

EDUCATION

Semester VI

(For the examination to be held in the year May 2020 and onwards)

Course No. : ED-601 (Theory)

**Title : Development of Educational
System in India**

Duration of Exam. : 3 Hrs.

Total Marks : 100

Theory Examination : 80

Internal Assessment : 20

Course Objectives :

To enable the students to gain knowledge about

1. The system of Indian Education during Vedic Buddhist and Medieval periods.
2. Britisher's influence on Indian Education.
3. Impact of British commission and committees on Indian education.
4. Growth and development of Education in Post Independence Era.
5. New Education Policy and Programme of Action.
6. Role of National Organization in the field of Education.

UNIT-I

Education During Ancient and Medieval Period

Education during Vedic Period

Concept of Education, Aims, Curriculum, Instructional Techniques, Role and Status of Teacher.

Education during Buddhist Period

Concept of Education, Aims, Curriculum, Instructional Techniques, Discipline, Role and Status of Teacher

Education during Muslim Period

Concept of Education, Aims, Curriculum, Instructional techniques, Discipline, Role and Status of Teacher.

UNIT-II

Education during British Period

Brief Historical Perspective with reference to Macalay's (1835) and Charter Act(1813)

Wood's Despatch (1854) Main Recommendations and its impact on Indian Education.

Sargent Report (1944) Main Recommendations and its impact on Indian Education.

UNIT-III

Education in Post-Independence Era

Main Recommendations of the following :

University Education Commission (1948)

Secondary Education Commission (1952-53)

Indian Education Commission (1964-66)

UNIT-IV

National Policies

National Policy on Education (NPE) 1986 and 1992 Main Features

Programme of Action 1992

Right of Children to Free and Compulsory Education Act (2009) (RTE)

UNIT-V

National Organizations in Education

Central Advisory Board of Education (CABE)- Meaning, Composition and Functions.

National Council of Educational Research and Training (NCERT) Meaning, Composition and Functions.

University Grants Commission (UGC) Meaning, Composition and Functions.

QUESTION PAPER SETTING :

The question paper would contain two types of questions, that is, Long Answer Type Questions and Short Answer Type Questions.

There would be two long answer type questions, set from each unit; out of which one

question will have to be attempted by the students, unitwise.

Similarly there would be two short answer type questions, set from each unit. The student will have to attempt one short answer type question from each unit. In all, students will have to attempt five long answer type questions and five short answer type questions out of five units.

Long answer type questions would carry Sixty marks for five questions (12 marks, each question); and

Short answer type questions would carry Twenty marks for five questions (4 marks, each question). These questions would be set unitwise in the question paper, separately.

(Answer to short answer type question should not be more than 100 words for each question).

Internal Assessment (Total Marks : 20)

Two Written Assignments : 10 marks each

REFERENCES:

Aggarwal, J.C.(2000) : Landmarks in the History of Modern Indian Education, New Delhi : Vikas Publishing House Pvt.

Chauhan, C.P.S.(2004) : Modern Indian Education Policies, Progress and Problems, New Delhi : Kanishka Publishers

Ministry of Human Resource Development (1986) : National Policy on Education, 1986.

Ministry of Human Resource Development (1992) : National Policy on Education, 1986 (Revised).

Ministry of Human Resource Development (1992) : Programme of Action (NPE, 1989), New Delhi, Govt. of India.

Sharma, Y.K. (2003) : Sociological Philosophy of Education, New Delhi : Kanishka Publishers.

DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA

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EDUCATION DURING VEDIC PERIOD

LESSON NO. 1

UNIT-I

STRUCTURE

- 1.1 Introduction
- 1.2 Objectives
- 1.3 Concept of Education
- 1.4 Vedic Education
- 1.5 Salient Features of Vedic Education
- 1.6 Aims and Objectives of Vedic Education
- 1.7 Curriculum
- 1.8 Methods of Teaching/Instructional Techniques
- 1.9 Discipline
- 1.10 Role of Teacher and Discipline
- 1.11 Merits of Vedic System of Education
- 1.12 Demerits of Vedic System of Education
- 1.13 Let Us Sum Up
- 1.14 Lesson End Exercise
- 1.15 Suggested Further Readings

1.1 INTRODUCTION

The most important contribution of ancient India, not only for India but also for the world is in the field of education. It may also be remembered that education is not an abstract term. It is manifested in the cultural, economic, individual, philosophical, scientific, social and spiritual advancement. In other words, education is the means for developing the mind for the betterment of the individual and society.

1.2 OBJECTIVES

This lesson aims at presenting the meaning, objectives, curriculum, instructional techniques, role of teacher and concept of discipline during Vedic Period.

After going through this lesson you shall be able to:

- Describe the concept of Vedic Education
- Explain the salient features of Vedic Education
- Discuss the aims and objectives of Vedic Education
- Describe the instructional techniques, role of teacher and concept of discipline during Vedic period.

1.3 CONCEPT OF EDUCATION

Etymologically speaking, the word education originated from Latin word ‘**Educare**’, which means to “bring up or to nourish.”

‘**Educere**’, which means to ‘lead out’.

‘**Educatum**’, which means ‘the act of teaching or training’.

Definitions of Education

- 1. According to Shankaracharya:** “Education is that which leads to salvation.”

2. **According to Mahatma Gandhi:** “By Education I mean an all-round drawing out of the best in child, man, body, mind and spirit.”
3. **According to Aristotle:** “Education is the creation of a sound mind in a sound body.”
4. **According to John Dewey:** “Education is development of all those capacities in the individual which enable him to control his environment and fulfil his possibilities.”

1.4 VEDIC EDUCATION

In ancient India, during the Vedic period from about 1500 BC to 600 BC, most education was based on Vedas (hymns, formulas and incantations, recited or chanted by priests of a pre Hindu traditions) and later Hindu texts and scriptures.

Vedic Education included proper pronunciation and recitation of the Vedas, the rules of sacrifice, grammar and derivation, composition, verification and understanding of secrets of nature, reasoning including logic, the sciences and the skills necessary for an occupation.

Two epic poems formed part of ancient Indian education. The Mahabharata, part of which may date back to the 8th century B.C discusses human goals (purposes, pleasure, duty and liberation) attempting to explain relationship of the individual to society and the world (the nature of the self), the working of Karma. The other epic poem, Ramayana is shorter, although it has 24,000 verses. It is thought to have been compiled between about 400 BC and 200 A.D. The epic explores themes of human existence and the concept of dharma.

Etymological meaning of the term ‘Veda’

The term ‘Veda’ is derived from the word ‘Vid’ which means ‘to know’. It is found in four roots—‘Vidd Sattyam,’ ‘Vidri Labhe’, ‘Vid vi charne’ and ‘Vid Gyane’.

‘Veda’ is the knowledge of the ways and means of achieving spiritual progress in life. Vedas are composed in verse but a portion of those is written in prose as well. The subject matter of Veda is Dharma and Brahma. While Dharma is something which makes our welfare, Brahma is considered as the cause of creation.

1.5 SALIENT FEATURES OF VEDIC EDUCATION

1. **Source of light:** In Vedic period, education was considered as a source of light of illumination which enlightens an individual in all walks of life. It was only through education that truth could be perceived and wisdom could be attained.
2. **Knowledge, the third eye:** According to Vedas, education is knowledge. According to Vedas the ideal of education is liberation. It is the man’s third eye. It means that knowledge opens inner eye, flooding him with spiritual and divine life, which forms the provision for man’s journey through life. Knowledge protects an individual like a mother, inspires him to follow the path of good conduct as a father does. In the spiritual sphere it leads to our salvation. The illumination given by education shatters the illusions, removes the difficulties and enables to realize the true values of life.
3. **Control of Mind:** Another feature of Vedic age is control of mind or chitta. Liberation is possible only through control of mind. This was known as the technique of chittavritti. It was considered that calmness and self control leads to self realization.
4. **Emphasis on Character Building:** Vedic education emphasized that students should learn good habits from their early life which could ensure peaceful and happy future. Well regulated daily societies were considered essential for cultivation of good habits. They had to get up early in the morning, perform daily rituals, speak the truth, live simply and behave properly with everyone.
5. **Prominence of Religion:** Vedic education was dominated by religion. The courses of the study were mostly related to religion aiming at inculcation of kindness, forgiveness, perseverance, nobleness, honesty etc. Teachers (Gurus) taught

students how to pray, to offer sacrifice, to perform duties according to his stage of life.

- 6. Verbal and Meditative:** Vedic education was both meditative and/oral or verbal. Both the teacher and taught were its source. Students could put forward their doubts to the teachers and teachers tried to remove these doubts well. At the same time, students were also encouraged for self study and meditation. 'Samvartan' ritual was performed at completion of education. It was like modern concept of convocations in the Universities and institutions of higher learning
- 7. Gurukul System:** Gurukul system was an important feature of Vedic education. This system of education necessitated the stay of the students away from home, in the home of the teachers or in boarding houses of established reputation. These gurukulas were located outside the cities. In gurukulas, the primary duty of the student was to serve the guru and his family. Disciples were like sons of the gurus. After joining Gurukul students were to lead the life of chastity and purity.
- 8. Age for admission:** In Vedic age, the education was started at the suitable age i.e. from 8 to 12 years for the people of different castes. The student was required to obtain education up to the age of 24, after which he was expected to enter domestic life.
- 9. Upanayana Ceremony:** Student life in Vedic society was marked by a ritual called upanayana which literally means going near i.e. when the person is to go near his Guru/ Acharya or teacher. Only after this initiation ceremony the person was entitled to be called a Brahmachari, a new and changed individual both externally and internally.
- 10. Celibacy:** (Brahmcharya) Every student was required to observe celibacy in his specific path of life. Only the unmarried could become student in Gurukul. On entering student life, the student was, made to wear a special girdle called 'mekhla', a moonj grass for Brahmins, 'taanta for Kshatriya and wood for Vaishyas. The students were not allowed to make use of fragrant, cosmetic or intoxicating things.
- 11. Duties of pupils:** Students were assigned the following duties to perform:-

- (i) Begging alms
- (ii) Tending the sacred fires.
- (iii) Service to the teacher.
- (iv) Simple living and chaste and regulated life.

12. Women Education: Women's education also received attention during Vedic period with the result many women became Rishikas. Girls were skilled in house duties and were taught for home. They also composed hymns. They also took part in religious rituals.

13. Military Education:- During the Vedic period military education was also given to the students.

14. Monitorial System: Monitor was selected among the most senior students. The responsibility of monitor was meant to make a student bold, well behaved and responsible.

1.6 AIMS AND OBJECTIVES OF VEDIC EDUCATION

- 1. Physical and Intellectual development:** People in Vedic India believed that strong mind could only be in a strong body. So, a strong body was considered to be absolutely necessary both in worldly and religious matters. A student has to remain Bramchari up to the age of twenty five and lead a very regular, hard and disciplined life. The physical development was followed by intellectual development. A person who did not possess knowledge of four Vedas (Rig Veda, Sam Veda, Yajur Veda and Atharva Veda) was considered to be blind intellectually.
- 2. Religious and Spiritually:** Education must make the student religious minded. They must also have a sense of piety. In Vedic period education was seen as the instrument of salvation.
- 3. Emphasis upon knowledge and experience:** The Gurukuls laid emphasis upon knowledge obtained by experience. During this period, the practice of distributing degrees did not exist. Students exhibited the knowledge obtained through discourses and discussion conducted in a hall of scholars.

4. **Preservation and spread of culture:** Vedic education also aimed at preserving and transmitting the best tradition of thought and actions, manners and vocations of the past. Knowledge and skills were transmitted to the succeeding generation through gurukulas.
5. **Promotion of social efficiency and happiness:** Proper training was given to the rising generation in different branches of knowledge, professions and industries. Every individual was trained for the vocation; he has expected to follow so that he might become a socially efficient and useful person capable of earning his livelihood.
6. **Development of Character and Personality:** Development of Character and Personality was another aim of Vedic Indian education. Education aimed at developing the values of self-restraint, self-confidence, discipline, cooperation, love, sympathy, judgement, fulfillment of social responsibilities and earning a livelihood.
7. **Immediate and Ultimate aim:** The immediate aim of Vedic education was to prepare the different castes of people for their actual needs of life. The ultimate aim was preparation for life in this world or life beyond.

1.7 CURRICULUM

In Vedic system of education the subjects of teaching were philosophy, grammar, astrology and logic. In the teaching of languages, emphasis was laid on proper articulation, derivatives and grammar. Along with the theoretical aspect of the curriculum the practical was also given due place and importance. On the basis of the above discussion, the important characteristics of Vedic curriculum were as under:

1. **Professional and technical subjects:** like medicine and surgery (Ayurved or Chikitsa Vidya), astronomy, astrology, mathematics, economy etc, were given due importance in the curriculum.
2. **Theology** (Mimamsa) and Puranas (History and Mythology) were also included in the curriculum.
3. **Dharma:** Dharma (rules of Conduct) was also a part and parcel of curriculum.

4. **Meditation:** Meditation was also included. Hymns of Vedas were composed by the Rishis as an expression of the inner light, for the benefit of mankind.
5. **Vedas and Vedic Literature:** The curriculum was dominated by the study of the Vedas and Vedic literature, spiritual and moral lesson. Knowledge of four Vedas was given to the students.
 - (a) **The Rig-Veda:** Its 1,028 hymns are divided into 10, 522 verses. It is divided into books (mandalas) subdivided into 85 subsections.
 - (b) **The Yajurveda:** It is the Veda of prose, formulas or mantras, prayers and sacrifices that were uttered by the priests.
 - (c) **The Samveda:** It is the Veda of chants, which is a collection of verses with musical notations to aid the performance of the sacred song.
 - (d) **The Atharvaveda:** The Atharvaveda is a book of magic spells used against hostile diseases, animals, foes, wizards and demons.
6. **Vedangas:** There are six vedangas which are regarded as treatises on science. The vedangas consists of grammar, astrology, medicine, geometry, laws and customs etc. Vedangas are in the form of Sutras. The following are formally known vedangas.
 - (1) Shiksha:- Shiksha as a vedanga means the science of pronunciation.
 - (2) Kalpa:- The science of ritualism.
 - (3) Vyakarana: Grammar
 - (4) Nirukta
 - (5) Chhandas:- Prosody
 - (6) Jyotish:- Astronomy

1.8 METHODS OF TEACHING /INSTRUCTIONAL TECHNIQUES

Individualized or psychological method of teaching was emphasized. Teachers (Guru) generally delivered lectures orally. The student listened the lesson and memorized it accurately with understanding which implies:

- (i) Attention

- (ii) Use of Sutras (formulae)
- (iii) Repetition
- (iv) Recall
- (v) Intuition (Abhigyan)
- (vi) Association of ideas and
- (vii) Recollection.

Habit of independent study was developed among students. Deliberation method was used to encourage the highly intelligent students. Oral methods were meant for the students of average intelligence. Special emphasis was placed upon correct pronunciation. The dialectical method is one of the most widely used methods of the Upanishads. In this method, the philosophers assembled at some place and dramatically discussed different problems among themselves. Project method was also emphasized during the Vedic period. Discussion method was used by the gurus. In order to clear doubts and to sharpen the intellect of students, teachers involved students in discussion. Question answer method was also used to improve the power of reasoning among students.

1.9 DISCIPLINE

The Vedic system of education emphasized the importance of discipline in the attainment of knowledge. It was self discipline. It was based on self control which was to be realized by adhering to the rules of gurukulas. The rules and regulations were laid down by scriptures and there was hardly any need of insisting upon rules. No one questioned the command of the scriptures concerning discipline. This discipline was self-imposed.

1.10 ROLE OF TEACHER

During Vedic period the teacher enjoyed a dignified place in the scheme of education. During the Vedic period, his place was second to that of God only. He was more respected than the king in society. He was called Guru or Acharya. The Guru- Ashram was known as the Gurukul. He was given a significant place in the society. The attainment of salvation was not possible without the help of the Guru. He was the centre of education and without him no education could be conceived of.

The Teacher- Taught Relationship: During the post Vedic period the teacher taught relationship was of ideal nature. The teacher was the protector of the student in all circumstances. He was very much respected by the student. He occupied a more dignified place than the father. The student was like a son for the teacher who consistently thought and endeavored for his development. It was sacred duty of the student to render service to the teacher.

1.11 MERITS OF THE VEDIC SYSTEM OF EDUCATION

The system of education was well- organized. It was suited to the needs of the society. Education was considered as the greatest gift in ancient India. It was aimed at the development of personality of an individual to its maximum extent. Education helped in the realization of spiritual and moral values, besides preparing for worldly pursuits. There was no system of paying fees as we find it today. The relations between teachers and the pupils were based on love and affection.

- Curriculum was quite comprehensive.
- Evaluation was continuous as well as comprehensive. Education was a lifelong process.

1.12 DEMERITS OF THE VEDIC SYSTEM OF EDUCATION

- 1) There was rigidity in instruction.
- 2) Discipline was very strict.
- 3) It did not adequately encourage self expression of the pupils.
- 4) Instruction primarily depended on verbal instructions; It required repetition and encouraged rote learning.
- 5) System of education was dominated by religious considerations.

1.13 LET US SUM UP

In this lesson we have studied about the salient features of Vedic education. We came to know that the system of education was well organized. It was suited to the needs of the society. Education helped in the realization of spiritual and moral values, besides preparing for worldly pursuits. Curriculum was quite comprehensive. The teacher's status was very high.

1.14 LESSON END EXERCISE

1. Discuss the salient features of Vedic education.
2. Discuss the main features of Vedic education with special reference to objectives of education, curriculum and methods of teaching.
3. What were the aims of education during Vedic period?
4. Discuss the concept of discipline and role of teacher during Vedic period.

1.15 SUGGESTED FURTHER READINGS

Aggarwal, J. C. (2001). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House.

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EDUCATION DURING BUDDHIST PERIOD

Lesson No. 2

Unit-I

STRUCTURE

- 2.1 Introduction
- 2.2 Objectives
- 2.3 Philosophy of Buddhism and Teachings of Buddha
- 2.4 Eight Fold Path
- 2.5 Sources of Information about Buddhist Education
- 2.6 Features of Buddhist Education
- 2.7 Aims of Education
- 2.8 Curriculum
- 2.9 Methods of Teaching/Instructional Techniques
- 2.10 Discipline
- 2.11 Role of Teacher
- 2.12 Let Us Sum Up
- 2.13 Lesson End Exercise
- 2.14 Suggested Further Readings

2.1 INTRODUCTION

Buddhist system of education emerged as a revolt against the Brahmanic system. Buddhism came into being when several ills had crept into Vedic/Brahmanical thought or Hinduism. Ritualism had increased and the rigid classification according to Varnas dominated the scene.

Mahatma Buddha's Philosophy of Buddhism is very simple. He laid great emphasis on leading a pure life. He avoided reference to metaphysics which he considered to be superfluous. Buddhism is either silent or does not give importance to Philosophical thinking on matters like God and Transmigration of soul, etc. Buddhism does not accept the 'Divinity' of the Vedas. Mahatma Buddha Practised several type of penances for finding out the truth.

2.2 OBJECTIVES

After going through this lesson, you shall be able to:

- Describe the philosophy of Buddhism and teachings of Buddha.
- Explain eight fold path of Buddhism.
- Discuss sources of information about Buddhist education.
- Describe features of Buddhist education.
- Discuss aims, curriculum, role of teacher, instructional techniques and discipline during the Buddhist period.

2.3 PHILOSOPHY OF BUDDHISM AND TEACHINGS OF BUDDHA

The teachings of Buddha is the Buddhist philosophy. Its main tenets are.

1. Four noble truths.
2. Eight - Fold path for attainment of 'Nirvana' (Salvation).
3. Moral code: Importance of Good deeds in life.
4. Middle path: Avoidance of Extreme form of Austerity and luxury.
5. Equality: No caste system.
6. 'Ahimsa': (Non – violence).
7. Silence over the existence of God.
8. No belief in rituals.
9. Belief in Rebirth and 'Karma'.

Four – Noble Truths:

1. All existence involves suffering.
2. Suffering is caused by desire, especially the desire for the continuance of existence.
3. The suppression of desire leads to the extinction of suffering.
4. The deliverance can be affected by the eight-fold path.

