Education would facilitate effective convergence and linkages between different support structures in school education through interventions such as a unified training calendar, innovations in pedagogy, mentoring and monitoring, etc. This single scheme will enable the SCERT to become the nodal agency for conduct and monitoring of all in-service training programmes to make it need-focused and dynamic. It would also enable reaping the benefits of technology and widening the access of good quality education across all States and UTs and across all sections of the society.

14.8 RUSA AND UNIVERSALISATION OF EDUCATION

At present, a new concept has arisen in the field of higher education, i.e. universalisation of higher education. After the successful effort of universal elementary and secondary education, now efforts are be made by the Government to provide higher education to all the eligible people throughout the country. Rashtriya Uchchatar Shiksha Abhiyan (RUSA) is an innovative educational programme of higher education in this regard.

RUSA is a Centrally Sponsored Scheme (CSS) launched in the year 2013. The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category states, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the state Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

- **Objectives of RUSA:**

  The main objectives of RUSA are mentioned below:

  - To improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
  - To usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
  - To ensure reforms in affiliation, academic and examination systems.
  - To ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
  - To create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
  - To expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrollment targets.
  - To correct regional imbalances in access to higher education by setting up institutions in unserved and underserved areas.
  - To improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and

educationally backward classes; promote inclusion of women, minorities, and differently able persons.

- **Components of RUSA:** RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support, faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development, the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

  Following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

  - Upgradation of existing autonomous colleges to Universities
  - Conversion of colleges to Cluster Universities
  - Infrastructure grants to Universities
  - New Model Colleges (General)
  - Upgradation of existing degree colleges to model colleges
  - New Colleges (Professional)
  - Infrastructure grants to colleges
  - Research, innovation and quality improvement
  - Equity initiatives
  - Faculty Recruitment Support
  - Faculty improvement
  - Vocationalisation of Higher Education
  - Leadership Development of Educational Administrators
  - Institutional restructuring and reforms
  - Capacity building and preparation, data collection and planning.



CHECK YOUR PROGRESS

Q 9: Mention one objective of RUSA.

.....

Q 10: What is the aim of RUSA?

.....



14.9 LET US SUM UP

- State should provide free and compulsory education to all children irrespective of class, caste, creed, colour, sex, language, religion, socio-economic status and place of birth or living.
- Three main stages of universalisation of elementary education are: universalisation of provision, universalisation of enrollment and universal retention.
- In a historic judgement in July, 1992 which was modified in 1993, the Supreme Court of India declared, "The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years."
- The main problem for failure of dream of universalisation of elementary education are: social problems, economic problems, political problems, educational problems, geographical problems and administrative problems.
- Sarva Siksha Abhiyan is a response to the demand made by public of India for basic education all over the country.
- SSA promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children of age group 6-14 years by 2010.
- Broad strategies of the SSA programme are: institutional reform, sustainable financing, community ownership, institutional capacity building, improving mainstream educational administration, community

based monitoring with full transparency, habitation as a unit of planning, accountability to community, priority to education of girls, focus on special groups: thrust on quality, role of teachers, district elementary education plans.

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored programme for universal secondary education. It is implemented in partnership with the State Governments with the main objective to make secondary education of good quality available, accessible and affordable to all young persons.
- RMSA at present aims to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18.
- The scheme aims to achieve a General Enrollment Ratio (GER) of 75% for classes IX-X within 5 years by providing a secondary school within a reasonable distance of every habitation, to improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, to remove gender, socio-economic and disability barriers, universal access to secondary level education by 2017 and universal retention by 2020.
- RUSA is a Centrally Sponsored Scheme (CSS) launched in the year 2013.
- The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions.
- The funding to states would be made on the basis of critical appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.
- RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster.

14.10 FURTHER READING

1. Damal B.D. and Dash B.N. (2002). Education in Modern Indian. New Delhi: Kalyani Publishers.
2. Das, Phunu (Ed.). (2016). Contemporary Issues of Indian Education. Guwahati: Shanti Prakashan.
3. Ranganathan, S. (2007). Educational Reform and Planning Challenge. New Delhi: Kanishka Publishers & Distributors.
4. Ravi, S. Samuel. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
5. Taj, Haseen. (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
6. Thakur & Thakur. (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.

