GED S6 01 (M/P)
Exam Code: EDM6A

History of Education during Post-Independence in India

SEMESTER- VI

EDUCATION

BLOCK-1

(PASS/Major)

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First Printed : December, 2019

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

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The University acknowledges with thanks the financial support provided by the **Distance Education Bureau**, **UGC** for the preparation of this study material.

COURSE INTRODUCTION (COURSE GED S 6-01, BLOCK 1)

COURSE INTRODUCTION

In the First, Second and Third Semester of the degree courses, we have already discussed the basic concept and importance of education, its theoretical background, psychological foundation of education, sociological foundation of education and some select issues in higher education. For the Fourth Semester Programme, we have also discussed the concept and components of educational technology and different issues of distance education. For the Fifth Semester Programme, we have four courses. In the Sixth Semester Courses, we have also go through four courses, GED S 6 01, GED S 6 02, GED S 6 03 and GED S 6 04. The pass course learners shall have to opt for Course GED S 6-01 only, whereas the major course learners shall have to study all four courses. In Course GED S 6 01, we are going to discuss the historical background of education, perspective of various Acts, Committees towards education system in India after Independence. The course GED S 6 01, comprises two Blocks. Both the blocks contain 7units each.

BLOCK INTRODUCTION

In this block, the *First Unit* deals with the background of the University Education Commission and its recommendations on the aims and objectives of higher education as well as its detailed recommendations for the university system of education. The *Second Unit* identifies the background of the Secondary Education Commission as well as its methods of enquiry. The *Third Unit* focuses on the unique features of the Kothari Education Commission and its recommendations on national system of education. The *Fourth Unit* deals with the declaration of the Government Policy and its resolution adopted for the formulation of a national policy of education in 1968. The *Fifth Unit* explains the background of National Policy of Education and Programme of Action of 1986 and 1992 and its details recommendations on national system of education. The *Sixth Unit* identifies and discusses the missions and approaches that tries to bring universalisation of elementary education in India. The *Seventh Unit* explains the National Knowledge Commission and its various recommendations towards the Indian education system.

While going through a unit, you will notice some along-side boxes, which have been included to help you know some of the difficult, unseen terms. Some “ACTIVITY’ (s) have been included to help you apply your own thoughts. Again, we have included some relevant concepts in “LET US KNOW” along with the text. And, at the end of each section, you will get “CHECK YOUR PROGRESS” questions. These have been designed to self-check your progress of study. It will be better if you solve the problems put in these boxes immediately after you go through the sections of the units and then match your answers with “ANSWERS TO CHECK YOUR PPROGRESS” given at the end of each

BACHELOR OF ARTS
EDUCATION
BLOCK - 1
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UNIT- 1 : THE UNIVERSITY EDUCATION COMMISSION OF 1948

UNIT STRCTURE

1.1 Learning objectives

1.2 Introduction

1.3 Background and appointment of the university education commission of 1948

1.4 Its Recommendations on Aims and Objectives of Higher Education

1.5 Details of the Main Recommendation of the University Education

1.6 Let Us Sum Up

1.7 Further Reading

1.8 Answers to Check Your Progress

1.9 Model Questions

1.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- explain the background of the University Education Commission of 1948.
- identify about its Terms of Reference.
- mention its Recommendations on the Aims and Objectives of Higher Education
- discuss the Specific Recommendations regarding the University System of Education.

1.2 INTRODUCTION

Universities are the seats of higher learning from where the society gets its leaders in Science, Arts and various other fields of national life. University education in India aims at providing knowledge and wisdom which are necessary attributes of a well developed personality.

University education is a centre for higher branches of learning. The functions of the university are varied. It provides instruction, conduct

research and post-graduate studies, and gives affiliation and extension to the colleges under it. In case of a non-affiliating unitary university, there is no college under it and its function is limited to offering masters programme and conducting research. A university's scope is national in character. The main purpose of establishing a university in a particular region is to make higher education accessible to all sections of the population within its territorial jurisdiction. The first Education Commission of 1948, known as Radhakrishnan Commission forms the main thrust of this unit.

1.3 BACKGROUND AND APPOINTMENT OF THE UNIVERSITY EDUCATION COMMISSION

After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of Dr. Sarvepalli Radhakrishnan, a distinguished scholar and former vice-chancellor of Banaras Hindu University and who became the second President of India. The Commission was appointed by the Government of India to go into the problems and prospects of Indian University Education and to suggest improvements and extensions that might be considered desirable to suit the present and future requirements of the country. The Commission was appointed in November, 1948 and it submitted its report in August, 1949.

The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence. The Inter-University Board of Education and Central Advisory Board of Education recommended to the Government of India that an All India Commission on Education should be appointed to inquire into the requirements of the higher education in India and to put forward the recommendations for the re-organization of the University Education system in the light of the requirements of the country and its traditions. Because of the fact that Dr. Radhakrishnan was the Chairman of the Commission it is known as 'Radhakrishnan Commission'. There were 10 members in the commission.



LET US KNOW

Dr. Sarvapalli Radhakrishnan, was -

- A distinguished scholar.
- Former Vice - Chancellor of Banaras Hindu University.
- Second President of India.
- Spalding Professor of Eastern Religious and Ethics at the University of Oxford.
- Chairman, University Education Commission (1948-49).

The Appointment of the Commission- its aim and objective:

The Radhakrishnan Commission was appointed with the specific aim '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 decision was due to the realization that a reconstruction of university education was essential for a national - cultural resurgence as well as for meeting the requirements of scientific, technical and other man – power which India needed for its socio-economic development in the wake of the independence in 1947.

- **Terms of Reference:**

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

- The aims and objectives of university education and research in India.
- The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
- The finances of the universities.
- The maintenance of the highest standards of teaching and examinations in the universities and colleges under their control.
- The courses of study in the universities.
- The standards of admission to the university courses of study.
- The medium of instruction in the universities.

- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.
- The need for more universities on a regional or other basis.
- The organisations of advanced research in all branches of knowledge in the universities and institutes of higher research.
- Religious instruction in the universities.
- The special problems of all the universities in India.
- The qualification, conditions of service, salaries, priviledges and functions of teachers and the encouragement for original research by teachers.
- The discipline of students, hostels and the organisation of tutorial work and any other student related matters.

- **Method of study:**

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

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



LET US KNOW

University Education Commission of 1948

- **Appointment of the University Education Commission:**

In November, 1948 the Govt. of India appointed a University Education Commission under the Chairmanship of Dr. S. Radhakrishnan.

- **Aim of Appointment:**
  The Commission was appointed to report on Indian University Education and suggest improvements.
- **Terms of Reference:**
  The terms of reference of the Commission were ways and means for the improvement and re-organization of the University Education.
- **Method of Study:**
  The commission made a thorough study of the problems of Higher Education in India.



CHECK YOUR PROGRESS

Q 1: In which year was the University Education Commission appointed?

.....

Q 2: Who was the Chairman of the Commission?

.....

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

.....

Q 4: Why was the Commission appointed?

.....

Q 5: Mention any four major terms of Reference of the Commission in the given space.

.....

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1.4 ITS RECOMMENDATIONS ON AIMS AND OBJECTIVES OF HIGHER EDUCATION

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. In this context the Commission took into consideration the personal interests of the students and also of the nation.

While defining the aims the Commission had been also conscious of the international obligations. We are giving below the aims of university education as laid down by the Commission:

- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.
- The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect and self-dependence. These virtues on the part of citizens will make the nation really very strong.
- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.
- The university should provide opportunities to acquire all kinds of knowledge.
- The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- It is the responsibility of the university to create a consciousness in students for protecting the **Directive Principles** as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.



Directive Principle: The Directive Principle of State Policies are incorporated in Part IV of our Constitution from Article 36 to Article 51. The Directive Principle of State Policies includes some socio-economic principles which are meant to act as instruction to the State for achieving socio-economic development. However, they are not justifiable in nature.

- The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- The university has to instil moral values in the students while making them well disciplined.
- The university has to develop the spirit of universal brotherhood and internationalism in the students.
- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The universities should be organized as centres of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.
- Universities should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to fulfil the mission of life.
- One of the main functions of universities is to bring about the spiritual development of students.
- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.
- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- Education should discover the innate qualities of a person and develop them through training.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathize with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.



LET US KNOW

Major recommendations of the University Education Commission on aims and objectives of higher education

- To teach that life has a meaning.
- To awaken the innate ability to live a meaningful life in all aspects by developing wisdom.
- To acquaint with the social philosophy this should govern all our institutions - educational as well as economic and political.
- To provide training 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 registration.
- To enable to know that education is a life - long process.
- To develop proper understanding of the present as well as of the past.
- To impart vocational and professional training.



CHECK YOUR PROGRESS

Q 6: Mention any four recommendations on Aims and Objectives of Higher Education.

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1.5 DETAILS OF THE MAIN RECOMMENDATION OF THE UNIVERSITY EDUCATION COMMISSION

After having a discussion on the background and appointment of the commission as well as its basic recommendations on the aims and

objectives of higher education, now we are going to discuss in detail the specific recommendations on the various aspects of the university education system in India.

- **Faculty in Universities:** The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader, lecturer and an instructor as well as for his or her salaries. Each university should have some research fellows. Besides these, definite rules regarding the Provident Fund, leave and hours of work should be followed by a university.
- **Teaching Standards:** The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949:
  - "The standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college;
  - That in each province a large number of well-equipped and well staffed intermediate colleges (with classes IX to XII or XI to XII) be established;
  - That in order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened;
  - That refresher courses be organized by the universities for high school and intermediate college teachers;
  - That to avoid overcrowding at universities and colleges the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1500;

- That the number of working days be substantially increased to ensure a minimum of 180 days in the year, exclusive of examination days, with three terms, each of about 11 weeks' duration;
- That lectures be carefully planned and supplemented by *tutorials, library works and written exercises;*
- That there be no prescribed text-books for any courses of study;
- That attendance at lectures be compulsory for under graduate students as at present, and that private candidates of only certain categories be allowed to appear for public examination. An experiment should, however, be made with the evening college for the working people;
- That *tutorial instruction* be developed in all institutions imparting university education in the following manner:
  (a) students should report to tutors in groups not exceeding 6 in numbers;
  (b) tutorials should be made available to all undergraduates both pass and honours;
  (c) tutorials should stimulate the mental development of the students and they should not become mere coaching for examination;
  (d) if tutorials are to succeed, the teaching staff should be improved in quality and quantity.
- That university *libraries* should be greatly improved by;
  (a) large annual grants;
  (b) the introduction of open access system;
  (c) longer hours of work;
  (d) better organization; and
  (e) well-trained staff which include reference assistants.
- That the laboratories be improved in building, fittings, equipment, workshops and technicians." (***Report of Radha-Krishnan Commission of 1948-49)***

- **Course of study:** According to the recommendations of Radhakrishnan Commission, the general as well as specific interest

of the students should be taken care of when the courses will be designed for the courses of the university level. Master Degree should be given to honours students after one year's study beyond the bachelor's degree. Literature for general education courses should be developed which will give the students an acquaintance with and mastery of the contents and methods of thinking and working in each field.

- **Research and Training:** The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis. *D.Litt.* and *D.Sc. Degrees* should be awarded on published work of outstanding quality. A large number of Scholarship should be provided for the research work to the university by the Ministry of Education. Fundamental research should be the primary step for a university.
- **Professional Education:** The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as *Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education*.

  Regarding ***Agriculture education***, the Commission emphasized that agriculture education should be recognized as an important national issue and the study of the subject of agriculture should be introduced in all stages of education i.e. primary, secondary and higher level. The existing agriculture colleges and institutions should be improved and research centres should be established.

  On the aspect of the ***Commercial Education***, the Commission recommended that commercial education should be made more practical and the graduates should be encouraged to specialize in a particular branch. On the subject of *Education*, the faculty of training colleges should be recruited for giving training to the people who have first-hand experiences of school teaching. In assessing students' performance, more stress should be given to practice only.

Regarding ***Engineering and Technology***, the Radhakrishan Commission recommended the inclusion of the general education and basic physical engineering science in the engineering courses. Besides these, the Commission also suggested that the number of engineering schools and colleges should be increased, the existing engineering colleges' should be upgraded for post graduate training and research in selected subjects and they should be closely associated with the universities.

In the context of ***Legal Education***, the commission suggested that the law colleges should be thoroughly re-organized. Students pursuing degree courses in law should not be permitted to carry on other degree courses simultaneously.

Regarding ***Medical Education***, the commission recommended that the maximum number of admission should be 100 and that all the departments of the study which require hospital facilities should be located in a single campus. There should be 10 beds for each student. Post-graduate training should be offered in certain well staffed colleges.

- **Religious Education**: The University Education Commission 1948 who recommended religious education in the colleges that-
  - "all educational institution start work with a few minutes for silent meditation.
  - That in the first year of the degree course the lives of great religious leaders like **Gautama the Buddha, Confucius Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Naik,** Gandhi be taught.
  - That in the second year some selections of a universalistic character from the scriptures of the world be studied.
  - That in the third year, the central problems of the philosophy of religion be considered."
- **Medium of Instruction:** According to the recommendation of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal lanquage as the medium of instruction either for some

subjects or for all subjects**.** All provincial governments should take step to introduce the teaching of the federal language in all classes of Higher Secondary Schools, in Degree Colleges and in the Universities. English Should be studied in the Higher Schools and in the Universities for keeping the students in touch with the living stream of ever-growing knowledge.