2.4 EIGHT – FOLD PATH

1. Right view or Belief: - ('Samma Dithi'). It includes the Knowledge of misery, the origin of misery, the cessation of misery and the path leading to the cessation of misery.
2. The Right Resolve :- ('Samma Sankalap'). To renounce sexual pleasure, to have malice towards none, to be harsh to no one.
3. Right Speech :- ('Samma Vacha'). To abstain from falsehood, back biting, harsh language and frivolous talk.
4. Right Behaviour: - ('Samma Kamant'). To abstain from taking that which is not given and from immorality.
5. Right Occupation : - ('Samma Aieet'). Livelihood which does not involve ostensible evil.
6. Right Effect :- ('Samma vyayam'). To abandon existing evil qualities and to follow good qualities.
7. Right Contemplation :- ('Samma sati'). Clear observation.
8. Right Concentration :- ('Samma Samadhi'). Control of senses and mind.

2.5 SOURCES OF INFORMATION ABOUT BUDDHIST EDUCATION

The Following Buddhist literature provides information on Buddhist education:

1. 'Pitakas' :- The three ' Pitakas' (meaning the baskets containing Written palm leaves on the Philosophy of Buddhism) were given their final shape .The Pitakas are in pali language- the language of the common man .

The 'Pitakas' have the following three divisions:-

- (i) 'Sutta' or Tales
 - (ii) 'Vinnay' or Discipline
 - (iii) 'Abhidamma' or Doctrine
2. The 'Milinda panna' (Question of king Malinda). It is a dialogue between the Buddhist scholar and teacher Nagarsena and the great king Mendander (125-95 B.C), who ruled in some parts of India - North -Western Frontier Province, Sindh and Punjab .
 3. The 'Jatakas':- The Jatakas are a collection of 551 legends, riddles and stories on the life of Buddha. In each story, Buddha appears in one of his previous incarnation. Each story depicting his various birth in various forms - priest, prince, deva, slave, woman, animal and bird etc.

2.6 FEATURES OF BUDDHIST EDUCATION

1. **Pabbajja ceremony or Ordination or Initiation ceremony:** - The injunction of Buddha that every novice should be trained in discipline and doctrine of religion resulted in making Buddhist monasteries centers of learning. An entrant, if he was less than eight, had to perform the 'Pabbajja' (going forth) ceremony. It was similar to the Upanayana Ceremony. For entry, the permission of parents was essential. The novice got his hair cut and then went to the monastery of his choice. He had a robe of yellow clothes with him and approached the elder of monastery for initiation. The novice had to take an oath, "i take refuge with Buddha, i take refuge with the religion, i take refuge with the order" He was also administered ten commandments:
 - Not taking life
 - Taking what is given
 - Abstaining from impure practices

- Not telling a lie
- Not drinking
- Not eating out of time
- Not dancing, singing and seeing shows
- Not using garlands, scents, ornaments etc
- Not using high or large couch
- Not receiving gold & silver

The noviate period was of twelve year duration. The life of a novice was like that of a 'Brahmachari' of Brahmanical order. He had to beg his daily food and had to do all manual and menial work connected with monastic life of cleaning clothes and utensils, bringing water, supervision of stores etc.

2. **Upasampada Ceremony:** The second ceremony called the Upasampada was performed after the end of the novitiate period and the student at that time had to be not less than twenty years old. After this ceremony he used to become a full fledged 'Monk' or 'Bhikshu'.

He was taught to:

1. Beg his food.
2. Wear robes made of rags.
3. Lodge at the foot of a tree.
4. Use cows urine as a medicine.
5. Avoid sex, theft and taking life. The period of 'upasampada' was ten years and then he became an Acharya who could himself receive pupils.

3. **Medium of Instruction:** The medium of Buddhist education was the common language of the people i.e. pali or prakrit. Lord Buddha himself gave his teachings in local languages at different places.

4. **Opposed to Caste System:**

Buddhist system of education insisted that the student may be admitted on his personal merit and not on the basis of his family or caste. Buddhist teachers came from all the castes.
5. **Logic:**

The importance of discussion encouraged logic during Buddhist period. Controversial matters could not be decided without logical arguments. Logic was useful in development of the mental power and knowledge.
6. **Minimum age of Initiation:**

In Buddhist system of education, minimum age for initiation in education was eight years. The period for studentship was considered twelve years.
7. **Going Out of Home for Education:**

Buddhist system of education agreed with the rule of earlier systems that student should leave home and reside with the teacher to receive education. This was known as Pabbajja according to Buddhism.
8. **Service of the Teacher:**

Buddhist system insisted upon the duty of the student to serve his teacher by all means. The teacher admitted only as many students as he could easily cope with.
9. **Education of Women:** Lord Buddha allowed the women to join his Sangha. This resulted in the emancipation of women. Women of aristocratic and commercial communities began to pursue eternal truths of religion and philosophy. Some of them led a life of celibacy and went outside India to preach Buddhism Up to 4th century A.D., extensive educational opportunities were provided for girls.
10. **Vocational Education:** Vocational education was not neglected at that time and it had an important place in the scheme of education. Even the monks had to learn sewing, spinning and knitting etc. so that they could satisfy their needs with regard to their clothes.

2.8 AIMS OF EDUCATION

1. Spiritual Development:

The main aim of Buddhist education was spiritual development. Monks spent their lives in search of truth and nirvana. After gaining spiritual knowledge they became ascetics. They lived in lonely places of Himalayas. Sometimes they lived near the populated places in some forest areas.

2. Equal opportunities to all:

Buddhist education was provided to all irrespective of caste, colour, creed and sex etc. All students lived a similar simple life. No students could have any personal money. All had similar types of food, clothes, lodging and education.

3. Religious Development:

Buddhist education aimed at providing education of religion or dharma. Education was imparted by monks.

4. Vocational Development:

In Buddhist system of education, besides providing religious education, occupational education was also imparted in writing, agriculture, commerce, cottage industries, animal husbandry, archery, magic, medicine, spinning etc. This enabled the students to earn their livelihood after receiving education.

5. Development of Reasoning and Intellect:

Buddhist education aimed at development of reasoning and intellect. This was with the help of logic. Logic found a place in the education during this period. Many controversial matters were decided on the basis of logical arguments.

6. Character Building:

Buddhist education aimed at purity of character. It aimed at training for moral character. One had to attain the stage of Buddhisattva.

2.9 CURRICULUM

The curriculum was primarily religious and philosophical as it was chiefly meant for monks and nuns. They were not taught secular sciences like poetics, literature and Astrology. After his admission the novice was taught Pali and Sanskrit for ten years. Curriculum was expanded by the followers of Buddhism. In Buddhist monasteries teaching- learning of the following types of Knowledge can be found:

- i Word Knowledge: It includes an integration of word formation, etymology and knowledge of grammar.
- ii Knowledge of different types of crafts and industries like spinning, weaving, painting, printing, dyeing, knitting, stitching, sculpture, agriculture and animal husbandry etc.
- iii Medical Education: includes knowledge of medicine, surgery and physiology.
- iv Study of Buddhist literature.
- v Complete knowledge and understanding of four noble truths.
- vi Other subjects: Subjects like commerce, elephant lore, archery, magic, knowledge of animal cries and sounds, bodily gestures, science of taming and training animals, geology, arithmetic and religious discussions were included.

2.10 METHODS OF TEACHING

1. **Oral instruction:** The teacher gave lessons to the students who learnt them by heart. Thereafter he put questions to them.
2. **Discussion:** For the promotion of Buddhism, it was essential to impress the general public. Therefore, the power of discussion was developed. Students need to satisfy critics and opposing groups and to establish their own culture. Rules for discussion were framed and followed strictly. The teacher gave lesson to his students in such a way that he did not pass over any fact without giving its full explanation. The teaching, learning process was far from being mere cramming of texts. Reasoning and analysis formed on important part.

3. **Teaching in small groups:** In order to pay individual attention, the teacher used to impart instructions to a small group of 5 to 8 students at a time.
4. **Direct Method:** In Buddhist education, direct method was adopted.
5. **The use of interpretation method:** Here learning material was presented in form of ‘Sutras’ or formulae and was interpreted by the teacher. The students could raise their doubts in between and the teacher used to remove their doubts.
6. The use of extension lecture method and inductive method was also made.
7. **Education through Tours:** The students were encouraged to gain the practical and real form of the theoretical knowledge gained by them by undertaking long trips.
8. **Meditation Method:** This method was adopted by certain Buddhist monks who dwelt in the solitude of forests and realised supreme knowledge through meditation. But this method was not suitable for ordinary students.
9. **Conferences:** Conferences were organised on every full moon and first day of the month. The monks of different Sanghas assembled and put forward their doubts freely. Attendance of every monk was compulsory in such conferences. Buddhist system of education emphasized upon morality.

2.10 ROLE OF TEACHER

The Buddhist teacher was a man of qualities. The teacher used to teach disciples nobleness and morality. He trained students for Nirvana and preaching of religion. He was pious, religious, generous and spiritual. He followed the Buddhist’s eight fold path. The teachers were not only ideal men of character but also men of great learning. They lived a simple and rigorous life.

An excerpt from eight fold path read as, “The teacher supervises pupil’s moral conduct and warns him of defects and transgressions”, whenever he finds his pupils fault he makes him seek remedies and repent”.

Following were the important duties of a teacher:

- i) First, the teacher must give the pupil under his charge all possible intellectual and spiritual guidance by teaching, by putting questions to him, by exhortation and by instruction.
- ii) Second, where the pupil did not had necessary articles such as an alms bowl or a robe, the teacher would supply that out of his own belongings.
- iii) Third, if the pupil falls ill, the teacher must nurse him.

The following duties were prescribe for the pupil:-

- To rise early from bed and to give his teacher teeth cleaner and water to rinse his mouth.
 - To prepare a seat for the teacher, serving him rice-milk in rinsed jug and after his drinking it, wash the vessel and sweep the place.
 - To equip the teacher for his begging round by giving him fresh undergarments, girdle, his two upper garments and his alms-bowl rinsed and filled with water.
- iv) Not to interrupt his teacher while he speaks, even if he makes a mistake.
 - v) To sweep the vihara where his teacher dwells.
 - vi) Not to give or receive anything without his teacher's permission.
 - vii) Not to enter the village without his teacher's permission.
 - viii) To nurse the teacher when he is sick.

2.11 LET US SUM UP

In this lesson we have studied the Buddhist system of Education. Buddhist education was reaction to the social ills of preceding Vedic period and Brahamnic period. Buddhist education also insisted on salvation or nirvana. Education of this period was provided in sanghas and viharas. The students studied variety of subjects. The teacher held a very important place in the society. The organization of the Nalanda and Vallabhi Universities was so advanced that it continues to influence the organization and structuring of universities till today.

2.12 LESSON END EXERCISE

1. Discuss the salient features of Buddhist system of education.
2. Give a detailed description of objectives, curriculum methods of teaching and role of teacher in Buddhist Education.
3. Describe the Buddhist education. Trace out the chief contribution of this to modern Indian Education.
4. Give an account of the organization and salient features of the Buddhist Education.

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EDUCATION DURING MUSLIM PERIOD

Lesson No. 3

Unit-I

STRUCTURE

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Muslim Period
- 3.4 Salient Features of Muslim Period
- 3.5 Aims or Objectives of Muslim Education
- 3.6 Curriculum
- 3.7 Instructional Techniques
- 3.8 Role of Teacher
- 3.9 Merits of Muslim Education
- 3.10 Demerits
- 3.11 Let Us Sum Up
- 3.12 Lesson End Exercise
- 3.13 Suggested Further Readings

3.1 INTRODUCTION

Education system discussed in this lesson covers the muslim system of education. India was invaded by a large number of mohammedan invaders in the beginning of the eighth century A.D. After the defeat of Prithviraj Chouhan by Mohammad Ghorī, the foundations of muslim rule were laid in India. Various rulers, including Slaves, Khiljis, Tuglaks, Sayyads, Lodhis and Mughals established many educational institutions in India.

This education too had its roots in religion like education in Vedic and Buddhist period. The Muslim rulers, who came from outside, had an altogether different culture, a different philosophy, a different religion and a different language. The intermingling of different culture, religions, philosophies, etc. produced major changes. In the seventh century, Prophet Mohammad propounded in Arabia a new religion which he called Islam. Islam is a religion of equality, liberty and fraternity. Quran is a Holy book of Islam. Islam means submission to the Supreme Being and compliance with laws which constitute nature, which includes man himself. In Islam knowledge is based on the highest and purest source namely ‘wah-yi’ or Revelation down to fikr (self thinking).

3.2 OBJECTIVES

After studying this lesson you shall be able to:

- Describe the salient features of Muslim Education
- Explain the aims of education, curriculum, methods of teaching and role of teacher according to Muslim Education

3.3 SALIENT FEATURES OF MUSLIM EDUCATION

The Muslims attached great importance to education. They considered education as the greatest of all gifts. Education was considered better than the possession of money. It is written in the holy Quran, “It is better to educate one’s child than to give gold in charity.”

1. Organization of Education:

Education was organised in “*Maktabs*” and “*Madarasas*”. Primary education was given in “*Maktabs*” and higher education was given in “*Madarasas*”. In *Maktabs* children were made to memorise the ‘*Ayats*’ of ‘*Quran*’. They were given education of reading, writing and arithmetic. In *Madarasas*, there were separate teachers for different subjects. Special emphasis was given on education of religious as well as secular subjects. The religious education included study of ‘*Quran*’, Mohammad Saheb and his preachings, Islamic laws and Islamic history etc.

The secular education included study of Arabic literature, Grammar, History, Philosophy, Mathematics, Geography, Politics, Economics, Greek language, Astrology and Agriculture etc. Khanquah's of the saint also at some places served as centres of education. Several learned men also taught students at their residence.

- (2) **Financing of the Maktab:** Most of the maktab were either patronized by rulers or had endowments. They depended on the charity of the philanthropists. Muslim rulers patronized many scholars and established many maktab and madrasas. They also provided scholarships to the students.
- (3) **Management of the Maktab:** The 'maktab' were run under the guidance of the learned 'Maulavis'. They were supposed to be very pious.
- (4) **Fees:** There were several village schools where the students were required to pay for their instruction, not in cash but in kind.
- (5) **Orphanages:** The state set up some orphanages where the children received education free of charge. Vast endowments were made for these orphanages.
- (6) **Age of admission:** At the age of four years, four months and four days, 'Maktab' ceremony or 'Bismillah' was performed to indicate the beginning of education of the child. This was considered as an auspicious moment for initiation or starting education. Good wishes were offered to the child.

Surah-i-Iqra' a chapter from the holy Quran was recited on this occasion.

The ceremony in case of girls was slightly different. It included a written blessing on a coloured paper called 'Zarifshani'. The word 'Zarifshani' means sprinkling of gold. This ceremony was carried out in a colorful manner.

- (7) **Relationship between the Teacher and the students:** There were cordial relations between the teacher and the students.

- (8) **Assessment:** There was no system of examination as we find in modern period. It depended on the will of the teachers to send the pupils to the higher class. Assessment by the teacher was final.
- (9) **Degrees:** The degree of ‘Fazil’ was awarded to a student who specialized in logic and philosophy (ii) the degree of ‘Alim’ was awarded to those who specialized in the theology (iii) those who specialized in literature, received the degree of ‘abil.’ Degrees were awarded at a ceremony.
- (10) **Status of teacher:** Teaching profession was considered a dignified profession and teachers were highly respected.
- (11) **Education of Women:** Despite the prevalence of Pardah system during the Muslim period, education of women was not opposed by Islam. The girls were entitled to receive education equal to the boys upto a definite age and after that their education was stopped. Nonetheless the girls of higher classes used to continue their studies at home.
- (12) **Types of institution:** Most of the educational institutions were funded and run by private individuals. There were also state aided and state sponsored educational institutions. Huge endowments were made to the educational institutions for their maintenance.
- (13) **Technical and vocational education:** Technical education was encouraged by several Muslim rulers like Ala-U-din Khilji, Firozshah Tughlaq and Sher Shah. Akbar and Jahangir took special interest in the promotion of technical education.

3.5 AIMS OR OBJECTIVES OF MUSLIM EDUCATION

Aims of Education: Following were the main aims or objectives of Muslim education in India:

- (i) Developing love for Muslim culture and religion.
- (ii) Enabling the Individual for Islamic life.
- (iii) Preparing the students for the next world i.e. achieving salvation.
- (iv) Equipping the students for a vocation.

- (v) Preparing individual for running administration.
- (vi) Preparing persons for high posts and especially for the interpretation of Islamic law.

2. Propagation of Islam: The very first aim of Islamic education was to spread and propagate Islam. The spread of Islam was regarded as a religious and sacred duty. One who propagated Islam was called Ghazi or Martyr. Therefore, Islam was spread in India through education on large scale. Maktabas were established with mosques. The Quran was imparted in the Maktabas.

3. Spread of Knowledge: Another important aim of Islamic education was to spread the light of Knowledge among the followers of Mohammedanism. The followers of Islam accepted education as the medium of "Nijat" because it is only through education that one is able to make distinction between religious and non-religious, between good and bad. According to Prophet Mohammad, Knowledge is nectar and salvation is impossible without it.

4. Expansion of Islamic kingdom by hook or crook: Muslim rulers felt the necessity of expansion of their language, caste and religion either through diplomacy as was practiced by Akbar or by adopting other ways.

5. Development of Morality: Morality was given an important place in education during the medieval period. The aim of Islamic education was to develop a particular type of morality based on Islamic doctrines.

6. Development of Character: Development of character was considered as very important aim in Muslim education. According to Islamic tenets, a man with a poor character will be burnt in the fire of hell. Therefore teaching of human values must be propagated.

3.6 CURRICULUM

The curriculum that was to be imparted to the students was divided into three stages:-

- (i) At the primary stage
 - (ii) At the secondary stage
 - (iii) At the higher secondary stage
- (A) Curriculum at the primary stage consisted of the following:
- (i) 3 R's i.e. reading, writing and arithmetic
 - (ii) The study of Urdu
 - (iii) Providing religious instructions and recitation of Quran
 - (iv) Appropriate mode of conversation and good pronunciation.
 - (v) Study of Persian books
- (B) At the secondary stage:

Following subjects were recommended to be studied at the secondary stage:

- (i) Natural sciences, liberal arts, history, astronomy and metaphysics.
 - (ii) Grammar, especially Persian grammar and certain poetic works.
 - (iii) Provision for military education to maintain their supermacy over the Hindu kings.
- (C) Curriculum at the higher secondary stage can be placed under two categories
- (i) Religious curriculum
 - (ii) Secular curriculum

Religious curriculum: included the study of Quran, Islamic laws, Islamic history, Islamic literature and Sufi philosophy.

Secular Curriculum: included the study of Arabic literature, grammar, poetry, history, philosophy, politics, mathematics, geography, law, economics, astrology, architecture, science and medicine, logic, rules of government, etc.

The knowledge of these subjects was graded and was to be gradually acquired.

3.7 INSTRUCTIONAL TECHNIQUE / METHODS OF TEACHING

- (i) Oral Method:** Oral education and memorization of the assigned lessons were the main teaching methods during Muslim period. Muslim students were required to memorize certain verses of holy Quran. As the method of teaching was oral, the main task of teacher was to give the lectures and students used to listen to him passively.
- (ii) The Quran:** After alphabets, words were taught to students. The teacher dictated these words from the Quran. Memorization was insisted upon. The students normally did not understand the meaning.
- (iii) Stress on Calligraphy:** Beautiful and fine handwriting was an important element of instruction. The teacher demonstrated the mode of writing and the students were asked to imitate the same. Wooden boards (Taktis) were used for writing letters of the alphabet. Duster was also used for this purpose.
- (iv) Teaching of Grammar:** Grammar was taught as it was considered very valuable in teaching the languages.
- (v) Religious Instruction:** Instruction imparted in the 'Maktabs' was religious through and through.
- (vi) Books other than Quran:** After the Quran, the 'Gulistan' and the 'Bostan' poems of poet Firdausi were taken up. At some places Persian books like, 'Karima' by Scholar Sadi and 'Pandnama' by Attar were studied.
- (vii) 'Paharas':** Students also learned 'paharas' (multiple of numbers). Students memorized these while uttering collectively in a loud voice.