14.11 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: 6-14.

Ans to Q No 2: The citizens of the country have a fundamental right of education. Every citizen of this country has a right to access free education until he completes the age of 14 years.

Ans to Q No 3: To provide useful and relevant elementary education for all children in the age group of 6-14 years by 2010.

Ans to Q No 4: Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

Ans to Q No 5: 2007.

Ans to Q No 6: Rashtriya Madhyamik Shiksha Abhiyan.

Ans to Q No 7: Major heads of RMSA are- quality improvement, information and communication technologies, access and equity, integrated education for disabled children.

Ans to Q No 8: 14-18.

Ans to Q No 9: To improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

Ans to Q No 10: The main aim of RUSA is to provide strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent.

14.12 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words)

Q 1: Write the objectives of SSA.

Q 2: Write the three stages of universalisation of elementary education.

Q 3: Write the action plan of RMSA.

Q 4: Write about the vision of RMSA.

Q 5: Write five objectives of RUSA.

Q 6: Why is universalisation of elementary education important?

Long Questions (Answer each question in around 300-500 words)

Q 1: Write a note on universalisation of elementary education.

Q 2: Discuss the problems faced by universalisation of elementary education. How can these problems be solved?

Q 3: Discuss the role of SSA regarding universalisation of elementary education.

Q 4: Discuss the role of RMSA regarding universalisation of secondary education.

Q 5: Discuss the role of RUSA regarding universalisation of education.

*** ***** ***

UNIT 15: DISTANCE EDUCATION IN ASSAM

UNIT STRUCTURE

15.1 Learning Objectives

15.2 Introduction

15.3 Development of Distance Education for School Education in Assam

15.4 Development of Distance Education for Higher Education in Assam

15.5 Let Us Sum Up

15.6 Further Reading

15.7 Answer to Check Your Progress

15.8 Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the development of distance education for school education in Assam
- explain the development of distance education for higher education in Assam

15.2 INTRODUCTION

Distance education is characterised by a non-conformist and non-traditional approach which, in effect, questions existing norms of traditional education and seeks to provide a new orientation to educational processes. It assumes premises about the nature of learning that are vastly different from those governing the traditional system of education. Moreover, it has its own dialectic register which arises out of its endeavour to overcome the problems that are implicit in imparting instruction to students who are at a distance from the teacher and/or the institution. Distance education, in comparison with the conventional education system, is a wider system in terms of both connotation and denotation. Its connotation is wider because it works in a much larger learning situation: a situation in which many factors remain indeterminate and inchoate. It has a wider denotation in that it covers

a considerable distance in order to affect academic communication. Development of distance education in Assam is not very old. In this unit, we shall discuss the development of distance education in Assam.

15.3 DEVELOPMENT OF DISTANCE EDUCATION FOR SCHOOL EDUCATION IN ASSAM

To provide open and distance education to the learner of school level in Assam, the National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November, 1989 as an autonomous organisation in pursuance of National Policy on Education 1986 by the Ministry of Human Resource Development (MHRD), Government of India. NIOS is providing a number of vocational, life enrichment and community-oriented courses besides general and academic courses at Secondary and Senior Secondary level. It also offers Elementary level Courses through its Open Basic Education Programmes (OBE). Government of India through a gazette notification vested NIOS with the authority to examine and certify learners registered with it up to pre-degree level courses whether academic, technical or vocational. Association of Indian Universities, vide letter No. EV/11(354)/91/ 25 July, 1991 issued equivalence of Senior Secondary Certificate Examination of NIOS.

Vision of NIOS is sustainable inclusive learning with universal and flexible access to quality school education and skill development. The mission of NIOS are:

- To provide relevant, continuing and holistic education up to pre-degree level through open and distance learning system.
- To contribute to the universalisation of school education.
- To cater to the educational needs of the prioritised target groups for equity and social justice.