- **Examination or Evaluation System:** The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas and suggestions of the University Education Commission in 1948-49 in this regard.
  - The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.
  - The Government should not insist on university degrees for the administrative services.
  - According to the University Education Commission, *Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work done during the course of instruction.*
  - The *standard of success* at the various examinations should be uniform in all universities.
  - The Commission divided the rank after passing the examination as getting 70% or more marks should be given the rank of first class, 55% to 69% for the rank of second class and at least 40% for the rank of third class.
  - The system of grace marks should be abolished.
  - Viva-voce examination should be employed only for professional and post graduate degrees.
  - The essay type of questions should continue with the objective type questions but the type of question, method of examination should be thoroughly changed with a view to making it more valid and reliable.
- **Students' Activities and Welfare:** Regarding the students' activities and their part in the wellbeing of the nation, the

Commission suggested the following recommendations:

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

- **Women Education:** Regarding the women education, the Commission suggested for providing the same facilities to the women colleges and universities as provided to men's colleges and universities. The curriculum should also be prepared for them, considering them as both women and citizens.
- **Administration and Finance of a University:** The university Education Commission considered the regulations and control capacity of a university in the followings ways:
  - The university education should be placed on the concurrent list.
  - Regarding the finance, co-ordination of facilities in special subjects, adoption of national policies, ensuring minimum standards of efficient administration and providing liaison between universities and national research laboratories and scientific surveys etc., the Central Government must have the responsibility towards the universities.
  - For the allocation of grants to the universities a central Grants Commission should be established.

- There should be no university of the purely affiliating type.
- The governing bodies of the colleges should be properly constituted.
- The aim of an affiliated college should be to develop into a unitary university and later into a federative one.
- The organizational set-up of a university should be as follows:

(a) The Visitor,

⇩

(b) The Chancellor,

⇩

(c) The Vice-Chancellor,

⇩

(d) The Senate(Court),

⇩

(e) The Executive Council; (Syandicate)

⇩

(f) The Academic Council,

⇩

(g) The Faculties,

⇩

(h) The Boards of Studies,

⇩

(i) The Finance Committee,

⇩

(j) The Selection Committee.

- Regarding finance, a University Grant Commission should be set up for allocating grants to the universities. The State should also take the responsibility for the financing of higher education.



LET US KNOW

In India, the University Grant Commission was set up in 1956.

- **Rural Universities and Colleges:** Regarding Rural Universities and Colleges, the Commission said: "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 requirement of an educated citizenship, a system of rural colleges and universities necessary". (***Report of Radha Krishnan Commission***)
  - A rural university should include a ring of small, resident under graduate colleges with specialized and university facilities in the centre.
  - The number of students for the undergraduate resident colleges should be not more than three hundred, and the overall maximum enrolment for colleges and university combined should be about twenty-five hundred.
  - Each college of about three hundred students should have separate teaching staff and facilities.
  - In the rural colleges, the general studies should be combined with the practical course, so that the students become cultured and educated men and women equipped with skill-oriented.
  - Regarding the curriculum of the rural university, the Commission said: "a common core of liberal education may be assumed for the rural university as for any other, though the methods used in teaching and learning may be different. The Common core would include substantial introduction to the fields of mathematics, Chemistry, Physics, geology, Astronomy, Biology, Physical Education, Psychology, the Social Sciences, Philosophy and Languages and Literature." So the Commission recommended the Common Core consisting of Mathematics, basic sciences, social sciences and language and literature.



ACTIVITY 1.1

Explain some of the specific recommendations regarding the University System of Education.

.....

.....

.....



CHECK YOUR PROGRESS

Q 7: In which Year the University Grant Commission was formed?

.....

Q 8: What should be the organizational set-up of a University?

.....

.....



1.6 LET US SUM UP

- The University Education Commission was appointed on November, 1948 under the chairmanship of Dr. S. Radhakrishnan. The Commission studied the problems of the University education in India and submitted its report in August, 1949.
- The Commission gave important recommendations with regard to the aims and objectives of higher education. The main aim was to discover new knowledge for the welfare of the countrymen and to utilise that knowledge for vocational, scientific and industrial development. The major recommendations, regarding Aims and Objectives of higher education were -
  - To teach that life has a meaning.
  - To awaken the innate ability to live a meaningful life by developing wisdom.

- To acquaint with the social philosophy that 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 registration.
- To enable to know that education is a life - long process.
- To develop understanding of the present as well as of the past.
- To impart vocational and professional training.

- Faculty in universities, Teaching Standards, Course of studies, Research and Training, Medium of Instruction, Examination, Student's Duties and Activities, Women Education, Administration and Finance, Rural Universities are some of the components of a university system, where the University Education Commission had made some specific recommendations.



1.7 FURTHER READING

1) Chaube. S.: *History and Problems of Indian education*, Vinod Pustak Mandir, Agra.
2) Saikia, Dr. Siddheswar(1998): *History of Education in India*, Mani Manik Prakash
3) Sharma, R.N.: *History and Problems of Education in India*, Surjeet Publications, Delhi.



1.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: November, 1948.

Ans to Q No 2: Dr. Sarvepalli Radhakrishnan.

Ans to Q No 3: 10 members.

Ans to Q No 4: The Commission was appointed to suggest measures to improve and recognize the University Education system in India.

Ans to Q No 5: The four major terms of Reference of the University Commission were:

- The aims and objectives of University education and research in India.
- The finance of Universities.
- The maintenance of the highest standards of teaching and examination in the universities and colleges under their control.
- The medium of instruction in the universities.

Ans to Q No 6: The four recommendations of the University Education Commission of 1948 on the Aims and Objectives of Higher Education were:

- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The aim of university education should be to produce intellectual adventures.
- One of the main functions of the universities is to bring about the spiritual development of the students.
- Education should discover the innate qualities of a person and develop them through training.

Ans to Q No 7: 1956.

Ans to Q No 8: The organizational set-up of a university should be as follows:

The Visitor,

⇩

The Chancellor,

⇩

The Vice-Chancellor,

⇩

The Senate(Court),

⇩

The Executive Council; (Syandicate)

⇩

The Academic Council,

⇩

The Faculties,

⇩

The Boards of Studies,

⇩

The Finance Committee,

⇩

The Selection Committee.



1.9 MODEL QUESTIONS

A) Short Question (Answer each question in about150 words)

Q 1: What is the basic thought behind the formation of Radhakrishnan Commission?

Q 2: Mention some major terms of Reference of the Commission

Q 3: What should be the organizational set-up of a University?

Q 4: What is the basic significance of University Education Commission?

Q 5: What type of changes were identified by University Education Commission in terms of higher education system in India?

B) Long Question (Answer each question in about 300-500 words)

Q 1: Discuss briefly the Terms of Reference of the University Education Commission.

Q 2: Discuss briefly the recommendations of the University Education Commission in regard to the aims and objectives of Higher Education.

Q 3: Discuss some of the Specific recommendations of the University Education Commission regarding the University System of Education.

*****

UNIT- 2 : SECONDARY EDUCATION COMMISSION OF 1952-53

UNIT STRUCTURE

2.1 Learning Objectives

2.2 Introduction

2.3 Background and Appointment of the Secondary Education Commission

2.3.1 Terms of References

2.3.2 Method of Enquiry

2.4 Report of the Commission

2.4.1 Defects of the Existing System

2.4.2 Aims of Secondary Education

2.4.3 Reorganization of Secondary Education

2.5 Curriculum in Secondary Schools

2.5.1 Defects of the Existing Curriculum

2.5.2 The Basic Principles of Curriculum Construction

2.5.3 Curriculum of different Stages of Secondary Schools.

2.6 Let Us Sum Up

2.7 Further Reading

2.8 Answers to Check Your Progress

2.9 Model Questions

2.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- describe the background that led to the appointment of the Secondary Education Commission 1952-53.
- identify the terms of reference of the Commission.
- explain the defects of the existing - system of secondary education.
- mention the recommendations on the aims of Secondary Education.

- discuss the recommendations on the principles of curriculum construction of secondary Education.

2.2 INTRODUCTION

In the previous unit we have discussed the University Education Commission which tried to give a new direction to university education in India. We will discuss the Secondary Education in this unit. Secondary education is the stage of education that includes all the classes after the primary school and before university education is started. This stage is considered to be the backbone of the country's entire educational programme. This however, is also the stage which marks the completion of education for the large majority of pupils. Secondary education is also the basis of higher education which gives the desired direction to the nation's power. An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all later stages.

This unit deals with the Secondary Education Commission, 1952-53, covering its various aspects from the background of its appointment to its recommendations which had a far reaching effect on India's Secondary Education.

2.3 BACKGROUND AND APPOINTMENT OF THE SECONDARY EDUCATION COMMISSION

Let us discuss the background of appointing the Secondary Education Commission. After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence, the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such, the need for reform was strongly felt. The university Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms. Meanwhile with the attainment of independence, the political situation of the country also underwent a complete transformation.

Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement. There were other considerations also before the Government of India for setting up a commission for Secondary Education.

In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

2.3.1 Terms of References

The terms of reference of this Commission are as follows:

a) To enquire into and report on the present position of Secondary Education in India in all its aspects.

b) To suggest measures for its re-organisation and improvement with particular reference to -

   i) The aims, organisation and content of secondary education.

   ii) Its relationship to primary, basic and higher education.

   iii) The inter-relation of secondary schools of different types.

   iv) Other allied problems. So that a sound and reasonable uniform system of secondary education suited to our needs and resources may be provided for the whole country.

2.3.2 Method of Enquiry

The Commission prepared a questionnaire dealing with the various aspects of secondary education. This was sent out to various

educational experts, teachers and educational institutions of India. On the basis of the replies received a good deal of information was collected. The members of the Commission took an extensive tour of the various parts of India and acquired first-hand knowledge of the various educational problems and presented its report running on August 29, 1953.

2.4 REPORT OF THE COMMISSION

Now we shall discuss about the report of the Secondary Education Commission, 1952-53. As the report is a very lengthy one containing 311 pages, it is not possible for us to discuss all aspects in detail. We will confine our discussion to the defects of the prevailing system of secondary education in India and the recommendations given by the Commission regarding its aims, new organizational pattern and the curriculum. Let us discuss all these points one by one.

2.4.1 Defects of the Existing System

The Commission pointed out the following defects of the existing system-

- First, the education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.
- Secondly, it is narrow and one sided and it fails to train the whole personality of the student.
- Thirdly, too much importance has been given to English. Students who did not posses special linguistic ability were, therefore, greatly handicapped in their studies.
- Fourthly, the method of teaching generally practised failed to develop in the students their independence of thought and initiative in action.
- Fifthly, the increase in size of the classes has considerably reduced personal contact between the teachers and the pupils. Thus the

training of character and inculcation of proper discipline have been seriously undermined.

- Finally, the dead weight of the examination has tended to curb the teachers initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong, or unimportant things on education.



CHECK YOUR PROGRESS

Q 1: Fill in the blanks with an appropriate word -

i) Secondary Education Commission was appointed on .....

ii) ..... was the Chairman of the Commission.

iii) Secondary Education Commission is also known as .....

Q 2: State any two defects of the existing secondary education.

.....

.....

2.4.2 Aims of Secondary Education

The Commission has made the following recommendations in regard to its aims of Secondary Education **-**

- **Development of democratic citizenship**

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

Indian democracy a success. In short, the aim of secondary education should be to develop ideal democratic citizens in the country.

- **Improvement of Vocational efficiency :**

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

- **Education for leadership :**

  Secondary education is a terminal point for majority of the students. Therefore, at the end of the school education, each pupil must be able to enter into various professions independently. “A special function of the secondary school, in the context, is to train persons who will be able to assume the responsibility of leadership - in social, political, industrial or cultural fields - in their own small groups of community or locality.”

- **Development of personality :**

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



CHECK YOUR PROGRESS

ch of the following are the recommendations on the Aims of Secondary Education? Put a (✓) for the right answer.

i) Education and productivity ☐
ii) Education and national integration ☐
iii) Development of democratic citizenship ☐
iv) Development of personality ☐
v) Education and Modernisation ☐
vi) Improvement of Vocational Efficiency ☐
vii) Development of social, moral and spiritual values ☐
viii) Education for leadership ☐

2.4.3 Re-Organisation of Secondary Education

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

- The duration of secondary education should be 7 years. It should cover the age of group of11-17.
- Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The higher secondary stage should cover 3 years.
- The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high

school. Thus it pleaded for one year pre-university and 3 year degree courses.

- The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities.
- Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of theses institutions was to direct students into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

2.5 CURRICULUM IN SECONDARY SCHOOLS

The Secondary Education Commission has discussed at length the secondary education curriculum. First it pointed out the defects of the existing curriculum, discussed in detail the principle of curriculum construction and finally the curriculum of different stages of secondary schools.

2.5.1 Defects of the Existing Curriculum

The Commission has pointed out the following defects in the existing curriculum:

- The present curriculum is narrow.
- It is bookish and theoretical.
- It is overcrowded and does not provide rich and significant contents.
- There is no adequate provision for practical and other kinds of activities that should find place in any curriculum at this stage of education. Hence, the curriculum is not able to bring about the education of the whole personality of the child.
- It does not cater to the various needs and capacities of the adolescents.
- Technical and vocational subjects are very much needed for India today, but the curriculum does not find room for these subjects.
- Curriculum is too much dominated by the examination.