3.8 ROLE OF TEACHER

During the Muslim period the same respect was given to the teacher as during the Brahmnic or Buddhist period. In this period, a teacher was honored not only by the students, but also by the society and the people believed that true knowledge could not be attained without the teacher.

The teacher loved the student as his own son and treated him as a member of his family. The teachers were always men of ability and learning and this fact greatly influenced the students who by rendering service to the teacher learnt to respect the learned. The teacher was also responsible for the functioning of Maktabas and Madarsas. In some places the students went to the residence of the teacher and in this way the teacher was also an educational administrator. During this period the teacher lived a worldly life like all other citizens. However, he was sincere and devoted to his duties. Though he was not highly paid, he was keen to impart the best of instructions. Following were the functions of a teacher in achieving the aims of education:

- (i) To propagate Islam.
- (ii) To develop a particular type of morality based on Islamic doctrines.
- (iii) To make the students learn by heart the poems that were full of moral values.
- (iv) To spread the light of knowledge especially among the followers of Prophet Mohammed.
- (v) To teach human values.
- (vi) To develop character of the pupils.
- (viii) To prepare the students for practical life and achievement of material gains.

3.9 MERITS OF MUSLIM EDUCATION

- (i) **Emphasis on Education:** The prophet Mohammad has said, “To seek knowledge is a duty for every Muslim.” Education was considered as a remover of the barrier between an individual and god.
- (ii) **Personal contact between the teacher and the taught.**
- (iii) **Individual attention:** Individual attention was paid to each student.

- (iv) Vocational aspect: The system of education was planned in a manner that students were prepared for vocational pursuits also.
- (v) Free education: students were not required to pay any fee.

3.10 DEMERITS OF MUSLIM EDUCATION

- (i) Mother tongue was not the medium of instruction.
- (ii) Much emphasis has on religious scriptures.
- (iii) Less facility for higher education.
- (iv) Defective method of teaching, writing and reading.
- (v) Neglect of women education.

3.11 LET US SUM UP

In this lesson, we have studied about educational system in Muslim period. During muslim period, education was considered as an instrument of propagation of religion and knowledge. In this period, a teacher was not only honoured by the students, but also by the society. Individual attention was paid to each student. There was not much scope of self study and originality in the Muslim education. The education was provided in Maktabas and Madrasas. There was no place for all round development of personality. There was no encouragement to students to develop their power of reasoning. Nevertheless, the educational system during this period also helped the expansion of Indian culture to Europe and Central Asia.

3.12 LESSON END EXERCISE

- 1) Discuss the salient features of Muslim education in India.
- 2) Explain the organization of education during the Muslim period in India.
- 3) Analyse the main features of Muslim education in India.

- 4) Give a brief account of education during Muslim period. How it was different from Vedic period.

3.13 SUGGESTED FURTHER READINGS

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CHARTERACT (1813) AND MACAULAY'S MINUTES (1835)

Lesson No. 4

Unit-II

STRUCTURE

- 4.1 Introduction
- 4.2 Objectives
- 4.3 Charter Act (1813)
- 4.4 Orientalists' and Anglicists' Controversy
- 4.5 Macaulay's Minute on Education (1835)
- 4.6 Merits of Macaulay's Minutes
- 4.7 Demerits of Macaulay's Minutes
- 4.8 Let Us Sum Up
- 4.9 Lesson End Exercise
- 4.10 Suggested Further Readings

4.1 INTRODUCTION

In the preceding lessons, we have discussed about the development of education system in India during Ancient and Medieval period. You came to know about educational system during Vedic, Buddhist and Muslim period. In this unit we shall be discussing the system of education in India during British period. This lesson is devoted to make you understand the Charter Act (1813) and Macaulay's Minutes (1835).

In the 18th century, it was the Christian missionaries from whom the Indian masses basically received religious education pertaining to Christianity. But when the East India Company came to India it did not allow the missionaries for the propagation of the religious education to the common people in India. Because they felt that the education from the missionaries would encourage the religious sentiments among the people in India that could affect the business policy and the diplomatic role of the East India Company. Therefore, from 1793 to 1813 the company did not permit the missionaries to work for the Indian people. Thus, it created an agitation against the East India Company that the company was opposed to the teaching of Christ and neglected to provide education for the Indian. The agitation was supported in England and ultimately made a conclusion by introducing an education clause which is known as Charter Act of 1813. Hence this Act ultimately made a state system of education in India.

4.2 OBJECTIVES

After reading this unit you will be able to:

- Describe the Charter Act of 1813.
- Understand the provisions of Charter Act (1813).
- Explain Orientalists' and Anglicists' controversy.
- Discuss Lord Macaulay's Minutes.
- Describe main aims of introducing English system of education in India.
- Identify merits and demerits of Macaulay's Minutes.
- Enumerate the contribution of Lord Macaulay to Indian Education.

4.3 CHARTERACT, 1813

The Charter Act of 1813, forms a turning point in the history of Indian education. With it education of Indian people was definitely included within the duties of the East India Company. Charter Act of 1813 made a provision

for an annual grant of a sum of not less than one lakh rupee for the promotion of education in India. Clause 43 of the Act stated, "It shall be lawful for the Governor General-in-Council to direct that out of any surplus which may remain of the rents, revenue, and profits arising from the said territorial acquisitions, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt, in manner hereinafter provided, a sum of not less than one lakh of rupees in each year shall be set apart and applied to the revival and improvement of literature and the encouragement of the learned natives of India and for the introduction and promotion of a knowledge of the sciences among the inhabitants of the British territories in India". Thus it was the clause in which the first time in the Indian soil official money of rupees one lakh was allotted to expand the education of the Indians. This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people.

The Charter Act of 1813 has a historical and an academic significance. Infact, it is a real landmark in the history of Indian Education as such. The company accepted the responsibility of educating the people two decades earlier than their Home Government did in England. But the pace at which the Indian education proceeded was too slow as compared with the pace of educational progress in England.

The Board of Directors were opposed to the insertion of the educational clause in the Charter Act of 1813. The Directors, in their dispatch of 1814 opposed the opening of colleges on English models, saying that "the natives of caste and of reputation will not submit to the subordination and discipline of a college." Instead they suggested that they should be educated at their own houses and cultivation of their talents should be encouraged in their own way. It was, however, the declared policy of the directors to encourage the study of Sanskrit and for that matter they wanted to develop Banaras as one of the educational centers for the same. It was also their policy to spend the amount for the improvement of the relations of Europeans with the natives and to produce those reciprocal feelings of regards and respect which were essential to the permanent interest of the British Empire in India".

So, it is clearly evident that the company was not very much interested to do something substantial in the matter of education. This point is substantiated from the fact the amount of Rs 1. Lakh could not be wholly spent for a decade.

The missionary interest continued unabated. They held the educational field. By 1817 they were running 115 schools which were attended by 10,000 scholars. The impact of the missionaries was very healthy. Even the eminent Indian like Raja Ram Mohan Roy and Radha Kant Dev were fully convinced of the utility of English education. Raja Ram Mohan Roy and Radha Kant Dev in cooperation with David Hare founded a Hindu college in 1817. European sciences and English literature were taught for the first time in this institution. The movement for the propagation of Western civilization and education launched by Duff was also gathering momentum and force. Bengal, Bombay and Madras also made appreciable progress in education after 1813. In Bombay Presidency, under the leadership of Elphinstone and others, English education and western sciences made noteworthy progress. Native education society was fully active in Madras.

4.4 ORIENTALISTS' AND ANGLICISTS' CONTROVERSY

The Charter Act of 1813 did not specify the methods to secure the objects of revival and improvement of literature, the encouragement of learned natives of India and the introduction and promotion of knowledge of science among the inhabitants of British territories in India. The vagueness of clause 43 of the charter act 1813 intensified the Oriental-Anglicist educational controversy in India. Since the dawn of 19th century, there had emerged two groups among the officials of the company. One group was of the orientalist or classicists who wanted the promotion of Indian education through the medium of Sanskrit, Arabic and Persian, whereas the other group was of Anglicists, who were in favour of developing western education in India through the medium of English.

4.5 MACAULAY'S MINUTE ON EDUCATION (1835)

Thomas Babington Macaulay, who is generally regarded as the architect of the system of education in India during the British rule, was a great historian, linguist orator, politician, statesman and thinker. He was regarded as one of the first rate literary figure of his times. As a parliamentarian, he made his mark in British parliament. He came to India in 1838 and joined as the law member of the executive council of the Governor General. He was also appointed as the president of the general committee on public instruction by governor general Lord William Bentinck. His advice was sought on clause 43 of the Charter Act of 1813.

Macaulay wrote his famous minute on Feb 2, 1835 in which he vehemently criticized almost everything Indian viz. astronomy, culture, history, philosophy, religion etc. and praised everything Western. On this basis he advocated for India that education which could best serve the interest of the British Empire. His minutes, was accepted and Lord William Bentinck issued his proclamation in March 1835, which set at rest all the controversies and led to the formulation of a policy which became the corner stone of all educational programmer during the British period in India. In the Minutes he supported western education in India through English medium. The main features of his Minutes were as follows:

Meaning of the Word "Literature"

He said that the word "Literature" in the Charter of 1813 meant English Literature and not Sanskrit, Arabic or Persian Literature.

Indian Scholar

Explaining the word "Indian Scholar", he said that the words used in the Charter of 1813 mean "a Scholar" who is learned in the Philosophy of Milton's Poetry i.e. English Literature. It clearly means that Indians should gain thorough knowledge of English Literature and Western Philosophy.

Medium of Instruction

Criticizing the native literature and languages, Lord Macaulay advocated for English to be made the medium of instruction in India and said "A single shelf of good European Library was worth the whole native literature of India and Arabia".

He further expressed his idea that current Indian languages are mostly incomplete, inefficient and lacked scientific vocabulary. Thus important books may not even be translated in those languages. Therefore, he had discarded the local languages and because of his ignorance about these languages, he had degraded native literature and declared it worse than a single shelf of good European Library. He had also cracked many malicious jokes on Sanskrit Literature which proved his ignorance.

Advocating English

Lord Macaulay flourished in an age when English nation and English language was progressing throughout the world. In fact the Europeans were trying to gain political and cultural supremacy. Macaulay wrote in his minute, “We must at present do our best to form a class of persons Indian in blood and colour and English in taste in opinions, in morals and in intellect.” Macaulay rejected the claims of Arabic and Sanskrit and against English, because he considered that English was better than either of them. His arguments in favour of English were as:

- English is the language of the rulers and highly placed Indians.
- It is the key to modern knowledge and is therefore more useful than Arabic or Sanskrit.
- The Progressive Europeans of Australia and Africa also use English and their relations with India were increasing day by day.
- It is likely to become the language of Commerce throughout the seas of the east.
- The natives are desirous of being taught English and are not eager to learn Sanskrit or Arabic.

- It is possible to make the natives of this country good English scholar, and to that end our efforts ought to be directed.
- The students of Oriental Institutions want financial help whereas students studying in English schools are ready to pay fees.
- It was impossible to educate the body of people but it was possible through English education to bring about “a class of persons Indian in blood and colour and English in taste, in opinions, in morals and in intellect”, and that education was to filter down from them to masses.
- Latin and Greek had brought resurrection in England. Similarly we will do it in India.
- Indians might be made learned in English literature and it is the duty of the Government to make efforts for it.

4.6 MERITS OF MACAULAY MINUTE

1. English became the medium of instruction.
2. A clear cut picture of the national system of education in India emerged.
3. English schools began to be established.
4. Western arts and sciences became popular.
5. Filtration theory of education emerged.

4.7 DEMERITS OF MACULAY MINUTE

1. Indian culture and philosophy receded to the background.
2. Vernacular language began to be neglected.
3. Mass education was neglected.
4. Western culture made rapid strides.
5. Arabic and Sanskrit languages found very few takers.

6. Arabic makhtabs and Sanskrit pathshalas saw gradual disappearance.

4.8 LET US SUM UP

Dear students, here we are at the end of the lesson. You came to know about the salient features of Charter Act of 1813 and Macaulay's Minute 1835. The Charter Act of 1813 from a turning point in the history of Indian education. With it, education of Indian people was definitely included within the duties of the Company. Lord Macaulay was not being first person who pleaded the cause of Western Education and inspired the Indian people with ideas. He was also not the founder of Orientalist or Anglicist group as such groups had already been working before his arrival in the country. He of course, ended the controversy and gave a new direction to the system of education in India. Lord Macaulay adopted the 'Downward Filtration Theory' which clearly indicated that the aim of education in India was to Anglicize the Indians through English education and to make Indians, English in their way of living, behavior, thoughts, culture and morality so that such persons were likely to serve as a connecting link between the British Government and general public. He helped the Company to define the purpose and clear cut policy of education and establish English medium schools as well as English medium of instructions.

4.9 LESSON END EXERCISE

- (1) Discuss the salient features of the Charter Act of 1813.
- (2) Explain the 'Anglicists' Orientalists' controversy started by charter Act, 1813.
- (3) Discuss Macaulay's Minute of 1835.
- (4) Give a critical evaluation of Macaulay's Minute (1835).
- (5) Write a short note on the contribution of Lord Macaulay to Indian Education.
- (6) Why was according to Macaulay Western education needed for Indians?

4.10 SUGGESTED FURTHER READINGS

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WOOD'S DESPATCH (1854)

Lesson No. 5

Unit-II

STRUCTURE

- 5.1 Introduction
- 5.2 Objectives
- 5.3 Objectives of Wood's Despatch
- 5.4 Recommendations of Wood's Despatch
- 5.5 Importance of Wood's Despatch
- 5.6 Limitation of Wood's Despatch
- 5.7 Impact of Wood's Despatch
- 5.8 Let Us Sum Up
- 5.9 Lesson End Exercise
- 5.10 Suggested Further Readings

5.1 INTRODUCTION

Wood's Despatch derives its name from Sir Charles Wood who was the president of the board of control of East India Company. The Despatch is an important policy document on education containing 100 clauses. It was submitted to the Parliament on 19th July, 1854. The Despatch imposed upon the government the task of creating a properly articulated scheme of education from primary school to the university. It is termed as Magna Carta in the history of Indian Education. It is believed that Lord Dalhousie, John Stuart Mill, Lord Northbroke and even Duff contributed to it. It contained definite aims of education and directions for the implementation of education policy in India.

It was the first authoritative declaration on the part of the British Parliament about the educational policy to be followed in India. It was admitted that the education of the people is the duty of the state. The Despatch is so comprehensive in its nature that Indian educationists have not yet succeeded in fulfilling the tasks which it had set. It partially recognized the value of Indian culture, and at the same time it showed the need for grafting European knowledge on it. The Despatch rightly defined the comparative position of English and Indian Languages in a general scheme of education for this country.

5.2 OBJECTIVES

After having read this lesson, you shall be able to:

- Describe the objectives of Wood's Despatch.
- Explain the Recommendations of Wood's Despatch.
- Delineate the importance and limitations of Wood's Despatch.
- Analyze the impact of Wood's Despatch on Indian Education.

5.3 OBJECTIVES OF WOOD'S DESPATCH

The Despatch had the following objectives in view:

- (a) To confer upon the natives of India those vast and material blessings which flow from the general diffusion of western knowledge?
- (b) Not only to produce a high degree of intellectual fitness but also to raise the moral character of those who partake of its advantages.
- (c) To supply the East India Company with reliable and capable public servants.
- (d) To secure for England a large and more certain supply of many articles, necessary for her manufactures and extensively consumed by her population, as well as an almost inexhaustible demand for the produce of British Labour.

5.4 RECOMMENDATIONS OF WOOD’S DESPATCH

(1) Government’s Acceptance of Educational Responsibility

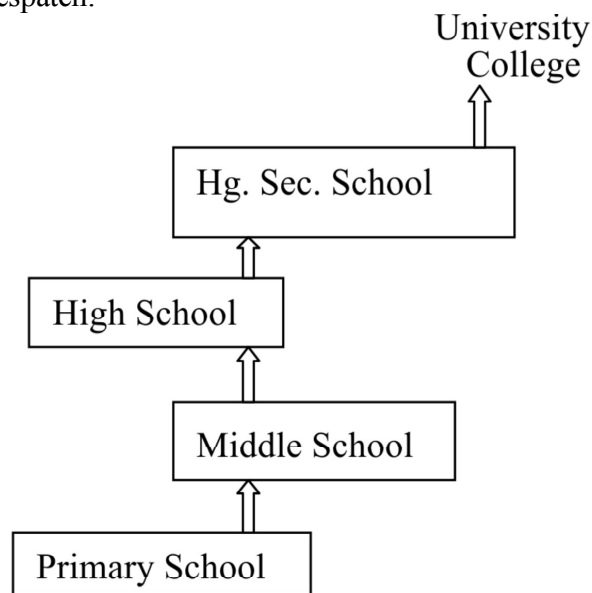
Wood’s Despatch placed the responsibility of Education of Indian people fully on the company and stated quite explicitly that it must never be neglected. It remarked “Among many subjects of importance none can have a stronger claim to own attention than that of education”.

(2) The Aim of Education

The Despatch recommended that the aim of education should be to impart useful knowledge to the Indian people in such a way as to raise their intellectual, moral and economic status. Education must develop in them administrative abilities so that the Government may get efficient workers.

(3) Importance of Graded Education

The Despatch recommended that graded education is necessary for success in life. For receiving higher education one should get education from the lower stage e.g. child should first learn reading, writing, arithmetic in a primary school then he should by and by come to a middle school, high school, higher secondary school, college and then University. The following education ladder was suggested by Wood’s Despatch:



The Despatch suggested to establish graded schools all over the country to lay a strong foundation for education in India.

(4) Expansion of Mass Education in India

The Despatch admitted that mass education had totally been neglected. It recommended the establishment of increased number of higher secondary schools, high schools, middle schools and primary schools. It was proposed that scholarships should be awarded to promising candidates. The indigenous primary schools were not to be neglected.

(5) The Curriculum

The Despatch honoured the sentiments of the Indian people and recommended that Sanskrit, Arabic and Persian should be included in the curriculum along with English, Western Literature and Science. Education and Law was also recommended to be the part of curriculum.

(6) Muslim Education

It was observed by the Despatch that muslims in the country were educationally backward and hence they should be encouraged to gain more education and efforts should be made in this direction.

(7) Vocational Education

The Despatch pointed out the need of starting vocational schools and colleges for imparting instruction in different vocations.

(8) Publication of Books in Indian Languages

Despatch suggested that new books and translation of some great books should be published in Indian languages. The Despatch appreciated the suggestions given by Elphin Stone in 1825.

(9) Organization of Education: The Despatch provided the educational ladder from the primary stage to the university. Higher education in arts or sciences was to be imparted in the colleges affiliated to the universities. Below these were to be high schools and middle schools imparting instructions either through English or through Modern Indian language.

(11) Medium of Instructions: It suggested that English language should be taught where there is demand for it, but such instruction should always be combined with a careful attention to the study of the vernacular language of the district, and with such general instruction as can be conveyed through that language. It recommended that while the English language should be continued to impart instruction to those people who had acquired sufficient knowledge about it. The vernacular languages must be employed to teach the far larger classes who are ignorant of or imperfectly acquainted with English.

(12) Establishments of Departments of Education: To control education up to high school, it was imperative that some departments be set up. The former provincial boards and councils of education were abolished and instead a department of public instruction was set up in five provinces namely Bombay, Bengal, Madras, the North West provinces and the Punjab. The director of public instruction would be in charge of such department in the provinces.

(13) Setting up of Universities: Three universities were recommended at Calcutta, Bombay and Madras. These universities were to function on the model of London University.

(14) Training of Teachers: Without proper training teachers would not be able to teach. The Despatch recommended the need of establishing different types of training institutions. He further advised that during the training period, students should be given stipend and the teachers should be given salaries. This recommendation was made in order to create interest in receiving training.

(15) Grant-in-aid system: The Despatch proposed the sanction of grant-in-aid to the educational institutions of India for increase in teachers' salaries, scholarships, libraries and construction of buildings etc.

(16) Women education: The Despatch recommended that educational ladder would be incomplete without women education. It was essential for the country as without this important factor, the education of the masses would greatly suffer.