The Institute has been quite successful in its endeavour. With about 2.2 million students on its roll, NIOS is credited to be the largest open school in the world with significant popularity in the Commonwealth countries and in certain other developing and developed countries. NIOS has been offering

Secondary and Senior Secondary and Vocational Education & training (VET) courses through its study centres and Open Basic Education Programme through Accredited Agencies.

NIOS not only offers a wide spectrum of courses of study up to the pre-degree level for all categories of learners, but also works as a nodal institute for carrying forward the open school movement in Assam in order to achieve the objective of developing an inclusive learning society. This has been possible due to dedication and unstinting support from all faculty and staff of the institute and other stakeholders.

At present NIOS, Assam has the following academic and vocational courses:

- **Academic Programmes:**

NIOS offers three academic programmes to the learners according to their eligibility. These are:

  - Open Basic Education: This education is for all children (age group 6-14 years), youths and adults. This education is offered at three levels:
    Level A: Equivalent to standard III of formal school education.
    Level B: Equivalent to standard V of the formal school education.
    Level C: Equivalent to standard VIII of the formal school education.
  - Secondary education: This course of education is equivalent to 10th standard of the formal school system.
  - Senior Secondary Education: This course is designed for those who have passed 10th standard or equivalent examination and would like to continue education towards a Senior Secondary Certification, equivalent to 12th standard.

- **Vocational Programmes:**

At present NIOS offers 103 vocational courses keeping in view the needs of the target groups. Broad areas of the courses are:

  - Agriculture and Animal Husbandry
  - Business and Commerce

- Computer and Information Technology
- Engineering and Technology
- Health and Paramedical
- Home Science and Hospitality Management
- Teacher training

Apart from these, the vocational stream is also available at Secondary and Senior Secondary level. In this scheme, there will be three groups, that is, (i) language subject (minimum one), (ii) 3 core vocational subjects (National Skill Qualification Framework or NSQF Compliant) from one area and (iii) Elective subject (minimum one).

At present many children, young and adult people are benefitted from the varied courses offered by NIOS in Assam.



CHECK YOUR PROGRESS

Q 1: Open Basic Education covers all children, ...and adults. (Fill in the blank)

Q 2: In which year was National Institute of Open Schooling established?

.....

Q 3: What is the full form of NSQF?

.....

15.4 DEVELOPMENT OF DISTANCE EDUCATION FOR HIGHER EDUCATION IN ASSAM

- In Assam, there are some single mode and dual mode higher education institutions through which open and distance education is provided. These institutions provide quality higher education to those people who face different kinds of barriers in pursuing higher education. In 1986, Indira Gandhi National Open University established its first study centre in the Gauhati University campus. Later on it was shifted to its own

regional centre. The institutions providing distance education in Assam are discussed below:

- **Guwahati Regional Centre of Indira Gandhi National Open University (IGNOU):** In 1996, IGNOU's Guwahati Regional Centre was established with a total of 6 study centres and 35 programmes with approximately 1100 learners. This regional centre was established as part of an active initiative to integrate the inaccessible areas of North East India with an overall vision to democratise education for grass-root development of India. Understanding that Education can be one of the most effective paths to equitable and sustainable development, by ensuring access and opportunity to the unreached and marginalised, Guwahati Regional Centre was envisioned to implement open and distance learning modules for this region. At this initial stage, the states of Arunachal Pradesh and Sikkim also fell under the jurisdiction of Guwahati until the year 2000.

  The main objective of Guwahati Regional Centre is to fulfil the overall vision of IGNOU and for those different initiatives have been taken by this regional centre of IGNOU. Initially, the jurisdiction of Guwahati Regional Centre was limited to a few study centres. With the passage of time Regional Centre Guwahati increased in terms of the number of Study Centres as well as number of academic programmes on offer. Hence, it was felt necessary to bifurcate and establish another Regional Centre in Upper Assam at Jorhat in the year 2013. It was considered to be beneficial both in terms of operation as well as outreach.