2.5.2 The Basic Principles of Curriculum Construction

The Secondary Education Commission has recommended some principles to be followed in the construction of curriculum.

- **Principles of totality of experience -**

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

- **Principles of variety and elasticity -**

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

- **Principles relating to community -**The curriculum should be related to the community. There should be community - oriented programmes in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.

- **Principle of training for leisure -**The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose there should be a number of activities - social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.

- **Principle of integration and correlation -**The curriculum should not be merely a bundle of subjects and activities. The activities and subjects should be integrated and well - correlated. The curriculum should provide a 'broad field' units having direct bearing on life.

2.5.3 Curriculum of Different Stages of Secondary Schools

1) Curriculum for Middle Schools
2) Curriculum for High and Higher Secondary Schools.

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

1) Curriculum for the Middle Schools -

The Commission has recommended the inclusion of the following subjects.

a) English.
b) Social Studies.
c) General Science.
d) Mathematics.
e) Art and Music.
f) Craft.
g) Physical Education.

2) The Curriculum for High and Higher Secondary Schools-

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

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

A. Compulsory Subjects :

The Compulsory subjects shall include the following :

1. Mother tongue or regional language or composite course of the mother tongue and a classical language.
2. One other language to be chosen from among the following:
   i) Hindi for those whose mother tongue is not Hindi.
   ii) Elementary English (for those who have not studied English in the middle stage).
   iii) Advanced English (for those who have studied English at the earlier stage).
   iv) A Modern Indian Language (other than Hindi).
   v) A modern foreign language (other than English).
   vi) A classical language.

3. Social studies - General course (for the first two years only).
4. General science, Including Mathematics - General course (for the first two years only).
5. One Craft to be chosen out of the list given below :
   - i) Spinning and weaving
   - ii) Wood Work
   - iii) Metal Work
   - iv) Gardening
   - v) Tailoring
   - vi) Typography
   - vii) Workshop Practice
   - viii) Sewing, Needle Work and Embroidery
   - ix) Modeling

B. Optional Subjects :

Three subjects from one of the following groups -

Group - 1 (Humanities) :

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

Group -2 (Sciences) :

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

Group -3 (Technical) :

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

Group - 4 (Commercial) :

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

Group - 5 (Agriculture) :

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

Group - 6 (Fine Arts) :

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

Group - 7 (Home Science) :

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

Besides the above, a student may take as his option one additional subject from any of the above groups irrespective of whether or not he has chosen his other options from that particular group.



CHECK YOUR PROGRESS

Q 4: Mention any four defects of the existing curriculum.

.....

.....

Q 5: What are the recommendations of secondary Education Commission on the principles of curriculum construction?

.....

.....



2.6 LET US SUM UP

- The Secondary Education Commission was appointed under the chairmanship of Dr. L.S. Mudaliar on September 23, 1952. So, it is popularly known as Mudaliar Commission. The commission has pointed out some defects of the existing system of secondary education.

- The commission gave important recommendations with regard to the aims of secondary education and the principles of curriculum construction.
- The main aim of secondary education was to produce perfect citizens who may provide leadership and who are self-reliant, obedient and disciplined.
- The commission has pointed out some defects in the existing curriculum. So, it has recommended the principles of curriculum construction. The principles are - totality of experience, variety and elasticity, relation to community life, training for leisure and correlation of the subjects.
- The commission has suggested a scheme of curriculum for middle schools and high and higher secondary schools.



2.7 FURTHER READING

1) Aggarwal, J.C . : *Landmarks in the History of Modern Indian Education*. Vikas Publishing House Pvt. Ltd. New Delhi. Revised Edition. 1993.

2) Aggarwal, J.C. : *Development and Planning of Modern Education*. Vani Educational Books, New Delhi. Edition 1985.

3) Chaube, S.P. : *History and Problems of Indian Education*, Vinod Pustak Mandir, Agra 2. Second Edition, 1988.

4) Das, L : *A Textbook of Education*, Amrita Prakashan, Guwahati Revised (2004).



2.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: i) September 23, 1952

(ii) Dr. Lakshman Swami Mudaliar

(iii) Mudaliar Commission

Ans to Q No 2: i) Isolated from life

(ii) Narrow and one sided.

Ans to Q No 3: iii), (iv), (vi), (viii)

Ans to Q No 4: The defects of the existing curriculum are:

i) Narrow

ii) Bookish and theoretical

iii) Dominated by examination

iv) Overcrowding of subjects.

Ans to Q No 5: The recommendations of Secondary Education commission on the principles of curriculum construction are:

i) Principles of totality of experience

ii) Principles of variety and elasticity.

iii) Principles of relating to community.

iv) Principles of training for leisure.

v) Principles of integration and correlation.



2.9 MODEL QUESTIONS

A) Short Question (Answer each question in about150 words)

Q 1: Why do you think that secondary education is important?

Q 2: What are the basic recommendations of secondary education commission?

Q 3: Why do you think that vocationalisation of secondary education is important?

Q 4: Secondary education is a bridge between primary and Higher education-explain.

B) Long Question (Answer each question in about300-500 words)

Q 1: Describe the major recommendations of the secondary education Commission (1952-53) for reforming secondary education in the country.

Q 2: Discuss the problems of secondary education in India. Suggest measures.

Q 3: Examine the recommendations on Aims of secondary education. How far these have been implemented?

Q 4: Indicate the defects of our present secondary education curriculum. What are your suggestions for its improvement?

Q 5: What are the recommendations of the secondary education commission on the principle of curriculum construction?

*****

UNIT- 3 : KOTHARI EDUCATION COMMISSION 1964-66

UNIT STRUCTURE

3.1 Learning Objectives

3.2 Introduction

3.3 Appointment of the Commission

- 3.3.1 Unique Features of the Commission
- 3.3.2 Terms of Reference
- 3.3.3 Making of the Report

3.4 Report of the Commission

3.5 Recommendations

- 3.5.1 Education and National Objectives
- 3.5.2 Educational Structure

3.6 Let Us Sum Up

3.7 Further Reading

3.8 Answers to Check Your Progress

3.9 Model Questions

3.1 LEARNING OBJECTIVES

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

- explain the appointment of the Education Commission of 1964-66 and its unique features.
- identify the making of the report of 1964-66.
- identify the objectives of the Commission.
- describe the educational structure recommended by the commission.

3.2 INTRODUCTION

In this unit, we will discuss about Kothari Education Commission, 1964-66, which was the sixth commission in the history of commission in India. The Five Years Plan, started after independence helped the growth of the

country in many areas. However, the execution of these plans expresses the inherent weakness due to which the expected success was not being achieved. Education appeared to be one of areas which indicated many problems that needed our efforts for immediate solutions. The government was fully aware of the situation. To improve the educational set up the government constituted two commissions after independence. We have already discussed about the two commissions, i.e. Radhakrishnan Commission in unit 1 , which deals with university education and Secondary Education Commission in unit 2, confined to secondary education only. The recommendations of these two commissions could not be succeeded in its full implementations. Consequently, the defects in the area of education persisted. In order to remove these defects, the government had to appoint a new education commission to advise the government on national pattern of education along with general principles and policies for the development of education at all stages.

This unit deals with the recommendations of the Kothari Education Commission in different aspects of education.

3.3 APPOINTMENT OF THE COMMISSION

The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members, where 14 members, 1 member - secretary, 1 Associate - Secretary and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. Among the members of the commission 5 educationists were from England, America, France, Japan and Russia. J.P. Naik was appointed as number secretary of the commission and J.F McDougall as associated secretary.



LET US KNOW

Prof. D.S. Kothari, Chairman, University Grants Commission, New Delhi was appointed as the Chairman of the Commission. The commission consisted of 17 members.

3.3.1 Unique Feature of the Commission

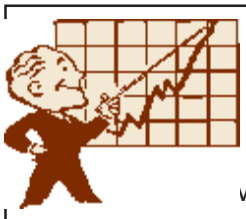
It is important for us to know the features that have made this commission a unique commission from other earlier commissions**.** The unique features of the Education Commission (1964-66) were:

i) All the five earlier commissions did not deal with education as a whole but focussed attention on different levels of education. But this commission was not to limit its enquiry to specific sectors or aspects of education, but to have a comprehensive review of the entire educational system.

ii) Another unique feature of the Commission was its conviction that education is the most powerful instrument of the national development. The crucial role of education in national development appears in all its vividness on every page of the report.

Never before education was given such a niche of national honour, and never before was it conceived as a pivot of national honour, and never before was it conceived as a pivot of nation's progress and the prosperity as revealed in the pages of the Commission's Report.

iii) The international composition of the commission is also significant. Education in India must necessarily emerge from Indian experience, through, culture and local conditions. But as education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A. and USSR. Besides, 20 consultants from different countries of the world were available.



CHECK YOUR PROGRESS

Mention two unique features of the commission in the given space.

.....

.....

3.3.2 Terms of Reference

The Commission will advice the Govt. on national pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects. It need not, however, examine the problems of medical or legal education, but such aspects of these problems as are necessary for its comprehensive enquiry may be looked into.

3.3.3 Making of the Report

The commission started its work on the birthday of Mahatma Gandhi, the father of the nation. It constituted 12 task forces and 7 working groups for studying the various problems of education in the country. It interviewed about 9000 men and women distinguished in public life, educators, scientists, industrialists and scholars in different fields and others interested in education. The Commission spent about hundred days in visiting universities, colleges and schools and held discussions with teachers, educationists, administrators and students. It received and scrutinized 2,400 Memorandum and notes. The commission worked for 21 months and submitted it report on June, 1966.

3.4 REPORT OF THE COMMISSION

The report of the commission is an excellent document on education. In its report the commission expressed its form belief that education is the

most powerful instrument of national development. The report of the commission has been appropriately entitled as 'education and national development'.

The report is divided into four sections –

Section I deal with general Problems.

Section II deal with Education at different stages and in different sectors.

Section III deals with implementation of the various recommendations and programmes suggested by the commission.

Section IV consists of supplementary papers.

The programmes of educational reconstructions proposed in this Report fall into three broad categories —

1) Internal transformation of the educational system so as to relate it to the life, needs and aspirations of the nation.

2) Qualitative improvement of education so that the standards achieved are adequate, keeping continually rising and, at least in a few sectors become internationally comparable; and,

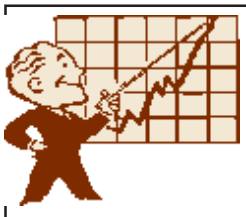
3) Expansion of educational facilities broadly on the basis of man - power needs and with an accent on equalization of educational opportunities.



LET US KNOW

MAKING OF THE REPORT

- Set up 12 task forces and 7 working groups.
- Interviewed 9000 men and women.
- Spent 100 days.
- Begin its task on 2nd October, 1964.
- Report divided into four sections.
- Programmes categorized into three.



CHECK YOUR PROGRESS

Q 2: Fill in the blanks with appropriate word.

i) The Education Commission is popularly known as the _____.

ii) The Govt. of India appointed a commission by a resolution on _____.

iii) _____ was the chairman of the UGC.

iv) The Commission submitted its report on _____

v) The report consists of _____ chapters and is divided into _____ sections.

3.5 RECOMMENDATIONS OF THE KOTHARI EDUCATION COMMISSION

Let us discuss the recommendations of the commission. Our discussion will confined to two major aspects of the recommendations, i.e., education and national objectives and educational structure only.

3.5.1 Education and National Objectives

Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the commission recommended the following objectives-

1. Increase in Productivity.
2. Promoting social and National Integration
3. Education and Modernization
4. Developing social, moral and spiritual values.

1. Increase in Productivity -

The Commission suggested that education must be related to productivity to increase national income. In order to link education and productivity the Indian Education Commission made the following recommendations.

i) Science is the basic component of education and culture ; so it should be made an integral part of school education.

ii) To inculcate the value of manual work the commission recommended the introduction of work experience in school education.

iii) To meet the increasing needs of technical personnel in Industry, agriculture and trade the IEC recommended to introduce vocational subjects in school curriculum. It also opined that the vocationalisation will bring education into closer relationship with productivity.

2. Promoting social and National Integration –

National and social integration is the precondition for the progress and development of a country. According to the commission, Social and National Integration is an important objective of a national system of education. The commission made the following recommendations for strengthening social and national integration through education.

i) To make education a powerful instrument of national development, common school system of public education should be adopted.

ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.

iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

3. Education and Modernisation -

The present society is the science - based society. The present century has made tremendous advancement in scientific and technical knowledge as a result of explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the

school must always be alert if it is to keep abreast of significant changes. An education system which does not renovate itself continuously, becomes out-dated and puts hindrance to progress. To keep pace with modernisation the IEC is of the opinion that "greater emphasis must be placed on vocational subjects, science education and research."

4. Social, moral and spiritual values -

The national system of education should emphasis on the cultivation of social, moral and spiritual values among students. For this purpose the commission made the following recommendations-

i) The Central and State governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction.

ii) In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers.

iii) The University departments should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teacher.



LET US KNOW

Objectives of the Commission

1. Increase in Productivity.
2. Promoting Social and national Integration.
3. Education and Modernization.
4. Developing Social, moral and Spiritual values.



CHECK YOUR PROGRESS

Q 3: Explain the following -

i) Education and productivity.

.....

.....

ii) Education and modernisation.

.....

.....