5.5 IMPORTANCE OF WOOD'S DESPATCH

1. It clearly laid down the educational policy for India.
2. It made the British Government responsible for expanding, improving and establishing educational system in India.
3. It gave due importance to vernacular languages.
4. The Despatch recognized the importance of Indian Literature and Culture and recommended for its inclusion in the course of study. Wood arranged to get books written in Indian languages.
5. The Despatch has orderd for establishing universities at Calcutta, Madras and Mumbai.
6. The Despatch has clearly laid down the aims of education and curriculum of education in India. Due to its recommendation, the East India Company was forced to include Sanskrit, Arabic and Persian languages and Indian literature in the curriculum along with western knowledge.
7. Encouragement to study western knowledge- diffusion of Eastern and Western knowledge.
8. It provided for the facility of scholarships to the poor and meritorious students, to enable them to gain knowledge.
9. In order to attract a large number of efficient persons to teaching profession, the Despatch has recommended for enhanced salaries to the teachers.
10. It formulated a definite grant in aid policy.
11. It drew attention to women education.

5.6 LIMITATIONS OF WOOD'S DESPATCH

1. It glorified western knowledge at the cost of Indian culture and philosophy.
2. It reflected a soft attitude towards Christian missionaries
3. Grant in aid system was defective. Those institutions that could not raise 50 percent of their own resources were not eligible for grant.
4. The indigenous educational institutions have to face step motherly treatment from the government as well as from the higher classes of the society.
5. The Despatch has taken the idea of London University for Indian universities. Thus the ancient Indian University system was rejected. As per the provisions of the Despatch, the persons educated on English pattern and language were to be given priority in service and people got much attracted towards reading English.
6. Indigenous education gave prominent place to 'Religion', while western education system gave prominence to Christianity. Thus educated people showed disregard for Indian religion. They were very much influenced by western religion.
7. Wood's Despatch intended to make Indians fit for clerical jobs in the company. It wanted to support the company's rules by Indians.

5.7 IMPACT OF WOOD'S DESPATCH

1. By and large, recommendations of wood's Despatch were adopted.
2. Departments of Public instruction (Education Departments) were established in all Provinces.
3. Universities were established in Bombay, Calcutta and Madras.
3. There was increase in grant – in – aid.
4. Religious neutrality in education was observed.
5. Professional education was encouraged. Medical colleges came up in Bombay, Calcutta and Madras.

5.8 LET US SUM UP

Wood's Despatch is named after Charles Wood who was the chairman of the committee formed in 1854 for studying the problems of education in India. Hence the Despatch is known as Wood's Despatch. It made many remarkable contributions like establishment of new universities, establishment of education department, mass education, English as a medium of instruction and women's education. Besides, a system of grant-in-aid was introduced. Wood's Despatch was responsible for introducing the English style of education and technical knowledge to India. It is considered as the Magna Carta of Indian Education.

5.9 LESSON END EXERCISE

1. "Wood's Despatch is the magna carta of Indian Education." Examine the Statement.
2. Describe briefly the recommendations of Wood's Despatch of 1854.
3. Enumerate the main features of Wood's Despatch.
4. Describe importance and limitations of Wood's Despatch.
5. Describe the impact of Wood's Despatch on present Indian Education.

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SARGENT REPORT (1944)

Lesson No. 6

Unit-II

STRUCTURE

- 6.1 Introduction
- 6.2 Objectives
- 6.3 Features of Sargent Report
- 6.4 Recommendations of the Report
- 6.5 Impact of Sargent Report on Indian Education
- 6.6 Shortcomings/Limitations of the Report
- 6.7 Let Us Sum Up
- 6.8 Lesson End Exercise
- 6.9 Suggested Further Readings

6.1 INTRODUCTION

Dear students, in this unit titled 'Education During British Period', we discussed the development of education in India with reference to Charter Act (1813) and Macaulay Minutes of (1854). You came to know about the salient features of Charter Act (1813). You also learnt about the contribution of Act on Indian Education. You developed an understanding about many feature of Wood's Despatch and acquired knowledge about importance and limitations of Wood's Despatch (1854). You learnt that how Wood's Despatch is considered the 'Magna Carta' of Indian Education. In this lesson, we shall discuss about the Sargent Report, its main recommendations and its impact on Indian education.

6.2 OBJECTIVES

After studying this lesson you will be able to:

- Understand the features of Sargent Report (1944).
- Explain the Recommendations of Sargent Report.
- Highlight the suggestions of Sargent Report on Primary Education.
- Discuss the impact of Sargent Report on Indian Education.
- Delineate the recommendations of Sargent Report on Hr. Secondary Education.
- Discuss the shortcomings/limitations of Sargent Report.

6.3 FEATURES OF SARGENT REPORT

Sargent Report (1944) : Sir John Sargent, the Educational Advisor to the Government of India was asked to prepare a comprehensive report on education. For the purpose, the government formed a committee of Enquiry with 22 members. The report of the committee was submitted to the central Advisory Board of Education (CABE) in 1944. The Board accepted it in 'toto' and recommended its enforcement. The scheme was known as 'Sargent Scheme of Education' as it was prepared by John Sargent. It is also known as 'Report by the Central Advisory Board of Education' and also as the plan for post war educational reconstruction in India.

This scheme has a historical importance as it was the first attempt to develop a National System for Education in India. The report of the committee consisted of 12 different chapters covering from pre primary to University education. It was a full fledged educational plan for the future educational reconstruction in India. The report had diagnosed every problem critically and had given definite and clear cut solution. It deals with almost all types of education for all classes of people in India.

This was the first report that presented a comprehensive picture of education in our country at that period of time.

6.4 RECOMMENDATIONS OF THE REPORT

Following were the major recommendations of the report:

Pre-Primary Education: For the first time in India, official attention was given towards the pre-primary stage of education. It was recommended that provision should be made for pre-primary education in the form of nursery schools for the success of National Scheme of Education. Children from 3-6 years of age should be admitted in these schools.

The basic aim of these schools should be to impart social experience and education of general behaviour rather than giving formal education.

The nursery school may be attached to junior basic schools in the rural areas.

In Urban areas where there are sufficient numbers of children, nursery schools should have separate existence.

Pre-Primary education should be free

It was estimated that the pre-primary education will require annually Rs 3,18,40,000/- for ten lakh people.

Recommendations regarding Basic or Primary Education: Basic school be divided into two categories:

- Junior Basic Schools and Senior Basic Schools.
- Junior basic stage should be from 6-11 years of age and education in these schools should be compulsory for all.
- Senior basic schools should be for children 11-14 years of age. Only such student should be sent to senior basic school who cannot continue their studies for high schools.

- In the junior basic schools, there should be one teacher for every 30 students. In senior basic school there should be one teacher for every 25 students.
- Teaching of English was not been given any place in junior basic schools. But in the senior basic stage the provincial governments were authorized to take final decision in this regard.
- Instead of external examination, there should be internal examination. Certificates should be issued after the completion of the studies.
- Provision should be made for physical education and organized games for children.
- The medium of instruction should be mother tongue of the pupils.
- No teacher should receive less than Rs 20/- per month.
- Suitable courses for girls such as cookery, laundry work, needle work, handicraft, child care and first aid should be introduced.

Recommendations regarding High School Education : In the opinion of the Sargent Committee, high school education should not be considered simply as a preliminary to university education but as a stage complete in itself. The recommendations of the committee regarding High School education may be summarized below:

- Only those students, who are well above the average ability and have exceptional aptitude for higher studies, should be sent for secondary schools.
- The duration of high school education should be six years and the age group was 11-16 years. Students below the age 11 should not be allowed to enter their schools. Their abilities, aptitudes and interest should be borne in mind while giving them admission.

- Students have to study at least up to the age of 14 years. In these schools they should not be allowed to leave schools before this age.
- Fee shall be charged from the students for receiving education at this stage, but 50% of the students shall be provided free education.
- It has also recommended scholarship to the poor students so that they may not be deprived of this state of education.
- The high school should be of two types- Academic and Technical curriculum should be prepared accordingly.
- The Academic high school will impart instruction in the arts and pure science, while the Technical high school will provide the training of applied sciences and industrial and commercial subjects.
- Arts and Music should form an integral part of the curriculum in both academic and technical high schools and all girls should take a course in domestic science.
- Mother tongue should be the medium of instruction and English should be taught as second compulsory subjects.

Recommendations Regarding University Education: The duration of degree course should be of 3 years.

- The present intermediate course should be abolished. The first year of the course should be transferred to high school and the second year to the Universities.
- Competent teachers should be appointed in the University and steps should be taken to improve the conditions of service including remuneration.
- Adequate financial assistance must be provided for poor students.
- For coordination in the activities of the different universities, an All India Organization like University Grant Committee of England should be set up.

Recommendations Regarding Technical and Vocational Education: Sargent Committee laid a good deal of stress on technical and vocational education. The report divides the workers into four categories:

- (a) **Higher category of workers:** According to the Sargent Report there was a need for higher category of workers for the industrial and vocational fields. They will have their preliminary training in a technical high school and then will pass from technological department of some university or from full time technological institute and will serve as chief executive, research workers etc.
- (b) **Lower category of workers:** The category includes foreman, incharge head and other ordinary executive and administrative officers. They should be given training in the technical high school for diploma or certificate course.
- (c) **Skilled craftsman:** Skilled craftsman are very much needed for successful execution of industrial and occupational schemes. Students should have passed technical high school courses or senior basic or junior technical or industrial school course.
- (d) **Semi-skilled or Unskilled workers:** Students who have studied in senior basic middle schools with some basic crafts, shall be admitted to this category of workers.

Recommendations Regarding Adult Education: The role of adult education, according to report is to make every possible member of a state an effective and efficient citizen. It is very much essential for the success of the ideal democratic way of life. The normal age range of adult education should be 10 plus to 40. This scheme envisaged two types of education for adults- general education and technical or vocational education. Separate classes should be organized for boys and girls between ten to sixteen years of age. In order to make adult education interesting, it is necessary to use visual aids, mechanical aids such as picture, charts, radio etc.

Recommendations Regarding Training of Teachers: The report recommended for increasing the number of teachers in schools. For graduate teachers Sargent Committee recommended to impart training to them by training colleges. For the training of under graduate teachers, there should be three types

of training institution- preprimary, basic and high school. Refresher courses should be started for all the categories of teacher.

Health Education: The report suggested that in order to look after the health of school children, health committee should be set up in schools. Every student should be medically checked up and if any defect is found, appropriate follow up measures should be taken. Minor treatment can be provided in school clinic. Physical training should be compulsory.

Education for physically and mentally challenged children: The Sargent Report made recommendations to pay educational benefits for the differently abled children. It was recommended that they should be provided education in special institutions. Deaf, blind and mentally deviated children should also be provided special education.

Employment Bureaus: The scheme made the following recommendations in this regard in order to provide the students with requisite employment.

- (i) Under the control of education department a number of employment bureaus should be established.
- (ii) Universities should have their own employment bureaus.

6.5 IMPACT OF SARGENT REPORT ON INDIAN EDUCATION

The report has been the outcome of the experience of the British Government that India was behind in education than other advanced countries of the world. From this point of view of development of National Education System, Sargent Scheme of Education has historical importance.

Moreover, this was the first comprehensive scheme embracing all aspects of education pre- primary, primary, high school and university education.

Secondly, it recommended the provision of equal opportunities to all the students at various stages of education.

Thirdly, due importance was given to the teaching profession. Recommendations were made for the improvement of the salary scales and the services conditions of the teachers.

Fourthly, for the first time the attention of the Government was drawn towards the education of the differently abled children.

6.6 SHORTCOMINGS/ LIMITATIONS OF THE REPORT

- The report is criticized on the ground that it was not an original report. It was only a patch-work of the recommendations of different committees.
- The report outlined an educational development in India which would require 40 years to be implemented. This time limit did not satisfy any ardent educationist. An acceptable plan of educational development in India had been spread over a much shorter range of time, not exceeding 15 years.
- It had been pointed out that it would be wrong to call it National Scheme of Education because it was only a copy of the pattern practiced in England. This pattern could not serve as a model to India because the social, political and economic conditions in the two countries were vastly different.
- Syed Nurullah and J.P. Naik pointed out that, “The financial implications of the report came in for a good deal of comment. The cost of working out the scheme would come to about Rs 313 crores, on the basis of population of India as it was in 1940. Even assuming that large scale development in industry and agriculture would be introduced and that the standard of income of the people would rise, it appeared doubtful in India could afford this huge expenditure. It was, therefore, opined that, on financial grounds the scheme is too utopian to be practicable.

6.7 LET US SUM UP

In this lesson we have discussed about the main recommendations of Sargent Report. In this report every aspect of Indian Education was discussed but stress was given to school education. For school education several norms were set by the committee and in favour of secondary education several suggestions were given by the Central Advisory Board of Education.

Unlike other previously discussed reports, the Sargent Report gave importance to vocational and technical courses for the development of India. Education of mentally and physically challenged children was emphasized upon. But the report was not implemented fully. It involved huge expenditure for which the country was not prepared at that time. The scheme was a lengthy one to be implemented in 40 years. The English left India only three years after this report. Hence the report has remained only of historical interest.

6.8 LESSON END EXERCISE

- 1) Summarise the recommendations of Sargent Report. What is the impact of Sargent report on Indian system of Education?
- 2) What do you mean by Sargent Report (1944)? Give its objectives and achievements.
- 3) Discuss the recommendations made by Sargent Report on the organization of Secondary Education in India.
- 4) What are the main features of Sargent Report (1944)? On what grounds has the scheme been criticized?
- 5) Give an account of the recommendations of Sargent Report on Primary Education.

6.9 SUGGESTED FURTHER READINGS

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STRUCTURE

- 7.1 Introduction
- 7.2 Objectives
- 7.3 Background and Appointment of the University Education Commission
- 7.4 Appointment of the Commission—Its Aim and Objectives
- 7.5 Recommendations on Aims and Objectives of Higher Education
- 7.6 Main Recommendations of the University Education Commission
 - 7.6.1 Faculty in Universities
 - 7.6.2 Teaching Standards
 - 7.6.3 Course of Study
 - 7.6.4 Research and Training
 - 7.6.5 Professional Education
 - 7.6.6 Religious Education
 - 7.6.7 Medium of Instruction
 - 7.6.8 Examination or Evaluation System
 - 7.6.9 Students Activities and Welfare

7.6.10 Women Education

7.7 Let Us Sum Up

7.8 Lesson End Exercise

7.9 Suggested Further Readings

7.1 INTRODUCTION

In the preceding lessons we have learnt about the education system during Ancient and Medieval period and during British period. As you know, that India got independence in 1947. The need was felt to bring improvements in the educational system of the country and to make it suitable to them and future requirements of independent India. Universities are the seats of higher learning, from where the society gets its leaders in Science, Arts and various other fields. 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 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. In this lesson the recommendations of commission on education after independence have been discussed.

7.2 OBJECTIVES

After going through this lesson you shall be able to:

- Discuss the background and appointment of the University Education Commission.
- Delineate the aims of University Education Commission.
- Explain the main recommendations of the UEC-1948.

7.3 BACKGROUND AND APPOINTMENT OF THE UNIVERSITY EDUCATION COMMISSION

After Independence, the first significant step taken by the Govt. of India in the field of education was appointment of the University Education Commission in 1948 under the chairmanship of Dr. S. 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 prospectus of Indian University Education and to suggest improvements and extensions that might be considered desirable to suit to 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 (Ten) members in the commission.

7.4 APPOINTMENT OF THE COMMISSION, ITS AIMS AND OBJECTIVES

The Radhakrishnan Commission was appointed with the specific aim 'to report on India 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 manpower which India needed for its socio-economic development in the wake of the Independence in 1947.

In nutshell, it can be said that, the main aim of appointment of the Commission was to report on Indian University Education and suggest improvements.

7.5 RECOMMENDATIONS ON AIMS AND OBJECTIVES OF HIGHER EDUCATION

The commission has laid down certain aims of the university education in the country keeping in view the past traditions, the present conditions and the future prospects of the country. In this context the Commission took into consideration the personal interests of the students and also the nation. While defining the aims the Commission had been conscious of the International obligations. Given below are the aims of the 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 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 duty of 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 students in order that they may grow in wisdom.
- It is the responsibilities of the university to create a consciousness in students for protecting the Directive Principles as to be laid in the constitution. The University has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- The 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 instill 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 process of civilization. The aim of university education should be to produce intellectual adventure.
- The 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.

- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathies with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.

7.6 MAIN RECOMMENDATIONS 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.

7.6.1 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 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.

7.6.2 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 (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.
- 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.

- In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened.
- Refresher courses be organized by the universities for high school and intermediate college teachers.
- In order 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 colleges at 1500.
- 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.
- The lectures be carefully planned and supplemented by tutorials, library works and written exercises.
- No prescribed text books for any courses of study.
- Attendance at lectures be compulsory for undergraduate students and the 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.

Tutorial instructions 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) Tutorial 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.
 - University library 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.
- (f) The laboratories be improved in building, fittings equipment, workshops and technicians.

7.6.3 Course of Study: According to the recommendations of 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 study beyond the bachelor's degree. Literature for general education cases 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.

7.6.4 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 of 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 scholarships 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.

7.6.5 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 recognised 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 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 Radhakrishnan 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 the 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.

7.6.6 Religious Education: The University Education Commission 1948 also recommended religious education in the colleges in the following manner:

All educational institutions should start work with a few minutes for silent meditation.

In the first year of the degree courses the lives of great religious leaders like Gautam Buddha, Confucius, Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammed, Kabir, Nanak and Gandhi be taught.

In the second year some selections of a universalistic character from the scriptures of the world be studied.

In the third year, the central problems of the philosophy of religion be considered.

7.6.7 Medium of Instruction: According to the recommendations of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. 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 school and in the universities for keeping the students in touch with the living stream of ever growing knowledge.

7.6.8 Examination or Evaluation System: The University Education Commission criticized the present system of examinations and stress was given to introducing the objective type questions in the examinations. Following are the basic ideas and suggestions of the University Education Commission (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.
- Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work 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 the first class, 55% to 69% for the rank of second class and at least 40% for the rank of third class.
- Viva-voce examination should be employed only for professional and postgraduate degrees.

7.6.9 Students Activities and Welfare: Regarding the students' activities and their part in the well being 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.
- 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 from political motives and activities.
- An office of the Dean of Students should be set up in colleges and universities.

7.6.10 Women Education : Regarding the women education, the commission suggested for providing the same facilities to the women's 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.

7.7 LET US SUM UP

After having a discussion on the system and background of the University Education Commission, you have come to know that the University Education Commission was appointed in Nov., 1948 under the chairmanship of Dr. Radhakrishnan. The commission studied the problems of the university education in India and submitted its reports 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 utilize 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.
- To enable to know that education is a lifelong process.
- To develop understanding of the present as well as of the past.
- To impart vocational and professional training.

Faculty in universities, teaching standards, courses of studies, research and training, medium of instruction, examination, students duties and activities, women education, administration and finance and rural universities are some of the components of a university system, where the University Education Commission had made some specific recommendations.

7.8 LESSON END EXERCISE

- 1) Examine the main aims and objectives of University Education Commission–1948-49.
- 2) Discuss the main recommendations of Radhakrishnan Commission.

- 3) Outline the aims of appointment of University Education Commission.
- 4) Write short notes on the following aspects of recommendations of Radhakrishnan Commission:
 - (a) Condition of Teachers
 - (b) Standards of Teaching
 - (c) Curriculum and Courses of Study
 - (d) P.G. Teaching and Research
5. Write short notes on the recommendations of Radhakrishnan Commission on the following aspects of education.
 - (a) Teacher Education
 - (b) Education of Women
 - (c) Rural Education
 - (c) Religious Education.

7.9 SUGGESTED FURTHER READINGS

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SECONDARY EDUCATION COMMISSION (1952-53)

Lesson No. 8

Unit-III

STRUCTURE

- 8.1 Introduction
- 8.2 Objectives
- 8.3 Appointment of the Commission
 - 8.3.1 Terms of References
- 8.4 Report of the Commission
- 8.5 Main Recommendations of Secondary Education Commission
 - 8.5.1 Development of Democratic Citizenship
 - 8.5.2 Improvement of Vocational Efficiency
 - 8.5.3 Education for Leadership
 - 8.5.4 Development of Personality
 - 8.5.5 Re-organisation of Secondary Education
 - 8.5.6 Curriculum in Secondary School
 - 8.5.7 Recommendations with regard to other aspects of School Education
- 8.6 Let Us Sum Up
- 8.7 Lesson End Exercise
- 8.8 Suggested Further Readings

8.1 INTRODUCTION

In the previous chapter, recommendations of the University Education Commission which tried to give a new direction to university education in India have been discussed. Now we will discuss the secondary education in this lesson. It 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 lesson 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.