  At present, 18 districts of Assam are under the jurisdiction of IGNOU Regional Centre, Guwahati. Out of these 18 districts, IGNOU Regional Centre Guwahati has established Learner Support Centres in 14 districts till now. As on date Regional centre Guwahati has 30 learner support centres, 525 academic counsellors and 78 academic programmes on offer.

  The growth of the enrollment of learners of Guwahati Regional Centre prior and after the establishment of the second Regional Centre at Jorhat (2013) is as given below in the Table-15.1:

Table 15.1: The growth of the enrollment of learners in Guwahati RC

Academic Year (both Jan.,& July)	Total Enrollment of learners
2009	7888
2010	7854
2011	9159
2012	10742
2013	8932
2014	8027
2015	9328
2016	10115
2017	11,914
2018	13,766

Source: http://rcguwahati.ignou.ac.in

Regional Centre, Jorhat had a very modest beginning with 18 study centres and a handful of staff from C.K.B Commerce College premises. Presently, the Regional Centre is working from a rented building near Nehru Park, Jorhat. RC Jorhat is serving the educational needs of about 18000 learners by offering various Bachelors and Masters programme, Diplomas, PG Diplomas, Certificates and Bachelor Preparatory Programme through 26 Learner Support Centres spreading over thirteen (13) districts of Assam covering Jorhat, Golaghat, Sivasagar, Nagaon, Sonitpur, Dibrugarh, Tinsukia, Lakhimpur, Dhemaji, Charaideo, Hojai, Biswanath and Majuli.

IGNOU as a National Open University always has a huge responsibility to promote and lead the road in making distance education system a success. IGNOU as an embodiment of an apex body in distance education always gave high value to the support services for the distance learners. Among the support services, IGNOU has a large number of study centres that caters to the need of the students. The study centres under IGNOU are sub-divided into the following types:

- Regular Study Centre
- Special Study Centre
- Programme Study Centre
- Sub-Study Centre
- **Institute of Distance and Open Learning (IDOL), Gauhati University:** The Institute of Distance and Open Learning (IDOL),

formerly known as Post Graduate Correspondence School (PGCS) was established in 1998. The main objective of this institute is to ensure the opportunity to pursue quality higher education to the large number of learners who could not pursue higher education through conventional mode of education. IDOL is mainly established for those learners who cannot enroll in the conventional system of higher education due to various factors like limited number of seats in Post Graduate classes, livelihood compulsion, etc. and aims to impart quality education in an intellectually challenging learning environment. The institute offers post-graduate programmes, post-graduate diploma programmes, under-graduate programmes, and certificate programmes.

The Institute of Distance and Open Learning (IDOL) had completed its 20 years of successful existence in May 2018. Starting with 514 students and 6 courses in May 1998, IDOL now witnesses its growth in all capacities with an enrollment of more than fifteen thousand students several programmes in a learning environment equipped with latest technologies.

The Institute aimed to reach the wider audience as well as its learners. So, apart from providing self-learning materials and counselling services, IDOL had adopted some innovative steps to maximise its reach to the learners. The first campus based Community Radio- Radio Luit was launched in 2009. The first e-learning portal of the North-East is introduced in 2010. The learners are able to study, download and get answers to their academic queries through it. The portal was named as Bodhidroom. The University also makes use of bulk SMS for its learners. The application of mobile services for the learners has helped them to stay in touch with the latest developments in the institution. Besides ICT, IDOL also offers physical counselling and contact sessions for its learners as part of its student support services.