3.5.2 Educational Structure

The Commission recommended a new structural pattern of education. The new educational structure should be as follows:

a) One to three years of pre-school education.

b) A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.

c) A lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.

d) A higher secondary stage of 2 years of general education or 1 to 3 years of vocational education, 50% of the total would be under vocational education,

e) A higher education stage of 3 years or more for the first degree course followed by courses of varying durations for the second or research degrees.

The structural pattern thus recommended by the commission is commonly known as 10+2+3.

Let us know the structural pattern of education.

- Pre-school education from 1 to 3 years should also be given.
- General education should last for a period of 10 years - 4 years of lower primary,

3 years of higher primary

3 years of lower secondary education.

- Higher secondary education should be fixed for 2 years.
- Degree course should be of 3 years.

The age of admission to class I should not be less than 6+. The first public external examination should come at the end of the first 10 years of schooling. Secondary schools should be of two types : higher schools providing a 10 years' course and higher secondary schools providing a course of 11 or 12 years. A new higher secondary course consisting of classes XI and XII should be introduced. The pre-university courses should be transferred from Universities and added to the secondary schools. The Commission has been suggested the reorganisation of the university stage. At this stage, the three year degree has been favoured by the Commission.



CHECK YOUR PROGRESS

Q 4: Write a few lines on structural change in the system of education as suggested by the Indian Education Commission (1964-66).

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3.6 LET US SUM UP

- The Education Commission 1964-66 was appointed by the Government of India on July 14th, 1964. Dr. D.S. Kothari, was appointed as the Chairman of the commission. The Commission submitted its report on June 29th, 1966.
- The Commission set 12 task forces and 7 working groups; interviewed 9000 men and women interested in education in the country and toured for 100 days. The report contains 19 chapters.

- The Commission had some unique features, they were -
  - i) Not to limit its inquiry to specific sectors or aspects of education, but to have a comprehensive, review of the entire educational system.
  - ii) Its firm belief that education is the most powerful instrument of the national development.
  - iii) Its International Composition. The commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A. and USSR.
- The objectives, as recommended by the commission were increasing productivity; promoting social and national integration; education and modernisation and developing social, moral and spiritual values. A new educational structure was also developed.



3.7 FURTHER READING

1) Sharma, R : *History of Education in India*, Lakshmi Narain, Agra 3.
2) Safaya, R.N. : *Current Problems in Indian Education*. Dhanpat Rai & Sons. Delhi, 9th Edition, 1983.
3) Rawat, P.L.: *History of Indian Education*, Ram Prasad and Sons, Agra-3



3.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No1: i) The Commission tried to cover every field and aspect of Education.

ii) Its firm belief that education is the most powerful instrument of national development.

Ans to Q No 2: (i) Kothari Commission (ii) July 14, 1964

(iii) Dr. D.S. Kothari (iv) 29th June; 1966 (v) 19, four.

Ans to Q No 3: i) For increasing productivity education should be job - oriented and greater importance should be given to education in

agriculture, science, industrial and technical subjects. In place of bookish education greater importance should be attached to the acquisition of practical knowledge and skill.

ii) Society may be modernised through modernisation of education. Thus new ideas will be developed in society and narrow ideas will disappear. The expansion of science and technical education is necessary for modernization of society.

Ans to Q No 4: One to three years of pre - school education should be given. General education should last for a period of 10 years. Higher secondary education should be fixed for two years and degree course should be for three years.



3.9 MODEL QUESTIONS

A) Short Question (Answer each question in about150 words)

Q 1: What is the basic significance of Kothari Education Commission of 1964-66?

Q 2: What types of suggestions that Kothari Education Commission has made for improving education system in india?

Q 3: Why did Kothari Education Commission also known as National Educational Commission?

Q 4: Briefly explain how is education related with modernisation.

B) Long Question (Answer each question in about 300-500 words)

Q 1: Discuss the place of the Education Commission of 1964-66 in the educational reforms in India.

Q 2: Evaluate the recommendations of the Education Commission 1964-66 for improvement of higher education in the country.

Q 3: How has the Education Commission of 1964-66 viewed education as a means of national development? Explain.

Q 4: Describe the conditions in the country that necessitated the appointment of Education Commission 1964-66.

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UNIT- 4 : NATIONAL POLICY ON EDUCATION 1968

UNIT STRUCTURE

4.1 Learning Objectives

4.2 Introduction

4.3 Declaration of the Government Policy

4.4 Resolution Adopted on National Policy of Education.

4.5 Evaluation of the National Policy of Education, 1968

4.6 Let Us Sum Up

4.7 Further Reading

4.8 Answers to Check Your Progress

4.9 Model Questions

4.1 LEARNING OBJECTIVES

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

- explain how the National Policy of Education of 1968 was formed.
- familiar with the Policy Declaration of the Government.
- discuss the Resolution adopted on National Policy of Education.
- evaluated the Policy Resolution of 1968.

4.2 INTRODUCTION

We have already discussed the recommendation of the Kothari Education Commission in the previous unit. The National Policy of Education 1968 is based on the recommendations of the Commission of 1964-66.. The Commission recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the state Governments and the local authorities in preparing and implementing educational plans. In 1967 the Govt. of India constituted a committee of Members of parliament on Education to prepare the draft of a statement on the National Policy of Education. The Committee brought together the leading members of almost all the political parties in the country

and prepared a draft which was considered by the Central Advisory Board of Education. A general consensus on the National Policy on Education emerged in the course of the Board's deliberations.

This unit will help you to understand the resolution adopted on National Policy on Education 1968 and its evaluation.

4.3 DECLARATION OF THE GOVERNMENT POLICY

In its policy declaration the Government of India stated that the Government is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country for national integration and for realizing the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to the life of the people, effort to expand educational opportunity, effort to raise the quality of education at all stages, emphasis on development of science and technology and cultivation of moral and social values. The educational system must produce young man and women of character and ability committed to national service and development. Only then education will be able to play it vital role in promoting national progress, creating a sense of common citizenship and culture and strengthening national integration. Only then education will be able to play its vital role in promoting national progress.



LET US KNOW

The National Policy of Education,1968 was formed on the basis of the recommendations of the Kothari Education Commission 1964-66.

4.4 RESOLUTION ADOPTED ON NATIONAL POLICY OF EDUCATION

Now we are familiar with the background, let us discuss the resolutions that have been included in the National Policy of Education, 1968. These

resolutions can be considered as the follow up programme of the recommendations of the Kothari Education Commisison.

- **Free and Compulsory Education -**
  - Strenuous efforts should be made for the early fulfillment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14.
  - 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 –**

  Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important.
  - Teachers be accorded an honoured place in the 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 emphases.
- **Development of languages -**
  - ***Regional Languages***: The energetic development of Indian languages and literature is a sine qua non for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will remain static if not widen further. The use of regional languages should not be only at the primary and

secondary stages, but urgent steps should be taken to adopt them as media of education 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 a modern Indian language, preferably one of the southern languages, along with regional languages, Hindi and English.
- ***Hindi*** : Every effort should be made to promote the development of Hindi as the link language. Due care should be taken to ensure that it will serve as provided for in the Article 351 of the constitution, as a medium of expression for all the elements of the composite culture of India.
- ***Sanskrit :*** Considering the special importance of Sanskrit to the growth and development of the 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 Opportunities –**
  - Strenuous efforts should be made to equalise educational opportunity.
  - Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.
  - To promote social cohesion and national integration in the common school system as recommended by the Education Commission should be adopted.
  - Effort should be made to improve the standard of education in general schools.
  - All special schools like Public schools should be required to admit students on the basis of merit and also to provide free studentships to prevent segregation of social classes.

- The education of girls should receive emphasis, not only on grounds of social justice but also because it accelerates social transformation.
- More intensive efforts are needed to develop education among the backward classes 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 -**

  For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early and is as possible, 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. Emphasis in these programmes should be on self - help, character formation and on developing a sense of social commitment.

- **Science Education and Research -**

  With a view to accelerating 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 -**
  - Special emphasis should be placed on the development of education for agriculture and industry.
  - There should be at least one agricultural university in every state. These should be single campus Universities and they may have constituent college on different campuses. Other

Universities may also be assisted to develop strong departments for the study of one or more aspects of agriculture. In technical education, practical training in industry should form an integral part of such education. Technical education and research should be related closely to industry. There should be provision for continuous cooperation between the two.

- **Production of Books -**
  - The quality of books should be improved by attracting the best writing talent. Immediate steps should be taken for the production of high quality text books for schools and universities.
  - Frequent changes of textbooks should be avoided and their prices should be low enough for all to buy them.
  - The possibility of establishing autonomous books corporations on commercial lines should be examined and efforts should be made to have a few basic text books 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 reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process, it should aim at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.
- **Secondary Education -**

  Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended to areas and classes which have been denied these in the past.

  There is need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the

developing economy and real employment opportunities. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields, such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretarial training, etc.

- **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 the strength of the staff.
  - Considerable care is needed in establishing new universities. They should be started only after an adequate provision of funds and due care should be taken to ensure proper standards.
  - Special attention should be given to the organization of post-graduate courses and to the improvement of standards of training and research at this level.
  - Centres of advanced study should be strengthened and a small number of 'Clusters of centres' aiming at the highest possible standard in research and training should be established.
  - There is need to give increased support to research in the Universities. The institutions for research should as far as possible, function within the fold of universities or in intimate association with them.
- **Part - Time Education and Correspondence Courses -**

  Part - time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should also be developed 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. Such facilities will provide opportunities to the large number of people who have the desire to educate themselves.

- **Spread of Literacy and Adult Education -**

  The liquidation of 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.

  A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns.

- **Games and Sports -**

  Games and sports should be developed on a large scale with the objective of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department.

- **Education of Minorities -**

  Every effort should be made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the ***Conference of the Chief Ministers of states and Central Ministers held in August 1961***.

- **The Educational structure -**

  It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

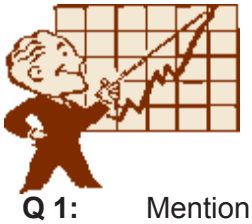


LET US KNOW

Conference of the Chief Ministers of States and Central Ministers held in August 1961

On 11th and 12th, August 1961, in Delhi, a conference was held among the Chief Ministers and Central Ministers of the State where the Prime Minister was the chairman of the Conference.

- Through the conference, the basic emphasis was given on primary and secondary education of the minorities.
- The question of affiliation of schools and colleges using minority languages to Universities, and other authorities situated outside the State was considered. It was agreed that in most cases it should be possible to arrange for the affiliation of such institutions to Universities or Boards within the State. But where these were insuperable difficulties in making arrangements for such affiliation within the State, they might be affiliated to Universities or Boards outside the State.
- Where at least sixty per cent of the population of a district speaks or uses a language other than the official language of the State, this language of the minority group should be recongised as an official language in that district, in addition to the State Official language
- Whenever in a district or a smaller area like Municipality or Tehsil, a linguistic minority constitutes 15 to 20 per cent of the population, it would be desirable to get important government notices and rules published in the language of the minority in addition to any other language or languages in which such documents may otherwise be published in the usual course.



CHECK YOUR PROGRESS

Q 1: Mention any five resolutions adopted by the National Policy on Education 1968.

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4.5 EVALUATION OF THE NATIONAL POLICY OF EDUCATION, 1968

The National Policy on Education was welcomed in every part of the country. This policy passes some special features as well aas a few drewbacks. We are giving here an evaluation of the policy as whole.

- It was an important historical event for education in Independent India because this was the first, when an attempt was made to give some sense of direction to the country's educational system.
- The three lanquage formula proposed in this policy was very important from the point of view of national integration.
- Ensuring equality of educational opportunity was praiseworthy.
- Through the policy since 1968 accountability of the Central Government with regard to education has been fully recognized.
- Raising the standard of education at all stages has been fully recognized.
- The policy is criticized on the ground that it is very vague, giving important on too many things at a time.
- Policy has given important on creating educational faciltities for minorities. But as long as the word 'minority' is applied, it will continue to hamper their progress and they should be regarded ad ordinary citizens.
- The three lanquage formula is criticized as 'political compromise'. It is said that no one has accepted it in his heart and the students will accept the third lanquage merely as a burden thrust upon them.



LET US KNOW

A radical reconstruction of education on the broad lines recommended by the Education Commission, which will 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 equality of education at all stages.
- An emphasis on the development of science and technology.
- Emphasis on the cultivation of moral and social values.



CHECK YOUR PROGRESS.

Q 2: Write 5 points included in NPE (1968) for radical reconstruction of education recommended by Education Commission (1964 - 66) in the given space -

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4.6. LET US SUM UP

- The Government of India issued the Resolution on National Policy on Education in 1968. Its objectives were on -
  - Free and Compulsory Education.
  - Status, Emoluments and Education of Teachers
  - Development of Languages.
  - Equalisation of Educational Opportunities.
  - Identification of Talents
  - 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.

- **EXTRACTS FROM THE POLICY :**

  A radical reconstruction of education on the broad lines recommended by the Education Commission, which 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 equality of education at all stages.
  - An emphasis on the development of science and technology.
  - Emphasis on the cultivation of moral and social values.



4.7 FURTHER READING

1) Aggarwal, J.C., : Landmarks in the History of Modern Indian Education ; Vikas Publishing House Pvt Ltd. ; New Delhi - 110014;

2) Nanda, S.K., : Indian Education and its problems today; Kalyani Publishers, New Delhi.

3) Sharma, R.N. ; History and problems of education in India ; Surjeet Publications, Delhi.



4.8 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: ● Free and Compulsory Education

- Secondary Education
- University Education
- Adult Education
- Science Education and Research.