8.2 OBJECTIVES

After going through this lesson you will be able to:

- Explain the appointment of Secondary Education Commission 1952-53.
- Know the report of the SEC 1952-53.
- Understand the main recommendations of the Commission.

8.3 APPOINTMENT OF THE COMMISSION

After achieving the independence in 1947, both the public and the government began to take keen interest in the development of the secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's 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 new outlook which was appropriately voiced by Mulana Abulkalam Azad, the then Education Minister in the presidential address to the C.A.B.E in 1948. The Central Advisory Board of Education at its 14th meeting held in Jan. 1948 recommended the appointment of the 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 Sept., 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. This commission was inaugurated on 6th Oct. 1952. It submitted its report in June 1953.

8.3.1 Terms of Reference: The terms of reference of this commission are as follows:

- (a) To enquire into and report on the then 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.

8.4 REPORT OF THE COMMISSION

The commission pointed out the following defects of the existing system.

1. First, the education given in our schools was isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings did not give the students insight into the everyday world in which they were living.
2. Secondary, it was narrow and one sided and it failed to train the whole personality of the student.
3. Thirdly, too much importance was given to English. Students who did not possess linguistic ability, were, therefore, greatly handicapped in their studies.
4. Fourthly, the method of teaching generally practised failed to develop in the students their independence of thought and initiative in action.
5. Fifthly, the increase in size of the classes had considerably reduced personal contact between the teachers and the pupils. Thus the training of character and inculcation of proper discipline was seriously undermined.
6. Finally, the dead weight of the examination had tended to curb the teachers' initiative, stereotype the curriculum, promote mechanical and lifeless methods of teaching, discourage all spirit of experimentation and place the stress on the wrong, or unimportant things on education.

8.5 MAIN RECOMMENDATIONS OF SECONDARY EDUCATION

The Commission has made the following recommendations with regard to Secondary Education in India.

- 8.5.1 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.

- 8.5.2. Improvement of Vocational efficiency:** One of the urgent needs of the country was 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 was to be freed from purely theoretical education system and emphasis was to be placed on agricultural, technical, commercial and other practical courses.
- 8.5.3. 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.”
- 8.5.4. 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 variable interest. They should also be trained to preserve and conserve their cultural heritage. An all round development of the personality of the student was recommended as an essential aim of secondary education.
- 8.5.5. Re-organisation of Secondary Education:** Regarding the organisational pattern of secondary education, the Secondary Education Commission recommended that secondary education should be complete stage by itself. This stage of education is important for the students in the preparation for life. To raise the standard of school education the commission proposed the following organisational pattern:—

- The duration of secondary education should be 07 year. It should cover the age of group of 07-17 years.
- Under the new organizational structure, secondary education should commence after 04 to 05 years of primary or junior basic education.
- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The commission also suggested the abolition of the 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 the large number and central technical institutes should be established in large cities.
- Multipurpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home science. The objective of these institutions was, to direct students into different walks of life at the end of secondary course and this will reduce the pressure upon university entrance.

8.5.6. Curriculum in Secondary School: The Secondary Education Commission has discussed at length the secondary education curriculum. First it pointed out the defects of the then existing curriculum. These are as follows:

1. The curriculum was narrow.
2. It was bookish and theoretical.
3. It was overcrowded and did not provide rich and significant contents.

4. There was 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 was not able to bring about the education of the whole personality of the child.
5. It did not cater to the various needs and capacities of the adolescents.
6. Technical and vocational subjects were very much needed for India, but the curriculum did find room for these subjects.
7. Curriculum was too much dominated by the examination.

Suggestions for Improvement

- (i) The curriculum should touch the life of the students at all points. It should help in the evolution and development of balanced personality.
- (ii) It should have enough of variety and elasticity. Such qualities would enable the individual itself to find satiable adaptation. Individual needs and interest should also be properly accommodated.
- (iii) It should be related to the community life.
- (iv) It should train the students to work for leisure.
- (v) The curriculum should not be split up into a number of isolated, uncoordinated watertight subjects, but all the subjects should be inter-related.

Suggested Scheme of Curriculum

1. Middle Class and Senior Basic Schools, and
2. High and Higher Secondary Schools.

The Intermediate stages should be replaced by the higher secondary stage which would be of four year duration. One year of the Intermediate should be included in it while the second year should be included in the Degree Course of the University. The Commission has laid down following different curriculum for these two stages in the secondary stage of education.

Curriculum of 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.

The Curriculum for High and Higher Secondary Schools: For this stage of education, the Commission has suggested that there should be a diversified curriculum. The subjects of the curriculum have been divided into two:

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

A. Compulsory Subjects. The compulsory subject 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.

(vii) (a) Social Studies. General course for the first two years only.

(b) General Science including Mathematics. General course for the first two years only.

3. One Craft to be chosen out of the list given below:

(i) Spinning and Weaving.

(ii) Wood work.

(iii) Metal work.

(iv) Gardening.

(v) Training.

(vi) Typography.

(vii) Workshop Practical.

(viii) Sewing, Needle Work.

(ix) Embroidery.

(x) Modelling.

B. Optional Subjects. The optional subjects have been divided into three groups.

They have been diversified and the Commission has left option to the students to offer three subjects from any of the groups:

Group I- deals with humanities.

Group II- deals with Science.

Group III- deals with Technical subjects.

Group IV- includes Commercial subjects.

Group V- consist of Agricultural subjects

Group VI- includes Fine Arts.

Group VII- includes Home Science, which is specially meant for girls.

8.5.7 RECOMMENDATIONS WITH REGARD TO SCHOOL EDUCATION

Under the new organized structure, education should commence after a four or five year period of primary or junior basic education and should include (a) middle or senior basic or junior secondary stage of three years and (b) the higher secondary stage of four years.

The Structure of School Education

In this respect the commission made the following proposals :-

Transition Stage — During the transition stage, the existing high schools and the higher secondary schools should function on the lines laid down as under :-

Replacement of Intermediate Stage— The present intermediate stage should be replaced by the higher secondary stage which should be of four years's duration, one year of the present intermediate being included in it.

First Degree Course— As a consequence of the preceding recommendations, the first degree course in the university should be of three years duration.

Pre-University Course— For those who pass out of high school there should be provision for a pre-university course of one year, during which period the scheme of student's studies should be planned with due regard to the needs of the degree or the professional courses to be taken by the students, and special emphasis should be placed on the inculcation of intellectual interests, training in methods of study at college and the study of English so long as it continues to be the medium of instruction at the university.

Admission to Professional Colleges—Admission to professional colleges should be open to those who have completed the higher secondary course, or have taken the one year's pre-university course.

Pre-Professional Course— In the professional colleges, a pre-professional course of one year should be provided for the students, preferably in the professional colleges themselves, but, as a transitory measure, they may be given in the degree

colleges where facilities exist, till professional colleges are able to provide for such courses.

Place of Public Schools—Public schools should continue to exist for the present and the pattern of education given in them should be brought into reasonable conformity with the general pattern of national education. Such schools should gradually become self-supporting, but during the transitional period of the next five years, state or central assistance should be given to them on a gradually diminishing scale.

Additional Residential Schools—A number of residential schools should be established, more particularly in certain rural areas, to provide proper opportunities for the education of children and particularly to meet the needs of children whose education suffers at present owing to the exigencies of service of their parents.

Residential Day Schools—‘Residential Day Schools’ should be established in suitable centres to provide greater opportunities for teacher-pupil contact and for developing recreational and extra-curricular activities.

Cooperation between Centre and States— In matters connected with reorganization and improvement of secondary education, there should be close cooperation between the centre and the states.

Centre’s Responsibility for Reorganization of Secondary Education— The Centre should assume a certain amount of direct responsibility for the contemplated reorganization of secondary education and give financial aid for the purpose.

School Building and Equipment

In this respect the recommendations made by the Commission are as follows:

School Building: Space per Pupil—Normally, in designing building for schools care should be taken to see that an area of not less than 10 square feet is provided per student in the classroom.

Optimum Strength of Class and School—The optimum number of boys to be admitted to any class should be 30 and the maximum should not in any case exceed 40.

The optimum number in the whole school should be 500 while the maximum should not exceed 750.

Research Required on School Building, Furniture and Equipment—In the type and design of schools as well as the furniture, etc. research should be carried on to improve functional efficiency and to adjust them to Indian conditions.

Expert committee should be appointed to lay down carefully the amount and the kind of equipment required for various types of diversified courses and workshops.

Land for Educational Purposes—The State governments and the Centre should, wherever possible, assign lands to schools for playgrounds, buildings or agricultural farms and other necessary purposes without any charge.

Exemption from Customs Duty for Equipment and Books—The educational institution which have to obtain necessary scientific apparatus, workshop appliances and books for school library, should be exempted from customs duty.

Duration of School Working Hours

In this regard the views of the commission are as follows:-

Length of School Hours to Suit Community Activities—Considerable latitude should be given to schools to arrange school hours in such a way as not to interfere with the activities of the community and the general climatic and occupational conditions prevailing in the locality.

School Day—As a rule, the total number of working days in a school should not be less than two hundred. The school should work regularly for six days in the week, one of the days being a half-day when the teachers and students might meet informally and work together on various extra-curricular and social projects. The period should be of at least 35 minutes duration.

Holidays and Vacations—School holidays need not be identical with public holidays as declared by the government and normally during the year there should be a summer vacation of two months and two breaks of ten to fifteen days at suitable periods during the year.

Languages and Medium of Instruction

Apart from the commission's recommendations for compulsory teaching of Hindi, it also recommended the following:—

Languages at the Middle School Stage—During the middle school stage, every child should be taught at least two languages. English and Hindi should be introduced at the end of the junior basic stage, subject to the principle that no two languages should be introduced in the same year.

Languages at the High and Higher Secondary Stage—At the high and higher secondary stage, at least two languages should be studied, one of which being the mother-tongue or the regional language.

Medium of Instruction should be Mother-tongue or Regional Language—The Mother-tongue or the regional language should generally be the medium of instruction throughout the secondary school stage, subject to the provision that for linguistic minorities special facilities should be made available on the lines suggested by the Central Advisory Board of Education.

Moral and Religious Instructions

Religious instructions may be given in schools only on a voluntary basis and outside the regular school hours. Such instructions should be confined to the children of the particular faith concerned. These should be given with the consent of the parents and the management.

Text Books

Recommendations of the commission regarding text books are as follows:-

High Power Text Book Committee of Quality Text Books—With a view to improve the quality of text books prescribed, a high power Text Book Committee should be constituted which should consist of a high dignitary of the judiciary of the state, preferably a Judge of the high court, a member of the public service commission of the region concerned, a vice-chancellor of the region, a headmaster or headmistress in the School, two distinguished educationists and the director of education. This committee should

function as an independent body. The text-books committee should lay down clear criteria for the type of paper, illustration, printing and format of the book.

Libraries of Books of Illustration—The Central and State Governments should maintain libraries of books of good illustrations which could be loaned to text book committees and publishers in order to improve the standards of book illustration.

A Range of Books should be Recommended—Single text book should not be prescribed for every subject to study, but a reasonable number of books which satisfy the standards laid down should be recommended.

Language Text Books should be Prescribed—In the case of languages, however, definite text books should be prescribed for each class to ensure proper gradation.

Text Books should be free from bias—No book prescribed as a text books or as a book for general study should contain any passage or statement which might offend the religious or social feelings of section of the community or might indoctrinate the minds of the young students with particular, political or religious ideologies.

Discouraging Frequent Change of Text Books—Frequent changes in text books prescribed for study should be discouraged.

Methods of Teaching

Some recommendations of the Commission in this regard are:-

Inculcation of Values, Attitudes and Work Habits—The methods of teaching in schools should aim not merely at the imparting of knowledge in an efficient manner, but also at inculcating desirable values and proper attitudes and habits of work in the students. The emphasis in teaching should shift from verbalism and memorization to learning through purposeful, concrete and realistic situations and for this purpose, the principles of ‘Activity Method’ and ‘Project Method’, should be assimilated in school practice. Teaching methods should provide opportunities for students to learn actively and to apply practically the knowledge that they have acquired in the classroom.

Training Pupils in Techniques of Study—Teaching methods should aim less at imparting the maximum quantum of knowledge possible, and more on training students in the techniques of study and methods of acquiring knowledge through personal effort and initiative.

Instruction to Suit Different Student Abilities—A well thought out attempt should be made to adopt methods of instruction to the needs of individual students as much as possible so that dull, average and bright students may all have a chance to progress at their own pace.

Group Projects and Activities—Students should be given adequate opportunity to work in groups and to carry out group projects and activities so as to develop in them the qualities for group and cooperative work.

School Libraries

The Commission made the following recommendations in this regard:-

Importance of School Libraries—As the proper use of a well equipped school library is absolutely essential for the efficient working of every educational institution and for encouraging literacy and cultural interests in students, every secondary school should have such a library. Trained librarian should be provided in all secondary schools.

In order to improve general standards of work in school, necessary steps should be taken to produce text books as well as books of general reading of superior quality.

8.6 LET US SUM UP

The Secondary Education Commission was appointed under the chairmanship of Dr. A. L. Mudaliar on Sept. 23, 1952. So, it is popularly known as Mudaliar Commission. The commission has pointed out some defects of the then 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 civic citizens who may provide leadership and who are self reliant, obedient and disciplined. The commission has pointed out some defects in the then existing curriculum. So it has recommended the principles of curriculum construction like totality of experience, variety and elasticity, relation to community life training of leisure and correlation of the subjects.

The commission has suggested scheme of curriculum for middle, high and higher secondary schools. Secondary Education Commission has given many practical and useful suggestions for reforms in the different aspects of secondary education. The Commission is indeed a big landmark in the history of secondary education in India.

8.7 LESSON END EXERCISE

- 1). Why was Secondary Education Commission (1952-53) appointed? What were its aims and terms of reference?
- 2). Evaluate the recommendations of the Secondary Education Commission 1952-53 for the improvement of secondary education.
- 3). Describe the main recommendation of Secondary Education Commission 1952-53.
- 4). What are the recommendations of the Commission with respect to:-
 - 1) Language problem.
 - 2) Vocationalisation of education.
 - 3) Training of teachers.
 - 4) Library.

8.8 SUGGESTED FURTHER READINGS

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INDIAN EDUCATION COMMISSION (1964-66)

Lesson No. 9

Unit-III

STRUCTURE

- 9.1 Introduction
- 9.2 Objectives
- 9.3 Appointment of the Commission
- 9.4 Recommendation of the Kothari Education Commission
- 9.5 Education and National Objectives
 - 9.5.1 Increase in Productivity
 - 9.5.2 Promoting Social and National Integration
 - 9.5.3 Education and Modernization
 - 9.5.4 Social, Moral and Spiritual Values
- 9.6 Educational Structure
- 9.7 School Curriculum
- 9.8 Three Language Formula
- 9.9 Teacher Status
- 9.10 Teacher Education
- 9.11 School Administration and Supervision
- 9.12 Education and Agriculture

9.13 Vocational, Technical and Engineering Education

9.14 Education of Science

9.15 Adult Education

9.16 University Education

9.17 Let Us Sum up

9.18 Lesson End Exercise

9.19 Suggested Further Readings

9.1 INTRODUCTION

In this lesson, we will discuss about Kothari Education Commission, 1964-66. After Independence of India, education appeared to be one of areas which indicated many problems that needed our efforts for immediate solutions. The Govt. was fully aware of the situation. To improve the educational set up, the Government constituted two commissions after independence i.e., Radhakrishnan commission, which deals with university education and Secondary Education Commission, which was confined to secondary education only. The recommendations of these two Commissions could not be succeeded in its full implementation. 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 for the development of education at all stages. This lesson deals with the main recommendations of the Kothari Education Commission at different aspects of education.

9.2 OBJECTIVES

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

- Identify the reasons for the appointment of the Commission.
- Delineate the various task forces.
- Discuss the aims of education as given by Kothari Education Commission.
- Describe the other recommendations made by the Commission.

9.3 APPOINTMENT OF THE COMMISSION

The Commission was appointed under provision of a resolution of the Govt. of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members. 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 member secretary of the commission and J.F. Mc Dougall as associate secretary. The Commission submitted its report to the Ministry of Education on June 29, 1966. Report is a huge work in the field of reorganization and reforms in the field of educational set up of our country. The following objects or causes led to the appointment of the Commission:

- To make a well-balanced, integrated and potential system of National Education.
- To make education an instrument of creating a new social order based on freedom, equality and justice.
- To suggest the ways for qualitative improvement in education.
- Giving place to education as the key of national prosperity and welfare and as a productive investment.
- Survey the entire field of education and recommend the ways and means for looking at education as a whole and not a fragmented one.
- Draw upon the experiences and thoughts of educationists and scientists from other parts of the world and suggest the ways to implement these experiences according to the Indian condition.

9.4 RECOMMENDATION OF THE KOTHARI EDUCATION COMMISSION

The recommendations of the commission confined to two major aspects of the recommendations i.e.; education and national objectives and educational structure only.

9.5 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.

9.5.1 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 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.

9.5.2 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.

1. Common school system of public education should be adopted.

2. To bridge the gap between the education and uneducated, intellectuals and masses, social and national service should be made an integral part of school education.
3. As 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.

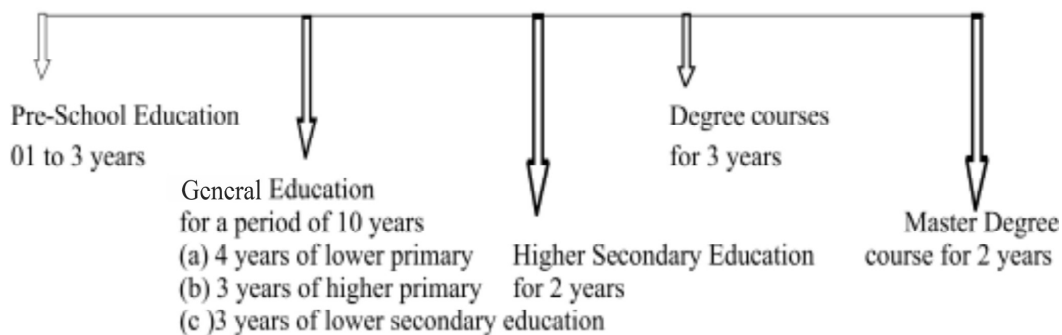
9.5.3 Education and Modernization: The present society is the science based society. The present century has made tremendous advancement in scientific and technical knowledge as a result of explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement 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 outdated and puts hindrance to progress. To keep pace with modernisation the IEC suggested that greater emphasis must be placed on vocational subjects, science education and research.

9.5.4 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.

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

- One to three years of pre-school education.
- A primary stage of 07 to 08 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
- A lower secondary stage of 3 or 2 years of general education or 01 to 3 years of vocational education. 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 degree.
- The structural pattern thus recommended by the commission is commonly known as 10+2+3.



9.7 SCHOOL CURRICULUM: In order to remove the defects of the existing curriculum in schools, the Commission recommended the following curriculum for different classes:

A. Lower Primary (Class I to IV)

- i. One language- mother tongue or regional language.
- ii. Mathematics.
- iii. Study of environment- Science and Social Studies should be taught in Class III .
and IV
- iv. Creative activities.

v. Work experience and social service.

vi. Health Education.

B. Higher Primary (Class V to VII)

i. Two languages

a. Mother tongue or regional language.

b. Hindi or English.

ii. Mathematics.

iii. Science.

iv. Social Studies (or history, geography and civics).

v. Art.

vi. Work experience and social service.

vii. Physical education.

viii. Education in moral and spiritual values.

C. Lower Secondary (Class VIII to X)

i. Three languages- in non-Hindi speaking areas, generally there should be the following languages:

a. Mother tongue or regional language.

b. Hindi in higher or lower standards.

c. English in higher or lower Standards.

ii. In Hindi speaking areas, generally there should be the following languages:

a. Hindi (Mother Language)

b. English

c. One modern Indian language besides Hindi.