- **Directorate of Open and Distance Learning, Dibrugarh University:** In the year 2001, The Directorate of Open and Distance Learning (DODL), Dibrugarh University was established. The main

vision of this directorate is to reach the unreached. From the very beginning of establishment of this University, it was observed that most of the departments and the centres of studies of the University received a large number of applications for admission into different programmes offered. Due to limited number of seats in post-graduate and under-graduate classes, a large number of students fail to enroll themselves as students of the University. Considering the necessity of enabling the youths who are either employed or self-employed and who are unable to pursue higher education due to economic or other reasons, the University has set the vision of taking Higher Education to the doorsteps of the learners. For that this directorate was established. The main objectives of this directorate are: (a) to provide access to quality higher education to the people of the region who are deprived of higher education due to various reasons; (b) to provide higher education to those who wish to upgrade or acquire knowledge through studies in various field; (c) to develop knowledge and skills in different areas which are hitherto covered by formal education system existing in the North-East region; (d) to promote research in different fields; and (e) to provide guidance and counselling to its students.

Keeping the vision in mind, the Directorate started its mission with post graduate programmes in Assamese, Commerce, Economics, Mathematics, Political Science, Education and Sociology. Post-graduate diploma courses in Marketing Management and Statistics were added to this list in 2005. PG Diploma in Journalism and Mass Communication have been introduced from the academic sessions 2007-2008 and M.A. in English Programme have been introduced from the academic session 2008-09. Moreover, Bachelor in Business Administration (BBA), Bachelor in Computer Application (BCA) and Post Graduate Diploma in Computer Application (PGDCA) have been launched from the academic session 2010-11. In 2011-2012 the Directorate introduced Bachelor of Arts (B.A.) programme in annual system through distance mode.

- **Krishna Kanta Handiqui State Open University (KKHSOU):** We all know that education is the backbone of a society. In common parlance education is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In continuing with the aim of building a knowledge based society, Krishna Kanta Handiqui State Open University was established in 2006 to provide quality higher education through the Open and Distance Learning system to reach the unreached sections of the society. KKHSOU, established under the provision of the KKHSOU, Act' 2005 enacted by the Govt. of Assam & published in the Assam Gazette (extraordinary) dated 29/9/05 has been recognised by the Former Distance Education Council, New Delhi (now DEB, UGC) vide letter no. DEC/Misc/07/5957 dated 03/10/07. The University Grants Commission vide its letter No. F.9-13/2008(CPP-I) dated 18th March, 2009 also has empowered the University to award degrees under Section 22 of UGC Act, 1956. This is the only State Open University in the whole of North East India. The headquarters of the University is located at Rani and Guwahati. The City Campus of the University is functioning from Resham Nagar, Khanapara, Guwahati. The University has a regional centre at Jorhat which was established in December 2013. The jurisdiction and activities of this Regional Centre are spread across seven districts of Upper Assam viz., Golaghat, Jorhat, Majuli, Sivasagar, Charaideo, Dibrugarh and Tinsukia. There are 69 Study Centres functioning under Jorhat Regional Centre at present.

The main purpose behind establishment of this University was to promote education to reach the unreached through the Open and Distance Learning system. The main motto of the University is 'Education Beyond Barriers' of age, academic background and geographical boundaries. The main aim of the university is to develop and provide easily accessible modes of quality higher education and training with the use of latest educational inputs and technology. Because of the inherent flexibility in terms of pace and place of learning, methods of

evaluation, etc., the University holds the promise of providing equality of opportunities for higher education, bringing into its fold the deprived and denied sections along with the fresh learners.

The programmes of the University are so designed that it can cater to the needs of the learners of the region. The course structure of the university has been designed at par with the national curriculum. Along with the traditional programmes, the University offers various professional Certificate, Post-graduate diploma and Diploma programmes to enable the already enrolled students in various colleges and educational institutions of the state to pursue add-on studies simultaneously with their regular courses.

The University at present offers different academic programmes like Ph.D. & M.Phil. (in regular mode), Master's Degree. Bachelor's Degree, PG Diploma Programmes, Diploma Programmes and Certificate Programmes.

The Bachelor's Degree programme has been offered by the University since 2008. The Bachelor's programme include B.A., Bachelor of Business Administration, Bachelor of Commerce and Bachelor of Computer Application. Apart from these graduate programmes, the University is offering Post Graduate Diploma Programmes in the area of Computer Application, Business Management, Broadcast Journalism, Mass Communication and Human Resource Management. Other Diploma programmes of the University include Journalism & Mass Communication, Creative Writing in English, Computer Hardware and Networking, Library and Information Science and Sanskrit Learning. To create entrepreneurs in the vocational areas, the university has taken a step to make the learners trained in the specialised areas by introducing Certificate programmes in Nursery Management, Tea Cultivation and Plantation Management, Security Personnel and Counselling Skills.