Ans to Q No 2:

- 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 equality of education at all stages.
- An emphasis on the development of science and technology.
- Emphasis on the cultivation of moral and social values.



4.9 MODEL QUESTIONS

A) Short Question (Answer each question in about150 words)

Q 1: Mention the basic two recommendations of National Policy on Education of 1968 in terms of free and compulsory education.

Q 2: What was the three language formula of National Policy on Education?

Q 3: What were the important recommendations of National Policy on Education of 1968 in providing equalisation of educational opportunities?

Q 4: Explain the basic recommendations given by National Policy on Education in terms of University education.

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

Q 1: Discuss the important resolutions adopted by the National Policy on Education 1968.

Q 2: How will our educational system be improved through the National Policy on Education ? Explain with examples.

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UNIT- 5 NATIONAL POLICY ON EDUCATION 1986, 1992

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 National Policy of Education 1986, 1992

5.3.1 Objectives of NEP and POA

5.3.2 Various Recommendations of NEP and POA

5.4 Let Us Sum Up

5.5 Further Reading

5.6 Answers to Check Your Progress

5.7 Model Questions

5.1 LEARNING OBJECTIVES

After going through this unit you will be able to:

- identify the objectives of National Policy of Education
- discuss the various recommendations of National Policy of Education and the Programme of Action

5.2 INTRODUCTION

In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government

about which we have already discussed in the previous units. We have already come to know that such efforts and measures are being continued in the post independence time in India. In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as Programme of Action.

5.3 NATIONAL POLICY OF EDUCATION 1986 and POA, 1992

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Ramamurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a **radical** reconstruction of the education system, to improve



Radical: democratic, thorough and complete

its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

5.3.1 Objectives of National Policy of Education and POA

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

- In relation to ***Elementary Education***, followings are the major objectives of National Policy of Education 1986 are mainly:
  - Universal access and enrolment
  - Universal retention of children up to 14 years of age and
  - A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.
- Regarding ***Secondary Education***, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.
- Regarding ***higher education***, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.
- Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment

to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities.

- The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.



CHECK YOUR PROGRESS

Q 1: What are the objectives of the National Policy of Education regarding Elementary education?

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Q 2: What is the basic objective of the NPE and POA regarding higher education?

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5.3.2 Various Recommendations of National Policy of Education and POA

After going through the basic objectives of NPE of 1986 and its modified policy in 1992, the recommendations of the policy have been divided into the following 24 chapters.

- **Chapter-I: Early Childhood Care and Education**: Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centres and

training institutes of teachers and the existing facilities of pre-primary education should be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.

- **Chapter-II: Elementary Education, Non-Formal Education and Operation Blackboard:** National Policy of Education and its modified policy emphasized on elementary education as (i) universal enrolment and universal retention of children up to 14 years of age and (ii) a substantial improvement in the quality of education. Besides these, this policy also calls for drive for a substantial improvement of the primary schools and provision of support service. Even some measures have been proposed for securing participation of girls and of children from the scheduled castes and scheduled tribes families, other educationally backward section and minorities.

  In the context of operational blackboard, the policy envisaged the following facilities that should be kept for implementing the operational blackboard. -(i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material; (iii) blackboards, (iv) maps, (v) charts, and (vi) other learning materials.

  Modern technological tools-such as solar packs for provision of power in non-formal education centres, audio-visual aids, radio-cassette players should be used to improve the learning environment of non-formal education centres, as well as to enhance the quality of non-formal education.

- **Chapter- III. Secondary Education and Navodaya Vidyalayas**: Regarding Secondary education, the National Policy of Education of 1986 implied extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers. The arrangements should require:

  (i) Programme to ensure access to secondary education being widened to cover unserved areas.

(ii) Programme of consolidation in other areas;

(iii) Programme of setting up Navodaya Vidyalayas.

Besides these, as a short term measure the State Government should be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2:5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitation.

- **Chapter-IV. Vocationalisation of Education**: From classes 1 to 5, Socially Useful Productive Work/ Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience programme should aim at developing confidence and sufficient psycho-motor skills to students through certain occupational training courses.
- **Chapter-V. Higher Education:** The National Policy of Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon. Followings are the necessary strategies that should be kept up for improving the innovations in higher education.

  (i) Consolidation and expansion of institutions

  (ii) Development of Autonomous colleges and departments

  (iii) Redesigning courses

  (iv) Training of teachers

  (v) Strengthening research

  (vi) Improvement in efficiency

  (vii) Creation of structures for co-operation at the state and national levels,

  (viii) Mobility.

  Besides these, the AICTE (All India Council of Teacher Education)

had laid down norms and standards for diploma, degree and Post Graduate courses in the various fields. Guidelines were laid down for admission to technical institutions on merit to be followed by all concerned. The National Technical Manpower Information System had been set up by the Government of India with a view to generating strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and individual state level so as to ensure a planned development of technical education.

- **Chapter VI. Open University and Distance Education:** Open University and distance education have been designed to promote the accessibility of education at higher stage as well as making higher education as flexible as is required by the learners. The Central Open University which is known as Indira Gandhi National Open University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards in order to develop and strengthen the Open University system. The National Policy of Education and its Revised Policy have to develop some conditions relating to the Open University system and distance mode of learning which are as follows:

  (i) The Indira Gandhi National Open University should initiate action for its academic programme.

  (ii) The courses should be structured on a modular pattern with the facility for the accumulation of the credits. Provision will be made for transfer of the credits from the formal to the non-formal system and the vice-versa.

  (iii) Standards should be prescribed to determine the minimum level of learning at every stage of education and criteria will be evolved to objectively assess this level of attainment so that the opportunities should be provided to all including housewives, agricultural and industrial workers and professionals to continue their education.

  (iv) State Governments should ensure that Open Universities will

be established after very careful planning and requiring available resources and facilities.

- **Chapter VII. Rural Universities and Institutes:** The National Policy of Education of 1986 and its Revised Policy of 1992 envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the programme of Gandhian Basic Education.
- **Chapter VIII. Technical and Management Education:** Regarding the Technical and Management Education system, the policy stated that technical and management education system should be clustered with reference to the interrelated objectives, priorities and programmes of the key functional areas like development of human resource development spectrum with great potentials for adding values to products and services and for contributing to the national economy and improving quality of life of the people.
- **Chapter IX. Making the system work**: The National Policy of Education and its Revised Policy which is known as Programme of Action referred to the necessity of introducing discipline into the present system of education. It had also been referred to by the NPE and POA that the teacher's accountability towards the profession should be developed on behalf of improving the students' service and the behaviour of the students should be promoted in accordance with acceptable norms; and also better facilities for the educational institutions should be ensured in order to derive the performance of the institutions.
- **Chapter X**. **De-linking of Degrees from Jobs and Manpower Planning:** The National Policy of Education and its revised policy envisaged that some job-oriented degree courses as well as skill oriented courses should be made for promoting human capital in the state as well as in the nation.
- **Chapter XI. Research and Development:** In National Policy of Education and POA, the stress was laid on research as an

essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.

- **Chapter XII. Women Education:** The N.P.E. and POA laid stress on the problems of universalization of elementary education as, in essence, the problem of the girl child and on the increasing participation of girls at all stages of education, particularly in streams like sciences, vocational, technical and commerce education. The POA also stressed the need for reorienting the education system to promote the women's equality in education. It advocated the need for institutional mechanism to ensure that gender sensitivity be reflected in the implementation of all national programmes. The national education system should play a positive role in the empowerment of women and contribute towards the development of new values through redesigned curricula and text books with women's studies being promoted as part of the various courses. Followings were the main strategies to promote women education by the NPE and POA as:

  (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women,

  (ii) to promote women's studies as a part of various courses and to encourage the educational institutions to take up active programme to further women's development.

  (iii) To create dynamic managerial structure to cope with the targets envisaged.

- **Chapter XIII. Education of Scheduled Castes and Scheduled Tribes, and backward Sections**: The priorities should be accorded to opening primary schools in tribal areas, scheduled caste areas and backwards areas, according to the NPE and POA. Besides these, cent percent enrolment of SC/ST children in the age group of 6-11 ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved

by 1990. At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to satisfactory completion of class VIII according to the NPE and POA. Followings were some of the recommendations of the policy related to the Scheduled tribes, Scheduled caste and backward sections as:

(i) The socio-cultural milieu of the STs had its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise Instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.

(ii) Educated and promising Scheduled Tribe youths should be encouraged and trained to take up teaching in tribal areas.

(iii) Residential schools, including Ashram Schools, should be established on a large scale.

(iv) Incentive schemes should be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education should be emphasized for technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments should be emphasized to improve their performance in various courses.

(v) Anganwadis, Non-formal and Adult Education Centres should be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

(vi) The curriculum at all stages of education should be designed to create an awareness of the rich cultural identity of the tribal people and also of their enormous creative talent.

(vii) Pre-matric Scholarship scheme for children of Scheduled caste whose families were engaged in occupations such as scavenging, flaying and tanning to be made applicable

from Class I onwards. All children of such families, regardless of incomes, should be covered by this scheme and time-bound programmes targeted on them should be undertaken;

(viii) Constant micro-planning and verification should be ensured in the context of enrolment, retention and successful completion of courses by SC students, and provision of remedial courses should be provided in order to improve their prospects for further education and employment.

(ix) Recruitment of teachers from Scheduled Castes;

(x) Recruitment of teachers from Scheduled Castes;

(xi) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;

(xii) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes;

(xiii) The utilisation of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes;

(xiv) Suitable incentives should be provided to all the educationally backward sections of the society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands should be provided with adequate institutional infrastructure.

- **Chapter XIV. Minorities Education**: Article 29 and Article 30 of the Constitution guarantee the right of minorities to conserve the language, script and culture and to establish and administer educational institutions of their choice whether based on religion or language. The NPE and POA had addressed the problems of the minorities. As the minority groups are educationally deprived or backward, therefore greater attention should be paid to their education of these groups in the interest of equality and justice. Simultaneously, objectivity should be reflected in the preparation of textbooks. In all school activities and all possible measures

should be taken to promote an integration based on the appreciation of the common national goals and ideals, in conformity with the core curriculum.

- **Chapter XV**. **Education of the Handicapped**: The NPE and POA proposed to stipulate that the education of the children with locomotor handicap and other mild handicaps should be same and common as the normal children.The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures have to taken in this regard:
  i. Wherever it is feasible, the education of the children with motor handicaps and other mild handicaps will be common with in the education of the normal children.
  ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
  iii. Adequate arrangements will be made to give vocational training to the disabled.
  iv. Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
  v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.
- **Chapter XVI. Adult Education**: The NPE and POA envisaged that adult education would be a means for reducing economic, social and gender disparities. The whole nation had pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to

mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it. The National Literacy Mission should be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalisation of primary education, basic health-care, etc. It should also facilitate energisation of the cultural creativity of the people and their active participation in development processes.

- **Chapter XVII. Content and Process of School Education:** Regarding the content and process of school education, NPE and POA made the followings points:

  I. Access to education of a comparable quality for all irrespective of caste, creed, location or sex.

  II. Introduction to the norms of minimum levels of learning for different stages and provision of threshold facilities so that learning becomes a more enjoyable experience even for the slow learners.

  III. Articulation of a national system of education with a common structure, national curricular framework which contains common core.

  IV. Examination reforms and introduction of evaluation as an ongoing process in schools for the improvement of teaching and learning.

  V. Development of culture specific curricular and instructional material for the tribal people and educationally deprived minority groups keeping in view their rich cultural identity.

  VI. Overhauling of the system of teacher education and strengthening that of the technical and resource support structures, including the establishment of District Institutes of Education and Training.

  VII. Decentralization of educational administration, creation of a spirit of autonomy for educational institutions with greater

role assigned to the institutional heads and development of professionalism among teachers.

VIII. Promotion of non-governmental and voluntary efforts and people's participation for giving impetus to innovative ideas and practices and mobilization of resources.

- **Chapter XVIII. Evaluation Process and Examination Reforms**: The Policy visualized integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about qualitative change in education. In order to ensure the student's performance, the assessment methods must be valid and reliable. The following short term measures had been proposed by the NPE and POA;

  I. Public examinations will continue to be held only at the levels of classes X and XII,

  II. Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.

  III. School boards in certain States have set up a number of sub centres to decentralize the conduct of examinations. Adoption of similar measures by other States will be pursued.

  IV. At the university level continuous institutional evaluation will be introduced at the post graduate level, to begin with, in unitary universities, deemed universities and autonomous colleges.

  V. Students' performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.

  VI. Modifications in the qualifying recruitments for admission in the universities and colleges will be examined to accelerate the process of change in the level of examinations.

- **Chapter XIX. Youth and Sports:** The NPE and POA stressed the following formulation (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development

and sports and games etc. particularly, through educational institutions at the level of higher learning.

- **Chapter XX. Language Development:** The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of
  - Three- language formula, improvements in the linguistic competencies of students at the different stages of education,
  - Provision of facilities for the study of English and other foreign languages, and
  - Development of Hindi language as a link language etc.
- **Chapter XXI. Cultural development:** While the formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively.
- **Chapter XXII. Media and Educational Technology:** The NPE and POA emphasized that in order to avoid ***structural dualism***, modern educational technology should be reached out to the most distant areas and to the deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.
- **Chapter XXIII. Teacher and their Training:** The new programmes of teacher-education should emphasize need to continuing education and also the need for teachers to meet the thrusts envisaged in this Policy.