- ii. Mathematics.
- iii. Science.
- iv. History, Geography and Civics.
- v. Art.
- vi. Work Experience and Social Service.
- vii. Physical Education.
- viii. Education of moral and spiritual values.

E. Higher Secondary (11th to 12th Class).

- i. Any two languages-which should include any modern Indian/foreign language, and any classical language.
- ii. Any three subjects to be selected from the following subjects:
 - One additional language, History, Geography, Economics, Logic, Psychology, Sociology, Art, Physics, Chemistry, Mathematics, Biology, Geology, Home Science.
- iii. Work Experience and Social Service.
- iv. Physical education.
- v. Arts and Crafts.
- vi. Education in moral and spiritual values.

9.8 THREE LANGUAGE FORMULA

The National Education Commission expressed the view that the enforcement of the three language formula has brought about many defects and has not proved to be success. It has led to the feeling of dissatisfaction and opposition. The Commission, therefore, expressed the view that it has become necessary to amend the three language formula.

The commission amended the three language formula in the following manner:

- Mother tongue or regional language.
- National language of the union or associate national language so long as it exists.
- One modern Indian or European language, which should not be selected from the curriculum of the students and which should not be medium of education.
- **Place of Hindi:** The commission said that English will continue to be used as a language of intellectual exchanges in higher education. However, the commission also had an idea that English cannot be a medium of exchange of views for the majority of the people of India. In the course of time, this language will certainly be Hindi. Keeping this in view, the commission recommended that efforts should be made to propagate Hindi on a national basis.

- **Place of Different Indian Languages**

The commission also held the view that the study of Indian language is defective on account of differences in their script. The commission therefore recommended that some lectures of modern languages should be published in Devanagari or Roman script. According to the commission, the formulation of new policy of the study of languages in schools has become necessary. English will be used in the form of associate language for an indefinite period. Beside this, a proper language policy is necessary for national integration. It is, therefore, necessary that the mother tongue should be made the medium of education at the stages of schools, colleges and higher education. The commission also recommended that in addition to Hindi, other Indian languages should also be developed, so that they may become the medium of communication between the states.

- **Place of English**

The National Education commission has stressed on the continuation of English language as the medium of instruction in all India Educational Institutions or Universities. The study of English should be started from school stage. For the best type of graduate courses and research work of international standard, six universities should be developed wherein English should be the medium of instruction. The commission recommended that these six universities be selected from amongst the existing

universities. One of which should be a University of Industrial Science and another the University of Agriculture.

• **Place of Classical Languages**

The commission has admitted the importance and benefit of the study of classical languages. It also approved that Sanskrit language occupies a special importance and position in the national educational system, but the commission does not agree with the view that Sanskrit or any other classical language should be included in the three language formula. The commission opined that the Indian classical languages can find their place only as optional subjects in the curriculum. Such optional subjects should be started in classes higher than VIII class.

9.9 TEACHER STATUS: The commission was of the view that it is necessary to improve the economic, social and professional status of teachers. It is recommended that the scale of pay of the teachers of government and private schools remains in the same. It has also been recommended that a suitable increase in the scales of the pay of teachers should be allowed.

The commission stressed on the issue that there should be no discrimination and distinction between the government schools teachers and non-government schools in regard to pay scales and conditions of service. Proper facilities of residence, etc., should be provided to the teachers working in rural areas. The teacher should have complete freedom to take part in election and should be provided proper facilities of receiving education through correspondence courses.

9.10 TEACHER'S EDUCATION: Isolation of teachers' education should be removed and extension service department should be established in each training institution. Comprehensive colleges should be established wherein provision should be made for giving training at different stages of education. A State Board of Teachers' Education should be established in each State. It should be the responsibility of this Board to make proper provision of teacher education at all stages. Curriculum of teaching institution should be so changed and reorganized. The period of the training of the graduates should continue to be one year but later on it should be increased to

two years. The course of M.Ed. should be 1½ years. The teachers of the training colleges should have two degrees namely the Master's Degree and the Degree in Education. Summer institutions should be organized for the training of the teachers. There should be provision for their education through correspondence courses.

9.11 SCHOOL ADMINISTRATION AND SUPERVISION: Provision should be made for common school system of public education. Administration should be kept separate to the supervision and teaching. Upto the district stage, it should be in the hands of District School Board. The work of supervision should be conducted by the Education Department in the secondary schools. A State Board of Schools should be established in each state in order to perform the work of the prevalent secondary educational board. A National Board of Education should be established in the Ministry of Education in order to advise the Government in regard to school education.

9.12 EDUCATION AND AGRICULTURE: Each state should have at least one Agriculture University. At least 25 students should be granted scholarships to study in such universities. The knowledge of agriculture should be made a part of general education in primary schools. Agriculture should also be included in the curriculum of secondary schools and universities. Agriculture polytechnics should be established.

9.13 VOCATIONAL, TECHNICAL AND ENGINEERING EDUCATION: Having completed school education, the students should be provided facilities of short courses, correspondence courses and short extensive courses. A special provision should be made for the engineering education to the girls. The students receiving engineering colleges should be given practical training in the third year. Provision should also be made for imparting education in chemical technology, aeronautics and astronautics.

9.14 EDUCATION OF SCIENCE: Study centres should be established for higher education of science and mathematics. The number of students taking such subjects in the university should be increased. Famous Indian scientists working in foreign countries should be invited to return to Indian.

A new degree, M.Sc. should be started in higher education. Summer institutes of science should be established. Efficient teachers of secondary schools and universities should be invited to impart education of science in such institutes.

9.15 ADULT EDUCATION: Illiteracy should be ended in all the corners of India within a period of 20 years. To achieve this, schools should be converted into the centres of community life. Comparatively more efforts should be made in the rural areas to end illiteracy. The curriculum of the educational institution should be organized in such a way that adults may acquire general knowledge and experience.

Correspondence courses should be started for the expansion of adult education. A network of libraries should be spread throughout the country. The newly literate persons should be supplied with books and other materials according to their interests. The programmes for teaching the adults should be organized in the universities also. A National Board of Adult Education should be established for organisation and administration of adult education.

9.16 UNIVERSITY EDUCATION: The Indian Education commission also made certain recommendations regarding university education:

- i. Some orientation to professional education is necessary for junior lectures in higher education.
- ii. Newly-appointed lectures should be given some time to acclimatize themselves to the institution.
- iii. Regular orientation courses for new staff should be organized in every university and where possible in some colleges.
- iv. In bigger universities or group of universities, these courses may be placed on a permanent basis by establishing a staff college. In order to admit students in the university, the policy of selective admission should be adopted.

9.17 LET US SUM UP

In this lesson, we have covered the following points:

The Education Commission 1964-66 was appointed by the Government of India in 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 International composition. The commission included 07 Indian members and 5 others; one 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.

We can conclude that Kothari Commission Report is very comprehensive. It had taken into consideration every aspects of education. The Commission recommended the overhauling of the education, restated its aims and objectives and emphasized the role of education for national and social reconstruction. It recommended vocationalization of education and inclusion of work experience in educational activities. The recommendations of the commission had very vital impact on the Indian educational system.

9.18 LESSON END EXERCISE

1. Describe the major recommendations of the Indian Education Commission 1964-66.
2. Examine the recommendations on aims and objectives of IEC. How far these have been implemented?
3. Describe the conditions in the country that necessitated the appointment of Education Commission 1964-66.

4. How, according to Kothari Education Commission, teacher's education and teacher's status be improved?
5. Give critical analysis of recommendations of Kothari Education Commission.

9.19 SUGGESTED FURTHER READINGS

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**NATIONAL POLICY OF EDUCATIONAL NPE 1986
(MAIN FEATURES)**

Lesson No. 10

Unit-IV

STRUCTURE

- 10.1 Introduction
- 10.2 Objectives
- 10.3 Salient Features
 - 10.3.1 The Essence and Role of Education
 - 10.3.2 National System of Education
 - 10.3.3 Education for Equality
 - 10.3.4 Making the System Work
- 10.4 Let Us Sum Up
- 10.5 Lesson End Exercise
- 10.6 Suggested Further Readings

10.1 INTRODUCTION

Dear students, various commissions and committees have been appointed by the Govt. of India from time to time after independence. In 1948, University Education Commission gave valuable recommendations in the field of higher education. In (1952-53) Secondary Education Commission laid emphasis upon streamlining the secondary education in the country.

Kothari Commission also played significant role in bringing many changes in the educational set up. Similarly, National Educational Policy of 1986 made important recommendations in the field of the education. In this lesson we shall be discussing the National Policy of Education 1986.

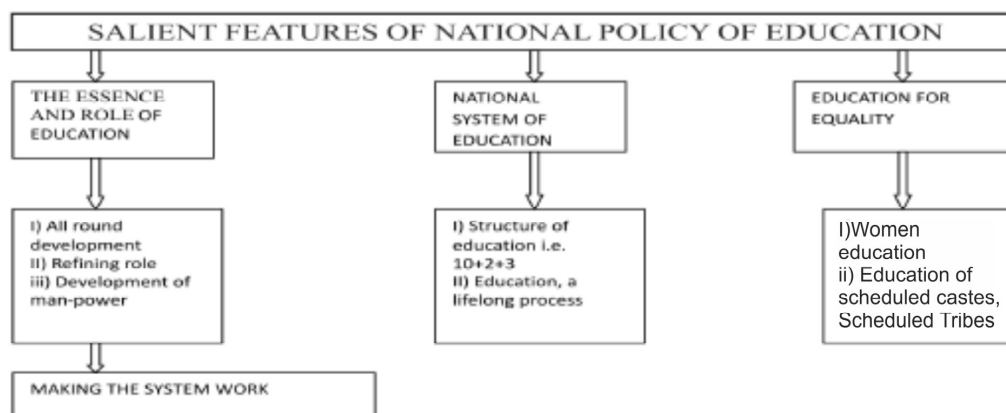
10.2 OBJECTIVES

After going through this lesson, you shall be able to:

- Explain the salient features of National Policy of Education NPE, 1986.

10.3 SALIENT FEATURES

The National Policy on Education (1986), popularly known as the New Education Policy, is a Magna Carta of the education. Before it was approved by the Parliament, there was a nationwide debate on its need and contents in which thousands of students, teachers, parents, students' and teachers' organisations, voluntary agencies, educational institutions, universities and state governments participated. The draft of the policy was discussed in the apex body on education. Nowhere in the history of education a policy has been debated and discussed at that length anywhere in the world. That is why it is everybody's policy because everyone who matters in education has participated in its formulation. The case for the New Education Policy was first given by the Prime Minister of India Mr. Rajiv Gandhi in his broadcast to the nation on January 5, 1985. National Policy on Education was passed by the Lok-Sabha on May 8 and Rajya Sabha on May 13, 1986. In August 1986, the parliament approved the programme of action.



Now, we shall throw light on each heading and sub-heading, as illustrated above.

10.3.1 The Essence and Role of Education

The National Policy of Education, as it is also called new policy of education has categorically made its policies, programmes, purpose, aims and objectives very clear. The most urgent need of the time is to implement the salient features of the national policy of education, 1986. The essence and role of education is to help in development of the individuals and ensure progress and prosperity of the nation as a whole. The various sub-headings under the title of “The essence and role of education” will be highlighted, as below:

- i) All round development:** National Policy on education, proposes rather aims at developing the personality of the individuals. Education, itself lays stress and aims at developing the all-round personality of the individuals. By all-round development of personality we mean integral, balanced and unified personality. It includes physical, intellectual, emotional, social, moral and spiritual aspects of personality, which integrates the flexible constitution of personality. The education has to develop all the afore-stated growing aspects of the personality. All round personality presents the integral constitution of life. National policy on education not only recommends but also lays stress in making the all-round development of the personality of the individuals.
- ii) Refining Role:** The National Policy of Education, plays significant role in refining sensitivities, perceptions, intellectualities, potentialities, and even the character of individuals. In other words, we can say that all above stated qualities in uniting and integrating the inhabitants of the country and the nation as a whole are stressed by the policy. It develops the scientific thinking and scientific mind, scientific temperament of the children, learners, students and the individuals, as whole. It plays refining role by colouring and polishing the sensibilities, perceptions and even the character of the youth and the inhabitants a as a whole. One should think minutely, rationally, socially, co-operatively and scientifically. Our approach should be objective, rather subjective because objective approach provides concrete, solid, effective, creative, accurate, definite, logical,

systematic, mathematical and retainable results. Education refines colours and polishes the character and the entire life of the individuals.

- iii) **Development of Man-Power.** Education develops manpower for different levels of economy. It is also the base on which research, discoveries, inventions and development depend. It is the ultimate guarantee of national self-reliance and national development.
- iv) **Unique Investment:** Education is a unique investment in the present as well as in the future. This cardinal principle is the key to the National Policy on Education.

10.3.2 National System of Education

- i. The Concept of National System of Education implies that upto a given level all students irrespective of caste, creed, location or sex, have access to education of a comparable quality.
- ii. Common Education Structure. The national system of education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country.
- iii. National Curricular Framework:- The national system of education will be based on a national curricular framework which contains a common core with other component that are flexible.
- iv. Promotion of Equality :- To promote equality it will be necessary to provide for equal opportunities to all, not only in access, but also as conditions for success.
- v. Understanding of cultural and social systems:-Minimum levels of education will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country.
- vi. Inter-Regional Mobility: In higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origin.

- vii. National Resource Support:- Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation reducing disparities, adult literacy etc.
- viii. Emphasis on research and development:- In the areas of research and development, education, science and technology, special measures will be taken to establish network arrangement between different institutions in the country to pool their resources.
- ix. Life Long Education:- Life-long education pre-supposes literacy opportunities to be provided to youth, house wives, industrial workers to enable them to continue the education of their choice at the pace suited to them.
- x. The Institution of National Importance:- The institutions which will be strengthened to play an important role in giving shape to the national system of education are the University Grants Commission, NCERT, IMPA, AICTE etc.

10.3.3 Education for Equality

National Policy of Education lays stress on education for equality, with the aim in view that we are all one in the eyes of God and so there should be no discrimination on the basis of caste, colour, sex, race and religion. Equal facilities and opportunities should be provided to all. It makes unique and an ideal classless society. It provides justice and equality to all the human beings. The various sub-headings under the role of “Education for Equality” are highlighted as below:

- i) **Women’s Education** – Education will be used as an agent of basic change in the status of women. Women’s illiteracy will be removed by universal and free primary education through provision of special support services, setting of time targets and effective monitoring. National, technical and professional education will be provided for women at different levels.
- ii) **Education of scheduled castes, scheduled tribes** – Special incentives like hostel facilities, pre-matric scholarships shall be provided for the children of scheduled castes and scheduled tribes so that scheduled caste and scheduled tribe families may send their

children regularly to schools. Talented and educated children of these families will be encouraged and trained to take up teaching work.

- iii) **Other Educationally Backward sections and areas-** Suitable incentives will be provided to all educationally and backward sections of the society particularly in rural areas, hill and desert districts, remote and inaccessible areas.
- iv) **Minorities and the Handicapped-** Greater attention will be paid to the education of educationally backward minorities and groups in the interests of equality and social justice. The physically and mentally handicapped children will be educated and trained in order to integrate them with the general community.
- v) **Adult Education-** Adult and continuing education will be imparted by establishment of adult education centers in rural areas for continuing education. Post-secondary institutions will be established and provisions will be made for workers' education through their employers. Trade unions and concerned agencies of government will be encouraged. Use of radio, T.V. and films will be made for man-learning and group-learning. Distance learning programmes will be launched.

10.3.4 Making The System Work

- i) **Early Childhood Care and Education:** Early childhood care and education will receive high priority and be suitably integrated with the Integrated Child Development Service Programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections. Programmes of ECCE will be child oriented, focussed around play and the individuality of the child. Formal methods and introduction of the 3R's will be discouraged at this stage. The local community will be fully involved in these programmes. A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education.

- ii) Elementary Education:** The new thrust in elementary education will be on universal education and retention up to the age of 14 years. Attempt to substantially improve the quality of education will be made. The effort for this should be fully coordinated with the network of the non formal education system so that by 1990 all children attaining the age of 11 years will have five years of schooling and by 1995 all children upto the age of 14 years of age will be provided free and compulsory education. A child centered and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and by giving supplementary remedial instructions. As the child grows, the component of cognitive learning will be increased and the skills will be organized through practice. The policy of non detention at the primary stage will be retained. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations will be adjusted to the convenience of children.
- (iii) Operation Blackboard:** Provision will be made of essential facilities in primary schools. The scope of Operation Blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and black boards, maps, charts, toys, other necessary learning aids and school library. At least three teachers should work in every school, the number shall increase, as early as possible, to one teacher per class. At least 50 percent of the teachers recruited in future should be women. The Operation Blackboard will be extended to upper primary stage also. Construction of school buildings will be a priority.
- iv) Secondary Education:** Secondary education begins to expose students to differentiated roles of science, humanities and social sciences. This is also an appropriate stage to provide children with the sense of history and national perspective and give them the opportunities to understand their constitutional rights and duties as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education will be reorganized and vested with autonomy so that ability to improve the quality of secondary education is enhanced. Efforts will be made to provide computer literacy in as many secondary level institutions as possible so that children are equipped with necessary computer skills, to be effective in the emerging technological world.

- v) **Higher Education:** In higher education in general and the technical education in particular, steps will be taken to facilitate inter-religion mobility by providing equal access to every Indian of requisite merit. The policy proposed to maintain the universal character of universities and other institutes of higher education. In higher education, the most urgent need is to protect the system consisting of 150 universities and 5000 college from the degradation. Autonomous colleges are to be developed to gradually replace the affiliating system while the creation of autonomous departments within universities on a selective basis is to be encouraged. In the areas of research and development, the education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country to pool their resources and participate in the projects of the national importance.
- (vi) **Open and Distance Learning:** Life-long education is cherished goal of the educational process. This pre-supposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice and at the pace suited to them. The future thrust will be in the direction of the open and distance learning.
- (vii) **Non-formal Education:** The Non-Formal Education Programmes, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools, will be strengthened and enlarged.
- (viii) **Education for Women:** Education will be used as an agent of basic change in the status of women. The National Education System will play a positive interventionist role in the empowerment of women. Women's studies will be promoted as a part of various courses and educational institutions taking up active programmes to further women's development will be encouraged. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

- (ix) **Curriculum:** Courses and programmes will be redesigned to meet the demands of specialization better. Special emphasis will be laid on the linguistic competence. There will be increasing flexibility in combination of the courses. State level planning and coordination of the higher education will be done through Councils of Higher Education. The UGC and these councils will develop coordinative methods to keep a watch on standards. Provisions will be made for minimum facilities and admissions shall be regulated according to the capacity. A major effort will be directed toward the transformation of the teaching methods. Audio visual aids and other electronic equipments will be introduced. Development of science and technology curricula and material, research and teacher orientation will receive attention.
- (x) **Faculty:** Preparation of the teachers at the beginning of the service as well as continuing education thereafter will be stressed. Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit. Teachers will have multiple roles to perform like teaching, research, development of learning resource material, extension and managing the institution. Initial and in services training will be made mandatory for faculty members and adequate training reserves will be provided. Staff Development Programmes will be integrated at the state and coordinated at the regional and national levels. The pay and service conditions of teachers have to be commensurate with their social, personal and professional responsibilities and with the need to attract the talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfer of teachers. A system of teachers' evaluation – open, participative and data based will be created and reasonable opportunities of promotion to higher grades will be provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance.
- (xi) **Research:** Research in the universities will be provided enhanced support and steps will be taken to ensure its quality. Suitable mechanisms will be set up by the UGC for coordinating the research in the universities, particularly in thrust areas of science and technology, with research undertaken by the other agencies. An effort will be made to

encourage the setting up of national research facilities within the university system, with proper forms of autonomous management. Research in science and technology and interdisciplinary research in social sciences as well as setting up of national research facilities with proper forms of autonomous management are to be encouraged.