The University was started with 79 study centres at the beginning. Presently, the number of Study Centres has crossed more than 300. Considering it as social responsibility, the University provides education

free of cost to the jail inmates across the state of Assam. The last five years' enrollment and passed out trends of the University is presented in the following Table 15.2 and Table 15.3:

Table 15.2: Number of learners enrolled over the last five years

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number of enrolled learners	19640	24802	27335	9782	14339

Table 15.2: Number of learners passed out over the last five years

Year	2015-16	2016-17	2017-18	2018-19	2019-20
Number of passed numbers	10057	12121	9778	7010	8017

The University has a multi-media studio which is set up with the aim of producing audio as well as audio-visual programmes. The first Community Radio of the North Eastern part of the country- Jnan Taranga (90.0 MHz) has been started by the University since 2009. The Community Radio, being a platform for the community for taking up community issues, is also a platform to broadcast several educational programmes that includes debates, discussions and talk shows.

KKHSOU has implemented its Learning Management System (LMS) using an open source software-MOODLE. Self-Learning Materials in electronic format (eSLM), Audio Visual materials, Web Link, Discussion forum, MCQs, etc. have been provided through the LMS. Initially, KKHSOU launched the LMS for few courses but now this LMS is designed with four quadrants of online learning and is made ready for operation for all programmes/courses of the University from the academic sessions 2020-21. Further, the University provides variety of support services to the learners to facilitate their learning process.

The University has three-tier Learner Support Services i.e., at the Headquarters, at the Jorhat Regional Centre (JRC) and the Learner Support

Centres (LSCs) at the third level opened mainly in Higher Education Institutions of Assam:

- **Learner Support Services provided from the University Headquarters:**
  - Learners' Charter: The University has brought out a Learners' Charter pronouncing the basic rights and responsibilities of its learners, and the learners, in the varied Induction Programmes at the Study Centres, are especially sensitised about this Charter.
  - KKHSOU Mobile Application: This Android application provides learners an access to the University portal using mobile phones.
  - Distribution of Self Learning Materials (SLMs): The SLMs are sent by the University to the all the JRC and LSCs or to the learners directly through the dedicated SLM branch from where learners collect their SLMs.
  - Audio-Visual Lectures: Video classes and academic discussions are produced and uploaded in YouTube.
  - KKHSOU in Social Media: KKHSOU has incorporated social media sites like Facebook pages, WhatsApp group, and Twitter Account.
  - Digital Library at KKHSOU: The Central Library of KKHSOU has started the Digital Library initiative for the learners and scholars of the University.
  - Audio CDs for Visually Impaired Learners: The visually impaired learners are provided with free audio SLMs in CDs to overcome their difficulties of learning. The University has installed Braille printers for this category of special learners in the University SLM branch.
  - Face-to-face/Online Ticketing/Complaint System: Learners' queries are attended in the face-to-face mode, through telephone, SMS and emails. There is a dedicated online portal through which the queries received automatically move to concerned department for solving the same. Once the problem is solved, the learner will get SMS and email.

- Siksharthi Mitra: A few employees of the University have been engaged as Siksharthi Mitra in order to provide better technical support and assistance to the candidates during online admission process.
- Online Counselling: The faculty members of the University conduct regular counselling classes through different online platform like Zoom, Google Meet, Cisco Webex, Facebook, etc.
- Online Mentoring: Online Learners' Mentoring System is introduced from the later part of 2020 under which each faculty member of the University is assigned a specific number of learners to provide guidance and counselling through Telegram or WhatsApp groups.
- Walk-in Counselling: The University makes a provision of walk-in counselling in its City Campus for the learners.
- Face-to-face Counselling: The University organises face-to-face counselling on Sundays or on week days for the learners of its specially maintained city learner support centre located at the city campus.

