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

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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)

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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)

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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?

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

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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.

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