- (xii) Delinking Degrees from Jobs:** Delinking degrees from jobs in selected areas will be undertaken. The proposal cannot be applied to occupation-specific courses like Engineering, Medicine, Law, Teaching, etc. Similarly, the services of specialists with academic qualifications in humanities, social sciences, sciences etc. will continue to be required in various job positions. Its implementation will lead to a refashioning of job-specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.
- (xiii) Rural University:** The new pattern of the Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of micro planning at grass roots levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported
- (xiv) Non-Formal Education:** The Non-Formal education programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole day schools, will be strengthened and enlarged. Modern technological aids will be used to improve the learning environment of NFE Centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors and particular attention will be paid to their training. All necessary measures will be taken to ensure the quality of non-formal education comparable with the formal education. Steps will be taken to facilitate lateral entry into the formal system of children passing out of the non-formal system. NFE Programmes will provide participatory learning environment and activities such as games and sports, cultural programmes and excursions etc.

- (xv) **Vocational Education:** The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce this mis-match between the demand and supply of skilled man power and to provide an alternative for those intending to pursue higher education without particular interest or purpose. Efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupational specific. The establishment of the vocational courses or institutions will be the responsibility of the government as well as employers in the public and private sectors. The government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Non-formal, flexible and need based vocational programmes will also be made available to neo- literates youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.
- (xvi) **Navodaya Schools:** It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at the faster pace, by making good quality education available to them, irrespective for their capacity to pay for it. Pace setting residential schools, Navodaya Vidyalayas, intended to serve this purpose should be established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice. These will promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together. Their objective will be to develop full potential of rural children and most importantly, to become catalysts of a nation-wide programme of school improvement.
- (xvii) **Technical and Management Education:** The reorganization of Technical and Management Education should take into account the anticipated scenario by the turn of the century with specific reference to the likely changes in the economy,

social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology. The infrastructure and services sector as well as the unorganized rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. The government will attend this too. In order to improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened. Continuing education, covering established as well as emerging technologies, will be promoted. Technical and management educational programmes including education in polytechnics will also be on a flexible modular pattern based on credits and with provision for multi point entry. A strong guidance and the counseling service will be provided. To encourage the students to consider “Self-employment” as a career option, training in entrepreneurship will be provided through modular or optional courses in degree or diploma programmes.

(xviii). The Teacher: The status of the teacher reflects the socio-cultural ethos of a society. It is said that no people can rise above the level of its teachers. For this, NPE provides that teacher education will be made continuous process. DIETs will be set up for organizing pre-service and in-service courses for primary teachers and personnel working in non-formal and adult education. Methods of appointing teachers will reorganized to ensure merit and service conditions and pay scales of teachers will be improved.

10.5 LET US SUM UP

National Policy of Education (1986) has its unique and practical approach to education. It laid stress on national system of education and focussed on education for equality. Various provisions have been made for reorganizing the education at elementary, secondary and higher education level. It has emphasized on delinking of degrees from jobs. It advocates for establishment of open and distance learning institutions and rural university. It has highlighted the importance of Navodaya Vidyalayas and emphasized on the quality of teacher education and improving the service conditions and recruitment procedure of teachers.

The National Policy on Education (1986) was formulated on the basic principle of education for all and it must promote the goals of socialism, secularism and democracy as enriched in the constitution of India.

10.6 LESSON END EXERCISE

1. Throw light on the salient features of the National Policy of Education (1986).
2. What do you understand by NPE? Discuss various features of National Policy of Education.
3. Discuss the recommendations of the National Policy of Education (1986) in respect of reorganization of education at different stages.
4. Briefly discuss the various provision of NPE (1986) in respect of equality of educational opportunities.
5. Briefly discuss the provisions of National Policy of Education (1986) with respect to:
 - a) Status and role of teacher.
 - b) National System of Education

10.7 SUGGESTED FURTHER READINGS

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REVISED PROGRAMME OF ACTION 1992

Lesson No. 11

Unit-IV

STRUCTURE

- 11.1 Introduction
- 11.2 Objectives
- 11.3 Salient Features
- 11.4 Let Us Sum Up
- 11.5 Lesson End Exercise
- 11.6 Suggested Further Readings

11.1 INTRODUCTION

The purpose of education is to play its role effectively in the process of national development along democratic lines. If adequate measures are not taken for the spread of education, there would be economic disabilities, regional imbalances and social injustice. The revised programme of action 1992 of New Education Policy laid stress on upgradation of skills so as to produce manpower resources. There should be tribunals to redress the grievances at the state and the National Level in educational field. Another significant modification is that +2 stage must be accepted as a part of school education throughout the country. At the same time highest priority must be given to solve the problem of universalisation of primary education. Steps should be taken for the implementation and introduction of vocational courses at the +2 level. Stress should also be laid on common school system in the country.

11.2 OBJECTIVES

After going through the lesson, you shall be able to:

- Discuss the salient features of Programme of Action, 1992.

11.3 SALIENT FEATURES

The NPE 1986 has stipulated, “The implementation of parameters of the new policy must be reviewed every five years. Appraisals of short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.”

- a) In this context, it is also noted that the implementation was reviewed by two committees, namely the Ramamurti Committee 1990 and the Janardan Reddy Committee 1992. Accordingly the National Policy of Education 1986 was revised in 1992.

Two paras have been added and 31 paras out of 157 paras modified.

- b) **New Paras:** A critical development issue today is the continuous upgradation skills so as to produce manpower resources of the kind and the number required by society. Special emphasis will, therefore, have to be laid on organization of employment/self-employment oriented and need/interest based vocational and skill training programmes.
- c) **Redress of Grievances:** Educational tribunals, fashioned after administrative tribunals, will be established at the national and state levels.
- d) **Most Significant Modifications:**
- i) **Revised National System of Education:** The national system of education envisages a common educational structure. The 10 + 2 + 3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years, efforts will be made to move towards an elementary system comprising 5 years of Primary education and 3 years of upper primary, followed by 2 years of high school. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

- ii) Universal Primary Education:** The new education policy will give the highest priority to solving the problem of children. The problem of drop out will be solved and good strategies will be formulated based on micro planning and applied at the grassroots level all over the country to ensure children's retention at school. The efforts will be fully co-ordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before the achievement of this goal.
- iii) Vocationalisation:** It was proposed that vocational courses would cover 10 percent of higher secondary students by 1995 and 25 percent by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government will also review its recruitment policy to encourage diversification at the secondary level.
- iv) Resources and Review:** In view of these imperatives, education will be treated as a crucial area of investment for national development and survival. The national policy on education 1986, had laid down that the investment on education gradually be increased to reach a level of 6 percent of the national income as early as possible. While the actual requirements will be computed from time to time on the basis monitoring and review, the outlay on education will be stepped up to ensure that during the eighth five year plan and onwards, it will uniformly exceed 6 percent of the national income.

11.4 LET US SUM UP

National Policy on Education and a programme of action were announced by the Govt. of India in 1986 after identifying education as a unique investment in the present and future.

In the light of recommendations of the Review Committee and C.A.B.E. Committee the National Policy on Education and the Programme of Action were modified in 1992 and the modified policy and programme are guiding the educational in India.

The major issues were taken in a modified manner like education for all. All round development of material and spiritual culture and common school system was also recommended. Plus 2 stage was accepted as a part of school education throughout the country. For general and technical education, steps were taken to facilitate inter-regional mobility.

Life-long education is a cherished goal of the educational process. This presupposes universal literacy. It was stated that opportunities will be provided to the youth, housewives, agricultural and industrial workers. National Institute of Adult Education will be involved in implementing the Education Policy.

11.5 LESSON END EXERCISE

1. Discuss the salient features of education of NPE under modified programme of action 1992.
2. What do understand by revised programme of action 1992?
3. What are the significant recommendations of education of NPE under revised programme of action 1992?

11.6 SUGGESTED FURTHER READINGS

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**RIGHT OF CHILDREN TO FREE & COMPULSORY
EDUCATION ACT (2009)–RTE**

Lesson No. 12

Unit-IV

STRUCTURE

- 12.1 Introduction
- 12.2 Objectives
- 12.3 Historical Background
- 12.4 Explanation of RTE
- 12.5 Main Features
- 12.6 Let Us Sum Up
- 12.7 Lesson End Exercise
- 12.8 Suggested Further Readings

12.1 INTRODUCTION

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) was passed by Indian Parliament on 4 August 2009. It describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21(A) of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the Act came into force on 1 April 2010.

12.2 OBJECTIVES

After going through this lesson you will be able to :

- Discuss the basis for formulation of RTE Act-2009.
- Describe the historical background of RTE Act, 2009.
- Explain the features of the Right of Children to Free and Compulsory Education Act 2009 (RTE Act, 2009)

12.3 HISTORICAL BACKGROUND

Present Act has its history in the drafting of the Indian Constitution at the time of Independence but is more specifically to the Constitutional Amendment that included the Article 21(A) in the Indian Constitution- making Education a Fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate education bill.

A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant pre-requisite for creating a democratic and egalitarian society. Indian Law Commission had initially proposed 50% reservation for disadvantaged students in private schools.

The bill was approved by the Cabinet on 2 July 2009. Rajya Sabha passed the bill on 20 July 2009 and the Lok Sabha on 4 August 2009. It received Presidential assent and was notified as law on 26 August 2009, as The Children's Right to Free and Compulsory Education Act. The law came into effect in the whole of the India except the state of Jammu and Kashmir, from 1 April 2010. Based on the Act, a subordinate legislation was framed by the Central Government to provide guidelines to states for implementing the Act. The first time in the history of India a law was brought into force by a speech by the Prime Minister. In his speech, Dr. Manmohan Singh,

Prime Minister of India stated that, “We are committed to ensuring that all children, irrespective of gender and social category, have access to education- an education that enables them to acquire the skills, knowledge, value and attitudes necessary to become responsible and active citizens of India.”

12.4 EXPLANATION OF RTE

Article 21(A) provides for free and compulsory education to all children of the age of 6-14 years in such a manner as the state may be by law, determines. The provision comes under the provisions of fundamental rights i.e., right to education. The Provision excludes the adolescent age of 14 to 18 years. Only children of 6-14 years can enjoy such right. In article 45 the Provision for “Early Childhood Care and Education” to children below the age of 6 years is made whereas in Article 51(A) Part-IV, it shall be duty of Parent or guardian to provide opportunities for education to his child/ward between the age of 6 to 14 years.

12.5 MAIN FEATURES

The following are the main features of RTE Act;

- 12.5.1** The RTE Act 2009 means that the directive principle got turned into a fundamental right.
- 12.5.2** The Act makes education a fundamental right of every child between the age of 6 to 14 and specifies minimum norms in elementary schools.
- 12.5.3** The phrase ‘free and compulsory’ in the title of the RTE means that no child shall be burdened with any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. And ‘Compulsory’ means obligation to provide free elementary education rests with the government.
- 12.5.4** It requires all private schools to reserve 25% of the seats for weaker sections and disadvantaged groups of the society. It also prohibits all unrecognized schools from practice and makes provisions for no donation or capitation fees and no interview of the child or parent for admission.
- 12.5.5** It makes provisions for a non-admitted child to be admitted to an age appropriate class.

- 12.5.6** The Act also provides that no child shall be held back, expelled or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drops-outs to bring them at par with students of the same age.
- 12.5.7** The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education and set up facilities for providing it.
- 12.5.8** The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion of elementary education on the government. It is the parents' responsibility to send the children to school in the U.S. and other countries.
- 12.5.9** The Act prohibits tuition by teachers and running private schools without recognition.
- 12.5.10** All schools except private unaided schools are to be managed by school management committees with 75% of parents and guardians as members. The Act prohibits deployment of teachers from non-educational work, other than decennial census, elections to local bodies, legislative assemblies, Parliament and disaster relief.
- 12.5.11** A number of other provisions regarding improvement of school infrastructure, teacher-student ratio, school working days, teacher's working hours and faculty are made in the Act.
- 12.5.12** The Act provides for a special organization named, National Commission for the Protection of Child Rights, to monitor the implementation of the Act, together with commission to be setup by the states.
- 12.5.13** The minimum qualification required for appointment as a teacher shall be laid down by an academic with only authorized by the Central government. The Central government may relax the minimum qualification for teacher's appointment in a state for a period not exceeding five years if teachers possessing minimum qualifications are available in sufficient numbers.

12.5.14 The Act provides for rational deployment of teachers by ensuring that the specified, pupil teacher ratio is maintained for each school. It thus ensures that there is no urban- rural imbalance in teachers' postings.

12.5.15 It provides for development of curriculum in accordance with the values enshrined in the constitution. The curriculum should ensure all round development of the child. It should make child free of fear, anxiety and trauma. It envisages a system of child friendly and child-centred learning.

12.5.16 Emphasis is laid on mother tongue as a medium of instruction and continuous and comprehensive evaluation of child's ability to understand and apply knowledge.

12.6 LET US SUM UP

In brief, the historic 'Right of Children to Free and Compulsory Education Act, 2009' came into force on April 1, 2010. It ensures that all children between 6-14 years have access to free and quality elementary education.

The law is unique as while providing compulsory education it would not fail any student till class 8th. It enjoins upon all government and private schools to provide 25% quota to disadvantaged children. The law provides for building neighbourhood schools in three years whose definition and location will be decided by states.

The RTE empowers the 86th constitutional amendment that made free and compulsory education a fundamental right. The RTE Bill sets down guidelines for the States and the Centre to execute and enforce this right. Earlier, education was part of the Directive Principles of State Policy. The Act goes a long way towards inclusive education, making all children more pro social and accommodative. It enables children from poor families access quality education.

12.7 LESSON END EXERCISE

1. What do you understand the RTE, Act-2009 or Right of Children for Free and Compulsory Education Act 2009?
2. Describe in brief the Right of Children for Free and Compulsory Education Act-2009 (RTE, Act).

12.8 SUGGESTED FURTHER READINGS

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CENTRAL ADVISORY BOARD OF EDUCATION (CABE)
Lesson No. 13 **Unit-V**

STRUCTURE

- 13.1 Introduction
- 13.2 Objectives
- 13.3 Meaning of CABE
- 13.4 Composition of CABE
 - 13.4.1 Chairman/Members of the Board
 - 13.4.2 Elected Members of the Board
 - 13.4.3 Ex-officio Members of the Board
 - 13.4.4 Some other Nominated Members of the Board
 - 13.4.5 Member-Secretary of the Board
- 13.5 Functions of Central Advisory Board of Education
- 13.6 Achievements of CABE
- 13.6 Let Us Sum Up
- 13.7 Lesson End Exercise
- 13.8 Suggested Further Readings

13.1 INTRODUCTION

The idea of Central Advisory Board of Education (CABE) was first of all given by the Calcutta University Commission in 1919. The commission was of the opinion that education must be transferred to provinces from the central Government.

The Central Government in educational matters be delimited. The Central Government should play the role of advisory authority and it should not be an executive authority. The Central Advisory Board of Education came into existence in 1920 and is the oldest and the most important advisory body of the Government of India on all aspects of education.

13.2 OBJECTIVES

After going through this lesson, students will be able to:

- Describe the historical background of the Central Advisory Board of Education.
- Discuss the meaning, composition and main ~functions of C.A.B.E.

13.3 MEANING OF C.A.B.E

The Central Advisory Board of Education is the oldest advisory Body. It is the top most advisory body constituted by the government of India. The idea that there should be a national level body was first of all given by Calcutta university commission in 1917-19.

The commission in its report on education had suggested the following main functions of the board.

- (i) To define the general aims of education and education policy.
- (ii) To give advice and assistance to the local governments and the universities.
- (iii) To supply organised information for the development of educational ideas in various states.

During the year 1919 an important Act, commonly known as Act 1919, was passed to spread education throughout the country and the Act of Education was transferred to provinces. The role of the central government in Educational matters was delimited. The central government was reduced to an advisory authority on the matters of education.

It was no longer an executive authority and as such Central Advisory Board of Education came into existence in 1920, under the chairmanship of the Education Commissioner to the Government of India (GOI).

The Secretariat Procedure Committee was set up to implement the Govt. of India Act 1919, which observed that in future the executive authority of the government of India could be mainly exercised through moral persuasion and recommended that in place of giving executive orders, the centre should concentrate upon collecting information, conducting research and providing guidance and advice to the states. The development at the political level gave much support to the views of Calcutta University Commission and consequently a Central Advisory Board of Education. However, due to economic crisis, the Board was a abolished in 1923. In 1935 on the recommendations of the Hartog committee, the present Central Advisory Board Education was revived. The Union Minister of Human Resources Development is the Chairman of the Board. Distinguished educationists from all parts of the country and the representatives of the government of India, the state governments, the parliament and the university are its members.

13.4 COMPOSITION

The composition of the Board was modified from time to time because of the change and the re-organisation of states. The present composition of the Board is as follows:

13.4.1 Chairman/Members of the Board:

- (i) The Union Minister of Education (Representative of the Government of India)
- (ii) All cabinet and deputy ministers of state in the Ministry of Education as well as Social Welfare. (Representatives of state governments)
- (iii) One representative of each state government who shall be minister incharge of education.
- (iv) One representative (to be nominated by the chairman) of each such union territory as elected legislature.

- (v) Two members of the All India Council for Technical Education to be nominated by the council.
- (vi) One member of the Medical Council of India to be nominated by the Council.
- (vii) One representative of the Indian Council of Agricultural Research.
- (viii) Two members of the Inter-University Board of India nominated by the Board amongst representatives of the universities in India.

13.4.2 Elected Members of the Board: Six members of the parliament, two to be elected by the members of the Rajya Sabha and rest of the four to be elected by the members of the Lok Sabha from among themselves respectively.

13.4.3 Ex-officio Members of the Board:

1. Chairman of the University Grants Commission; New Delhi.
2. Members Planning Commission (Incharge of Education) New Delhi.
3. President All India Council of Sports, New Delhi.
4. Chairman, National Book Trust, New Delhi.
5. Chairman Council for Women's Education, New Delhi.
6. Secretary, Department of Social Welfare, New Delhi.
7. Secretary, Department of Culture, New Delhi.
8. Additional Secretary, Department of Social Welfare, New Delhi.
9. Secretary, Department of Science and Technology, New Delhi.
10. Chairman, Standing Commission for Scientific and Technical Terminology, New Delhi.
11. Director General of Health Services, New Delhi.
12. Commissioner for Scheduled Caste and Scheduled Tribes, New Delhi.
13. Director, National Staff College for Educational Planners and Administrators, New Delhi.

14. Director, National Council of Educational Research and Training, New Delhi.
15. Chairman, Central Board of Secondary Education, New Delhi.
16. Commandant, National Defence Academy, Khadakvasla, Poona.

13.4.4 Some other Nominated Members of the Board :

Twenty educationists to be nominated by the Government of India.

13.4.5 Member-Secretary of the Board :

An officer of the Government of India nominated by the Chairman of the Board is the member secretary of the C.A.B.E.

13.5 FUNCTIONS OF CENTRAL ADVISORY BOARD OF EDUCATION

The Central Advisory Board of Education was first time setup in 1920 with these functions:

1. To give advice regarding the management of Imperial Institutions.
2. To give advice regarding the equivalence of examination standards.
3. To produce reports, monographs at regular intervals.
4. To conduct educational surveys whenever required.
5. To conduct examinations entrusted to it.
6. To scrutinize any point which is referred to it by the Government from time to time.

However, the functions of the Central Advisory Board of Education were redefined in 1935 and can be described as under ;

1. To advise on any educational problem which had been referred to it by the Govt. of India or by any state government.
2. To call for information and advice regarding educational developments of Special interest or value of India; to examine this information and to circulate along with its recommendations to the central government and the states.

13.6 ACHIEVEMENT OF CABE

Since its establishment, the Central Board of Advisory Education has made significant contribution in the field of education. From 1935 to 1944, the board prepared educational plans, which are considered as the most outstanding contribution of Board towards the solution of education problems of the country. Between the period of 1945 to 1951, the Advisory Board focussed upon defining educational policies. The CABE also established All India Council for Technical Education. In 1975, the Board took very important decision for the reorganization of educational structure in different states of the country. It favoured the implementation of 10+2+3 system of education throughout the country.

13.7 LET US SUM UP

The Central Advisory Board of Education is the oldest advisory body. It is the top most advisory body constituted by the Government of India. The idea that there should be a national level body was first of all given by Calcutta University Commission in 1917-19. The Commission in its report on education had suggested the following as functions of the Board:

1. To define the general aims of Education and Education Policy.
2. To give advice and assistance to the local governments and the Universities.
3. To supply organised information for the development of educational ideas in various states.