- **Learner Support Services provided by the Jorhat Regional Centre (JRC):**
  - creating awareness through promotion and publicity of KKHSOU programmes
  - delivery of programmes
  - resource centre for the region
  - conduct pre-admission counselling
  - attending to learners' queries and grievance redressal
  - supervision and coordination of induction meetings at LSCs
  - monitoring conduct of counselling sessions (both theory and practical) at the LSCs
  - supervision of the conduct of term end examinations at exam centres
  - providing all necessary help during admission through the Admission Helpdesk

- **Learner Support Services provided by the Learner Support Centres:**
  - provide support services such as informing, advising and counselling for the learners
  - conducting pre- admission counselling
  - organising and conducting induction meetings
  - distribution of self learning materials among the learners
  - conducting academic counselling for theory and practical courses
  - evaluation of assignments
  - conducting term end examination, and
  - providing library support to the learners
- **The Centre for Open and Distance Learning, Tezpur University:** In the year 2011, the Centre for Open and Distance Learning was established in Tezpur University. Earlier it was known as Directorate of Distance Education. The main aim of this Centre is to disseminate knowledge and impart quality education through open and distance learning mode. The Centre offers various post-graduate, undergraduate, diploma and certificate programmes in emerging areas of science & technology, social sciences, management and humanities with a flexible system to cater to the needs of the learners who otherwise cannot avail the regular mode of education. The basic focus of the Centre is to prepare human resources of the region and the country by making them skilled and employable.
- **Centre for Open & Distance Education (Don Bosco University Global):** Don Bosco University was established in the year 2013 and this university has an online distance education portal approved by the DEC. The online education portal of the university offers programmes in management and computer applications. There are other programmes of this university in child rights, environmental science, financial markets management, teacher education, comparative religion, philosophy, social work, north-east India studies, etc.

The University has adopted a rolling pattern of admission right through the year to give maximum flexibility to applicants to enable them to juggle the demands of work and study at their convenience. The centre is designed to make higher education available to anyone, at anytime, anywhere.

Thus the growth of Distance Education in Assam under different phases leaves undoubtedly no space for speculation that it has come over a long way and accomplished many milestones. The growth in the phases clears the fact that DE is more acceptable today than a decade or more earlier and there is no inhibition in the minds of the learners.



CHECK YOUR PROGRESS

Q 4: What is the full form of IGNOU?

.....

Q 5: The first open university of North-East India is .....(Fill in the blank)

.....

Q 6: In which year, IDOL of Gauhati University was established?

.....

Q 7: What type of courses is provided by KKHSOU?

.....



15.5 LET US SUM UP

- The National Institute of Open Schooling (NIOS) formerly known as National Open School (NOS) was established in November, 1989 to provide a number of vocational, life enrichment and community-oriented courses besides general and academic courses at Secondary and Senior Secondary level.

- It also offers Elementary level courses through its Open Basic Education Programmes (OBE).
- In 1996, IGNOU's Guwahati Regional Centre was established with a total of 6 study centres and 35 programmes with approximately about 1100 learners. The main objective of Guwahati Regional Centre is to fulfil the overall vision of IGNOU and for those different initiatives are taken by this regional centre of IGNOU.
- The Institute of Distance and Open Learning (IDOL), formerly known as Post Graduate Correspondence School (PGCS) was established in May 1998. The main objective of this institution is to ensure the opportunity to pursue quality higher education to the large number of students who could not pursue higher education through conventional mode of education.
- In the year 2001, the Directorate of Open and Distance Learning (DODL), Dibrugarh University was established. The main vision of this Directorate is to reach the unreached. In 2011-2012 the Directorate introduced Bachelor of Arts (B.A.) programme in annual system through distance mode.
- Krishna Kanta Handiqui State Open University (KKHSOU) was established in 2005 to provide quality higher education through the Open and Distance Learning system to reach the unreached sections of the society.
- The main purpose behind establishment of KKHSOU was to promote education to reach the unreached through the Open and Distance Learning system. The Bachelor's Degree Programmes were being offered from the year 2008.
- In the year 2011, the Centre for Open and Distance Learning was established in Tezpur University. Earlier, it was known as Directorate of Distance Education. The main aim of this centre is to disseminate knowledge and impart quality education through open and distance learning mode.
- Regional Centre Jorhat of IGNOU was established at Jorhat in March 2013 bifurcating Regional Centre Guwahati and had a very modest