  District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions should be phased out.



Structural Dualism*:* believed on Philosophical doctrine of two distinct principles of spirit and matter.

Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher-education and to provide guidance regarding curricula and methods. Networking arrangements should be created between institutions of teacher education and university departments of education.

- **Chapter XXIV. Management Education:** According to the NPE and POA, educational planning should be linked to manpower planning. For this, such mechanism should be set up that can link the need based requirement of the society with what it has at present.



ACTIVITY 5.1

Explain some of the recommendations of NPE and POA which you consider as most important recommendations for policy formulations in education.

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CHECK YOUR PROGRESS

Q 3: What were the major recommendations of the N.P.E. and POA of 1986 and 1992?

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5.4 LET US SUM UP

- NPE of 1986 and POA 1992 are important policy documents adopted by the Government of India to bring about certain revolution and changes to the Indian Educational System.
- The National Policy of 1986 marked a significant step in the history of post independent India
- The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
- Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country.
- Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
- Emphasis was laid on adult education especially within the age group of 15 and 35 years.
- The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
- POA also suggested decentralized planning and good management of primary education.
- NPE and POA gave due importance to improvement of education in educationally backward areas.
- The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all.
- The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country.
- The policy and Programme stressed on the importance on non-formal and distance education modes to achieve the goal of universal education.

- The NPE and POA laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions.
- Both the Policy and Programme laid importance on higher education and research work.
- Vocational education was given importance by the POA to increase individual competency and national productivity.
- It emphasized that teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.



5.5 FURTHER READING

1) Saikia, Dr. S.(1998) History of Education in India, Publishers Mani Manik Prakash

2) Annual Report 1992-93, Ministry of Human Resource Development.



5.6 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Regarding Elementary Education, the major objectives of National Policy of Education 1986 are mainly:

- Universal access and enrolment
- Universal retention of children up to 14 years of age and
- A sustainable improvement in the quality education to enable all children to achieve the essential levels of learning.

Ans to Q No 2: Regarding the higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should be provided to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Ans to Q No 3: The followings were some of the recommendations of the N.P.E. and POA of 1986 and 1992:

- The National Policy of Education of 1986 and Programme of Action

of 1992 provided a significant formulation regarding the content and process of education.

- The values of secularism, socialism, democracy must be imbibed by the citizens of the country.
- Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
- Emphasis was laid on adult education especially within the age group of 15 and 35 years.
- It also emphasized on distance education.
- The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
- POA suggested decentralized planning and good management of primary education.
- NPE and POA gave due importance to improvement of education in educationally backward areas.
- The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunity for all.
- The POA, 1992 laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions.
- It laid importance on higher education and research work.
- Vocational education was given importance by the POA to increase individual competency and national productivity.
- Teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.
- The NPE and POA emphasized that in order to avoid structural dualism, modern educational technology should be reached out.
- The NPE and POA also emphasized on the education of the handicapped.
- The NPE and POA emphasized on the protection of environment.

- The NPE and POA stressed on the education of ST, SC. OBC and the minorities.



5.7 MODEL QUESTIONS

A) Short Question (Answer each question in about150 words)

Q 1: Why do you think that National Policy on Education of 1986 is an important document for the modern education system in India?

Q 2: What are the objectives of National Policy of Education regarding Elementary education?

Q 3: Explain the objectives of NPE and POA regarding secondary and higher education.

Q 4: What were the other social issues that NPE and POA suggested for improvement?

Q 5: What were the suggestions of NPE of 1986 in terms of open universersities and distance education in India?

B) Short Question (Answer each question in about 300-500 words)

Q 1: What were the main recommendations of the NPE, 1986?

Q 2: What were the main objectives of the NPE of 1986 and Programme of Act, 1992?

Q 3: Explain the main recommendations of POA.

Q 4: What are effects of the NPE 1986 and POA, 1992, on the education system of India?

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UNIT- 6 MISSION IN ELEMENTARY EDUCATION IN INDIA

UNIT STRUCTURE

6.1 Learning Objectives

6.2 Introduction

6.3 Concept of Universalisation of Elementary Education

6.4 DPEP

6.5 Sarva Shiksha Abhiyan and its Attempt

- 6.5.1 Objectives of SSA
- 6.5.2 Organizational Set-Up of SSA
- 6.5.3 SSA and its Related Components
- 6.5.4 SSA and its Relation with Midday Meal
- 6.5.5 Sharing Ratio and Major Financial Interventions or Norms of SSA.

6.6 Let Us Sum Up

6.7 Further Reading

6.8 Answers to Check Your Progress

6.9 Model Questions

6.1. LEARNING OBJECTIVES

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

- explain the concept of universalisation of Elementary Education.
- elaborate the whole hierarchy of DPEP and Sarva Shiksha Abhiyan.
- realize the attempt of Sarva Shiksha Abhiyan
- analyze the major financial interventions of SSA

6.2 INTRODUCTION

Regarding the trend of education, we have to know how much the various attempts have been made in order to achieve the universalisation of elementary education in India as well as other parts of the country. In a country like India, the democratization of education is very essential in order

to achieve the welfare for the country. Unlike other programmes for retaining universalisation of elementary education, as a comprehensive approach Sarva Shiksha Abhiyan has made such an attempt that covers all the aspects of school functioning and has tried to provide *education for all* irrespective of caste, creed, sex, religion etc. It is comprehensive because it is implemented in all the districts of India. For protecting, promoting and fulfilling the basic rights of education so as to realize the 86th amendment of the Indian Constitution (which made education a fundamental right), SSA has aimed at achieving the universal retention in a holistic and convergent way within the mission period.

6.3 UNIVERSALISATION OF ELEMENTARY EDUCATION

Before going to discuss the universalisation of elementary education firstly we should know what elementary education is and which level it has covered.

- In India, the elementary education covers the base or starting point of further education or it is a stepping stone of further education. In India, the standard entry age of children in elementary education is 6 and it covers the age level from 6-14 and where the stages of schooling or classes is from I to VIII.
- The process of socialization that begins at home extends gradually to include the school. It is here that an individual learns to interact with non-kins and with the wider society.

Education is considered as the bedrock of all socio-economic development of the country. In order to promote education to all children irrespective of caste, creed, religion, sex and others and also realizing democratization of education as a birth right to all, the government of India has made several attempts from time to time to achieve the universalisation of education to all. In the importance of Universalisation of elementary education, *J.P. Naik*, an eminent educator of our country, has observed and commented as "*The progress of primary education is an index of the general, social and economic development of the country as a whole."* Because, primary education plays an important role in bringing the proper foundation

of a child's cultural, emotional, intellectual, moral, physical, social and spiritual development.

Universalisation of primary or elementary education basically involves three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.

- In school, ***Universalisation of Provision*** means that school facilities should be provided to all the children between the age group of 6-14 years in the country. The school should be easily accessible within the walking distance of a child.
- ***Universalisation of Enrolment*** means all children between the age group of 6 to 14 years must be enrolled. The provision has demand to introduce the compulsory legislation act and under the legislation, parents can be found for not sending their children to schools.
- ***Universalisation of Retention*** reveals a child who joins primary school; he or she should remain there till he or she completes all 8 classes.



LET US KNOW

- Article 15 of the Indian Constitution states: "The State shall not discriminate any citizen on the grounds only of sex."
- Article 29 states "No citizen shall be denied admission in to any educational institution maintained by the state or receiving aid out of the state funds on grounds only of religion, caste, language or any of them."
- The 73rd and 74th amendments empowered the local bodies to evolve and implement educational plans appropriate to their local contexts.



CHECK YOUR PROGRESS

Q 1: What are the three things that universalisation of elementary education consist of?

.....

.....

6.4 DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP)

To evaluate the effectiveness of the New Education Policy 1986, a committee was appointed by the Govt of India in 1990. A review of NPE, 1986 was conducted during 1990 – 1992.. The programme of Action, 1992 stressed the need of development of education in backward districts. Accordingly, the Government of India formulated the "District Primary Education Programe" (DPEP) scheme in 1993. DPEP is an effort to decentralise educational planning at the district level. It is planned in such a way that it suits the educational needs and demands of the district concerned. Initially district projects were prepared in 44 districts in eight states: Assam, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Orissa, Tamil Nadu and Kerala. Gradually it was followed in 273 districts spreads over 18 states. Objectives of DPEP scheme:

- To provide access to all children of primary education (Class I to IV/V)
- To reduce dropout rates to less than 10 percent
- To increase learning achievement at primary level by 25 percent
- To reduce gender gaps and differences in Social groups to less than 5 percent. DPEP was different from earlier schemes in several ways. These are :
- DPEP adopted a holistic approach from the schematic to be integrated, with emphasis on convergence of existing programmes and resources.

- It adopted area specific approach with district as the unit for planning and implementation.
- Plans were prepared at the districts through a participatory process involving district and sub district functionaries, teachers, parents and community members.
- Equity was a major concern of DPEP.
- Capacity building through training extension and other means was given priority.
- DPEP resources were additional to the existing budgetary provision for education.

6.5 SARVA SHIKSHA ABHIYAN AND ITS ATTEMPT

After acquainted with the concept of universalisation of elementary education, we are now going to focus on the Government's efforts to achieve the universal retention. Sarva Shiksha Abhiyan is one of the comprehensive approaches or missions of the government which was introduced in India 2001. As a holistic and convergent approach, SSA covers all the States and Districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education. The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them in to respectable citizens capable of constructive contribution towards a better society in the field of science, technology, literature, administration and so on. It has also some efforts to decentralize the whole process of curriculum development from grass root level to the district and the State level. Child-centered and activity-based learning has been attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education has been made as integral parts of the learning process. Appropriate changes have been made in the evaluation system, where the performance of children has constantly monitored in consultation with parents. In Assam, SSA mission was framed by the State government as registered societies on 24th April 2001 to function

as a societal mission for bringing education as a fundamental right to all. The authorities of the society are the governing body and executive committee. The governing body of the society is headed by the Chief Secretary of the State with the Education Minister as its Vice-Chairman.



CHECK YOUR PROGRESS

Q 2: What is the basic motto of Sarva Shiksha Abhiyan?

.....

.....

Q 3: What is the basic attempt of SSA and which stage it has covered?

.....

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6.5.1 Objectives of Sarva Shiksha Abhiyan

As a mission approach, the main objectives of Sarva Shiksha Abhiyan include:

- All Children in School, Education Guarantee Centre, Alternative School, Back to School camp by 2003
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life.
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary level by 2010.
- Universal retention by 2010.

6.5.2 Organizational Set-Up of SSA

The whole **organizational set-up of SSA** in Assam has been shown in the following flow chart:

State Implementation Society (SIS)

Assam State Mission of Education for All

⇩

Governing Body

Headed by

Honorable Chief Minister (Chairman)

Honorable Education Minister (Vice-Chairman)

and consists of other Government/ non-Government Officials, Community representatives, and a nominee from the Government of India

⇩

Executive Committee

Headed by

Chief Secretary as chairman

and consists of representatives of Department of Education, Social welfare, Public health Engineering and a nominee from the government of India

⇩

State Project Office

Headed by Mission Director(Chief Executive officer)

assisted by one Executive Director, two Associate Mission Director(Ex-officio), one joint Director, one Deputy Director, one Chief Accounts Officer and other Officers and Staff exclusively for the project

⇩

District Level Implementation Authority (District Working group)

Headed by Deputy Commissioner of the district (Chairman)

and assisted by the District Elementary Education Officer as a District Mission coordinator, Programme Officer, finance and Accounts officers, other officers staff and Community representatives.

⇩

Block level Structures

Headed by Presidents of Gaon Panchayats and has Block Development Officer, Block Elementary Education Officers (BEEOS) as a Block Mission Coordinator, Block Resources Center Coordinator and all the VEC heads and community representatives and members of staff. Village Education Committee headed by Panchayat/ Village president and has Headmaster, head of Parents/ Teachers Association and a few ward members, community representatives and members of staff.



CHECK YOUR PROGRESS

Q 4. Say True or False:

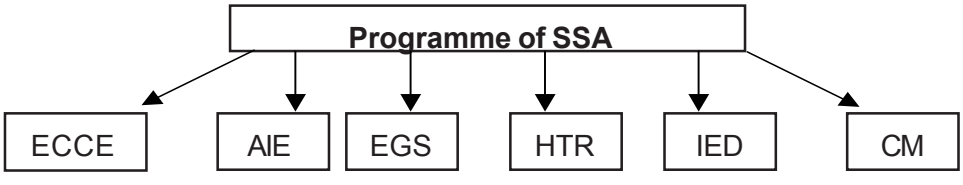
a) The Governing body of SSA in Assam is headed by the Chief Minister and the Education Minister as Chairman and Vice-chairman.

b) State Project Office is not headed by Mission Director.

c) Community Resource Co-coordinator is a organizing body of District level.

6.5.3 SSA and its Related Components

SSA and Its Related Components: For specific focus on children's education as well as for enriching the universal elementary education, SSA has some basic components which are shown in the following flowchart:



Early Childhood Care and Education (ECCE)

The ECCE programme was developed (started particularly after the National Policy for children in 1974) for realizing the importance of

rapid physical and mental growth during early childhood. The existing ECCE programme includes:

- Integrated Child Development Scheme(ICDS)
- Scheme of assistance to voluntary organizations for conducting early Childhood Care and Education Centers
- Balwadis and day care centers run by voluntary agencies with government assistance
- Pre-primary school run by the State Governments, Municipal Corporation and other Government and non-government organizations or agencies
- Maternal and Child health service through primary health centers and sub-centers and other agencies

In fact, ECCE is from two and half years to six years, where basic emphasis is given on child-centered approach, play way and activity based learning is the method of teaching. As a key learning of this stage, early introduction of the three' Rs (Reading, Writing and Arithmetic) is also emphasized.