The Board hardly worked for two years when it was dissolved due the financial crisis. In 1935, on the recommendations of Hartog committee, it was revived again. There was not much changes in the constitution of the Board. The functions and composition of the Central Advisory Board were redefined in 1935 and that can be described as under:

- (i) To Advice on any educational problem which had been referred to it by the Govt. of India or by any state government.
- (ii) To call for information and advice regarding educational developments of special interest or value to India; to examine this information and circulate it along with its recommendations to the central government and the states.

13.8 LESSON END EXERCISE

- 1) Give historical background of CABE.
- 2) Define the composition of CABE.
- 3) Describe the meaning and functions of CABE.

13.9 SUGGESTED FURTHER READINGS

Chand, J. (2007). *Education in India after Independence*. Delhi: Shipra Publications.

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**NATIONAL COUNCIL OF EDUCATIONAL
RESEARCH AND TRAINING (NCERT)**

Lesson No. 14

Unit-V

STRUCTURE

- 14.1 Introduction
- 14.2 Objectives
- 14.3 Meaning of NCERT
- 14.4 Composition of NCERT
 - 14.4.1 General Body of Council
 - 14.4.2 Executive Committee
 - 14.4.3 National Institute of Education
 - 14.4.4 Centre for Educational Technology
 - 14.4.5 Regional Colleges of Education
- 14.5 Functions of NCERT
 - 14.5.1 Research
 - 14.5.2 Development
 - 14.5.3 Training
 - 14.5.4 Extension
 - 14.5.5 Publication and Dissemination

14.5.6 Exchange Programmes

14.6 Let Us Sum Up

14.7 Lesson End Exercise

14.8 Suggested Further Readings

14.1 INTRODUCTION

The National Council of Educational Research and Training (NCERT) is an apex resource organisation set up by the Government of India (GOI) with headquarters at New Delhi to assist and advise the central and state governments on academic matters related to school education. It was established in the year 1961. The NCERT is wholly financed by the Department of Education, Govt. of India. It is an autonomous organisation registered under the societies Registration Act, 1960. Infact, this organisation is playing wonderful role in making the education system work. Ministry of Human Resource Development also gets guidance on various matters of national importance in the field of education. Govt. of India ensures that person of integrity and academic excellence may be appointed in this organisation.

14.2 OBJECTIVES

After going through the lesson, you shall be able to:

- * Discuss the historical background of NCERT.
- * Describe the meaning, composition and major functions of NCERT.

14.3 MEANING OF NCERT

With a view to improve school education National Council of Educational Research and Training, NCERT was established on 1st September, 1961. The NCERT is an important body which is playing a significant role in formulating policies and programmes in the field school education in the country. The main objective of NCERT is to promote, plan and guide in the field of School education.

The NCERT provides academic and technical support for improvement of school education through its various constituents, which are :

1. National Institute of Education, New Delhi.
2. Central Institute of Education Technology, New Delhi.
3. Pandit Sunder Lal Sharma Central Institute of Vocational Education, Bhopal.
4. Regional Institute of Education, Ajmer.
5. Regional Institute of Education, Bhopal.
6. Regional Institute of Education, Bhubaneswar.
7. Regional Institute of Education, Mysore.
8. North-Eastern-Regional Institute of Education, Shillong.

Moreover, the functions of NCERT, include research, development, training, extension, publication and dissemination and exchange programmes. The NCERT also drafts, publishes and recommends school text books (from class I to Class XII) of various subjects.

14.4 COMPOSITION OF NCERT

The Composition of NCERT is as follows:

1. President- The Union Minister of education.
2. Chairman of the University Grants Commission as Ex-officio member.
3. All the state education ministers and those of the union territories having legislature.
4. The chief executive councillor of Delhi.
5. The secretary to the Government of India for education and social welfare as Ex-officio member.
6. Four vice-chancellors of universities, one from each region.
7. Twelve nominees of the Government of India among whom four are teachers.
8. All members of executive committee not included in the above.

14.4.2 Executive Committee: The Executive Committee takes decision on all matters concerning the affairs of NCERT. The executive committee is composed of the following.

- (a) Director
- (b) Joint Director
- (c) Dean Academic and Research
- (d) Dean Co-ordination
- (e) Secretary

The council functions through Six units. These are:

- (a) National Institute of Education, New Delhi.
- (b) Centre of Educational Technology, New Delhi.
- (c) Regional college of Education, Ajmer.
- (d) Regional college of Education, Bhopal.
- (e) Regional college of Education, Mysore.
- (f) Regional college of Education, Bhubneshwar.

14.4.3 The National Institute of Education: The institute carries out the activities and the programmes of the council. There are 27 units and cells. National Institute of Education is located at Delhi and is mainly concerned with conducting research with problem of school education. NIE works through several departments such as educational psychology, learning aids, text books, teacher education, survey and data processing unit, examination, work experience and vocationalization of education unit, publication department, national talent search unit and library and documentation centre. Every year national talent search unit conducts an All India Competitive Examination for the final year students of secondary classes and awards scholarship. NIE also organizes school training programmes, seminars and workshops for teacher educators, educational administrators, etc.

NIE has a large publishing house which publishes text books, supplementary readers, research monographs, educational journals and a large variety of educational material.

14.4.4 Centre for Educational Technology: In 1973 a centre for Educational Technology was set up in NCERT. It is associated with research, development and training in the use of educational technology and mass media in the field of education. A special managing committee manages its affairs. The Director of NCERT is also Director of CET.

14.4.5 Regional Colleges of Education: NCERT has four regional colleges of education one each at Ajmer, Bhopal, Bhubneshwar and Mysore respectively. These RCEs are developed as models for the four regions of the country. These offer four year B.A./B.Ed or BSc./B.Ed integrated courses after +2. All the four Regional Colleges also organize in-service education courses particularly in work experience and teacher education. The regional colleges are equipped with good libraries, laboratories and other facilities and are, therefore, in a position to offer rich courses. These colleges also organise in-service short term training courses.

14.5 Functions of NCERT

The NCERT undertakes the following programmes and activities;

14.5.1 Research: The NCERT performs the important functions of conducting and supporting educational research and offering training in educational research methodology. Different departments of the National Institute of Education (NIE), Regional Institutes of Education (RIES), Central Institute of Educational Technology (CIET) and Pandit Sunder Lal Sharma Central Institute of Vocational Education (PSSCIVE) undertake research programmes on different aspects of school education and teacher education. NCERT also supports research programmes of other institutions/organizations by providing financial assistance and academic guidance. Assistance is given to scholars for publication of their Ph.D. thesis. Research fellowships are offered to encourage studies in school education and to create a pool of competent research workers.

14.5.2 Development: The developmental activities in school education constitute an important function of the NCERT. The major developmental activities include development and renewal of curricula and instructional materials for various levels of school education and making them relevant to changing needs of children and society.

The innovative developmental activities include development of curricula and instructional materials in school education in the area of preschool education, formal and non-formal education, vocationalisation of education and teacher education. Developmental activities are also undertaken in the domains of educational technology, population education and education of the disabled and other special groups.

14.5.3 Training: Pre-service and in-service training of teachers at various levels i.e. pre-primary, elementary, secondary and higher secondary, vocational education, educational technology, guidance and counselling, and special education are the areas of training in which NCERT works. The pre-service teacher education programmes at Regional Institutes of Education (RIEs) incorporate many innovative features. The RIEs also undertake the training of key personnel of the states and of the state level institutions and training of teaching educators and in-service teachers.

14.5.4 Extension: Various Departments of the NIE, RIEs, CIET and PSSCIVE are engaged in various ways. Constituents of NCERT work in close collaboration with various agencies and institutions in the states. Several programmes are organised in rural and backward areas in order to reach out to the functionaries in these areas where special problems exist and where special efforts are needed. Special programmes are organised for the education of the disadvantaged sections of the society. The extension programmes cover all states and union territories of the country.

14.5.5 Publication and Dissemination: NCERT Publishes text books for different school subjects for classes I to XII. It also brings out work books, teachers, guides, supplementary readers, research reports, etc. In addition, it publishes instructional materials for the use of teacher educators, teacher trainees and in service teachers. These instructional materials, produced through research and developmental work, serve as models to various agencies in states and union territories.

For dissemination of educational information, the NCERT publishes six journals:

- (i) **The Primary Teacher** is published both in English and Hindi and aims at giving meaningful and relevant educational inputs to primary school teachers for direct use in the classroom.

- (ii) **School Science** serves as an open forum for discussion on various aspects of science education.
- (iii) **Journal of Indian Education:**—Provides a forum for encouraging original and critical thinking in education through discussion on current educational issues.
- (iv) **Indian Educational Review** contains research articles. It provides a forum for researchers in education.
- (v) **Bharatiya Adhunik Shiksha**, published in Hindi, provides a forum for encouraging critical thinking in education on contemporary issues and for dissemination of educational problems and practices.
- (vi) **NCERT Newsletter** is also published in English and Hindi (Shaikshik Darpan)

14.5.6 Exchange Programmes: NCERT interacts with international organizations such as UNESCO, UNICEF, UNDP and the World Bank to study specific educational problems and to arrange training programmes for personnel from other countries. It is one of the Associated Centers of APEID. It also acts as the secretariat of the National Development Group (NDG) for educational Innovations. The NCERT has been offering training facilities, usually through attachment programmes and participation in workshops to educational workers of other countries. The NCERT acts as a major agency for implementing the Bilateral Cultural Exchange Programmes entered into by the Government of India with the governments of other countries in the fields of school education and teacher education. Educational materials are exchanged with other countries. On request, the faculty members are deputed to participate in international conferences, workshops, symposia, etc.

The other functions of NCERT are as;

- (i) A link with international organisations.
- (ii) Efforts to universalize Primary Education.
- (iii) Keeps Liaison with State Governments.
- (iv) Improvement in School Education and
- (v) National Talent Search Scheme.

14.6 LET US SUM UP

Well students, you have come to know that NCERT has played a wonderful role in the field of school education. It is a prestigious organisation at the national level and the head of the body is Union Minister of Human Resource and Development. There are six constituent units of NCERT which are co-ordinating and helping the organisation at the national level. It is a matter of great satisfaction that this organisation has achieved a great name and fame in educational sector. Many researches have been conducted in various fields like Science, Mathematics and Arts etc. In nutshell, the functions of NCERT can be classified into three categories: research, training and extension.

14.7 LESSON END EXERCISE

- i) Give historical background of National Council of Educational Research and Training.
- ii) Define the composition of NCERT.
- iii) Describe the meaning and functions of NCERT.

14.8 SUGGESTED FURTHER READINGS

Aggarwal, J.C. (2009). *Educational Policy in India: 1992 and Review 2000 and 2005*. Delhi: Shipra Publications.

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Toward an Enlightened and Humane Society –NPE 1986-A Review (Ramamurti Committee) Report (1990).

University Education Commission. (1948-49). Report.

UNIVERSITY GRANTS COMMISSION (UGC)

Lesson No. 15

Unit-V

STRUCTURE

- 15.1 Introduction
- 15.2 Objectives
- 15.3 Meaning of UGC
- 15.4 Composition of U.G.C
- 15.5 Functions of U.G.C
- 15.6 Let Us Sum Up
- 15.7 Lesson End Exercise
- 15.8 Suggested Further Readings

15.1 INTRODUCTION

Dear students in the preceding two lessons we have discussed about the meaning, composition and functions of two National Organizations i.e. Central Advisory Board of Education and National Council of Educational Research and Training. In this lesson, we shall discuss the University Grants Commission- a statutory body with the responsibility of looking after higher education in India. The University Grants Commission is a statutory organization of Government of India, established by an Act of Parliament in 1956. It has been established for the coordination, determination and maintenance of standard of teaching, examination and research in university education in India. It was first set up as an advisory committee in 1945 on the recommendations of Sargent Report (1944). It was just an advisory body and had no administrative or financial powers. Its function was merely to make recommendations to the Ministry of Education for

Ministry of Education in turn used to, forward the recommendations to the Finance Ministry for final disposal.

Later Radhakrishnan's University Education Commission (1948-49) recommended that there should be commission for grants to the universities, with funds at its disposal. This commission should be an expert body, different from the already existing committee. It observed that in a democratic country like ours, the decision of how much public money can be spent on universities, be made, and ought to be made, only by the government spending money on higher education. It is a political decision and a part of government's yearly budgetary proposals. But once that decision is made, the detailed allocation of the money must be left to an expert body, not merely non-political, but as rigidly protected from political or personal lobbying and pressure as the constitution of a country can make them. The University Education Commission recommended that the University Grants Committee be reconstituted on the general model of the University Grants Committee of the United Kingdom with a full time chairman and others to be appointed from amongst educationists of repute.

In this regard a conference of state education ministers and vice-chancellors of universities was held in April 1953 and it submitted a favourable recommendation to the Government. As a result of it, a bill was introduced in 1954 and U.G.C. became a statutory body under the University Grants Commission Act 1956.

15.2 OBJECTIVES

After going through this lesson students will be able to

- * Discuss the historical background and importance of U.G.C.
- * Explain the meaning, composition and major functions of University Grants Commission.

15.3 MEANING OF UGC

The University Grants Commission (UGC) was originally created by an executive order of the Government of India in 1953, and became a statutory body in 1956 by an Act of Parliament. The UGC Act 1956 entrusted the body with the responsibility of promotion and coordination of university education and of determination and maintenance of

standard of teaching, examination and research. As a statutory body, it is responsible to the Parliament. The UGC has set up six regional centres at Pune, Hyderabad, Kolkata, Bhopal, Guwahati and Bangalore. This decentralization has been made to ensure effective region wise coverage throughout the country. The head office of the UGC is located at Bahadur Shah Zaffar Marg in New Delhi.

15.4 COMPOSITION OF U.G.C

In accordance with the section 6 of the U.G.C Act 1956, the Act prescribes that the University Grants Commission shall consist of nine members to be appointed by the Central Govt. from different fields such as ;

1. Not more than three members from among the vice-chancellors of universities.
2. Two members from among the officers of the Central Govt. to represent the government.
3. The remaining members from among the persons who are educationists of repute and who have obtained high academic distinction.

The Act provides not less than one half of the total number, so chosen shall be from among persons, who are not officers of the Central Govt. or of any State Govt. The Central Govt. shall nominate a member of the commission not being an officer of the central government to be a chairman there of.

The composition of the UGC was changed by the government through a constitutional amendment in 1972 to increase the total number of members from nine to twelve. The amendment also increased the powers of the UGC. The new composition includes the chairman, vice chairman and ten members. The term of of the chairman is five years and that of the vice- chairman and other members, is three years. No member including the chairman and the vice- chairman can hold office for more than two terms. A member is to hold office for a period of six years. The commission is required to submit its annual report to the Parliament during the financial year.

15.4 FUNCTIONS OF U.G.C.

The Constitutional Amendment of 1976 placing education in the concurrent list widened the scope of the activities of the UGC. The functions of the Commission as mentioned in Section 12 of the UGC can be studied as:

It shall be the general duty of the commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University Education and the determination and maintenance of standards of teaching, examination and research in the universities and for the purpose U.G.C is performing its functions under the Act which can be described as :

- (a) Inquire into the financial needs of universities before disbursing grants;
- (b) Allocate and disburse, out of the fund of the commission, such grants to other universities as it may deem necessary for the development of such universities or for any other general or specified purpose;
- (c) Promotion of research in the Universities is one of the important function of the UGC. Under Special Assistant Programme (SAP), the UGC provides financial support to selected university departments in sciences, humanities, social sciences, engineering and technology that have shown potential to conduct quality research in specific areas.
- (d) For encouraging research activities the UGC provides grants for minor and major research projects, to be undertaken by teachers in science, humanities, social sciences, engineering and technology.
- (e) The UGC provides for human resource development in teaching and research. It also provides grants for organizing seminars and workshops at national and international level. For teachers, the scheme of National Fellowships, Visiting Associateship, Guest or Part time Teachers, Visiting Professorship and Teacher Fellowships have been in operation for various purposes.
- (f) The UGC recommends to any university the measures necessary for the improvement of university education and advice the university upon the action to be taken for the purpose of implementing such recommendations. It can make specific recommendations for the universities for improvement of teaching and research. It issues guidelines to the universities regarding research activities, qualification of teachers and minimum workload of teachers.
- (h) UGC also provides financial assistance for writing quality books, monographs and reference materials for use in universities and colleges. It provides partial travel grants for the university and college teachers for attending international conferences.

- (i) The UGC advise the central government or any state government on the allocation of any grants to universities for any general or specified purpose out of consolidated fund of India or the consolidated fund of the state as the case may be.
- (j) The UGC also advises the government for the establishment of a new university or on proposals connected with the expansion of the activities of the university. It also provides recognition to universities in India.
- (k) The UGC advise the central or state government or the university on any question which may be referred to the commission by the central or state government or the University, as the case may be.
- (l) The UGC collects information on all such matters relating to university education in India and other countries as it thinks fit and make the same available to any university.
- (m) The UGC requires from a University to furnish it with such information as may be needed relating to the financial position of the University or the studies in the various branches of learning undertaken in that university and standards of teaching and examination in that university.
- (n) The UGC also performs such other functions as may be prescribed or as maybe deemed necessary by the commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions. The UGC Act authorises the Central Government of the commission to declare by notification in the official gazette that any institution for higher education, other than a University, shall be deemed to be a university for the purpose of this Act, and on such a declaration being made, all the provisions of this Act shall apply to such institution as if it were a university.

In addition to the above functions the U.G.C. perform the following programmes:

- (1) Development of the Universities
- (2) Curriculum Development
- (3) Faculty improvement programme
- (4) Examination Reforms
- (5) Maintenance and coordination of standards

- (6) Student welfare programmes
- (7) Welfare of scheduled caste and scheduled tribes
- (8) Autonomous colleges
- (9) Cultural Exchange Programmes
- (10) Open and Distance Learning
- (11) Conducting Test (NET).

15.5 LET US SUM UP

The University Grants Commission is a statutory body which looks after university and higher education in India.

To start with, on the recommendations of Sargent Report (1944), an advisory committee for higher education was set up during the year 1945. It was just an advisory body and had no administrative or financial powers. Its function was merely to make recommendations to the Ministry of Education for Grants to the Universities. Ministry of Education, in turn used to, forward the recommendations to the finance ministry for final disposal.

University Education Commission (1948-49) recommended that there should be commission for grants to the Universities, with funds at its disposal. This commission should be an expert body, different from the already existing committees.

In this regard, a conference of State Education Ministers and Vice-chancellors of universities were held in April 1953 and it submitted a favourable recommendation to the Govt. As a result of it, a bill was introduced in 1954 and U.G.C. became a statutory body under the University Grants Commission Act 1956.

In accordance with the section 6 of the U.G.C. Act 1956, the Act prescribes that the U.G.C shall consist of Nine members to be appointed by the central Govt. from different fields i.e. members from among the vice-chancellors of universities, members from among the officers of the Central Government and educationists of remarkable repute.

However, through amending Bill, in April 1966, the total number of the members of U.G.C has gone up to twelve. In addition to a full time chairman, there is a full time vice-chairman also.

So far the functions of commission as mentioned in section 12 of the U.G.C Act are ; It is the general duty of the commission to take, in consultation with the Universities or other bodies concerned, all such steps as it may think fit for the promotion and co-ordination of University Education and the determination and maintenance of standards of teaching, examination and research in universities. For the purpose of performing its functions under the Act, the commission may inquire into the financial needs of universities, as well as the allocation and disbursement of grants etc. The other programmes and activities of U.G.C include providing development grants to the universities, FIP, examination reforms, teachers and students welfare programme, maintenance and co-ordination of standards, welfare of scheduled castes and scheduled tribes G.K.

15.6 LESSON END EXERCISE

- (i) Give historical background of University Grants Commission.
- (ii) Describe the Composition of U.G.C.
- (iii) Explain the meaning and major functions of U.G.C.

15.7 SUGGESTED FURTHER READINGS

Chand, J. (2007). *Education in India after Independence*. Delhi: Shipra Publications.

Chauhan, C.P.S. (2008). *Modern Indian Education Policies, Progress and Problems*. New Delhi, Kanishka Publisher.

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