beginning with 18 study centres and a handful of staff from C.K.B Commerce College premises. Presently the Regional Centre is working from a rented building near Nehru Park, Jorhat.

- Don Bosco University was established in the year 2013 and this university has an online distance education portal approved by the DEC. The online education portal of the university offers programmes in management and computer applications.



15.6 FURTHER READING

1) Kalita, Utpal (2014). Abirata Siksha Aru Duratta Siksha. Guwahati: Shanti Prakashan.



15.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Youth.

Ans to Q No 2: 1989.

Ans to Q No 3: National Skill Qualification Framework.

Ans to Q No 4: Indira Gandhi National Open University.

Ans to Q No 5: 2006.

Ans to Q No 6: 1998.

Ans to Q No 7: The University at present offers around forty academic programmes in Humanities, Social Sciences and Professional areas which include - Ph.D. & M.Phil, Master's Degree, Bachelor's Degree, PG Diploma Programmes, Diploma Programmes, and Certificate Programmes.



15.8 POSSIBLE QUESTIONS

Short Questions (Answer each question in around 150 words).

Q 1: Write the objectives of the Directorate of Open and Distance Learning, Dibrugarh University.

Q 2: Write a note on distance education of Assam Don Bosco University.

Q 3: What type of courses is offered by the Distance Learning Centre of Tezpur University?

Q 4: Discuss the need for distance education in Assam from your own point of view.

Long Questions (Answer each question in around 300-500 words)

Q 1: Describe the role of the first state university of Assam in the development of distance education.

Q 2: Trace the development of distance education at secondary stage of education in Assam.

Q 3: Discuss the development of distance education at higher level by dual mode university system.

Q 4: Explain the growth of distance education in Assam.

*** ***** ***

REFERENCES

1. Aggarwal, J.C. (2004). Landmarks in the History of Modern Indian Education. New Delhi: Vikas Publishing House.
2. Borua, J. (2013). Bharatar Shiksha Itihasor Adhyayan. Guwahati: Lawyer's Book Stall.
3. Chaube, S.P. (1999). History and Problems of Indian Education. Agra: Vinod Pustak Mandir.
4. Damal B.D. and Dash B.N. (2002). Education in Modern Indian. New Delhi: Kalyani Publishers.
5. Das, P. (Ed.). (2016). Contemporary Issues of Indian Education. Guwahati: Shanti Prakashan.
6. Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
7. Ghosh, S. C. (2007). History of Education in India. Delhi: Rawat Publications.
8. Goswami & Sarma (2012). Development of Education in India. Guwahati: Shanti Prakashan.
9. Kalita, U. (2014). Abirata Siksha Aru Duratta Siksha. Guwahati: Shanti Prakashan.
10. Nurullah & Naik (1951). A History of Education in India. Bombay: Macmillan Publishers.
11. Ranganathan, S. (2007). Educational Reform and Planning Challenge. New Delhi: Kanishka Publishers & Distributors.
12. Saikia, S. (1998). History of Education in India. Guwahati: Mani Manik Prakash.
13. Samual, R. S. (2015). Education in Emerging India. Delhi: PHI Learning Pvt. Ltd.
14. Sarma, S.N. (2001): A Socio-Economic and Cultural History of Medieval Assam. Guwahati: Bina Library.
15. Taj, H. (2011). Current Challenges in Education. Hyderabad: Neelkamal Publications Pvt. Ltd.
16. Thakur & Thakur (2014/15). Development of Education System in India: Problems and Prospects. Agra: Agrawal Publications.