Strategies for Out of School Children:

Alternative and Innovative Education (AIE) and **Education Guarantee Scheme**

(EGS) are the two strategies for out of school children. EGS and AIE schemes are the part of Sarva Shiksha Abhiyan framework. Guidelines issued separately for both EGS and AIE as Education guarantee School is for un-served habitation whereas Alternative and Innovative Education for out of school children including the children in difficult circumstances.

Hard to Reach (HTR)

HTR is a programme through which SSA focuses on the educational needs of the deprived urban children (in the age group of 6-14) in an urgent way, because of the commitment of Education for All. The hard to Reach children in urban areas are out of school, some staying with their parents, some with relatives, some with employees and others staying on the street,

some working while others at home doing chores or caring for their siblings are the most vulnerable among all categories of school children and hence requires special focus.

Integrated Education for Disabled (IED)

Under the 'Zero Projection Policy' SSA plans to ensure that no child of the State will be left out from the schooling facilities, irrespective of caste, creed, religion, sex etc. Besides these, one important focus is also given on the special needs of children who are suffering from physical and mental disabilities and through this scheme it has tried to make mainstreaming them to the normal children of the school by employing the trained teacher on those special subjects under the IED component of SSA. The categories divided under IED are basically - visually impaired, hearing impaired, orthopaedically impaired, mentally impaired, learning disabilities and others.

Community Mobilization (CM)

Community involvement is the prime concern of SSA. For empowering the community members and its grass root level structures (like, Village Education Committee, NGO) SSA tries to focus the participation of the community members, its leaders, volunteers, mothers, parents etc. The process of training, sharing, visionary workshop is the regular feature which helps to develop the inbuilt capacity of the members of the School Managing Committees, Village Education Committees, Parents-Teachers Association, Mother-Teacher Association, Tribal Autonomous Councils, NGO's, PRI's and other stakeholders.

6.5.4 SSA and its Relation with Midday Meal

Although Midday meal or National Programme of Nutritional Support to Primary Education is a separate scheme of Government, yet SSA has more impact on processing the scheme in school. SSA provides utensils for cooking and servicing the programme to

Government/Provincialised schools, Govt. aided school, EGS & AIE centre. Government of India launched the MDM programme for school going children on 15th August, 1995. This programme had tremendously in the country during the year 1997-98. The Cooked Mid-Day Meal scheme (MDMS) adopted by the Govt. of India was introduced in the state of Assam with effect from December, 2004 in five districts, namely, Dhubri, Bongaigaon, Chirang, Udalguri and Darrang. In the year 2004-05 itself the scheme was extended to the whole of the state.

The main Objectives of this programme are expected to boost Universalisation of Primary Education

- Increasing enrolment and regularity of attendance.
- Reducing dropouts and sustaining retention
- Improving competency level of children's learning and self-esteem impacting the nutrition of students

Cooking of Midday Meal

Govt. of Assam is extremely serious and sincere about the Midday Meal and is trying its best to provide nutrition to the students as per the norms prescribed by the Honorable Supreme Court of India. To facilitate the cooking in a hygienic manner all the LP and ME schools have been provided with huge financial involvement. Women's groups like Mother's Group, Mahila Sangha and Self-Help Groups have been engaged in cooking Midday Meal.

Thus the **Institutional arrangement for food grains transportation on Mid-day Meal programme is shown below in the flow chart:**

a) Lifting the food grains from F.C.I. to School

F.C.I. ⟹ *GPSS* ⟹ *FPS* ⟹ *School*

FCI = Food Corporation of India

GPSS= Gaon Panchayat Samabai Sammittee

FPS= Fair Price Shop

b) Payment and Transportation Cost

GOI ⟹ *DNO* ⟹ *GPSS*

GOI= Government of India

DNO= District Nodal Officer

GPSS= Gaon Panchayat Samabai Sammittee

6.5.5 Sharing Ratio and Major Financial Interventions or Norms of SSA

The sharing ratio of Sarva Shiksha Abhiyan between the Center and the State basically reveals the following parameters:

The support for teacher salary appointed under the SSA programme could be shared between the Center and the State Government in a ratio of 85:15 during the Ninth plan, 75:25 during the Tenth plan and 50:50 thereafter.

SSA has a lot of financial interventions and norms. In this unit, we are going to discuss some of the basic norms of SSA briefly.

1. Regarding the aspect of ***Teacher***, the financial norms of SSA are:
   - One teacher for every 40 children in primary and upper primary
   - At least two teachers in a primary school
   - One teacher for every class in the upper primary

2. **School/Alternative Schooling facility**
   - Within one kilometer of every habitation
   - Provision for opening of new schools as per State norms or for setting up EGS like schools in unserved habitations.

3. **Upper Primary schools/ Sector**
   - As per requirement, based on the number of children completing primary education, up to a ceiling of one upper primary school/section for every two primary school.

4. **Classrooms**
   - A room for every teacher or for every grade/class, whichever is lower in primary & upper primary, with the provision that there would be two class rooms with verandah to every primary school with at least two teachers.

- A room for Head-Master in upper primary school/ section

5. Free Textbooks

- To all girls/SC/ST children at primary & upper primary level within an upper coiling of Rs. 150/- per child
- State to continue to fund free textbooks being currently provided from the State Plans.
- In case any State is partially subsidizing the cost of textbooks being supplied to children in Elementary classes, then the assistance under SSA would be restricted to that portion of the cost of the books which is being borne by the children.

6. Maintenance and repair of School buildings

- Only through school management committees/VECs.
- Up to Rs. 5000 per year as per specific proposal by the school committee.
- Must involve elements of community contribution.
- Expenditure on maintenance and repair of building would not be included for calculating the 33% limit for civil works.
- Grant will be available only for those schools which have existing building of their own.

7. Upgradation of EGS to regular school or setting up of a new Primary school as per State Norm

- Provision for TLE @ Rs. 10,000/- per school.
- TLE as per local context and need
- Involvement of teachers and parents necessary in TLE selection and procurement
- VEC/ school- village level appropriate body to decide on best mode of procurement
- Requirement of successful running of EGS centre for two years before it is considered for upgradation.
- Provision for teacher & classrooms.

8. TLE for upper-primary

- @ Rs 50,000 per school for uncovered schools.

- As per local specific requirement to be determined by the teachers/school committee
- School committee to decide on best mode of procurement, in consultation with teachers
- School Committee may recommend district level procurement if there are advantages of scale.

9. Schools grant

- Rs. 2000/- per year per primary/upper primary school for replacement of non-functional school equipment
- Transparency in utilization
- To be spent only by VEC/SMC

10. Teacher grant

- Rs. 500 per teacher per year in primary and upper primary
- Transparency in utilization

11. Teacher training

- Provision of 20 days in-service course for all teachers each year, 60 days refresher course for untrained teachers already employed as teachers, and 30 days orientation for freshly trained recruits @ Rs. 70/- per day
- Unit cost is indicative; would be lower in non residential training programmes
- Includes all training cost
- Assessment of capacities for effective training during appraisal will determine extent of coverage.
- Support for SCERT/DIET under existing Teacher Education Scheme

12. Provision for disabled children

- Up to Rs. 1200/- per child for integration of disabled children, as per specific proposal, per year
- District Plan for children with special needs will be formulated within the Rs. 1200 per child norm
- Involvement of resource institutions to be encouraged

13. Innovative activity for girls' education, early childhood care & education, interventions for children belonging to SC/ ST, community computer education specially for upper primary level

- Up to to Rs. 15 lakh for each innovative project and Rs. 50 lakh for a district per year will apply for SSA
- ECCE and girls education interventions to have unit costs already approved under other existing schemes.

14. Interventions for out of school children

- As per norms already approved under Education Guarantee Scheme & Alternative and Innovative Education, providing for the following kind of interventions.
- Setting up Education Guarantee Centres in un-served habitations
- Setting up other alternative schooling models
- Bridge Courses, remedial courses, Back-to-School Camps with a focus on mainstreaming out of school children into regular schools.

15 Preparatory activities for micro- planning, household surveys, studies, community mobilization, school-based activities, office equipment, training and orientation at all levels, etc.

- As per specific proposal of a district, duly recommended by the State. Urban areas, within a district or metropolitan cities may be treated as a separate unit for planning as required.

Thus, we can see that SSA takes a comprehensive step that covers all the aspects of teaching learning process that includes all the states of India as well as all the districts of Assam.



6.5 LET US SUM UP

- Elementary education covers the base or starting point of further education or it is a stepping stone for further education

- In India, the standard entry age of children in elementary education is 6 and it covers the age level from 6-14, where the stages of schooling or classes is from I to VIII.
- Universalisation of primary or elementary education involves basically three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.
- Sarva Shiksha Abhiyan is one of the comprehensive approaches or missions of the government which was introduced in India 2001.
- SSA has some main objectives, its own organizational set-up as well as some related components.
- SSA has some basic financial interventions and norms.
- Elementary education covers the base or starting point of further education or it is a stepping stone for further education
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- SSA has some main objectives, its own organizational set-up as well as some related components.
- SSA has some basic financial interventions and norms.



6.6 FURTHER READING

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2. Kochhar, S. K. (1989): Pivotal Issues in Indian Education, Sterling Publishers, New Delhi

6.7 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Universalisation of primary or elementary education involves basically three things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention.

Ans to Q No 2: The basic motto of SSA is to reduce dropout, capture all the students of the target group with the aim of providing improved scholastic and co-scholastic environment. SSA also aims at setting the umbrella for children for turning them into respectable citizens capable of constructive contribution towards a better society, in the field of science, technology, literature, administration and so on.

Ans to Q No 3: SSA covers all the States and Districts of our country, where the main attempt is to provide an opportunity to all the children in the age group of 6-14 irrespective of caste, creed, sex and religion by 2010, for improving their capabilities through the provision of community-owned quality education.

Ans to Q No 4: a) True, b) False , c)False

6.8 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: What is the importance of universalisation of elementray education?

Q 2: How does SSA help in ensuring universalisation of elementary education?

Q 3 : What is meant by universalization of elementary education?

Q 4 : Write briefly on DPEP

Q 5 : What is the motto of Sarva Shiksha Abhiyan?

Q 6 : What are the main objectives of Sarva Shiksha Abhiyan?

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

Q 1: What are the main objectives of Sarva Shiksha Abhiyan. discuss

Q 2: Explain the whole organizational set-up of Sarva Shiksha Abhiyan.

Q 3: Explain the specific components of Sarva Shiksha Abhiyan and its importance

Q 4: What are the various financial interventions of Sarva Shiksha Abhiyan?

Q 5 : What are the objectives of SSA? Why is it called as comprehensive approach in Indian education system?

Q 6 : Write briefly on DPED. How do you differentiate DPEP from other scheme of education system?

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UNIT 7: NATIONAL KNOWLEDGE COMMISSION

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Appointment of the Commission

7.4 Terms of Reference

7.5 Key Aspects of Knowledge

7.6 N K C Recommendations on Education

- 7.6.1 School Education
- 7.6.2 Vocational Education and Training
- 7.6.3 Higher Education
- 7.6.4 Professional Education
- 7.6.5 Open and Distance Education and Open Educational Resources

7.7 Let Us Sum Up

7.8 Further Reading

7.9 Answers to Check Your Progress

7.10 Model Questions

7.1 LEARNING OBJECTIVES

After going through this unit, you will be able to

- explain the terms of reference of the Commission
- identify the key issues of knowledge
- discuss the recommendations of the Commission on different aspects of education.

7.2 INTRODUCTION

The 21st century has been acknowledged as the knowledge century. India as a country, to be globally competitive in the 21st century, must be prepared to harness our knowledge potential. With 550 million people below the age of 25, our human capital is our greatest asset. To best utilize this bourgeoning potential, the country needs a knowledge oriented paradigm and focused capacity and quality building in the field of education. The

National Knowledge Commission (NKC) is a high level advisory body to the prime minister of India, which was formed with the objective of transforming India into a knowledge society. This unit deals with an introduction to NKC, the different recommendations made by the NKC on policies related to education, research institutes and reforms needed to make India competitive in the 21st century knowledge economy.

7.3 APPOINTMENT OF THE COMMISSION:

The National Knowledge Commission (NKC) was constituted on 13th June 2005, by the then Prime Minister of India, Dr. Manmohan Singh. It was a high level advisory body to the Prime Minister under the Chairmanship of Mr. Sam Pitroda, to provide a blueprint for reform of our knowledge related institutions and infrastructure. The NKC consists of seven members, including the chairman. A timeframe of three years was given from 2nd October 2005 to 2nd October 2008 to achieve its objectives. The NKC submitted around 300 recommendations on 27 focus areas and implementation of these recommendations is currently under way at the Central and State levels.

7.4 TERMS OF REFERENCE OF THE COMMISSION

The terms of reference of the NKC reflect its overarching aim to transform India into a vibrant knowledge- based society. The important terms of reference are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in the field of knowledge.
- Promote creation of knowledge in Science and Technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge application in Agriculture and Industry.
- Promote the use of knowledge capabilities in making the government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize

public benefit.

