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

UNIT STRUCTURE

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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?

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Q 2: Who is the chairman of Education Commission of 1964-66?

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Q 3: How many chapters are there in Kothari Commission?

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Q 4: Write about the terms and reference of Education Commission of 1964-66.

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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.

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