7.5 KEY ASPECTS OF KNOWLEDGE

The Commission focused on five key aspects of knowledge. They are as the following:

- Access to knowledge: Access to knowledge is one of the most fundamental issues in a knowledge society. Even if the Universities, research institutions and laboratories produce large amount of knowledge, it will be of little use until the majority of the population actually possess adequate means to acquire, absorb and communicate this knowledge.
- Knowledge Concepts: Advances in knowledge and its applications are of utmost importance to nurture the skills and intellectual capacities of our youthful population.
- Knowledge Creation: It is important to create knowledge for self–sufficiency by promoting indigenous research, especially in the field of Science and Technology.
- Knowledge Application: The creation of knowledge cannot be directionless. To derive the maximum benefits from our intellectual assets, we must apply knowledge in fields of agriculture, health, industry, education etc. where productivity can be enhanced.
- Knowledge Services: Investment in knowledge services will produce large scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent and efficient.



CHECK YOUR PROGRESS

Q.1: In which year was NKC constituted?

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Q.2: Who was the chairman of the NKC when it started?

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Q.3: What was the purpose of constituting the NKC?

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Q.4: Name the key aspects of knowledge on which NKC focused.

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7.6 RECOMMENDATIONS OF THE COMMISSION

The National Knowledge Commission carried out wide stakeholder consultations, in particular, engaging non- government organizations and experts in the form of working groups, while formulating recommendations. The recommendations have been submitted on different focus areas in the form of letters to the Prime Minister. These were widely disseminated in two compilations: Report to the Nation 2006 and 2007. Let us in the following subsections outline NKC's recommendations on education.

7.6.1 School Education

School education has been a central theme in the deliberations of the NKC since its inception. There are a number of suggestions and recommendations covering the different aspects of school education, but the essential thrust can be summarized in terms of more resources, more decentralization and more flexibility. The recommendations of NKC regarding the school education are as follows:

- **Central legislation for the Right to Education backed by financial commitment:** The NKC endorses the speedy enactment of a central legislation that will ensure the right of all children in the country to good quality school education up to class VIII, supported with financial commitments of the central and state governments. This requires substantially increased public spending for both elementary and secondary school education, which must be seen as a priority area for spending.
- **More flexibility in disbursal of funds:** The current norms for central government disbursal to states of funds for Sarva

Shiksha Abhiyan (SSA), the planned SUCCESS programme for secondary education and other central schemes are too rigid and must be made more flexible.

- **Decentralization and greater local autonomy:** Community participation is an important instrument to ensure accountability and improve the day-to-day functioning of schools. Management of school and funds should be decentralized to local authorities as far as possible, whether they be panchayats, village education committees or municipalities and to School Boards that have representations of all stakeholders including parents.
- **Expansion of functional literacy:** As illiteracy remains a major problem, even among the group of 15 to 35 years, literacy programmes must be expanded and given a different focus that is directed towards improving life skills and meeting felt needs, especially among the youths.
- **Planning for school infrastructure:** Land is an important requirement for school and this requirement is likely to increase in the near future. Therefore, urban master plans and local development funds must explicitly incorporate physical requirement for schooling, including provision for playgrounds and other school facilities.
- **Enabling and regulating mechanism for private schools:** Since private schools play an important role in the provision of education, there is need for both enabling and regulating mechanisms to be developed and strengthened for them. There should be a transparent, norm based and straightforward procedures for the recognition of private schools, to reduce harassment and bureaucratic delay.
- **Database on school education:** It is necessary to create a complete database on schools and school-age children so as to take the actual coverage and quality of schooling at different levels, and to make it widely available in a timely manner. Such data collection may be made an essential part of the fund allocation for school education, with appropriate institutional mechanism.

- **More coordination between departments:** There must be greater coordination between different departments of government on school education policy to remove confusion and unnecessary replication.
- **National evaluation body for monitoring quality:** The NKC proposes a national evaluation body to monitor the quality of both government and private schools, using a result-based monitoring framework based on a short list of monitorable criteria that include both process and outcome indicators.
- **Revamping school inspection:** The system of school education needs to be revamped and revitalized, with a greater role for local stakeholders and greater transparency in the system.
- **Teachers and teacher training:** Teachers are the single most important element of the school system, and the country is already facing a severe shortage of qualified and motivated schoolteachers at different levels. It is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. Non-teaching official duties such as electoral activities should not be allowed to interfere with the teaching process.
- **Reforms in curriculum and examination system:** Curriculum reforms remain a critically important issue in almost all schools. School education must be made more relevant to the lives of children. There is a need to move away from rote-learning to understanding concepts, developing good comprehension, communication skills and learning how to access knowledge independently.
- **Use of Information and Communication Technology:** Wherever possible, ICT should be made more accessible to teachers, students and administration for learning, training, research, administration, management, monitoring etc. This requires provision of more facilities such as computers as well as connectivity and broadband facilities. Computer-aided

learning also requires training of teachers and other staff in order to make the best use of technology.

- **English language Teaching:** Proficiency in English is widely perceived as an important avenue for employment and upward mobility, which also facilitates the pursuit of higher education. The incorporation of English into the curriculum through the teaching of English as a language in Class I and teaching of one other subject in English medium in later classes requires making pedagogical changes to contextualize language leaning, increasing the availability of English language teachers and providing more bilingual and supplementary materials.
- **Interventions to ensure access of educationally deprived categories:** Special interventions are necessary to ensure greater access to education of educationally deprived categories. Education of SC children must be a priority. The access of children from ST requires more flexible and sensitive schooling strategies. Special strategies are required to ensure greater access to schools for children in backward regions, remote locations and difficult terrains. The needs of physically disadvantaged children, as well as teachers, have to be factored in more thoroughly in provisions for school education.

7.6.2 Vocational Education and Training

To improve Vocational Education and Training (VET): NKC focused on increasing the flexibility of VET within the mainstream education system. It also emphasized the need to expand capacity through innovative delivery models, including robust public and private partnerships. As only 7% of the country's labour force is in the organized sector, enhancing training options available for the unorganized and informal sector will be critical. It is necessary to ensure a robust regulatory and accreditation framework, along with proper certification of vocational education and training. This will allow easier mobility into higher education streams, enhancing the value of such training.

7.6.3 Higher Education

Higher education has made significant contribution into economic development, social progress and political democracy in independent India. But there is a serious cause for concern at this juncture. The opportunities for higher education in terms of number of places in universities are simply not adequate in relation to our needs. Large segments of our population just do not have access to higher education. The quality of higher education is also a cause of concern. The NKC recognizes that meaningful reform of the system, with a long term perspective, is both complex and difficult. Yet, it is imperative. The recommendations of NKC regarding higher education are divided into three sections- Expansion, Excellence and Inclusion.

- **Expansion:**
  - Create many more universities: The higher education system needs a massive expansion of opportunities, to around 1500 universities nationwide, that would enable India to attain a gross enrolment ratio of at least 15% by 2015.
  - Change the system of regulation for higher education: The present regulatory system of higher education, as a whole, is over-regulated but under-governed. The NKC perceives a clear need to establish an Independent Regulatory Authority for Higher Education (IRAHE). The IRAHE must be at an arm's length from the government and independent of all stakeholders including the concerned Ministries of the government.
  - Increase public spending and diversify sources of financing: The expansion of our system of higher education is not possible without enhanced levels of financing. This must necessarily come from both public and private sources.
  - Establish 50 National Universities: The NKC recommends the creation of 50 National Universities that can provide education of the highest standard. As exemplars for the rest of the nation, these universities would train students in a

variety of disciplines, including humanities, social sciences, basic sciences, commerce and professional subjects at both undergraduate and post- graduate levels.

- **Excellence:**
  - Reform existing universities: The endeavour to transform higher education must reform the existing institutions. The Universities should be required to revise or restructure curricula at least once in three years. They must become the hub of research and there must be conscious efforts to attract and retain talented faculty members through better working conditions combined with incentives for performance.
  - Restructure undergraduate colleges: There is an urgent need to restructure the undergraduate colleges affiliated to universities. The most obvious solution is to provide autonomy to colleges either as individual college or as clusters of colleges. Some of these affiliated colleges could be remodeled as community colleges, which could provide both vocational education and formal education.
  - Promote enhanced quality: The higher education system must provide for accountability to society and create accountability within. Evaluation of courses and teachers by students as well as peer evaluation of teachers by teachers should be encouraged. There must be focus on upgrading infrastructure, improving the training of teachers and continuous assessment of syllabi and examination system.
  - Research: To invigorate research and development in the country, the NKC has recommended steps to improve the quality of PhDs. It has suggested massive investment in education and research at all levels, fostering a global outlook in research.
- **Inclusion:**
  - Ensure access for all deserving students: Education is the fundamental mechanism for social inclusion through the

creation of more opportunities. It is therefore essential to ensure that no student is denied the opportunity to participate in higher education due to financial constraints. There must be a well-funded and extensive National Scholarship Scheme targeting economically underprivileged students and students from groups that are historically, socially disadvantaged.

- Affirmative action: A major aim of higher education system must be to ensure that access to education for economically and historically socially underprivileged students is enhanced in a substantially more effective manner. Reservations are essential, but they are only a part and one form of affirmative action. There is need to develop a meaningful and comprehensive framework that would address the multi-dimensionality of differences that still persists.

7.6.4 Professional Education

The NKC has recommended that the present regime of regulation in all professional education streams including medical, legal, management and engineering education, be replaced by sub-groups on different streams under the proposed regulator. This will have to be accompanied by independent multiple accreditation agencies that provide reliable ratings. Other measures for improving professional education include greater autonomy to institutions, reforming the current examination system, developing contemporary curricula and encouraging research.

7.6.5 Open and Distance Education and Open Educational Resources

The NKC believes that a radical reform of the system of Open and Distance Education (ODE) is imperative to achieve the objectives of expansion, excellence and inclusion in higher education. More than one-fifth of the students enrolled in higher education are in ODE stream. NKC's recommendations on distance education

focus on creating a national ICT infrastructure, improving regulatory structures, developing web based common open resources, establishing a credit bank and providing a national testing service. To supplement this, the NKC also recommends that the production of quality content & leveraging global open educational resources needs to be focused on in a comprehensive manner. We also need to encourage open access to all material research papers, books, periodicals etc.



CHECK YOUR PROGRESS

Q.5: What is Decentralization and local autonomy?

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Q.6: Write the recommendation of the NKC regarding school infrastructure.

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Q.7: Name the regulatory authority proposed by the NKC.

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Q.8: Name the areas where the NKC suggested recommendations in higher education.

.....

.....

Q.9: What are the suggestions proposed by the NKC to improve quality of higher education?

.....

.....



7.7 LET US SUM UP

- The NKC was constituted on 13th June 2005 by the Prime Minister of India Dr. Manmohan Singh as a high level advisory body. The

commission was to advice the Prime Minister's office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy.

- The term of reference of the commission were to build excellence in the educational system, to meet the knowledge challenges of 21st century, promote creation of knowledge in science and technology, improve management of the institutions engaged in Intellectual Property rights, promote knowledge application in Agriculture and Industry etc.
- The Commission focused on five key aspects of knowledge—access to knowledge, knowledge concepts, knowledge creation, knowledge application and knowledge service.
- The NKC has proposed the general changes in the school system which would encourage local autonomy in management of schools, decentralization and flexibility in disbursal of funds. The NKC also recommended improving school infrastructure and revamping school inspection. It emphasized the need for reforms in the curriculum and examination system along with revamping teacher training of school teachers.
- In higher education, the NKC suggested the creation of 1500 universities by 2015. The NKC has recommended setting up an Independent Regulatory Authority for Higher Education. To ensure quality, the NKC has called for reform of existing universities to ensure frequent curricula revisions. It has recommended creating models for community colleges and improving the quality of PhDs. It has suggested massive investment in education and research at all levels, together with renovation and reform of the university system.



7.8 FURTHER READING

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7.9 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q no 1: 13TH June, 2005.

Ans to Q no 2: Sam Pitroda.

Ans to Q no 3: To advice the Prime Minister's office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy.

Ans to Q no 4: Access to knowledge, Knowledge concepts, Knowledge creation, Knowledge application and Knowledge service.

Ans to Q no 5: This means that the management of schools including the management of funds should be decentralized to local as far as possible.

Ans to Q no 6: Urban master plans and local development plans must explicitly incorporate the physical requirements for schooling, including provisions for playgrounds and other school facilities.

Ans to Q no 7: Independent Regulatory Authority for Higher Education.

Ans to Q no 8: The areas are—Expansion, Excellence and Inclusion.

Ans to Q no 9: The suggestions are—creation of 1500 new universities by 2015 and among them 50 National Universities to provide education of highest standard, setting up an Independent Regulatory Authority for Higher Education, reform of existing universities, frequent curricular revisions, restructure the system of affiliated undergraduate colleges and steps to improve the quality of PhDs.

7.10 MODEL QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q 1: State the term and references of National Knowledge Commission in India.

Q 2: Mention the key aspects knowledge recommended by National Knowledge Commission.

Q 3: What are the suggestions of the NKC on ODE and OERs? Explain.

Q 4: Name the areas where the NKC suggested recommendations in higher education.

Q 5: What are the suggestions proposed by the NKC to improve quality of higher education?

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

Q 1: Explain the recommendations of the NKC on School education in India.

Q 2: Elaborate the recommendations and suggestions of the NKC on higher education in India.

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